Randolph-Macon College

Department of Physician Assistant Studies

STUDENT HANDBOOK

Updated Version: 10/15/2026

TABLE OF CONTENTS

Section I: OVERVIEW OF RMC & PA PROGRAM……..3
- Introduction
- Diversity & Inclusion Statement
- History of the College & PA Program
- RMC Mission
- Accreditation Statement
- PA Program Mission
- PA Program Goals & Outcomes
- PA Program Values
- Administration, Faculty, & Staff
- Student Evaluation of the Program
- PA Admissions Overview
- PA Advisory Committee
- Physician Assistant Professional Oath
- Organizational Chart

Section II: PA PROGRAM CURRICULUM……..12
- Educational Philosophy
- Learning Outcomes & Graduate Competencies
- Curriculum Phases
- Curriculum Sequence & Credit Hours

Section III: ACADEMIC & PROFESSIONAL STANDARDS……18
- Grading Policy (A3.15a)
- Student Conduct Policy (A3.15b)
- Academic Integrity Policy (A3.15b)
- Prohibited Sharing of Curriculum Content Policy (A3.15b)
- RMC PA Generative AI Usage Policy (A3.15b)
- Advanced Placement Policy (A3.13c)

Section IV: PROGRESS & REMEDIATION……..27
- Satisfactory Academic Progress Policy (A3.15a, A3.15b)
- Progress & Remediation Policy (A3.15a, A3.15b, A3.15c)
- Repeated Courses Policy (A3.15a)

Section V: GRADUATION……36
- Graduation Requirements Policy (A3.15b)

Section VI: RESIGNATION, DISMISSAL, & LEAVES OF ABSENCE……37
- Dismissal Policy (A3.15d)
- Resignation Policy (A3.15d)
- Leaves of Absence Policy (A3.15b, A3.15c, A3.15d)

Section VII: STUDENT RIGHTS & RESOURCES……41
Refund of Tuition / Fees Policy (A1.02k, A3.19)
Student Grievance / Appeal Policy (A3.15g)
Grade Appeal Policy (A3.15g, B4.03)
Student Harassment and Mistreatment Policy (A3.15f)
Student Records Policy (A3.18)
Teach Out Policy for PA Students (A1.02)

Section VIII: STUDENT HEALTH, SAFETY, & SUPPORT……49
Background Check, Health Screening & Immunization Policy (A3.07)
Exposure to Infectious Agents & Environmental Hazards Policy (A3.08)
Medical Care of PA Students Policy (A3.09)
Access to Student Support Services Policy (A3.10)
Personal Safety and Security Policy (A1.02g)
Minors and Reporting of Abuse Policy
Sexual and Relationship Conduct Policy (A1.02g)

Section IX: TECHNICAL STANDARDS FOR ADMISSION & RETENTION……57
Technical Standards Policy (A3.13e)

Section X: GENERAL POLICIES……60
Attendance and Contact Time Policy
Student Employment Policy (A3.04, A3.05, A3.15e)
Student Identification Policy (A3.06)
Social Media and Communication Policy
Student Dress Code Policy
Student Health Insurance Policy (A1.04)
Disclosure of Academic Records Policy (A1.02f)
Student Bill of Rights

Section XI: SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPE) POLICIES……70
Student Involvement in SCPE Site Development Policy (A3.03)
Informed Consent Regarding Student Involvement in Patient Care Policy
Professional Relationships in the Clinical Area Policy
Professionalism and Behavior in the Clinical Area Policy
Transportation Policy

Student Attestation……73
Authorization for Release of Information……74
Application for Leave of Absence……75
Immunization and Titer Entrance Requirements……76
Grade Appeal Checklist……79

SECTION I: OVERVIEW OF RMC & THE PA PROGRAM

Introduction

This handbook is designed to orient the student to the policies and procedures governing operation of the RMC PA Program and relevant institutional units at the College. Please review this handbook when considering questions about PA Program operations, and use the "Administration, Staff & Faculty" section below to directly reach out to individuals who can assist with your needs.

The policies and procedures contained in this handbook and its references apply to all faculty, staff, and enrolled students regardless of location or setting, except in situations wherein a clinical site policy or procedure may prevail. The material in this handbook, on referenced webpages, and within institutional documents is periodically updated, therefore it is important for students to attend to communications from the PA Program or the College regarding changes to policy or procedures.

Diversity & Inclusion Statement

Randolph-Macon College believes that students learn best in a diverse, inclusive community and is therefore committed to academic excellence through diversity in its faculty, staff, and students.

History of the College & PA Program

Founded in 1830 by the Methodist Church, Virginia statesman John Randolph and North Carolina statesman Nathaniel Macon gave their names to the college. Randolph-Macon remains the oldest Methodist-related college in continuous operation in the United States.

Originally located in Boydton, Virginia, the college moved to Ashland in 1868 to escape the ravages of the Civil War. The move challenged the college's spirit and stimulated new growth. A new era of vitality ensued with students raising most of the money for Washington and Franklin Hall, the first major building on the "new" campus. Referred to affectionately as "Wash-Frank," the building is a national historic landmark and is still in use today.

The student body now includes approximately 1400 students from across the United States and all over the world. Our beautiful 116-acre campus has developed around Washington and Franklin Hall and now boasts 60 major buildings, with more on the way. The Latin- and Greek-based curriculum offered in the 1830s that focused on English, history and geography expanded to include 43 majors, 39 minors and an array of pre-professional programs.

In 2020, the College formally announced plans for a graduate Physician Assistant (PA) program, responding to increasing shortages in healthcare providers within the Commonwealth and across the nation. Made possible by the generous gifts of the Brock family, the PA program's design actively fosters the development of patient-centered PAs of deep character and medical science expertise. Randolph-Macon College enrolled its inaugural class of PA students in January 2023.

RMC Mission

The mission of Randolph-Macon College is to develop the mind and character of each student.

Accreditation Statement

Randolph-Macon College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and masters degrees. Randolph-Macon College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Randolph-Macon College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The PA Program's current ARC-PA accreditation status can be found on our webpage. The ARC-PA may be contacted at 3325 Paddocks Parkway, Suite 345, Suwanee, Georgia 30024, or by calling 770-476-1224.

PA Program Mission

The mission of the Randolph-Macon College Physician Assistant Program is to address gaps in healthcare delivery and equity by producing highly-qualified, compassionate PAs, prepared through a blended biomedical science and liberal arts education, equipped to impact health system, provider, and patient needs.

PA Program Goals & Outcomes

Outcome data related to our Goals and Outcomes will be published here and / or on our website as it becomes available. For each area below, the PA Program will analyze trends over time to monitor and inform specific areas in need of improvement.

Goal 1: Maintain overall PANCE pass rates at or above the national average each year.

- Benchmark: PANCE pass rates at or above national average for each cohort via the NCCPA report for all-time and first-time takers from RMC.
- Outcomes: Data related to this goal will be published on our website as a table showing PANCE pass rates from the RMC NCCPA report for all-time and first-time takers.

Goal 2: Foster student and faculty engagement in leadership or advocacy roles.

- Benchmark: At least 50% of students and faculty will be engaged in institutional, professional or community efforts.
- Outcomes: Data related to this goal will be published on our website as a table showing faculty and student involvement in leadership or advocacy roles, with high-level areas represented.

Goal 3: Students and Faculty will be trained in implicit bias reduction, diversity, and inclusion.

- Benchmark: 100% of faculty and students will receive and successfully complete training for implicit bias reduction, diversity, and inclusion.
- Outcomes: Data related to this goal will be published on our website as a table showing summarized training roster, faculty CV, and student record information.

Goal 4: Development of a diverse student body of academically-qualified PA matriculants.

- Benchmark: 20% of matriculants will align with at least one of the following categories:
    - 1) From counties identified as a medically-underserved area (MUA)* or health professions shortage area (HPSA)*, or
    - 2) "first in their family to attend college."
- Outcomes: Data related to this goal will be published on our website as table showing cohort-level composition of MUA matriculants / HPSA matriculants and "first in family" to attend college. Information regarding MUA and HPSA sites can be found at http://www.HRSA.gov.

PA Program Values

Reflecting the curriculum goals of Randolph-Macon College, our PA Program faculty, staff, and students espouse the following core values:

- Shared dedication to serve others through the promotion and delivery of equitable health care
- Personal accountability for our impacts on the world around us
- Ongoing provision of a professional and effective learning environment
- Flexibility and resilience when facing new challenges, uncertainty, or unexpected results
- Advancement of diversity, equity, and inclusion within each space we occupy
- Humility, kindness, and compassion in our partnerships with patients, their families, and colleagues
- Meaningful reflection in support of ongoing improvements in ourselves and our PA Program

THIS SPACE INTENTIONALLY LEFT BLANK

Administration, Staff, & Faculty

Interim Provost and Chief Administrative Officer for the PA Program
Patrice DiQuinzio, PhD
PatriceDiQuinzio@rmc.edu

Department Chair and Program Director
Associate Professor
Erich Grant, MMS, PA-C
erichgrant@rmc.edu

Associate Program Director and Academic Director
Assistant Professor
Laura Tudor, MMSc, PA-C
lauratudor@rmc.edu

Medical Director
Assistant Professor
John Salley, Jr., MD, PhD
johnsalley@rmc.edu

Associate Professor
Ellen Robertson, PhD, OTR/L
ellenrobertson@rmc.edu

Program Administrative Coordinator
Christi Hughes, Ed.S
christihughes@rmc.edu

Adjunct Instructor
Hugh Cline, MPAS, PA-C, NRP
hughcline@rmc.edu

Assistant Professor
Courtney Corboy, MSPAS, PA-C
courtneycorboy@rmc.edu

Adjunct Associate Professor
Michael Joyce, MD
michaeljoyce@rmc.edu

Assistant Professor
Kimberlee Ketchersid, MMSc, PA-C
KimKetchersid@rmc.edu

Assistant Professor
Morgan Randolph, PharmD, BCOP
morganrandolph@rmc.edu

Assistant Professor
Collin Sprenker, MSPAS, PA-C
collinsprenker@rmc.edu

Adjunct Instructor
Alexandra Wilhelm, MPAS, PA-C
alexandrawilhelm@rmc.edu

Student Evaluation of the Program

Ongoing evaluation of the curricular and administrative functions of our PA Program and supporting institution, Randolph-Macon College, supports our established Continuous Assessment Process. This formal, ongoing, multi-layer, activity captures quantitative and qualitative data from stakeholders (students, principal and instructional faculty, preceptors, and administrative staff), organizes captured data for critical analysis for trends over time, identifies program strengths and areas for improvement, and develops and implements needed action plans related to curricular and administrative aspects of the program.

The student perspective on the PA Program's function will be gathered primarily by anonymous surveys at different points during students' enrollment. This allows the faculty and staff to measure the effectiveness of the Program's design and delivery during discrete periods (a Term of study or clinical rotation) and along the longer arc of the Preclinical and Clinical Phases. Importantly, we will capture comments and analyze these for themes that may exist beyond the quantitative survey data.

Following analysis periods, the PA Program will share its findings and any plans for improvement with the cohorts currently enrolled, and when relevant, our alumni.

PA Admissions Overview

The RMC PA Program utilizes a holistic and rolling admissions process. Completed applications will be reviewed on a rolling basis by the PA Admissions Committee. Based on our program goals and outcomes, required prerequisites and preferred factors (listed below and online), selected applicants will be invited to interview for admission. Interviewees will be invited to visit the PA Program to participate in additional non-cognitive assessments that aid in final admissions decisions.
Transfer credits are not accepted. Additionally, there are no advanced placement opportunities or accelerated tracks. All enrolled students must complete each required component of the program. Specific questions

regarding the application requirements or process can be directed to the Admissions team at paadmissions@rmc.edu.

General Requirements

- U.S. citizenship or permanent resident status.
- Completion of a baccalaureate degree, earned from a regionally accredited university or college. The degree must be earned by the deadline specified in the "Timeline" section above. Official transcripts must be submitted directly to the Central Application Service for Physician Assistants (CASPA). Do not send transcripts directly to the RMC PA Program.
- If coursework has been completed outside of the U.S. or Canada, such must be evaluated, at applicant's expense, by a qualified transcript evaluation service and demonstrate equivalence with required prerequisite coursework.
- Graduate Record Exam, General Test, with scores within the last 5 years. Score reports must be submitted through CASPA to RMC.
- CASPer Situational Judgement Test, available at https://acuityinsights.app/ . Results must be from the current application year.
- Cumulative and Science GPAs of at least 3.0 on a 4.0 scale.
- Completion of the following prerequisite courses via a regionally accredited college or university. Prerequisite coursework must be completed with a grade of C or better. Prerequisite course grades of C-, D, or F will not be considered.
- Applicants who have separated from military service must provide an official copy of their DD Form 214.

Required Prerequisite Coursework

The PA Program accepts coursework from accredited 2- and 4-year institutions, including those who deliver coursework via online or hybrid environments. The following coursework represents the minimum required for a completed application to the PA Program. Courses marked with ***** must include a lab component.

- Two semesters of General Biology* One General Biology course must include a lab component. Other general and upper-level Biology courses will fulfill this requirement (excluding Botany) (7+ credit hours)
- Two semesters of General / Inorganic Chemistry***** (7+ credit hours)
- One semester of Biochemistry (3+ credit hours)
- One semester of Organic Chemistry (3+ credit hours)
- Two semesters of Human Anatomy and Physiology***** (7+ credit hours)
- One semester of General Psychology (3+ credit hours)
- One semester of Statistics (2+ credit hours)
- One semester of College Math or Quantitative and Symbolic Reasoning (3+ credit hours)
- Medical Terminology (1+ credit hour or equivalent)

Preferred Coursework

Successful completion of any of the following coursework will strengthen a candidate's application:

- One semester of Microbiology (3+ credit hours)
- One semester of Psychology elective (3+ credit hours)

- One semester of Genetics (3+ credit hours)
- Upper-level Biology, Chemistry or Physics courses (3+ credit hours)

Clinical Experience

We strongly recommend applicants seek meaningful time and experience within medical environments. This lends incredible perspective for the individual, and can help to shape career passions, views of health and health disparities, and the "real life" experiences of medical providers. While not currently required, demonstration of meaningful hands-on clinical experience will strengthen a candidate's application. We do not require a baseline number of clinical experience hours, but we will give preference to applicants who demonstrate volunteer or paid experiences that include significant patient contact.

Special Considerations

The RMC PA Program has published strategic goals based on the needs of our region and our country. These include preparing providers from diverse backgrounds, ready to move into healthcare spaces and affect positive change. The educational environment best suited to prepare such individuals is one that actively engages students from varied backgrounds and fosters the sharing of values and cultural dynamics during the training process.

RMC will give preference to qualified applicants meeting any one of the following criteria. Meeting the bulleted criteria does not, however, guarantee interview or admission to the RMC PA Program:

- First in family to attend college
- From a medically underserved area (MUA)* or health professions shortage area (HPSA)*

In addition, Randolph-Macon College graduates who meet all criteria for admission will be offered an interview during the year of application. The offer of an interview does not constitute a guarantee of admission.

*Information regarding MUA and HPSA sites can be found at: http://www.hrsa.gov.

Letters of Reference

The PA Program will request information from three references, identified by you, as part of your application process.

PA Advisory Committee

The PA program seeks to establish, maintain, and advance relationships within the College, our community, and health systems that support the Mission and Goals of the PA Program. The PA Advisory Board, composed of community members appointed by the PA Program Director, is charged with advising the PA Program on matters of strategic direction(s), community engagement, and graduate preparedness for emerging practice environments.

Physician Assistant Professional Oath

I pledge to perform the following duties with honesty and dedication:

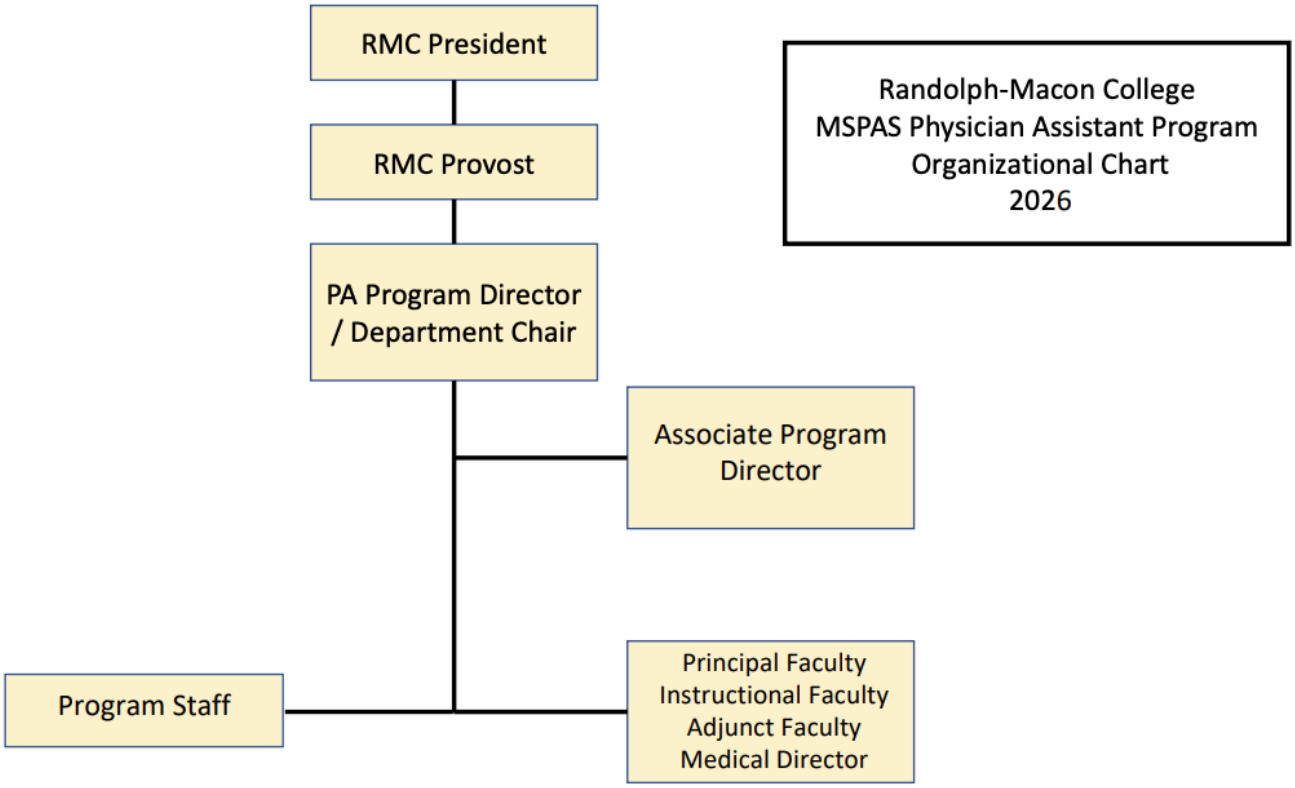
- I will hold as my primary responsibility the health, safety, welfare and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, nonmaleficence and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- 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 health care 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 relationship with the physician.
- I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

THIS SPACE INTENTIONALLY LEFT BLANK

PA Organizational Chart

The PA Program sits within the Department of PA Studies (DPAS), a unit of Randolph-Macon College. The Department Chair / PA Program Director reports to the Provost, who serves as the Chief Administrative Officer for the PA Program. The Medical Director, faculty, and staff are supervised by the Department Chair / PA Program Director as shown on the diagram below.



THIS SPACE INTENTIONALLY LEFT BLANK

SECTION II: PA PROGRAM CURRICULUM

Educational Philosophy

The immersive RMC PA curriculum is uniquely designed to prepare today's learners for tomorrow's medical practice environment. Our experienced team of medical educators actively apply guidance from ARC-PA, AAPA, PAEA, and NCCPA, translating the evolving requirements of medical practice proficiency into four primary learning themes that define RMC PA's 24-month learning experience: Think. Feel. Know. Do.

Each theme serves as a guidepost, signaling our commitment to holistically preparing each PA learner for current and evolving areas of practice, leadership, and community involvement. These practical descriptions of our central educational pillars provide prospective students, faculty, potential employers and accrediting bodies with clear and measurable performance qualities for each RMC PA graduate.

Think.

The modern medical provider must be a critical thinker, able to consistently apply evidence-informed, patient-centered clinical decisions across evolving medical information and diverse patient populations. The core of such readiness is established by immersing RMC learners within increasingly complex clinical problem-solving activities and metacognitive practice - facilitated by experienced medical educators and clinicians.

Feel.

Patient-centered medical practice requires cultural humility, empathy, curiosity about the burdens, fears, beliefs, and expectations of others, alongside self-reflection and the practical skill to develop therapeutic connections with patients across the lifespan. In addition, medical trainees and providers are reporting increasing rates of near-burnout or burnout, which can be reduced via attention to self-care practice. We will support each RMC learner in developing patient engagement and self-care strategies that can be translated into sustainable, flexible approaches to clinical practice environments.

Know.

Safe and effective patient care requires the ongoing acquisition and application of biomedical, regulatory, and health system knowledge in order to address the current and emerging challenges faced by patients, their families, and the medical landscape. Through self-directed learning, synchronous and asynchronous learning environments, practical training sessions, and immersive clinical rotations, each RMC PA graduate will demonstrate mastery of core knowledge consistent with readiness for entry into clinical practice and ongoing knowledge acquisition.

Do.

PAs are and have always been people who do: going above and beyond the minimum to support high-quality patient care, community engagement, health system effectiveness, and forward evolution of medical care models. The expanding role of the PA means that each RMC PA graduate will be equipped with a wide set of procedural skills, commensurate with projected employment environments. In addition, practical action

within community service, leadership spaces, and within each opportunity for provision of equitable health care requires a developed self-awareness and skillset applicable to a variety of medical and professional situations.

Learning Outcomes & Graduate Competencies

The RMC PA Program has adopted the PAEA Core Competencies for New PA Graduates (published September 20, 2018) and has built curriculum structures to ensure that students meet each of these prior to graduation. Specific learning outcomes linked to these Core Competencies are provided within each course syllabus.

Patient-Centered Practice Knowledge

1.1 Recognize normal and abnormal health states
1.2 Discern among acute, chronic, and emerging disease states
1.3 Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients
1.4 Develop meaningful, therapeutic relationships with patients and their families
1.5 Partner with patients to address issues of ongoing signs, symptoms, or health concerns that remain over time without clear diagnosis despite evaluation and treatment
1.6 Demonstrate application of clinical skills considered essential for entry into practice.
1.7 Demonstrate appropriate performance of technical skills based on current practice.

Society and Population Health

2.1 Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served
2.2 Recognize the potential impacts of the community, biology, and genetics on patients and incorporate them into decisions of care
2.3 Demonstrate accountability and responsibility for removing barriers to health
2.4 Understand the role of structural disparities in causing illness
2.5 Engage members of the health care team in the surveillance of community resources to sustain and improve health
2.6 Engage the health care team in determining the adequacy of community resources
2.7 Reflect on personal and professional imitations in providing care
2.8 Exercise cultural humility
2.9 Elicit and hear the story of the individual and apply the context of the individual's life (including environmental influences, culture, and disease) when determining healthy versus ill patients
2.10 Understand and apply the fundamental principles of epidemiology
2.11 Recognize the value of the work of monitoring and reporting for quality improvement
2.12 Use appropriate literature to make evidence-based decisions on patient care

Health Literacy and Communication

3.1. Establish meaningful, therapeutic relationships with patients and families that allow for a deeper connection and create space for exploration of the patients' needs and goals to deliver culturally competent care
3.2. Interpret information so that patients can understand and make meaning out of the information conveyed to them
3.3. Recognize the need for and governing mandates that ensure patients have access to interpreters and appropriate resources when barriers to communication arise
3.4. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
3.5. Communicate effectively with patients, families, and the public
3.6. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs
3.7. Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible, and checking to ensure understanding

Interprofessional Collaborative Practice and Leadership

4.1. Articulate one's role and responsibilities to patients, families, communities, and other professionals
4.2. Redirect the focus of the health care team to the needs of the patient
4.3. Assure patients that they are being heard
4.4. Ensure patients' needs are the focus over self and others
4.5. Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
4.6. Recognize when referrals are needed and make them to the appropriate health care provider
4.7. Coordinate care
4.8. Develop relationships and effectively communicate with physicians, other health professionals, and health care teams
4.9. Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable
4.10. Use unique and complementary abilities of all members of the team to optimize health and patient care
4.11. Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and health care needs of patients and populations
4.12. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health

Professional and Legal Aspects of Health Care

5.1. Articulate standard of care practice
5.2. Admit mistakes and errors
5.3. Participate in difficult conversations with patients and colleagues
5.4. Recognize one's limits and establish healthy boundaries to support healthy partnerships
5.5. Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
5.6. Demonstrate responsiveness to patient needs that supersedes self-interest
5.7. Demonstrate accountability to patients, society, and the profession
5.8. Exhibit an understanding of the regulatory environment

Health Care Finance and Systems

6.1. Recognize that health care is a business
6.2. Articulate individual providers' value-add to the health care team in terms of cost
6.3. Appreciate the value of the collaborative physician/PA relationship

Curriculum Phases

The 24-month curriculum is intentionally divided into Preclinical and Clinical Phases. Key components of each Phase are described below.

Preclinical Phase: The preclinical curriculum is aligned both vertically and horizontally and will incorporate basic sciences and medicine with clinical applications. The content of this phase is guided by the NCCPA Content Blueprint, PAEA Core Competencies for the New PA Graduate, ARC-PA Standards (5th Ed), and input from faculty and community stakeholders. Content is organized into curricular threads, with planned redundancy of content in each term to reinforce learning. Planned redundancy has been ensured via curricular mapping through coordination with the Directors of Preclinical and Clinical Education, the Medical Director, and the Program Director. The curriculum will be delivered through synchronous and asynchronous small groups, lectures, labs, skills labs, and simulation, to include standardized patients, medical mannequins, Objective Structured Clinical Examinations (OSCE) and clinical cases. Students must successfully complete all required elements of the Preclinical Phase to progress to the Clinical Phase.

Clinical Phase: The Clinical Phase of the PA program is designed to further develop and apply Preclinical Phase knowledge while honing skills such as communication, procedures, documentation, and professionalism. The content of this phase is guided by the NCCPA Content Blueprint, PAEA Core Competencies for the New PA Graduate, ARC-PA Standards (5th Ed), and input from faculty and community stakeholders. This phase will consist of Supervised Clinical Practice Experiences (SCPE) in outpatient, inpatient and surgical settings. These SCPE Clerkships will occur with preceptors practicing in the following disciplines and involve care of patients across the life span: family medicine, internal medicine, emergency medicine, surgery, pediatrics, women's health, and behavioral health.

In the sixth week of each clerkship, the students will sit for an End of Rotation clerkship examination specific to that SCPE discipline. The instrument used for this assessment is a shelf-exam created and administered by the Physician Assistant Education Association (PAEA). This assessment model is comprised of a set of objectives and standardized evaluations intended to serve as a measure of the knowledge students gain during specific SCPEs. The PAEA also provides blueprints and topic lists for inclusion into the program instructional objectives.

THIS SPACE INTENTIONALLY LEFT BLANK

Curriculum Sequence & Credit Hours

Each Preclinical Phase Term includes 228 – 285 contact hours and a total of 19 credits. Course-by-course credits and contact hours are provided below.

TERM I	TERM 2	TERM 3	TERM 4	TOTALS
Dermatology, HEENT, Pulmonology, Cardiology	Gastroenterology, Urology, Nephrology, Neurology,Endocrinology	Musculoskeletal, Psychiatry/Addiction, Surgery, Emergency Medicine	Pediatrics, Geriatrics, Ob/Gyn, Infectious Disease	(credits) & contact hours
PASD 601 Anatomy + Lab I (2)	**PASD 602** Anatomy + Lab II (2)	**PASD 603** Anatomy + Lab III (2)	**PASD 604** Anatomy + Lab IV (2)	(8) 96-120
PASD 611 Clinical Science I (2)	**PASD 612** Clinical Science II (2)	**PASD 613** Clinical Science III (2)	**PASD 614** ClinicalScience IV (2)	(8) 96-120
PASD 621 Physical Assessment + Lab I (2)	**PASD 622** Physical Assessment + Lab II (2)	**PASD 623** Physical Assessment + Lab III (2)	**PASD 624** Physical Assessment + Lab IV (2)	(8) 96-120
PASD 631 ClinicalMedicine I (8)	**PASD 632** Clinical Medicine II (8)	**PASD 633** Clinical Medicine III (8)	**PASD 634** Clinical Medicine IV (8)	(32) 384-480
PASD 641 Diagnostic Studies I (1)	**PASD 642** Diagnostic Studies II (1)	**PASD 643** Diagnostic Studies III (1)	**PASD 644** Diagnostic Studies IV (1)	(4) 48-60
PASD 651 Differential Diagnosis I (1)	**PASD 652** Differential Diagnosis II (1)	**PASD 653** Differential Diagnosis III (1)	**PASD 654** Differential DiagnosisIV (1)	(4) 48-60
PASD 661 Pharmacotherapeutics& Clinical Interventions I (2)	**PASD 662** Pharmacotherapeutics & Clinical Interventions II (2)	**PASD 663** Pharmacotherapeutics & Clinical Interventions III (2)	**PASD 664** Pharmacotherapeutics& Clinical Interventions IV (2)	(8) 96-120
PASD 671 Evidence-Based Medicine and Professional Practice I (1)	**PASD 672** Evidence-Based Medicine and Professional Practice II (1)	**PASD 673** Evidence-Based Medicine and Professional Practice III (1)	**PASD 674** Evidence-Based Medicine and Professional Practice IV (1)	(4) 48-60

Each Clinical Phase Term includes a total of 12 credits. Course-by-course credits are provided below; contact hour expectations are outlined in Clinical Phase syllabi. Course sequencing, except for the PASD 707 Graduate Seminar, will vary from the example below based on individual student clinical clerkship (SCPE) schedules. A potential example schedule is provided below.

TERM 5	TERM 6	TERM 7	TERM 8
PASD 700 Family Medicine (6)	**PASD 702** Behavioral Medicine (6)	**PASD 704** Pediatrics (6)	**PASD 706** Surgery (6)
PASD 701 Internal Medicine (6)	**PASD 703** Emergency Medicine (6)	**PASD 705** Women's Health (6)	**PASD 707** Graduate Seminar (6)

SECTION III: ACADEMIC & PROFESSIONAL STANDARDS

Grading Policy (A3.15a)

The overall measurement of PA student growth and performance is founded on the principle of competency. The PA Program's curriculum includes specific courses, each with intended learning outcomes building to the larger competencies required for entry into practice. These are mapped carefully, to ensure that students and other stakeholders (faculty, patients, preceptors, accrediting and credentialing bodies, and future employers) can follow and understand the overall attainment of skills, knowledge, and attitudes by each student. The measurement, or assessment, of learning outcomes is detailed within each course syllabus.

To ensure equitable and holistic evaluation of students, assessments will be completed by a variety of methods, frequently enough to ensure monitoring for deficits, and under multiple different faculty members. Assessments of students will be coordinated and recorded by the Program Faculty and Staff.

The following applies to each course and syllabus:

- Each syllabus must list the course director, and any / all individuals who will render evaluation of student performance with respect to grades. The course director may utilize input for grade determination from others who have observed or participated in assessment of the student in relation to course or PA Program expectations.
- Each assessment activity, formative or summative (quiz, exam, group evaluation, reflection, preceptor evaluation, etc.) is assigned a relative value within the context of each course.
- Each course assessment activity must be assigned to at least one learning outcome listed on the relevant course syllabus.
- Assessment activity values may be quantitative or qualitative, as determined by the appropriate measurement approach.
- The final grade for each course is assigned by the course director, using the grading rubrics outlined in course syllabi.
- Course assessment activities and final course grades may be described as follows, per course syllabi:
    - **Honors:** Performance significantly above expectations for the level of the learner. Equates to a quantitative score between 95 – 100%.
    - **Competent:** Appropriate performance for the level of the learner. Equates to a quantitative score between 80 – 94.99%
    - **Concern:** Inadequate performance for the level of the learner. Equates to a quantitative score between 70 – 79.99%
    - **Failure:** Severely inadequate performance for the level of the learner. Equates to a quantitative score of <70%.
    - **Incomplete:** One or more assessment activities is / are missing or incomplete, or the student has entered an approved remediation process.
    - **Complete:** Assessment activities, as defined within course syllabi, may also be designated as "Complete" if criteria for the assessment have been met.
    - **Withdrawal:** Will be recorded on the transcript if a student resigns from a course in which they are enrolled.

- Students must earn a final course grade of "Competent" on initial assessment or via completion of approved remediation activities in order to remain in good standing within the PA Program.
- Students who earn final course grades of "Concern" or "Failure" or who do not reach assessment activity benchmarks as outlined in each course syllabus will be reviewed by the Committee on Student Development and Progress and may be subject to remediation or dismissal per the Progress and Remediation Policy.
- The *Summative Evaluation*, a requirement for graduation, performed during the final 4 months of the PA Program, does not comprise part of a course. Additional details are available in the Graduation Requirements Policy.

Procedure

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which will contain this policy and procedure as well as those relating to student progress within the curriculum.
2. Matriculated students will attest to understanding this policy prior to beginning study.
3. Prior to the Clinical Phase, the Clinical Coordinator or designee will orient rising Clinical Phase students to assessment procedures specific to clinical rotations and call-back activities.
4. The Associate Program Director and Director of Assessment will ensure evaluations of students are completed by multiple different evaluators within and across terms of study and call-back activities.
5. Instructors will provide final grades to the RMC Registrar's Office no later than 10:00 a.m. on the Monday morning following the last day of term.
5. Course directors will provide student performance data to the Committee on Student Development and Progress at the following points within the curriculum:
    a. Preclinical Phase:
        i. Following mid-term evaluations
        ii. Following each term's final evaluations
        iii. At the end of the Preclinical Phase
        iv. As needed, per Student Encounter reports from program faculty
    b. Clinical Phase:
        i. Following each clinical rotation
        ii. At the end of the Clinical Phase
        iii. As needed, per Student Encounter reports from program faculty or clinical preceptors
6. The Committee on Student Development and Progress will utilize this policy and the Progress and Remediation Policy to review and address at-risk or low performing students.
7. The PA Program Curriculum Committee will review course syllabi each year for compliance with this policy and related accreditation requirements, and report findings at the Annual Faculty Retreat.

<u>Student Conduct Policy (A3.15b)</u>

PA Students must maintain high standards of private and public conduct on campus, off campus, and at College-sponsored events. Violation of these and other generally accepted rules of behavior, whether or not covered by specific policies, may subject a student to disciplinary action. Claims of ignorance of acceptable behavior or published policies and standards is not accepted as an excuse for violation.

Students will meet with their assigned Faculty Advisor at least once each term during the Preclinical Phase. This meeting will address any concerns related to student performance and adherence to the professional conduct standards. Students are evaluated on their professional conduct by SCPE preceptors and by PA faculty and staff for each SCPE and during the Summative Evaluation prior to graduation. Students who are suspected of violating the Student Code of Conduct may be referred to the Committee on Student Development and Progress (CSDP) for review and / or disciplinary action decision(s) which may include remediation or dismissal from the Program.

The PA Program's Student Code of Conduct includes, but is not limited to, professional expectations as outlined in each course syllabus and policies relating to the following areas:

- Attendance and Contact Time Policy
- Dress Code Policy
- Grading Policy
- Academic Integrity Policy
- Student Identification Policy
- Prohibited Sharing of Curriculum Content Policy
- RMC PA Generative AI Usage Policy
- Background Check, Health Screening & Immunization Policy
- Technical Standards Policy

Upon admission to the RMC PA Program, each student begins their journey toward practice readiness, which includes professional identity formation and alignment of personal behaviors with the expectations of the RMC PA Program and the PA profession. Professional conduct is thereby defined by the development and expressions of the student, beyond the academic performance and technical standards, that mark ongoing professional identity formation and preparedness for entry into the dynamic spaces found in clinical practice.

PAs are highly trained health care professionals who practice medicine within the ethical framework of the Physician Assistant oath. By entering the Program, students have made a conscious decision to become a professional with behavior suitable for inclusion in the medical profession. This requires prioritizing the needs of others over one's own; being empathetic, compassionate, and respectful towards others; maintaining confidentiality; conducting oneself with honesty and integrity; taking responsibility for one's learning and actions; knowing the current limits of one's training; engaging in life-long learning; and being free of impairment from substance use, cognitive deficiency, or mental illness that prevents use of full intellectual abilities. Because unprofessional conduct presents a potential harm to patients and undermines the credibility of the PA profession, the PA-patient relationship, and the PA-health care team relationship, professional conduct shares equal importance with academic achievement in successful completion of the Program's curriculum. This is demonstrated in the Progress and Remediation Policy.

Throughout the curriculum, PA faculty mentor students in the development of professional conduct necessary to achieve the competencies related to professionalism. Students meet with their assigned Faculty Advisor early in the first term of the Preclinical Phase to develop their plan to achieve academic success and professional development in the Program. As necessary, students may meet with their assigned Faculty

Advisor during the Clinical Phase to review academic and professional progress. Prior to graduation, students meet with their assigned Faculty Advisor to determine a plan for ongoing self-assessment of professional conduct domains founded in our PA Program's Values:

- Shared dedication to serve others through the promotion and delivery of equitable health care
- Personal accountability for our impacts on the world around us
- Ongoing provision of a professional and effective learning environment
- Flexibility and resilience when facing new challenges, uncertainty, or unexpected results
- Advancement of diversity, equity, and inclusion within each space we occupy
- Humility, kindness, and compassion in our partnerships with patients, their families, and colleagues
- Meaningful reflection in support of ongoing improvements in ourselves and our PA Program.

Academic Integrity Policy (A3.15b)

Randolph-Macon College is a community of scholars in which students and faculty work and study together for the intellectual enrichment of all. For such a community to thrive it is essential that all its members honor the principles of intellectual and academic integrity, for without these principles, scholarship is without merit and education of questionable value. Academic integrity is a matter of exerting ongoing care in acknowledging one's scholarly debts, in giving credit for every source of information, and in being fully responsible for the independence and integrity of one's own work. Academic integrity is an ethical commitment. Such a commitment is made in the knowledge that the existence of a community of scholars depends upon it and in the belief that scholarship is worthwhile in its own right.

It is in the interest of every member of the Randolph-Macon community to see that the tradition of academic integrity is honored. Each PA student, therefore, will be subject to the expectations listed below. The PA Program's Committee on Student Development and Progress (CSDP) is the body authorized to act on violations of the Academic Integrity policy.

The following acts will be considered violations of this policy:

- Committing plagiarism, which, in addition to the traditional definition ("[T]he unauthorized use of the language and thoughts of another author and the representation of them as one's own." *The Random House College Dictionary*, 1995, p. 1032) includes the act of turning in, as one's own, work done wholly or in part by another person.
- Knowingly doing work for another person to turn in as their own, or knowingly permitting one's work to be used in this manner.
- Reading, copying, or discussing another student's academic work, or knowingly permitting another student to read, copy, or discuss one's own academic work contrary to the expressed directions of the instructor or proctor, including sharing or uploading course materials to internal or external digital platforms.
- Using any unauthorized books, notes, or electronic devices in the performance of academic work, or bringing any such unauthorized materials into an examination room, contrary to the expressed directions of the instructor or proctor.
- Violating any clearly expressed stipulation or restriction applied to the performance of academic work.

- Gaining or providing unauthorized access to exams or assignments, including work completed in the current or previous terms.
- Falsely reporting research or clinical site (e.g. patient logging) as having been done, or deliberately falsifying the results, including the illicit submission of one's own graded work in a different course or for a different instructor.
- Knowingly making a false statement to any faculty member or academic official of the College in regard to an academic matter, including forgery on academic forms.
- Deliberately defacing, mutilating, or damaging library, classroom, or laboratory materials or equipment, or the removing, or attempting to remove, the same from general use without authorization (e.g. hiding or misfiling).
- Illicitly or maliciously accessing, altering, copying, using, or damaging computer software or files, or facilitating others to do the same by sharing one's login credentials, whether the shared credentials are actually used in this way or not.
- Illicitly or maliciously accessing, altering, copying, using, or damaging confidential academic records or materials, or facilitating others to do the same by sharing one's login credentials, whether the shared credentials are used in this way or not.
- Making any deliberately false statement(s) regarding a violation of the provisions of this Academic Integrity policy to any student, faculty member, or administrator involved in the investigation of such a violation.

All of these provisions apply to RMC PA students who are pursuing academic work in off-campus situations (e.g. Supervised Clinical Rotation Experiences and Graduate Project / Seminar activities).

Procedure

1. Prior to orientation or as updated by the PA Program, this policy will be provided to students via the PA Student Handbook.
2. For the purposes of this procedure, the term "observer" will represent any member of the College or PA Program community (including SCPE preceptors and adjunct faculty).
3. All observers are empowered to address and report violations or suspicions of violations of the Academic Integrity policy.
4. The following steps should be followed in the event of a suspected violation of the Academic Integrity policy:
    a. The observer should speak with the individual suspected of the violation in order to substantiate facts, assumptions, and offer the opportunity for the individual to explain the situation.
    b. If the discussion clarifies that a violation has not occurred, the issue may be dropped without further report.
    c. If engagement is not advisable or the discussion does not result in clarification that a violation has not occurred, the observer should report the occurrence to:
        i. The relevant course director(s), and
        ii. The Chair of the Committee on Student Development and Progress (CSDP).
5. The CSDP will follow the Progress and Remediation Policy in cases of professional / academic misconduct.

Prohibited Sharing of Curriculum Content Policy (A3.15b)

Students enrolled within the MSPAS (PA Program) are prohibited from sharing any curriculum content outside of their cohort. This includes lecture or laboratory materials (written or recorded), notes, flash cards, small group cases, and any other academic materials. Students are permitted to share this information within the cohort given that all cohort members have equivalent access to curriculum information.

Information regarding exam or quiz questions must not be recorded or otherwise reproduced for others, even within their assigned cohort. Students may review their individual performance on each quiz and exam as authorized by the PA Program.

Students are additionally prohibited from recording or otherwise reproducing lectures, labs, quizzes, patient encounters, preceptor discussions, small group discussions, or any other PA Program-sponsored event unless expressed permission for such is given by the authorized individual. Exceptions to the above may be made for students with approved accommodations through The Office of Accessibility Resources at RMC.

Students within the MSPAS Program attest to the Student Conduct and Academic Integrity Policies that also address that sharing curriculum content would be in violation of professional and academic standards and may result in disciplinary action.

Procedure

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which will contain this policy and procedure as well as those relating to student progress within the curriculum.
2. Matriculated students will attest to understanding this policy prior to beginning study.
3. Prior to the Clinical Phase, the Director of Clinical Education or designee will orient rising Clinical Phase students to specifics of clinical rotations and make note that this policy still applies.
4. Any student known to be in violation of this policy should be reported to the Committee on Student and Development and Progress for a Professionalism violation.
5. The Committee on Student Development and Progress will meet and discuss any students that have been referred for violation of this policy and determine the appropriate next step for handling the violation.

RMC PA Generative AI Usage Policy (A3.15b)

The RMC PA Program supports PA students to use generative AI to supplement learning with appropriate use, defined by the RMC PA Generative AI Usage Policy and within each course syllabus. While we acknowledge the benefit of these tools, we also recognize the risks of bias, error, plagiarism, foundational learning, and threat to academic integrity and Copyright law. The statement below is intended to define acceptable and unacceptable use of generative AI tools, that include but are not limited to, ChatGPT, CoPilot, Google NotebookLM, Gemini, OpenEvidence etc.

Policy

1. Students may **not** utilize generative AI tools for completion of work at any stage of development that is **submitted** within an RMC PA Program course. RMC PA does not allow AI tools to be used for course-, self-, or peer-evaluation, clinical reasoning, patient documentation, or knowledge synthesis. However, if there are assignments and/or course materials that are exceptions to this policy, the Course Director will note that within each course syllabus.
2. Students may **not** utilize AI tools to generate H&Ps or patient care documentation within the clinical environment or during preclinical activities related to patient care documentation.
3. If generative AI is permitted for completion of coursework, it must be appropriately cited, and students are ultimately responsible for the content they submit.
4. Students may not upload any RMC PA Program owned or created content (ie course materials, presentation slides, practice questions/scenarios, etc.) into AI systems that do not offer contractual data protection of RMC information (ie ChatGPT). **Microsoft's CoPilot is the only acceptable generative AI tool in which RMC PA Program owned or created content may be uploaded, as it offers data protection of RMC information within the RMC network.**
    - If students wish to utilize CoPilot as a generative AI tool, they must register and log in with their RMC email only.
    - Students should refrain from sharing information created with CoPilot outside of their cohort as noted in the "Prohibited Sharing of Curriculum Content Policy."
    - There may be certain lecture materials that are prohibited from being uploaded to CoPilot. Course Directors will make students aware of this as noted in bullet one above.
5. Students may **not** upload copyrighted material to **any** generative AI tool due to violation of Copyright Law. This may include, but is not limited to:
    - Program provided board review material
    - NCCPA practice tests
    - Blueprint, or other program-purchased question bank items
    - Student PACKRAT, EOR, or EOC score reports
        i. If PAEA score reports are de-identified, the areas that the student missed may be uploaded into Microsoft CoPilot to create a study guide or practice questions on these topics. A score report with student information should not be uploaded into any AI tool.
    - Content from any published source (including but not limited to textbooks, UpToDate, journal articles, etc.)
6. Students are **not** permitted to upload any content with student identifying information, such as grades, score reports, graded assignments, etc. as this information is protected and confidential. Uploading student identifying content compromises the security of this information.
7. If a student is found to have inappropriately used generative AI, the student will be subject to the College's Code of Academic Integrity.

Examples of acceptable and unacceptable use within the RMC PA program are included below.

Examples of Acceptable Use

1. Reviewing Recorded Course Content

A student uses Microsoft CoPilot to summarize and highlight key concepts from the transcript of a recorded lecture in Panopto or other source. Because this content is under RMC copyright, CoPilot is the preferred tool, as it operates within an RMC-specific tenant that ensures contractual data protection—no data leaves the institution, and no prompts are used for AI model training. It should be noted that students cannot share this content with another cohort or anyone outside of RMC, as this violates the "Prohibited Sharing of Curriculum Content Policy". Students should also not upload PDFs of published book chapters or other copyrighted information, as this violates Copyright law.

2. Creating Study Aids with RMC-Owned Content

A student uploads RMC PA course slides and faculty-generated notes to Microsoft Copilot to generate flashcards. CoPilot is used because the materials are RMC intellectual property, and it is protected within the RMC network through CoPilot. It should be noted that students cannot share this content with another cohort or anyone outside of RMC, as this violates the "Prohibited Sharing of Curriculum Content Policy". Students should also not upload PDFs of published book chapters or other copyrighted information, as this violates Copyright law.

3. Using Public or Student-Created Content with External Tools

To prepare for an upcoming exam, a student uses ChatGPT to generate quiz questions from publicly available online resources and personally written summaries of course topics. Since these inputs are not RMC-owned, copyrighted, or sensitive, ChatGPT is permitted.

Examples of Unacceptable Use

1. Using Generative AI to Make a Study Guide from Missed RMC PA Exam Questions

A student remembers several quiz and exam questions that they got wrong throughout the term. They are preparing for final exams and decide to upload this content to ChatGPT (any AI alternative would be unacceptable as well) to create a study guide. This is unacceptable use of this information, as it is RMC protected information. This would violate the "Prohibited Sharing of Curriculum Content Policy" stating no exam or quiz question may be recorded or otherwise reproduced.

2. Using Generative AI to Evaluate or Utilize Outside of RMC Course Materials

No information from NCCPA Practice Exams, Blueprint questions, or Board Exam Prep Course Material provided by the program should be uploaded to any AI resource. This information should not be used to

create study plans, practice questions, or a study schedule within any AI platform. This may be utilized for students to create their own plan without the assistance of AI. This is copyrighted due to being intellectual property of NCCPA, and other sources and protected information. A student may utilize a de-identified score report from a PAEA exam to upload their missed topic areas into Microsoft CoPilot to create a study guide or practice questions related to this content.

Advanced Placement Policy (A3.13c)

The PA Program does not offer advanced placement nor waive any course requirement. Students must successfully complete each course designed and delivered by the PA Program to be eligible for graduation.
Procedure

1. Prior to admission to the PA Program, the Admissions Committee will ensure that each matriculant has met all requirements for admission.
2. Prior to graduation, the Program Director will verify that candidates for graduation have successfully completed all courses required by the PA Program per the "Student Records" policy.

THIS SPACE INTENTIONALLY LEFT BLANK

Section IV: PROGRESS & REMEDIATION

Satisfactory Academic Progress Policy (A3.15a, A3.15b)

PA students must meet certain standards of Satisfactory Academic Progress (SAP) to maintain eligibility for federal aid and to be eligible for continuation in and graduation from the PA Program. The PA Program attentively measures students' progress using quantitative and qualitative measures, as required by PA Program and College policy.

1. **Qualitative standards:** Students must demonstrate successful completion of required courses and achievement of published benchmarks (including the Summative Evaluation) in order to progress through the PA curriculum and graduate with the MSPAS degree from Randolph-Macon College. The PA Program assesses academic and professional performance via final course grades of: Honors (95 – 100%), Competent (80 – 94.99%), Concern (70 – 79.99%), and Failure (<70%), rather than a grade point average. Standards for successful completion of courses and benchmarks are provided in the PA Student Grading Policy and PA Student Progress & Remediation Policy.

2. **Quantitative standards:** Student must adhere to the time limits required for course work for the MSPAS degree. This time frame for degree completion is usually 2 years from matriculation, and may not exceed 3 years, including any Leave(s) of Absence or adjustments to progression due to academic, administrative, medical or personal difficulties or other scholarly pursuits. In such situations, a formal plan will be established by the Committee on Student Development and Progress (CSDP) for the student that departs from the normal course of study and that may require the repetition of all or a part of a year of study subsequent to:

    - Incomplete or unsatisfactory course work, and / or
    - An approved adjustment to the standard curriculum completion schedule.

The PA Program measures and monitors student progress on a regular basis per the Grading Policy and the Progress and Remediation Policy. Standard evaluations of SAP will be performed by the CSDP at the end of the Preclinical Phase and again within the last month of the Clinical Phase, or at additional time points as requested by Financial Aid. Students who are "at risk" or on Academic / Professional Warning or Probation will undergo review by the end of each term by the CSDP, including audit of SAP status.

Additionally, a student who fails to meet one or more of the standards for SAP (qualitative and / or quantitative) may be ineligible for financial aid beginning with the term immediately following the term in which the SAP requirements were not met, pending results of any remediation or appeal process. The student may request a one-time waiver of financial aid eligibility standards if they are unable to meet them due to an extenuating circumstance or personal hardship.

The following are examples of hardship and/or circumstances that may be deemed appropriate for a financial aid waiver request: injury or illness of the student, injury, illness or death of an immediate family member or other family difficulty, fire, flood or other catastrophic event, other circumstances beyond the student's

control that occurred during the term in which the student was not able to meet the academic progress requirements.

To request a waiver of these eligibility requirements, the student may submit a Satisfactory Academic Progress Waiver Form to the Financial Aid Office. The information should include the following:

1. The reason the student was unable to meet the minimum academic standards.
2. Documentation of any circumstance that may have contributed to the student's inability to meet standards.
3. An explanation of what has changed in the student's situation that will allow them to demonstrate satisfactory academic progress at the next evaluation.
4. A plan for meeting the standards in a reasonable timeframe. This plan should include an academic plan that the student creates in collaboration with the Committee on Student Development and Progress.

Financial aid waivers are reviewed by the Committee on Student Development and Progress and the student is notified of the outcome via their RMC email. If granted a one-time waiver, a student's federal and institutional aid may be reinstated for a period of one or two semesters. At the end of each waiver period, the student must be meeting the minimum SAP requirements. If the student is not meeting the minimum standards, they will be ineligible for federal and institutional aid until they are meeting minimum SAP requirements. All decisions made by the Committee on Student Development and Progress are final and cannot be appealed.

Students who are denied a waiver will be ineligible for federal and institutional aid until they are meeting minimum SAP requirements. Federal regulations prevent a student from submitting the same appeal two terms in a row. However, there is no limit to the number of appeals a student can submit if they can document new circumstances preventing the student from meeting SAP standards.

Procedure

1. The CSDP will monitor student progress on the schedule noted in the Grading Policy and the Progress and Remediation Policy.
2. PA Students will be notified in writing by the CSDP regarding academic / professional status changes that may impact SAP and financial aid eligibility following each term of study, as needed during remediation, or during a sanctioned adjustment to the standard curriculum completion schedule.
3. The Office of Financial Aid will administer and communicate the student's financial aid status per their policies and procedures.

<u>Progress & Remediation Policy (A3.15a, A3.15b, A3.15c)</u>

The PA Program must ensure that every graduate has demonstrated the knowledge, skills, attitudes, and clinical and professional judgment to assume the responsibilities of an entry-level PA. The Committee on Student Development and Progress (CSDP) monitors student progress in all phases of the curriculum, makes recommendations on student progression in the curriculum and, when appropriate, recommends disciplinary action(s).

The CSDP is comprised of Associate Dean for Academic Wellbeing and at least any other three members of the PA faculty, which may include instructional faculty as appointed by the Program Director. CSDP recommendations are to be based on this policy and procedure and will be conveyed to the PA Program Director when appropriate. The PA Program Director makes all final decisions regarding dismissal and deceleration of students from the PA Program.

Students are referred to the CSDP for the following reasons:

- Academic (e.g., repeated course deficits or course failure, identification as "at-risk")
- Professional (e.g., breach of the Student Code of Conduct, excessive absences, or tardiness related to attendance or assignments)
- Progression decision (e.g., continuance to the Clinical Phase, completion of PA Program requirements for graduation)
- Follow-up on prior recommendations (e.g., removal from Academic Probation)

The following definitions apply to this policy and procedure:

- **Recommendations of the CSDP:** Formal recommendations for dismissal as voted upon by the CSDP are shared with the Program Director for final decision.
- **Decisions of the CSDP:** Formal decisions as voted upon by the CSDP include academic / professional warning, academic probation, eligibility for re-application, and re-enrollment eligibility after a Leave of Absence. These decisions can be appealed directly by the student.
- **Good Standing:** Formal demonstration of competent academic and professional progress within the PA Program or as determined by the Committee on Student Development and Progress (CSDP) if final grades have not been awarded.
- **Dismissa**l: A program-initiated permanent removal of a student from the PA Program.
- The CSDP may recommend dismissal for a variety of reasons, including but not limited to:
    - Final course grade below "Competent" in more than one course in a single term
    - Final course grade below "Competent" in three out of four preclinical terms
    - Failure to successfully complete remediation
    - Breach of the Academic Integrity Policy
- **Deceleration**: The loss of a student from the cohort with whom they entered the program, who remains matriculated in the program with another cohort. The PA Program does not offer deceleration during the Preclinical Phase but may offer deceleration during the Clinical Phase of the program.
- **Remediation**: The PA Program's applied process for addressing deficiencies in a student's knowledge, attitudes, and / or skills, such that the correction of deficiencies is measurable and can be documented.
- **Resignation**: a student-initiated removal of themself from the PA Program.
- **Academic / Professional Warning**: Demonstration of academic / professional deficiencies that reflect a need for additional support and monitoring by the CSDP. Students on Academic / Professional Warning are deemed "at risk" and may not be allowed to progress from the Preclinical Phase to the Clinical Phase, participate in the *Summative Evaluation*, or progress to graduation. The CSDP reserves the right to restrict participation in program sponsored events or extracurricular activities.

- The CSDP may recommend Academic/Professional Warning for a variety of reasons, including but not limited to:
    - Multiple course components with a grade of "Concern"
    - One course component with a grade of "Failure"
    - Professionalism concerns that do not directly constitute a breach of the Student Code of Conduct
- **Academic / Professional Probation:** Demonstration of academic / professional deficiencies of such a magnitude as to warrant more frequent monitoring by Program faculty and the CSDP and / or disciplinary action. Students on Academic / Professional Probation are deemed "at risk" and not in "good standing" and will not be allowed to progress from the Preclinical Phase to the Clinical Phase, participate in the *Summative Evaluation*, or progress to graduation. Some state licensing and hospital credentialing boards decline to grant licensure / credentialing to graduates with a history of academic / professional probation while enrolled in a professional training program. The CSDP reserves the right to restrict participation in program sponsored events or extracurricular activities.
- The CSDP may recommend Academic/Professional Probation for a variety of reasons, including but not limited to:
    - Final course grade below "Competent" in a single course
    - Breach of the Student Code of Conduct
- **Leave of Absence (LOA):** A student-initiated immediate discontinuation of the student's enrollment in the PA Program where the student is eligible to re-enroll in the PA Program. All students on a LOA must meet with the CSDP prior to reenrollment to determine if such is appropriate. Leaves of Absence may result in a delay in graduation and / or failure to complete the PA Program with the student's initial matriculation cohort. Students allowed to reenroll will be required to demonstrate acquisition of Program learning outcomes associated with previously completed semesters and the term in which the student took a LOA.
- **Summative Evaluation:** A multi-layered evaluation that occurs within the final four months of the PA Program and verifies that each student meets the program competencies required to enter clinical practice.

Graduation from the Program does not guarantee successful state licensure, hospital credentialing, or employment. Some state licensing and hospital credentialing boards require documentation to support the applicant's written explanation for a delay in graduation and may decline to grant licensure/credentialing to graduates with a history of disciplinary action, including academic/professional probation, while enrolled in a professional training program.

Procedure

General Provisions

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which will contain this policy and procedure as well as those relating to student progress within the curriculum.
2. Matriculated students will attest to understanding this policy prior to beginning study.
3. Prior to the Clinical Phase, the Clinical Coordinator or designee will orient rising Clinical Phase students to assessment procedures specific to clinical rotations.
4. The CSDP will review student performance data per the schedule provided in the Grading Policy and use such in application of the procedures below.

Preclinical Phase

1. Students will be reviewed by the CSDP after midterm exams and after final exams each term.
2. The first time a student earns a final single course grade below "Competent" in a Course during the Preclinical Phase, the course grade will be recorded as "Concern" or "Failure", and the student will be referred to the CSDP for review.
3. Based on course component performance below "Competent", final course grades below "Competent", professionalism referrals, and the above definitions, the CSDP may place students on either:
    a. Academic / Professional Warning, or
    b. Academic / Professional Probation or
    c. Recommend dismissal
2. If the student earns a final grade below "Competent" in one course in a single term during the Preclinical Phase, the CSDP may allow the student to remediate any assessments scoring below "Competent" in this course.
3. If the student earns a final grade below "Competent" in more than one course in a single term during the Preclinical Phase, the CSDP may recommend dismissal from the PA Program.
4. If remediation is recommended by the CSDP, the CSDP will require the student to successfully complete remediation of the identified deficit(s) within 15 school days after the start of the next term or as instructed by the CSDP, with the following exceptions:
    a. If a student is referred to the CSDP for academic / professional concerns demonstrated during the first three terms of the Preclinical Phase, the student will be allowed to progress to the next term while completing remediation activities and assessment(s).
    b. If a student is referred to the CSDP for academic / professional concerns demonstrated during the fourth term of the Preclinical Phase, completion of remediation activities and assessment(s) may result in a delay in beginning SCPEs, a delay in graduation, and / or failure to complete the Program curriculum with the same cohort of the initial matriculation.
    c. Students on Academic / Professional Probation are not allowed to progress to the Clinical Phase or graduate from the PA Program.
    d. Students on Academic / Professional Warning may not be allowed to progress to the Clinical Phase or graduate from the PA Program.
5. The Course Director, the CSDP Chair, and the designated staff member from the Higgins Academic Center will work with the student to develop appropriate relearning activities for remediation of the student's identified deficit(s) related to the learning outcomes and instructional objectives of the course, as identified by formative, comprehensive, and/or cumulative assessments.
6. The student's Faculty Advisor is to serve in a supportive role during the remediation process.
7. Assessment of remediation will follow the same format (multiple choice questions, skills labs, simulated patients, etc.) used to identify the original deficit.
8. In addition, the CSDP may recommend any of the following:
    a. Mentoring by faculty
    b. Use of other PA Program / institutional resources
9. If the student successfully completes remediation activities and assessment(s) within the prescribed timeframe for the first time they receive a final course grade below "Competent", the student will be allowed to progress in the curriculum. The course grade will be converted from "Concern" or "Failure" to

"Competent", and the CSDP may return the student to "good standing" as appropriate based on the following term's final course grades.

10. If the student does not successfully complete remediation of the identified deficit(s), the student will be dismissed from the Program.
    a. If the student withdraws or resigns from the program prior to completing remediation, their transcript will show their earned final course grade based on the quantitative score in the course.
11. If a student earns a final course grade below "Competent" in two out of four preclinical terms, the course grade will be recorded as "Concern" or "Failure" as appropriate and referred to the CSDP for review.
    a. If the grade is "Concern", the CSDP may offer the student the opportunity to remediate identified deficiencies through the process outlined above. Failure to successfully complete remediation will result in dismissal from the PA Program. The course grade will not be converted to "Competent" if the student successfully remediates.
    b. If the grade is "Failure", the CSDP may recommend dismissal from the PA Program.
12. If a student earns a final course grade below "Competent" in three out of four preclinical terms, the CSDP will recommend dismissal from the PA Program.
13. The decisions of the CSDP, barring any appeals, are final and binding.
14. If the CSDP recommends dismissal, this recommendation and the supporting evidence will be submitted to the Program Director. If the Program Director supports the recommendation for dismissal, this dismissal recommendation will stand and be presented to the student on behalf of the CSDP and Program Director. If the Program Director does not support the recommendation, the CSDP will reconvene to reconsider the recommendation. This recommendation will be presented to the PA Program Director again, who ultimately has the final say on dismissal at that point.
15. If the student wishes to appeal a decision of the CSDP, it must occur through the steps outlined in the "Student Appeal of CSDP and / or Program Director Recommendation(s)" section below.
16. The original grade and the updated grade will be reflected on the student's official transcript.

Clinical Phase: Supervised Clinical Practice Experiences and Graduate Seminar

1. The first time a student earns a final course grade below "Competent" during the Clinical Phase, the course grade will be recorded as "Incomplete", and the student will be referred to the CSDP for review.
2. Based on the above definitions, the student may be placed on either:
    a. Academic / Professional Warning, or
    b. Academic / Professional Probation
3. At any point during this process, the student may be given the option to resign from the Program at the discretion of the Program Director.
4. The CSDP will require the student to successfully complete a remediation of the identified deficit(s) within 20 school days school days of receiving the course grade, with the following considerations:
    a. If remediation of the last two SCPEs or Graduate Seminar is required, this may result in a delay in graduation and may result in failure to complete the Program curriculum with the cohort with whom the student originally matriculated.
    b. If remediation of a clinical course includes repeating the SCPE or required assessment activities of the Gradate Seminar, this will result in a delay in graduation and may result in failure to complete the Program curriculum with the cohort with whom the student originally matriculated.

5. The SCPE course director, the Clinical Coordinator, and the designated staff member from the Higgins Academic Center will work with the student to develop appropriate relearning activities for remediation of the student's identified deficit(s) related to the learning outcomes and instructional objectives of the course, as identified by formative, comprehensive, and/or cumulative assessments.
6. The student's Faculty Advisor is to serve in a supportive role during the remediation process.
7. Assessment of remediation will follow the same format (multiple choice questions, skills labs, simulated patients, etc.) used to identify the original deficit.
8. In addition, the CSDP may recommend any of the following:
    a. Mentoring by faculty
    b. Use of other Program/Institutional resources
    c. Deceleration
9. If the student successfully completes remediation activities and assessment(s) within the prescribed timeframe, the student will be allowed to progress in the curriculum, the course grade will be recorded as "Competent", and the CSDP may return the student to "good standing" as appropriate.
10. If the student does not successfully complete remediation of the identified deficit(s), the student will be dismissed from the Program.
11. The second time a student earns a final course grade below "Competent", the course grade will be recorded as "Concern" or "Failure" as appropriate and referred to the CSDP for review.
    a. If the grade is "Concern", the CSDP may offer the student the opportunity to remediate identified deficiencies through the process outlined above. Failure to successfully complete remediation will result in a recommendation for dismissal from the PA Program.
    b. If the grade is "Failure", the CSDP will recommend dismissal from the PA Program.
12. The third time a student earns a final course grade below "Competent", the CSDP will recommend dismissal from the PA Program.
13. The recommendation of the CSDP, barring any appeals, is final and binding.
14. If the student wishes to appeal the decision(s) of the CSDP, it must occur through the steps outlined in the "Student Appeal of CSDP and / or Program Director Recommendation(s)" section below.
15. The Registrar will note the updated grade alongside the original grade of "Concern" or "Failure" as appropriate on the transcript.

Clinical Phase: Summative Evaluation

1. Each student will participate in a *Summative Evaluation* within the four months preceding their anticipated graduation date.
2. All components of the *Summative Evaluation* must be successfully completed in order for the student to be eligible for graduation from the PA Program.
3. If a student does not reach competency on one or more portions of the *Summative Evaluation*, a second attempt of the component(s) is allowed.
4. All second attempts must occur within 5 school days of the first attempt.
5. If the student is not successful on second attempt of one or more component(s), the student is referred to the CSDP for remediation planning.
6. At this point, the student may appeal the scores recorded on the *Summative Evaluation* via the steps outlined in the "Grade Appeal Policy," however the student must participate in remediation activities while the appeal process is underway.

7. The Directors of Preclinical and Clinical Education and the designated staff member from the Higgins Academic Center will work with the student to develop appropriate relearning activities for remediation of the student's identified deficit(s) related to components of the *Summative Evaluation*.
8. Assessment of remediation will follow the same format used to identify the deficit and should occur within 20 school days of the CSDP meeting. An alternate timeline may be required by the CSDP.
9. These steps may necessarily result in delay in graduation and may result in failure to complete the Program curriculum with the cohort with whom the student originally matriculated.
10. If, upon a third attempt, the student has not reached competency on all components of the *Summative Evaluation*, the CSDP will recommend dismissal from the PA Program.

Student Appeal of CSDP and / or Program Director Decisions:

1. The student will remain enrolled during the appeal process, unless removal of the student from the PA Program and/or College is necessary for safety or security reasons.
    a. If the CSDP recommended dismissal for a student, the student will be placed on Academic or Professional Probation during the appeal process.
    b. If a student is appealing a final course grade or assessment grade, this would take precedence to appealing the CSDP recommendation or decision. The CSDP will convene to reconsider their recommendation or decision if an assessment grade or final course grade is changed during the grade appeal process.
    c. The CSDP recommendation or decision will then be relayed to the student and PA Program Director.
2. To appeal a decision of the CSDP, the student must submit a letter to the PA Program Director within 3 school days of receiving written notification of the CSDP decision(s). If the CSDP recommendation was for dismissal, this step is bypassed and the student should progress to number 6 below. The letter must contain:
        a. The issue(s) at hand, including supporting documentation
        b. The goal(s) of the student's appeal request
        c. Actions taken by the student, faculty, staff, or others related to the CSDP recommendation(s)
3. The PA Program Director will notify the CSDP of the appeal, and within 5 school days of such, the Chair of the CSDP must submit the following information to the PA Program Director for review:
        a. All materials considered by the CSDP during the meeting(s)
        b. A written summary in support of the original CSDP decision
4. The PA Program Director reviews the documents provided by the student and the CSDP and examines the case for due process, relevant precedent, and appropriate application of all policies and procedures. If the Program Director determines improper procedure or improper application of policy, the appeal will be considered. The Program Director may request that the CSDP reconvene based on the information they receive on a case-by-case basis. The Program Director then renders a decision within 5 school days of information receipt.
5. The PA Program Director may either uphold or deny the student's appeal.
6. If the student wishes to appeal the decision of the PA Program Director, including but not limited to dismissal, a written request for such must be provided to the Associate Provost and Dean for Student Success within 5 school days of receipt of the PA Program Director's decision. This letter must include:

a. The issue(s) at hand, including the student's specific complaint regarding the decision of the Program Director
b. The goal(s) of the student's appeal request
c. Actions taken by the student, faculty, staff, or others related to the CSDP and PA Program Director recommendation(s)

7. The Associate Provost and Dean for Student Success reviews the documents previously submitted and examines the case for due process, relevant precedent, and appropriate application of all policies and procedures. If the Associate Provost and Dean for Student Success determines improper procedure or improper application of policy, the appeal will be considered. The Associate Provost and Dean for Student Success may request that the CSDP reconvene based on the information they receive on a case-by-case basis. The Associate Provost and Dean for Student Success then renders a decision within 5 school days
8. The decision of the Associate Provost and Dean for Student Success is final and not subject to appeal. \

<u>Repeated Courses Policy (A3.15a)</u>

Students enrolled in the PA Program may only receive credit for a completed course once; however, situations exist in which a student may take a course more than once:

- If a student resigns from the PA Program, reapplies, and is accepted into a new cohort, they must complete all coursework required for the MSPAS as assigned to their cohort of entry.

- If a student is unable to demonstrate competency per evaluation by the Committee on Student Development and Progress after returning from an approved Leave of Absence (LOA), the student must reapply to the PA Program, and if accepted into a new cohort, must complete all coursework required for the MSPAS degree assigned to their cohort of entry.

- If a student on an approved Leave of Absence (LOA) requests to return with a new cohort, they may elect to retake previously-completed courses.

- If a student fails to complete a Supervised Clinical Practice Experience (Clerkship) successfully and must repeat the full experience.

When a course is repeated at Randolph-Macon, both the initial grade and subsequent grade(s) appear on the transcript. Credit is awarded once and only the most recent grade is computed into the grade point average and used by the PA Program's Committee on Student Development and Progress for measurement of performance.

P*rocedure*

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which will contain this policy and procedure as well as those relating to student progress within the curriculum.
2. Matriculated students will attest to understanding this policy prior to beginning study.

3. Prior to the Clinical Phase, the Director of Clinical Education or designee will orient rising Clinical Phase students to assessment procedures specific to clinical rotations.
4. The Committee on Student Development and Progress will utilize the Progress and Remediation Policy and Leave of Absence Policy to review students requesting a return from an approved Leave of Absence

SECTION V: GRADUATION

Graduation Requirements Policy (A3.15b)

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

- Achieve a final grade of "Competent" or better in all PA Program courses.
- Successfully complete the Summative Evaluation.
- Be in "good standing" at the time of graduation, as determined by the Committee on Student Development and Progress.

Students who do not meet each of the above requirements may not be eligible for graduation or may graduate late. Delayed students may be permitted to participate in graduation ceremonies with their cohort if a plan is in place for completion of their final requirements on an adjusted schedule. This will be determined on a case-by-case basis by Program Director and the CSDP. Students must be aware that failure to complete all graduation requirements on schedule will necessarily delay their program completion date and their eligibility to take the PANCE.

Graduation from the PA Program does not guarantee successful state licensure, hospital credentialing, or employment. Some state licensing and hospital credentialing boards require documentation to support the applicant's written explanation for a delay in graduation and may decline to grant licensure / credentialing to graduates with a history of disciplinary action, including academic / professional probation, while enrolled in a professional training program.

The PA Program holds one graduation ceremony each year in December, and most degrees will be conferred at this time. The program also confers degrees in June to accommodate those students who complete requirements on a delayed schedule.

Procedure

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which contains this policy and procedure.
2. Matriculated students will attest to understanding this policy prior to beginning study.
3. Prior to beginning rotations, Faculty will orient students to requirements for graduation relevant to clinical rotations and the *Summative Evaluation*.
4. Prior to graduation, the Committee on Student Development and Progress will review academic records of each candidate for graduation to assure all requirements for completion are met and documented in the student's file.

5. The Program Director will review the list of candidates, certify completion of the PA Program by each if appropriate, and provide formal recommendations for graduation to the Registrar.

SECTION VI: RESIGNATION, DISMISSAL, & LEAVES OF ABSENCE

Dismissal Policy (A3.15d)

The Program reserves the right to immediately rescind an offer of admission to any matriculating student and to dismiss any student at any time while enrolled whom the PA Program determines betrays or undermines the values and integrity of RMC, the PA Program, the PA Profession, and / or the community. Circumstances warranting dismissal or rescinding of an offer of admission may be of an academic, professional, or legal nature. Enrolled students who are dismissed may be required to complete an exit interview with the Financial Aid Officer and must return their RMC PA Student name badge and parking tag to the Campus Safety and Security Team.

In summary, the CSDP may recommend dismissal in the following cases:

- Repeated or concurrent final course grades below "Competency" during the Preclinical or Clinical Phases as defined in the Student Progress and Remediation Policy.
- Failure to successfully complete remediation as described in the Student Progress and Remediation Policy
- Breach of the Student Code of Conduct.

Dismissed students are not eligible for readmission to the PA Program. Appeals of dismissal decisions are described in the Student Progress and Remediation Policy.

Procedure

1. The date on which the dismissal decision is final (following any appeal process engaged) signifies the official date of dismissal.
    a. Students dismissed from the PA Program within a term will have a "Withdrawal" grade recorded for each course in which they are actively enrolled.
    b. Students dismissed from the PA Program between terms will be dropped from future terms with no grades recorded.
2. The Registrar will notate the dismissal on the student's official transcript.
3. Dismissed students may be required to complete an exit interview with the Office of Financial Aid and must return their RMC PA Student name badge and parking tag to Campus Safety.

Resignation Policy (A3.15d)

Resignation is defined as a student-initiated removal of themselves from the PA Program and can be initiated at any time if the student is in good standing or at the discretion of the Program Director. Students who resign from the PA Program may be eligible for reapplication to the PA Program. The Committee on Student Development and Progress makes the determination of eligibility for reapplication to the PA Program. Policies regarding refunds of tuition and fees are published separately.

Procedure

1. To resign from the PA Program, a student should submit written notification to the PA Program Director.
2. The date on which the PA Program receives the written resignation notification constitutes the official date of resignation.
    - Students resigning from the PA Program within a term will have a "Withdrawal" grade recorded for each course in which they are actively enrolled.
    - Students resigning from the PA Program between terms will be dropped from future terms without notation on the transcript.
3. Resigning students may be required to complete an exit interview with the Office of Financial Aid and must return their RMC PA Student name badge and parking tag to Campus Safety.
4. Any pending PA Program policy appeals will be closed on the official date of resignation.

<u>Leaves of Absence Policy (A3.15b, A3.15c, A3.15d)</u>

Enrolled PA students in good standing are eligible to apply for a Leave of Absence (LOA) from the PA Program of Randolph-Macon College. Due to the constructivist design of the Preclinical Phase, it is not recommended that students request a LOA during this time. If an LOA is requested during the Preclinical Phase, the duration of the leave may determine whether a student is permitted to return to the Program with their existing cohort or be required to lose progress in the program and begin with the next cohort. In addition to this, federal aid standards dictate that students returning from an approved LOA must restart their enrollment at the same point in their academic enrollment as when they began their LOA. Students who choose to restart the program and repeat successfully completed terms would forfeit Title IV eligibility for those terms.

The PA Program Director has the authority to approve or deny LOA requests. LOAs may be granted by the Program Director in prescribed situations, as listed below:

- Medical emergency/condition(s)
    - Students requesting a LOA for a medical emergency/condition must complete the Healthcare Provider Verification of Medical Condition form and submit this form to the Program Director with their application for LOA
- Financial emergency
- Parental responsibilities
- Call to active military service
- Pursuit of an academic endeavor other than established curricular work, either on campus or at another accredited institution
- Other circumstances at the discretion of the Program Director

The maximum term for all leaves of absence LOA is a total of 12 months. If approved, the official start date of the LOA will be the date of receipt of the student's written request for LOA. The official date is used to determine any tuition refunds or outstanding balances. Students who are absent from the Program for a total

of 12 months or longer (all periods of absence are included in this total) will be required to reapply to the PA Program.

All students granted a LOA must inform the Program Director, in writing, of their intent to return to the Program by the date provided on the approved LOA request. The Program Director will direct students seeking to return from an LOA to meet with the Committee on Student Development and Progress (CSDP) to determine if reenrollment is appropriate. If reenrollment is determined to be appropriate by the CSDP, the CSDP will make recommendations to support the student's academic success and professional development in the Program. The CSDP will not require students to retake courses in which the student earned a grade of "Competent" or higher upon reenrollment but will require students to demonstrate acquisition of selected Program learning outcomes associated with previously completed terms and the term in which the student was granted a LOA. Returning students may be offered the opportunity to restart coursework at the beginning of the program with the next cohort. Students may repeat courses but will only receive credit from the most recently taken course as mentioned in the "Repeated Courses Policy".

If the student is unable to demonstrate competency per evaluation by the CSDP, the student will be denied reentry and must reapply to the PA Program per published admissions processes. If the student reapplies and is successfully readmitted, the student must begin at the start of the curriculum with the new cohort to which they have been assigned. Students may not complete any coursework while on leave from the PA Program.

Students returning from a LOA granted for medical reasons must have a licensed health care provider certify in writing that the student meets the Program's Technical Standards for Admission and Retention in order to be eligible to return. This letter must be submitted to the Program Director.

Procedure

Requesting a Leave of Absence

1. Prior to requesting a Leave of Absence (LOA), the student should contact their Faculty Advisor, Financial Aid, and the PA Program Director to discuss eligibility and navigation of the process.
2. To apply for a LOA, the student should complete the Application for PA Student Leave of Absence found at the end of this handbook. This form must include:
    a. All requested information listed on the form.
    b. A written statement explaining the need for a LOA.
3. The completed form and supporting documents should be provided to the PA Program Director.
4. Within 5 school days of receipt of all required information, the PA Program Director will render a decision to grant or deny the LOA request.
5. If the request is approved, the start date of the LOA will be the day of the student's request.
6. If the request is denied, the student may consider Resignation or continuation in the PA Program.
7. The decision of the PA Program Director is final.
8. Students approved for LOA from the PA Program within a term will have a "Withdrawal" grade recorded for each course in which they are actively enrolled.
9. Students approved for LOA from the PA Program between terms will be dropped from future terms without notation on the transcript.

Returning from a Leave of Absence

1. All students granted an LOA must inform the Program Director, in writing, of their intent to return to the Program by the date provided on the approved LOA request.
2. Students returning from a LOA granted for medical reasons must have a licensed health care provider certify in writing that the student meets the Program's Technical Standards for Admission and Retention in order to be eligible to return.
3. All students granted a LOA must meet with the Committee on Student Development and Progress (CSDP) prior to reenrollment to determine if reenrollment is appropriate and the date of return, if applicable.
4. If reenrollment is authorized, the CSDP will make recommendations to support the student's academic success and professional development in the Program prior to the student's return to coursework.
5. Returning students will be required to meet with financial aid and will also be reoriented to the Repeated Courses Policy in this handbook related to the impact of retaking previously completed coursework.
6. If reenrollment is not authorized, the CSDP should clearly document the reasons for such and define next steps available for the student within 5 school days of meeting with the student.
7. If students wish to appeal the CSDP decision, they may follow the CSDP appeal procedures noted in the Progress and Remediation Policy.

THIS SPACE INTENTIONALLY LEFT BLANK

SECTION VII: STUDENT RIGHTS & RESOURCES

Refund of Tuition & Fees Policy (A1.02k, A3.19)

The College has published policies and procedures for refund of tuition and fees in the event that a student separates from the institution. The PA Program adopts these policies and procedures. College policies are available at the following links:

- https://catalog.rmc.edu/fees-financial-aid/withdrawals/

For the purposes of the PA Program and PA students, term start and end dates for refund eligibility and amounts are determined by the published PA Program Academic Calendar. Refunds of tuition and fees for PA students are managed by the College's Office of Financial Aid and, if needed, the Business Office. Students requesting refunds of tuition and / or fees should contact the Office of Financial Aid for guidance at (804) 752-7259 or financial-aid@rmc.edu.

Student Grievance & Appeal Policy (A3.15g)

The PA Program endeavors to fairly and consistently apply its policies and procedures. However, students have the right to report a grievance when they believe the policies and procedures of the PA Program or Randolph-Macon College have not been followed or were unfairly applied. Students must use the procedure outlined when reporting a grievance if such is not related to a final course grade, assessment grade, or summative evaluation appeal, Title IX, or other harassment or discrimination concerns. These situations are covered separately within this handbook.

The process of grievance reporting and steps toward resolution are grounded in the professional principles of responsibility, efficiency, and accountability for actions. PA Program personnel and students will uphold confidentiality and mutual respect during all steps in this process. The Policy and Procedure Committee will review formal grievances and appeals, based on the instructions and communication outlined below. If the PA Program Director is a member of the Policy and Procedure Committee, they must recuse themselves from this process.

The student should reach out to a Program Administrative Coordinator for assistance navigating this process, if needed.

Procedure

1. *The* student should first contact, as soon as possible, the individual(s) involved with the grievance and request an in-person or virtual meeting.
    a. The purpose of the meeting is to establish dialogue around the issue(s) of student concern and to resolve such without a formal process.
    b. The student may request the presence of another faculty member or other support person at the meeting.
    c. Legal representation, by any party, is not permitted in this initial meeting.

2. If a satisfactory resolution between parties is not achieved, the following formal process may be initiated during the academic term in which the event(s) are alleged to have occurred or within the first two weeks of the following academic term.
    a. The student should send a formal letter to the chair of the Policy and Procedure Committee, outlining the grievance and including the following information:
        i. The issue(s) at hand and supporting documentation
        ii. The goal(s) of the student's appeal request
        iii. Actions taken by the student, faculty, staff, or others related to the grievance
    b. A copy of the letter will be provided to faculty and/or staff named in the student's grievance and the Chair of the Policy and Procedure Committee.
    c. Faculty / staff named in the grievance will have 5 school days to provide a written response to the Policy and Procedure Committee and the student.
    d. The Policy and Procedure Committee will review the student's formal letter and any information provided by those named in the grievance within 5 school days of receipt of the response. The committee may request additional information, including in-person or virtual interviews with parties involved, as needed to render a decision.
    e. The Policy and Procedure Committee will render a decision within 5 school days of receipt of any additional information.
    f. The chair of the Policy and Procedure Committee will provide a decision letter to the student, faculty involved / staff, and to the PA Program Director within 5 school days of the decision. A copy will also be placed in the student's record. The letter should outline the grievance, the information considered, and the results.
3. If the student believes the decision of the Policy and Procedure Committee does not adequately resolve the issue(s), the next step is to provide a written appeal to the Program Director. This must occur within 5 school days of the student's receipt of the Policy and Procedure Committee's decision.
    a. The Program Director will review the deliberations of the Policy and Procedure Committee and uphold or change the decision. This will be conveyed via written communication to the parties involved within 5 school days of receiving the appeal.
    b. If the grievance involves the Program Director, the student should convey the written appeal to the Associate Provost and Dean for Student Success who will determine the best course of action.
4. Final outcomes and effectiveness of the grievance process will be reviewed as part of the PA Program's continuing self-assessment process.

<u>Grade Appeal Policy (A3.15g, B4.03)</u>

Final grades for courses, including those assigned for clinical rotations (SCPEs), and the final Summative Evaluation, are subject to appeal. This policy delineates the process that students must follow to exercise this privilege. This policy and procedure complement those provided in the "Progress and Remediation Policy" for student appeal of decisions rendered by the Committee on Student Development and Progress. This policy is appropriate for appealing final course grades or specific assessments related to the final course grade (specific course components).

Procedure

Appeal of Final Course Grade or Assessment Grade

1. A student must first meet with the involved course director or designee to clarify or challenge the final course grade or assessment grade. The student has up to five (5) in session school days after receipt of the final course grade or assessment grade to request this meeting and must do so in writing. The course director or designee is responsible for noting the occurrence and outcome of this meeting in the student record.
2. The faculty member must use the "Grade Appeal Checklist" located at the end of this handbook to record information relevant to the appeals process. This checklist should be stored in the Student Record.
3. If after the meeting with the course director the student wishes to appeal the final grade or assessment grade, the student must appeal in writing to the PA Program Director or designee. In the event that the Program Director also serves as the course director for the course being appealed, the Associate Program Director will serve as the designee for purposes of this appeal. The student has five (5) school days after the meeting to submit the appeal. The written appeal must contain:
    a. The issue(s) at hand, including supporting documentation
    b. The goal(s) of the student's appeal request
    c. Actions taken by the student, faculty, staff, or others related to the issue.
4. The PA Program Director or designee will judge the appeal and notify the student of the decision in writing within five (5) school days of receiving the appeal. The decision of the PA Program Director is final.
5. In the event the student alleges discriminatory conduct in the grading process, the PA Program Director or designee shall refer the student to the appropriate process for addressing discriminatory conduct in accordance with applicable PA Program or College policy.
6. During the appeal process, the student must participate in any corrective interventions as directed by the course director and defined by policy.

Appeal of the Summative Evaluation

1. A student may not initiate a formal appeal of a grade on any of the components following the first attempt of the Summative Evaluation.
2. If unsuccessful at reaching competency on one or more components on a second attempt of the Final Summative Evaluation, the student may appeal a grade by requesting, in writing, within one (1) school day of receiving the grade, a review meeting with the Academic Director or designee. The meeting must occur within 3 school days after the written request.
3. If after the meeting with the Academic Director or designee the student wishes to further appeal the Summative Evaluation grade, the student must appeal in writing to the PA Program Director or designee within five (5) school days of that meeting. The appeal must contain:
    a. The issue(s) at hand, including supporting documentation
    b. The goal(s) of the student's appeal request
    c. Actions taken by the student, faculty, staff, or others related to the issue.
4. The PA Program Director or designee will judge the appeal and notify the student of the decision in writing within five (5) school days of receiving the appeal. The decision of the PA Program Director or designee is final.

5. In the event the student alleges discriminatory conduct in the grading process, the PA Program Director or designee shall refer the student to the appropriate process for addressing discriminatory conduct in accordance with applicable PA Program or College policy.
6. During the appeal process, the student must participate in any corrective intervention(s) as directed by the Academic Director and /or Committee on Student Development and Progress and defined by policy.

Student Harassment and Mistreatment Policy (A3.15f)

The PA Program adopts the College's existing definitions, policies, and procedures for allegations of student mistreatment, which are described briefly below:

In compliance with Title IX of the Education Act Amendment of 1972, Title VII of the 1964 Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and Amendment (2008) and other federal, state and local equal opportunity laws, and in accordance with our values, Randolph-Macon College will not discriminate on the basis of race, gender, disability, age, national origin, religion, sexual orientation, or gender expression in any phase of its admissions, financial aid, educational, athletic or other programs or activities, or in any phase of its employment practices.
Randolph-Macon College is committed to encouraging and sustaining a learning and living community that is free from harassment, violence, and prohibited discrimination. Additional resources are provided below:

Title IX Office:

- https://www.rmc.edu/offices/title-ix/resources (General information, prevention, reporting processes, and contact info)

Office of the Ombuds:

- https://www.rmc.edu/offices/ombuds/policy-on-harassment-and-nondiscrimination (Harassment and Nondiscrimination policy and procedures)

RMC Student Handbook:

- https://www.rmc.edu/offices/student-conduct/the-student-handbook/non-discrimination-and-harassment-policy (Policy on Amorous Relationships Between Staff and Students)

If a student feels an unwelcome or disruptive event that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at https://www.rmc.edu/offices/provost for guidance and support.
Procedure

1. Admitted students will attest to understanding the above policies and commit to upholding the values of the College and the PA Program.
2. Procedures for reporting allegations of harassment, discrimination, sexual harassment, and sexual misconduct can be found at the bulleted links above.

3. If a student feels an unwelcome or disruptive event - that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at: https://www.rmc.edu/offices/provost for guidance and support.
4. The College will provide statistics of reported sexual assaults as required and defined by the Campus Security Act and the Student-Right-to-Know-Act. All personally identifying information will be removed from statistical reports.

Student Records Policy (A3.18)

Student academic and health records kept by PA Program and / or the College, in a paper or electronic format, will be readily accessible only by authorized program personnel. Student record contents shall include:

- Evidence that student has met published admission criteria
- Evidence that the student has met College and PA Program health screening and immunization requirements
- Summaries of student performance while enrolled
- Summaries of remediation efforts and outcomes
- Summaries of any formal academic / behavioral disciplinary action taken against a student
- Evidence that the student has met requirements for program completion.

Student health records are confidential and will not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunization and screening results (including drug screen results), which may be maintained and released with written permission from the student.

PA students and other unauthorized persons must not have access to academic records or other confidential information of other students or faculty. The College's policy regarding disclosure of student records is located at: https://www.rmc.edu/offices/registrar/disclosure-of-student-records

Procedure

1. The Admissions Committee will summarize matriculant data and prepare a data sheet for student records.
2. The Student Health Center will collect and summarize student health vaccine and screening information for student records.
3. The Committee on Student Progress and Development will track student performance, remediation events, and formal academic / behavioral and disciplinary actions, and attainment of requirements for graduation for student records.
4. The Registrar will maintain PA student transcripts and will maintain the repository which houses all official PA student files.
5. A Program Administrative Coordinator will be assigned to monitor and audit the completeness of files on an annual or as needed basis.

6. Access to files will be limited to authorized PA Program and institutional personnel.
7. Student records are to be maintained for durations and in forms specified in institutional policies.

Teach Out Policy for PA Students (A1.02)

While all efforts have been put in place to achieve and then maintain successful accreditation through the ARC-PA, the institution is preparing for all possible alternatives to *Accreditation-Continued*, including preparing a *teaching out* policy/plan in the event of receiving *Accreditation-Withdrawn* status, at any time, from the ARC-PA.

Accreditation Standards and Definitions:

The ARC-PA Fifth Edition Standard regarding *teaching out* states the following:

A1.02 The sponsoring institution is responsible for:

> h) teaching out currently matriculated students in accordance with the institution's regional accreditor or federal law in the event of program closure and/or loss of accreditation.

The definition provided by the ARC-PA glossary of terms defines *teaching out* as the following: allowing students already in the program to complete their education or assisting them in enrolling in an ARC-PA accredited program in which they can continue their education.

Closing a program is considered a "Substantive Change" by the College's Substantive Change Policy and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) requirements regarding closing a program are as follows:

"Closing a program requires SACSCOC approval. All program closures require a teach-out plan, independent of the size of the program, number of currently enrolled students (including programs with no students enrolled), or other program characteristics.

Closure is defined as closed to admission or entry, not the cessation of instruction; i.e., closure date is when students can no longer start, not the date instruction ends. Closure approval ensures the institution has a plan and process to provide students reasonable completion options that minimize disruption and additional costs. Because closure approval is approval of the teach-out process, not the closure per se (i.e., not after the fact), a teach-out plan should be submitted as soon as possible after the decision is made to close.

Program closure includes ending a program at all locations or by all methods of delivery, but also includes ending a student's completion option at a specific location or by a specific method of delivery. Therefore, program closure approval is required if a program closes:

- at a location (on-campus or off-campus instructional site) but continues to be offered at other locations, or
- by a method of delivery but continues to be offered by other methods of delivery.

Program closure is not required for a specialization embedded within a discipline-specific program. Depending on an institution's terminology, a specialization within a program may be called a minor, concentration, cognate, or other similar term.

Because time is of the essence – to provide students maximum time to consider and adapt to alternate completion plans – an institution may generally begin a program teach-out plan after it has been submitted to SACSCOC for approval. This assumes the institution completes a teach-out plan with all due care to address the requirements explained here and in the teach-out plan requirements in Appendix A. If upon review by SACSCOC the teach-out plan is incomplete or inadequate, the teach-out plan may be deferred pending additional information, explanation, or an acceptable revised teach-out plan is provided to SACSCOC. Although the institution may begin a teach-out immediately after submitting it, the closure is not approved until action is taken by the SACSCOC Board of Trustees.

Starting and completing a teach-out plan before securing SACSCOC Board approval does not relieve the institution of its obligation to provide an acceptable teach-out plan.

Of note, an acceptable teach-out plan according to SACSCOC Substantive Change Policy and Procedures Document Appendix A should include the following:

1. Provide the closure date, defined by SACSCOC as the date when students are no longer admitted.
2. Provide a communication plan to inform all affected parties of the closure to include
    a. how each of the following will be informed for the closure:
        i. currently enrolled students
        ii. students with lapsed enrollment (i.e., not currently enrolled but recently enrolled)
        iii. prospective students.
    b. how faculty and staff will be informed, viz., admissions and recruiting / marketing staff
    c. how community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.
3. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).
4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
5. An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.
6. Copies of signed teach-out agreements with other institutions, if applicable.
7. A description of how faculty and staff will be redeployed or helped to find new employment.

The teach-out institution(s) – i.e., the institution(s) accepting displaced students from the closing program – may request an exception to Standard 9.4 (institutional credits for an undergraduate degree) and/or Standard 9.5 (institutional credits for a graduate or professional degree) to accommodate students near the end of their program of study. Refer to the Request for a Period of Noncompliance policy for guidance. The institution closing its program should ensure the teach-out institution(s) are aware of this option and may wish to include it in any teach-out agreement(s) executed pursuant to the closure.

The College's approach to managing closure of the MSPAS program is outlined in the procedure below.

Procedure

1. The institution must identify an estimated teach-out period during which time it will complete the teach-out plan and any teach-out agreement(s).
2. The length of the teach-out period may range from 12 to 18 months for a plan based solely on transfers to other institutions to 24 to 36 months for a traditional teach out of closing the PA academic program.
3. RMC may request a longer teach-out period if the institution provides evidence that an extended period is warranted to equitably allow for all matriculated students to complete their education and provides assurance that the institution will continue to meet Standards for Accreditation, Policies, and federal and state regulations.
4. This plan will be consistent with SACSCOC Standards for Accreditation, Policies, and applicable state and federal regulations.
5. The institution will ensure the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment.
6. The institution will demonstrate stability and the ability to carry out its mission and meet all obligations to existing students until all matriculants have had the opportunity to complete the program they began.
7. The institution will offer the PA program to students without charges additional to those previously published.
8. RMC will continue to pay ARC-PA dues and fees during the teach-out period.
9. RMC will satisfy all accreditation activities in accordance with its accreditation review cycle or as requested in prior action by the ARC-PA.
10. The ARC-PA will monitor implementation of the teach-out plan and will take further action if the institution fails to implement the approved teach-out plan and agreement.
11. When another institution is involved in the teach-out, RMC will ensure that the receiving institution can provide students access to the program without requiring them to move or travel substantial distances and attests that written notification has been given to students of additional charges, if any.
12. When another institution is involved in the teach-out, RMC will pay for the differences, if any, in tuition and fees for each student.

THIS SPACE INTENTIONALLY LEFT BANK

SECTION VIII: STUDENT HEALTH, SAFETY, & SUPPORT

Background Check, Health Screening, & Immunizations Policy (A3.07)

The safety of those involved in the educational experiences of PA students depends on appropriate screening and vaccination of all admitted students. Each admitted student must demonstrate compliance with the immunizations, health screenings, background checks, and drug testing screenings required by the College and the PA Program. No exemptions will be approved unless a student has a medical contraindication or documented allergy to a vaccine or its components. Required and recommended immunizations and screenings are included in the Immunization and Titer Entrance Requirements form at the end of this handbook and include:

Required:

- Hepatitis B immunity via documented 3 dose vaccine series AND immune titer
    - If titer results show "not immune", students must restart the hepatitis B vaccine series and have repeat titers drawn.
- Negative TB/PPD skin test, OR negative chest X-ray, OR negative QuantiFERON test within the past 12 months
- Two documented MMR vaccines AND/OR immune titer
- Documented Tdap vaccine as an adult (at age 18 or older) AND within the last 10 years
- Proof of immunity to Varicella by 2 documented vaccines OR immune titer
- Documented Influenza vaccine for the current influenza season
- Documented initial COVID-19 vaccine series (either 2 doses of Moderna or Pfizer or 1 dose of J & J)
- Other vaccinations and/or screenings may be required as recommended by the VDH or CDC

Recommended:

- Documented COVID-19 vaccine for the current variant
- Documented MenACWY vaccine. 2 doses are suggested if the first vaccine was administered prior to 16 years of age.
- Documented series of inactivated Polio vaccines AND/OR immune titer

The PA Program does not offer international rotations, thus no specific requirements for such are provided in this policy.

Students selected for admission to the PA Program must submit health screening and immunization information as required. Health screening forms will be provided by the PA program, then collected and stored by the College's Student Health Center. The Student Health Center will review forms and verify student attainment, then convey to the PA Program completion of all requirements.

Admitted students must also complete a background check prior to matriculation and a drug screen. If the student is found to have an aberrant finding on either, the offer of admission may be rescinded at the

discretion of the Program Director. If a student refuses to participate in drug or background screening at any time, they may be denied admission to or dismissed from the PA Program.
Random or repeat screens may be required at any time during enrollment. If new aberrant findings are discovered via the repeated screens, the student will be referred to the Committee on Student Development and Progress for review. The PA Program will charge a Background Check Fee to cover the cost of one additional background check prior to the start of the Clinical Phase. Pre-matriculation drug screen costs are the responsibility of the student. The PA Program charges a fee to cover the one-time cost of a repeat drug screen prior to the start of clinical rotations.

The PA Program will make available to SCPE sites, upon request, the vaccinations and screenings completed by students. Additional immunizations and drug testing screening may be required by some supervised clinical practice experience (SCPE) sites and must be obtained by the student of their own accord. If students choose to not be vaccinated as required by the assigned SCPE site, they will not be allowed to rotate at clinical sites that require said immunizations. If any required rotations cannot be completed because the student voluntarily chose to not be vaccinated as required by the assigned SCPE site, the student may not be eligible for graduation from the PA program. If the SCPE sites available to students who have not been appropriately vaccinated do not meet graduation requirements, those students will not be eligible for graduation from the PA program.

Failure to complete drug screens, health screenings, background checks, or immunizations in accordance with the timelines required by the PA Program may result in rescission of the offer of admission or disciplinary action by the PA Program's Committee on Student Development and Progress.

Procedure

1. The PA Program's health screening and vaccination requirements will be made available to enrolled students via written or web-based links.
2. Following acceptance of the offer of admission, the PA Program will provide the admitted student access to a secure portal for electronic upload of health screening form(s), vaccination documentation, and a due date for demonstration of compliance with each.
3. Staff within the Student Health Center will receive, process, and verify health screening and vaccination records for the PA Program.
4. The PA Program will retain student vaccine information for each enrolled student and may provide such info to SCPE sites upon request.
5. Following acceptance of the offer of admission, the PA Program will request the student complete, at their own cost, a background check (through a designated provider) and a drug screen.

Aberrant findings on background and/or drug screens will be reviewed as above and may affect admission or enrollment status.

<u>Exposure to Infectious Agents & Environmental Hazards Policy (A3.08)</u>

PA education necessarily includes learning activities and patient care situations in which environmental and/or infectious exposure are possible. This policy and associated procedures address:

- Methods of prevention, education, and documentation of exposure events
- Procedures for immediate care and treatment after exposure
- Delineation of financial responsibility

As PA students will engage in laboratory activities shortly after matriculation, preventive education, care procedures, and financial responsibility related to environmental and/or infectious procedures will be provided to students during Orientation to the Preclinical Phase and again prior to the start of the Clinical Phase.

Students and/or their insurer(s) shall be responsible for all costs related to testing, treatment, and follow-up of environmental and/or infectious exposures while participating in PA Program curricular events, including while on clinical rotations. Clinical sites are under no obligation to provide free post-exposure testing or care following potential environmental and / or infectious exposures.

Students are not considered employees and may not file a Worker's Compensation
Report following environmental and/or infectious exposures.

PA students must affirm understanding of this policy and procedure following Orientation to the Preclinical Phase and again prior to the start of the Clinical Phase.

Procedure

1. Ultimately, each student shares responsibility for individual and team health and safety in the clinical / educational setting. Personal accountability for such will be emphasized during Orientation to the Preclinical Phase and again prior to the start of the Clinical Phase.
2. The following information will be provided to PA students during orientation to the Preclinical Phase and again prior to the start of the Clinical Phase:
    - Education about preventing exposures to infectious and environmental hazards, including:
        - Universal precautions
        - Needle / sharps safety
        - Use of protective equipment
        - Isolation guidelines
    - Procedures for treatment after exposure, including financial responsibility for treatment and follow-up, and:
        - RMC-specific and clinical site protocols, including prevailing policies at specific clinical sites.
    - Implications of infectious and / or environmental disease or disability on PA student participation in educational activities
3. Following a possible or accidental exposure at the PA Program, immediate antiseptic procedures should be initiated, the Associate Program Director or designee should be notified, then:
    - The PA student should then contact and / or visit a provider of their choice.
        - A list of local providers and facilities is updated annually and available in Canvas under the cohort's resources page.

4. Following a possible or accidental exposure while participating in clinical rotations at clinical sites, immediate antiseptic procedures should be initiated, the Program Administrative Coordinator and Clinical Coordinator should be notified, then:
    - If the site has an active affiliation agreement with RMC and has delineated an RMC approved, facility-specific exposure protocol within the agreement, the PA student should follow the protocol of the site.
    - If the site has an active affiliation agreement with RMC and has deferred the exposure protocol to RMC, the PA student should then contact and/or visit a provider of their choice.
        - A list of local providers and facilities is updated annually and available in Canvas under the cohort's resources page.
5. Incidents of student exposure are to be reported immediately to the faculty member / preceptor responsible for the educational experience. The faculty member / preceptor in turn reports the incident to both the facility where the incident occurred, and the Program Director. Documentation of the exposure incident is to be submitted by the student within 24 hours to the Student Health Center and should include:
    - route(s) of exposure
    - circumstances under which the exposure occurred
    - identification and documentation of the source individual if feasible
    - follow up steps taken
    - A log of reported exposures will be maintained by the Student Health Center as part of the student's health record.
6. Students who experience a possible or accidental exposure incident during activities outside of those sponsored or directed by the PA Program should perform immediate antiseptic procedures and contact the medical provider of their choice for guidance and treatment.

<u>Medical Care of PA Students Policy (A3.09)</u>

Principal faculty, staff, the Program Director, and the Medical Director must not participate as health care providers for students in the program, except in an emergency situation. PA students will not be assigned to the undergraduate Student Health Center at RMC for health care services.

Students are required to maintain health insurance while enrolled in the PA Program. The College offers access to an optional paid health plan, which is introduced prior to enrollment.

Procedure

1. The PA Student Handbook will include the above statement regarding health care of PA students.
2. All active SCPE preceptors will be made aware of the above requirement.

Access to Student Support Services Policy (A3.10)

Randolph-Macon College is committed to equal opportunity for all academically-qualified students and does not discriminate on the basis of disability. Accommodations are available to support students with disabilities in taking full advantage of the College's educational, social, and cultural opportunities.

The Office of Accessibility Resources is responsible for the coordination of these accommodations. Disability Services staff determines eligibility for services and reasonable academic accommodations in relation to the PA Program.

Full details of services offered by the Office of Accessibility Resources are available at: https://www.rmc.edu/academics/academic-support/accessibility-resources/

The College and PA Program endeavor to consistently provide timely access to academic and personal support services for PA students. In addition to each student being assigned a Faculty Advisor within the PA Program, the College provides all students with access to the Higgins Academic Center, which houses the Office of Accessibility Resources. The College also provides 24/7 telehealth counseling and wellness access through an institutional contract provider. The PA Program also permits students to utilize personal time for visits with healthcare providers and student counseling, and for urgent and / or personal needs, per the Attendance Policy. These resources can be accessed at: https://www.rmc.edu/academics/academic-support

Procedure

1. The PA Student Handbook will include contact information for each student service listed above, including emergency contact information to be used during Preclinical and Clinical Phases.
2. Prior to matriculation or during orientation to the Preclinical Phase:
    a. Admitted PA students will be assigned a Faculty Advisor and a plan for advisor meetings, the first of which includes a structured review of available resources for student support.
    b. Counseling Center staff will orient new PA students to the College's telehealth counseling and wellness services, including emergent / urgent access protocols and the process for any needed referrals.
    c. Office of Accessibility Resources staff will introduce their resource offerings to new PA students and explain how to access disability services, how requests are processed, and how reasonable accommodations may be granted and implemented during the Preclinical Phase.
    d. Higgins Academic Center Staff will orient new PA students to academic services offered and provide contact information for accessing study and test-taking skill resources.
3. Prior to the Clinical Phase:
    a. PA students will meet with their Faculty Advisor during the last term of Preclinical Phase to address preclinical performance and advising during the Clinical Phase. Advisors will be in communication with their advisees during the Clinical Phase at least once per term, or as needed based on professional or academic progress.
    b. PA students will attend a week of orientation prior to beginning the Clinical Phase.

c. During orientation, Counseling Center staff will review the College's telehealth counseling and wellness services, including urgent access protocols and a process for referrals during the Clinical Phase.
d. During orientation, Office of Accessibility Resources staff will review their resource offerings and explain how to access disability services while on rotations, how requests are processed, and how reasonable accommodation may be implemented during the Clinical Phase.
e. During orientation, Higgins Academic Center Staff will communicate a reminder of academic support services offered and provide contact information for accessing study and test-taking skill resources during the Clinical Year.

4. The PA Program will monitor the timeliness and effectiveness of the above services through advisor reports and through annual surveys of students, faculty, and cooperating groups within or contracted by the College.
5. Trends in student academic performance / attrition, wellness, and impressions of support services will be monitored through annual review as above.

Personal Safety & Security Policy (A1.02g)

Faculty, staff and students are all responsible for their personal belongings and academic materials, kept in various locations throughout Duke Hall. In the event of an emergency such as a fire or natural disaster, PA faculty and staff are responsible for facilitating the College's operating emergency guidelines throughout the building. In the event of suspicious activity, Campus Safety must be notified immediately in addition to available PA faculty and / or staff.

The Campus Safety website (https://www.rmc.edu/offices/campus-safety) houses resources regarding communications and alert systems in preparation for campus threats, natural disasters, inclement weather, etc. A copy of the College's Emergency Guidelines is available in addition to important telephone numbers and protocol for emergent situations as listed above.

The campus is monitored 24 hours / 7 days a week via a combination of door security systems, cameras and officer patrols to maintain security on campus for students. Parking for faculty, staff, and students will be proximate to Duke Hall and Campus Security will attend to this space as with all others on campus.

Building Safety and Security

- PA facilities within Duke Hall will be accessible by PA students daily from 6:00am – 12:00am.
- Only PA students are permitted to access the resources of the PA student lounge.
- PA students will have access to individual lockers on the third floor as a safe storage area for their personal and academic belongings.

General Safety and Security

- Students who believe they have witnessed suspicious activity should inform Campus Safety (804-752-4710) immediately, in addition to PA faculty and / or staff if available.

- In the event of a larger life-threatening emergency such as a fire or intruder, follow the campus emergency guidelines and call 911 (Police / Fire / Rescue) immediately.
- A First Aid Kit is housed in the Student Lounge and readily accessible at all times.
- Yellow emergency call boxes are located throughout the campus and are maintained and responded to by Campus Safety 24 hours / 7 days a week.

College Emergency Phone Numbers

- Hanover Emergency Services (24/7): 911 or 9-911 from campus phones
- Campus Safety (24/7: (804) 752-4710 or 0 on campus phones
- Ashland Police (24/7): (804) 798-1227
- UHelp (UWill 24/7 Crisis Line): (833) 646-1526
- Sexual Assault Responders*: (804) 752-7270
- Hanover Safe Place: (804) 752-2702
- Virginia Family Violence & Sexual Assault Hotline (24/7): 1-800-838-8238
- Official School Closing Hotline (24/7): (804) 752-3633

*If students need access to these on-campus services after business hours, please contact the office of Campus Safety at (804) 752 – 4710.

Minors & Reporting of Abuse Policy

The PA Program adopts the College's existing Policy for Programs Involving Minors and Reporting of Abuse, which can be found at the following link: https://www.rmc.edu/offices/student-conduct/the-student-handbook/minors-abuse-policy

This Policy (i) describes the College's expectations of those who may interact with Minors participating in such Covered Programs, (ii) sets forth criteria for Covered Programs involving Minors to help promote their safety while participating in a Covered Program, and (iii) informs all members of the College community of their obligation to report any instances of known or suspected abuse or neglect.
If a student feels an unwelcome or disruptive event that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at https://www.rmc.edu/offices/provost for guidance and support.

Procedure

1. Admitted students will attest to understanding the above policies and commit to upholding the values of the College and the PA Program.
2. Students should use the avenues for reporting concerns or violations regarding the policy as noted at the link above.
3. If a student feels an unwelcome or disruptive event - that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at: https://www.rmc.edu/offices/provost for guidance and support.

Sexual & Relationship Conduct Policy

The PA Program adopts the College's existing Sexual and Relationship Conduct Policy, which can be found at the following link: https://www.rmc.edu/offices/student-conduct/the-student-handbook/sexual-and-relationship-conduct-policy

Randolph-Macon College is committed to encouraging and sustaining a learning and living community that is free from harassment, violence, and prohibited discrimination.

If a student feels an unwelcome or disruptive event that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at https://www.rmc.edu/offices/provost for guidance and support.

Procedure

1. Admitted students will attest to understanding the above policies and commit to upholding the values of the College and the PA Program.
2. Students should use the avenues for reporting concerns or violations regarding the Sexual and Relationship Conduct Policy as noted at the link above.
3. If a student feels an unwelcome or disruptive event - that appears to fall outside of the descriptions above has occurred, they should contact the Associate Provost and Dean for Student Success in the Office of the Provost at 804-752-7268 or via the contact list at: https://www.rmc.edu/offices/provost for guidance and support.
4. The College will provide statistics of reported sexual assaults as required and defined by the Campus Security Act and the Student-Right-to-Know-Act. All personally identifying information will be removed from statistical reports.

THIS SPACE INTENTIONALLY LEFT BLANK

SECTION IX: TECHNICAL STANDARDS FOR ADMISSION & RETENTION

Technical Standards Policy (A3.13e)

The PA Program has a responsibility to educate competent physician assistants to provide care for their patients, patient families, and communities with critical judgment, broadly-based knowledge, competent technical skills, and ethical conviction. The PA Program has adopted technical standards for performance across key functional domains.

Students admitted to the PA Program must be able to meet these standards for matriculation, progression, and graduation. These standards reflect a sample of the performance abilities and characteristics that are necessary for safe, quality care of patients and are not all-inclusive. These performance standards include skills and abilities across several domains, which may be demonstrated with or without reasonable accommodations.

- **Observation Standards**
    - Sensory capacity enabling accurate observations in the classroom, small group, simulation, laboratory, and in various patient settings
    - Sensory skills enabling performance of a physical examination, including functional vision, hearing, smell, and tactile sensation
    - Collective sensory ability adequate to elicit information through procedures typically required to gather a history and physical examination
- **Communication Standards**
    - Effective and sensitive communication with patients, colleagues, supervisors, and subordinates in health care settings.
    - Attentive listening and effective verbal communication, including with patients from different social, health literacy, and cultural backgrounds.
    - Effective written communication that allows accurate facilitation of information sharing and recording
    - Accurate reception and description of non-verbal communication, including mood, activity, and physical expressions
- **Motor Function Standards**
    - Motor function sufficient to elicit information from patients through maneuvers typically required for history-taking, physical examination, and diagnostic procedures
    - Negotiation of patient care environments, including moving oneself between and among classrooms, outpatient and inpatient clinical settings
    - Physical stamina sufficient to complete the course of preclinical and clinical study required.
    - This may include:
        - Long periods of sitting, standing, or physical movement
        - Effective use of computers and other electronic devices for:

        - Curriculum activities
        - Electronic medical records
        - National certification exam
    - Motor function sufficient to perform physical movements typically required to deliver care to patients in chronic, acute, and emergent situations and in inpatient, outpatient, operative, and emergency environments. Examples include but are not limited to:
        - Cardiopulmonary resuscitation for adults and children
        - Intravenous medication administration
        - Airway management
        - Simple wound closure, including placing sutures
        - Surgical instrument handling performance
        - Gynecologic examination maneuvers

- **Intellectual, Quantitative, and Integrative Standards**

    - Ability to learn and negotiate large amounts of technical, detailed, and complicated information gathered through a variety of modalities and settings including, but not limited to:
        - Large classrooms and small group rooms
        - Laboratories
        - Clinical settings and simulated environments
        - Collaborative activities
        - Individual self-study
        - Project completion
        - Pre-recorded digital sessions
    - Ability to negotiate data via:
        - Memorization
        - Measurement
        - Calculation
        - Reasoning
        - Analysis
        - Synthesis
    - Spatial capacity sufficient to understand three-dimensional relationships.
    - Ability to read, understand, and evaluate medical literature to develop accurate diagnoses and management plans.

- **Behavioral and Social Attribute Standards**

    - Ability to express empathy, integrity, ethical conduct and deportment, accountability, engagement, and motivation
    - Consistent employment of interpersonal skills necessary for professional, culturally sensitive, and effective interactions with diverse populations of patients, patient families, colleagues, and community members

- Ability to function effectively, with composure, when under stress and in situations that are uncertain, unpredictable, and physically and / or emotionally challenging
- Ability to recognize and seek assistance when personal limitations affect learning and / or performance
- Effective reception of and adaptation to feedback
- Capability of reliable and timely attendance at all required program-sponsored events, including clinical rotations, with the understanding that such may require early morning, late evening, and / or overnight attendance

- **Ethical and Legal Standards**

  - Ability to understand the basis and content of both general and medical ethics
  - Understanding of the following ethical and legal requirements:
    - Students found to be impaired by prescribed or illicit medications, abuse of alcohol or other substances, and cannot meet the technical standards of the program, are not suitable candidates for admission, promotion, or graduation
    - Students charged or convicted of any misdemeanor or felony offense must immediately notify the program
    - Failure to disclose prior or new offenses may result in disciplinary action, including the rescinding of the offer of admission or dismissal.
    - Understanding of the expectation that students will seek and maintain a high level of personal integrity, acting ethically and lawfully in their professional and personal lives.

Procedure

1. These technical standards will be posted to the PA Program's website and will be readily accessible by prospective students
2. These technical standards will be reviewed annually, or as needed, through collaboration with the Office of Accessibility Resources.
3. Students must attest to meeting these standards, with or without reasonable accommodations (approved by the Office of Accessibility Resources, prior to matriculation in the PA Program and upon request at any time during enrollment.
4. Admitted students who have a disability / concern for disability accommodations should contact the Office of Accessibility Resources when the offer of admission is received and accepted.
5. It is the responsibility of a candidate with a disability / concern for disability to provide sufficient, current information documenting the general nature and extent of their disability, and the functional limitations proposed to be accommodated. Evaluating and facilitating accommodation requests is a collaborative effort between the student and the Office of Accessibility Resources.
6. If a student has or develops a condition that would place patients, the student, or others at risk or that may affect their need for accommodation(s), the CSDP may recommend or require a consultation with the Office of Accessibility Resources.

   Admitted or enrolled students who are determined to be unable to meet these standards, with or without reasonable accommodation, may not matriculate or remain enrolled in the PA Program.

SECTION X: GENERAL POLICIES

Attendance and Contact Time Policy

The PA Program will designate its events as required or optional, including the mode of presence (in-person, virtual, or other). In addition, the College may require student attendance at special events. Required events may include any activity deemed by the faculty or College administration to be critically important for the cognitive or non-cognitive development of PA students.

Professional behavior includes effective management of one's time with regard to responsibilities. To foster the development of responsible time management and self-care by its students, the PA Program has designed the following policy and accompanying procedure:

Preclinical Phase

- Preclinical schedules will be published to the students' curricular calendar and / or syllabi as far in advance as possible.
- Students must attend, without tardiness or early departure, all required events, with the following exceptions:
    - Students may utilize up to 16 hours of personal time during each 12-week term. Personal time must be taken at a minimum of 2 hours at a time.
        - Personal time may be utilized for reasons including, but not limited to personal reasons, scheduled appointments, travel, bereavement, or other considerations outside of an acute illness or medical reason.
        - Students will be responsible for missed assignments, material, and coursework during their personal time. Students should complete all required assignments within 1 week of the original due date noted by the Course Director. Faculty will not be responsible for ensuring students are up to date on missed material.
        - If a student must attend class via zoom due to unforeseen circumstances other than illness, this still counts as personal time.
        - Students will be required to utilize personal time (at a minimum of 2 hours at a time) if they miss more than 25% of any particular class, whether that is due to arriving late or leaving early (15 minutes of a 1 hour session, 30 minutes of a 2 hour session, etc).
    - Notification of personal time use must be sent via one email to the appropriate Course Directors, Faculty Advisor, small group facilitator if applicable, and the Program Administrative Coordinator at least 24 hours in advance. While no excuse or cause for personal time away is required to be shared, students must notify the PA Program of their intentions to take this time.
    - Absences due to illness or other medical issues will be handled separately, on a case-by-case basis and should not count against personal time
        - Students should notify via one email to the appropriate Course Directors, Faculty Advisor, small group facilitator if applicable, and the Program Administrative Coordinator as soon as possible regarding absences due to illness or medical issues.
    - The inability to participate in curriculum activities due to illness or other medical reasons, with or without reasonable accommodations, for more than 5 school days per Term will be evaluated by

the CSDP. A formal plan or recommendation will be established by the CSDP for absences beyond 5 school days, but less than 10 school days. If a student's situation requires being away from curriculum activities, with or without reasonable accommodations, for 10 days or more, the student will need to pursue a formal request for Leave of Absence, or resign, to avoid disciplinary action.

- Personal time may not be applied to skills labs, workshops, anatomy lab, or evaluation activities (quizzes, multiple-choice examinations, standardized patient encounters, or other formal evaluations).
- A limit of 4 hours per term may be applied to small group sessions or any one course.
- Absences beyond the above limits will result in review by the Committee on Student Development and Progress.
- Repetitive tardiness or early departures (more than 3 documented occurrences of either) will result in review by the Committee on Student Development and Progress.

Clinical Phase

- Clinical Phase schedules, including Supervised Clinical Practice Experiences (SCPE) and call backs, will be published to the students' curricular calendar and / or syllabi as far in advance as possible.
- Specific SCPE schedules may be determined by SCPE preceptors and the Clinical Coordinator, as described in the PA Preceptor Handbook and course syllabi.
- Students must attend, without tardiness or early departure, all Supervised Clinical Practice Experience (SCPE) activities, with the following exceptions:
  - Each student may utilize, upon approval of the Clinical Coordinator, up to 4 one-day absences from SCPE activities.
    - Students may utilize no more than 2 days during a single SCPE.
    - Students may not utilize such days during "call back" activities or other programmatic events during the clinical phase deemed as required by program faculty.
    - Students should follow the procedure listed below for notification of the appropriate individuals when requesting use of personal time during the Clinical Phase.
  - Absences beyond this limit, not attributable to illness or other medical related issues or in cases in which the absence was not approved, will be reviewed by the Committee on Student Development and Progress.
  - Absences due to illness or other medically related issues will be handled on a case-by-case basis. Students should notify the Clinical Coordinator, Program Administrative Coordinator, and the SCPE Course Director via one email as soon as possible regarding absences due to illness or medical issues.
  - The inability to participate in SCPE activities due to illness or other medical reasons, with or without reasonable accommodations, for more than 5 clinical rotation days per rotation will be evaluated by the Committee on Student Development and Progress. A formal plan or recommendation will be established by the CSDP for absences beyond 5 days, but less than 10 days. If a student's situation requires being away from SCPE activities, with or without reasonable accommodations, for 10 days or more, the student will need to pursue a formal request for Leave of Absence, or resign, to avoid disciplinary action.

- Attendance, without tardiness or early departure, is required at all "call back" activities and other programmatic events during the clinical phase deemed as required by program faculty. In addition, attendance, without tardiness or early departure, is required at all Graduate Seminar activities.
- Repetitive tardiness or early departures (more than 3 documented occurrence of either) will result in review by the Committee on Student Development and Progress.

In the case of illness or other medically related conditions, the PA Program will be flexible and accommodating in response, especially related to communicable diseases where avoiding contact with others is advisable.

Procedure

General Procedures

1. The PA Program will publish and maintain up-to-date calendars containing required and optional student activities.
2. The PA Program will notify students via email of any significant change to event(s) if such are scheduled to occur during the subsequent two weeks.
3. The PA Program will confidentially maintain student and emergency contact information and may utilize such if a student's absence is not expected / explained.

Preclinical Phase

1. If a student wishes to utilize personal time during an eligible Preclinical Phase event, they must:
    a. Email the relevant Course director(s), their small group facilitator if applicable, the Program Administrative Coordinator, and their Faculty Advisor as soon as possible prior to the requested time away with notification of:
        i. The session(s) / number of hours to be missed
        ii. The specific dates and times during which the student will be away
2. If a student is ill or suffering from a medically related condition that prevents participation in required events, they should seek medical care and attend to their self-care first, then:
    i. Email the appropriate Course Directors, their small group facilitator if applicable, Faculty Advisor, and the Program Administrative Coordinator as soon as possible regarding absences due to illness or medical issues, or
    b. Call the PA Program's main office number (804-752-8878).
3. The PA Program will assist students with navigation of Leave of Absence or other relevant procedures should their situations prevent ongoing participation in the curriculum.
4. If the student incurs any absences beyond those allowed above, they will undergo review by the Committee on Student Development and Progress per the relevant policy.
5. If the student is late to, or leaves early from, required events beyond those allowed above, they will undergo review by the Committee on Student Development and Progress per the relevant policy.

Clinical Phase

1. If a student wishes to utilize personal time away from a SCPE, they must:
    a. Email the Clinical Coordinator, Program Administrative Coordinator, and the SCPE Course Director as soon as possible prior to the requested time away with notification of:
    b. The SCPE activities to be missed during the absence
    c. The specific dates and times during which the student will be away from the SCPE
2. If the request is approved by the Clinical Coordinator, the preceptor and the student will be notified via email.
3. A new request must be completed, as above, for each absence.
4. If a student is ill or suffering from a medically related condition that prevents participation in required events, they should seek medical care or attend to their self-care first, and then:
    a. Call, message, or email the Clinical Coordinator and Program Administrative Coordinator
    b. Email the SCPE Course Director
    c. Contact the SCPE site / Preceptor and notify them of the absence.
5. If the student is unable to contact the site due to illness or a medically related condition, the Clinical Coordinator or Program Administrative Coordinator will do so.
6. The PA Program will assist the student with navigation of Leave of Absence or other relevant procedures if circumstances prevent ongoing participation in the curriculum.
7. If the student incurs any absences beyond those allowed above, they will undergo review by the Committee on Student Development and Progress per the relevant policy.
8. If the student is late to, or leaves early from, required events beyond those allowed above, they will undergo review by the Committee on Student Development and Progress per the relevant policy.

<u>Student Employment Policy (A3.04, A3.05, A3.15e)</u>

While enrolled in the RMC PA Program, PA students are not permitted to work for the Department of PA Studies. In addition, PA students are not permitted to substitute for or function as instructional faculty and/or clinical or administrative staff within the PA Program. It is strongly recommended that PA students focus on their educational program of study and avoid outside employment while enrolled in the PA Program.

Procedure

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which contains this policy and procedure.
2. Each student will affirm understanding of and agreement to the policies within the PA Student Handbook prior to matriculation.
3. The Department of PA Studies, which houses the PA Program, will not provide employment opportunities for PA students, and will only seek paid workforce assistance through appropriate Human Resources processes.

Student Identification Policy (A3.06)

While enrolled in and participating with or acting on behalf the PA Program at RMC, PA students must always identify themselves as "Physician Assistant Students" to College staff and faculty, community members, patients, and site staff, and never present themselves as physicians, residents, medical students, or graduate / certified Physician Assistants.

While enrolled in the PA Program, students may not use previously earned titles (e.g., RN, PT, OT, Ph.D.) for identification purposes.

Procedure

1. Upon matriculation, the College will issue each PA student a photo ID "badge" to be worn during all PA Program-sponsored activities.
2. The badge will clearly display the College's insignia, the student's image and their role as a Physician Assistant Student and will contain no other designations, certifications, or implied abilities.
3. Students may be issued additional badges by supervised clinical practice experience (SCPE) sites. If so, the student should always keep such badge(s) and their RMC badge ready for / on display as appropriate at each site.
4. Students must not share their badges with others, or use anyone else's badge in any situation, including access to buildings or for identification.

5. If an RMC badge is lost, the student should contact the PA Program for assistance. A replacement fee will be charged.
6. If the student separates from the PA Program prior to graduation, including for an undetermined duration of time during a leave of absence, all badge(s) must be returned to the Campus Safety within 48 hours of finalization of such status.
7. At graduation, students must return to the PA Program all badges issued to them by the College and by any SCPE site or entity.

Social Media & Communication Policy

Electronic communication is critical to the functioning of modern educational and medical systems. Modes of communication may include, but are not limited to email, texts, and social media messaging / posts / updates. The following sections delineate standards for electronic communication related to RMC PA Program personnel and students.

Social Media:

RMC PA Program Faculty, Staff, and Students, as members of the RMC community, will abide by the Social Media Community Guidelines located at: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/marketing-communications/social-media-community-guidelines/

In addition, the PA Program supports the American Medical Association's Code of Medical Ethics Opinion 2.3.2, which outlines provider engagement with and use of social media. The original text, located here, has been modified to best fit PA education and practice.

- PAs should be cognizant of standards of patient privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable patient information online.
- When using social media for educational purposes or to exchange information professionally with other individuals, PAs must follow ethical guidance regarding confidentiality, privacy and informed consent.
- When using the internet for social networking, PAs should use privacy settings to safeguard personal information and content to the extent possible but should realize that privacy settings are not absolute and that once on the internet, content is usually permanent. Thus, PAs should routinely monitor their own internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
- If they interact with patients on the internet, PAs must maintain appropriate boundaries of the patient-PA relationship in accordance with professional ethics guidance just as they would in any other context.
- To maintain appropriate professional boundaries PAs should consider separating personal and professional content online.
- When PAs see content posted by colleagues that appears unprofessional, they have a responsibility to bring that content to the attention of the individual, so that they can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the PA should report the matter to appropriate authorities.
- PAs must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, may have consequences for their medical careers (particularly for PA-in-training) and can undermine public trust in the medical profession, the PA Program, and Randolph-Macon College.

RMC PA faculty, staff, and students must understand and adhere to the following standards when engaging in social media networking:

- PA faculty and staff members are not permitted to:
    - Extend or accept personal social media account "friend" or "follow" requests to / from students
    - Engage in messaging / photo sharing through personal social media accounts with students.
- Students, PA faculty, and staff may choose to be members of the same professional / educational group social media account.
- Students should refrain from extending or accepting personal social media account "friend" or "follow" requests to / from clinical preceptors until the SCPE has concluded.
- Students must not engage in social networking during in-class and on-site clinical time.
- The integrity of course materials created and used by the PA program and students must be protected. Students must not share questions or answers to assignments, exams, or quizzes via social media nor provide this information to students in a subsequent class.
- Patient privacy must be protected. Students must not share any identifiable patient or clinical information via social media. HIPAA laws apply to all social networking sites.

- Students must ensure accuracy regarding statements made about the RMC PA program, the College, and its community members. Students must not provide false, intentionally inaccurate, or inflammatory comments.
- All laws governing copyright and fair use of intellectual property, including Randolph-Macon College logos and images, must be followed.
- Faculty, staff, and students should recognize that one's professional reputation, and the reputations of the organizations with which they associate, can be affected through social networking and therefore be judicious when posting content.
- College and PA Program policies on conduct, mistreatment, and harassment apply to electronic communication methods.

Email:

The College will assign an institutional email (firstlast@rmc.edu) to each PA Program matriculant. This email address will be used for all formal electronic communication between the PA Program and students. The following standards codify appropriate use of institutional email:

- All RMC PA students are responsible for appropriately monitoring their institutional email for important PA program communications.
    - All RMC PA students must respond to email read receipt requests by the RMC PA Program within the time frame specified within the email.
    - Failure to reply to read receipt emails within the specified time frame may result in referral to the Committee on Student Development and Progress.
- Read receipt emails may be used by PA Program faculty and staff when immediate / critical information must be quickly provided to and addressed by a student.
- During the Clinical Phase, if a student is located at a clinical site with no / limited internet access, the student must notify the Clinical Coordinator immediately to ensure a communication plan is in place should the PA Program need to contact the student.
- All RMC PA students must communicate in a professional manner both verbally and in writing.
- Unprofessional, derogatory, demeaning, or otherwise inappropriate communication may result in referral to the Committee on Student Development and Progress, or the appropriate College committee (in the case of harassment, mistreatment, and / or Title IX).

<u>Student Dress Code Policy</u>

Physician Assistants are members of a professional community, and students within this training path should represent the profession through their outward demonstrations – including appearance. The following descriptions of attire should not be assigned to a specific gender category, nor should any particular religious or cultural attire / expression be assumed to fall within a prohibited area without discussion with PA Program administration. We invite all students to discuss these topics with us.

The College-provided RMC student identification (ID) badge must be worn when participating in any program-, school-, or volunteer event related to RMC in order to display the status of "PA Student" with no other

credentials. Additional identification may be required by a clinical site, however RMC student ID badge must continue to be worn above the waist with name visible at all times while on rotations.

During Preclinical Phase academic sessions, students are expected to wear business casual clothing or black scrubs unless otherwise specified by PA Program faculty. White coats may be required for certain PA Program activities.

Preclinical Phase:

- Students must wear:
    - Dress pants, dress, slacks or skirt, collared shirt, dress shirt, or blouse, or
    - Program-issued or other black scrubs, or
    - Appropriate attire as designated for specific activities (i.e. skills lab for physical examination).
- Clothing, including scrubs, must be in clean and good condition.
- Clothing must cover the torso and undergarments should never be visible, either directly or through thin material.
- For lab sessions and patient encounters, shoes should be closed-toed (no holes) and low-heeled.
- Sneakers are acceptable to wear, as long as clean and in good condition.
- Denim, leggings (as pants), exercise / athleisure clothing, and shorts are not permitted unless otherwise communicated by PA Program faculty.
- Nail polish may be utilized during the preclinical phase, but other nail requirements included below must be met.

When assigned to various clinical sites during the Clinical Phase of the PA Program, students are expected to convey dignity and respect through their dress and behavior. Business casual dress plus a student white coat is expected unless faculty or clinical site / preceptor discusses other expectations or preferences with student.

Clinical Phase:

- Students must wear dress pants, dress, slacks or skirt, collared shirt, dress shirt, or blouse.
- Clothing must cover the torso and undergarments should never be visible, either directly or through thin material.
- Shoes should be closed-toed (no holes) and low-heeled when dressed business casual.
- If program-issued or site-issued scrubs are permitted in the clinical setting, all items must be clean and in good condition.
- Sneakers may be acceptable, per clinical site guidance. If permitted, sneakers should be made of an impermeable material (mesh) and not have any bold logos or insignias.
- Nail polish of any color, including clear or neutral, is not allowed during clinical experiences. Additional nail requirements included below must be met.

Other considerations applicable to both Preclinical and Clinical Phase activities:

- Jewelry:
    - Jewelry must be simple, safe, and appropriate for the learning or clinical environment.
- Nails
    - Nails are to be short in length and well groomed.

    - Artificial nails of any kind (acrylic, gel, etc) are not allowed due to safety reasons related to patient encounters and labs.
- Hair:
    - Hair must be arranged, or be able to be arranged, away from the face and neck.
    - Hair must be of a naturally-occurring color.
    - Conservative hair accessories may be used as needed.

    - Various clinical sites may prohibit or limit facial hair, therefore students should be prepared to shave prior to entering the clinical site if required.
- Fragrances:
    - Fragrances are not to be worn.
    - Cleanliness of body and good dental hygiene are to be observed at all times.
- Other:
    - No gum or smokeless tobacco is permitted.
    - No offensive tattoos should be visible (i.e. profane, violations of harassment / anti-discrimination policies, nudity).
    - No hats or caps are permitted

Procedure

1. Students will be made aware of this policy at or before matriculation.
2. Students will receive RMC PA scrubs for the Preclinical Phase of the curriculum; however SCPE site dress expectations should be followed during the Clinical Phase.

<u>Student Health Insurance Policy (A1.04)</u>

While enrolled in the PA Program, all students are required to have health insurance. Students are to accept or decline insurance offered to Randolph-Macon students. Proof of College-provided or other health insurance coverage must be provided to the PA program prior to matriculation and maintained until graduation.

Procedure

1. Prior to orientation, each PA student will be provided access to the RMC PA Student Handbook, which contains this policy and procedure.
2. Incoming PA students will be required to either select the health insurance provided by the College (at their own expense), or provide proof of health insurance coverage.
3. Failure to complete this requirement by the date specified in orientation documents or failure to maintain coverage while enrolled will result in referral to the CSDP for failure to comply with Program Policy. Violation of this policy could result in dismissal from the Program.

Disclosure of Academic Records Policy (A1.02f)

The PA Program adopts the College's existing definitions, policies and procedures regarding academic records, which are described briefly below:

Randolph-Macon College adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment) which became law on June 17, 1976 and has as its objective to insure the privacy of student records. As such, it is the policy of the College to (1) permit students to inspect their education record, (2) limit disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) provide students the opportunity to seek correction of their education records where appropriate. Anyone interested in reading the legislation may come to the Office of the Provost or the Dean of Students. The full policy and procedure are located at: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/dean-of-students-student-affairs/student-conduct/student-handbook/policy-on-academic-records/

Student Bill of Rights

The RMC PA Program has adopted the College's existing Student Bill of Rights that can be found in the RMC Student Handbook at the following link: https://www.rmc.edu/offices/student-conduct/the-student-handbook/student-bill-of-rights

THIS SPACE INTENTIONALLY LEFT BLANK

SECTION XI: SUPERVISED CLINICAL PRACTICE EXPERIENCE (SCPE) POLICIES

The below policies apply to students during the Clinical Phase of the program. If students encounter a situation that is not covered in this handbook or need assistance, they should reach out directly to the Clinical Coordinator and Program Administrative Coordinator, either by email, message, or phone call.

Student Involvement in SCPE Site Development Policy (A3.03)

The PA Program will oversee the development of all SCPE sites for use by RMC PA students. Neither enrolled nor prospective students shall be required to provide or solicit SCPE sites or preceptors. Students may make suggestions to principal faculty for sites and preceptors but will not be required to do so.

Procedure

1. The PA Program's webpage and PA Student Handbook will include the above statement regarding solicitation for SCPE sites.
2. Student suggested sites and preceptors are to be reviewed, evaluated, and approved for educational suitability by the program.

Informed Consent Regarding Student Involvement in Patient Care Policy

Patients are essential partners in the education of PA students. All efforts will be made to observe strict confidentiality, respect patient privacy and dignity, and honor their preferences regarding treatment.

Procedure

1. All students will complete HIPAA training prior to the clinical year.
2. Students should be clearly identified as PA students and must also verbally identify themselves as such.
3. Patients must be informed that a PA student will participate in their care, and patient consent must be obtained.
4. Patients must know that they will see their regular provider, and they should have an explicit opportunity to decline student involvement.
5. If the patient requests a physician, PA, or other licensed clinician and refuses the PA student's involvement in care, the request must be honored.

Professional Relationships in the Clinical Area Policy

The student should maintain a professional relationship with all members of the clinical team and adhere to the appropriate professional boundaries. Social activities and personal relationships outside the professional learning environment should be appropriate and carefully selected to avoid putting the student or clinical team members in a compromising situation.

Procedure

1. Appropriate effort should be made at all times to maintain a professional relationship between the student and clinical team.
2. Contact through web-based social networking platforms (including, but not limited to Facebook, Instagram, Snapchat, Twitter) should be avoided until the student fully matriculates through the educational program or completes the rotation where the supervision is occurring.
3. If the preceptor and student have an existing personal relationship prior to the start of the rotation, a professional relationship must be maintained at all times in the clinical setting.
4. If the preceptor and student have a prior working relationship at the start of the rotation, either party has the right to decline their participation in the assigned clinical experience.
5. Consultation with the Clinical Coordinator regarding specific school or university policies is expected when questions or concerns arise that interfere with oversight and evaluation of the student's clinical site experiences.

Professionalism & Behavior in the Clinical Area Policy

Students are expected to act in a responsible, respectful manner in all interactions with patients, staff, visitors, other students, clinicians and faculty. Students are expected to comply with written policies and procedures governing the clinical site, including policies and procedures regarding hazardous material, standard precautions and health requirements and patient information. Clinical failure occurs when the student does not meet clinical evaluation criterion or attendance requirements at the expected performance level of a professional student.

Procedure

1. Strict adherence to HIPAA regulations is expected at all times and should not be based on the preceptor, clinical setting or on-campus location
2. HIPAA: Health Insurance Portability and Accountability Act - The Department of Health and Human Services and all other health care agencies must ensure their customers (ex. clients, insured individuals, providers, and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain use, or transmit is protected." (Federal Register, 2003, p. 1).
3. Students are required to complete a Health Insurance Portability and Accountability Act (HIPAA) training module to demonstrate knowledge and establish legal accountability for compliance with HIPAA regulations.
4. Individual clinical sites may require completion of additional HIPAA training sessions.
5. All information and personal data regarding clinical experiences must be treated confidentially.
6. Students are responsible for notifying the assigned preceptor and appropriate Program Administrative Coordinator if they will be absent from an assigned experience due to illness, weather or other reasons.
7. A student may be prohibited from returning to a clinical site and / or receive an evaluation of 'Failure' at any time during the rotation for any of the following violations:
    a. Unsatisfactory final clinical evaluation
    b. Acts of dishonesty
    c. Demonstrating behaviors that, in the judgment of the faculty and/or administration, constitute unsafe or potentially unsafe practice
    d. Repeated, unexcused, absenteeism or tardiness to a scheduled clinical experience

e. Failure to follow program or clinical site policies
f. Inappropriate interactions with patients, families, staff, instructors, peers, or any member of the health care team

8. Students must comply with the conduct expectations of Randolph-Macon College provided in the PA student handbook. Any violation of a PA program professional expectation may also be considered a conduct violation and reported further to the Program Director and College leadership.

Transportation Policy

RMC is able to offer many excellent and varied clinical opportunities to students in order to meet expectations of the Clinical Phase of the program. While every effort is made to keep commute times to a reasonable amount, it will be necessary for students to travel to clinical sites. Travel time is not part of a student's logged clinical hours. Students are responsible for arranging transportation to and from the clinical sites.

Procedure

1. Students are encouraged to carpool as parking may be limited at clinical agency locations.
2. Students are responsible for all arrangements and expenses for travel to clinical sites and other educational experiences. Students need a car accessible to them; car-pooling may be possible but cannot be relied on for all required experiences. Some experiences require travel in the morning before sunrise or late evening after sundown, therefore consistent and reliable transportation is needed.
3. Even in the best circumstances, there are dangers inherent in travel. Students are expected to know who to call and what steps to take in the event of a vehicle breakdown or other emergency.
4. All students should maintain automobile insurance when driving to clinical agencies.
5. In inclement weather, proactive and timely communication with current preceptor, SCPE Course Director, Clinical Coordinator and Program Administrative Coordinator, is expected. Students are expected to discuss weather conditions before traveling if there are questions of safety.
6. The College's primary concern is the safety of the student, therefore if the parties listed above have major questions about safety, then travel may be prohibited and the rescheduling the clinical experience should occur as soon as possible.

Randolph-Macon College

Department of Physician Assistant Studies

Annual Student Attestation Statement

I attest that I have received, read, fully understand, and agree to comply with all policies and procedures published in the PA Student Handbook. I understand that the policies and procedures contained in this handbook and its references apply to me regardless of location or setting while enrolled, except in situations wherein a clinical site policy or procedure may prevail.

I agree that I have met the requirements for entry and continuation in the PA Program or am working with student health for any outstanding requirements. I further attest that I am able to meet the Technical Standards published within the PA Student Handbook, with or without reasonable accommodations.

Student Name (printed): _____ Date: _____

Student Signature: _____

Student Identification Number: _____

Form to be filed as part of the Student Record housed within PA Program files

Randolph-Macon College

Department of Physician Assistant Studies

Authorization for Release of PA Student Health Screening Requirements and Information

The Randolph-Macon College Physician Assistant (PA) Program is required to provide certain student information for institutional credentialing prior to participation in supervised clinical practice experiences. The release of information is required to permit students to receive clinical training at affiliated health care institutions.

By signing this form, I authorize the release of my immunization record, TB test results and/or chest x-ray results, drug screening results, and criminal background check information to the Randolph- Macon College PA Program and affiliated clinical institutions. I authorize the Randolph-Macon College PA Program, and its faculty and staff, to access the above identified personal information and provide these records to affiliated clinical institutions as necessary to comply with institutional credentialing.

Name of Student: _____

Signature of Student: _____

Date: _____

Randolph-Macon College

Department of Physician Assistant Studies

Application for PA Student Leave of Absence

Complete this form if you intend to take a leave of absence from the Physician Assistant Program of Randolph-Macon College. Please read the PA Student Leave of Absence Policy, PA Student Withdrawal Policy, and the Refund Policy prior to completing this form. Only students in good academic standing are eligible for leave. Please return the completed form to the PA Program Director along with the necessary accompanying documents listed below.

Student Name: **Student ID:**

Permanent Address:

Mobile Phone: **Home Phone:**

Email Address:

Expected Leave Date: **Expected Date of Return:**

Reason for Leave: personal medical military academic other

If other, explain briefly:

Student must provide a *written statement* explaining the need for the Leave of Absence and provide appropriate documentation supporting the request (e.g. military orders, medical information and healthcare provider form, or proof of acceptance to an academic endeavor other than established curricular work, either on campus or at another accredited institution).

I certify that I have read and understand the PA Student Leave of Absence Policy. If I am registered for any courses, by signing this form I authorize the PA Program and the Office of the Registrar to cancel my registration or to withdraw me from courses, subject to the College and PA Student Withdrawal policies and procedures. Within 5 school days of receipt of all required information, the PA Program Director will render a decision to grant or deny the LOA request as noted in the policy noted above.

Student Signature: _____
Date: _____

Randolph-Macon College

Department of Physician Assistant Studies

Immunization and Titer Entrance Requirements Due Prior to Matriculation

Last Updated: April 2025

Student Full Legal Name: _____ Date of Birth: _____

Year Starting the PA Program: _____ Expected Graduation Year: _____

Please note: Please take any immunization records or prior documentation to your visit with a healthcare provider to complete this form. Immunization dates must be verified by a healthcare provider or via an immunization transcript from a medical office. This information will be added to this form by a healthcare provider after verification. Of note, no exemptions are accepted other than omission due to a medical contraindication or a documented allergy to a vaccine or its components.

Item	Required Immunizations, Titers, and Documentation	
Hepatitis B REQUIRED	a. Proof of immunity to Hepatitis B via 3 documented vaccines **AND** b. Immune titer **Please get the titer bloodwork done early!** If the titer results show "not immune", student will need to restart the hepatitis B vaccine series **AND** have repeat titers drawn. At a minimum, this process will take approximately 8-weeks.	Dose 1 ____/____/____ Dose 2____/___/____ Dose 3____/___/____ **AND** Titer Date ____/____/_____ (REQUIRED) Titer Results: IMMUNE or NOT IMMUNE (circle one) **IF** titers show "not immune": Restart vaccine series Dose 1____/____/____ Dose 2____/____/___ **AND** Repeat Titer Date____/____/_____ (REQUIRED) Titer Results: IMMUNE or NOT IMMUNE (circle one)
MMR REQUIRED	a. Two documented MMR vaccines **AND/OR** b. Immune titer	Dose 1____/____/____ Dose 2____/___/____ **AND/OR** Titer Date ____/____/____ Titer Results: IMMUNE or NOT IMMUNE (circle one)

Tuberculosis REQUIRED	a. Negative TB/PPD skin test **OR** b. Negative chest x-ray **OR** c. QuantiFERON test These results **must** be within the past 12 months.	Date placed ____/___/___ Date read____/____/____ Result _____ mm POS or NEG (circle one) **OR** Date of Chest X-Ray ____/____/____ CXR Results POS or NEG (circle one) **OR** Date of QuantiFERON test: ____/____/____ QuantiFERON Results: POS or NEG (circle one)
Tdap REQUIRED	a. Tdap vaccine that was administered at age 18 or older **AND** b. Was within the last 10 years Of note, Td is **not** an acceptable alternative in this situation.	Date of last dose ____/____/____
Varicella REQUIRED	a. Two documented Varicella vaccines **OR** b. Immune titer	Dose 1____/____/____ Dose 2____/____/____ **OR** Titer Date ____/____/____ Titer Results: IMMUNE or NOT IMMUNE (circle one)
Influenza REQUIRED	a. Documented dose for the current influenza season	Date of dose for current influenza season: ____/____/____
COVID-19 Initial series: REQUIRED Current variant: RECOMMENDED	a. Documented initial vaccine series – either 2 doses of Moderna/Pfizer or 1 dose of J & J b. Documented vaccine for the current variant	**Required:** Dose 1____/____/____ Dose 2____/____/____ **Recommended, NOT required:** Date of dose for current variant: ____/___/___
Meningococcal RECOMMENDED	a. Two documented MenACWY vaccines (one vaccine is sufficient if the first MenACWY vaccine was administered after 16 years	**Recommended, NOT required:** Dose 1____/____/____ Dose 2____/____/____ Dose 2 only needed if first vaccine was administered prior to 16 years of age

Polio RECOMMENDED	a. Proof of IPV vaccine series **AND/OR** a. Immune titer	**Recommended, NOT required:** Dose 1____/____/____ Dose 2____/____/____ Dose 3____/____/____ Dose 4____/____/____ Dose 5____/____/____ Dose 5 is optional if person received a combination vaccine such as Pentacel, Pediarix, Kinrix, Vaxelis, or Quadracel) **AND/OR** Titer Date / / **Titer Results IMMUNE or NOT IMMUNE** (circle one)

Provider Name (printed): _____Credentials (MD,DO,NP,PA):_____

Provider Signature: _____ Phone Number: _____

Provider Practice Address: _____City:_____State: _____

(or official office stamp is acceptable)

Date: _____

If an approved alternate vaccination approach was used or if the student has a medical contraindication or true allergy to a vaccine or its components, please include that information with this document.

Students are responsible for submitting this completed form and any additional documentation. Instructions on where to upload this form are included in MyMaconWeb (MMW) or at https://rmc.medicatconnect.com/

Randolph-Macon College

Department of Physician Assistant Studies

Grade Appeal Checklist

Student Name:	Course Director:
Course:	Date of Appeal:

Date & Initial

_____ _____ Student met with Course Director or designee within 5 school days of receipt of grade, verified by course director

Briefly describe outcome the above meeting (grade adjustment, denial of appeal, etc.):

Complete the following sections if, after the above meeting, the student wishes to further appeal the final course grade:

_____ _____ Student appealed, in writing, to Program Director or designee within 5 school days of meeting with course director, verified by Program Director

_____ _____ Program Director notifies student of final decision within 5 school days of receiving the written appeal

_____ _____ If grade change is required, Course Director entered updated grade in student record

_____ _____ If needed, R-MC Registrar changed grade in Jenzabar

_____ _____ Grade appeal documentation filed in student's record by Program Administrative Coordinator

_____ _____ Copy of this checklist provided to Chair of the Committee on Student Progress and Development by Program Administrative Coordinator

END OF DOCUMENT