



Ursuline College Master of Medical Science (MMSc)  
Physician Assistant Program Student Handbook

*Revised: March 2024*  
*Original: January 2023*

## Preface

Welcome to the Department of Physician Assistant Studies in the Breen School of Nursing and Health Professions at Ursuline College. The faculty and staff are here to support you on an exciting and fulfilling journey as you pursue an education for a career as a Physician Assistant.

The Department of Physician Assistant Studies at Ursuline College is committed to the Ursuline Mission to provide holistic education that transforms students for *service, leadership, and professional excellence*.

The mission is grounded in the tradition of the Ursuline Sisters of Cleveland who founded the college in 1871. St. Angela Merici, the foundress was an innovative woman from sixteenth century Italy who called the members of her Company of St. Ursula to growth in spirituality and upholding the dignity of all, especially women. “Transforming society through contemplation, justice and compassion” is the mission of the Ursuline Sisters of Cleveland today.

Policies in this handbook apply to all PA students, Principal Faculty, Medical Director, and Program Director regardless of location (A3.01). The Ursuline College Physician Assistant Program reserves the right to make changes to this handbook as deemed necessary. The Student Handbook will be reviewed with students at orientation and readily available on D2L as needed. Students will sign an acknowledgement of understanding, which will be maintained in the student file (A3.02). Any changes to the Student Handbook after a student has signed the acknowledgement will be updated on D2L and reviewed with students prior to policy changes taking effect.

All policies and procedures developed in accordance with ARC-PA *Standards* and in collaboration with Ursuline College policy and procedure: [Ursuline College Student Handbook 2023-2024](#)

*The ARC-PA has granted Accreditation-Provisional status to the Ursuline College Physician Assistant Program sponsored by Ursuline College.*

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<https://www.arc-pa.org/wp-content/uploads/2023/01/Accreditation-History-Ursuline-College.pdf>

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# Ursuline College Leadership Directory

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# Ursuline Sponsorship Statement

Though Ursuline College is organized as a private corporation with its own independent Board of Trustees, the institution maintains close ties to its founding religious congregation, the Ursuline Sisters of Cleveland. This relationship is formally acknowledged through a sponsorship arrangement whereby the religious congregation engages in ongoing interactions with members of the College community. The following statement expresses the characteristics of this relationship.

The Ursuline Sisters of Cleveland, Ohio, are committed to the transformation of society by spreading the Gospel message of Jesus Christ. Acting as God's instruments we reconcile and empower others to be Good News for all God's people, giving special emphasis to families, women, the economically poor, and the powerless. We stand as a sign of hope and healing in our world.

True to St. Angela's charism to be open to the Spirit, dynamically adaptable to society's changing needs and sensitive to women's needs, we see our individual ministries as well as our service in sponsored institutions as characterized by the Gospel values of:

## *Contemplation:*

- *Grounding our ministry in prayer*
- *Fostering a contemplative stance toward life*
- *Faith-sharing of common vision*

## *Justice:*

- *Ministering with and to the poor and powerless*
- *Initiating and/or influencing systemic change*
- *Collaborating with others in ministry*
- *Using resources responsibly*

## *Compassion:*

- *Sharing our love of God through an openness to others and their needs*
- *Supporting others in developing a sense of self-worth*
- *Reverencing the dignity of each person*
- *Extending hospitality*

# Ursuline College Mission and Vision

## Mission Statement

Ursuline College offers holistic education that transforms students for service, leadership and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:

- Catholic and Ursuline heritage
- Women-centered learning
- Values-based curricula
- Inclusive, global perspective

## Vision Statement

A premier Catholic institution of higher learning that provides transformative experiences and inspires greatness in our graduates.

## Core Values

### *Student Focus*

- *Demonstrate that students are our priority.*
- *Support student learning.*
- *Measure our success by the success of each student.*
- *Empower students to take responsibility for their own education and future.*

### *Spirituality*

- *Balance action with contemplation.*
- *Develop awareness of spirituality, faith, and religion.*
- *Increase awareness and clarity about personal and professional values.*
- *Leave the world a better place.*

### *Respect*

- *Demonstrate dignity and respect for everyone.*
- *Value, trust, and help each other.*
- *Strive for justice and fairness in all relationships.*
- *Recognize and acknowledge achievement on every level.*

## Collaboration

- *Involve others to multiply effectiveness.*
- *Achieve goals through productive cooperation in the college and world community.*

- *Appreciate synergy that comes with involvement from multiple perspectives.*
- *Model collaboration in all of our activities and endeavors.*

# Accreditation Statements

## Institutional Accreditation

Ursuline College is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7444 [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).

## Master of Medical Science (MMSc) Program Accreditation

Statement on Accreditation:

*The ARC-PA has granted Accreditation-Provisional status to the Ursuline College Physician Assistant Program sponsored by Ursuline College.*

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View the UCPA accreditation history here: [Accredited Programs – ARC-PA](#)

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

PA program accreditation standards are available at: [Provisional Accreditation – ARC-PA](#)

Questions or concerns regarding PA program accreditation can be addressed by contacting the Accreditation Review Commission on Education of the Physician Assistant, Inc. (ARC---PA) at: 3325 Paddocks Parkway, Suite 345, Suwanee, GA 30024, (770) 476-1224



# Master of Medical Science Program (MMSc)

## Program of Study

Students will adapt and grow into the profession in a student-centered environment. The UCPA approach to emphasize the whole person combined with personalized attention and designated wellness days allows for students to maximize their experiences in the classroom. An advanced curriculum inspired by the future of the profession will immerse students in small-group learning, technical skills, and technology that includes high-fidelity patient simulation, augmented reality, and ultrasound while remaining grounded in service, cultural sensitivity, and whole person healthcare.

The residential, entry-level Physician Assistant Master's program in Pepper Pike, Ohio, prepares students to serve their community as primary care providers through on-campus and clinical training throughout the 24-month program. The ultimate focus of UCPA education is to serve the underserved communities with competent, compassionate care.

## Academic Degree Offered

Master of Medical Science (MMSc)

The Ursuline College Physician Assistant Program will confer a Master of Medical Science (MMSc) degree upon successful completion of the 24-month program.

# Ursuline College Physician Assistant Program Mission and Vision Statement

## UCPA Mission Statement

The mission of the Ursuline College Physician Assistant Program is to recruit exceptional individuals from diverse backgrounds and provide education expressed through the *Ursuline tradition* to develop adept, versatile, and compassionate physician assistants committed to delivering evidence-based *whole person* healthcare.

The mission is grounded in the *tradition of the Ursuline Sisters of Cleveland* who founded the college in 1871. Our foundress, St. Angela Merici, was an innovative woman from sixteenth century Italy who called the members of her Company of St. Ursula to growth in spirituality and upholding the dignity of all, especially women. “Transforming society through contemplation, justice and compassion” is the mission of the Ursuline Sisters of Cleveland today.

## UCPA Vision Statement

The vision of the Ursuline College Physician Assistant Program is to set the standard of PA education through transformation educational experiences that foster personal and professional growth. We are committed to developing leaders who adapt to the emerging challenges in healthcare and who innovate and inspire positive transformation in the communities they serve.

## Program Goals

1. Achieve a graduation rate at or above the national average for Physician Assistant programs.
2. Achieve a level of Physician Assistant National Certification Exam (PANCE) at or above the national average.
3. Recruit a diverse and academically competitive student body with special consideration for students who come from economically or educationally disadvantaged backgrounds.
4. Provide evidence-based medical education that prepares students to practice in interprofessional healthcare teams.



# Minimum Technical Standards

## Critical Thinking:

Students must possess the intellectual capabilities required to complete both the didactic and clinical curriculum and achieve competency. Critical thinking requires the intellectual ability to measure, calculate, synthesize, and analyze the volume and complexity of medical and surgical information. Students in the program must also be able to perform applicable demonstrations through simulation and Objective Structured Clinical Examinations (OSCEs)

## Computer Technology Skills:

Students must be able to utilize computerized information technology to access and manage on-line medical information, participate in computerized testing as required by the curriculum, conduct research, prepare multimedia presentations, and participate in the management of computerized patient records and assessments.

## Communication Skills:

Students must be able to speak clearly and effectively to elicit and relay medical information. They must also be able to communicate effectively and legibly in writing.

## Visual Ability:

Students must have the visual acuity needed to evaluate a patient during a physical exam and perform a wide range of technical procedures involved in the practice of medicine and surgery.

## Hearing and Tactile Ability:

Students must have the motor and sensory functions needed to elicit information from patients by palpation, auscultation and percussion, as well as perform a wide range of technical procedures involved in the practice of medicine and surgery.

## Motor and Fine Skills:

Students must be able to execute the physical movements required to maneuver in the medical setting that may include positioning and moving patients. The ability to perform the technical procedures involved in the practice of medicine and surgery is required.

## Interpersonal Ability:

Students must possess a wide range of interpersonal skills, including but not limited to the emotional health required for management of high stress situations while maintaining their full intellectual abilities; the ability to exercise good judgment; the ability to manage time; the ability to develop a mature, sensitive and effective relationship with medical colleagues, clinical and administrative staff, patients and families; the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, and the ability to recognize personal limitations

# Estimate of Program Costs

## Tuition

PA Program Tuition: \$94,530

PA Program Tuition by Semester: \$15,755

PA Program Tuition and Fees Total: \$99,690

Total Other Estimated Student Costs: \$8,050

Total Tuition/Fees and Estimated Costs (without living expenses) \$107,740

## Ursuline College Fees

Technology Fee: \$195/ semester = \$1,170

Facilities Fee: \$45/ semester = \$270

Matriculation Fee: \$100/ 1-time

## Physician Assistant Program Fees

OAPA Student Membership: \$50/ 1-time

AAPA Student Membership: \$75/ 1-time

Typhon Patient Tracking: \$95 (one-time/ Semester 4)

Rotation Maintenance Fee: \$1,500 (one-time / Semester 4)

BLS/ACLS Certification: \$300 (one-time / Semester 3)

Diagnostic Medical Kit: \$1,200 (one-time- Semester 1)

CastleBranch Initial Background Check and Student Records: \$450 (one-time/ prior to matriculation)

## Other Estimated Costs

CastleBranch Re-verification \$50

AAPA Student Conference: \$3,000 (May/Registration and Travel)

Health Insurance: \$2,000

Laptop: \$1,000 - \$3,000

Cost of Living: Housing, Transportation and Food: \$20,000/ year

## Deposit

Students who are accepted into the Ursuline College Physician Assistant Program are responsible for a non-refundable deposit of \$750 to secure their seat within 14-days of acceptance. The deposit is applied to the first semester's tuition/fees.

## Financial Aid

Degree-seeking graduate students may borrow money for their programs through the Federal Direct Stafford Student Loan and/or Private Alternative Student Loan Programs. Students working toward a graduate certificate program may be eligible for Federal Student Loans, depending on the program. Contact the Student Service Center to determine if your certificate program is eligible for Federal Student Loans. Students in all certificate programs may borrow through Private Alternative Loan Programs (directly through a lender).

Eligibility for the Private Alternative Loan Programs is determined by a bank through credit checks and proof of income from the applicant. Eligibility for the Direct Stafford Loan Program is determined by completion of the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). Additional information is available in the Student Service Center in Mullen 203, by phone 440-646-8309 or online at [ursuline.edu](http://ursuline.edu). Please note: It is the student's obligation to ensure that all applications for financial aid are submitted in a complete and timely manner. Ursuline College and the School of Graduate and Professional Studies assume no responsibility for the acts or omissions of any students, government agencies or institutions with respect to the application, notification or distribution of financial aid awards. For those who received financial aid through a federal student loan program, an exit interview— either in person or online – is required.

## Tuition and Fee Refund Policy (A3.12f)

A list of tuition, fees and charges for the current academic year is available at [ursuline.edu](http://ursuline.edu) or from the Student Service Center at 440-646-8309. Please consult individual program websites for specific fees. The College reserves the right to adjust tuition and fees at the end of any academic term. Tuition, residence hall charges and all fees are billed on a semester or term basis and are due by the first day of class. Checks should be made payable to Ursuline College and sent to the Student Service Center. Credit card payments can be made on-line through the student's MyUrsuline account.

There is a 2.75% fee assessed for all credit card payments. ACH or electronic check payments are also available on-line for no fee. For information concerning payments or the Ursuline College payment plan, please contact the Student Service Center at 440 646 8309. If a student must withdraw, a written request must be submitted to the Student Service Center and the Office of Graduate and Professional Studies. Verbal communication does not constitute official notice of withdrawal. The date of withdrawal from a class is deemed to be the date on which written notification is

received from the student by the Student Service Center. Tuition and fees are refunded according to the Refunds and Return of Federal Title IV Funds policy on the College website at:

<https://www.ursuline.edu/files/assets/refundsandreturnoffederaltitleivfunds1920newaug19.pdf>

For resident students, the refund of room and board charges is prorated after a written notification of withdrawal from the Residence Hall is received by the Student Service Center from the Director of Residence Life.

# Curriculum

The curriculum is based on an organ systems approach with a sequencing of courses that builds upon previously achieved student learning. Didactic course material includes basic and foundational material that progresses in complexity and depth throughout integrated medical series. The curriculum incorporates instructional lectures, active learning strategies, stimulating analytical and critical thinking, case-based problem-solving, effective exploration and utilization of resource materials.

The curriculum is constructed for achievement of educational and professional goals by emphasizing the whole person *and* whole patient.

Designed by the faculty, the content was determined through resources including the mission and vision of the UCPA Program and our associated collegiate institution, NCCPA Curriculum Blueprint, Accreditation Standards for Physician Assistant Education, and evolving health care trends and emerging challenges. The curriculum incorporates core competencies based on the ARC-PA Accreditation Standards including medical knowledge, interpersonal skill, clinical skills, technical skills, professional behavior, clinical reasoning, and problem-solving abilities.

## Grading System

The Ursuline College Physician Assistant Program uses a Pass/Fail grading system. The Pass/Fail system has been adopted by the PA Program to emphasize comprehension of content and practical skills and promote cohesion in the classroom. The allocation of a Pass or Fail grade will be determined using the grading scale below. The percentages of all course work and final grades will be tracked internally and made available to the student upon need.

The PA program follows the below grading scale.

Letter Grade Percentage	Quality Points	UCPA Pass/Fail Designation
A 90-100%	4.0	P
B 80-89.99%	3.0	P
C 70-79.99%	2.0	P
F 0-69.99%	0.0	F*

I=Incomplete with permission until the date set each semester by the Registrar

P=Pass

F=Fail

W=Withdrawal with permission until the date set each semester by the Registrar

R=Repeated Course

AD=Audit



# Didactic Phase

## Didactic Curriculum Credit Hours

<b>Spring Semester I</b>	<b>Credit Hours</b>
<b>PA 500 Practice, Policy and Bioethics</b>	1
<b>PA 510 Research and Evidence Based Medicine</b>	1
<b>PA 520 Foundations of Pharmaceutical Sciences</b>	1
<b>PA 530 Foundations of Medicine Sciences</b>	4
<b>PA 601 Clinical Medicine I</b>	4
<b>PA 603 Clinical Therapeutics I</b>	3
<b>PA 604 Laboratory and Diagnostic Medicine I</b>	3
<b>PA 607 Medical Interviewing and Documentation I</b>	3
	Total: 20



<b>Summer Semester I</b>	<b>Credit Hours</b>
<b>PA 610 Evidence-Based Physical Diagnosis</b>	4
<b>PA 611 Clinical Medicine II</b>	4
<b>PA 612 Pediatric Medicine</b>	1
<b>PA 613 Clinical Therapeutics II</b>	3
<b>PA 614 Laboratory and Diagnostic Medicine II</b>	3
<b>PA 615 Women's Health and Reproductive Medicine</b>	1
<b>PA 616 Basic and Applied Clinical Skills</b>	2
<b>PA 617 Medical Documentation II</b>	1
<b>PA 618 Perioperative Medicine and Principles of Surgery</b>	2
	Total: 21

<b>Fall Semester I</b>	<b>Credit Hours</b>
<b>PA 620 Public Health and Preventative Medicine</b>	2
<b>PA 621 Clinical Medicine III</b>	4
<b>PA 623 Clinical Therapeutics III</b>	3
<b>PA 624 Laboratory and Diagnostic Medicine III</b>	3
<b>PA 625 Basic Ultrasound Technique</b>	1
<b>PA 626 Advance Ultrasound Technique</b>	1
<b>PA 627 Infectious Disease and Medical Microbiology</b>	2
<b>PA 628 Telemedicine</b>	1
<b>PA 629 Inpatient and Critical Care Medicine</b>	2
<b>PA 630 Introduction to Master's Scholarly Project</b>	1
	Total: 20

## Preclinical Year Total Credits: 61

The Ursuline College PA Program consists of six continuous semesters of graduate level training. There are 61 semester credit hours offered in the didactic (pre-clinical) learning phase, and 39 semester credit hours offered in the clinical residency learning phase, for a total of 100 semester credit hours.

# Didactic Course Descriptions

## PA 500 Practice, Policy, and Bioethics (1-Credit)

This course is designed to aid the student in the transition into the medical profession, develop clinical leadership skills and serves as an introduction to bioethics. Areas of discussion include but are not limited to HIPAA, Principles of Bioethics, resource allocation, genetic testing and screening, assisted reproductive techniques and their use, PA patient relationship, death and dying, clinical research ethics, environmental ethics, and other ethical issues. Health care delivery systems, quality and safety, and reimbursement issues including Medicaid and Medicare, PA history of the profession, leadership and current law.

## PA 510 Research and Evidence Based Medicine (1-Credit)

This course is designed to provide a basic understanding of the principles of epidemiology, basic and clinical biostatistics and evidence-based medicine. Emphasis on study design in medical research, statistical methods, reading and analyzing the medical literature and summarizing and presenting data in tables and graphs. In addition, decision analysis and methods of evidence-based medicine will be explored.

## PA 520 Foundations of Pharmaceutical Sciences (1-Credit)

This course is designed to develop skills related to the principles of pharmacology as they relate to drug action. Emphasis on understanding dose-response relationships, drug absorption, distribution, elimination and termination of action, drug excretion, biotransformation (metabolism), and general pharmacokinetics.

## PA 530 Foundations of Medical Sciences (4-Credits)

This course is designed as an intensive review of normal anatomy, physiology, genetics, and pathophysiologic concepts of disease. The area of genetics and precision medicine is covered to provide an understanding of inheritance, genetic abnormalities, indications for genetic testing and patient counseling.

## PA 601 Clinical Medicine I (4-Credits)

This is the first in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of differential diagnoses and therapeutic plan based upon the patient's clinical presentation throughout the lifespan.

## PA 603 Clinical Therapeutics I (3-Credits)

This is the first of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of

therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

### PA 604 Laboratory and Diagnostic Medicine I (3-Credits)

This is the first in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, including radiographic testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### PA 607 Medical Interviewing and Documentation I (3-Credit)

This is the first of two courses designed to develop knowledge and skills needed to obtain, record, and interpret a complete medical history. Appropriate use of the medical record, organization of information, and oral presentation techniques, and medical equipment will be introduced. A foundation for creating a complete history will be obtained.

### PA 611 Clinical Medicine II (4-Credits)

This is the second in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of differential diagnoses and therapeutic plan based upon the patient's clinical presentation throughout the lifespan.

### PA 613 Clinical Therapeutics II (3-Credits)

This is the second of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

### PA 614 Laboratory and Diagnostic Medicine II (3-Credits)

This is the second in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, including radiographic and EKG testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### PA 610 Evidence-Based Physical Diagnosis (4-Credits)

This course is designed to develop knowledge and clinical skills needed to perform a complete and focused physical exam. General and problem-focused physical exam

techniques including special tests will be emphasized with the ability to document and give oral presentation of the findings.

## PA 617 Medical Documentation II (1-Credit)

This is the second of two courses designed to develop knowledge and skills to obtain, record and interpret medical histories. Building upon skills in Medical Interviewing and Documentation I, an emphasis will be placed on problem-focused visits, writing progress notes, admission notes, writing orders, utilizing order-sets, and oral presentation for grand-rounds and problem focused encounters.

## PA 612 Pediatric Medicine (1-Credit)

This course is designed to provide an intensive study of pediatric care with a foundation of understanding the population, professionalism, and ethical and legal issues. Areas of study will include but are not limited to well-child visits, growth and development, preventative care, clinical medicine focus that is common to primary care and emergency department visits and will include epidemiology, etiology, historical data, clinical manifestations, progression of disease, laboratory and diagnostic medicine, therapeutic management, developing and implementing differential diagnoses, care plans, and follow-up based on clinical situation and presentation.

## PA 615 Women's Health and Reproductive Medicine (1-Credit)

This course is designed to provide an intensive study of Women's Health and Reproductive Medicine with a foundation of understanding the population, professionalism, and ethical and legal issues. Areas of study will include but are not limited to well-women visits, preventative care, clinical medicine focus that is common to primary care and emergency department visits and will include epidemiology, etiology, historical data, clinical manifestations, progression of disease, laboratory and diagnostic medicine, therapeutic management, developing and implementing differential diagnoses, care plan, and follow-up based on clinical situation and presentation.

## PA 616 Basic and Applied Clinical Skills (2-Credits)

This course is designed to provide a foundation for clinical skills and procedures essential to primary care and emergency medicine for patients through the lifespan. Students will be introduced to clinical and technical tools, develop skills necessary for informed consent, patient counseling, and identifying risks and complications associated with performed procedures. Students will be immersed in lecture, team-based learning and hands on procedural experience.

## PA 618 Perioperative Medicine and Principles of Surgery (2-Credits)

This course is designed to provide a foundation for management of pre- and post-surgical patients and surgical principles. An in-depth discussion on perioperative medication management including anticoagulants, anesthesia, and the role of prevention in surgical site, venous thromboembolism, and the identification and management of common

postoperative problems. Development of basic surgical skills and the role of the surgery PA in common surgical cases.

### PA 621 Clinical Medicine III (4-Credits)

This is the third in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of differential diagnoses and therapeutic plan based upon the patient's clinical presentation. Throughout the lifespan.

### PA 624 Laboratory and Diagnostic Medicine III (3-Credits)

This is the third in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, including radiographic testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### PA 623 Clinical Therapeutics III (3-Credits)

This is the third and final of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

### PA 625 Basic Ultrasound Technique (1-Credit)

This is the first of two courses designed to enhance students' clinical skills with ultrasound. This course is designed to provide students with the background and hands on experience to perform point-of-care-ultrasound (POCUS). Students will be introduced to the physics and knobology of ultrasound and develop skills in identifying and assessing normal and abnormal findings for Lung, Cardiac, Renal, and Bladder ultrasound.

### PA 620 Public Health and Preventive Medicine (2-Credits)

This course is designed to introduce the history and evolution of public health and provide a basis for understanding public health theory. An in-depth look at the global, national, state, and local community level of public health will take place while exploring the interconnectedness of epidemiology, biostatistics, environmental health, behavioral and community health and health policy. With an emphasis on service, students will identify and propose solutions to state and local community health issues.

### PA 626 Advanced Ultrasound Technique (1-Credit)

This is the second of two courses designed to enhance students' clinical skills with ultrasound. This course is designed to provide students with the skills to perform clinical skills using point-of-care-ultrasound (POCUS). Students will develop skills in ultrasound-guided

peripheral access, paracentesis, assessment of abscesses and cellulitis and the ability to perform focused examination for free fluid (FAFF), and the extended focused assessment with sonography for trauma (eFAST) examinations.

## PA 627 Infectious Disease and Medical Microbiology (2-Credits)

This course is designed to develop skills related to infectious diseases related to bacteria, viruses, fungi, and parasites. Discussion will include basic mechanisms of infection, clinical manifestations, progression of disease, laboratory and diagnostic medicine, developing and implementing differential diagnoses and therapeutic plans of action. An in-depth review of clinical therapeutics related to antibacterial, antimycobacterial agents, antifungal agents, antiviral drugs, and antiparasitic drugs will be discussed as well as their role in disease management.

## PA 628 Telemedicine (1-Credit)

This course is designed to develop skills in delivering telehealth. This course will cover delivery systems of telehealth, legal and regulatory issues, and use in local and international humanitarian outreach. Telehealth essentials on patient interviewing, physical exam, and special topics that include but are not limited to tele-stroke management, telepsychiatry, tele-dermatology, and emergent and critical care telehealth recognition and management.

## PA 630 Introduction to Master's Scholarly Project (1-Credit)

This course is designed to build upon Research and Evidence Based Medicine coursework to develop students' interest in a scholarly project with a focus on service and community. Students will work with a faculty research advisor to develop a targeted research topic or service/community need.

## PA 629 Inpatient and Critical Care **Medicine** (2-Credits)

This course is designed and delivered by experts at the Cleveland Clinic Medical Intensive Care Unit to provide an in-depth study of inpatient and critical care medicine. The course will discuss professionalism in hospital medicine, admission through discharge of patients, management as primary and consult based medicine and management of critically ill patients. A focus on basic and advanced cardiac life support (BLS and ACLS), airway management and recognition and management of mechanical ventilation, acid-base disturbances, shock, acute-respiratory failure, and basic burn support.

## Clinical Phase

Clinical Residency sequence varies for all students

Clinical Residency		Credit Hours
Spring Semester II and Summer Semester II		
PA 651 Family Medicine Clinical Residency		4
PA 652 Pediatric Medicine Clinical Residency		4
PA 653 Surgery Clinical Residency		4
PA 654 Behavioral Medicine Clinical Residency		4
PA 655 Women's Health Clinical Residency		4
PA 656 Emergency Medicine Clinical Residency		4
PA 657 Internal Medicine Clinical Residency		4
PA 658 Clinical Residency Elective		4

Fall Semester II		Credit Hours
PA 649 Applied Clinical Medicine		5
PA 640 UCPA Capstone		2

Clinical Year Total Credits: 39

Total Program Credits: 100



# Clinical Phase Course Descriptions

## PA 651 (Family Medicine SCPE)

This course will provide a 4-week supervised clinical experience in Family Medicine. A hands-on experience working with a clinical preceptor in the outpatient evaluation of acute and chronic illness in pediatric, adolescent, adult, and elderly patients. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) portion provides students a comprehensive review of the Family Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

## PA 652 (Pediatric SCPE)

This course will provide a 4-week supervised clinical experience in Pediatric Medicine. A hands-on experience working with a clinical preceptor in the outpatient evaluation of acute and chronic illness and preventative medicine in infants, children, and adolescent patients. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the PA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) portion provides students with a comprehensive review of the Pediatric Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the PA core competencies.

## PA 653 (Surgery SCPE)

This course provides a 4-week supervised clinical experience in the specialty of surgery. Students will gain hands-on experience in perioperative medicine and valuable intra-operative hands-on experience in assessing and managing surgical patients throughout their experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post Clinical Residency-Comprehensive Review (PCR-CR) portion provides students a comprehensive review of the Surgery clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

## PA 654 (Behavioral Health SCPE)

This course provides a 4-week hands-on clinical experience in the specialty of Behavioral Medicine. Evaluation and management of psychiatric and behavioral health disorders will take place in outpatient and inpatient settings. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Behavioral Medicine clinical residency. Students will be able to synthesize and

demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### PA 655 (Women's Health SCPE)

This course provides a 4-week supervised clinical experience in the specialty of Women's Health. Students will gain hands-on experience in assessing and managing adult female patients throughout their experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the PA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students a comprehensive review of the Women's Health clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the PA core competencies.

### PA 656 (Emergency Medicine SCPE)

This course provides a 4-week supervised clinical experience in Emergency Medicine. Students will have hands-on experience in various settings, including large medical facilities and stand-alone emergency departments, and gain experience in triage assessment, differential diagnoses of possible emergent and life-threatening conditions, and therapeutic management of possible emergent and life-threatening conditions. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Emergency Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### PA 657 (Internal Medicine SCPE)

This course provides students with a 4-week supervised clinical experience in Internal Medicine. Students will work in various settings, gaining hands-on experience in acquiring complete and problem-focused medical histories, physical examination techniques, assessment of differential diagnoses, and developing and implementing therapeutic management plans. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive Internal Medicine clinical residency review. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### PA 658 (Elective SCPE)

This course allows students to select a medical specialty (within or outside the core Clinical Experience) for a 4-week supervised clinical practice experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. This Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Clinical Residency Elective. Students will be able to synthesize

and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### PA 649 Applied Clinical Medicine (5-Credits)

This course is designed as an intensive review of key clinical concepts and skills. A hybrid approach with hi-fidelity simulation, clinical skills and procedures will be intermixed with small group discussion. The culmination of the course requires students to successfully complete a summative exam and summative OSCE experience as they synthesize knowledge, interpersonal skills, technical-skills, therapeutic management planning, and professionalism as it relates to the UCPA Core Competencies.

### PA 640 UCPA Capstone (2-Credits)

This course is designed for students to synthesize their knowledge and work within core research and evidence-based medicine practices as it relates to their clinical experiences or interests. Students will work closely with faculty advisors to create a final poster presentation to supplement their research involving quality improvement, service learning, or a meta-analysis.

# Student Services

The Student Service Center is located in Mullen 203. Please visit this location for registration and financial aid related services.

## Information Technology

Ursuline College prioritizes providing students with easy to use and up to date technology to support your educational goals. The following sections outline some of the resources available to you, more details can be found online.

### System Requirements for ExamSoft's Exemplify for PC

CPU = 1.86Ghz Intel Core 2 Duo or greater. RAM = highest recommended for the operating system or 2GB

Hard Drive = highest recommended for the operating system or 1 GB of free space

Operating System = Windows Vista, Windows 7, Windows 8, and Windows 10, including Windows 10 Creators

Note: Windows 10 RT and Windows 10 S are not supported at this time

Software = Internet connection for Exemplify Installation, Exam Download and Upload

Screen Resolution must be 1024x768 or higher

Administrator level account permissions ([Instructions](#))

### System Requirements for Examsoft's Exemplify for Apple Macintosh

CPU = Intel processor

RAM = 2 GB

Hard Drive = 1 GB or higher free disk space

Operating System = Mac OS X 10.11 (El Capitan), Mac OS X 10.12 (Sierra), Mac OS X 10.13 (High Sierra), Mac OS X 10.14 (Mojave)

Screen resolution = 1024 x 768 or higher

Software = Internet connection for Exemplify Installation, Exam Download and Upload

Administrator level account permissions ([Instructions](#))

## Desire2Learn

Desire2Learn (D2L) is Ursuline College's Learning Management System where your instructors post their syllabi, course materials, and grade books. You can access D2L by logging in to MyUrsuline and click on the "Desire2Learn" link under the "Quick

Links" section located on the left-hand side of the page. You can also log-in directly by navigating to: <https://ursuline.desire2learn.com> It is important to check D2L frequently, but you will not have access to D2L until your first course is active.

## Computer Labs and Printing

Besse Library provides computers that are available to use at any time during the library's hours. Please refer to: <https://www.ursuline.edu/library/hours> for up-to-date hours. Additional computers are available in room 226 of The Pilla Student Union during normal college hours. Ursuline College provides access to printer/copier machines. The printers are in the following areas:

- Besse Library - each floor
- Pilla Student Union - each floor
- Mullen - next to 140 Computer Room and One-Stop
- Dorm Halls - Computer labs

To print, choose one of the "Find-Me BW/Color" printers. Click print, then head over the printer and tap your Ursuline College ID on the badge reader on the printer. Not all printers have the same printing cost and capabilities. Printing charges and capabilities are posted at each device. Additional information about your copy allotment is available on MyUrsuline or at <http://print.ursuline.edu>.

## Student Bookstore

The Ursuline Bookstore, operated by the Follett Higher Education Group and located in the Pilla Center, carries textbooks, course supplies, Ursuline imprinted clothing and gift items, and convenience items. Standard operating hours during the academic year are: Monday through Thursday - 9:00 am - 6:00 pm Friday - 9:00 am - 3:00 pm Saturday – Closed Sunday – Closed Hours are adjusted over the summer and during breaks.

Faculty are responsible for choosing textbooks, but prices of the books are determined by the publishers. Textbooks are arranged by department and course for self-service, but the bookstore staff is available to assist you. Students may also use Follett's online ordering system for convenience: [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). Phone: 440-449-5368. Books may also be purchased or rented (where applicable) online at [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). Books ordered on the website can be shipped directly to your home or held at the store for future pick up. Any refund requests after the first week of the semester MUST be accompanied by the receipt and written proof that you have dropped or withdrawn from the course.

## Food Services

The dining hall facility is located in the Pilla Student Learning Center and Student Union and open only when the College is in session for the regular academic year.

Commuters, faculty, administrators, staff, friends, and family are welcome to enjoy the dining facilities. Resident students are required to purchase a meal plan. Hours of service can be found at the Food Court entrance (across from the Bookstore) and on the College website.

## Student Activities

Women's leadership starts here. Ursuline's Office of Student Activities educates, encourages and empowers student leaders through campus programs and traditions. You have so much to contribute – to your world and the larger one. Start on campus by joining an organization (or several) that share in your values. You may even decide to explore leadership opportunities by participating in committees, engaging in leadership development and cultivating relationships with staff, all while leaving your influence on the tradition and culture of Ursuline. Student Organizations: Get involved in campus life by joining one of 20+ student organizations. Or, with four other students, start your own! It's a great way to make a difference, develop management and leadership skills while you're at it, and perhaps best of all, make new friends.

For more information, stop by Pilla 209 or call 440-646-8325. The Women's Center is located in Pilla 212; for more information visit: <https://www.ursuline.edu/student-life/womens-center>.

## Student Counseling Services (A3.10)

The Office of Counseling and Career Services is located in the Student Affairs Center, on the second floor of Pilla: 202, 204, and 206. The College psychologist is located in Mullen 317 and is free for students to access. Contact 440-646-8323 for further information or to make an appointment. In the event a student is in immediate crisis, 911 should be called. For other student concerns that require timely referral and access to Counseling Services, faculty can dial 440-646-8323 during business hours M-F 8:30a-5:00p. Students can be taken to Counseling Services by faculty or a member of the Counseling Services team will arrive to take the student to a private location. Additional resources located on the Ursuline College Reach Out App that includes a quick-list of on- and off-campus resources and emergency contact numbers.

The Ursuline College Reach Out App can be downloaded through the “App Store” on Android or Apple devices and online here:

[Ursuline College Reach Out - Apps on Google Play](#) and [The Lakeland Foundation Apps on the App Store \(apple.com\)](#)

Ursuline College Reach Out - Apps on Google Play Ursuline College's Reach Out app provides quick access to crisis resources.

## Office of Diversity

The Mission of the Office of Diversity is to heighten cultural, ethnic and social justice awareness. In addition to supporting the College core values, the office strives to provide visionary leadership and foster intergroup relations, including, but not limited to, expanding the institutional commitment to equal opportunity for students, staff and faculty success. This primarily occurs through program initiatives that celebrate and respect the rich diversity already present within the Ursuline College campus community. The ultimate goal is to affirm the inherent dignity and value of every person; educate, collaborate and communicate with human resources and college leaders to maintain a positive work climate; and to help ensure a fair and equitable workplace. The Assistant Dean for Diversity will work with the Vice President of Academic Affairs, Vice President of Student Affairs and Human Resources as needed to assure compliance with applicable federal, state and local laws as well as enforce college policy, processes and procedures that inform and implement the College Strategic Plan, specifically in areas that relate to diversity.

The Office of Diversity is located in MU 155. Contact 440-684-6085 for further information or to arrange an appointment.

## Ralph M. Besse Library and Learning Commons

The Ralph M. Besse Library serves the College community with both print and non-print resources. Located between the Mullen and Dauby academic buildings, provides access to 119,000 print volumes, 335,000 eBooks, 5100 audio visual resources, and 67,500 online journals. Institutional memberships include OhioLINK, Ohio Private Academic Libraries (OPAL), Online Computer Library Center (OCLC), the American Library Association, and the Academic Library Association of Ohio. The Library offers circulation of materials, one on one research assistance, and research classes. Access to the collection is provided by an on-line public catalog. The library web site provides access to over 100 research databases, online research guides, the library catalog, and other tools and resources allowing student success ([www.ursuline.edu/Library](http://www.ursuline.edu/Library)).

The Library's participation in OhioLINK provides students with direct access to over 46 million items in the collections of 121 academic libraries throughout the state of Ohio. Access to all resources is provided to users on and off campus. Study rooms and collaboration spaces are available on all floors and may be reserved online. A lab on the main floor provides a teaching facility and open lab space. Laptop computers may be checked out from the circulation desk.

The Learning Commons, located on the main floor of the Library, is home to Academic Advising, Instructional Design, IT Service Desk, Research Services, and Tutoring. Flexible study and group meeting spaces are available, along with a computer lab. A café is also located in this area for a quick meal or beverage.

The Audio-Visual Services Department, located on the lower level of the Library, provides viewing carrels, AV equipment, and the collection of audio-visual materials (with limited circulation). Media items can be viewed, and equipment can be borrowed by advance reservation when the AV Department is closed. There is a student Snack Area and “play” lounge outside the AV Department, for student relaxation. The College Archives, located on the lower level of the Library, collects, organizes, describes, makes available and preserves materials of historical, legal, fiscal and/or administrative value to Ursuline College from its beginnings in the middle nineteenth century. The collection includes office, school and department records, as well as photographs, audiovisual materials, and publications. The Archives welcomes research requests. Photocopy, photo duplication, and scanning services are available.

## Student Success Office

The Student Success Office provides on-going advising and support to students about academic programs, schedules, and alternative credit options. The Success Office also offers programs and workshops for students to enhance their transition to college and to support them in attaining their ultimate goal of graduating. Programs include LEAD for first-generation college students, RAISE for students who have experienced academic difficulties, and Keys to Success for new students admitted conditionally.

This Office coordinates an Early Intervention effort in which staff follow up with students who are identified to be at risk by faculty early in the semester and a New Student Interview in which staff coordinate optional interviews with all students new to Ursuline to give them an opportunity to discuss their transition experiences and any concerns they may have. Advisors in this office also assist students who receive Midterm Warnings. Staff in the office serve as regular academic advisors to pre-nursing students and students who have not decided on a major. The Student Success Office is in Pilla 224 and can be reached at 440-449-5842.

## Tutoring

The Office of Tutoring provides free tutorial assistance in most subject areas including biology, chemistry, physics, math, writing, and psychology. Workshops on such things as note-taking, test-taking, and time management are conducted from time to time. One-on-one tutoring sessions are offered. Students may sign-up for



tutoring at the Tutoring office, in the Learning Commons, online or by directly contacting the tutors. The Office of Tutoring is located in Learning Commons within the Library and can be reached at 440-646-8123.

## Accommodations for Students with Disabilities

Ursuline College provides reasonable accommodations to qualified students with documented physical, psychological, or learning disabilities in accordance with Section 504 of the Rehabilitation Act of 1973. Students seeking a reasonable accommodation for a disability are responsible for initiating the process by submitting documentation to the Disability Specialist. The Disability Specialist can answer questions related to the documentation that is necessary to determine eligibility for accommodations. The Disability Specialist also reserves the right to require students to provide additional information or medical documentation from an appropriate health care provider in support of a request for a reasonable accommodation.

The Disability Specialist will engage in open dialogue with the student and the faculty member, department head, program director, or dean (as appropriate) to determine what accommodations, if any, are warranted. This process is also referred to as “the interactive process.” After engaging in the interactive process and gathering all necessary information and documentation in support of the student’s accommodation request, the Disability Specialist will provide written notice to both the student and the faculty member, department head, program director, or dean (as appropriate) as to what accommodations, if any, are to be provided to the student.

If an accommodation is warranted, the College is required only to provide a reasonable and effective accommodation. The College is not obligated to provide the specific accommodation desired or requested by the student. Instead, the College may choose any effective accommodation and may consider cost and convenience in deciding how to accommodate the student. Possible accommodations may include, but are not limited to:

- Extended time on exams
- Testing in a quiet, reduced distraction environment
- Note-takers, scribes, interpreters, readers
- Texts in alternative format
- Permission to record lectures
- Course substitution
- Reduced course load
- Priority registration

To continue receiving reasonable accommodations, the student must schedule an appointment to meet with the Disability Specialist at the beginning of each semester to renew accommodations.

If a faculty member or a student wishes to challenge/appeal an accommodation decision, she or he can file a complaint with the College's Disability Coordinator, who will review the complaint in a timely manner. While the decision of the College's Disability Coordinator is not appealable internally, a faculty member or a student may contact external agencies (e.g., Office of Civil Rights) for filing a formal grievance. For more information about any of these services, please contact the Disability Specialist at 440-449-2046 or stop into Mullen 316.

# Program Policies and Procedures

For a complete description of all policies governing Ursuline College, the programs, and students, please consult the Ursuline College Student Handbook: [2023-2024 Student Handbook](#)

## Safety and Security Policy (A1.02g)

The Security Department has established a confidential 24-Hour Tip Line for members of the Ursuline College community to provide information regarding unlawful behavior on campus. Individuals with information can email Security Supervisor Richard Thompson at [richard.thompson@ursuline.edu](mailto:richard.thompson@ursuline.edu) and leave their tip.

The security team comprises a combination of Ursuline College staff and Willo Security staff. Ursuline College employs security personnel on campus 24-hours a day. The College has a close working relationship with the Pepper Pike Police Department, who respond promptly to calls from the College.

It is College policy that crimes be reported to the Pepper Pike Police for appropriate investigation.

The Security Department deploys a staff of 4 who patrol the campus during the 3:00 PM to 11:00 PM (second shift) and 11:00 PM to 7:00 AM (third shift) time periods. The first shift, 7:00 AM to 3:00 PM, staffing is provided by the Maintenance Department.

Security can be contacted at:

- Security's campus extension 4204, or
- Security's outside campus telephone number 440 449 4204,
- Security's cellular telephone number 440 221 9025, or
- Campus blue security telephones

The Security Department has established a confidential 24-Hour Tip Line for members of the Ursuline College community to provide information regarding unlawful behavior on campus. PA program students will be provided an informational session by campus security during orientation.

Off-campus security and safety at clinical locations should refer to the documented policies and procedures of the clinical facility. Each clinical facility is reviewed by the Coordinator of Clinical Education which includes safety and security in assessing if the clinical location is safe for students. Students are provided clinical rotation information prior to beginning each clinical rotation.

Ursuline College Emergency Planning Guide and Information

Link: <https://www.ursuline.edu/files/assets/emergencyguiderev002.pdf>

The URS Alert is a text-message based alert system in case of emergencies. Students can register on the web at: [Subscriber Portal - User Log in \(omnilert.net\)](#)

The institution is committed to faculty, staff, and student safety in all areas of instruction. The institution makes available on the web: [Campus Security Policies, Crime Statistics and Crime Log | Ursuline College - Liberal Arts Education in Ohio](#)

The PA Program will provide appropriate training to students regarding Occupational Safety & Health Administration (OSHA) standards prior to the clinical year. The facility at which the rotation/experience takes place shall provide to PA students access to the facility's rules, regulations, policies and procedures with which the PA students are expected to comply, including, the Facility's OSHA standards, personal and workplace security and personal safety policies and procedures and shall address all appropriate safety measures for all PA students and any instructors on site. (*Accreditation Standard A1.02g*) It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the rotation/experience. This is clearly communicated to preceptors and agreed upon in a signed Preceptor Agreement executed prior to the rotation/experience. (*Accreditation Standard A1.01*)

## Clinical Site Solicitation Policy (A3.03)

The program does not require students, prospective or enrolled to provide or solicit clinical sites or preceptors.

Students may make requests regarding a potential clinical site or preceptor, however the program with the guidance of the Coordinator of Clinical Education are responsible for vetting all locations and preceptors and making final decisions on approval or denial of each site according to program policies

## Dress Code and Student Identification Policy (A3.06)

Students must follow Personal Protective Equipment (PPE) guidelines as established by Centers for Disease Control (CDC):

[Personal Protective Equipment \(PPE\) 103 \(cdc.gov\)](#)

Students will be trained on universal precautions and the use of PPE during their didactic education and will be expected to follow guidelines set in place by Occupational Safety Health Administration (OSHA):

[eTool : Hospitals | Occupational Safety and Health Administration \(osha.gov\)](#)

### On Campus Dress Code

Personal attire should be reflective of professional standards in clinical practice. Business casual is the accepted dress of students enrolled in the Master of Medical Science Program. The following are guidelines for business casual:

1. Students may wear program approved scrubs
2. Please use this as an informal guide: [Business Casual Example](#)
3. Approved headwear includes those related religious and cultural beliefs
5. Students should be well-groomed at all times

## Clinical Dress Code

Business professional is the accepted dress for all affiliates/clinical rotations unless specified by a clinical instructor or the Coordinator of Clinical Education for specific rotations or activities.

1. All students must wear their program provided white coat that contains:
  - a. UCPA Program Patch
  - b. Student Photo I.D. identifying them as PA students.
2. Scrubs may be worn in surgical settings as allowed by clinical site/preceptor. Appropriate scrub color and allocation (self-owned versus hospital-owned) will be determined prior to the rotation by the clinical preceptor.
3. The program white coat should be worn over scrubs in all non-surgical settings, unless otherwise directed by clinical instructors
  - a. The UCPA program has designated 'Blue' as the required scrub color
4. Students must wear, and always have visible, the Ursuline College institutional nametag with the following information:
  - a. Student first and last name
  - b. Institution name
  - c. PA-S at end of name to signify role as physician assistant student

Students are not permitted to misrepresent themselves as any medical professional other than physician assistant student. Students are not permitted to use previously earned titles and/or credentials in any correspondence related to the UCPA program (examples. EMT, RN, PT, PhD, etc.)

# Immunization and Physical Exam Policy (A3.07a)

Prior to entering the program, all students are required to have a health surveillance/physical examination form completed by a healthcare provider.

The Ursuline Colle Physician Assistant Program is committed to providing a safe environment for the education of its students. Students, faculty, and staff in the healthcare setting are vulnerable to communicable diseases such as tuberculosis, measles, mumps, rubella, diphtheria, and polio.

The PA program requires the following vaccines, listed in the following table, consistent with current: [Recommended Vaccines for Healthcare Workers | CDC](#)

Vaccines	Recommendations in Brief
<p><b><a href="#">Hepatitis B Vaccination   CDC</a></b></p>	<p>If you don't have documented evidence of a complete hepB vaccine series, or if you don't have a blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should</p> <ul style="list-style-type: none"> <li>• Get a 3-dose series of Recombivax HB or Engerix-B (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) or a 2-dose series of Heplisav-B, with the doses separated by at least 4 weeks.</li> <li>• Get an anti-HBs serologic test 1-2 months after the final dose.</li> </ul> <p>See <a href="#">Prevention of Hepatitis B Virus Infection</a> in the United States: Recommendations of the ACIP.</p>
<p><b><a href="#">Seasonal Flu Vaccination and Preventable Disease   CDC</a></b></p>	<p>Get 1 dose of influenza vaccine annually.</p>
<p><b><a href="#">About Measles Vaccination   CDC</a></b></p>	<p>If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to measles or mumps (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later).</p> <p>If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles</p>

	and mumps. For HCWs born before 1957, see the MMR ACIP vaccine recommendations.
<b><u><a href="#">Chickenpox Vaccination: What Everyone Should Know   CDC</a></u></b>	If you have not had chickenpox (varicella), if you haven't had varicella vaccine, or if you don't have a blood test that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) get 2 doses of varicella vaccine, 4 weeks apart.
<b><u><a href="#">Summary of Pertussis Vaccination Recommendations   CDC</a></u></b>	<p>Get a one-time dose of Tdap as soon as possible if you have not received Tdap previously (regardless of when previous dose of Td was received).</p> <p>Get either a Td or Tdap booster shot every 10 years thereafter.</p> <p>Pregnant HCWs need to get a dose of Tdap during each pregnancy.</p>
<b><u><a href="#">Meningococcal Vaccination   CDC</a></u></b>	Microbiologists who are routinely exposed to Neisseria meningitidis should get meningococcal conjugate vaccine and serogroup B meningococcal vaccine.

To learn more about these diseases and the benefits and potential risks associated with the vaccines, read the [Vaccine Information Statements \(VIS\)](#)

Ursuline College Physician Assistant Program statement on Covid-19 Vaccination

Covid-19 vaccination is strongly recommended. While not a CDC requirement at this time, healthcare facilities may require healthcare students to be vaccinated prior to their clinical rotation. As a result, unvaccinated students may be at risk for delayed graduation pending the ability to acquire appropriate clinical sites.

All U.S. health care personnel should be screened for TB upon hire (i.e., preplacement). TB screening is a process that includes:

- A baseline individual [TB risk assessment](#),
- [TB symptom](#) evaluation,
- A [TB test](#) (e.g., TB blood test or a TB skin test), and
- Additional evaluation for TB disease as needed



## [Testing & Diagnosis | TB | CDC](#)

Health information is maintained by CastleBranch, the PA program only has access to confirmation of completion.

Procedure:

1. Prior to registration, all students entering the Ursuline College Physician Assistant Program must provide proof of prior immunization for influenza, measles, mumps, rubella, varicella (chicken pox), tetanus, diphtheria, pertussis, meningococcal, polio, and hepatitis B consistent with the most current Centers for Disease Control and Prevention recommendations for healthcare professionals. Documentation of the results of tuberculosis screening (PPD) within 6 months of matriculation is also required.
2. Students who cannot provide adequate documentation of prior immunization or physician-diagnosed diseases (as indicated by serologic evidence) by the start of the Ursuline College PA program must initiate immunization to these diseases prior to matriculation and complete all immunization prior to the start of clinical rotations.
3. Tuberculin skin testing, and influenza (flu) vaccination is required annually for all students enrolled in the Ursuline College PA Program. Any student who has not been appropriately immunized or who fails to receive annual screening may be delayed entering the clinical phase of the program

## Infectious and Environmental Hazards Policy (A3.08a-c)

Students must follow Personal Protective Equipment (PPE) guidelines as established by Centers for Disease Control (CDC):

[Personal Protective Equipment \(PPE\) 103 \(cdc.gov\)](#)

Students will be trained on universal precautions and the use of PPE during their didactic education and will be expected to follow guidelines set in place by Occupational Safety Health Administration (OSHA):

[eTool : Hospitals | Occupational Safety and Health Administration \(osha.gov\)](#)

Prior to entering the clinical phase of the program, students will complete “Blood Borne Pathogens” training through CastleBranch, developed by the National Safety Council, which meets all of OSHA training requirements.

## Methods of Prevention

- Gloves
- Gowns and Aprons
- Face Mask/Shields
- Respirators
- Goggles/Protective Eyewear
- Hand washing pre- and post-patient interaction

## Procedures for post-care

If a student sustains a sharps/needle stick injury or suspects exposure to any infectious disease or virus by parenteral means or through mucous membranes, the student must follow the policy and/or protocol for a sharps/needlestick injury or exposure to an infectious disease established by the clinical site and report the incident to the sites designated individual.

The incident must be reported to the Coordinator of Clinical Education, Program Director, and the sites clinical instructor. It is the student's responsibility to obtain any needed follow up treatment or testing after a sharps/needle stick injury or an exposure to an infectious disease.

## Financial Responsibility

Ursuline College and the Physician Assistant Program are not responsible for costs incurred for an injury or medical problem sustained by a student while affiliated at a clinical rotation site.

## PA Program Faculty Serving as Healthcare Providers (A3.09)

The Principal Faculty, Medical Director, and Program Director are not permitted to provide or participate as a health care provider for students in the program except for medical emergency situations.

## Student Employment Policy (A3.04, A3.05a, A3.05b, A3.15e)

PA students are not required or permitted to work for the PA program in any capacity. PA students are not permitted to substitute for or function as instructional faculty (A3.05a). Students cannot substitute for clinical instructional faculty or clinical staff (A3.05b)

Students must not accept payment or stipends for services rendered in connection with their performance on clinical rotations.

Due to program rigor and time commitment, the program strongly recommends that students not maintain employment outside of the program.

## Advanced Placement Policy (A3.13c)

The Ursuline College Physician Assistant Program does not offer advanced placement. All coursework in the Ursuline College Physician Assistant Program must be completed in sequence

## Student Mistreatment Policies (A3.15f)

The Ursuline College Physician Assistant Program is dedicated to maintaining a positive environment for study and training, in which students can pursue educational and professional activities in an inclusive, humane, respectful environment. Mistreatment is considered destructive of the principles that guide the mission, vision, and goals of the program.

The Ursuline College Physician Assistant Program defines mistreatment as a student being treated unfairly or used in a capacity that is not considered reasonable. When

assessing behavior that might represent mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior.

#### Procedure

When mistreatment is believed to have occurred, the initial step is to report the concern. All members of the program are encouraged to report incidents of mistreatment. Those who wish to report a concern are advised to take one of two avenues.

#### Non-confidential:

Seek out any faculty member in the Physician Assistant Program, including the Program Director or Medical Director, or Dean of the Breen School of Nursing and Health Professions to discuss an allegation of mistreatment. Informal resolution will be sought out in this manner. Students who experience mistreatment on a clinical rotation should seek out the Coordinator of Clinical Education and the Program Director.

#### Confidential:

Students can report any concerns of mistreatment to the Spartan Clearinghouse Committee (SCC). The SCC will handle each matter on an individual basis, in an anonymous, confidential, and timely manner. The college responds to these concerns by classifying and trending behaviors observed. Once a behavior has been classified, the SCC passes the observation to the appropriate individual/department to handle.

- If a student wishes to file a formal complaint, contact:
- Deborah L. Kamat, Director of Compliance/Title IX and Disability Coordinator (440-484-7027)
- For additional information or to report concerns, please contact:
- Deborah L. Kamat, Director of Compliance/Title IX and Disability Coordinator (440-484-7027)

Ursuline College strives to provide an environment that is inclusive, nurturing and free of harassment, discrimination and bullying for all students, faculty and staff members. The College's Harassment and Discrimination Policy and its Interim Policy on Sexual Misconduct (including Sexual Assault, Domestic and Dating Violence, and Stalking) are accessible from the College's web site by clicking the Student Life tab.

## Academic Policies and Procedures

Graduate study at Ursuline College is governed by the Ursuline College Student Handbook, which defines the policies, practices, and procedures of all members of the Ursuline community, by this Graduate Studies Catalog, and by the requirements, procedures and policies of individual degree programs as outlined in their respective program handbooks. Policies and procedures for graduate programs are intended to ensure the integrity of the degree granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings. Students are responsible for knowing all requirements for their degree program as set forth in the Student Handbook, the Graduate Studies Catalog and by the individual program, and every student is deemed to assume responsibility for meeting those requirements.

In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated in this Catalog and any subsequent modifications or interpretations by the College will prevail. Students are responsible for fulfilling the requirements for graduation of the catalog in effect when they enrolled at Ursuline. However, the College reserves the right to terminate programs or to modify program content, requirements, and sequence of courses. Students who have not attended Ursuline for a period of 24 consecutive calendar months are bound by the requirements of the catalog in effect when they are readmitted.

They must reapply for admission by completing a new application for admission. The Student Handbook, Graduate Studies Catalog and Program Handbooks are available online at Ursuline.edu and by request from the Office of Graduate and Professional Studies. Periodic updates to the Academic Policies and Procedures can be found online at ursuline.edu. All graduate students are expected to read and comply with the information in these publications. A student's registration for courses in any semester will be construed as awareness of and consent to the contents of these publications and the policies, procedures and requirements of her or his individual degree program.

## Academic Progress and Standing Policy (A3.15b)

Graduate students must maintain a 3.0 grade point average to:

1. Remain in good academic standing (semester metric)
  - a. Students with less than a 3.0 GPA at the completion of a *semester* will be considered under Progress Observation.

- b. Any student placed on Progress Observation will have a meeting with the Student Evaluation and Progress Committee to discuss and initiate an Early Academic Intervention Plan.
2. Pass the didactic phase of the program and progress to clinical year (end of didactic year metric)
  - a. Students with less than a 3.0 cumulative GPA at the completion of didactic year will be dismissed from the program.
3. Fulfill graduation requirements (end of clinical year metric)
  - a. Students with less than a 3.0 cumulative GPA at the end of the clinical year will be dismissed from the program.

Academic Progress and Standing may also be impacted by professional and academic integrity violations as outlined within the Academic Policies of the Student Handbook. Graduate students must uphold professionalism and academic integrity standards to:

1. Remain in good academic standing (within and across semesters)
  - a. Students have formal professionalism evaluations performed on a semester basis.
  - b. Students will complete a professionalism self-evaluation, which is provided to the academic advisor and compared to the advisor's professionalism evaluation.
    - i. Students with notable professionalism deficits will be referred to the Student Evaluation and Progress Committee for review and possible dismissal
  - c. Academic integrity standards are assessed continuously throughout the didactic and clinical phases by Ursuline College PA instructors.
    - i. Sanctions for Violations of Academic Integrity: The determination of whether or not a violation of the academic integrity policy has occurred rests with instructors, who will submit an Academic Offense form once they have determined a violation has occurred. At their discretion, the instructors may assess one of the following:
      - ii. a. Required re-test, re-draft or additional paper or project. Credit will be determined by the instructor.
      - iii. b. A score of 0% on the test, paper or project that is the subject of the violation.
      - iv. c. Failure in the course.

Ursuline College reserves the right to assess additional penalties, in addition to any assessed by the instructor, up to and including dismissal from the College, on any

student who has been found in violation of the academic integrity policy on more than one occasion.

Procedures for Addressing Violations of the Policy: The administrative procedures for addressing violations of the academic integrity policy are found in the Ursuline College Student Handbook.

The Ursuline College PA Program follows the [Ursuline College Graduate Program Academic Appeals Policies](#) for Academic Progress and Standing Appeals.

## Early Academic Intervention and Progress Plans

The Early Academic Intervention Plan is meant to recognize and redirect deviation from the expected academic performance of a student. The Early Academic Intervention Plan is synthesized by the Didactic Coordinator with input from the student's academic advisor and applicable course directors. Substandard academic performance includes, but are not limited to:

1. Semester deviation from 3.0 GPA graduate standard
2. Failed remediations
3. Frequent remediations which do not yet meet criteria for program dismissal
4. Assignment completion issues

Students will meet with the Student Evaluation and Progress Committee to review and sign the allocated Early Academic Intervention Plan. Failure to meet the plan's outlined metrics may result in program dismissal.

## Academic Integrity

Learning requires collaboration with others, whether through the incorporation of another's work or intellectual property into one's own product, or through dialogue, discussion, and cooperative learning activities. Ultimately, however, a fundamental goal of education is for students to develop their own autonomous thinking so that they may contribute substantively to the knowledge of the greater community.

As such, Ursuline College requires students to follow the Academic Integrity Policy, whereby students are bound to do all academic work in an honest manner. By this policy, students are required to credit the use of another's work or intellectual property, to refrain from collaboration when inappropriate or so instructed, and to refrain from all other illicit behaviors, aides and fabrications that compromise the integrity of one's work and intellectual growth. In addition, instructors are encouraged to include course and assignment specific expectations and

requirements for academic integrity in their syllabi. Students, however, are finally responsible for knowing which actions constitute violations of academic integrity.

### Definitions and Examples of Academic Integrity Violations

1. Test-taking violations occur when students do not do their own work on exams or quizzes. Examples include:

- a. Copying from someone else's test or letting someone copy from the student's test.
- b. Bringing notes secretly into an exam (e.g. writing on the student's hand or desk).
- c. Supplying, providing, or informing students of test content.
- d. Using electronic devices, such as text-messaging on cell phones, to illicitly bring information into an examination.

2. Plagiarism involves taking and presenting as one's own the ideas or words of another, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:

- a. Downloading of papers or portions of papers from internet sources.
- b. Submitting portions of other students' papers.
- c. Directly quoting or utilizing sources or intellectual property without proper citation.
- d. Purchasing papers for submission.

3. Fabrication occurs when students make up or manipulate information to complete an academic assignment. Examples include:

- a. Creating citations from non-existent sources.
- b. Listing sources in the bibliography that were not actually used.
- c. Taking another student's test or writing another student's paper.
- d. Making up or manipulating data to support research.

4. Multiple Submissions occur when students submit the same work to more than one course without the prior approval of all instructors involved.



## 5. Other Violations of Academic Integrity

- a. Forging documents, records, or signatures.
- b. Falsifying grades.
- c. Destroying, hiding and improperly removing library materials, and thereby denying others access to them.
- d. Misrepresentation of academic information to college officials.

Sanctions for Violations of Academic Integrity: The determination of whether or not a violation of the academic integrity policy has occurred rests with instructors, who will submit an Academic Offense form once they have determined a violation has occurred. At their discretion, the instructors may assess one of the following:

- a. Required re-test, re-draft or additional paper or project. Credit will be determined by the instructor.
- b. A score of 0% on the test, paper or project that is the subject of the violation.
- c. Failure in the course.

Ursuline College reserves the right to assess additional penalties, in addition to any assessed by the instructor, up to and including dismissal from the College, on any student who has been found in violation of the academic integrity policy on more than one occasion.

Procedures for Addressing Violations of the Policy: The administrative procedures for addressing violations of the academic integrity policy are found in the Ursuline College Student Handbook.

The Ursuline College PA Program follows the [Ursuline College Graduate Program Academic Appeals Policies](#) for Academic Integrity Violation Appeals.

## Professionalism Policy

Graduate students of the Ursuline College PA Program are expected to uphold professionalism standards in accordance with the Student Handbook. Areas of professionalism assessed by the student through self-evaluation and by the academic advisor at least once per semester are outlined as follows:

Attendance:

- Attends class/lab

- Attends clinical rotations
- Presents faculty with punctual and reasonable cause for absences

#### Timeliness and Appropriate Preparation

- Ontime to class
- Prepared for class/lab
- Participates in class
- Timely submission of assignments

#### Dress Code

- Abides by program dress code
- Behavior
- Demonstrates respect
- Conducts themselves in a professional manner

#### Commitment to Learning

- Has insight into own learning abilities and assesses needs
- Accepts responsibility to seek learning/remediation

#### Feedback and Communication

- Accepts and gives constructive feedback and adapts behavior appropriately
- Communicates in-person and electronically in a professional/appropriate manner

#### Personal Responsibility

- Ability to work as a team
- Follows through on tasks/assignments

#### Professional Responsibility

- Demonstrates flexibility to adapt to changes, and tolerance to that
- Adheres to all Program and College policies and protocols
- Adheres to Academic Integrity

Students with notable professionalism deficits, as defined by an unsatisfactory rating (1) of an individual parameter or average professionalism evaluation score of <3.5 (70%) will be referred to the Student Evaluation and Progress Committee for review and possible dismissal.

## Didactic Course or Clinical Residency Rotation Failure

Failure of a didactic or clinical course failure is defined as a final course grade of <70%. Ursuline College PA Program has a lockstep curricular design. Failing of a didactic or exceeding clinical rotation failures as outlined by the policy will result in a Student Evaluation and Progress Committee meeting, review of failure circumstances, and a recommendation for program dismissal as outlined below:

1. The student will be assigned a Process Advisor to participate in the review.
2. The Program Director will review the proposed recommendation by the Student Evaluation and Progress Committee and make a final recommendation to the Dean for conferral.
3. The Program Director will meet with the student to inform them of the recommendation to the Dean, at which time the student may elect to appeal.
4. The Ursuline College PA Program follows the Ursuline College Graduate Program Academic Appeals Policies for Professionalism Violation Appeals: <https://www.ursuline.edu/files/assets/graduatecatalog2019-2020.pdf>

## Academic Dismissal Policy (A3.15c)

### Academic Dismissal

Ursuline College PA students are made aware of the required criterion for progression through the program at Didactic Orientation and upon signing the Student Handbook Acknowledgement form.

Circumstances in which a student will be considered for academic dismissal include the following:

1. Students who fail to achieve a 3.0 GPA at the conclusion of the didactic year
2. Students who fail to achieve a 3.0 GPA at the conclusion of the clinical year
3. Didactic course failure
4. Exceeding didactic remediation parameters
5. Students who fail to meet the outlined requirements of an Early Academic Intervention Plan
6. Exceeding clinical rotation failure parameters
7. Exceeding clinical rotation remediation parameters
8. Students who fail to uphold the Ursuline College PA Program standards of professionalism
9. Students who are in violation of the Ursuline College academic integrity policy

A recommendation for Academic Dismissal will be determined by the Student Evaluation and Progress Committee, Program Director, and Dean of the BSONHP.

1. The student will be assigned a Process Advisor to participate in the Student Evaluation and Progress Committee review.
2. The Program Director will review the proposed recommendation by the Student Evaluation and Progress Committee and make a final recommendation to the Dean for conferral.
3. The student will be notified by the Registrar's Office via verbal and written communication within 72 hours of the final decision.
4. The student may elect to appeal within a 4-week timeframe of the final communicated decision.

The Ursuline College PA Program follows the [Ursuline College Graduate Program Academic Appeals Policies](#) for Program Dismissal Appeals.

## Remediation Policy (A3.15c)

The goals of remediation are to evaluate the reason for unsatisfactory performance and assess the student's strengths and weaknesses pertaining to the failed material. The remediation process is instituted in the following cases:

1. Students must remediate **any failed examination or practical. Failure is defined as achieving <70%.**
  - a. A student who receives <70% on a practical or examination will be required to contact the course instructor within 72 hours of the grade being posted to discuss remediation.
  - b. Successful remediation is considered to be 70% or higher.
  - c. The final grade of the examination or practical will be adjusted to the lowest successful remediation percentage (70%), or no more than 10% above the original grade.
2. Students must remediate **any substandard grade on an examination or practical. Substandard performance is defined as achieving a passing score of greater than or equal to 70%, but less than an 80%, which is considered a comprehension confirming score.**
  - a. A student who receives a substandard score on a practical or examination will be required to contact the course instructor within 72 hours of the grade being posted to discuss remediation.
  - b. Successful remediation is considered to be 80% or higher.

- c. No grade adjustment will be made.
3. Remediation assessment techniques include, but are not limited to, retesting, written answer review/explanation, repeating a practical or oral presentation.
4. A remediation form will be signed by the student and PA faculty member outlining the reason(s) for reassessment, reevaluation expectations, and outcome determined after remediation completion.

Note: There is no rounding, bonus points, or curves applied to the examination results.

Students will have 1 attempt at successful remediation of a single examination or practical. If successful remediation is *not achieved* the following steps will be taken:

1. The student will progress to an Early Academic Intervention Plan.
2. The original grade of the examination or practical in question will remain, and the impact of the final course grade will stand.

Students are permitted a maximum of 3 remediations of <70% per semester or 6 total for the entire didactic year. Any student exceeding remediation limitations will be referred to the Student Evaluation and Progress Committee for dismissal.

Appropriate accommodations for exam-taking are available to students who qualify based on documented needs. Students should contact the Disability Services office to determine eligibility.

## Academic Appeals

The Ursuline College PA Program follows the [\*\*Ursuline College Graduate Program Academic Appeals Policies\*\*](#) for the following issues: Academic Standing and Progress Appeals, Course Grade or Failure Appeals, Clinical Residency Failure Appeals, Program Dismissal Appeals, College Dismissal Appeals.

## Appealing Course Grades

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation or other faculty decision should consult first with the instructor within one month following receipt of the decision or the posting of the final grade on the student's transcript to determine if an error was made in computing or recording the grade or if other circumstances warrant a change. An instructor's assessment of the quality of student work will not be overturned absent evidence of bias, discrimination or injustice. If after consultation with the instructor the student remains dissatisfied, she/he should present the grievance to the program director who will make an appropriate recommendation.

This step must be taken within two weeks after the student receives notice of the instructor's decision. If the student remains dissatisfied after receiving the program director's recommendation, the student has one week to file a grievance with the dean of Graduate and Professional Studies. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s) and any other relevant information. The statement and documentation must be submitted at least one week prior to any scheduled meeting between the student and the dean.

The dean will consult with the student, the faculty member and any other person who has relevant information before rendering a decision, normally within two weeks of meeting with the student. Any student who remains convinced of an injustice after receiving the dean's decision may present a formal statement to the Vice President for Academic Affairs, who will ask the Academic Standing and Appeals Board to meet and submit a recommendation. Appeal forms may be obtained in the Academic Affairs Office.

This form must be presented within one week after the student receives notice of the dean's decision. The appeals process may extend beyond seven weeks following the issuance of grades only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the dean of Graduate and Professional Studies.

The Academic Standing and Appeals Board, consisting of faculty and student members, will review the student's appeal and determine if the appeal should be upheld or denied. The decision of the Appeals Board is final and not subject to further review. Appealing Grades for Clinical Experiences Students who are appealing failing grades in their clinical experiences (including but not limited to nursing clinicals and field experiences in the Counseling and Art Therapy and Education programs) may not continue in their clinical settings until the grade appeal has been heard or is withdrawn by the student. If as a result of the appeal a failing grade is changed to a passing grade, the student will be permitted to continue his/her clinical coursework when the course is next offered. This policy does not preclude individual programs from formulating their own internal policies and procedures for student grade appeals.

## Appealing Program Dismissals

Following the procedures listed above in "Academic Appeals," students may appeal dismissals from programs of the College. The first step of the appeal will be to the program director, next to the dean of Graduate and Professional Studies, then to the Appeals Board, as listed above. The decision of the Appeals Board relative to

program dismissals will be final and not subject to appeal. Page 38 Appealing Academic Dismissal from the College A student who is dismissed from the college, and objects to that dismissal, may send a letter of appeal to the Vice President for Academic Affairs. The Academic Standing and Appeals Board will then meet to consider the student's request and forward a judgment to the Vice President. The decision of the Appeals Board is final and not subject to further appeal.

## End of Rotation Grading Background and Scoring Philosophy

The Ursuline College Physician Assistant (PA) Program uses a robust, standardized grading system to assess student performance and progress across clinical rotations. Students are evaluated based on several key components after each rotation.

- For the SCPE course:
  - PAEA End of Rotation Examination
  - Preceptor Evaluation

In addition to cognitive evaluation through exams, students are judged on their ability to apply knowledge and demonstrate competencies in real patient care settings. This is accomplished via Preceptor Evaluations completed by the practicing clinician directly supervising the student during rotations. Preceptors rate students across learning outcomes particular to the specialty, as well as general clinical skills, professional behaviors, and readiness for clinical practice.

Between these assessment tools, student knowledge, patient care abilities, critical thinking, clinical reasoning, interpersonal effectiveness, and professionalism are robustly evaluated at regular intervals matching the rotation schedule. The program then compiles scores from the various assessments to determine an overall grade for each clinical rotation using the standardized grading policy detailed below. Clear remediation plans are also set in place to assist students in addressing any gaps or failing scores on these assessments.

Ongoing analysis of student progression in meeting learning outcomes and developing competencies for practice is crucial to confirm that individuals are prepared for graduation, clinical work, and future certification exams. The grading policies outlined in this document help provide this accountability through our multifaceted knowledge evaluation process and clinical skills validation across the entire clinical training period.

## Supervised Clinical Practice Experience (SCPE): PAEA End of Rotation Exam Grading Policy

The Physician Assistant Education Association (PAEA) develops and administers the End of Rotation Exams. These nationwide standardized tests objectively assess medical knowledge and clinical decision-making skills expected from the rotation experience.

The Ursuline College PA Program uses z-scores to grade student performance on the Physician Assistant Education Association (PAEA) End of Rotation exams. The rotation exam percentage grade refers to the portion of the total rotation grade based on PAEA End of Rotation exam performance. Z-scores allow student scores to be standardized and compared to the national pool of test takers.

Upon completing each clinical rotation, students must take the relevant PAEA End of Rotation exam. The student's scaled score, the national mean, and the national standard deviation are used to calculate a z-score as follows:

$$z = (\text{Student's score} - \text{National mean}) / \text{National standard deviation}$$

This z-score is then translated into a rotation exam percentage grade based on the following scale:

z-score	Percentage	Letter Grade	Quality Points	UCPA Pass/Fail Designation
$z \geq 2.0$	100	A	4.0	<b>P</b>
$1.0 \leq z < 2.0$	90	A	4.0	<b>P</b>
$-0.5 \leq z < 1.0$	80	B	3.0	<b>P</b>
$-1.5 \leq z < -0.5$	70	C	2.0	<b>P</b>
$z \leq -1.5$	60	F	0.0	<b>F</b>

**The Ursuline College Physician Assistant Program uses a Pass (P)/Fail (F) grading system. Any student scoring below a z-score of -1.5 will automatically fail the rotation exam.**



**Note: No rounding, bonus points, or curves are applied to the examination results.**

## Supervised Clinical Practice Experience (SCPE): Preceptor Evaluation Grading Policy

Preceptors use the Preceptor Evaluation of Student form to assess students after each clinical rotation. This evaluation covers two graded sections:

### **1. Learning Outcomes**

- Students are evaluated on a scale of 1-5 on each learning outcome item, covering medical knowledge and patient care skills specific to the rotation discipline.
- Students must receive a score of 3 or higher on every individual learning outcome item to pass this section.
- Any score lower than a 3 on a learning outcome item requires remediation of the entire learning outcome.
- In addition, students must achieve an average score of at least 3.5 across ALL learning outcome items.

### **2. General Competencies**

- Additional knowledge, skills, and professionalism are evaluated on a scale of 1-5 across multiple items.
- Students must receive a score of 3 or higher on each individual general competency item.
- In addition, students must obtain an average score of at least 3.5 across ALL graded general competency items.

In summary, students must receive a minimum score of 3 on every Learning Outcome and General Competency item and a minimum average score of 3.5 in both graded sections. Please meet these standards to ensure the completion of a personalized remediation plan tailored to the learning gaps demonstrated in the preceptor evaluation.

## Objective Structured Clinical Examinations (OSCE)

- Students demonstrate clinical skills in simulated patient encounters across various station scenarios.
- Checklists and global rating scales are used to evaluate history-taking, physical exams, communication, and clinical decision-making skills.
- Students must achieve a minimum total score of 70% across all station checklists to pass the OSCE.
- Failure to attain the minimum score requires remediation through additional practice, instruction, and OSCE retesting.

## OSCE Documentation

- Students complete written SOAP notes documenting the patient encounter immediately after their OSCE.
- Documentation is graded based on the inclusion of subjective, objective, assessment, and plan details.
- Students must achieve a minimum score of 70% to pass the OSCE documentation component.
- Failure requires remediation through documentation practice and improving clinical reasoning.

## Practical Exams

- Hands-on, observed evaluation of procedural skill performance using simulation equipment.
- Includes skills such as suturing, casting, gowning/gloving, EKG, injection administration, Foley catheter insertion.
- Checklists assess the completion of crucial steps; global scales evaluate flow, technique, and safety.
- Minimum pass threshold demonstrates core competency to perform the skill properly without harming a patient.
- Students having trouble must remediate under instructor supervision until competency is established.

## Procedural Documentation

- Students complete written procedure notes documenting the technical skill performed.
- Grading is based on appropriate, logical sequencing and includes key elements like indications, consent, technique, equipment, and safety measures.
- Minimum passing score of 70%.
- Failure requires further practice in technical documentation.

## Case Studies

- Application of medical knowledge to long-form clinical vignette assessments
- Cases evaluate clinical reasoning in diagnosis, ordering/interpreting tests, and making treatment decisions.
- Randomized cases assigned from the instructor bank may involve looking up reference lab values and vital signs.
- Passing score of 70% across case grading rubric dimensions

- Failing students undergo supplemental case review and testing.

#### Case Study Documentation

- Students provide written SOAP note documentation based on case study details.
- Graded on subjective/objective data inclusion, assessment interpretation, and plan details.
- Minimum passing score of 70%
- Further instruction and practice if the scores are failing.

#### Grand Rounds Presentation

- Write a formal Case Report on an interesting case from your elective rotation. This paper should be no more than 1500 words long and include citations and references in AMA style. The format of this paper will be provided along with a grading rubric.
- Prepare and deliver a formal presentation on an interesting case from clinical rotations.
- 30-minute presentation outlining case overview, teaching points, and clinical reasoning process
- Graded on structure, clarity, visual aids, speaking skills, and audience engagement.
- Passing if competently covers expected elements.
- Failing students undergo coaching and repeat presentations.

### PAEA End of Rotation (EOR) Examination Failure and Remediation

Students failing the PAEA End of Rotation exam must undergo a remediation plan developed by the Clinical Coordinator.

The following sections outline the detailed requirements, process, and timeline for remediating failed EOR exams, up through and including when dismissal from the program will occur due to exceeding the permissible number of remediation attempts.

- a. The first failure of any (x/8) of the program required PAEA end of rotation examinations:**
  - a. The student must remediate by repeating the same type of failed rotation at the end of the clinical phase of the program.
  - b. Complete the full rotation again, pass Version 2 of the PAEA EOR exam, and meet all rotation requirements.
  - c. Must pass the rotation to progress.

- b. The second failure of any (x/8) of the program required PAEA end of rotation examinations:**
- a. The student must fulfill first failure requirements as outlined above.
  - b. They must remediate by repeating the second failed rotation at the end of the clinical phase.
  - c. Complete the full rotation again, pass Version 2 of the PAEA EOR exam, and meet all rotation requirements.
  - d. Must pass the rotation to progress.
- c. The third failure of any (x/8) of the program required PAEA end of rotation examinations:**
- a. The student will enter the Two-Week Remediation Plan as outlined below.
  - b. If remediation of PAEA Version 2 EOR is unsuccessful, the student will be referred to the Student Evaluation and Progress Committee for dismissal from the program.

#### Total Rotation Remediation Limits

- Students are permitted a maximum of two *total rotation* remediation attempts (a., b.).
- Students are permitted a third PAEA EOR examination remediation as outlined by the Two-Week Remediation Plan.
- Appropriate accommodations for exam-taking are available to students who qualify based on documented needs. Students should contact the Disability Services office to determine eligibility.

#### **Two-week EOR Remediation Plan**

In the case of a third failed end of rotation examination, remediation will consist of the following required components to be completed within two weeks of the original exam date based on the Clinical Coordinator's recommendations:

1. Meet with the Clinical Coordinator and designated support faculty to review exam performance and create a personalized remediation plan.
2. In-depth review of rotation course objectives and reading assignments related to areas of weakness.
3. Completing additional questions in domains scored <50% with formative assessments based on performance.
4. Review past End of Rotation exams to practice applying knowledge gained during remediation.
5. Final meeting with Clinical Coordinator to take a simulated exam and discuss preparedness for examination retake.

## 6. Retaking of a rotation-specific PAEA End of Rotation examination

The remediation plan will be documented in the student's file with assessments of engagement and progress throughout the process.

**Students must retake the examination in 2 weeks** following the date of their initial examination. The higher of the two exam attempts will count towards the student's grade if a retake is necessary. Students are only provided one remediation opportunity and retake per clinical rotation. Failure on the second attempt results in automatic rotation failure and referral to the Student Evaluation and Progress Committee for dismissal from the program.

Appropriate accommodations for exam-taking are available to students who qualify based on documented needs. Students should contact the Disability Services office to determine eligibility.

The rotation exam percentage grade comprises 50% of the overall rotation grade. Students must pass each graded rotation component to pass and progress in the program.

## Learning Outcome and General Competencies Failure and Remediation

Students failing to meet the minimum passing standards on either the Learning Outcomes or General Competencies sections of the Preceptor Evaluation must undergo a personalized remediation plan. This plan will be developed by the clinical coordinator and support faculty to address gaps in knowledge, patient care skills, clinical reasoning, or identified professional behaviors.

Required remediation components include:

1. Meet with the Clinical Coordinator and faculty to review Preceptor Evaluation performance and design a tailored remediation plan.
2. Complete assigned learning modules, readings, questions, and assessments related to deficient Learning Outcomes or Competencies
3. Meet with an assigned faculty mentor for coaching, skills practice, and formative assessments on areas needing improvement.
4. The clinical coordinator and faculty mentor will develop an individualized assessment to identify and evaluate the specific knowledge, skills, and behaviors that need remediation for the student. This targeted assessment will directly inform the necessary remedial activities.
5. Upon completion of the tailored learning modules, dedicated practice, and coaching, the student will undergo a final individualized competency assessment by the faculty mentor using the same criteria. This is to confirm that

all gaps have been addressed and that the required progress on previously failed learning outcomes or general competencies is met before the end of the remediation period.

The student's remediation plan engagement and outcomes will be tracked over the 2 weeks following the rotation. To pass remediation, students must demonstrate competence in all previously failed Learning Outcomes or General Competencies.

*Students are permitted a maximum of 3 remediations during the clinical year. Any student requiring a 4th remediation will be referred to the Student Evaluation and Progress Committee for potential dismissal.*

*The Preceptor Evaluation comprises 50% of the overall rotation grade. Passing both the Learning Outcomes and General Competencies sections is mandatory for passing the rotation. Failure to do so after remediation results in automatic rotation failure.*

## Academic Advising

Upon admission, every student is assigned a Faculty Mentor who is a Principal Faculty member of the Ursuline College Master of Medical Science program. In consultation with their mentors, students will be guided through didactic and clinical education and can utilize their Faculty Mentor for academic and non-academic issues.

## Graduation

Applications for graduation are due on June 15 for December graduation. Late applications for graduation may be granted at the discretion of the dean and the Vice President for Academic Affairs; a late processing fee will be imposed upon late graduation applications.

## Course Registration Procedures

Admitted students in good academic standing must register for courses at the beginning of each semester or term. After meeting with her or his academic advisor and planning an appropriate schedule, a student may register for classes following the procedure noted on the Registrar's web page on the College website. Online course registration is available to returning graduate students, but students may only register online after consultation with the academic advisor. New students are registered through their program advisors.

## Thesis/Research Projects

Any student who writes a thesis, performs special research, or completes a research project is responsible for initiating the work. Students must follow program guidelines for completing the thesis, submitting it for approval, defending it and preparing it for binding/publication. For research with human subjects, students must have approval from their Faculty Mentor and will be required to seek approval from the Human Subjects Committee during the process of designing the research project. Any research with human subjects must obtain full approval from the Human Subjects Committee before any contact with the subjects is initiated.

## Transcripts

Students must submit all Ursuline College official or unofficial transcript requests in writing. The Transcript Request Form is available in the Student Service Center in Mullen 203. The completed form is returned to the Student Service Center to be processed. Transcripts may be ordered online from the Registrar's page of the Ursuline College website at <https://www.ursuline.edu/academics/registrar> under Forms. Transcripts are only released if the student has met all financial obligations to the College. There is a nominal charge for each official transcript requested.

## Teach Out Policy

In accordance with the institutions regional accreditor, The Higher Learning Commission (HLC); a teach out plan for currently matriculated students would be submitted to the HLC. The following steps assure compliance with state and federal law.

1. Notification to HLC
2. Notify students
3. Notification of specialized accreditors, licensing agencies, higher ed. agencies
4. Cease admitting students
5. Submit a provisional plan for HLC approval to teach out students
6. Secure permanent student access to student records

## Course Change: Drop/Add Course

Course change forms can be obtained from the Student Service Center, your advisor, or the Office of Graduate and Professional Studies. The student's faculty advisor and the student must sign all drop/add forms and they must be returned to the Student Service Center. A request via email from the student's account will suffice for the student's signature, provided there is evidence of the advisor's approval. A student may also drop and add courses using the online course registration system during the time that she or he has access to that system as defined by the registration schedule. This activity must be approved by the faculty advisor prior to being undertaken. The final date for drop/adds and the refunds for dropped courses will follow the prorated schedule for refunds listed each semester in the course schedule information posted online on the Registrar's page. No refunds for dropped courses will be given after the last day to drop.

## Withdrawal from Course

Students may not withdraw from a course in the Physician Assistant Program. Students may elect to withdraw from the PA program. If a student decides to withdraw from the program, he/she must first contact the program director and then follow the university requirements for withdrawal.

## Withdrawal From the Program

Students who wish to withdraw from any graduate program must complete a Course Changes and Withdrawal form available from your advisor or from the Student Service Center; the form must be signed by the student and the advisor. (In lieu of original signatures, an email directive will suffice for authentication.) Failure to comply with this policy may result in the grade of "F" being given for all courses in which the student remains enrolled. Any request for withdrawal from the Program will result in a Student Evaluation and Progress Committee (SEPC) meeting to determine future eligibility.

## A Grade of Incomplete

It is necessary for students to take a grade of incomplete in their coursework in rare circumstances when severe illness or personal situations make it impossible for them to complete the necessary coursework within the semester. An incomplete should not be used as a substitute for withdrawal or for a student's failure to meet course deadlines. Rather, an incomplete may only be granted in rare circumstances when the student has completed the large majority of assignments during the semester.



When students determine that they are unable to complete their coursework due to illness or unusual personal circumstances, they must initiate the request for an incomplete grade. If the student has not submitted the completed and signed Incomplete Form to the instructor before the end of the semester, the instructor shall grade the student on coursework already submitted. The course of action to obtain a grade of incomplete is as follows: The student must first discuss with the instructor the need for an incomplete grade. The instructor will determine whether or not circumstances warrant the granting of an incomplete. The instructor may request proof of any claimed medical emergency. If the instructor determines that the granting of an incomplete is appropriate, the student must complete the Incomplete Grade Request with the instructor.

The student and instructor will record the reason for the Incomplete Grade, list the coursework or examination(s) to be completed, negotiate a deadline for completion of the necessary work, and record that date in the appropriate space on the form. The request for incomplete should then be signed by both the student and the instructor and submitted to the Registrar. This step must be completed before the last day of the exam period for the semester or within one week after the last day of class, whichever occurs sooner. The instructor must notify the student's academic advisor.

For incompletes granted for fall courses, work must be completed no later than the end of the following spring semester, according to the official College Calendar published on the College website. For example, if an incomplete is taken in the fall of 2019, the deadline established by the instructor and student must fall before the end of the spring of 2020 semester. For incompletes granted for spring and summer courses, work must be completed no later than the end of the following fall semester, according to the office College Calendar published on the College website. For example, if an incomplete is taken in the spring of 2020, the deadline established by the instructor and student must fall before the end of the fall 2020 semester. If an incomplete is taken in the summer of 2020, the deadline for completion of the work in question must occur before the end of the fall 2020 semester as well. If the coursework is not completed by the deadline negotiated, the grade for the course will automatically revert to a grade of "F." In lieu of personal conferences and original signatures, email communications sent and received from the student's Ursuline email account are acceptable when they are attached and submitted with an Incomplete Form.

In very rare circumstances, when for personal reasons a student is unable to complete the work for an incomplete by the negotiated deadline, an extension may be requested by the student and granted at the discretion of the instructor, the program

director, the dean, and the VPAA. The student must complete the Request for an Extension for an Incomplete Grade form with the instructor and submit the form for signature to the dean and the VPAA. The instructor must notify the student's advisor. Students who have applied to graduate, but receive a grade of incomplete, may not participate in commencement ceremonies unless they have agreed to complete their coursework. A student graduating in December must have no incompletes. If they do, they will need to reapply for May graduation.

## Early Academic Intervention and Progress Plans

The Early Academic Intervention Plan is meant to recognize and redirect deviation from the expected academic performance of a UCPA graduate student.

Unsatisfactory academic performance (failed remediations, frequent remediations, semester deviation from 3.0 GPA standard, attendance, assignment completion issues) or other identified issues will result in a review by the student's academic advisor and SEPC, and subsequent development of an Early Academic Intervention or Progress Plan.

## Petitions for Exceptions to Policies and Requirements

Exceptions to policies or requirements are rarely made. A student who believes an exception is justified may petition his/her appropriate Program Director, who will make a recommendation to the Dean of the Breen School of Nursing and Health Professions, and should state exactly what exception is being requested, the reasons for the exception and the date by which action must be taken. The student's advisor must countersign the petition, indicating her/his knowledge of the request. Petitions should be submitted at least two weeks in advance of the time the student wishes the exception to go into effect. The decision of the dean on exceptions is final and not subject to appeal.

## Inclement Weather and Cancellation Policy

Located on p 55: [Ursuline College Student Handbook 2023-2024](#)

## Social Media Policy

For many, particularly students, the internet is a powerful means for developing and strengthening peer connections and expressing individual identities through online communities (Facebook, Instagram, Snapchat, and the like). While the College does not officially monitor these types of sites, there may be instances where a PA Program or Ursuline College official unintentionally encounters information, or information found on social media is brought to the attention of the PA program or

Ursuline College officials, that reflects inappropriate conduct by a member of the Ursuline College community. Students should be aware that the Code of Ethics outlined earlier applies to social media, and violations of HIPAA or the code of conduct will be dealt with according to PA program and Ursuline College policy.

Definition of Social Media - any website or forum that allows for open communication on the Internet including, but not limited to: Social Networking Sites (LinkedIn; Facebook); Microblogging Sites (Twitter); Blogs (including course/college and personal blogs); Online Encyclopedias (Wikipedia); and Video and photo-sharing websites (YouTube; Flickr).

Think Before Posting - In general, students should think carefully before posting online, because most online social platforms are open for all to see. Despite privacy policies, students cannot always be sure who will view, share, or archive the information that is posted. Before posting anything, students should make sure that whatever appears online is consistent with professional standards as outlined in the Master of Medical Science Student Handbook and the Ursuline College Student Handbook. What appears online should be consistent with the image the student wishes to portray as a professional. If there is doubt about what is appropriate to post online, it is better not to post.

Do Not Refer to the College When Posting - If students choose to post online, they must speak/write as individuals and should not refer to the college. Any online activity relating to or impacting the college should be accompanied by a disclaimer such as: "The views expressed on this site are my own and not those of Ursuline College." This disclaimer should be visible and easy to understand.

Do Not Post Confidential Information – Students sign a Confidentiality Statement for each clinical site where clinical learning occurs. Students must protect the privacy and confidential information of patients. Never discuss nor post photos of patients.

Behavior Online - Any online behavior should be consistent with the Ursuline College Student Code of Conduct. Students must not engage in online conduct or writings that include derogatory, discriminating, or stereotypical remarks, threats, intimidation, harassment, insults, slander, defamation or pornography. Students must demonstrate proper respect for the privacy of others.

Act Professionally – Students must post only accurate information and always conduct themselves in a professional manner in online activity. Remember that despite attempts to protect privacy, photos and writings can be downloaded and shared. Understand that everything posted online has the potential of being read by parents, instructors, and future employers.

Legal Liability - Students can be held legally liable (at hospital, educational institution, and public levels) for what is written or posted online. Ursuline College reserves the right to discipline students, up to and including college dismissal, for any commentary, content or images that violate an individual's privacy, are pornographic, harassing, and/or libelous or for anything that creates a hostile learning environment. Many legal courts have ruled that the First Amendment freedom of speech is not necessarily relevant when it comes to social media. In the recent past, the courts have ruled in favor of college policies and have upheld college-derived professional standards and student codes of conduct.

## Dismissal From the College (A3.15d)

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (see Academic Dismissal) and/or for any violation of institutional Rules of Conduct (Disciplinary Dismissal) as set forth in the Student Handbook. Except as otherwise required by law, the College also reserves the right to dismiss a student with a disability or medical condition if the student poses a direct threat to her/himself or others, or if the student cannot perform the essential requirements of the program, even with reasonable accommodations. The complete details of these policies are published in the Ursuline College Student Handbook and are available at [ursuline.edu](http://ursuline.edu). These guidelines will be followed by the staff, faculty and administrators in Graduate and Professional Studies.

# Handbook Acknowledgement Form



I acknowledge receipt of the Ursuline College Master of Medical Science (MMSc) Handbook. I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it by the Physician Assistant Program.

I acknowledge that I have read and understand the University's Policies on Prohibited Discrimination, Harassment, and Retaliation Other than Sex and Sexual Discrimination and Misconduct, as well as the University's Protocol on Mandatory Reporting of Suspected Child Abuse/Neglect.

I understand that this handbook supersedes all previous versions that the Physician Assistant Program has issued as the PA program may add, modify, delete or otherwise change provisions of the handbook.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix

## Appendix A: Program Competencies

### Ursuline College Physician Assistant Program: Core Competencies

The Ursuline College Physician Assistant Program Core Competencies represent the clinical reasoning, problem-solving, clinical and technical skills, interpersonal and communication skills, professional and ethical behaviors, and interprofessional collaboration, that each student must demonstrate to successfully complete the program

The Core Competencies are program specific and were created with consideration of the programs mission and the Cross-Org Competencies Review Task Force consisting of National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the American Academy of PAs (AAPA), and the Physician Assistant Education Association (PAEA) which defines core competencies for the practicing physician assistant.

### Competencies:

#### **1. Clinical Reasoning, Problem Solving, Clinical and Technical Skills for Practice**

- 1.0 Possess knowledge of the principles of basic and clinical sciences including anatomy, physiology, pathophysiology, and genetics.
- 1.1 Utilize critical thinking and medical decision-making strategies in all aspects of patient care.
- 1.2 Apply medical knowledge of organ systems including etiology, incidence, risk factors, clinical presentation, differential diagnosis, and treatment strategies to effectively manage a patient across the life span.

- 1.3 Perform effective, patient-centered interviewing to obtain a medical history, considering cultural awareness and social determinants.
- 1.4 Perform an appropriate physical examination for comprehensive and problem-focused patient encounters.
- 1.5 Select, interpret, and apply data obtained from diagnostic, laboratory, and imaging studies to assist in the accurate diagnosis and management of health conditions, with consideration for patient financial implications.
- 1.6 Evaluate information obtained from history and physical examination findings to develop a primary working diagnosis and differential diagnosis for acute, chronic, and emergent health conditions.
- 1.7 Perform safe and effective clinical and technical skills considered essential for the entry level PA in the inpatient, outpatient, pre-, intra-, and post-operative settings.
- 1.8 Develop health management strategies, including patient education, that promote and encourage shared decision-making across the lifespan.
- 1.9 Apply knowledge of pharmaceutical agents including indications, contraindications, dosing, side effects, drug interactions and costs to patients to the formulation of treatment plans for acute, chronic, and emergent conditions.
- 1.10 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes in a timely and effective manner.

## 2. Interpersonal, Interprofessional, and Communication Skills

- 2.0 Demonstrate effective communication skills with patients and families by utilizing skills that promote compassion, sensitivity, and mutual respect.
- 2.1 Establish supportive interprofessional working relationships and interact effectively with members of the healthcare team to optimize safe, effective patient-centered care.
- 2.2 Recognize and understand the role of the physician assistant and the limitations inherent to that role, while embracing the collaborative physician/physician assistant relationship.

2.3 Present an oral report of patient information to collaborating physicians and other members of the healthcare team in a clear, concise, and effective manner.

### 3. Patient-Centered Care

3.0 Provide patient-centered care with consideration for cultural awareness and social determinants of health across the lifespan.

3.1 Appropriately foster patient advocacy in the health care setting.

3.2 Utilize patient safety strategies to reduce medical errors and practice quality improvement in medical care.

3.3 Foster preventive care including age-appropriate screening, immunization recommendations, referrals, and behavioral modifications.

### 4. Practice and Professionalism

4.0 Embrace professionalism in all aspects of clinical practice incorporating accountability, confidentiality, and selflessness.

4.1 Demonstrate professionalism through awareness of diversity in all forms including but not limited to sex, gender, identity, age, culture, race, ethnicity, sexual orientation, socioeconomic status, religion, and abilities as it relates to patient-centered care.

4.2 Demonstrate an understanding of medical ethics and the legal aspects of healthcare.

4.3 Incorporate current clinical guidelines into the practice of evidence-based medicine.

4.4 Analyze the use and allocation of resources to ensure the practice of safe and cost-effective healthcare while maintaining the quality of care.

4.5 Utilize the concepts of public health and population medicine to improve the quality of patient care.

Reference:



Cross-Org Competencies Review Task Force. Competencies For The PA Profession (2021)  
<https://www.aapa.org/download/90503/>

# Appendix B: FERPA and Harassment Policies and Procedures

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

### [Ursuline College Student Handbook 2023-2024](#)

Ursuline College affords students all rights under FERPA and has designated the Registrar as the official responsible for FERPA compliance. Please see the Ursuline College Student Handbook for further information or contact the office of the Vice President for Student Affairs about student rights conferred by FERPA.

## URSULINE COLLEGE NON-DISCRIMINATION POLICIES

Ursuline College is committed to maintaining an atmosphere in which diversity is appreciated and each member of the College is respected. The College administers its admission policies, programs, services, and activities in a nondiscriminatory manner. No person will be denied educational services, access to programs, or participation in activities because of race, color, national origin, religion, age, sex, gender identity or expression, disability, genetic information, marital or veteran status, or any other basis prohibited by federal, state, or local laws.

Title IX of the Education Amendments of 1972 prohibits sex/gender discrimination in all activities and programs of institutions receiving federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex-based harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. As a private and predominantly single-sex institution, Ursuline College is exempt from the admission requirement of Title IX. To ensure compliance with Title IX and other federal and state civil rights laws, Ursuline College has developed policies and procedures that prohibit all forms of sex-based harassment, discrimination, and retaliation. Ursuline College has also designated one or more College officials (see Student Handbook) to coordinate and oversee its Title IX compliance efforts, to address concerns regarding Title IX, and to investigate and resolve any complaints alleging actions prohibited by Title IX. Prohibited actions include all forms of sexual harassment/discrimination, including sexual assault, domestic and dating violence, and stalking, as well as retaliation. Full Policy Here: [TITLE IX Policies and Procedures \(ursuline.edu\)](#)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified disabled/handicapped individuals. Under Section 504, students with documented disabilities may be entitled to reasonable accommodations to ensure nondiscrimination in programs, services, and activities. Ursuline College has designated one or more College officials (see Student Handbook) to coordinate and oversee its compliance efforts with Section 504, to address concerns regarding Section 504, and to investigate and resolve any complaints alleging actions prohibited by Section 504.

Full Policy Here: [HARASSMENT AND DISCRIMINATION POLICY \(ursuline.edu\)](https://www.ursuline.edu/harassment-and-discrimination-policy)

## HARASSMENT AND DISCRIMINATION POLICY STATEMENT OF NON-DISCRIMINATION

Ursuline College strives to provide an environment that promotes the worth and dignity of each individual. The College supports the principle of diversity and believes it is the responsibility of every member of the Ursuline College community to conduct themselves professionally at all times and to cooperate in maintaining a work and academic environment free from unlawful harassment and discrimination.

Accordingly, Ursuline College prohibits harassment and discrimination on the basis of certain characteristics, including race, color, national origin, religion, age, ancestry, sex, pregnancy, gender identity or expression, sexual orientation, disability, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local laws. These characteristics are also referred to as a person's "Protected Status" or "Protected Class."

The College does not tolerate conduct that violates this policy and makes every effort to maintain a work and academic environment free from unlawful harassment and discrimination. The College responds to harassment and discrimination complaints with measures designed to immediately stop and eliminate the prohibited conduct, prevent the recurrence of the prohibited conduct, and remediate any adverse effects of such conduct on campus or in College-related programs or activities.

Thus, all forms of prohibited conduct under this policy are considered serious offenses, and violations will result in discipline, up to and including possible suspension, expulsion, dismissal, termination, or removal and exclusion from the College.

## SCOPE OF POLICY

This policy applies to all members of the Ursuline College community, including, but not limited to, Ursuline students, faculty, staff, alumnae/alumni, third-party vendors, contractors, guests, and all other visitors to the Ursuline College campus or any other property owned or controlled by the College. This policy also applies to all acts of prohibited harassment and discrimination committed by or against any member of the Ursuline College community (as defined above) if:

- The prohibited conduct occurs on property owned or controlled by Ursuline College or on property immediately adjacent and contiguous to property owned by Ursuline College; or
- The prohibited conduct is directly related to or occurs in the context of College employment or an education program or activity of the College, including, but not limited to: College-sponsored research, study abroad, work study, internship/externship programs, independent study, on-line courses, volunteer activities, work-related travel, training, attendance at seminars or conferences, participation in athletics, student organizations, or any other extra-curricular activity.
- The Prohibited Conduct is directly related to or occurs while using property or resources owned, controlled, or provided by Ursuline College, including, but not limited to: College-owned vehicles, laptops, mobile devices, computer systems and networks, email accounts, telephone and voice mail systems; or
- The Prohibited Conduct has continuing adverse effects on a member of the Ursuline College community (as defined above) as it relates to an education program or activity of the College or College employment.

This particular policy is not intended to address all forms of harassment in the work or educational setting; it is intended to address only harassment of a discriminatory nature that is directed at an individual because of his/her Protected Status. Non-discriminatory forms of harassment in the work or educational setting are addressed in other areas of the Student Handbook, the Faculty Handbook, and the Employee Manual.

Ursuline College also administers and enforces policies and procedures that prohibit sexual misconduct, including: sexual assault, domestic and dating violence, and stalking.

See the [Policy on Sexual Misconduct](#), which is applicable to all members of the Ursuline College community. In the event of any conflict or inconsistency between the provisions and requirements of this Harassment and Discrimination Policy and any other Ursuline College policy regulating the conduct of any member of the Ursuline College community or setting forth procedures governing the suspension, expulsion,

dismissal, termination, or removal and exclusion from Ursuline College property of any member of the Ursuline College community, the provisions and requirements of the most current version of this Policy shall prevail and govern, except with respect to the Policy on Sexual Misconduct. Where prohibited conduct violates both this Harassment and Discrimination Policy and any other Ursuline College policy regulating the conduct of any member of the Ursuline College community, the College's response will be governed by the provisions and procedures outlined in the most current version of this Policy, except with respect to violations of the Policy on Sexual Misconduct.

Please note that religiously sponsored organizations, such as Ursuline College, are exempt from certain aspects of Title IX of the Education Amendments Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and other federal, state, and local laws. Nothing in this policy should be read or interpreted as a waiver of the College's exemptions under these or other federal, state or local laws.

#### PROHIBITED CONDUCT

Unlawful discrimination and harassment on the basis of a person's protected status is prohibited under this policy.

#### DISCRIMINATION

The actions of others that deny, exclude, or limit a person's ability to benefit from and/or fully participate in employment opportunities or educational programs or activities of the College because of that person's protected status amount to discrimination. Examples of discriminatory conduct may include but are not limited to: significant changes in a person's academic or employment status, such as loss of privileges, academic probation, course failure, dismissal from program, termination of employment, demotion, failure to promote, suspension, expulsion, significant change in benefits, or removal and exclusion from Ursuline College property.

#### HARASSMENT

Another way in which prohibited discrimination can be carried out is through harassment. In general, harassment consists of any form of verbal, non-verbal, or physical conduct that is sufficiently severe and/or pervasive enough to have the purpose or effect of unreasonably interfering with an individual's work performance or participation in an educational program or activity by creating an intimidating, hostile, or offensive academic or work environment.

For purposes of this policy, verbal, non-verbal, and physical harassment include, but are not limited to, the following types of conduct directed at an individual because of the person's protected status:

1. Verbal Harassment: graphic, suggestive, offensive or derogatory comments, jokes, slurs, threats of physical harm or other statements regarding a person's gender, race, religion, disability, age, marital status, veteran status, or ethnic or national origin.
2. Non-Verbal Harassment: gestures, leers, or other suggestive behaviors, or the display or distribution of written materials, offensive signs, photographs, pictures, or other graphic materials having such effects.
3. Physical Harassment: touching, hitting, pushing or other suggestive or aggressive physical contact, or threats of same.

The standard for determining whether verbal, non-verbal, or physical conduct relating to a person's protected class is sufficiently severe or pervasive enough to create a hostile academic or work environment depends on whether the complainant subjectively perceives the conduct to be intimidating, hostile or abusive and whether an objectively reasonable person in the same or similar circumstances would also find the conduct to be intimidating, hostile or abusive.

Whether an environment is "hostile" is based on the totality of circumstances. These circumstances could include, but are not limited to:

- The frequency of the conduct;
- The nature and severity of the conduct;
- Whether the conduct was physically threatening;
- Whether the conduct was humiliating;
- Whether the conduct was directed at more than one person;
- Whether the conduct was committed by more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Whether the conduct unreasonably interfered with the complainant's educational or work performance;
- The effect of the conduct on the complainant's mental or emotional state;
- Whether the statement is an utterance or an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;
- Whether the speech or conduct deserves the protections of freedom of expression or academic freedom; or
- The relationship between the alleged harasser and subject of the alleged harassment.

As an institution of higher education, Ursuline College has a compelling interest in assuring an environment in which learning is embraced. Such an environment requires free and reasonably unfettered discussion of the widest possible nature, encouraging legitimate expression of all points of view. Thus, speech or conduct that could be viewed as potentially harassing must be evaluated in light of the principles underlying academic freedom and freedom of expression. While the College attaches great value to freedom of expression and vigorous debate, it also attaches great importance to mutual respect, and denounces expressions of hatred levied at individuals because of their protected status.

## Sexual Harassment

Sexual harassment consists of nonconsensual or unwelcome sexual attention or advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in any College program or activity; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment or participation in any College program or activity; or
- Such conduct is sufficiently severe and/or pervasive enough to have the purpose or effect of unreasonably interfering with an individual's work performance or participation in an educational program or activity by creating an intimidating, hostile, or offensive academic or work environment.

Sexual harassment demeans both the complainant and the harasser and undermines the philosophy and mission of Ursuline College. Sexual harassment may take on many forms, some of which are overt and unambiguous, while others are more subtle and indirect.

Some examples of sexual harassment include:

- Threatening or taking adverse academic or employment action if sexual favors are not granted;
- Demands for sexual favors in exchange for favorable or preferential treatment;
- Unwelcome and repeated flirtations, propositions, or advances;
- Unwelcome physical touching;

- Whistling, leering, improper gestures, or offensive remarks;
- Unwelcome comments about appearance, sexual jokes, slurs, e-mails, or the use of sexually explicit, derogatory, or otherwise offensive language;
- Sexually-suggestive objects or pictures displayed in the workplace that use gender-based stereotypes in a derogatory manner.

Even if behavior is not sexual in nature, behavior that displays aggression, intimidation, or hostility based on sex or sex- stereotyping is also considered sexual harassment. Sexual harassment is prohibited regardless of the sex of the harasser or the person harassed and applies to harassment of members of the same-sex.

Faculty and staff members and other persons of authority should be sensitive to questions about mutuality of consent that may be raised and to conflict of interests that are inherent in personal relationships that result from professional and educational interactions. Thus, romantic relationships that might be appropriate in other contexts may, within the institution, create the appearance of abuse of power or undue influence or advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment in the future.

Although harassment often takes place when the alleged harasser is in a position of authority or influence over the individual allegedly being harassed (e.g., faculty to student, supervisor to subordinate, etc.), individuals in positions of lesser or equal authority or influence over others also can be found responsible for engaging in prohibited harassment.

#### Retaliation is Prohibited

Ursuline College does not tolerate retaliatory conduct and strictly prohibits retaliation aimed at a person because that person complained of harassment/discrimination, testified, provided information, assisted or participated in any manner in a harassment or discrimination investigation, proceeding, or hearing under Ursuline College policies or the law. Therefore, any intimidation, threats, coercion, or other retaliatory conduct against such persons will be addressed by the College in the most serious manner, and individuals who engage in such actions will be subject to disciplinary action that may include suspension, expulsion, dismissal, termination, or removal and exclusion from the College. Anyone who is aware of possible retaliation or has other concerns regarding the response to a complaint of harassment or discrimination should report such concerns to the Director of Compliance/Title IX & Disability Coordinator, Deborah L. Kamat, who will take appropriate action to address such conduct in a prompt and equitable manner.



Director of Compliance/Title IX & Disability Coordinator

Ursuline College has designated the following College official to coordinate and oversee its civil rights compliance efforts and to investigate and resolve all complaints of harassment, discrimination, and retaliation brought under this policy.

Deborah L. Kamat

Director of Compliance/Title IX & Disability Coordinator

Office Location: Mullen 211

Telephone: (440) 484-7027

Email: [deborah.kamat@ursuline.edu](mailto:deborah.kamat@ursuline.edu)

#### CIVIL RIGHTS INVESTIGATORS

The College may also designate other qualified and trained staff and faculty members to assist the Director of Compliance with investigations or to review and decide appeals. These individuals are referred to internally as the College's Civil Rights Investigators. The following individuals have been trained and designated to serve as Civil Rights Investigators for Ursuline College.

Deanne Hurley

Vice President of Student Affairs Office

Location: Pilla 205

Telephone: (440) 646-8320

Email: [dhurley@ursuline.edu](mailto:dhurley@ursuline.edu)

Anne Murphy Brown

Associate Professor & Director of Legal Studies

Location: Pilla 219

Telephone: (440) 449-5403

Email: [amurphybrown@ursuline.edu](mailto:amurphybrown@ursuline.edu)

Pamela Hasan

Supervisor of Administrative Services

Facilities Operations

Office Location: Mullen 230

Telephone: 440-684-6029

Email: [phan@ursuline.edu](mailto:phan@ursuline.edu)

Kelli Knaus

Director of Human Resources

Office Location: Mullen 235  
Telephone: (440) 646-8316  
Email: [kknaus@ursuline.edu](mailto:kknaus@ursuline.edu)

Gina Demart-Kraus  
Director of Housing and Resident Life  
Office Location: GH 132  
Telephone: 440-646-8334  
Email: [gdemart@ursuline.edu](mailto:gdemart@ursuline.edu)

Please Note: The Director of Compliance and the Civil Rights Investigators are not confidential reporting resources. While they will address your complaint with sensitivity and keep your information as private as possible, confidentiality cannot be guaranteed. Please see below for more information on confidential reporting options.

#### Mandatory Reporters and Confidential Reporting Options

A “responsible employee” (oftentimes referred to as a mandatory reporter) is a College employee who has the authority to take action to redress harassment/discrimination or has been given the duty to report incidents of harassment/discrimination to the appropriate College official. At Ursuline, all College employees are considered responsible employees and are required to report all incidences of harassment and/or discrimination to the Director of Compliance, unless such employees are specifically designated as confidential reporting resources, as further explained below.

When a complainant tells a responsible employee that s/he has been subjected to harassment and/or discrimination, the complainant should anticipate and expect that the responsible employee will convey this information to the appropriate College official. Upon learning of a complaint of harassment and/or discrimination, the College will take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Director of Compliance all relevant details of the harassing or discriminatory conduct that s/he is aware of – including the names of the harasser(s) and the person(s) being harassed, the name(s) of any witness(es), and any other relevant facts that might be helpful to the investigation. To the extent possible, information reported to a responsible employee will be shared only with those officials responsible for handling the College’s response to the report.

Before a complainant reveals any information to a responsible employee, the employee should ensure that the complainant understands the employee’s reporting

obligations and, if the complainant wants to ensure that confidentiality is maintained, the complainant should be directed to one of the confidential resources identified below. If the complainant still seeks confidentiality but chooses to disclose what happened to the responsible employee despite the warning, the employee should remind the complainant that the College will consider the request but cannot guarantee confidentiality. In reporting the matter to the Director of Compliance, the responsible employee should also inform the Director of Compliance of the complainant's request for confidentiality.

If a complainant makes a report of harassment or discrimination to a responsible employee but wishes to maintain confidentiality or requests that no investigation is conducted or no disciplinary action is taken, the College must weigh that request against the College's legal obligation to provide a safe, non-discriminatory environment for all students and employees, including the complainant. If the College honors the request for confidentiality, a complainant must understand that the College's ability to meaningfully investigate the matter and pursue disciplinary action against the alleged harasser(s) may be limited. Sometimes, the College will not be able to honor a complainant's request because of the need to provide a safe, non-discriminatory environment for all students and employees.

When weighing a complainant's request for confidentiality or that no investigation or discipline be pursued, the Director of Compliance and/or Civil Rights Investigators may consider a range of factors, including, but not limited to the following:

- The increased risk that the alleged offender will continue to engage in harassment and/or discrimination, such as:
  - Whether there have been other harassment/discrimination complaints against the same alleged offender;
  - Whether the alleged offender has a history of harassing or inappropriate conduct from a prior school or employer;
  - Whether the alleged offender threatened further acts of harassment or discrimination against the complainant or others whether the harassing or discriminatory conduct was committed by multiple offenders or against multiple complainants;
- Whether the harassing or discriminatory conduct was perpetrated with a weapon;
- Whether the harassment/discrimination occurred on campus or other property owned or controlled by the College;
- Whether the complainant is a minor;

- Whether the offender is a member of the Ursuline College community;
- Whether the College possesses other means to obtain relevant evidence of the alleged harassment/discrimination (e.g., security cameras or personnel, audio recordings, physical evidence).

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action against the alleged offender, despite the complainant's request.

If the College determines that it cannot honor a complainant's request for confidentiality or that no investigation or discipline be pursued, the College will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with officials responsible for handling the College's response. The College will remain ever mindful of the complainant's well-being and will take ongoing steps to protect the complainant from further harassment/discrimination. Retaliation against the complainant, whether by students or College employees, will not be tolerated.

Pastoral and licensed professional counselors, when acting in their professional capacity, are not considered responsible employees and are not required to report any information to the Director of Compliance regarding complaints of harassment or discrimination. Reports made to these counselors are strictly confidential.

These counselors include: the Campus Minister, Paula Fitzgerald; the College Psychologist, Anita Culbertson; and all other licensed professional counselors in the Office of Counseling and Career Services who provide mental health counseling to members of the College Community, including Jennifer Mooney. As a matter of policy, pastoral and licensed professional counselors are encouraged - if and when they deem it appropriate - to inform persons being counseled of the procedures for filing a formal or informal complaint with the College. Upon request, these counselors will assist the complainant in filing a complaint.

A complainant who speaks to a pastoral or licensed professional counselor must understand that if the complainant wants to maintain confidentiality, the College may not be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged offender. Even so, these counselors will still assist the complainant in receiving other necessary support, such as victim advocacy services and referrals to mental health professionals.

## OPTIONS FOR ADDRESSING HARASSMENT AND DISCRIMINATION

Ursuline College strongly encourages all members of the College community to promptly report all conduct amounting to unlawful harassment or discrimination on the basis of a Protected Class. The College takes all complaints of harassment and discrimination seriously and will work to reach a prompt, impartial, and equitable resolution of the matter.

If you believe you are being harassed and/or discriminated against or you have observed others being harassed and/or discriminated against, you can address the matter in several different ways:

1. Ask the person harassing you or treating you in a discriminatory manner to STOP. In our diverse community, disagreements and conflicts of varying degrees of seriousness are inevitable. Many issues are best resolved informally by direct communication (in person or in writing) between the individuals involved. However, Ursuline College recognizes that in some instances such action may not be appropriate or advisable. In those instances, you may want to pursue one of the following options below.
2. Talk to a confidential resource. You may want to discuss the matter with the Campus Minister or one of the College's licensed professional counselors (see above). These individuals are confidential resources and are not required to convey your complaint or concerns to other College officials. If after speaking with a confidential resource you do not wish to initiate a formal or informal complaint, the confidential resource will take no further action, unless you are seeking support services. If you do wish to make a formal or informal complaint, the confidential resource can assist you with the process and will put you in touch with the appropriate College official.
3. File a written complaint with the Director of Compliance. A member of the Ursuline College community may choose to file a written complaint with the College. Complaints of harassment and/or discrimination should be made to the Director of Compliance. If for any reason you are uncomfortable contacting the Director of Compliance directly to file your complaint, you can always make an initial report to your professor, designated academic advisor, residential hall director or resident assistants, director of student life, assistant dean, supervisor, dean, department head or department chair. Any of these individuals can assist by forwarding your complaint to the Director of Compliance on your behalf or by putting you in touch with an appropriate College official. Once you have officially notified the College's Director of Compliance of your concerns, you will be given the option to pursue either an informal resolution to your complaint or a formal investigation. Please note that the Director of Compliance may decide that the seriousness of an alleged offense makes it necessary to pursue a formal investigation on behalf of the

College, even though the complainant may prefer to pursue informal resolution of the matter. For employees, both the alleged offender and the alleged offender's supervisor will be notified of the complaint

- a. Informal Resolution – Some disputes in the residential halls, academic setting, or the workplace are best resolved informally with the assistance of a resolution facilitator or mediator. To pursue informal resolution through mediation or some other agreed upon method, all necessary parties must agree to participate in the process. The goal of informal resolution is to resolve the matter at the lowest possible level and with the least amount of disruption for all parties involved. Oftentimes, mediations are conducted by the Assistant Dean of Diversity, Yolanda King. The College also utilizes other resolution facilitators or mediators to assist the parties in reaching an informal resolution of the complaint. Informal resolutions may also involve the Director of Compliance and/or Civil Rights Investigators (i) advising the complainant about how to communicate the unwelcome nature of the alleged offender's behavior; or (ii) advising the alleged offender that her/his behavior is inappropriate and must stop.
- b. Formal Investigation – If the matter cannot be resolved through one of the above approaches or the complainant chooses not to pursue one of the above methods, s/he may seek resolution of the matter through a formal investigation. Please note that it is not necessary for a person to go through the informal resolution process first in order to move forward with a formal investigation. Also, a person who initiates a formal investigation may later choose to pursue informal resolution of her/his complaint. See below for procedures used in conducting formal investigations.

#### ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted; however, the College's ability to obtain necessary and additional information may be compromised and the ability to investigate or resolve anonymous complaints may be limited.

#### BAD FAITH COMPLAINTS

This policy shall not be used to bring frivolous or malicious complaints against members of the Ursuline College community.

If the College's investigation reveals that a complaint is made in bad faith or is knowingly false, such complaint shall be dismissed and the person who filed the bad

faith complaint may be subject to disciplinary action. A complaint, however, will not be considered false, frivolous or in bad faith solely because it cannot be corroborated.

#### ACADEMIC/WORK ACCOMMODATIONS AND INTERIM MEASURES

Upon receipt of a harassment or discrimination complaint, the College may implement academic or work accommodations and other interim measures as may be appropriate for the individuals involved or the Ursuline College community at large.

Such accommodations and interim measures may be implemented at any time (before or after receiving a complaint, during the investigation, or upon resolution of the matter) and may include among other things: separation of the parties and/or witnesses, no-contact orders, modified work or class schedules, alternative housing arrangements for students, providing the complainant with an escort to ensure the safe travel between buildings and classes on campus, restrictions on team activities and participation in campus life, a requested leave of absence, interim suspension of the accused pending resolution of the complaint, and any other measures that may be deemed appropriate under the specific circumstances at issue. Interim measures may also become permanent depending upon the outcome of an investigation. The College will attempt to minimize any adverse effects on the complainant when implementing interim measures.

#### PROCEDURES FOR RESOLVING COMPLAINTS

Upon notification of a formal complaint alleging a violation of this Harassment and Discrimination Policy, an investigation into the matter will be conducted in a prompt, fair, thorough, and impartial manner by the Director of Compliance and/or one or more of the College's Civil Rights Investigators, who shall have adequate knowledge and training on how to conduct proper civil rights investigations. The designated investigator(s) shall serve both as the fact-finder and decision-maker. The objectives of the investigation and decision-making process is to:

1. Determine whether the alleged conduct occurred;
2. If yes, determine if the conduct constitutes a violation of this policy;
3. If yes, determine what sanctions should be imposed and what actions will be taken to end the harassing or discriminatory conduct and prevent its recurrence.

If the complainant or the respondent has a concern about the conduct of any investigator or believes that an investigator has a conflict of interest that may impair

the investigator's ability to be fair and impartial, the complainant/respondent should immediately put her/his concerns in writing and submit them to the President of the College for review. The President of the College or the President's designee (if so appointed) will promptly review the matter and issue a timely, written decision.

#### COOPERATION WITH INVESTIGATION AND DISCIPLINARY PROCEDURES

Ursuline College expects all members of the College community to cooperate fully in the investigation and disciplinary procedures. The College recognizes that an individual may be reluctant to participate in the process; nevertheless, any student or member of the faculty or staff who refuses to cooperate in an investigation may be subject to discipline, depending on the particular circumstances. The College also understands that there may be circumstances in which a complainant wishes to limit her/his participation in an investigation. The complainant retains this right and typically will not be subject to discipline for failure to participate.

However, the designated investigator(s) may be required to move forward with an investigation, absent the complainant's participation in the process. In such situations, it may be difficult to ascertain the facts and evidence necessary to reach a just resolution.

If a respondent chooses not to answer any or all questions in an investigation or refuses to participate for any reason, s/he may choose to do so. However, the designated investigator(s) will continue with the investigation process, findings will be reached with respect to the alleged conduct, and the College will issue sanctions, if appropriate. In order to protect the integrity of the investigation and disciplinary processes, all parties and witnesses are expected to maintain the confidentiality of information shared, received, disclosed or revealed during the overall process. However, confidentiality is not required if disclosure is mandated by law, or if disclosure is necessary to report a crime or violation of law, or to engage in concerted activity regarding the terms or conditions of employment, or in relation to the right of a student respondent or complainant to re-disclose the outcome of an investigation under FERPA and/or the Campus Crime Statistics Act (the Clery Act).

#### INITIAL ASSESSMENT OF COMPLAINT/REPORT

The investigative process is initiated when the Director of Compliance receives a complaint or a report of a violation of this policy. The Director of Compliance and/or one or more of the College's Civil Rights Investigators will conduct an initial



assessment of the complaint/report to determine the next steps. Following the initial assessment, one or more of the following actions will be taken:

- If it is determined that the complaint/report, even if substantiated, is outside the scope of this policy or would not rise to the level of a policy violation, the complaint/report may be dismissed or addressed pursuant to another policy (if applicable), or referred to another office or College official for appropriate review and resolution.
- If it is determined that the complaint/report, if substantiated, would constitute a violation of this policy, the appropriate interim measures will be determined and a formal investigation will be initiated, unless the parties have agreed to seek informal resolution of the dispute through mediation or some other agreed upon method.

## FORMAL INVESTIGATION

The following procedures shall apply during a formal investigation:

1. Initial statements (preferably written) describing the incident(s) in question shall be obtained from both the complainant and the respondent and, upon request, each party's statement (or summary thereof prepared by the investigator) shall be shared with the other party, except to the extent any statement contains privileged, confidential, or FERPA-protected information, which shall be determined solely by the College.
2. Both the complainant and the respondent to the complaint will have an equal opportunity to provide evidence and to identify any witnesses that support their position.
3. Interviews shall be conducted of the complainant, the respondent, any witnesses identified by the parties as relevant and necessary to the matter, and any witnesses determined by the investigator(s) to be relevant to the matter. If any witnesses identified by the parties as relevant and necessary to the matter are not interviewed, then the investigator(s) will state, in the written response to the parties, the reason(s) for not conducting the additional interviews.
4. Parties and witnesses may be interviewed more than once in order to gather all relevant information and evidence.
5. All relevant documents and evidence shall be gathered and reviewed by the investigator(s) and, upon request, made available for review by the parties, except to the extent that such documents and/or evidence

contain privileged, confidential, or FERPA-protected information, which shall be determined solely by the College.

6. All investigations will be conducted under a preponderance of the evidence standard, meaning, the investigator(s) will determine whether it is more likely than not that the respondent violated the Harassment and Discrimination Policy.
7. Both the complainant and the respondent may have a single advisor/support person of their choice present during any meetings with the investigator(s). The advisor/support person may not actively participate during any meetings or ask or answer any questions during the meetings. They may advise the parties privately but may not confer with them while the meeting is in progress. The investigator(s) may remove any advisor/support person who distracts or disrupts the investigatory or decision-making processes. While individuals are free to seek legal counsel, attorneys are not permitted to participate in the investigation process or attend meetings as the advisor/support person for the complainant or the respondent.
8. The investigator(s) may record by electronic, stenographic, or other means any meeting, to the extent permitted by law. Other than the official recording made by the investigator(s), no photographs, tape recordings, videotapes, stenographic records, or other recordings of proceedings under this policy may be made by any person. If an official recording has been made, the parties may request permission to listen to the recording at the conclusion of the investigation and prior to filing an appeal. The initial investigator(s) will determine the conditions under which persons will have access to the recording in order to preserve confidentiality. At no point will either party be given a copy of the recording.
9. The investigator(s)' written notes shall not be accessible to either party and shall be deemed confidential.
10. The investigation shall be completed as promptly as possible. Generally, investigations will be completed within 60 days of receipt of the complaint. However, complicated cases, absence of witness, school closings, or other factors may result in longer investigations. If the investigation will exceed 60 days, the investigator(s) will notify the complainant and the respondent.
11. Once the investigation has been completed, the investigator(s) will issue a written report detailing the results of the investigation and whether any sanctions or other corrective measures will be imposed, as appropriate and in compliance with FERPA. The respondent shall not be informed of all remedies offered to the complainant unless they

specifically relate to the respondent, such as a no contact order or no trespass order.

12. The complainant and the respondent shall be informed in writing of the results of the investigation at the same time. For employees, the respondent's supervisor also will be notified of the results of the investigation.

## SANCTIONS

A complaint alleging harassment and/or discrimination does not alone constitute proof of prohibited conduct. As such, the fact that a complaint has been filed against an individual in the past shall not be taken into consideration when evaluating or making decisions regarding the academic or employment status of such individual, unless the previous or current investigation results in a finding of a policy violation. Persons found to be in violation of this policy will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. Possible sanctions include, but are not limited to: oral or written warning/reprimand, loss of privileges, mandatory training or counseling, disciplinary probation, performance improvement plan, last chance agreement, College or social probation, expulsion from school, reassignment, fine, restitution, no-contact order, restriction from specific College programs or activities, housing restriction/relocation, restriction from College employment, demotion, involuntary leave of absence, suspension or termination of employment or contractual status, revocation of tenure, and/or removal and exclusion from Ursuline College property.

## APPEAL PROCEDURES

Upon receipt of the investigator(s)' final written report, each party shall have fourteen (14) consecutive days within which to file a written appeal of the decision with the President of Ursuline College. The President shall then assign the appeal to one or more of the College's Civil Rights Investigators for review. The person(s) reviewing the appeal (the "Appeal Panel") shall not be the same person(s) who issued the final written report and/or investigated the complaint. The Appeal Panel's job shall be to review the pertinent evidence presented and to determine whether the decision initially reached by the investigator(s) was arbitrary and capricious. The Appeal Panel's determination shall be final and binding.

## TRAINING

All individuals designated to serve as investigators and appeal panelists under Ursuline College's harassment/ discrimination, sexual misconduct, and bullying policies (including the College's Director of Compliance / Title IX and Disability Coordinator) receive annual training and education regarding these policies and are trained on how to conduct proper investigations in a prompt, thorough, and impartial manner. Training and certification is conducted by the Office of the General Counsel / Legal Department and by other properly licensed and trained professionals such as Squire Patton Boggs and the Association of Title IX Administrators (ATIXA).