

# PHYSICIAN ASSISTANT STUDIES

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

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

Think.

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

Feel.

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

Know.

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

Do.

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

requires a developed self-awareness and skillset applicable to a variety of medical and professional situations.

The RMC PA Program utilizes a holistic and rolling admissions process. Completed applications will be reviewed on a rolling basis by the PA Admissions Committee. Based on our program goals and outcomes, required prerequisites and preferred factors (listed below and online), selected applicants will be invited to interview for admission. Interviewees will be invited to visit the PA Program to participate in additional non-cognitive assessments that aid in final admissions decisions.

Transfer credits are not accepted. Additionally, there are no advanced placement opportunities or accelerated tracks. All enrolled students must complete each required component of the PA program.

\*Specific questions regarding the application requirements or process can be directed to the Admissions team at [paadmissions@rmc.edu](mailto:paadmissions@rmc.edu).

## General Requirements

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

## Required Prerequisite Coursework

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

- Two semesters of General Biology\* One General Biology course must include a lab component. Other general and upper-level Biology courses will fulfill this requirement (excluding Botany) (7+ credit hours)
- Two semesters of General / Inorganic Chemistry\* (7+ credit hours)
- One semester of Biochemistry (3+ credit hours)
- One semester of Organic Chemistry (3+ credit hours)
- Two semesters of Human Anatomy and Physiology\* (7+ credit hours)
- One semester of General Psychology (3+ credit hours)

- One semester of Statistics (2+ credit hours)
- One semester of College Math or Quantitative and Symbolic Reasoning (3+ credit hours)
- Medical Terminology (1+ credit hour or equivalent)

## Preferred Coursework

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

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

## Clinical Experience

We strongly recommend applicants seek meaningful time and experience within medical environments. This lends incredible perspective for the individual, and can help to shape career passions, views of health and health disparities, and the "real life" experiences of medical providers.

While not currently required, demonstration of meaningful hands-on clinical experience will strengthen a candidate's application.

We do not require a baseline number of clinical experience hours, but we will give preference to applicants who demonstrate volunteer or paid experiences that include significant patient contact.

## Special Considerations

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

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

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

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

\*Information regarding MUA and HPSA sites can be found at [www.HRSA.gov](http://www.HRSA.gov)

## Letters of Reference

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

The following academic policies apply to graduate program in Physician Assistant Studies. Additional program policies and related procedures are available in the PA Student Handbook, which is accessible via the PA Program site (<https://www.rmc.edu/departments/pa/program-information/>).

## Unit of Credit

The PA Program's **credit hour** assignments are based on the Carnegie Unit, as follows:

Credit hour ratio for classroom instruction (lecture / learner) is 1:1

- One credit hour is equivalent to one hour of classroom instruction per week

Credit hour ratio for laboratory instruction (lab and / or small group) is 1:3

- One credit hour is equivalent to three hours of laboratory instruction per week

Credit hour ratio for clinical clerkships is based on the number of weeks of the experience, where each week (60-80 work / self-study / logging hours) is equal to one credit hour.

**Contact hours** are based upon the course's credit hours and modified, as needed, by the mode(s) of instruction used to deliver the course and the length of each Term.

## Grading

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

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

The following applies to each course and syllabus:

- Each syllabus must list the course director, and any / all individuals who will render evaluation of student performance with respect to grades. The course director may utilize input for grade determination from others who have observed or participated in assessment of the student in relation to course or PA Program expectations.
- Each assessment activity, formative or summative (quiz, exam, group evaluation, reflection, preceptor evaluation, etc.) is assigned a relative value within the context of each course.
- Each course assessment activity must be assigned to at least one learning outcome listed on the relevant course syllabus.
- Assessment activity values may be quantitative or qualitative, as determined by the appropriate measurement approach.
- The final grade for each course is assigned by the Course Director, using the grading rubrics outlined in course syllabi.
- Course assessment activities and final course grades may be described as follows, per course syllabi:
  - **Honors:** Performance significantly above expectations for the level of the learner. Equates to a quantitative score between 95 – 100%.

- **Competent:** Appropriate performance for the level of the learner. Equates to a quantitative score between 80 – 94.99%
- **Concern:** Inadequate performance for the level of the learner. Equates to a quantitative score between 70 – 79.99%
- **Failure:** Severely inadequate performance for the level of the learner. Equates to a quantitative score of <70%.
- **Incomplete:** One or more assessment activities is / are missing or incomplete, or the student has entered an approved remediation process.
- **Complete:** Assessment activities, as defined within course syllabi, may also be designated as “Complete” if criteria for the assessment have been met.
- **Withdrawal:** Will be recorded on the transcript if a student resigns from the program, enters a leave of absence, or is administratively dismissed from the program within a semester.
- Students must earn a final course grade of “Competent” on initial assessment or via completion of approved remediation activities in order to remain in good standing within the PA Program.
- Students who earn final course grades of “Concern” or “Failure” or who do not reach assessment activity benchmarks as outlined in each course syllabus will be reviewed by the Committee on Student Development and Progress and may be subject to remediation or dismissal per the Student Progress Policy.
- The *Summative Evaluation*, a requirement for graduation, performed during the final 4 months of the PA Program, does not comprise part of a course. Additional details are available in the Graduation Requirements Policy.

## Student Conduct

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

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

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

- Attendance (PA Policy)
- Dress Code (PA Policy)
- Academic Integrity (PA Policy)
- Grading (PA Policy)
- Identification as a Physician Assistant Student (PA-S) (PA Policy)
- Screenings and Background Checks (PA Policy)
- Technical Standards (PA Policy)

Upon admission to the RMC PA Program, each student begins their journey toward practice readiness, which includes professional identity

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

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

Throughout the curriculum, PA faculty mentor students in the development of professional conduct necessary to achieve the competencies related to professionalism. Students meet with their assigned advisor early in the first term of the Preclinical Phase to develop their plan to achieve academic success and professional development in the Program. Students continue to meet with their assigned advisor at least once every term and during Clinical Phase call-backs to review and revise their plan as necessary. Prior to graduation, students meet with their assigned advisor to determine a plan for ongoing self- assessment. Professional conduct domains are founded in our PA Program’s Values:

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

## Satisfactory Academic Progress

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

1. **Qualitative standards:** Students must demonstrate successful completion of required courses and achievement of published benchmarks (including the Summative Evaluation) in order to progress through the PA curriculum and graduate with the MSPAS degree from Randolph-

Macon College. The PA Program assesses academic and professional performance via final course grades of: Honors (95 – 100%), Competent (80 – 94.99%), Concern (70 – 79.99%), and Failure (<70%), rather than a grade point average. Standards for successful completion of courses and benchmarks are provided in the PA Student Grading Policy and PA Student Progress & Remediation Policy.

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

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

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

The following are examples of hardship and/or circumstances that may be deemed appropriate for a financial aid waiver request: injury or illness of the student, injury, illness or death of an immediate family member or other family difficulty, fire, flood or other catastrophic event, other circumstances beyond the student’s control that occurred during the term in which the student was not able to meet the academic progress requirements.

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

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

Financial aid waivers are reviewed by the Satisfactory Academic Progress Committee and the student is notified of the outcome via their RMC

email. If granted a one-time waiver, a student’s federal and institutional aid may be reinstated for a period of one or two semesters. At the end of each waiver period, the student must be meeting the minimum SAP requirements. If the student is not meeting the minimum standards, they will be ineligible for federal and institutional aid until they are meeting minimum SAP requirements. All decisions made by the Satisfactory Academic Progress Committee are final and cannot be appealed.

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

## Progress & Remediation

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

The CSDP is comprised of the Director of Preclinical Education, who serves as the CSDP Chair, the Director of Clinical Education, and any other two members of the PA faculty (to include instructional faculty) as appointed by the Program Director. CSDP recommendations are to be based on this policy and procedure. The PA Program Director makes all final decisions regarding dismissal and deceleration of students from the PA Program.

Students are referred to the CSDP for the following reasons:

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

The following definitions apply to this policy and procedure:

- **Good Standing:** Formal demonstration of competent academic and professional progress within the PA Program.
- **Dismissal:** A program-initiated permanent removal of a student from the PA Program.
- **Deceleration:** The loss of a student from the cohort with whom they entered the program, who remains matriculated in the program with another cohort. The PA Program does not offer deceleration during the Preclinical phase but may offer deceleration during the Clinical Phase of the program.
- **Remediation:** The PA Program’s applied process for addressing deficiencies in a student’s knowledge, attitudes, and / or skills, such that the correction of deficiencies is measurable and can be documented.
- **Resignation:** a student-initiated removal of themselves from the PA Program.
- **Academic / Professional Warning:** Demonstration of academic / professional deficiencies that reflect a need for

additional support and monitoring by the CSDP. Students on Academic / Professional Warning are deemed “at risk” and not in “good standing” and will not be allowed to progress from the Preclinical Phase to the Clinical Phase, participate in the *Summative Evaluation*, or progress to graduation. The following situations may constitute Academic / Professional Warning:

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

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

## Dismissal

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

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

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

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

## Resignation

Enrolled PA Students may resign from the PA Program at any time, for any reason. Students who resign from the PA Program may be eligible for reapplication to the PA Program. The Committee on Student Development and Progress makes the determination of eligibility for reapplication to the PA Program. Policies regarding refunds of tuition and fees are published separately.

## Leaves of Absence

Enrolled PA students are eligible to apply for a Leave of Absence (LOA) from the PA Program of Randolph-Macon College. Due to the constructivist design of the Preclinical Phase, it is not recommended that students request a Leave of Absence during this time. The PA Program Director has the authority to approve or deny LOA requests. LOAs may be granted by the Program Director in prescribed situations, as listed below:

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

The maximum term of a LOA is 12 months. If approved, the official start date of the LOA will be the date of receipt of the student’s written request for LOA. The official date is used to determine any tuition refunds or outstanding balances. Students who are absent from the Program for a total of 12 months or longer (all periods of absence are included in this total) will be required to reapply to the PA Program.

All students granted a LOA must inform the Program Director, in writing, of their intent to return to the Program or as determined on the approved LOA request. All students granted a LOA must meet with the Committee on Student Development and Progress (CSDP) prior to reenrollment to determine if reenrollment is appropriate. The CSDP will make recommendations to support the student’s academic success and professional development in the Program. The CSDP will not require students to retake courses in which the student earned a grade of “Competent” or higher upon reenrollment but will require students to demonstrate acquisition of Program learning outcomes associated with previously completed terms and the term in which the student was granted a LOA. If the student is unable to demonstrate competency, then the student will be denied entry and must reapply to the program. If successfully readmitted, the student must begin at the start of the

curriculum with the new cohort to which they have been assigned. Students are not to complete any coursework while on leave from the PA Program.

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

## Student Grievance & Appeal

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

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

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

## Grade Appeal

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

## Student Records

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

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

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

PA students and other unauthorized persons must not have access to academic records or other confidential information of other students or

faculty. The College's policy regarding disclosure of student records is located at: <https://www.rmc.edu/offices/registrar/disclosure-of-student-records> (<https://www.rmc.edu/offices/registrar/disclosure-of-student-records/>).

## Degree Requirements

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

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

Students who do not meet each of the above requirements may not be eligible for graduation or may graduate late. Contained within the first bullet above are defined aspects of cognitive and non-cognitive growth expected of each student graduating from the PA Program. Syllabi contain specific elements that guide student attainment and demonstration of the knowledge, skills, and attitudes required for entry into practice. Demonstration of professional behavior is key to the overall development of each PA graduate and is highlighted within each course syllabus.

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

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

## Required PA Program Courses

Code	Title	Hours
PASD 601	Anatomy with Lab I	2
PASD 602	Anatomy with Lab II	2
PASD 603	Anatomy with Lab III	2
PASD 604	Anatomy with Lab IV	2
PASD 611	Clinical Science I	2
PASD 612	Clinical Science II	2
PASD 613	Clinical Science III	2
PASD 614	Clinical Science IV	2
PASD 621	Physical Assessment with Lab I	2
PASD 622	Physical Assessment with Lab II	2
PASD 623	Physical Assessment with Lab III	2
PASD 624	Physical Assessment with Lab IV	2
PASD 631	Clinical Medicine I	8
PASD 632	Clinical Medicine II	8
PASD 633	Clinical Medicine III	8
PASD 634	Clinical Medicine IV	8
PASD 641	Diagnostic Studies I	1
PASD 642	Diagnostic Studies II	1

PASD 643	Diagnostic Studies III	1
PASD 644	Diagnostic Studies IV	1
PASD 651	Differential Diagnosis I	1
PASD 652	Differential Diagnosis II	1
PASD 653	Differential Diagnosis III	1
PASD 654	Differential Diagnosis IV	1
PASD 661	Pharmacotherapeutics & Clinical Interventions I	2
PASD 662	Pharmacotherapeutics & Clinical Interventions II	2
PASD 663	Pharmacotherapeutics & Clinical Interventions III	2
PASD 664	Pharmacotherapeutics & Clinical Interventions IV	2
PASD 671	Evidence-Based Medicine & Professional Practice I	1
PASD 672	Evidence-Based Medicine & Professional Practice II	1
PASD 673	Evidence-Based Medicine & Professional Practice III	1
PASD 674	Evidence-Based Medicine & Professional Practice IV	1
PASD 700	Family Medicine Clerkship	6
PASD 701	Internal Medicine Clerkship	6
PASD 702	Behavioral Medicine Clerkship	6
PASD 703	Emergency Medicine Clerkship	6
PASD 704	Pediatrics Clerkship	6
PASD 705	Women's Health Clerkship	6
PASD 706	Surgery Clerkship	6
PASD 707	Graduate Seminar	6

**Total Hours** **124**

#### **PASD 601 - Anatomy with Lab I (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the first in a series of four anatomy with lab courses. The lectures are linked with virtual dissection modules in a laboratory experience and completed by group and individual work. This course examines human embryology and organ systems that correlate with topics in the other courses during this term which include the integumentary system, head, eyes, ears, nose, throat system, hematologic system, pulmonary system, and cardiac system.

#### **PASD 602 - Anatomy with Lab II (2 Hours)**

This is a 2-credit hour course offered in tandem with clinical medicine by organ system. It is the second in a series of four anatomy with lab courses. The lectures are linked with virtual dissection modules in a laboratory experience and completed by group and individual work. This course examines human embryology and organ systems that correlate with topics in the other courses during this term which include the gastrointestinal system, genitourinary system, renal system, endocrinology system, and the neurologic system.

#### **PASD 603 - Anatomy with Lab III (2 Hours)**

This is a 2-credit hour course offered in tandem with the clinical medicine course series by organ system. It is the third in a series of four anatomy with lab courses. The lectures are linked with virtual dissection modules in a laboratory experience and completed by group and individual work. This course examines human embryology and organ systems that correlate with topics in the other courses during this term which include the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

#### **PASD 604 - Anatomy with Lab IV (2 Hours)**

This is a 2-credit hour course offered in tandem with clinical medicine by organ system. It is the fourth in a series of four anatomy with lab courses. The lectures are linked with virtual dissection modules in a laboratory experience and completed by group and individual work. This course examines human embryology and organ systems that correlate with topics in the other courses during this term which include pediatrics, geriatrics, the reproductive system, and infectious disease.

#### **PASD 611 - Clinical Science I (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the first in a series of four clinical science courses. The lectures are given in a face-to-face and asynchronous platform and emphasize the physiology, pathophysiology, microbiology, and genetic basis of health and disease associated with the integumentary system, head, eyes, ears, nose, throat, oral health, hematologic system, pulmonary system, and cardiac system.

#### **PASD 612 - Clinical Science II (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the second in a series of four clinical science courses. The lectures are given in a face-to-face and asynchronous platform and emphasize the physiology, pathophysiology, microbiology, and genetic basis of health and disease associated with the gastrointestinal system, genitourinary system, renal system, endocrinology system, and the neurologic system.

#### **PASD 613 - Clinical Science III (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the third in a series of four clinical science courses. The lectures are given in a face-to-face and asynchronous platform and emphasize the physiology, pathophysiology, microbiology, and genetic basis of health and disease associated with the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

#### **PASD 614 - Clinical Science IV (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the fourth in a series of four clinical science courses. The lectures are given in a face-to-face and asynchronous platform and emphasize the physiology, pathophysiology, microbiology, and genetic basis of health and disease associated with pediatrics, geriatrics, the reproductive system, and infectious disease.

#### **PASD 621 - Physical Assessment with Lab I (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the first in a series of four physical assessment courses. The lectures are given prior to the lab and emphasize the history and physical examination findings associated with the health and disease of the integumentary system, head, eyes, ears, nose, throat, oral health, hematological system, pulmonary system, and the cardiovascular system.

#### **PASD 622 - Physical Assessment with Lab II (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the second in a series of four physical assessment courses. The lectures are given prior to the lab and emphasize the history and physical examination findings associated with the health and disease of the gastrointestinal system, genitourinary system, renal system, endocrinology system and neurologic system.

**PASD 623 - Physical Assessment with Lab III (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the third in a series of four physical assessment courses. The lectures are given prior to the lab and emphasize the history and physical examination findings associated with the health and disease of the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

**PASD 624 - Physical Assessment with Lab IV (2 Hours)**

This is a 2-credit hour course offered in tandem with the Clinical Medicine course series by organ system. It is the fourth in a series of four physical assessment courses. The lectures are given prior to the lab and emphasize the history and physical examination findings associated with the health and disease of pediatrics, geriatrics, the reproductive system, and infectious disease.

**PASD 631 - Clinical Medicine I (8 Hours)**

This is an 8-credit hour course and the first in a series of four. This course includes lectures and small-group problem-based learning. Lectures are given in a face-to-face format and emphasize the patient presentation, physical examination findings, risk factors, laboratory and diagnostic studies, differential diagnosis, therapeutic approaches, public health, and patient education related to health and disease of the integumentary system, head, eyes, ears, nose, throat, oral health, hematology system, pulmonary system and cardiovascular system.

**PASD 632 - Clinical Medicine II (8 Hours)**

This is an 8-credit hour course and the second in a series of four. This course includes lectures and small-group problem-based learning. Lectures are given in a face-to-face format and emphasize the patient presentation, physical examination findings, risk factors, laboratory and diagnostic studies, differential diagnosis, therapeutic approaches, public health, and patient education related to health and disease of the gastrointestinal system, genitourinary system, renal system, endocrinology system and neurologic system.

**PASD 633 - Clinical Medicine III (8 Hours)**

This is an 8-credit hour course and the third in a series of four. This course includes lectures and small-group problem-based learning. Lectures are given in a face-to-face format and emphasize the patient presentation, physical examination findings, risk factors, laboratory and diagnostic studies, differential diagnosis, therapeutic approaches, public health, and patient education related to health and disease of the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

**PASD 634 - Clinical Medicine IV (8 Hours)**

This is an 8-credit hour course and the fourth in a series of four. This course includes lectures and small-group problem-based learning. Lectures are given in a face-to-face format and emphasize the patient presentation, physical examination findings, risk factors, laboratory and diagnostic studies, differential diagnosis, therapeutic approaches, public health, and patient education related to health and disease of pediatrics, geriatrics, the reproductive system, and infectious disease.

**PASD 641 - Diagnostic Studies I (1 Hour)**

This is the first in a series of four Diagnostic Studies courses. Through lectures and case-based application, this course correlates laboratory studies, radiologic studies and other diagnostic modalities to the health and diseases states of the following organ systems: integumentary system, head, eyes, ears, nose, throat, oral health, hematology system, pulmonary system, and cardiovascular system.

**PASD 642 - Diagnostic Studies II (1 Hour)**

This is the second in a series of four Diagnostic Studies courses. Through lectures and case-based application, this course correlates laboratory studies, radiologic studies and other diagnostic modalities to the health and diseases states of the following organ systems: gastrointestinal system, genitourinary system, renal system, endocrinology system and neurologic system.

**PASD 643 - Diagnostic Studies III (1 Hour)**

This is the third in a series of four Diagnostic Studies courses. Through lectures and case-based application, this course correlates laboratory studies, radiologic studies and other diagnostic modalities to the health and diseases states of the following organ systems: musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

**PASD 644 - Diagnostic Studies IV (1 Hour)**

This is the fourth in a series of four Diagnostic Studies courses. Through lectures and case-based application, this course correlates laboratory studies, radiologic studies and other diagnostic modalities to the health and diseases states of the following organ systems: pediatrics, geriatrics, the reproductive system, and infectious disease.

**PASD 651 - Differential Diagnosis I (1 Hour)**

This is the first in a series of four Differential Diagnosis courses. Through case-based presentations, this course encourages the development of a list of disorders that present with similar clinical features. This course will cover chief complaints related to the organ systems in the Clinical Medicine course series which include the integumentary system, head, eyes, ears, nose, throat, hematologic system, pulmonary system, and cardiac system.

**PASD 652 - Differential Diagnosis II (1 Hour)**

This is the second in a series of four Differential Diagnosis courses. Through case-based presentations, this course encourages the development of a list of disorders that present with similar clinical features. This course will cover chief complaints related to the organ systems in the Clinical Medicine course series which include the gastrointestinal system, genitourinary system, renal system, endocrinology system and neurologic system.

**PASD 653 - Differential Diagnosis III (1 Hour)**

This is the third in a series of four Differential Diagnosis courses. Through case-based presentations, this course encourages the development of a list of disorders that present with similar clinical features. This course will cover chief complaints related to the organ systems in the Clinical Medicine course series which include the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

**PASD 654 - Differential Diagnosis IV (1 Hour)**

This is the fourth in a series of four Differential Diagnosis courses. Through case-based presentations, this course encourages the development of a list of disorders that present with similar clinical features. This course will cover chief complaints related to the organ systems in the Clinical Medicine course series which include the pediatrics, geriatrics, the reproductive system, and infectious disease.

**PASD 661 - Pharmacotherapeutics & Clinical Interventions I (2 Hours)**

This is the first in a series of four courses that correlates pharmacology and other clinical interventions to the application of disease and injury of the organ systems and special populations of the integumentary system, head, eyes, ears, nose, throat, hematologic system, pulmonary system, and cardiovascular system.



**PASD 662 - Pharmacotherapeutics & Clinical Interventions II (2 Hours)**

This is the first in a series of four courses that correlates pharmacology and other clinical interventions to the application of disease and injury of the organ systems and special populations of the gastrointestinal system, genitourinary system, renal system, endocrinology system and neurologic system.

**PASD 663 - Pharmacotherapeutics & Clinical Interventions III (2 Hours)**

This is the first in a series of four courses that correlates pharmacology and other clinical interventions to the application of disease and injury of the organ systems and special populations of the musculoskeletal system, psychiatry/behavioral health, surgery, and emergency medicine.

**PASD 664 - Pharmacotherapeutics & Clinical Interventions IV (2 Hours)**

This is the first in a series of four courses that correlates pharmacology and other clinical interventions to the application of disease and injury of the organ systems and special populations of pediatrics, geriatrics, the reproductive system, and infectious disease.

**PASD 671 - Evidence-Based Medicine & Professional Practice I (1 Hour)**

This is the first in a series of four courses that applies evidence-based medicine and clinical practice guidelines to clinical decision making. The course uses electronic databases to assist in clinical decision making, explores legal and ethical decision making in clinical practice, and provides a framework for using medical literature. Professional practice topics such as the history of the profession, the PA role in clinical practice, health care teams, and public health are covered in this first course.

**PASD 672 - Evidence-Based Medicine & Professional Practice II (1 Hour)**

This is the second in a series of four courses that applies evidence-based medicine and clinical practice guidelines to clinical decision making. The course uses electronic databases to assist in clinical decision making, explores legal and ethical decision making in clinical practice, and provides a framework for using medical literature. Professional practice topics such as medical ethics, laws, regulations, provider wellness, provider burnout, and the impaired provider are covered in this course.

**PASD 673 - Evidence-Based Medicine & Professional Practice III (1 Hour)**

This is the third in a series of four courses that applies evidence-based medicine and clinical practice guidelines to clinical decision making. The course uses electronic databases to assist in clinical decision making, explores legal and ethical decision making in clinical practice, and provides a framework for using medical literature. Professional practice topics such as public health, patient advocacy, interprofessional patient-centered teams, and the business of health care are covered in this course.

**PASD 674 - Evidence-Based Medicine & Professional Practice IV (1 Hour)**

Evidence-Based Medicine and Professional Practice IV is the fourth in a series of four courses that applies evidence-based medicine and clinical practice guidelines to clinical decision making. The course uses electronic databases to assist in clinical decision making, explores legal and ethical decision making in clinical practice, and provides a framework for using medical literature. Professional practice issues such as palliative care, hospice, electronic medical record, quality improvement, coding, billing, licensing, credentialing, and the business of medicine are covered in this course.

**PASD 700 - Family Medicine Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the Primary Care setting. The student may be required to travel to the clinic and /or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 701 - Internal Medicine Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the inpatient or outpatient general medicine setting. The student may be required to travel to the clinic and /or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 702 - Behavioral Medicine Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the behavioral medicine setting. The student may be required to travel to the clinic and /or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 703 - Emergency Medicine Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the Emergency Medicine setting. The student may be required to travel to the clinic and /or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 704 - Pediatrics Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the Pediatric setting. The student may be required to travel to the clinic and /or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 705 - Women's Health Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the Women's Health setting. The student may be required to travel to the clinic and / or hospital during this rotation. The student should expect to be involved in patient care, including taking call, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation/site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 706 - Surgery Clerkship (6 Hours)**

This rotation is a 6-week experience in the management of common and/or important conditions and chief complaints in the surgery setting to include pre-operative care, intra-operative care, and post-operative care. The student may be required to travel to clinic and/or hospital during this rotation. The student should expect to be involved in patient care, including taking calls, making rounds and other associated opportunities. The average time spent will be between 60-80 hours per week (this includes time spent in the clinical setting and additional time for studying, case logging, and assignment completion outside of the clinical setting). Specific schedules are to be determined by the rotation / site preceptor. Students will be expected to log their patient encounters that are included in the time expectation.

**PASD 707 - Graduate Seminar (6 Hours)**

This rotation is a 6-week call-back that involves on-campus board review as well as the presentation of the graduate project. Students will present a patient case from their clinical year experiences to the faculty and peers in a formal lecture-based format. The faculty will also provide board review based on organ systems according to the NCCPA Blueprint for the PANCE exam. Students will utilize self-assessments to individualize a study plan that will be reviewed and approved by their academic advisor.