

**LENOIR-RHYNE
UNIVERSITY**

**Master of Science in
Physician Assistant Studies**

LENOIR-RHYNE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
Master of Physician Assistant Studies Program

MSPAS Student Policy Manual
Class of 2027

Guide to Policies and Procedures
For Students in the PA Program

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Contents

1.0 WELCOME	10
2.0 PROGRAM INFORMATION	11
2.1 About the MSPAS Program.....	11
2.2 History.....	11
2.2.1 Lenoir-Rhyne University	11
2.2.2 Master of Science in Physician Assistant Studies Program	12
2.3 PA Program Principal Faculty and Staff	12
2.4 Program Contact Information.....	14
2.5 Handbook Purpose, Policies, and Updates.....	14
2.6 Accreditation Status – Lenoir-Rhyne University.....	15
2.7 MSPAS Program Accreditation Status (Standard A3.12a)	16
2.7.1 Filing a Concern about the Program’s Compliance with Policies and/or Standards with ARC-PA.....	17
2.8 University Student Contact Resources	17
2.9 University Administration.....	19
2.10 Mission and Vision: (Standard A2.05a, B1.01).....	20
2.11 Organizational Charts	22
3.0 PROGRAM ASSESSMENT	22
3.1 Assessment Process.....	22
3.2 LRU Core Values.....	22
3.3 Program Goals (A2.05a, B1.01a).....	23
3.4 Student Role in Assessment	23
3.5 Alumni Role in Assessment.....	23
3.6 Other Assessments	23
4.0 MSPAS PROGRAM POLICIES – ADMINISTRATIVE ASPECTS.....	23
4.1 Admissions Policies and Practices	23
4.1.1 Admissions Process	24
4.1.2 Notice of Non-Discrimination.....	24
4.1.2.1 Title IX at Lenoir-Rhyne University	25
4.1.2.2 Allegations of Student Mistreatment	26
4.1.3 Admission Deferral.....	28
4.1.4 Conditional Letter of Acceptance.....	29
4.1.5 Advanced Standing or Transfer Credit (Standard A3.13c)	29
4.1.6 Admission and Enrollment Practices that Favor Specific Individuals or Groups (Standard A3.13a).....	29

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.1.7 Students Selected for Admission.....	29
4.2 Technical Standards.....	29
4.2.1 Observation and Cognitive Skills	30
4.2.2 Communication Skills	31
4.2.3 Psychomotor Skills and Stamina	32
4.2.4 Intellectual, Conceptual, and Integrative Abilities	32
4.2.5 Affective, Behavioral, and Social Capabilities	33
4.3 Testing Accommodation Provision to the Program’s Technical Standards.....	33
4.4 Disability Services	34
4.5 Enrollment	36
4.5.1 Enrollment Process.....	36
4.5.2 Enrollment Requirements	36
4.5.2.1 Immunization Policy	37
4.5.2.2 Other Health Documentation Requirements	39
4.5.2.3 Substance Abuse Testing.....	39
4.5.2.4 Background Check.....	39
4.5.2.5 Enrollment Fees	41
4.5.3 MSPAS Program Tuition and Fees	41
4.5.4 Payment of Educational Costs.....	41
4.5.5 Payment Plans	42
4.6 Confidentiality of Information – Student Records.....	43
4.6.1 The Family Educational Rights and Privacy Act (FERPA)	44
4.6.2 Definitions as Related to FERPA Policy and Practice.....	45
4.6.3 University Notification of Policy.....	45
4.6.4 Release of Information/Records	46
4.6.5 Release of Directory Information.....	46
4.6.6 Procedure to Inspect Educational Records	47
4.6.7 Release of Student Information by the MSPAS Program	48
4.6.8 MSPAS Program Record Storage and Security	48
4.6.9 Lost Records/Program Materials Replacement	51
4.6.10 Student Information Form	51
4.7 Confidentiality of Information – Health-Related Data	51
4.7.1 HIPAA Compliance.....	51
4.7.2 HIPAA Training.....	52
4.8 Employment During LRU MSPAS Program (Standard A3.15e)	52

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.8.1 Other Caveats Related to Employment: (Standard A3.04 and A3.05)	52
4.9 Extra-Curricular Activities	53
4.10 Job Placement and LRU Career Center	53
4.11 Health and Safety (Standard A1.02g)	53
4.11.1 Safety & Emergency Preparedness on LRU MSPAS Program Campus	54
4.11.2 Safety and Security at ValleySim Hospital of Catawba Valley Community College	54
4.11.3 Safety at Clinical Rotation Site (Standard A1.02g)	54
4.11.4 Health Conditions/Change in Health Status/ Sickness/Absenteeism/ Bereavement Policy.....	54
4.11.5 Health Risks	56
4.11.6 OSHA Training	56
4.11.7 Biohazard Exposures (Standard A3.08)	56
4.11.8 Injury or Medical Emergencies of a Student During Program Activities.....	57
4.11.9 Emergency Operations Plan For Lenoir-Rhyne University	57
4.11.10 Adverse Weather.....	58
4.11.11 Health Services at Lenoir-Rhyne University	58
4.12 Alumni Relations.....	59
5.0 MSPAS PROGRAM POLICIES AND PRACTICES – ACADEMICS.....	60
5.1 Curriculum	60
5.1.1 Didactic Phase	60
5.1.2 Experiential Phase (Clinical Year)	60
5.2 Progression through the Curriculum (Standard A3.15b).....	61
5.2.1 Academic Calendar - Didactic Phase	61
5.2.2 Academic Calendar - Clinical Phase.....	61
5.2.2.1 Holidays.....	62
5.2.3 Retention & Progression Requirements/Criteria	62
5.2.4 Categories of Academic and Professional Standing	62
5.2.5 Academic Warning, Probation & Dismissal: Maintaining Status in Program.....	62
5.2.6 Reasons for Dismissal	64
5.2.7 Student Success Committee.....	64
5.2.8 Academic Appeals Regarding Admission, Dismissal, Readmission, or Graduation.....	64
5.2.9 Grade Appeals	65
5.2.10 Non-Academic Probation, Dismissal, And Appeal.....	66
5.2.11 Non-Academic Appeals	66
5.2.12 Emergency Removal.....	67
5.2.13 Remediation Plans.....	67

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2.14 Readmission Following Dismissal Policy.....	67
5.2.15 Progress Toward Degree and Application for Graduation	67
5.3 Advanced Standing or Transfer Credit.....	67
5.4 PA Program Competencies (Learning Outcomes) (Standards A2.05a, A3.12g, B1.01b, B4.03)	67
5.4.1 Medical Knowledge (MK)	67
5.4.2 Interpersonal & Interprofessional Skills (IP).....	68
5.4.3 Clinical and Technical Skills (TS)	68
5.4.4 Clinical Reasoning & Problem Solving (CR)	68
5.4.5 Professional Behaviors (PB).....	69
5.4.6 Healthcare Finance & Systems (HF)	69
5.4.7 Society and Population Health (SH)	69
5.5 Interprofessional Education	69
5.6 CPR, ACLS, and PALS Certification	70
5.7 Human Subjects in MSPAS Education.....	70
5.8 Summative Evaluation (Standard B4.03)	70
5.9 Academic Standing	72
5.9.1 Grading Policy.....	72
5.9.2 Grading System	72
5.9.3 Conditions for Testing	73
5.10 Academic Success	73
5.10.1 Satisfactory Academic Progress	74
5.10.2 Academic and Clinical Advising Policy.....	74
5.11 Academic Difficulty.....	74
5.11.1 Academic and Clinical Intervention.....	74
5.11.2 Academic Probation	74
5.11.3 Remediation (Standard A3.15c)	75
5.11.4 Reassessment Opportunity: Exam or Assignment Remediation During Didactic Phase	76
5.11.5 Remediation of Didactic Phase Course	76
5.11.6 Clinical Phase Remediation	77
5.11.7 Deceleration (Standard A3.15c)	77
5.11.8 Dismissal Policy - Dismissal from MSPAS Program.....	79
5.11.9 Withdrawal from University.....	80
5.11.10 Leave of Absence Policy (Non-Academic)	80
5.12 Graduation Requirements (Standard A3.15).....	81
5.12.1 Graduation Audit.....	82

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.12.2 Graduation for MSPAS Students	83
6.0 BEHAVIORS/STANDARDS OF CONDUCT.....	83
6.1 Community Standards Good Neighbor Policy (Please see University Student Handbook).....	83
6.1.1 Drug and Alcohol Policy/Substance Abuse.....	84
6.2 Cultural Sensitivity and Diversity Policy (Standard A1.11)	86
6.3 Academic Misconduct: THE ACADEMIC INTEGRITY SYSTEM	86
6.4 Professional Behavior Policy.....	91
6.5 Attendance Policy	96
6.5.1 Attendance Policy.....	96
6.5.2 Additional Attendance Policy that applies to all courses in the MSPAS Program	96
6.5.3 Tardiness	98
6.6 Testing Time Standard and Procedures.....	98
6.7 Communication with the MSPAS Program	99
6.8 Dress Code for Classroom, Lab and Clinicals	99
6.9 Professional Image.....	101
6.9.1 American Academy of PAs (AAPA)	101
6.9.1.1 AAPA Guidelines for Ethical Conduct	101
6.9.1.2 Student Membership in AAPA.....	101
6.9.2 Professional Image Difficulties	101
6.10 Laboratory and Classroom Use Policy	101
6.11 Professional Use of Electronic Devices/Technology.....	102
6.11.1 Cell phones/Other Communication Devices	102
6.11.2 Social Media Policy.....	103
7.0 UNIVERSITY STANDARDS AND PRACTICES.....	104
7.1 Non-Discrimination Statement Title IX Policies & Procedures	104
7.2 Commitment to Diversity, Equity & Inclusion (Standard A1.11)	106
7.3 American with Disabilities Act (ADA) Compliance.....	107
7.4 Equal Opportunity/Anti-Harassment Policy	107
7.5 University Sanctions, Hearings and Appeals.....	108
7.6 Student Conduct & Grievance Policy and Procedures (Standards A1.02i, A3.15).....	109
7.7 Other Policies.....	110
8.0 STANDARDS OF PROFESSION	110
8.1 Guidelines for Ethical Conduct for the PA Profession (Standard B2.18)	110
9.0 CAMPUS RESOURCES	110
9.1 Learning Resources.....	111

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

9.2 Student Success and Support	111
9.2.1 Academic Advising.....	112
9.2.2 Student Success & Academic Support.....	112
9.2.3 Student Life	112
9.2.3.1 Student Health Services	113
9.2.4 Library Services.....	114
9.2.5 Employment/Career Services.....	114
9.2.6 Writing Support Services.....	115
9.3 Technology.....	115
9.3.1 IT Services.....	115
10.0 GUIDE TO THE CLINICAL PHASE	116
10.1 Curricular Aspects.....	116
10.1.1 Curriculum.....	116
10.1.2 Clinical Rotations (Supervised Clinical Practice Experiences)	117
10.1.3 Clinical Rotation Schedule	117
10.1.4 Call Back Sessions	117
10.1.5 Remediation	118
10.1.5.1 Clinical Rotation Action Plan	118
10.1.5.2 Clinical Seminar Course Remediation	126
10.1.5.3 Clinical Summative Remediation.....	127
10.1.6 Graduation Requirements.....	127
10.1.6.1 Graduation Audit.....	127
10.1.6.2 Graduation for MSPAS Students	127
10.2 Clinical Phase Assessment	127
10.2.1 Summative Evaluation.....	127
10.2.2 Clinical Rotation Course Assessment	127
10.2.2.1 End of Rotation (EOR) Examination	128
10.2.2.2 Clinical Skills Evaluation	128
10.2.2.3 Case Presentation	128
10.2.2.4 End of Rotation Preceptor Evaluations of Student	129
10.2.2.5 Weekly Preceptor Evaluation Forms	130
10.2.2.6 Assignments.....	130
10.2.2.7 Professionalism	131
10.2.3 Student Assessment of Site & Preceptor	132

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.2.4 Faculty Assessment of Site	132
10.2.5 Conditions for Testing	132
10.2.6 Academic Misconduct	132
10.3 Policies and Practices for Clinical Year	132
10.3.1 Roles and Responsibilities for Clinical Year	133
10.3.1.1 Director of Clinical Education	133
10.3.1.2 Instructors	133
10.3.1.3 Clinical Sites	133
10.3.1.4 Preceptors	133
10.3.1.5 Physician Assistant Students (PA-S).....	134
10.3.2 Clinical Year Attendance	136
10.3.3 Patients.....	137
10.3.4 Clinical Encounter Chaperones	137
10.3.5 Assignment to Clinical Rotations.....	138
10.3.6 Requests for Rotations	138
10.3.7 Student Initiated Clinical Request	139
10.3.8 Conflicts of Interest	139
10.3.9 Issues or Concerns.....	139
10.3.9.1 Confidentiality.....	139
10.3.10 Travel and Living Expenses.....	139
10.3.11 Safety at Clinical Sites.....	140
10.3.11.1 Severe Weather.....	140
10.3.11.2 Student Injury or Medical Emergency During a Clinical Affiliation	140
10.3.11.3 Injury from Sharps/Need stick, and/or Exposed Mucous Membrane	141
10.3.12 Liability Insurance.....	141
10.3.13 Health Documentation Requirements	141
10.3.14 Additional Documentation: Background Check, Drug Screening, Proof of Current Health Insurance Coverage, etc.....	142
10.3.15 Clinical Supervision.....	142
10.3.16 Patient Encounter/Procedures and Time Logging	142
10.4 Professionalism Components	143
10.4.1 Punctuality and Attendance during the Clinical Phase	143
10.4.2 Dress Code for Clinical Rotations	144
10.4.3 Professional Behavior and Communication	144

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.5 Physician Assistant Professional Oath	145
AGREEMENT OF ACKNOWLEDGEMENT AND RECEIPT	146
Appendix 1	147
Organizational Chart.....	147
Appendix 2	148
Student Emergency Contact Authorization	148
Appendix 3	149
PA Program Incident Report.....	149
Appendix 4	150
Human Subjects in MSPAS Education Consent	150
Appendix 5	151
Excused Absence Request	151
Appendix 6	152
Non-Patient Photo Release Form	152
Appendix 7	153
Student Mentoring/Advising Form.....	153
Appendix 8	154
Didactic Remediation Flowcharts	154
Appendix 9	156
Clinical Remediation Flowcharts	156
Appendix 10	165
Clinical Year Preference Sheet.....	165

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program



1.0 WELCOME

I would like to formally welcome you to the Lenoir-Rhyne University (LRU) Master of Science in PA Studies (MSPAS) Program. We are pleased that you have chosen to join us for your education at Lenoir-Rhyne University, and we look forward to working with you to help you achieve your professional goals.

As a beginning PA student, you are entering the professional world of medicine. As a PA, you will be afforded the respect, trust, and honor of caring for patients. With this privilege comes a great responsibility and the ability to affect the lives and health of your patients. We are confident you will regard becoming a physician assistant as one of your life's most significant milestones and rewarding decisions. The PA profession is one of the fastest growing healthcare professions in the United States as we all work to improve healthcare access.

Most PAs look back at their student experience as one of the most challenging times in their lives. During the next two years you will be concentrating on learning the medical knowledge and skills that are the foundation of our practice of medicine as PAs and medical providers. The faculty and staff of our program are committed to your success, and we wish each of you a bright future as healthcare leaders and providers.

I look forward to working with you during your educational experience. I sincerely hope that your time at Lenoir-Rhyne is filled with wonderful memories, a strong desire for life-long learning and a profound dedication to serving the health of others.

Wesley N. Reid DMSc, PA-C
PA Program Director

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

2.0 PROGRAM INFORMATION

2.1 About the MSPAS Program

Our program is an intense 24-month PA education curriculum. Our program is designed to challenge each student to build on their unique educational background and experience. The Lenoir-Rhyne (LR) program incorporates interprofessional practice in the classroom and through our LR Clinic in conjunction with Greater Hickory Cooperative Christian Ministries. Students engage in laboratory and simulation exercises using state-of-the-art equipment and facilities, on-campus and in Hickory, such as the Sectra Anatomy table and the Catawba Valley Sim Hospital. Consistent with our mission and vision, you will learn and grow in a student-centered environment that focuses on equitable medical care for all patients.

The LR PA program is located in Hickory, a beautiful city in the western part of North Carolina in the Foothills of the Appalachian Mountains. LR is a co-educational, private liberal arts institution affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America welcoming students from diverse backgrounds and faiths. LR's core values of Excellence, Integrity, Care, and Curiosity are manifested in each graduate and undergraduate program offered. The Master of Science in Physician Assistant Studies Program at Lenoir-Rhyne University is a six-semester, 24-month program designed to prepare students to have successful careers, leading and serving their community and the physician assistant (PA) profession. The MSPAS program will be the beginning of our future graduate's lifelong pursuit of knowledge, professional development, and personal growth. The program is also committed to maintaining the highest moral and ethical standards in training our graduates.

The Lenoir-Rhyne University MSPAS program provides students with an excellent learning experience. The program is located in the Powell Health Sciences Center next to the main campus of Lenoir-Rhyne University in the city of Hickory, North Carolina in Catawba County. The program's address is 844 Highland Avenue SE Hickory, NC 28602. The small city of Hickory is located in the Foothills of the Blue Ridge Mountains. [Google.com Maps Hickory Link](#)

Program highlights

- Beautiful building with skills laboratory, individual examination rooms, and spacious classrooms.
- Dedicated, knowledgeable, and passionate faculty
- Sectra Anatomy Tables
- Student clinic at Greater Hickory Cooperative Christian Ministry (GHCCM) <https://cmhickory.org/medical-clinic/>
- Affiliation with ValleySim Hospital of Catawba Valley Community College for advanced simulation exercises https://www.cvcc.edu/About_Us/Campus-Locations/ValleySim-Hospital/index.cfm

2.2 History

2.2.1 Lenoir-Rhyne University

Lenoir-Rhyne University was founded in 1891 by four Lutheran pastors. Four months into being known as Highland College, the school was chartered under the name of Lenoir College in memory of Walter W. Lenoir and his donation of the land. In 1923, the college became Lenoir-Rhyne, in honor of Daniel E. Rhyne, a Lincoln County industrialist who boosted the endowment and other assets of the institution. In March 2008, the board of trustees for the college approved the plan to transform Lenoir-Rhyne College into Lenoir-Rhyne University.

Lenoir-Rhyne University has developed into a nationally recognized liberal arts university of choice – with nearly 2,230+ students and 122 full-time faculty. The university has reached new heights in education and continues to provide an intimate class atmosphere for our students to become passionate leaders of tomorrow.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Today, more than 130 years after its founding, Lenoir-Rhyne continues to follow the heart of its mission – as a community, helping students in the pursuit of becoming a whole person who promote responsible leadership and are clarified in personal faith.

At LR, we work to develop the whole person, to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community and promote responsible leadership for service to the world.

Our main campus is in Hickory, North Carolina, where both undergraduate and graduate degrees are offered. The university also offers graduate degree programs on our campuses in Asheville, North Carolina, and Columbia, South Carolina. Our Lutheran Theological Southern Seminary was located in Columbia but is being relocated to the Hickory campus in January 2025. LR is affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America and welcomes students from all religious backgrounds. <https://www.lr.edu/about>
<https://www.lr.edu/about/history-traditions#a12691>

2.2.2 Master of Science in Physician Assistant Studies Program



Accreditation Status

Lenoir-Rhyne University has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). **Lenoir-Rhyne University** anticipates matriculating its first class in **January 2026**, pending achieving Accreditation - Provisional status at the **June 2025** ARC-PA meeting.







Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

The Lenoir-Rhyne PA Studies program will not commence in the event that provisional accreditation is not received, and the enrollment deposit will be refunded in full.


2.3 PA Program Principal Faculty and Staff

Photo	Name	Title	Office Location	E-mail	Office Phone	LRU Mailbox
	Wesley N. Reid, DMSc, PA-C	Program Director	Powell Building Office 119	wesley.reid@lr.edu	828 328-7961	7475
	Amy L. Arruda, DMSc, PA-C	Director of Clinical Education, Principal Faculty	Powell Building Office 120	amy.arruda@lr.edu	828 328-7528	7475

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Photo	Name	Title	Office Location	E-mail	Office Phone	LRU Mailbox
	Margaret Shreidah	Graduate Admission Counselor	Graduate Admission Office-Lohr Hall	margaret.shreidah@lr.edu	828 328-7365	7344
	Benjamin J. Gogg, DMSc, PA-C	Principal Faculty	Powell Building Office 121	benjamin.gogg@lr.edu	828 328-7129	7475
	Matt Barr	Administrative Assistant - College of Health Sciences and PA Program	Powell Building Office 116	matt.barr@lr.edu	828 328-7947	7478
	Billy L. Price, Jr. RPh, MD, FACP	Medical Director of PA Program	Powell Building Office 134	billy.price@lr.edu		7475
	Devin Osborne	Clinical Coordinator	McCrorie 321	Devin.osborne2@lr.edu	828-328-7213	7292
	L. Kimball Royster PA-C Emeritus	Principal Faculty	Powell Building Office 118	kimball.royster@lr.edu	828 328-7803	7475

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Photo	Name	Title	Office Location	E-mail	Office Phone	LRU Mailbox
	Lindsay Jordan, Ph.D., MS	Principal Faculty	Powell Building Office 133	Lindsay.Jordan@lr.edu	828 328-7791	7475

<https://www.lr.edu/physician-assistant-studies-ms/faculty-and-staff?type=people&page=1>

2.4 Program Contact Information

Mailing Address:

Master of Science in Physician Assistant Studies Program
 College of Health Sciences
 Lenoir-Rhyne University
 625 7th Ave. NE,
 LRU Box 7475, Hickory, NC 28601
 OR
 Physician Assistant Studies Program
 LRU Box 7475, Hickory, NC 28603

Physical Address:

844 Highland Avenue SE
 Hickory, NC 28602

General Contact Information:

Phone: 828 328-7947 or 828 328-7961
 Fax: 828 328-7780
pa.inquiry@lr.edu

For Clinical Inquiries:

Phone: 828 328-7528
pa.clinical@lr.edu

Office Appointment Notification

Appointments with Faculty: These should be made with the faculty member/advisor via email or in person at least 24 hours in advance, if possible.

2.5 Handbook Purpose, Policies, and Updates

The MSPAS Student Policy Manual is designed to serve as a guide for all students enrolled in the Physician Assistant program. As stated from the **Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), Standard A3.02**, this MSPAS Student Policy Manual represents official communication of the policies and procedures related to your education experience in Master of Science in Physician Assistant Studies program. Please refer to this

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

document, Lenoir-Rhyne University Student Handbook <https://www.lr.edu/student-life/student-handbook>, and the University Academic Graduate Catalog <https://www.lr.edu/academics/registrar/catalog> which are available online. These handbooks will provide you with important information as you work your way through your studies. It is recommended that students in the Physician Assistant Program keep the handbook in a convenient location for quick and easy reference.

Policies (Standard A3.01)

Program policies and procedures apply to all students, principal faculty, staff, and the program director. All students, regardless of location, are required to adhere to departmental academic and clinical policies, as well as university policies. In some instances, certain program policies may be superseded by those at the clinical site. A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

- LRU Student Handbook
<https://www.lr.edu/student-life/student-handbook> (click on View Student Handbook) (Student Handbook Addendums by specific campus can also be found on this page-The PA program resides on the Hickory campus)
- LRU University Graduate Catalog
<https://www.lr.edu/academics/registrar/catalog> (click on Graduate Catalog under Current Catalogs)

Handbook Updates (Standard A3.02)

The MSPAS Student Policy Manual serves as a program policy manual for the Physician Assistant Program and contains policies and procedures unique to the program. The MSPAS Student Policy Manual will be distributed to students as they begin the program. Updated versions of this Policy Manual may be provided during a student's enrollment in the program, and the most recent Policy Manual will supersede all previously distributed versions. The Program reserves the right to update the MSPAS Student Policy Manual as needed and without advanced notice. In the event of an update, all matriculated students will be provided with a link to the current MSPAS Student Policy Manual of any updated policies and a written copy upon request.

A student's continuation in the MSPAS program will be contingent upon submission of a signed and dated 'Receipt and Acknowledgement' form for the initial and any updated version of the MSPAS Student Policy Manual.

2.6 Accreditation Status – Lenoir-Rhyne University

Lenoir-Rhyne University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's and doctoral degrees. For information on accreditation status, contact:

Southern Association of Colleges and Schools Commission on Colleges

1866 Southern Lane
Decatur, GA 30033-4097
Phone: 404.679.4500
www.sacscoc.org

Initial Accreditation: 1928
Last Accreditation Review: 2018
Next Accreditation Review: 2028

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting agency for 11 states including North Carolina and is recognized by the U.S. Department of Education. All SACSCOC member

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

institutions are required to undergo a full accreditation review every 10 years and submit a Fifth-Year Interim Report between decennial reviews.

Purpose of Accreditation Status Publication

The purpose of publishing Lenoir-Rhyne University's accreditation status with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is to:

1. Learn about the accreditation status of the institution,
2. File a third-party comment at the time of the university's decennial review, or
3. File a complaint against the university for alleged non-compliance with a standard or requirement. It indicates that normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the commission's office.

2.7 MSPAS Program Accreditation Status (Standard A3.12a)

Lenoir-Rhyne University has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). **Lenoir-Rhyne University** anticipates matriculating its first class in **January 2026**, pending achieving Accreditation - Provisional status at the **June 2025** ARC-PA meeting.

Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

The Lenoir-Rhyne PA Studies program will not commence in the event that provisional accreditation is not received, and the enrollment deposit will be refunded in full.

<https://www.lr.edu/physician-assistant-studies-ms>



¹Accreditation-Provisional

Accreditation – Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

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

Accreditation-provisional remains in effect until the program achieves accreditation-continued after its third review, closes or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the Standards.

<https://www.arc-pa.org/accreditation/accreditation-types-review-cycle/>

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

3325 Paddocks Parkway, Suite 345

Suwanee, Georgia 30024

Phone: 770.476.1224

Fax: 470.253.8271

<https://www.arc-pa.org/>






Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

2.7.1 Filing a Concern about the Program’s Compliance with Policies and/or Standards with ARC-PA

General ARC-PA Inquiry Questions <https://www.arc-pa.org/frequently-asked-questions/general-arc-pa-inquiries/>

The ARC-PA only investigates concerns about a program when submitted in writing, signed, and related to the program’s compliance with the Standards. Concerns may be sent by email to Complaints@arc-pa.org.

2.8 University Student Contact Resources

Photo	Name	Title/Description	Office Location	E-mail	Office Phone	Website
	Deby Mitchell	Director of Disability Services https://www.lr.edu/sites/default/files/2021-08/request-for-accommodations-form_0.pdf	Hickory Main Campus Rudisill Library Room 202 625 7th Ave NE LRU 7470 Hickory, NC 28601	disabilityservices@lr.edu	828 328-7296	https://www.lr.edu/student-life/health-and-wellness/disability-services
	Teena Brooks BEAR Central (Belonging, Equity, Access and Retention)	Director of BEAR Central BEAR Central offers services for all undergraduate and graduate students, including undergraduate advising, undergraduate and graduate student success services, writing and speaking services, tutoring services, peer academic coaching and faculty academic coaching, among other services.	Hickory Main Campus Second floor of Rudisill Library, Room 201 625 7th Ave NE, LRU 7097 Hickory, NC 28601	teena.brooks@lr.edu	828.328-7097	https://www.lr.edu/academics/bear-central Student Concern Referral Form
	Courtney Thompson-Ballard M.A.	Director of Financial Aid	Hickory Main Campus 625 7th Ave NE Hickory, NC 28601	courtney.thompson@lr.edu	828 328-7182	https://www.lr.edu/financial-aid-costs
	Janet Suggs	Cashier Business Office	Lineberger Building, 214 625 7th Ave NE, LRU 7164 Hickory, NC 28601	janet.suggs@lr.edu	828 328-7104	Student Accounts
	Student Accounts	Student Accounts	Lineberger Building 625 7th Ave NE, LRU 7164 Hickory, NC 28601			https://www.lr.edu/financial-aid-costs/paying-your-bill/student-accounts

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Photo	Name	Title/Description	Office Location	E-mail	Office Phone	Website
	Terry Phillips M.S.	Director of Multicultural Affairs	Hickory Main Campus 625 7th Ave NE Hickory, NC 28601	terry.phillips@lr.edu	828 328-7288	https://www.lr.edu/student-life/dei/multicultural-affairs
	Todd Cutter, MA, MDiv, NCLCMHC	University Pastor & Director of Spiritual Life Director of Counseling Services	Hickory Main Campus 625 7th Ave NE Hickory, NC 28601	todd.cutter@lr.edu	828 328-7373	https://www.lr.edu/student-life/religious-spiritual-life/campus-ministry

Office of Public Safety [Campus Safety](#)

RAVE Registration: <https://www.getrave.com/login/lr>

Website: <https://www.lr.edu/student-life/campus-safety/resources>

Office Phone: 828 328-7146

Counseling Services

Monday-Friday: 8:30 a.m.-5 p.m.

Location: 8th Avenue behind Fritz-Conrad.

Student Support & Outreach

As part of LR's culture of care, we help students overcome obstacles along their pathway to graduation.

Submit a Student Concern Referral Form

This form is for non-emergency referrals only. If any person may be in danger, call 911 (or campus safety at 828.328.7146) immediately. Before using this form, call campus safety in reference to any situation involving direct statements or actions suggesting that a student has plans to harm themselves or someone else.

Crisis Intervention

Counselors, as well as other appropriate staff or community resources, assist students in times of crisis or other overwhelming emotional distress. If, during our regular office hours, you are in need, please call 828.328.7959 and someone will respond to you as quickly as possible.

If you are in crisis after hours, please contact your mobile crisis center:

Catawba County (Hickory Campus): 877.327.2593

If you are requesting to be seen for an emergency outside of normal operating hours, or during scheduled school closings, please utilize one of the crisis resources listed below for immediate help.

- Catawba Valley Healthcare-Mobile Crisis Management- Crisis Hotline-828-695-2511
- Emergency Assistance: 911
- Mental Health Crisis Assistance: 988
- National Suicide Prevention Hotline: 1-800-273-TALK (8255)
- Crisis Text Line: text 741741 from anywhere in the United States
- If you are experiencing a mental health crisis, please call HOPE4NC: 1-855-587-3463 or text "hope" to 1-855-587-3463.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

TimelyCare Virtual Health & Wellbeing

- Website: <https://www.lr.edu/student-life/health-wellness/timelycare>
- Register for TimelyCare: <https://app.timelycare.com/auth/login>




Services Offered

As part of Lenoir-Rhyne’s partnership with TimelyMD, students have access to services in TimelyCare, including:

- MedicalNow - On-demand support for common health issues, including cold, flu and allergies.
- TalkNow - 24/7, on-demand emotional support to talk about anything, including anxiety, relationships, depression, and school-related stressors.
- Scheduled Medical - Choose the day, time, and medical provider that best works for you.
- Scheduled Counseling - Choose the day, time, and mental health provider that best works for you.
- Health Coaching - Develop healthy lifestyle behaviors, including nutrition, sleep habits, time management and mindfulness.
- Psychiatry - Appointments are available through referrals.
- Self-Care Content - Visit the “Explore” page within TimelyCare for guided self-care content, including yoga and meditation sessions, as well as group conversations with our providers on a variety of health and well-being topics.

Students have access to TimelyCare services 365 days a year. That means you have access during breaks, after-hours and any time you need support! Visit timelycare.com/lr to get started.

2.9 University Administration

Photo	Name	Title	Office Location	E-mail	Office Phone
	Jennifer Burris, Ph.D.	Provost	Hickory Main Campus 625 7th Ave NE Hickory, NC 28601	jennifer.burris@lr.edu	828 328-7981
	Harry Titus Ed.D.	Dean of Students	Office of Student Life Cromer Center Hickory Main Campus 625 7th Ave NE, LRU 7484 Hickory, NC 28601	harry.titus@lr.edu	828 328-7246
	Leah Reynolds Ed.D.	Director of Compliance and Title IX Coordinator Interim Chief Diversity Officer	Hickory Main Campus Lineberger Building, 208 625 7th Ave NE, LRU 7137 Hickory, NC 28601	leah.reynolds@lr.edu	828-328-7040 215 292-6386

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Photo	Name	Title	Office Location	E-mail	Office Phone
	Michael R. McGee, EdD, LAT, ATC	Assistant Provost for Graduate Education and Dean of The Graduate School	Hickory Main Campus Lineberger Building 108 625 7th Ave NE LRU 7420 Hickory, NC 28601	michael.mcgee@lr.edu	828-328-7127
	Kerry Thompson Ph.D.	Dean-College of Health Sciences	Hickory Main Campus McCrorie Center Room 319 625 7th Ave NE, LRU 7292 Hickory, NC 28601	kerry.thompson@lr.edu	828-328-7282
	Jeremy Shreve	Vice President of Business and Finance	Hickory Main Campus Lineberger Building, 213 625 7th Ave NE, LRU 7164 Hickory, NC 28601	jeremy.shreve@lr.edu	828.328.7100
	Fred Whitt, Ed.D	President	Hickory Main Campus Lineberger Building 625 7th Ave NE, LRU 7163 Hickory, NC 28601	fred.whitt@lr.edu	828 328-7334

2.10 Mission and Vision: (Standard A2.05a, B1.01)

In support of the University’s mission and vision and the College of Health Science’s mission and vision, the Master of Science in Physician Assistant Studies program further defines its commitment to excellence.

University, College or Program	Mission	Vision
Lenoir-Rhyne University	<p>In pursuit of the development of the whole person, Lenoir-Rhyne University seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world.</p> <p>As an institution of the North Carolina Synod of the Evangelical Lutheran Church in America, the university holds the conviction that wholeness of personality, true vocation and the most useful service to God and the world are best discerned from the perspective of Christian faith.</p> <p>As a community of learning, the university provides programs of undergraduate, graduate, and</p>	<p>Our goal is to be a nationally recognized liberal arts institution of choice — known for our excellence in building leaders for tomorrow, developing patterns of lifelong learning, positioning our graduates for success in their professional, personal and spiritual lives and providing an unparalleled quality of caring within our university community.</p>

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

University, College or Program	Mission	Vision
	<p>continuing study committed to the liberal arts and sciences as a foundation for a wide variety of careers and as guidance for a meaningful life.</p>	
<p>College of Health Sciences</p>	<p>The College of Health Sciences, as a unit of service within the community of Lenoir-Rhyne University, supports the philosophy and values of the greater university. The College of Health Sciences actuates the University values of excellence, integrity, care and curiosity through its programs and curricula. Programs serve to stimulate intellectual, physical, and spiritual growth through support of academic rigor, personal responsibility, service to others and openness of mind to diverse perspectives.</p> <p>The mission of the College is to prepare learners for professional careers in health-related fields. The College of Health sciences offers undergraduate and graduate courses of study that are based on the liberal arts, grounded in a Christian perspective, and cultivate a sense of community and service to others.</p> <p>The College strives to promote leadership specifically within the athletic, educational, and health care communities in addition to encouraging advocacy for and service to people in the general community.</p> <p>The College fosters wholeness of person not only through professional courses of study, but also by support of programs which seek to integrate personal well-being into a meaningful life.</p>	
<p>Master of Science in Physician Assistant Studies</p>	<p>The Master of Science in Physician Assistant Studies (PA Studies) is an innovative program designed to create the next generation of highly competent and empathetic medical providers renowned for their diverse, equitable and inclusive patient-centered care in collaborative healthcare settings regionally and nationally.</p>	<p>Our vision for the PA Studies program is to be a nationally recognized program of choice. The program will be known for excellence in educating students in a diverse and student-centered environment, training skilled, service-minded healthcare professionals and leaders in the physician assistant field.</p>

The program's mission and vision statements are posted online at: <https://www.lr.edu/physician-assistant-studies-ms/core-competencies-and-goals>

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

2.11 Organizational Charts

Appendix 1 Organizational Chart LRU MSPAS Program

3.0 PROGRAM ASSESSMENT

3.1 Assessment Process

The assessment process at Lenoir-Rhyne University MSPAS Program is designed to measure, as outlined in Standard **C1.01** the Accreditation Standards for Physician Assistant Education© Fifth edition:

- a. administrative aspects of the program and institutional resources
- b. effectiveness of the didactic curriculum
- c. effectiveness of the clinical curriculum
- d. preparation of graduates to achieve program defined competencies
- e. PANCE performance
- f. sufficiency and effectiveness of principal and instructional faculty and staff, and
- g. success in meeting the program's goals

Academic assessment measures abilities and knowledge of students graduating from our program. Program assessment includes measuring student satisfaction with the program. Current and graduated students may be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Lenoir-Rhyne University PA Program (MSPAS) experience. Occasionally, anonymous samples of student course work and data will be used in an assessment process.

Use of this information is vital to our program for academic credentialing with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Lenoir-Rhyne University MSPAS Program is committed to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our program. An overview of the process, definitions, and benchmarks are outlined in the program's Systematic Plan of Evaluation (SPE).

3.2 LRU Core Values

Lenoir-Rhyne University espouses a set of values designed to inform us, as members of this educational community, in our personal development and our interactions with others. These values establish our principles of operation as an organization. They furnish guidance and assurance to each member of our community, and they help us to see how everyone's contributions improve the life of our university.

These principles are made manifest through our daily actions, and they are fully realized only when embraced by everyone in our community. Constant and consistent attention to these core values will cultivate the continuous improvement of our institution, will assist us in the achievement of our mission, and will direct us toward realizing our vision as a university.

- Excellence -We will strive for excellence in everything we do. We will continuously cultivate our intellectual, physical, and spiritual growth. We will develop our talents and abilities to their fullest extents.
- Integrity -We will act with integrity at all times. We will respect and be honest with each other. We will take personal responsibility for our words and our actions.
- Care -We will care about others in our learning and working relationships. We will be responsible stewards of our resources. We will support each other and work together toward the common good.
- Curiosity -We will learn from our community, past and present. We will confront important issues with humility and open minds. We will embrace the gains attained from the diversity of people and perspectives.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

3.3 Program Goals (A2.05a, B1.01a)

The Lenoir-Rhyne University PA Studies program follows the same core values utilized by all members of the LR educational community in our personal development and interactions with others. These values form the foundation of the PA Studies program goals found at <https://www.lr.edu/physician-assistant-studies-ms/core-competencies-and-goals#a43216>. These core values are:

1. **Excellence**
2. **Integrity**
3. **Care**
4. **Curiosity**

Success in Achieving Goals and 5-year NCCPA PANCE Exam Performance

The success of the program achieving its goals (**Standard A3.12b**) <https://www.lr.edu/physician-assistant-studies-ms/program-mission-competencies-and-goals#a43216> and the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April 1st each year (**Standard A3.12c**) will be available on the program website at: <https://www.lr.edu/physician-assistant-studies-ms>

3.4 Student Role in Assessment

The MSPAS Program values the input of its students. The MSPAS Program Principal Faculty will set aside meeting times with up to three elected student representatives from each cohort per university semester to:

- Present concerns and convey questions from the student body
- Share updates on activities (in process, planned, ongoing, and completed)
- Present requests for support in terms of financial, human, or other resources

Students are asked to provide input and/or feedback, share observations/perceptions on matters of relevance to the student body and/or program, and provide data for program assessment. The PA student governing body is asked to maintain records of student activities including community and professional service, scholarship outside of required coursework (e.g., conference posters/presentations, publication, etc.), and professional and leadership development. Student representatives can liaison with the faculty through the Student Success Committee. A description of the charge and responsibilities of this Student Society Committee will be developed in the Student Society Constitution by the first student class. Other committee descriptions can be viewed by request. Students may also be asked to serve on committees/task forces, including those for the College and University, as the need arises.

3.5 Alumni Role in Assessment

Graduated students may be asked to participate in post-graduation assessments. An Exit Survey before graduation will collect contact information and poll graduating students on their employment prospects. A request for an update on employment demographics may be requested post-graduation.

3.6 Other Assessments

See also Technical Standards, Program Competencies (Learning Outcomes), Summative Evaluations, Graduation Audit, and Clinical Phase Assessments.

4.0 MSPAS PROGRAM POLICIES – ADMINISTRATIVE ASPECTS

The MSPAS Program policies apply to all students regardless of location with the rare exception at a clinical site in which a signed clinical affiliation agreement may have policies that supersede those of the program. The program orients its students to program policies during the new student orientation during the Pre-matriculation & Orientation course PAP 500 and to clinical policies during the Pre-Rotation Lectures course PAP 571.

4.1 Admissions Policies and Practices

The MSPAS Program at Lenoir-Rhyne University has established the following admissions policies and practices:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.1.1 Admissions Process

(Please see [Physician Assistant Studies, M.S. Graduate Admission Website](#))

Application to the MSPAS Program is available through the [Centralized Application Service for Physician Assistants \(CASPA\)](#). Prospective students are expected to submit their application online along with other documentation as noted. The Master of Science Physician Assistant Studies program (PA Studies program) is a demanding 24-month program using a highly competitive admissions process. All applicants to the PA Studies program are required to apply through the Centralized Application Service for Physician Assistants (CASPA). There is no supplemental application.

Students will be notified by the PA program admissions website should application be needed in a different way.

The program reserves the right to modify admission requirements for subsequent admission cycles. Any updates will be posted to the Lenoir-Rhyne PA admission website.

Additional information can be found on the [MSPAS Admission Requirements](#) and select Physician Assistant Studies, M.S.

The Lenoir-Rhyne University MSPAS follows a holistic admissions process, considering all components of the application and interview. Our Admission Committee evaluates skills, experiences, and attributes along with academic metrics. Applicants must meet all admission requirements and are evaluated on multiple data points including GPA, healthcare experience hours, and interview scores.

Admissions Process Preferences are listed on the admission website for the program.

The admissions criteria (Standard A3.13d) for the program is published on the program's website [Admission Process](#) and select Physician Assistant Studies, M.S. (**Standard A3.13b, d**)

Admissions and recruitment strategies reflect the mission of Lenoir-Rhyne University and the MSPAS Program and are aligned with school policy on fair admission practices. The program's accreditation status can be found on the PA website <https://www.lr.edu/physician-assistant-studies-ms>.

4.1.2 Notice of Non-Discrimination

[Notice of Non-Discrimination, Harassment and Anti-Retaliation](#)

Lenoir-Rhyne University ("LR") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment and retaliation.

LR is committed to creating a safe campus environment for all members of the LR community, including, but not limited to, those who identify as transgender and gender non-conforming. To that end, LR does not discriminate on the basis of race, religion, color, sex (including sex stereotypes and sex characteristics), ethnicity, national origin, physical or mental disability, age, marital status, pregnancy or related conditions, sexual orientation, gender identity, gender expression, veteran or military status or any other characteristic or status protected by applicable law.

To ensure compliance with federal and state civil rights laws and regulations and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program, activity and employment, LR has developed internal policies and procedures that provide a prompt, fair and impartial process for those involved in an allegation of discrimination or harassment, and for allegations of retaliation.

LR values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

To file a report or formal complaint of discrimination, harassment or retaliation, contact:

Director of Compliance and Title IX Coordinator:

Leah Reynolds, Ed.D.
Division of Academic Affairs
625 7th Ave, NE, Hickory, NC 28601
Lineburger, Room 104
leah.reynolds@lr.edu
828.328.7040

External inquiries to:

Office of Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-1100
Customer Service Hotline: 800.421.3481
OCR@ed.gov

<https://www.lr.edu/title-ix/submit-report-or-file-formal-complaint>

University Title IX Contacts

Title IX Coordinator

Leah Reynolds, Ed.D
Director of Compliance and Title IX Coordinator
Lineberger 104
leah.reynolds@lr.edu
828.328.7040

Deputy Title IX Coordinators

Revonda Reed
Assistant Vice President and Director of Human Resources
Hickory Campus
revonda.reed@lr.edu
828.328.7387

Harry Titus, Ed.D
Assistant Vice President of Student Affairs and Dean of Students
Hickory Campus
harry.titus@lr.edu
828.328.7246

4.1.2.1 Title IX at Lenoir-Rhyne University

[Lenoir-Rhyne University Title IX Website](#)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal Financial assistance.

<https://www.lr.edu/sites/default/files/2024-07/non-discrimination-and-anti-retaliation-policy-2024.pdf>

Link to click on to “[Submit a Report or File a Formal Complaint.](#)”

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.1.2.2 Allegations of Student Mistreatment

For non-emergency situations, students may also report using the [Student Grievance Report Form](#). Please complete the form. If you choose to make an anonymous or confidential grievance, please understand that our ability to resolve the grievance may be limited.

Lenoir-Rhyne University is committed to the success and satisfaction of all prospective and enrolled students.

If you have a concern or grievance, as a first step we encourage you to utilize our internal process by following our Student Grievance Policy & Procedures. To obtain our grievance form electronically or to receive a hard copy, please contact:

Becky Sharpe

Division of Student Life

625 7th Ave NE, LRU 7484

Hickory, NC 28601

828.328.7247

becky.sharpe@lr.edu

Cromer Center, Room 205

Please see [Lenoir-Rhyne University Student Handbook](#) page 49

Grievance Policy and Procedures

All complaints or grievances (excluding Title IX, Sexual Misconduct, and Discrimination) asserted against a student will be handled in accordance with the LR Student Grievance Procedures. Note: All complaints or grievances asserted against a member of the University faculty, staff, or administration should be directed to one of the following:

Revonda Reed, Assistant Vice President and Dir. of Human Resources

Dr. Leah Reynolds, Interim Chief Diversity Officer

Dr. Jennifer Burris, University Provost

Dr. Harry Titus, Assistant VP for Student Affairs and Dean of Students

Dr. Brent Driggers, Professor, Columbia Campus

Such grievances against employees will be handled in accordance with the applicable University policies and procedures pertaining to faculty, staff, and administrators. <https://www.lr.edu/student-life/grievance-policies-procedures>

Hazing & Bullying

In order to provide a safe, supportive and healthy living and learning environments for all students, Lenoir-Rhyne University has a clear student conduct policy against hazing and bullying. Lenoir-Rhyne expressly forbids all types of hazing and bullying of individual students or groups of students. Hazing is any situation created or action taken -- for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a formal or informal organization -- which meets one or more of the criteria below. Hazing can be intentional or unintentional and can occur with or without consent. Bullying is defined as persistent unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Hazing and bullying that is based on sex and/or gender (including gender identity and expression) is a violation of Title IX and the University's Sex/Gender Non-Discrimination and Anti-Retaliation Policy. Reports and complaints of sex-or gender-based bullying and hazing should be directed to the University's Title IX Coordinator.

Policy:

Lenoir-Rhyne University has defined hazing and bullying as any action taken or situation created intentionally or unintentionally, whether on or off campus premises, to produce mental or physical discomfort or embarrassment in

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

other students. Hazing and bullying may also include the harassment or ridicule of other students. This includes any activity, whether it is presented as optional or required, that places a new or current member in a potentially harmful situation as a condition of membership. Any form of hazing is strictly prohibited and any member of the LR community who participates in or is knowledgeable of violating University Policy and the Student Code of Conduct can be held accountable.

Hazing is a violation of North Carolina statutes 14-35 and 14-36, and as such, may be punishable by criminal proceedings. North Carolina law defines “hazing” as subjecting another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.

The situations, actions, or activities that constitute hazing are not consistent with the Core Values of Lenoir-Rhyne University and are in direct violation of University Policy and the Code of Student Conduct. Such activities and situations regarding student hazing may include, but are not limited to:

- Interference with academic pursuits.
- Paddling in any form.
- Physical or psychological shocks.
- Sleep or food deprivation.
- Forced (whether explicit or implicit) consumption of food, water, alcohol, drugs, or other substances.
- Creation of excessive fatigue.
- Morally degrading or humiliating games and activities.
- Line-ups and berating.
- Forced (explicit or implicit) wearing publicly or privately apparel which is conspicuous and not normally in good taste.
- Coercing another to engage in public stunts or pranks.
- Engaging in any other activities which are not consistent with academic achievement, fraternal law, ritual or the regulations and policies of the educational institution or applicable state law.

Such activities and situations regarding student bullying may include, but are not limited to:

- Taunting
- Malicious teasing
- Making threats
- Insulting
- Posting harmful or cruel text or images using the internet or other digital communication devices

The actions described above include any carried out or situations created by individual students, current students that are members of the organization/team or faculty and staff associated with the organization/team.

Reporting

Any member of the Lenoir-Rhyne University community with knowledge or suspicion of hazing or bullying of individual students or groups of students should report any incident immediately. Lenoir-Rhyne University students, faculty, and staff are encouraged to utilize the following resources to report if they suspect that student hazing or bullying is occurring:

- If a person is in immediate danger, call 911.
- Contact Lenoir-Rhyne University Campus Safety at 828-328-7146
- Contact the Dean of Students at 828-328-7246
- Contact the Athletic Director at 828-328-7128
- Contact the Director of Student Involvement and Leadership at 828-328-7016

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Actions

Individuals who feel that a violation of the student hazing and bullying policy has occurred should express their concerns to one of the reporting officers listed above. Once notified, the following process will be followed by the dean of students or designee:

- Request of a written report by the impacted student(s) to the dean of Students or designee detailing what occurred during the incident (report should include name of organization, individual, involved parties, location of incident, and details of incident).
- Dean of Students or designee will open an investigation that will include meeting with all appropriate parties involved in the alleged incident.
- Dean of Students or designee will follow the formal student conduct process.

Involuntary Withdrawal due to Emergencies & Exigent Circumstances

Notwithstanding the LR Student Grievance Procedures, a student may be involuntarily or administratively withdrawn from the University or from University housing or may be removed from University property upon a determination by the administration (typically, the assistant vice president and dean of students) that the student may pose a threat or an imminent danger to the student and/or others, or may cause significant property damage or directly impede the normal activities of others. Additional circumstances which may necessitate the withdrawal from the University will be assessed on a case-by-case basis. In the event the student disagrees with the involuntary withdrawal or removal, they may request in writing that the assistant vice president and dean of students initiate the appeal process with the University Academic Integrity Council during which time the student will remain withdrawn or removed, pending a final decision.

Mental Health Emergencies

A student who experiences a psychological emergency, including threatens or attempts to harm themselves, may be required to leave campus. They may be required to have a psychological evaluation. If the psychological emergency involves a community disturbance or disruptive behavior and/or requires supervision to maintain the safety of the student or others, the student may be required to remain off campus. The student's parent(s) or guardians may also be notified. In appropriate circumstances, if the student is allowed to remain enrolled, they will be required to sign an Agreement to Return to Campus (developed by the Behavioral Intervention Team), which documents conditions for remaining enrolled and/or in residence, including for example required outpatient treatment. In the event of an extreme emergency such as a suicide attempt or any situation where the student's judgment is significantly impaired, parent(s) or guardians will be contacted and hospitalization may be required. In such a situation, the student or their family will be responsible for all off-campus costs including transportation to the hospital, the initial evaluation, and any hospitalization costs or outpatient treatment.

The Lenoir-Rhyne University Physician Assistant Studies Program is committed to ensuring professional, respectful, and positive learning environments for all students.

- If you feel that you have experienced mistreatment, please contact the LRU Physician Assistant Studies Program Director at wesley.reid@lr.edu or 828 328-7961, the Director of Clinical Education by email or by phone Amy.Arruda@lr.edu or 828 578-9799, or follow the procedures above.

MANDATORY REPORTING

With limited exceptions set forth herein, all LR employees (faculty, staff, and administrators) are required to report actual or suspected discrimination or harassment to appropriate officials immediately. Please see 2024 Final Policy <https://www.lr.edu/sites/default/files/2024-07/non-discrimination-and-anti-retaliation-policy-2024.pdf>

4.1.3 Admission Deferment

If accepted, students wishing to postpone their start in the program must reenter the competitive admission process unless deferment is related to the PA program accreditation status.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.1.4 Conditional Letter of Acceptance

Accepted students with outstanding requirements will receive a Conditional Letter of Acceptance notifying them of their acceptance pending completion of all prerequisite coursework AND completion of a bachelor's degree from a regionally accredited institution. Please see Admission Requirements Section of [LRU Physician Assistant Studies, M.S. website](#)

4.1.5 Advanced Standing or Transfer Credit (Standard A3.13c)

The Lenoir-Rhyne PA Studies program does not offer an advanced standing within our program, nor do we accept transfer of credit for the Master of Science in Physician Assistant Studies degree. All Lenoir-Rhyne PA Studies program coursework required for graduation must be completed at the Lenoir-Rhyne PA Studies program.

4.1.6 Admission and Enrollment Practices that Favor Specific Individuals or Groups (Standard A3.13a)

Preference during the admissions process will be given to students who have one or more of these characteristics listed on the PA program's admission website. (Please see [Physician Assistant Studies, M.S. Graduate Admission Website](#))

4.1.7 Students Selected for Admission

All successfully selected applicants are conditionally accepted into the program pending:

- Verification that all admission requirements have been satisfied
- Meets all technical standards
- Successfully passes the required routine drug test
- Successfully passes a criminal background check
- Submission of Health Forms and Immunization Records

See 4.5.2 for further information

4.2 Technical Standards

Student Compliance with Technical Standards

Physician Assistant Education is recognized as a broad-based process that requires the acquisition of general knowledge in all fields of medicine and of the basic skills required for the practice of medicine, regardless of specialty. The education of a PA in the Lenoir-Rhyne University Physician Assistant Program requires assimilation of knowledge, acquisition of skills, and development of judgment. This is accomplished through patient care experiences that prepare the student to make appropriate semi-autonomous decisions required of medical providers trained at this level. The current practice of medicine emphasizes a team approach to health care delivery with collaboration among physicians and other allied health care professionals as well as the patients and their families.

ARC-PA Standard, Fifth Edition (A3.13e) requires the Lenoir-Rhyne University PA program "to define, publish, consistently apply and make readily available to prospective students, policies and procedures to include any required technical standards for enrollment." These non-academic requirements for participation in this PA educational program must be met by all candidates (applicants and students) in the Master of Science in Physician Assistant Studies program for participation in and completion of the program and for entry into the profession. Our PA program is designed to prepare students to be entry-level PAs.

The Program's standards and essential functions of medical education shape the requirements for admission, retention, and graduation of applicants and students. Students must be capable of meeting the Technical Standards described herein. Lenoir-Rhyne University does not discriminate on the basis of race, color, national origin, citizenship, religion, political affiliation, age, marital status, sex/gender including sexual orientation and gender identity, physical or mental disability, genetic information, pregnancy, or veteran status in any university educational programs and/or activities, including admissions. Applicants and students, however, must be able to perform the essential job functions of the PA

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

profession. Admission to the Program is competitive and is based on individual merit and performance within each applicant pool for a given academic year, and not on personal convictions or preferences.

The purpose of technical standards is to delineate the psychomotor, cognitive, and affective skills and abilities deemed essential for matriculation into, continuation in and graduation from this educational program. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory, and clinical education environments. Students are to familiarize themselves with these essential functions and determine whether they can perform the specified tasks. Technical standards must be met with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973.

The Technical Standards, along with the Lenoir-Rhyne PA Program policies, procedures and process for the admission and education of PA students inform and guide the decisions of the Lenoir-Rhyne PA Program faculty. All students of medicine, including PA students, must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

Applicants able to meet these standards sign a form indicating compliance. Students enrolled in the Program must continue to meet the Technical Standards, with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973, throughout the Program. Students not meeting this requirement will be referred to the Student Success Committee for further action.

For questions regarding reasonable accommodations within the PA Program, contact:

Director of Disability Services

Location: Rudisill Library, 2nd Floor, Room 202

625 7th Ave NE, LRU Box 7470

Hickory, NC 28601

disabilityservices@lr.edu

828.328.7296

<https://www.lr.edu/student-life/health-and-wellness/disability-services>

The MSPAS (Master of Science in Physician Assistant Studies) Program at Lenoir-Rhyne University has established the following technical standards required for admission into and graduation from the program:

4.2.1 Observation and Cognitive Skills

Observation, an essential component of evaluation and assessment for a MSPAS student, requires:

- Functional use of vision, hearing, smell, and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration. Learning is enhanced by the functional use of the senses. The candidate must possess adequate sensation of vision, hearing, equilibrium, smell, taste, touch, pain, temperature, position, pressure, movement, stereognosis, and vibration, particularly when gross and/or subtle changes in symmetry are present.
- The student must have the ability to master the coursework presented in the form of lectures, written material, and projected images. For many required tasks, observation necessitates the functional and mixed use of the sense of vision and other sensory modalities. Students must be able to perceive, using senses and cognitive abilities, the presentation of information through small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, laboratory experiments, patient encounters, diagnostic findings, procedures, and written material and audiovisual materials presented virtually or in-person.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level and pace deemed appropriate by the faculty. These skills may be described as comprehending, memorizing, analyzing, and synthesizing material.
- The ability to demonstrate the following observational skills: examination of non-verbal patient and family communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement, gauges on medical instruments, and to perform inspection, auscultation, and palpation techniques during the physical examination
- The ability to, in the classroom, independently observe and participate in laboratory virtual dissection and model use, the microscopic analysis of substances, and lecture and laboratory demonstrations in all courses.
- The student must also be able to discern and comprehend dimensional and spatial relationships of structures by observation and to develop reasoning and decision-making skills appropriate to the practice of medicine.

Representative examples of materials/occasions requiring perceptual abilities in the first and second year include, but are not limited to: books, diagrams, discussions, photographs, x-rays, clinical case presentations, patient interviews (verbal communication and non-verbal cues) and physical examinations (examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers, as well as rectal and pelvic exams), completion of cognitive and skills requirements for CPR, ACLS (Advanced Cardiac Life Support) and PALS (Pediatric Advanced Life Support) certification, and performance of suturing, casting, splinting, gowning, gloving, surgical scrubbing and establishing/maintaining sterile fields in the operating room setting.

Additional examples from the second (clinical) year include, but are not limited to: clinical patient physical exams (examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers as well as rectal and pelvic exams on clinical patients); verbal communication and non-verbal cues (as in taking a patient's history or working with a medical team); live and televised surgical procedures; assisting at surgery and female exams/childbirth; x-rays, MRIs (Magnetic Resonance Imaging), and other diagnostic findings; online computer searches; use of EHRs (electronic health record); and, responding to a wide variety of urgent and/or emergent patient presentations.

4.2.2 Communication Skills

The MSPAS student must demonstrate effective and sensitive verbal, non-verbal, and written forms of communication to:

- Elicit information by taking a medical history (in English) and perceive the signs of disease or distress as manifested through the physical examination so these findings can be communicated verbally or in writing or both.
- Describe changes in mood, activity, and posture
- Assess non-verbal communications and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry.
- Effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team (in English) in an attentive and sensitive manner
- Accurately complete, skillfully process, and succinctly but comprehensively communicate medical information regarding the patient's status in a timely manner to their clinical supervisors and all other members of the health care team, even in settings in which the time available is limited.
- Be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences and includes interacting therapeutically with psychiatric patients. In essence, this requires that the student be able to function, often in a fast-paced environment, to:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Elicit information
 - Convey information
 - Clarify information
 - Create rapport
 - Develop therapeutic relationships
 - Demonstrate competencies
- Make a correct judgment in seeking supervision and consultation in a timely manner, particularly in urgent and emergent situations.

This may include, but is not limited to, participating in communication for didactic assignments, clinical rounds and conferences, oral presentations to faculty, physicians, advanced practice providers or other members of the healthcare team, written or dictated patient assessments, and writing prescriptions.

4.2.3 Psychomotor Skills and Stamina

An individual must possess the gross and fine motor skills needed to meet the responsibilities of an MSPAS student in a wide variety of educational and clinical settings which is required to properly care for all patients. Specific aptitudes include:

- Able to perform the motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision. Moving patients and engaging in some procedures requires the level of skill, strength, and endurance necessary to perform the procedure(s) quickly, safely, effectively and for a reasonable period, often in a stressful environment.
- Possess the physical and emotional stamina to maintain a high level of function in the face of taxing workloads and stressful situations involved in the study and ongoing practice of medicine
- Have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner
- The candidate must demonstrate adequate locomotor ability to allow him/her to be able to sit, stand, and move within a classroom, laboratory, examination room, treatment room, emergency room, and operating room for lengthy periods of time
- Have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments
- Able to arrange for transportation between educational and clinical settings

Examples include the ability to quickly respond in emergency situations such as preventing a patient's fall. Students must be able to safely and effectively manipulate or maneuver another person's body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as stethoscope, blood pressure cuff, ophthalmoscope, otoscope, tongue blades, needles, intravenous equipment, gynecologic speculum, scalpel, suture needle, etc.). Students must be able to perform physical examination and intervention procedures in a manner that is consistent with the Physician Assistant Competencies as defined by the four PA organizations.

4.2.4 Intellectual, Conceptual, and Integrative Abilities

To effectively solve problems, a MSPAS student must demonstrate the ability to:

- Measure, calculate, conceptualize, reason, analyze, rationalize, organize, integrate, and synthesize information orally, written, or diagramed in a timely and ethical manner
- Comprehend three-dimensional relationships and understand the spatial relationships of structures

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Synthesize knowledge and integrate relevant aspects of the patient history and examination findings using sound judgement
- Understand diagnostic testing and its results, and treatment regimens to develop an accurate diagnosis
- Determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care

4.2.5 Affective, Behavioral, and Social Capabilities

An MSPAS student must possess empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation. A student must possess adequate mental and emotional health necessary for:

- The full utilization of their intellectual abilities
- The exercise of good judgment
- Academic honesty
- Maintenance of patient confidentiality
- The prompt completion of all responsibilities that are attendant to the care of patients and course assignments
- The development of mature, sensitive, and effective relationships with patients and others.
- Tolerating taxing workloads
- Functioning effectively under stress
- Adapting to changing environments
- Displaying flexibility
- Learn to function in the face of uncertainties inherent in clinical situations
- Accept and reflect upon appropriate suggestions and critiques and, if necessary, respond by modifying personal behaviors
- Conduct him/herself at all times in a manner consistent with the American Academy of Physician Assistants “Guidelines for Ethical Conduct of the Physician Assistant Profession” <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Students will be evaluated on compliance by using Preceptor Evaluations, Faculty Observation, Professionalism Assessment Tools, and other means determined case-by-case by the program.

If a candidate or student is limited or prevented from performing the requested technical standards noted above due to temporary injury, illness or pregnancy, the candidate must request that their health care provider provide a letter to the Director of Disability Services at the University. The letter must outline the candidate’s current limitations and the expected timeframe of the limitations (if temporary). Each individual situation will be evaluated to determine whether the student can be accommodated (short term and/or permanent) and able to continue in the didactic/clinical portion of the curriculum. If unable to continue due to temporary issues, a plan will be discussed regarding your options within the PA Program. The Director of Disability Services will notify the PA Program Director of needed accommodations and timeframe, if limited.

4.3 Testing Accommodation Provision to the Program’s Technical Standards

Students with university approved testing accommodations will receive appropriate testing accommodations, such as extended time for testing on timed multiple choice and written test assessments including timed in-person paper/pencil tests or timed virtual tests through CANVAS or other online formats.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

However, students with these approved testing accommodations do not typically receive extended time for timed practicals, skills assessments, or simulations in the PA program, such as the OSCEs (objective structured clinical examinations), skills evaluations, and clinical simulations which are conducted in-person or virtually. This is due to the integrative, hands-on nature of these assessments within the program and profession and typically are considered a fundamental alteration for these assessments and extending the time allowed would lower the academic standards required within the program. Graduates from the PA program must have the ability to complete these assessments in a timely manner with timing and speed in the application of these assessments and skills being fundamental to the future PA practitioner and simulating the work environment for a graduate PA. Each student request for accommodations is evaluated on a case-by-case basis by the Office of Disability Services.

4.4 Disability Services

[Disability Services Link](#)

Disability Services at Lenoir-Rhyne is committed to providing students with disabilities with equal access to their education and to university life. We are the designated office for the promotion of equity and access in relation to disability.

With guidance from Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, in addition to other federal, state, and local disability-related laws, the Disability Services works to provide an equal opportunity for students with disabilities in all aspects of the Lenoir-Rhyne experience.

As part of our overall commitment, we strive to provide individuals with disabilities with support to enable them to access programs, services, facilities, and activities as well as provide disability awareness among all constituents of the university.

For questions regarding services available to students with disabilities, please contact:

Disability Services

625 7th Ave NE, LRU 7470

Hickory, NC 28601

Location: Rudisill Library, 2nd Floor, Room 202

Hours: Monday-Friday, 8 a.m.-5 p.m.

disabilityservices@lr.edu

Services Provided

Services to students with disabilities may vary, depending on the type and nature of the disability. Possible services may include, but are not limited to, the following.

- Extended testing time
- Note-taking
- Books on tape/e-text
- Alternate testing arrangements
- Adjustable furnishings
- Assistive technology
- Preferential seating
- Referrals to other campus support services
- Wheelchair accessible rooms
- Single rooms
- Deaf/hard of hearing equipped rooms
- Accessible classrooms

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Sign language interpreters
- Captionists
- Assistive Listening Devices (ALDs)

Requesting Accommodations

If you wish to request accommodations to courses, or to other university programs, services or activities, you must provide appropriate documentation of your disability to the director of disability services as soon as possible. After appropriate documentation is received, the director of disability services will evaluate the documentation and notify you of approved accommodations.

All documentation provided to the director pertaining to your disability will be kept confidential.

It is the policy of Lenoir-Rhyne University to provide accessibility for people with disabilities. The standard by which accessibility to our programs, services and activities will be measured is one of overall program accessibility. That means, while not all university facilities are accessible to and usable by people with disabilities, the programs, services and activities of the university are accessible.

Examples of providing accessible programs, services and activities include, but are not limited to, the following.

- Reassignment of courses to an accessible location if the original classroom is not accessible
- Offering a first-floor residence hall room for a student who is unable to use stairs
- Structural alterations such as the installation of grab bars in restrooms or installation of a ramp over a step at a building entrance.

Steps to Requesting Accommodations

1. Complete request for accommodations form
2. Submit a request form and supporting documentation (refer to the supporting documentation section below for specifics on each requested accommodation)
 - Physical Disability/Chronic Medical Condition
 - Psychological Disability
 - Learning Disability
 - ADD/ADHD
3. Meet with the director to discuss your needs and determine final accommodations
4. Complete final disability services forms
5. Accommodation letters are sent to faculty/staff as needed

[Request for Accommodations Form](#)

Documentation Guidelines

All documentation provided to the director pertaining to your disability is kept confidential.

- [Physical or Psychiatric Disability](#)
- [Learning Disability](#)
- [Attention-Deficit/Hyperactivity Disorder \(ADHD\)](#)
- [Frequently Asked Questions](#)

[Resources](#) (Please see below resource link on disability services webpage)

- Association on Higher Education and Disabilities
- U.S. Department of Education – Office of Civil Rights

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Students with Disabilities Preparing for Postsecondary Education
- The Americans with Disabilities Act Technical Assistance Center
- ADA Information Resources
- High School/College Transition
- Disability Services Student Handbook

PA Program-Responsibility of Faculty and Program

The program and faculty are required by law to provide reasonable accommodations to students who provide appropriate documentation of their need for services. It is the responsibility of the Program and faculty to work with the Director of Disability Services to ensure that students with disabilities have equal access to quality educational experiences both in the classroom and in clinical settings.

PA Student Responsibilities

- ★ It is the student's responsibility to self-identify as a student with a disability to the Office of Disability Services
- ★ It is the student's responsibility to provide written documentation of the diagnosis/es of the disability and its current impact.
- ★ All diagnoses must be confirmed by the Office of Disability Services before program accommodations can be made.
- ★ The student is responsible for all costs related to the diagnosis and documentation.
- ★ The student is responsible for requesting accommodation letter be sent to the PA faculty each semester in a timely manner.
- ★ The student is strongly encouraged to disclose the disability to each instructor and to make their accommodation needs known during the first week of classes.
- ★ Students are reminded that faculty is under no obligation to provide accommodations for students with disabilities who do not make this need for accommodation known to them through the University established process.

4.5 Enrollment

To be qualified for enrollment in the Lenoir-Rhyne University MSPAS Program, candidates must be able to meet and maintain both our Academic Standards and Technical Standards, with or without reasonable accommodations as described in **Student Compliance with Technical Standards** above.

4.5.1 Enrollment Process

Students admitted to the Lenoir-Rhyne University MSPAS Program are responsible for following appropriate enrollment procedures and deadlines. Students will need to self-register for courses using university registration processes. The program faculty will provide guidance to ensure student compliance with registration and requirements. The faculty will also ensure the maintenance of accurate and complete student records and files.

4.5.2 Enrollment Requirements

All successfully selected applicants are conditionally accepted into the program pending:

- Verification that all admission requirements have been satisfied
- Meets all technical standards
- Successfully passes the required routine drug test
- Successfully passes a criminal background check
- Submission of Health Forms and Immunization Records

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Health Documentation Requirements

4.5.2.1 Immunization Policy

- All Lenoir-Rhyne University MSPAS students are required to maintain their personal health records in good standing.
- Immunizations must be up to date for health professionals based on the CDC guidelines.
 - a. This must be documented prior to starting any clinical rotations or clinical experiences.
- Additional requirements may be made by specific clinical sites, which the student must take care of in a timely manner.
- All immunizations and titers are the financial responsibility of the MSPAS student.
- The MSPAS Program will not allow students who do not complete or do not pass a drug test and background check, as required by preceptor sites, to participate in clinical rotations or clinical experiences.

Proof of immunization is required for specific populations by the state of North Carolina. Failure to meet this requirement within 30 days after the first day of class could result in an immediate dismissal from the University as mandatory under the law.

NCDHHS website <https://immunization.dph.ncdhhs.gov/schools/collegesuniversities.htm>

The following immunizations are required.

- 2 doses of DTP/DPT, DTaP, or Tdap (diphtheria, tetanus, and pertussis series) and 1 dose of Tdap or Td in the last 10 years. (3 total vaccines required)
- 2 doses of the measles vaccine, 2 doses of the mumps vaccine, and 1 dose of the rubella vaccine. (All three together are commonly known as MMR). Serological testing or titer test results are acceptable as well. Healthcare personnel without presumptive evidence of immunity should get two doses of MMR vaccine, separated by at least 28 days.
- 3 doses of the Hepatitis B vaccine or 2 shot Heplisav-B series.
- 2 doses of the Varicella vaccine or positive titer.
- 3 doses of the Polio vaccine are required. An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine per NC immunization requirements. Adults who are known or suspected to be unvaccinated or incompletely vaccinated against Polio should receive and complete the Polio vaccination series with IPV. Adults who completed their polio vaccination but who are at increased risk of exposure to poliovirus may receive one lifetime IPV booster. (Includes healthcare workers or other caregivers who have close contact with a person who could be infected with poliovirus).
- Meningococcal vaccine- Two doses per NC immunization requirements.
 - One dose is required for individuals entering the seventh grade or by 12 years of age, whichever comes first on or after July 1, 2015. A booster dose is required for individuals entering the 12th grade or by 17 years of age, whichever comes first. Individuals who entered seventh grade before July 1, 2015 are not required to receive the first dose. The booster dose does not apply to individuals who entered the 12th grade before August 1, 2020. If the first dose is administered on or after the 16th birthday, a booster dose is not required. Individuals born before January 1, 2003 shall not be required to receive meningococcal conjugate vaccine.
 - The Meningococcal vaccine is recommended for certain Healthcare Workers.
NCDHHS website <https://immunization.dph.ncdhhs.gov/schools/collegesuniversities.htm>
- **Physician Assistant and Doctor of Nursing Practice Students** must provide proof of the annual flu vaccine, COVID, and proof of other vaccines necessary for health care providers as recommended by the CDC. <https://www.cdc.gov/vaccines/hcp/imz-schedules/adult-medical-condition.html>
 - The CDC recommends the updated 2024-2025 COVID-19 vaccines and the updated 2024-2025 flu vaccines to protect against severe COVID-19 and flu for health care providers.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- COVID-19 Vaccine- CDC recommends everyone ages 6 months and older receive an updated 2024-2025 COVID-19 vaccine to protect against the potentially serious outcomes of COVID-19 whether or not they have ever previously been vaccinated with a COVID-19 vaccine. Updated COVID-19 vaccines are available from Moderna, Novavax, and Pfizer in 2024. This recommendation can be found at <https://www.cdc.gov/vaccines/hcp/imz-schedules/adult-notes.html#note-covid-19>
- Influenza vaccine annually-IIV4 or RIV4. CDC recommends everyone 6 months of age and older, with rare exceptions, receive an updated 2024-2025 flu vaccine to reduce the risk of influenza and its potentially serious complications. Most people need only one dose of the flu vaccine each season. While CDC recommends flu vaccination as long as influenza viruses are circulating, September and October remain the best times for most people to get vaccinated. Healthcare workers are a high-priority group for vaccinations because they are more likely to be exposed to the flu through contact with sick patients. They can also spread the flu to close contacts and patients. The findings of a CDC review of related published literature indicate that influenza vaccination of health care personnel can enhance patient safety.

Students within the College of Health Sciences may be required to provide proof of additional vaccines during their tenure as deemed appropriate by the program and/or the clinical site.

How to Obtain immunization records:

Immunization records can be requested from your physical or the state health department in the state of your residency.

Where to submit records:

All records should be submitted via your application/enrollment portal under “materials” and titled “student immunization records.” Questions regarding submission should be directed to admission@lr.edu.

Our PA program also requires:

- Tuberculosis testing (TB) - Negative TB Skin Test/PPD or QuantiFERON-TB Gold
 - Positive results will require the student to receive a chest x-ray and further evaluation.
 - Students must have completed an annual TB skin test or appropriate serum test prior to admission to the program.
 - If a student is a known reactor, by either skin or serum testing, a follow up chest x-ray must be completed and documented.
 - Students will likely need to complete a QuantiFERON-TB Gold within 60 days of the start of clinical rotations, depending on site requirements.

An exemption received from LRU may not be accepted by the clinical rotation site. Therefore, the LRU PA Program cannot guarantee clinical placements for students who are not fully vaccinated.

The immunization requirements for clinical students are set by our clinical rotation sites. All students must comply with the program and clinical rotation site immunization policies at which they are assigned to successfully complete the program. It is the responsibility of the student to keep their immunization record up to date; failure to do so may result in delayed graduation.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.5.2.2 Other Health Documentation Requirements

Proof of Current Health Insurance Coverage

- a. Students must provide the program proof of current health insurance
- b. Clinical sites may also require this information prior to start of a clinical rotation

Physical Examination

Completion of a comprehensive physical examination by a licensed medical provider or family doctor indicating that the applicant has been medically cleared for admission is required for program matriculation. Go to <https://www.lr.edu/admission/graduate-admission/admitted-graduate-students> and select Health Forms under "Information & Resources", then choose College of Health Sciences Medical Clearance Form. Have the forms completed then submit to Lenoir-Rhyne University Student Health via the admissions portal.

4.5.2.3 Substance Abuse Testing

The Lenoir-Rhyne University PA Program requires students to consent to and pass a substance abuse test, in the form of a 10-panel drug screen, prior to admission and a recheck prior to beginning clinical rotations. The MSPAS Program will inform students of locations that offer these services in close proximity to the Hickory Campus of Lenoir-Rhyne University, as well as their respective costs. The student incurs this expense. Students need to undergo further substance abuse testing at least every 12 months or as required by the healthcare facilities during their training. The MSPAS Program will not allow students who do not complete or do not pass a drug test as required by these facilities to participate in experiential education activities at the facility. Such students may also face sanctions, including possible dismissal from the program. The student is personally responsible for obtaining, paying for, and submitting proper documentation for all required drug screens.

Drug screens are primarily obtained through Certiphi. This service is also available through CASPA.

4.5.2.4 Background Check

The Lenoir-Rhyne University PA Program requires all incoming PA students to submit to and receive a criminal background check as a condition of initial and ongoing enrollment. The program provides instructions for obtaining the initial background screening to students at the time of enrollment. Students incur the expense of screenings. Both the student and the program should receive the results of the background check with the student's permission.

The background check:

1. Promotes and protects patient/client and student safety, as well as the well-being of the campus community
2. Complies with the mandates of clinical sites that require student background checks as a condition of their written contracts (affiliation agreements) with the Program as stipulated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
3. Promotes early self-identification of students at risk for not meeting clinical requirements and PA licensure eligibility requirements in some states
 - a. Students with an identified history of criminal activity risk not successfully completing the required clinical education requirements of the MSPAS Program (required for successful completion of all clinical experiences to graduate)
 - b. To ensure the eligibility of a student with a history of a felony conviction for sitting for the PA National Certification exam, the at-risk student will need to seek clarifying information directly from the National Commission on Certification of Physician Assistants (NCCPA) and the state licensing board* in which s/he wishes to practice

*As PA practice laws vary from state to state, it becomes the student's responsibility to know the laws of individual states regarding policies associated with the awarding of a PA license; the at-risk student may need to petition the NCCPA and state licensure agency to request a declaratory order/opinion from the licensure agency. The at-risk student must obtain clarification and eligibility prior to acceptance into the program.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

The approved program vendor is: Certiphi

1. Upon matriculation to the program and annually thereafter, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check.
2. Students are responsible for all expenses related to meeting health requirements, drug screens, and background checks.
3. Applicants who answer "no" to questions relating to criminal background in their CASPA application, who later matriculate and are found to have a positive criminal background check, are likely to be dismissed from the program on the basis of misrepresentation.
4. In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by the University in accordance with its policies and procedures.
5. Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards.
 - a. Clinical rotation sites may not permit participation in the clinical experience.
6. This should be considered seriously by the candidate prior to application and matriculation. Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education.
7. Criminal offenses incurred after the student matriculates may result in the student's dismissal from the program. Tuition and fees will not be refunded.

Initial Background Check: a 7-year required background check is to be on file prior to admission to the program

- a. A background recheck is required prior to the start of clinical rotations
- b. There may be additional background checks required based on clinical sites
- c. The student is personally responsible for obtaining, paying for, and submitting the proper documentation for all required background checks

This service is also available through CASPA.

Clinical rotation sites may require background checks. The NC Medical board also requires a criminal background check prior to licensing. If a student is unable to complete a clinical portion of the PA program due to negative items contained in a criminal background check or failure to pass a drug screening, the student will not graduate. Neither LRU nor the PA program will be held liable for the student's failure to obtain state licensing.

The MSPAS Program maintains strict confidentiality related to all information gathered in the process of criminal background checks. Students will be required to give written permission to release the information as required by a clinical site. The program will place copies of these documents in the student's clinical education file. The program will communicate issues with the background check to the student.

- Failure to submit these documents on time could result in sanctions including denying matriculation into or dismissal from the MSPAS Program. If a background check identifies a history of criminal behavior, the MSPAS Program may prohibit the student from matriculation into the program or participation in clinical education courses.

The Director of Clinical Education and the Program Director and/or other University administrative personnel as well as the clinical site will evaluate cases on an individual basis.

- Clinical sites have the right to refuse placement to any student possessing a history of criminal activity.
- The program can deny a student admission to the MSPAS Program or dismiss him/her from the program based on clinical placement difficulties related to a history of criminal activity.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Students will be required to have a repeat background check and drug screen at the end of the didactic year before the clinical year starts. The student may be required to complete additional background check(s) and/or drug screen(s) based on clinical site requirements. The student incurs the expenses related to the procurement of both background checks and drug screens, and any additional screening as required by clinical sites or the Program.

4.5.2.5 Enrollment Fees

Upon acceptance to the Lenoir-Rhyne MSPAS Program, the candidate is required to remit a \$1,000 deposit to secure their place in the incoming class. This fee is non-refundable if the program is accredited. This deposit is part of the program's overall tuition and expenses. The Lenoir-Rhyne PA Studies program will not commence in the event that provisional accreditation is not received, and the enrollment deposit will be refunded in full.

Pay Enrollment Deposit by clicking on this link [Enrollment Deposit](#) and selecting Graduate Student Deposit after being admitted to reserve your place in the incoming class. To pay your deposit, you will need to log in with your application username and password set up after admission.

See the sections below for costs and how to pay your deposit. Questions regarding tuition payments can be directed to [Student Accounts](#).

All expenses incurred as part of the enrollment process are the responsibility of the student. These include:

- Obtaining a physical
- Necessary laboratory tests
- Immunizations
- Additional health requirements

4.5.3 MSPAS Program Tuition and Fees

Current tuition and fees (Standard A3.12f - estimate of all costs (tuition, fees, etc.) related to the program) are published on the MSPAS Program website. In addition to the tuition, fees paid each semester cover technology, supplies, subscriptions, and books. Students incur costs for any lost or damaged materials. Students also incur expenses beyond typical cohort costs such as, but not limited to tutoring, additional drug screens, or personal medical costs. Additional expenses outside of tuition and fees may occur, including costs for travel and/or housing for clinical placements. Students have access to most of their subscriptions up to graduation.

4.5.4 Payment of Educational Costs

[Paying Your Bill Link](#)

The [Student Accounts](#) office processes tuition billing, payments and student refunds. MSPAS students are charged a specific price each semester based on their cohort in the program. Payment of tuition and fees are due at the Business Office on the date indicated on the student's bill and all bills must be addressed prior to the start of each semester. A payment portal can be accessed online using your student username or email address and password through the [LR Portal](#).

Charges and Fees

Lenoir-Rhyne University requires all students (undergraduate, graduate, full-time, part-time, and visiting students) to pay all charges associated with the University prior to the start of class at the beginning of each semester. Such charges will include tuition, various fees, and/or room and board. There are various ways for students to provide payment, and there are individuals at the university who are able to assist students with this process. Students, however, who choose not to provide payment by the deadline will not be able to attend class until arrangements for payment can be secured.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Payment Options: Students have various options for payment:

- Pay in full via check, money order or credit
- Establish a payment plan (Payment plan options are available to students via the student portal)

Students who wish to utilize financial aid to assist with their charges must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and all other necessary documentation. All required documentation related to financial aid processing must be submitted to ensure that student eligibility is finalized before the start of the semester.

Please refer to the Lenoir-Rhyne University [Student Handbook](#) and the university [Catalog](#) page (Select Financial Information tab in the left column after selecting the current graduate catalog).

4.5.5 Payment Plans

The University recognizes the substantial burden of paying for and financing higher education. In order to assist students and parents with this issue, the University offers a variety of payment plans that will assist students and parents in paying for tuition over the number of weeks within a particular semester. Payment plan options may be reviewed through the student's myLR account by reviewing the "Make a Payment" screen. If you are interested in this service, you can learn more by contacting (828) 328-7105.

Adjustments to Charges

Lenoir-Rhyne University reserves the right to adjust any and all charges at any time and to modify refund policies in order to maintain compliance with federal, state, and other regulatory bodies. In general, the university adjusts tuition and fees on an annual basis.

Payments and Refunds

See Financial Information section of the current years [Graduate Catalog](#) under the Payments and Refunds heading for the university's financial process for payment as well as the LR PA website section on [Tuition, Estimated Costs, and Refund Policy](#).

Statements provided to students and/or parents prior to the beginning of the semester will reflect charges, credits, deposits and a pro-rated portion of financial aid known at the time the statement was generated. Balances on accounts unpaid after the due dates listed on the statements are subject to finance charges that accrue every 30 days at a rate of 1.5% per month. Accounts that are past due may be turned over to a collection agency at which time additional fees may be incurred. The charge for returned checks is \$25.

Any students who have a prior unpaid balance on their account at the beginning of an academic term will be dropped from their registered classes, live in a residence hall, or receive meals in the university cafeteria.

Deposits are credited to the account in the first session. Students who do not matriculate or who withdraw within the first two weeks of a semester forfeit their deposit.

(*The Lenoir-Rhyne PA Studies program will not commence in the event that provisional accreditation is not received, and in that case the enrollment deposit will be refunded in full.)

Withdrawal from University: Students who withdraw from the university must be removed from all courses by completing forms with on the [Registrar's website](#).

The return of financial aid is based on the official withdrawal date - the date in which the student initiated the withdrawal form with the Registrar's Office. A fair and equitable tuition adjustment will be calculated according to the Tuition and Fees Refund Policy – PA Program as follows:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Tuition and Fees Refund Policy – PA Program (Standard A1.02k)

Program	Per	Tuition
Physician Assistant Studies	Semester	\$15,000.00

The PA Studies Program’s Refund Policy aligns with the university’s refund policy for 8-week courses. The PA Program follows this refund policy for all mini sessions including the 12-week Summer semester.

For PA Session Courses: Refunds are calculated based on:

Percentage Refund	Time Period for This Percentage
100%	During the first week of PA classes
60%	During the second week of PA classes
25%	During weeks three and four of PA classes
0%	After the fourth week of PA classes

- The Physician Assistant (PA) Studies Program tuition is \$15,000 per semester.
- The Program operates with two 8-week mini sessions in the Fall and Spring, each with tuition of \$7,500 (totaling \$15,000 per semester), regardless of credit hours. Refunds are based on the tuition of each mini session.
- The Summer session spans 12 weeks, including two weeks in May and both 5-week university summer sessions. The tuition for the PA Program's Summer session is also \$15,000.
 - Fees are listed with the PA Program Cost Estimates.
 - Didactic program fees (if the PA program obtains and maintains accreditation) are nonrefundable once paid.
 - Clinical program fees (if the PA program obtains and maintains accreditation) are nonrefundable once paid.

4.6 Confidentiality of Information – Student Records

Records & Files of Students

The [Registrar's Office](#) maintains and verifies the academic records for all students and serves the needs of faculty, campus offices and outside educational agencies in the following areas.

- Conduct course registration
- Publish class and examination schedules
- Issue official transcripts
- Evaluate transcripts of transferring students
- Conduct degree audits
- Degree/enrollment verifications (National Student Clearinghouse)

University Catalog

The [university catalog](#) provides information about the university's academic offerings, policies and regulations, student life and services, admission and financial aid, tuition and fees and other general information.

[Forms](#)

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Refer to the university catalog for specific information about academic requirements and policies.

Please see necessary Forms on the [Registrar's website](#)

- Application for Graduation
- Course Add/Drop
- Course Substitution
- Individual Course Withdrawal
- Credit by Exam
- Enrollment Verification
- Graduate Student Request for Leave of Absence
- Non-Degree Policy and Application
- Petition for Academic Overload
- Program Change | Graduate Student
- Program Change | Undergraduate Student
- Replacement Diploma
- Request for Directed Study
- Student Disclosure Form
- Transfer Credit Approval Request | Undergraduate
- Transfer of Credits Request-Future Coursework | Current Graduate Student
- Transfer of Credits Request-Previous Coursework | Current Graduate Student
- Withdraw from University | Graduate Student
- Withdraw from University | Undergraduate Student

4.6.1 The Family Educational Rights and Privacy Act (FERPA)

Student Disclosure Form

Registrar's website

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law which helps protect the privacy of student education records. The act provides eligible students the right to inspect and review their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or one who attends a postsecondary institution. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records.

The rights protected under FERPA include:

1. The right to inspect and review the student's educational records within 45 days of the day Lenoir-Rhyne University receives a written request for access.
2. The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.6.2 Definitions as Related to FERPA Policy and Practice

Student: Any person currently or formerly enrolled at Lenoir-Rhyne University (or Lenoir-Rhyne College) regardless of their age or status with regard to parental dependency. Note that records of students who have made application but have not been admitted to Lenoir-Rhyne are not subject to FERPA guidelines, nor are the records of deceased students.

Educational Record: Any record maintained by the University directly related to a student and/or which contains information personally identifiable to a student. Educational records do not include:

- Sole possession records or private notes held by school officials that are not accessible or released to other personnel.
- Campus Security records that are solely for campus safety/security enforcement purposes and maintained solely by the Campus Security department.
- Records relating to individuals who are employed by the University (unless directly related to employment status.)
- Records relating to treatment provided by a physician, psychologist, psychiatrist, or other recognized professional or para-professional and disclosed only to individuals providing treatment.
- Records created or received by the University after the student has graduated or is no longer enrolled (i.e. alumni records.)

School Official: Any member of the Lenoir-Rhyne University faculty, staff or administration whose intention is to act in the student's educational interest within the parameters of their position at the University. In addition to faculty, staff and administration, school officials may also include contractors, volunteers and others performing institutional functions. Students who are serving on an official University committee or otherwise employed by the University may also be considered school officials if performing in the interest of the requested capacity. Reasons of legitimate educational interest for a school official include, but are not limited to:

- Performing a task that is specified in his or her position or contract.
- Performing a task related to a student's education or academic progress.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student (or student's family) such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the campus.

Directory Information: Lenoir-Rhyne University defines the following as Directory Information:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)
- Honors, Awards and Recognition

4.6.3 University Notification of Policy

Lenoir-Rhyne University releases the FERPA policy annually in the University's *General Catalog*. Any significant changes to the policy are disseminated to the campus community via email and on *myLR*, the University's internal website.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.6.4 Release of Information/Records

Forms

Lenoir-Rhyne University will disclose information from a student's educational records with the written consent of the student. Written consent may be received by means of an online transcript request, signed FERPA Release or Transcript Request form, or signed letter of consent directly from the student. Written consent may be submitted in person, through the US Postal Service, scanned attachment (pdf or Microsoft Word) via email or by secured fax at 828.328.7378. An email from the student may not serve as written consent.

In some cases, Lenoir-Rhyne may release information from a student's educational records without the direct consent from the student. Records may be released without consent when the disclosure is:

- To appropriate school officials (defined above).
- To authorized representatives of federal, state or local educational authorities.
- In connection with financial aid for which the student has applied or the student has received.
- To third-party vendors conducting research or other analysis for or on behalf of the University.
- To accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena (Note that under these circumstances we will make every effort to notify the student prior to compliance.)
- Related to a health or safety emergency.
- Information defined as Directory Information
- The disclosure concerns sex offenders and other individuals required to register under state or federal law.

4.6.5 Release of Directory Information

Unless a student requests in writing to the contrary, Lenoir-Rhyne University is permitted to release the following types of information without consent from the student:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)
- Honors, Awards and Recognition

Students wishing to restrict the release of directory information must submit a signed, written statement to the Registrar's Office. Please note that once received, all directory information will be withheld from a variety of third parties including parents/spouses, employers (current and prospective), honor societies and, of course, the media. Once the restriction is filed with the Registrar's Office, the restriction remains valid until the student, again in writing, rescinds the restriction.

Requests to restrict the release of directory information should be submitted to the Registrar's Office located in Lohr Hall on the Hickory campus, or by mail/fax/scanned document in email to:

Lenoir-Rhyne University

Registrar's Office

PO Box 7227

Hickory, NC 28603

828.328.7368 (fax)

Registrar@lr.edu

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.6.6 Procedure to Inspect Educational Records

Can be found in the University Catalog <https://www.lr.edu/academics/registrar/catalog> in the Current Graduate Catalog under the General Information and Policies section.

Students simply needing to obtain a copy of their official university transcript may do so online without the completion of a Student Disclosure Form. Current students may request a copy of their official transcript through their secure, online self-service account. Former students may make the request through the National Student Clearinghouse. For more information on requesting a transcript online please visit the registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students have the right to inspect/review their educational records within 45 days of the receipt of the request by Lenoir-Rhyne University. Students must complete and submit a signed Student Disclosure Form indicating the purpose for the release. The Student Disclosure Form is located on the registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students currently enrolled may select a "one-time release" to a specific party (or parties), or they may select "until I complete a new form." If "until I complete a new form" is selected, the release becomes void once the student graduates or discontinues enrollment. If the student returns to Lenoir-Rhyne at a later date, a new disclosure form must be submitted. Students who are no longer enrolled must select the "one time release" option and a new form must be submitted with each new request.

Requests to inspect/review educational records should be submitted to the Registrar's Office located in Lohr Hall on the Hickory campus, or by mail/fax/scanned document in email to:

Lenoir-Rhyne University
Registrar's Office
PO Box 7227
Hickory, NC 28603
828.328.7368 (fax)
Registrar@lr.edu

Please note that if the student is requesting copies of educational records and is not within commuting distance, the student will be charged a \$25 processing fee. There is no cost to any student to simply inspect/review their record.

The Lenoir-Rhyne University Student Handbook

In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, students attending LR are permitted to inspect and review their own educational records, including academic transcripts, financial records, and disciplinary action upon written request to the university official who serves as custodian for the type of record to be reviewed. Records access is given within 45 days of receipt of the request. LR reserves the right to refuse to permit a student to inspect the following records: financial statement of parents, letters of recommendation for which the student has waived the right of access, records connected with an application to LR if that application was denied, and records which are excluded from the FERPA definition of educational records.

Normally, the University may disclose information labeled as "Directory Information." The University may disclose any of these items without prior written consent unless notified in writing to the contrary.

Student Academic Records: Can be found in the University Catalog <https://www.lr.edu/academics/registrar/catalog> in the Current Graduate Catalog under the General Information and Policies section.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Student Health Records: The Student Health and Wellness Center maintains the security, confidentiality, and integrity of student health records. Student health records include all required student health forms required upon matriculation, student immunization records (required by NC state law), and other documentation that may have been needed for individualized appointments. The Health Insurance Portability and Accountability Act or HIPAA privacy rule provides the guidelines by which student health records may be accessed by anyone other than the student. Student health records are maintained for seven (7) years in locked filing cabinets in secured storage rooms or stored securely electronically. Health records are shredded upon being purged from the files. **Note, all student health records since May 2023 are electronic and part of the student’s admissions portal and stored securely electronically and may be purged after 7 years (with all records before this date in locked file cabinets)**

Student Mental Health Records: The Student Health and Wellness Center maintains the security, confidentiality, and integrity of student mental health records. Student mental health records include all required student mental health forms including, Consent for Treatment and Notice of Confidentiality, progress notes documenting individual sessions, and Consents for Release of Information, as well as any additional documentation/information pertaining to each individual student seen for mental health counseling. The Health Insurance Portability and Accountability Act or HIPAA privacy rule provides the guidelines by which student mental health records may be accessed by anyone other than the student. Student mental health records are maintained for seven (7) years in locked filing cabinets in secured storage rooms or stored securely electronically. Mental health records are shredded upon being purged from the files. **Note, all counseling records since November 2023 are electronic and stored securely electronically and may be purged after 7 years (with all records before those dates in locked file cabinets).**

Student Conduct Records: The Office of Student Life maintains the security, confidentiality, and integrity of student conduct records. Student conduct records include academic integrity and/or social conduct violations. Students’ conduct records are retained for seven (7) years from the date of the most recent enrollment or graduation from the University whichever is longer, provided that the student was not suspended, expelled, prohibited from future enrollment, or otherwise withdrawn for disciplinary or medical reasons. Retained records will be kept in locked filing cabinets in secured storage rooms and stored securely electronically. Student conduct records will be shredded upon being purged from the files.

Note: Records of students who were suspended, expelled, prohibited from future enrollment, or otherwise withdrawn for disciplinary or medical reasons may be retained indefinitely.

4.6.7 Release of Student Information by the MSPAS Program

The Lenoir-Rhyne University MSPAS Program also releases student photos and short biographies of students for faculty and preceptor/clinical site use. The photo is a “head shot.” Bio sketch information, primarily authored by the MSPAS student, includes items such as, but not limited to, previous education and prior work/volunteer service. MSPAS students will also sign for this release.

4.6.8 MSPAS Program Record Storage and Security

The MSPAS Program Director is responsible for ensuring the security (**Standard A1.08, A2.09, A3.17, A3.18, A3.19**) of the records maintained by the program. The MSPAS Program will maintain an electronic file during the time the student is enrolled in the program. These electronic files are kept in a secure location and drive that only PA program faculty and staff who need access having access. Any hard copies received will be scanned to electronic files and stored as above. Once graduated, the student record will be transferred to an electronic storage file for a minimum of 7 years. Records that are stored in MSPAS student files documents:

- that the student has met published admission criteria including advanced placement if awarded (advanced placement is not awarded)

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- that the student has met institution and program health screening and immunization requirements
- student performance while enrolled
- remediation efforts and outcomes
- summaries of any formal academic/behavioral disciplinary action taken against a student
- that the student has met requirements for program completion

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

Revised Fall 2022: Lenoir-Rhyne University Student Records & Record Storage/Retention Policy Office of the Registrar
Office of the Registrar – Records and Record Storage/Retention

The Office of the Registrar at Lenoir-Rhyne University structures policies and procedures for defining and maintaining the security, confidentiality and integrity of student records based on federal requirements outlined by the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), as well as guidelines recommended by the American Association of Collegiate Registrars & Admissions Officers (AACRAO). The policies outlined below are available to the Lenoir-Rhyne community through the institution's Portal (myLR).

Definition of Student Record

The official student academic record is maintained by the Office of the Registrar. Following the federal requirements outlined by FERPA and the guidelines recommended by AACRAO, Lenoir Rhyne University defines the student academic record as:

- The official Lenoir-Rhyne University transcript history.
- The evaluation and articulation of transferable credits (if applicable).
- Post-secondary transcripts, College Level Exam Placement (CLEP), Advanced Placement (AP), International Baccalaureate (IB) and/or any other official documents which support the evaluation and articulation of transferable credits.
- High school transcripts, or documentation supporting the equivalent of a high school diploma.
- SAT or ACT scores as related to course placement at Lenoir-Rhyne University.
- Declaration of Major and/or Change of Major documentation.
- Academic Awards such as Academic Probation, Academic or Program Dismissal or Expulsion, Academic Integrity violations, Dean's and/or President's List and Graduation Honors.
- Application for Degree and Graduation Audit (if applicable)

Record Security and Storage

The Office of the Registrar maintains all paper documents related to a student's official record in fireproof cabinets, securely stored (with video monitors) in the Registrar's office located in Lohr Hall on the Hickory campus. Paper files/documents exist for students who enrolled prior to the fall semester of 2015, including those who are currently enrolled and those who have been enrolled within the past five years. Paper files/documents for students who have not been enrolled within the past five years, excluding documents which are required to be maintained permanently, are purged and destroyed.

Beginning with students entering in the fall semester of 2015, the University began maintaining student record information electronically in PowerCAMPUS, Lenoir-Rhyne's Enterprise Resource Program (ERP). The ERP is backed up nightly with a redundant copy stored in a separate secure location. Student academic records stored in the

2026 LRU MSPAS

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

ERP receive the benefit of maximum-security protection as referenced in the University’s Data Handling and Storage Policies. Accordingly, access to PowerCAMPUS is limited to authorized university personnel approved by the employee’s College Dean, Division Vice-President, University Provost, or the University Registrar. Approved personnel are assigned appropriate view and/or edit access based on their need to perform University business related to their position, the system is installed on the computer provided by the University, and the user must be logged in using their institutional credentials and connected to the Lenoir-Rhyne University network to gain access to PowerCAMPUS.

In addition to respect for confidentiality, privacy and ethical restrictions related to sensitive information, the University expects authorized users of the ERP to abide by the following measures when transferring sensitive data:

- Sensitive data should not be transmitted through electronic messaging, even to other authorized users, unless security methods (e.g. password protected documents) are utilized.
- Sensitive data must not be transferred by any method to persons who are not authorized to access that information.
- Sensitive data must not be taken off campus unless the user is authorized to do so, and only if encryption (or other approved security precautions) have been applied to protect that information.
- Physical protection from theft, loss or damage must be utilized for mobile devices that can be easily moved such a smart phone, tablet, thumb drive, or laptop.

Record Retention Policy

The Office of the Registrar established the Record Retention policy outlined below based on the guidelines established by the Federal government (FERPA) and by AACRAO. Note that this retention policy indicates the minimum required for record maintenance. Portions of the student record which are not defined as “permanent” but are stored in the University’s ERP (PowerCAMPUS) may remain part of the student’s record longer than the minimum requirement stated below.

Academic transcripts for students enrolled prior to 1999 have been scanned and are electronically maintained and secured as outlined above. Additionally, hard copies of academic transcripts are stored in Lohr Hall on the Hickory Campus in fireproof cabinets and have also been preserved on microfilm and stored in the University Library. Historical Academic

Transcripts acquired during the merger with the Lutheran Theological Southern Seminary (LTSS) in 2010 have been scanned and are electronically maintained as outlined above. Remaining physical records of LTSS students enrolled prior to the merger in 2010 are stored in Lohr Hall on the Hickory Campus.

Student Records

Type of Record	Retention Policy
Academic Transcript	Permanent
Admission Records (i.e. data from application, high school/collegiate transcripts, test scores, supplemental admission documents, etc.)	5 years after graduation or date of last attendance
Application for Graduation	1 year after graduation or date of last attendance
Academic Disciplinary Action	7 years after graduation or date of last attendance
Change of Course Enrollment requiring permission (e.g. override of course limit, schedule conflict, etc.)	1 year after date submitted
Change of Grade	Record Permanent
Class Schedules (Students)	1 year after graduation or date of last attendance
Credit by Exam Report/Scores	5 years after graduation or date of last attendance

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Type of Record	Retention Policy
Curriculum (Major) Change	5 years after graduation or date of last attendance
Graduation Audit Record	5 years after graduation or date of last attendance
Graduation List	Permanent
Name Change Authorization	5 years after graduation or date of last attendance
Registration Record	1 year after date submitted
Request and Disclosure of Education Records and/or Personally Identifiable Information (FERPA)	Permanent; until terminated by student
Request for Non-Disclosure of Directory Information	Permanent; until terminated by student
Transcript and Enrollment Verification Requests (current students)	1 year after date submitted
Transfer Credit Evaluation and supporting documents (i.e., transcripts, AP/IB/CLEP test scores, etc.)	5 years after graduation or date of last attendance
Veterans Administration Records	3 years after graduation or date of last attendance
Withdrawal Authorization	2 years after graduation or date of last attendance

4.6.9 Lost Records/Program Materials Replacement

As professionals, the Lenoir-Rhyne University MSPAS Program expects its students to maintain copies of their proof of records such as immunizations, HIPAA, OSHA, CPR, ACLS and other documents in order to provide them as requested by clinical sites. The PA Program may assess a fee for providing duplicates of the records (\$5.00-\$25.00 depending upon extent of records/search) or replacing lost Program provided materials (examples: nametags, keys, printed comprehensive syllabi)

4.6.10 Student Information Form

The MSPAS Program requires every student to provide and update a demographic information form for program files. The program provides the form to the incoming class during orientation. The student must notify the program's Administrative Assistant of any changes.

4.7 Confidentiality of Information – Health-Related Data

Students of the Lenoir-Rhyne University MSPAS Program have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

4.7.1 HIPAA Compliance

The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services ("HHS") issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). The Privacy Rule standards address the use and disclosure of individuals' health information—called "protected health information" by organizations subject to the Privacy Rule — called "covered

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights ("OCR") has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties. <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

The Rule requires health providers and other covered entities to educate all members of their workforce and students about the regulations. HIPAA requires specific knowledge and behaviors to protect patients' rights, and to implement certain provisions.

The program will consider all patients/clients involved in classroom or laboratory learning experiences on campus as well as in all clinical settings for the Lenoir-Rhyne University MSPAS Program as a patient and as such, HIPAA regulations apply. Students admitted to the program are required to complete a course covering HIPAA and obtain a certificate of successful completion.

4.7.2 HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in patient-related activities/clinicals. This training orients the student to concepts of confidentiality, appropriate access of information and appropriate release of information procedures for protected health information. Contents of the course should cover: a general overview of HIPAA; specific patient rights; administrative requirements and office practice issues; special situations, disclosures by law, marketing, and fundraising. Students may **not** participate in any clinical or patient-related activity unless certification is current.

4.8 Employment During LRU MSPAS Program (Standard A3.15e)

The program considers enrollment a full-time responsibility and strongly does not recommend employment during the program. For students who do choose to be employed while enrolled in the MSPAS Program, academic activities and requirements must always take precedence over employment activities. The program **does not** excuse missing classes for employment at any time. The program does require occasional evening and/or Saturday classes or events. Should a student choose to be employed in a health care setting, these guidelines must be followed:

1. MSPAS students employed in health care settings must not represent themselves in any way as a Physician Assistant or a Lenoir-Rhyne University MSPAS student.
2. MSPAS students representing themselves as having any degree of expertise as a PA violate state licensure laws
 - a. Such claims may result in denial of eligibility for licensure after graduation from PA school
 - b. Refer to North Carolina State licensure laws.
3. MSPAS students employed in health care settings must not represent themselves as official representatives of the Lenoir-Rhyne University or its MSPAS Program.
4. Note that MSPAS student liability insurance only covers students during classroom activities and during assigned clinical activities and rotations.
5. The program advises MSPAS students to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a medical setting, even if the client or employer requests one to do so.

4.8.1 Other Caveats Related to Employment: (Standard A3.04 and A3.05)

- Lenoir-Rhyne University does not require MSPAS students to work for the program (**Standard A3.04**)
- Lenoir-Rhyne University does not allow MSPAS students to work for the MSPAS Program as faculty, primary instructor, instructional faculty, or clinical/administrative staff (**Standard A3.05**)
- When students are on clinical rotations, students cannot substitute for clinical or administrative staff during the supervised clinical practice experiences (**Standard A3.05**). If a student is asked to substitute for regular staff on a rotation, he/she should inform the Program Director or Director of Clinical Education immediately.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.9 Extra-Curricular Activities

The Program encourages students to participate actively in their local, state, and national professional PA organizations. During the didactic phase, at the discretion of the MSPAS faculty, class representatives or student participants may be excused from classes to attend a state or national conference. The Program will make decisions on a case-by-case basis. The MSPAS Program discourages students from participating in an excessive amount of nonprofessional extracurricular activities as this will take time away from their academic studies.

The program may excuse students from a clinical site to attend a professional conference. Students must submit a written request for permission to the Director of Clinical Education for permission to attend a conference at least 4 weeks in advance of the event.

The following guidelines define the conference regulations:

1. The request does not exceed 5 days per event
2. Students must make up all assignments missed during their absence
3. Students must supply the program with proof of registration for the conference
4. The program may require the student to submit a certificate of completion following the conference
5. The program does not guarantee approval and attendance

The MSPAS Program and Lenoir-Rhyne University attempts to help current students by working to support student activities including attendance at conferences. Additionally, funding supports student programming and community service.

4.10 Job Placement and LRU Career Center

The MSPAS Program does not guarantee its graduates employment as a PA upon successful completion of the program. The program will, however, work with the student/graduate in the employment process. The goal is to provide every student with employment opportunities. Refer to the Lenoir-Rhyne University [Career & Professional Development](#) center for more information.

4.11 Health and Safety (Standard A1.02g)

This section covers health and safety policies and practices pertaining to health status, health risks, training, emergency/accident procedures, and incident reporting.

All students and faculty should always feel safe while on the Wayne B. Powell Health Sciences Complex campus or at an assigned clinical rotation. If at any time safety is a concern, immediately contact the Director of Clinical Education regarding clinical rotation safety concerns or the PA Program Director regarding the Powell Health Science Complex campus safety concerns. Students on clinical rotations should also discuss clinical concerns with their preceptor.

The Lenoir-Rhyne University MSPAS Program is located at 844 Highland Avenue SE Hickory, NC 28602. In case of emergency students should call 911. Wayne B. Powell Health Sciences Complex Campus and Lenoir-Rhyne University Campus Safety are coordinated by the Office of Public Safety, which is located in the Security House next to the Cromer Center. The office provides the following services to the university community:

- Assist members of the university community in emergency situations while making every effort to provide for their safety
- Protect LR property and enforces all university traffic rules and regulations
- Strive to make the campus a safe place to live and work
- Conduct foot and vehicular patrols of the campus community 24 hours per day, seven days per week

Members of the campus community should always be mindful of your safety and that of others while on- or off-campus and immediately report any suspicious persons or activities to Public Safety. Office of Public Safety 828.328.7146

[Campus Safety Link](https://www.lr.edu/student-life/campus-safety) <https://www.lr.edu/student-life/campus-safety>

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.11.1 Safety & Emergency Preparedness on LRU MSPAS Program Campus

Lenoir-Rhyne has developed emergency and crisis communication plans to respond to and disseminate information during an emergency, or when events impact normal campus operations.

The campus community should closely monitor and follow the information on official university communication channels, including LR Alerts (RAVE Alerts), campus email, notifications posted to the university website and LR's main institutional social media accounts. <https://www.lr.edu/sites/default/files/2021-06/what-to-do-quick-reference-guide.pdf>

LR Alerts Sign up to receive LR Alerts—text or email notifications about campus emergencies and inclement weather closings. <https://www.getrave.com/login/lr>. Rave Alert Guardian App is available for students to download to their mobile devices for mobile access to security while on campus.

4.11.2 Safety and Security at ValleySim Hospital of Catawba Valley Community College

ValleySim Hospital is a state-of-the-art facility designed to provide students, the community and the region with a realistic 27,000 square foot hospital setting for education and research. Located on the 5th floor of the Cuyler A. Dunbar building on the Catawba Valley Community College (CVCC) campus at 2550 US Hwy 70 SE, Hickory, NC 28602. Contact CVCC Campus Security immediately in the event of an emergency. (828) 327-7000, ext. 711.

4.11.3 Safety at Clinical Rotation Site (Standard A1.02g)

The Director of Clinical Education will assess the site for safety at the initial and ongoing site visit evaluations. However, it will be the responsibility of the site administrator to take reasonable steps to ensure the personal safety and security of students during the rotation/experience. If there is an incident where the safety of a student is jeopardized the student should immediately notify security or public safety at the site, the local authorities, the preceptor and the program Director of Clinical Education.

4.11.4 Health Conditions/Change in Health Status/ Sickness/Absenteeism/ Bereavement Policy

Students are required to and responsible for notifying the:

- 1) instructor of record that day (which includes the Preceptor for clinical rotations)
- 2) the course director (which includes the Director of Clinical Education for clinical rotations), and
- 3) their faculty advisor

of their inability to participate in a class, lab, or clinical activity related to illness, injury, or other reasons for being absent at least 2 hours prior to the event scheduled reporting time, if possible or as soon as possible if unplanned or in the event of an emergency within 2 hours after the scheduled reporting time via email.

Phone messages in addition to the email to the course director's office or the Director of Clinical Education are also appreciated to let the faculty know that students are okay.

- During the didactic phase, students must notify the instructor of record that day and course director of health issues/health restrictions that would prohibit a student from completing a required activity if they are able to come to class that day. If unable to attend class, the student must notify the instructor of record that day, the course director, and their faculty advisor as above.
- During the clinical phase, students must notify the Director of Clinical Education if unable to complete course requirements and/or clinical rotations.
 - If a student needs to be absent from a clinical rotation for illness or other reasons, they must contact their Preceptor prior to their regular reporting time and notify the Director of Clinical Education and their faculty advisor as above.

For absences during the didactic phase students are required to present a written note from their health care provider on the second day of their absence to the course director via email or manually noting the reason for absence-illness or injury (not their diagnosis) and date(s) of treatment for absences from class/activity.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- During the didactic phase students wishing to take an absence to attend a health care conference or for personal reasons must request advance written permission (at least four weeks in advance of the event/absence) from the program via the student success committee (SCC) and the program director. If the request is approved, the student must then notify the Course Directors of all classes that will be missed, their faculty advisor, and arrange for make-up.

For absences during the clinical phase students are required to present a note from their health care provider on the second day of their absence to the Director of Clinical Education and Preceptor via email or manually noting the reason for absence-illness or injury (not their diagnosis) and date(s) of treatment for absences from the clinical rotation.

- During the clinical phase, students wishing to take an absence to attend a health care conference or for personal reasons must request advance written permission (at least four weeks in advance of the event/absence) from the Director of Clinical Education. If the request is approved, the student must then notify their preceptor in advance and their faculty advisor.
- Students will be required to make up time missed due to sickness or to repeat the entire clinical learning rotation if such absence(s) is/are felt by the program and/or preceptor to jeopardize the student's clinical competence or to compromise their professional responsibility.

Absence from the didactic phase or from a clinical learning rotation more than five (5) days seriously jeopardizes the educational experience and academic requirements of the program.

Students are limited to 5 excused absences during the didactic phase and 5 excused absences during the clinical phase. Students are limited to missing 10 academic days total or less during the entire program before reviewed by the SCC and Program Director.

If a student suffers the loss of a close relative at any time during the program, they will be allowed up to 3 days of excused absence. The policy for bereavement absences for a death in the immediate family is to grant a 3-day maximum leave without counting towards the excused absence limit. If more time is needed, the student must contact the Program Director via email to formally make this request (only 3 days apply without counting toward the excused absence limit; more than 3 days would count towards the absence limits). Faculty and Course Directors will be notified and arrangements for make-up will be made. This process should be initiated by the student.

In the event of a prolonged illness or injury (lasting longer than 2 days), the program requires the student to use the following guidelines:

1. The student is responsible for notifying the instructor of their planned return date to resume classroom, laboratory activities and clinical activities.
2. In the event that activities need to be restricted, a physician, NP, or PA will need to document all limitations and plans for follow-up/clearance.
3. It is the responsibility of the student to contact the course director and/or Director of Clinical Education to develop an acceptable individualized education plan (IEP) that will clearly state expectations for completion of all missed learning sessions, assignments, and assessments, along with date of expected completion.
 - a. This IEP must be signed off by the Instructor of Record (or Preceptor) and Course Director (or Clinical Director) responsible for learning sessions, assignments, or assessments, as well as the Program Director and their faculty advisor and placed in the student's electronic file.
 - b. Failure to complete the IEP by the completion date will receive referral to the Student Success Committee for review and recommendations.

*Failure to advise the PA Program of absences may result in the lowering of grade(s) and/or referral to the Student Success Committee for professionalism

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4.11.5 Health Risks

The MSPAS Program will inform students of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard precautions.

Pandemic/Coronavirus Updates/Policy

Coronavirus & Respiratory Virus Protocols

The LRU PA Program like the School of Nursing and DNP program is requiring students in the MSPAS Program to be vaccinated to meet the requirements of clinical sites. *Please note that clinical sites may require students to be vaccinated and boosted. If the student is unable to attend experiential learning at a pre-arranged site, there may be a delay in completing the experience, which may delay progress toward graduation.

4.11.6 OSHA Training

The PA Program will provide appropriate training to students regarding Occupational Safety & Health Administration (OSHA) standards at the beginning of the didactic year and prior to the clinical year. The facility at which the rotation/clinical 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.

The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform in order to prevent the spread of communicable disease. All students must participate in mandatory training arranged by Lenoir-Rhyne University MSPAS program and College of Health Sciences.

Blood-borne Pathogens Training is required prior to participation in clinical and/or patient related activities. Training includes proper handwashing, use of personal protective equipment, isolation precautions, and other information targeted at exposure risk reduction. Students must successfully complete the course to meet this requirement to be allowed to participate in any clinical or patient-related activity. Students must submit proof of completion to the program.

Students must keep documentation of training. Each clinical site reserves the right to require a student to provide proof of training. They may also require the student to participate in additional training.

4.11.7 Biohazard Exposures (Standard A3.08)

When a student sustains an injury on campus or during off-site clinical activities, the primary financial responsibility usually lies with the student's personal accident or group health insurance. Students should maintain appropriate personal health coverage, as this insurance serves as the primary source for any injuries that may occur during their training, whether in simulation labs or clinical settings.

In the event of occupational exposure to a biohazard while on campus or during the didactic year, students must follow the following guidelines for managing, reporting, and documenting the incident:

1. The program requires students to notify the Instructor of Record and the Program Director as soon as possible of the incident and seek their guidance in complying with all policies. The Dean of Students and the Student Health Center at the University will also be notified of the incident.
2. The student should complete with assistance from faculty a PA Program Incident Report found in the Appendix 3 of this document.
3. If the need arises, the PA program faculty shall provide students with access to emergency care; however, the student shall incur the cost of all emergency services rendered. (Standard A3.09 precludes principal faculty, the program director and the medical director from participating as health care providers for students in the program, except in an emergency situation.)

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4. The student will be directed to seek care from their primary care provider or one of the local hospital emergency rooms in consultation with University Student Health Center.
5. The student shall incur the cost of any treatment and follow-up care as a result of exposure/injury.

The program holds responsibility for storage and use of any hazardous materials. The program will follow OSHA guidelines for the storage, use of any hazardous materials and the use of standard precautions. The program requires vinyl or nitrile gloves as part of personal protective equipment (PPE).

In the event of occupational exposure to a biohazard while on clinical experience, students must follow the clinical site's guidelines for managing, reporting, and documenting the incident:

1. The student must inform the clinical instructor/preceptor of the incident and seek their guidance in complying with all site-specific policies.
2. If the need arises, clinical sites shall provide students with access to emergency care; however, the student shall incur the cost of all emergency services rendered.
3. Worker compensation benefit does not cover these events; therefore, the student also incurs the cost of any follow-up care as a result of exposure/injury.
4. The student should notify the Director of Clinical Education of the incident immediately, but no later than 2 hours after the occurrence and complete a **PA Program Incident Report found in the Appendix 3 of this document.**

4.11.8 Injury or Medical Emergencies of a Student During Program Activities

1. The faculty member and/or supervising clinical personnel will only assess whether the student can remain in the classroom or clinical area.
2. If the student requests medical care, the faculty member and/or supervising clinical personnel may assist the student in obtaining appropriate care.
3. An Incident Report must be filled out by the student and MSPAS personnel within 24 hours and turned into the Program Director.
4. Based on the extent of the injury or medical emergency, MSPAS personnel may not allow the student to participate in class.
5. In the case of injury or medical emergency, the student incurs the cost of emergency medical services whether participating in an on- or off-campus education experience.
6. The principal faculty, Program Director and the Medical Director cannot act as healthcare providers for students except in an emergency. (Standard A3.09)
7. The Program recommends students see their own health care provider for follow up care.
8. If any emergency medical assistance is required call 911 and provide the location. LRU Campus Security should be notified at 828.328.7146 if injury or emergency occurs on campus or in the Powell Health Science Complex.

When a student sustains an injury on campus or during off-site clinical activities, the primary financial responsibility usually lies with the student's personal accident or group health insurance. Students should maintain appropriate personal health coverage, as this insurance serves as the primary source for any injuries that may occur during their training, whether in simulation labs or clinical settings.

4.11.9 Emergency Operations Plan For Lenoir-Rhyne University

[Lenoir-Rhyne University Emergency Operations Plan](#)

TABLE OF CONTENTS

INTRODUCTION

SECTION I EMERGENCY OPERATIONS CENTER (EOC) Warning Messages and Building Contacts

SECTION II SEVERE / INCLEMENT WEATHER

SECTION III FIRE

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

SECTION IV INJURY / ILLNESS
SECTION V BOMB THREATS
SECTION VI DISTURBANCES AND DEMONSTRATIONS
SECTION VII HAZARDOUS MATERIALS INCIDENT EVACUATION PLAN
SECTION VIII UTILITIES EMERGENCY
SECTION IX FLOOD
SECTION X EARTHQUAKE / EXPLOSIONS / AIRPLANE CRASH
SECTION XI DISASTER REPORTING – RESPONSIBILITIES
SECTION XII DISASTER RESPONSE PLAN / PHYSICAL PLANT BUILDING PRIORITY PLAN
SECTION XIII EMERGENCY RESOURCES
SECTION XIV ACTIVE SHOOTER ON CAMPUS
SECTION XV EMERGENCY EVACUATION PLAN
SECTION XVI COMPUTER EMERGENCY PLAN

4.11.10 Adverse Weather

[Inclement Weather Policy Link](#)

Lenoir-Rhyne may change its operating status during and surrounding inclement weather.

We have a prescribed method for evaluating and communicating these changes to our staff, faculty, students and the public.

The university is committed to the safety of students, faculty, staff and campus visitors and prioritizes maintaining operational consistency and efficiency when a change in operating status is warranted.

The decision to cancel classes, close the university, cancel or postpone university-sponsored programs or activities is based on the overall concern for the safety of the university community and continuity of services and support for residential students.

Changes to Operating Status

Changes to university operating status will be disseminated via the Lenoir-Rhyne website, university email, LR Alert (RAVE notification system) and local media. Whenever possible, the expected reopening time and/or date will be communicated with the closing information through these channels.

Decisions on university closures and/or delays generally are made by 5 a.m.

LR Alerts

Sign up to receive LR Alerts—text or email notifications about campus emergencies and inclement weather closings.

<https://www.getrave.com/login/lr>

4.11.11 Health Services at Lenoir-Rhyne University

Health & Wellness

<https://www.lr.edu/student-life/health-and-wellness>

Health Services

<https://www.lr.edu/student-life/health-and-wellness/health-center>

The Student Health Center, located in the Cornerstone House in Hickory, provides services to help you reach optimum wellness. A registered nurse practitioner is available Monday through Friday for consultation to promote healthy lifestyle choices and evaluation of illnesses or injury. Services through the Student Health Center are available to all students.

Counseling Services

<https://www.lr.edu/student-life/health-and-wellness/counseling-services>

A range of counseling services are offered to undergraduate and graduate students, including individual and couples counseling, crisis intervention and external referrals. Face-to-face counseling services are available on the Hickory campus and teletherapy is available to students in Asheville and Columbia. Counseling is confidential and free to all enrolled students.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Counselors, as well as other appropriate staff or community resources, assist students in times of crisis or other overwhelming emotional distress. If, during our regular office hours, you are in need, please call 828.328.7959 and someone will respond to you as quickly as possible.

If you are in crisis after hours, please contact your mobile crisis center:

- Catawba County (Hickory Campus): 877.327.2593
- RHA Mobile Crisis Management (Asheville Campus): 888.573.1006
- SCDMH Mobile Crisis (Columbia Campus): 833.364.2274

Request Counseling Services

<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https%3A//sts.windows.net/a634436a-5d94-4599-b05c-850b54ac22a2/&TargetResource=https%3A//dynamicforms.ngwebsolutions.com/Submit/Start/fa8a61a3-3160-4c05-b4e6-f8ad244b85bd>

Ashley Clack, M.A., NCLCMHCA
Mental Health Counselor
828.328.7298
ashley.clack2@lr.edu

TimelyCare Virtual Health & Wellbeing

Services Offered

As part of Lenoir-Rhyne’s partnership with TimelyMD, students have access to services in TimelyCare, including:

- MedicalNow - On-demand support for common health issues, including cold, flu and allergies.
- TalkNow - 24/7, on-demand emotional support to talk about anything, including anxiety, relationships, depression, and school-related stressors.
- Scheduled Medical - Choose the day, time, and medical provider that best works for you.
- Scheduled Counseling - Choose the day, time, and mental health provider that best works for you.
- Health Coaching - Develop healthy lifestyle behaviors, including nutrition, sleep habits, time management and mindfulness.
- Psychiatry - Appointments are available through referrals.
- Self-Care Content - Visit the “Explore” page within TimelyCare for guided self-care content, including yoga and meditation sessions, as well as group conversations with our providers on a variety of health and well-being topics.

Students have access to TimelyCare services 365 days a year. That means you have access during breaks, after-hours and any time you need support! Visit [timelycare.com/lr](https://www.lr.edu/student-life/health-wellness/timelycare) to get started.

<https://www.lr.edu/student-life/health-wellness/timelycare>

Register for TimelyCare: <https://app.timelycare.com/auth/login>

4.12 Alumni Relations

The Office of Alumni Engagement works to keep all LR Bears connected to the university and each other.

[Alumni Events](#)

[Connect & Learn](#)

[Alumni Resources](#)

LR alumni have free lifetime access to comprehensive career services.

Career Services

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

LR alumni have free access to comprehensive career services for life.

These services offer you support throughout your career, including resume and cover letter help, preparing for interviews and other services.

Whether you need assistance finding your first job or need some guidance on taking the next step in your career, the Career and Professional Development Center is here to give you the edge you need to succeed in your career.

Graduates can also request your transcript from the National Student Clearinghouse.

Alumni Email

Your student email address will be turned off by Information Technology approximately six months after graduation. We encourage alumni to prepare for this transition by saving important files from their LR student email account. LR does not provide email accounts for alumni and encourages alumni to create an alternate email account either through Outlook.com, Gmail or another provider.

[Update Your Contact Information](#) with Lenoir-Rhyne University. Have you moved? Changed your name? Updated your email address? Send us any changes to your contact information using the convenient online form to ensure you remain up to date on all things LR.

The MSPAS program is committed to developing and maintaining a strong alumni network beneficial to both current and graduated students. Ongoing relations with alumni are coordinated and managed by the Office of Alumni Engagement in cooperation with the MSPAS program. Graduating students contact information will be gathered by the MSPAS program during the program's exit survey and updated through our program's graduate surveys. Alumni will also be invited to join our [Lenoir-Rhyne PA Alumni Facebook Page](#) where PA jobs will be posted when made available to the program.

5.0 MSPAS PROGRAM POLICIES AND PRACTICES – ACADEMICS

This section outlines the policies and procedures which guide the academic practices of the Lenoir-Rhyne University MSPAS Program. The program strives to maintain academic standards and policies that promote the achievement of program goals and student learning outcomes. **(Standards A3.13d, A3.15a)**

5.1 Curriculum

The Master of Science in Physician Assistant Studies (MSPAS) Program at Lenoir-Rhyne University is a 24-month (six semester) program designed to prepare students to succeed, lead and serve the community and the physician assistant (PA) profession.

5.1.1 Didactic Phase

The didactic phase of the Master of Science in Physician Assistant Studies (MSPAS) Program takes place over the course of 12 months (three semesters). Although primarily LRU Hickory campus-based, students occasionally need to travel to clinical application obligations including the Greater Hickory Cooperative Christian Ministry clinic and the CVCC ValleySim Hospital for simulation activities including local interprofessional education activities.

The [Lenoir-Rhyne University Graduate Course Catalog](#) outlines the courses for the didactic phase. Prospective and current students can learn more about courses by reviewing the course descriptions outlined in the catalog.

5.1.2 Experiential Phase (Clinical Year)

The clinical phase of the MSPAS Program takes place over the course of approximately 12 months. Students will complete numerous rotation placements in various clinical facilities. See Section 10.0 Guide To The Clinical Phase for further information.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2 Progression through the Curriculum (Standard A3.15b)

The purpose of this policy is to provide students with a framework for the monitoring and management of academic progression and disciplinary actions at the Lenoir-Rhyne University (LRU) MSPAS Program. The policy is administered through the PA Student Success Committee (SSC), which may lead to a variety of actionable levels including the possible dismissal of a student. Primarily, the faculty and staff are available as support to each student in achieving academic excellence. The program assumes that each student will do their absolute best in completing program expectations in each course to obtain a level of competency acceptable for transition into clinical practice upon graduation. This policy is designed to provide direction regarding process rights and actions when a student is determined to have failed to meet program-defined cognitive, academic, or behavioral/professional standards as outlined in policies and the Lenoir-Rhyne University MSPAS Student Policy Manual. This policy is to ensure that students receive fair and impartial consideration in these matters.

Failure to adhere to LRU MSPAS Program expectations or policies may result in remediation, academic monitoring, academic probation and/or dismissal. Probation and dismissal are not to be construed as progressive steps. Probation and/or dismissal may also occur at any time a student is determined to have failed to meet cognitive, academic or behavioral standards outlined in the Technical Standards, PA Academic Integrity Policy, this Progression Policy and the PA Professional Standards of Conduct.

The curriculum follows a prescribed sequence of courses. The students in each cohort are expected to enroll full-time, to take the courses in the same order, and graduate at the same time as the other students in that cohort.

Academic Progression is a term used by the LRU MSPAS Program meaning that a student is keeping a satisfactory level of academic achievement in each course, semester, and throughout the program, such that they will be able to achieve expected PA program competencies, take the Physician Assistant National Certification Examination (PANCE), and enter clinical practice as a physician assistant.

Warning, probation, and dismissal (defined below in 5.2.4) are not to be construed as progressive steps. When the PA Student Success Committee (SSC) considers progression, it will assess student progress in academic, behavioral, and professional issues. The SSC (see below in 5.2.7) will meet regularly to review all aspects of a student's contribution to the program and overall academic progress.

5.2.1 Academic Calendar - Didactic Phase

During the didactic phase of the MSPAS Program, the students will follow Lenoir-Rhyne University's [Academic Calendar](#) as closely as possible but may have some deviations. Due to the MSPAS Program curriculum design, the program will utilize eight-week mini sessions for didactic courses, except for a 12-week session during the summer, from the beginning of January to the following December in the same calendar year. Mini sessions for the PA program may have to start early to get the full 8-week duration.

Academic progression in the didactic phase of the LRU MSPAS Program depends on passing each required course in the mini sessions to advance to the next mini session.

5.2.2 Academic Calendar - Clinical Phase

During the second year, the clinical phase, the students will follow the schedule provided by the Director of Clinical Education. The clinical year schedule will not necessarily follow the university's academic calendar.

In the clinical phase, rotation courses are not dependent upon each other for progression, and this allows for flexibility in the specific discipline order. This also allows for potential flexibility related to remediation plans or other extenuating circumstances.

See Section 10.0 Guide To The Clinical Phase for further details.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2.2.1 Holidays

During the didactic phase of the MSPAS Program, the PA program will attempt to follow Lenoir-Rhyne University's schedule ([Academic Calendar](#)) for vacation days and holidays as closely as possible but may have to start sessions early. During the second year, the clinical phase, the students will follow the schedule provided by the Director of Clinical Education. The clinical year schedule will not necessarily follow the university's academic calendar. Specific holidays are also determined by the assigned clinical sites and preceptors.

5.2.3 Retention & Progression Requirements/Criteria

The MSPAS Program requires admitted students to meet the academic and other progression criteria of the program. A summary of the requirements for progression are as follows:

1. Earn a grade of "C" or better in all courses. No more than two grades below "B-" will be allowed for graduate credit. A student is subject to dismissal for receiving a grade below "B-" in three or more courses in the same semester or a single grade of F.
2. Successfully complete all components of the didactic phase and a didactic summative evaluation performed by the Program Director or their designee and PA Program faculty to progress to the clinical phase.
3. Maintain professionalism/behavioral and technical standards including compliance with program and University policies and procedures including payment of educational costs.

A student who is dismissed may apply for readmission during subsequent admission cycles, in accordance with published admission standards and The Graduate School's university policy. Application to the MSPAS Program is through CASPA. The Student Success Committee evaluates any issues with student progression or advancement throughout the curriculum. Failure to progress will result in a formal review of academic performance and may result in delayed graduation or dismissal from the program.

5.2.4 Categories of Academic and Professional Standing

1. Good Standing: Status of a student who has met course and clinical requirements in a satisfactory manner and has demonstrated appropriate professional behavior.
2. Warning: Status of a student whose performance in an academic course or clinical rotation places them in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.
3. Probation: Status of a student whose performance in an academic course or clinical rotation has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.
4. Dismissal: Action whereby a student is dismissed from the Physician Assistant Studies Program due to failure to adhere to academic, clinical, and/or professional standards. Dismissal will occur after review of the student's academic and/or professional deficiency by the Student Success Committee, the Program Director, and following approval by the Dean of the College of Health Sciences.

The Program, College of Health Sciences and the University reserves the right to dismiss at any time a student whose actions, in its judgment, are unacceptable and whose continued enrollment is detrimental to themselves or fellow students or whose presence is disruptive to the learning environment or its orderly operation.

Satisfactory Academic Progress

The main responsibility for satisfactory academic progress rests with the student. Students are reviewed at the end of each mini session/semester for satisfactory academic progress.

5.2.5 Academic Warning, Probation & Dismissal: Maintaining Status in Program

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Maintaining good standing in the program requires students to meet all didactic and clinical requirements in a satisfactory manner and continuously demonstrate appropriate professional behavior.

Warning, Probation & Dismissal

Academic Warning

1. A student will be placed on academic warning for earning a course grade lower than B- for the first time.
2. A student will be placed on academic warning for earning a term GPA below a 3.0.
3. The status of Academic Warning may be listed in Self-Service but not on the official transcript.

Academic Probation

1. A student will be placed on academic probation for earning two course grades lower than a "B-" since enrollment; or
2. A student will be placed on academic probation for earning a cumulative grade point average that falls below a 3.0; or
3. A student will be placed on academic probation for earning a grade of F in a graduate course and is subject to dismissal.
4. The status of Academic Probation is listed in Self-Service and on the official transcript.

Continued Academic Probation

1. A student will be on continued academic probation through program completion unless courses with grades below a "B-" are repeated and a grade of "B-" or higher is earned. Continued academic probation will be removed upon successful completion of all program requirements.
Because the PA program is a cohort-based program, the only way to repeat a course would be if the student is allowed to decelerate to a later cohort (or delay graduation due to repeat clinical rotation) by mutual decision of the PA Program Student Success Committee, the PA Program Director, the Dean of the College of Health Sciences, and The Graduate School for extenuating circumstances.
2. A student will be on continued academic probation if satisfactory academic progress is made in all additional course work with grades of "B-" or higher, thereby progressing toward a cumulative grade point average of 3.0.

Removal of Academic Probation

1. A student will be removed from academic probation by repeating any graduate course work with a grade below a "B-" and earning a grade of "B-" or higher. Because the PA program is a cohort-based program, the only way to repeat a course would be if the student is allowed to decelerate to a later cohort (or delay graduation due to repeat clinical rotation) for extenuating circumstance.
2. A student will be removed from academic probation by earning a cumulative GPA of 3.0 or above.

Academic Dismissal

1. A student that earns a grade of F or a grade below "B-" in three or more courses since enrollment in the LRU MSPAS Program is subject to dismissal.
2. A student will be dismissed following academic probation if a grade below a B- is received in any additional coursework. No more than two grades below "B-" will be allowed for graduate credit.
3. A student is subject to dismissal for receiving a grade below "B-" in three or more courses in the same mini session/semester.
4. A student is subject to dismissal for receiving a grade of "F" in any semester or any grade below a C.

These policies are stricter than the Graduate Catalog Policies found in the [Graduate Catalog](#) under the **Academic Policies and Procedures** section due to the nature of the PA Program and the professional educational standards needed for licensure and certification.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2.6 Reasons for Dismissal

Students are subject to dismissal from the Physician Assistant Studies Program when:

1. A student fails any didactic course or clinical rotation (defined as a final course grade below a 70%, an “F”)
 - i. Final course rounded grades of 69.4, 79.4, or 89.4 or below will not be rounded up to the next letter grade.
2. A student has three or more course grades of “C”
3. If a student’s GPA falls below 3.0 on a 4.0 scale two or more times in the didactic or clinical year and does not show improvement in GPA achieving a 3.0 Cumulative GPA by the end of the didactic year or by the end of the clinical year.
4. A student is absent from twenty-five percent or more of a course or clinical rotation.
5. A student fails to achieve the plans and outcomes delineated for remediation, especially regarding remediation of a course.
6. A student fails to achieve the plans and outcomes delineated for deceleration.
7. A student fails to successfully complete the Didactic Summative Review and Clinical Summative Review, with a grade of “C” or higher.
 - a. The summative grade cannot be the third “C” since enrollment in the LRU MSPAS Program. (Please see number 2 above).
8. A student’s conduct violates the Program’s professional behavior policy and code of conduct, the LR University Student Code of Conduct, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by the University.

Note: Students will be dismissed for failure to comply with academic, clinical, or professional standards. The PA program has the option on a case-by-case basis to recommend if remediation or deceleration is an option for any student facing dismissal and this must be approved by The Graduate School process. Dismissals from the program must be reviewed and approved by The Graduate School process as well.

5.2.7 Student Success Committee

This committee has the responsibility for reviewing each student’s scholastic achievement record, clinical learning progress, and professional behavior at the end of each mini session/semester. If a student fails to meet academic, clinical, and/or professional standards, at any time during a given semester, the Committee will meet with the student in question.

Process (whether for academic or professional behavior issues):

1. A review is initiated by a Course Instructor, Course Director, Faculty Advisor, and/or Clinical Preceptor, notifying the Lead Didactic Faculty and/or Clinical Director
2. A review is conducted by the Lead Didactic Faculty and/or Clinical Director and their findings are submitted to the Program Director
3. A review is conducted by the Program Director
4. The above reviews are presented verbally and in writing to the Student Success Committee
5. The Student Success Committee evaluates the concern, and the final decision made by the Committee is communicated to the student and Faculty Advisor verbally and in writing

5.2.8 Academic Appeals Regarding Admission, Dismissal, Readmission, or Graduation

A student who wishes to appeal a decision regarding admission, dismissal, readmission, or graduation must file a written letter of appeal with the assistant provost of graduate education. The Graduate School will act as the Appeals Board. The Graduate School committee will meet to review student appeals no later than the Friday preceding the start of classes for the new semester. The Graduate School will submit their recommendation to the Office of the Provost.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2.9 Grade Appeals

Grade Appeal Policy in the LRU Student Handbook

Grade Appeals

The purpose of this policy is to establish a standardized and transparent procedure for resolving cases involving disputed final grades assigned in undergraduate and graduate courses. This policy seeks to safeguard the rights of students to receive a fair, consistent, and impartial evaluation of their academic performance, while recognizing the faculty members as the evaluators of student grades. It is important for students considering a grade appeal to be aware that each faculty member possesses the right and duty to determine grades using a professionally acceptable method which must be communicated to all students through the syllabus and applied equitably. It is crucial to note that any prejudiced, arbitrary, or unjust academic evaluation by faculty members constitutes a violation of students' rights and is valid grounds for a final grade appeal.

Lenoir-Rhyne University (LR) takes seriously the concerns and academic complaints of its students. Only final course grades may be appealed. The following provides the process for final course grade appeal.

Grounds for Grade Appeal:

A final grade appeal may be filed by a student on the following grounds:

- Calculation Error: A mathematical or clerical error occurred in the calculation or recording of the student's grade.
- Procedural Error: There was a violation of the university's stated grading policy, syllabus, or other established procedures related to assessment and grading.
- Arbitrary or Capricious Grading: The student believes that the assigned grade was unfairly or inconsistently determined without reasonable justification or in a manner inconsistent with the course's stated grading criteria.

Informal Resolution:

The university encourages students to first attempt to resolve grade disputes informally by discussing their concerns with the instructor involved. The student should schedule a meeting with the instructor within 14 days from the date the final grade was issued or made available to the student. During the meeting, the student should present their reasons for appealing the grade, and the instructor should provide an opportunity for dialogue and explanation. If necessary, the instructor may work with their dean and the Registrar's Office to change a permanent grade if there was an error in calculation or procedure. If the student is unsatisfied with the informal process, the student may make a formal grade appeal.

Formal Grade Appeal Procedure:

If the issue remains unresolved after the informal resolution attempt or if the student believes that an informal resolution is not appropriate or possible, the student may initiate a formal grade appeal.

Step 1: Written Appeal

The student must submit a written appeal to the dean of the college within 30 days after the posting of final grades. The written appeal should include the following:

- Student's name, contact information, and course details (instructor, course code, section, semester)
- A clear and detailed explanation of the grounds for the appeal, including supporting evidence or documentation, such as graded assignments, exams, or other relevant materials.
- A statement of the student's desired outcome or resolution.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Step 2: Advisory Review (Advisory Review Committee)

Upon receipt of the written appeal, the dean will refer it to an advisory review committee who is appointed in collaboration with an assistant provost. The advisory review committee will meet to consider whether the student has offered sufficient grounds (see above) to move the appeal for a formal review. If the advisory review committee determines the appeal does not meet the grounds for appeal, the case will be nullified.

Step 3: Review and Evaluation (Administrative Review Board)

If the internal review committee determines the appeal warrants a formal review, the matter will be forwarded to the university administrative board for consideration. The university administrative board, appointed by the university provost, consists of representation by an assistant provost, a college dean (outside of the college in which the complaint occurs), a faculty member, and a student. The university administrative board will conduct a thorough review and evaluation of the appeal. This may involve consulting with the instructor, reviewing relevant course materials, and considering any additional evidence provided by the student. The review process will be completed within a reasonable timeframe (typically within 30 days after receiving the appeal from the internal review committee) but may be extended if necessary.

Step 4. Decision & Resolution

Based on review and evaluation, the Administrative Review Board will make a determination. This decision will be provided in a written response to the student. The response will include:

- The decision regarding the grade appeal, stating whether the appeal is granted or denied.
- The rationale and supporting evidence for the decision.
- Any recommended actions.

All decisions by the Administrative Review Board are final.

Please refer to page 47 through 49 of the University Student Handbook. ([Student Handbook](#)).

5.2.10 Non-Academic Probation, Dismissal, And Appeal

Lenoir-Rhyne University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial to the best interests of the University. A student may be placed on non-academic probation or dismissed for non-academic reasons based on violation of university and/or program policies.

5.2.11 Non-Academic Appeals

Once notified of the non-academic dismissal the student has three days to initiate the appeal process with the assistant provost for graduate education and dean of the graduate school. The assistant provost of graduate education and dean of the graduate school, together with the Graduate Studies Council, will handle such cases.

The Graduate Studies Council will have two weeks to meet and review the case. During this time, the student can attend didactic courses but may not participate in any community-based coursework such as fieldwork, internship, etc.

If the decision of the Graduate Studies Council is that the dismissal is upheld, a letter is drafted, and the financial aid and registrar's offices will be notified. If the decision of the Graduate Studies Council is that the dismissal is overturned, a letter is drafted, and the Office of the Provost is consulted for approval. If the reason for the dismissal jeopardizes the safety of the public or existing relationships with community partners, the student will not return to community-based coursework without remediation.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.2.12 Emergency Removal

In the event of professionalism violations, threat to safety, wellbeing or institutional property or normal operations, students may be subject to immediate removal from program activities by any faculty or program director. If there is a threat to safety, wellbeing, or institutional property, security will be notified. The review process will commence immediately, and a recommendation of dismissal may be decided and communicated to the LRU MSPAS Program Director and Dean of the College of Health Sciences for review and further action.

5.2.13 Remediation Plans

Students may be placed on a remediation plan for academic and/or non-academic concerns.

In addition, students who are re-admitted after dismissal (see dismissal policies) or deceleration may be required to complete a remediation action plan. These plans for students re-admitted after dismissal or deceleration are developed by the Academic Programs (MSPAS Program faculty) and must be signed/dated by the student and the appropriate Academic Advisor, PA Department Chair, College Dean, and the Dean of The Graduate School. The Student and the PA Department Chair, along with appropriate PA Program faculty, must meet in prearranged time increments for documentation of progress. Failure or unwillingness to complete the remediation action plan may result in dismissal.

5.2.14 Readmission Following Dismissal Policy

A student dismissed from The Graduate School is not eligible for readmission for one full academic year. A student who has been dismissed must reapply for admission with The Graduate School. The request should address remediation of issues and circumstances related to dismissal. A student dismissed from the MSPAS Program must reapply to the PA program through CASPA and has no guarantee of readmission.

5.2.15 Progress Toward Degree and Application for Graduation

An academic grade point average of 3.0 on a 4.0 scale is required for the master's and doctoral degree.

An application for graduation should be filed with the Registrar's Office two semesters prior to the student's anticipated graduation date. Forms may be found on the University's website at <https://www.lr.edu/academics/registrar>.

5.3 Advanced Standing or Transfer Credit

The Lenoir-Rhyne PA Studies program does not offer an advanced standing within our program, nor do we accept transfer of credit for the Master of Science in Physician Assistant Studies degree. All Lenoir-Rhyne PA Studies program coursework required for graduation must be completed at the Lenoir-Rhyne PA Studies program.

5.4 PA Program Competencies (Learning Outcomes) (Standards A2.05a, A3.12g, B1.01b, B4.03)

The Lenoir-Rhyne University Master of Science in Physician Assistant Studies (MSPAS) Program has established academic standards and goals for student learning which provide a critical foundation for curriculum development, guideposts for classroom instruction, and a framework for assessment.

By the end of the MSPAS program, the graduating student should be able to:

5.4.1 Medical Knowledge (MK)

Apply current and developing knowledge of biomedical and clinical sciences to patient cases.

- 1.1. Apply the principles of epidemiology, etiology, risk factors, pathophysiology, treatment strategies including available resources, and disease prevention/health promotion efforts to illnesses affecting groups and individuals.
- 1.2. Apply principles of clinical sciences to help diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills in patient care.
- 1.3. Apply understanding of pharmacology to manage patient medications.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- 1.4. Demonstrate an understanding of medical research and evidence-based medicine as it applies to clinical practice.
- 1.5. Distinguish between acute, chronic, and emergent disease presentations among individual patients.
- 1.6. Understand published medical guidelines for disease processes and their application to patients of all ages and backgrounds.
- 1.7. Share the indications, contraindications, and complications associated with common procedures performed by physician assistants with patients and families.

5.4.2 Interpersonal & Interprofessional Skills (IP)

Facilitate communication and collaboration with patients and families, as well as other members of the healthcare team, while employing empathy and respect and adapting to the current context.

- 2.1. Communicate the findings of a patient encounter to colleagues through written documentation (including electronic medical records) and oral presentation in a complete, accurate, effective, objective, and culturally sensitive manner.
- 2.2. Provide clear, empathetic, and respectful education and counseling to patients regarding their condition, treatment, expected outcomes, and preventative measures.
- 2.3. Adapt communication to the current context, acknowledging effects of bias and diversity.
- 2.4. Communicate and document in a timely manner, working to minimize errors and maximize clarity and organization.

5.4.3 Clinical and Technical Skills (TS)

Perform required elements of a patient visit, including history, physical exam, medical procedures, prescriptions, orders, and documentation.

- 3.1. Communicate effectively to obtain a complete, accurate, and relevant medical history in patients across the life span.
- 3.2. Perform a focused or complete accurate physical exam, recognizing normal and abnormal findings.
- 3.3. Document clinical information in an accurate, complete, and succinct manner.
- 3.4. Develop required computer skills and utilize technology to aid with patient diagnosis and treatment decisions.
- 3.5. Perform and/or assist common medical procedures in clinical practice and within the scope of physician assistants, with appropriate supervision if required.
- 3.6. Write accurate and complete medication prescriptions and orders.
- 3.7. Maintain standard precautions throughout all patient encounters and environments.

5.4.4 Clinical Reasoning & Problem Solving (CR)

Formulate a thorough differential diagnosis, generate a final diagnosis, and formulate a patient-centered management plan through synthesis of patient information and medical guidelines and literature.

- 4.1. Differentiate the pertinent elements of a patient's history, physical findings, and testing.
- 4.2. Assess for possible urgent, emergent, and life-threatening causes of the patient's condition with special attention to red flags.
- 4.3. Organize the information from patient interview and physical examination to formulate a thorough differential diagnosis.
- 4.4. Order appropriate diagnostic studies and correctly interpret the results.
- 4.5. Generate a final diagnosis (or diagnoses) after careful consideration of the patient's history, physical, testing, and differential diagnoses.
- 4.6. Compare potential treatment options for a patient's condition and choose the most appropriate treatment based on a multitude of factors including risks and benefits to the patient, evidence-based medicine, financial burden, availability, and patient preference.
- 4.7. Incorporate evidence-based medicine into medical decision making utilizing best practices and self-evaluate performance for improvement.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.4.5 Professional Behaviors (PB)

Conduct interactions in a respectful and professional manner, acting ethically and legally with empathy, integrity, and sensitivity, and demonstrating initiative and responsiveness to others.

- 5.1. Understand the legal and regulatory demands of licensed practicing physician assistants.
- 5.2. Demonstrate respectful professional relationships in interactions with others.
- 5.3. Act with empathy, integrity, and sensitivity with the ability to justify decisions utilizing ethical principles.
- 5.4. Understand limitations and appropriately respond to performance feedback.
- 5.5. Develop a balance between professional and personal commitments, recognizing personal biases and knowledge gaps.
- 5.6. Take initiative to participate in patient care and seek further growth.
- 5.7. Demonstrate punctuality and responsiveness to the needs of others, being an active member of the healthcare team.

5.4.6 Healthcare Finance & Systems (HF)

Support and advocate for positive patient experience through knowledge of healthcare finance and systems including patient cost, legal and regulatory requirements, billing and coding, and system biases and burden.

- 6.1. Formulate a treatment plan with awareness of patient cost, system burden, and availability without compromising quality or safety.
- 6.2. Explain the parties involved in healthcare delivery and the role of a physician assistant, including the collaborative physician relationship.
- 6.3. Understand the differences between private insurance and government insurance plans, as well as differences in healthcare systems in the US and internationally.
- 6.4. Proficiently complete medical billing and coding training.

5.4.7 Society and Population Health (SH)

Demonstrate concepts of disease prevention and appraise factors that influence patient interactions and compliance as well as the public health system.

- 7.1. Assess the influences of psychosocial and cultural factors on health, disease, provider visits, and medical compliance by applying concepts of community health and social-behavioral health.
- 7.2. Identify the genetic, social, economic, environmental, and other factors affecting the health of individuals and their communities.
- 7.3. Participate in the improvement of the health of the local population by dedicating a portion of their time to helping the underprivileged.
- 7.4. Collaborate with other health care professionals to participate in public health awareness and interventions.
- 7.5. Understand the fundamental principles of epidemiology in patient care.

5.5 Interprofessional Education

The Lenoir-Rhyne University (LRU) MSPAS Program participates in interprofessional activities with the other health professional programs offered through the LRU College of Health Sciences (CHS). Through joint activities between the Department of Nursing and the Department of Physician Assistant Studies at the Greater Hickory Cooperative Christian Ministry Health Clinic, LRU CHS sponsors a health clinic one day per week during the academic year. At this clinic PA students get early and ongoing clinical experiences with real life underserved patients along with nursing students in an interprofessional role setting allowing both professions to practice their skills with faculty instructors, providers, and support.

Our LRU MSPAS students also participate in interprofessional simulations experiences with the other CHS professional programs at Catawba Valley Community College (CVCC) ValleySim Hospital simulation center throughout the year.

Students are required to participate in these programs as assigned by the LRU MSPAS faculty. **(Standard B2.10)**

The LRU Master of Public Health Program designs a Lenoir-Rhyne Future of Healthcare Symposium each year held on LRU campus with the Northwest North Carolina Area Health Education Centers (NC AHEC) where presenters from

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

multiple health-related professions present current topics in healthcare in an interprofessional atmosphere with health profession program students and faculty in attendance. LRU MSPAS students are required to attend the symposium during their didactic year. The LRU CHS also sponsors other interprofessional education opportunities involving various University programs such as OT, nursing, counseling, dietetics, and public health.

5.6 CPR, ACLS, and PALS Certification

American Heart Association (AHA) Health Care Provider CPR, Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) will be taught at the end of the didactic phase and is required for clinical phase participation. The program will not allow students to participate in any clinical site rotation unless they are current with CPR certification. The student may need to submit recertification documentation. The Program expects students to keep personal copies of CPR documentation. Each clinical site reserves the right to require proof of compliance. Additional certifications may be required by specific clinical sites. Students will be responsible for all costs incurred for these requirements.

5.7 Human Subjects in MSPAS Education

Authorized Access and Use of Information

Standardized patients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form (see Appendix 4 of this manual), if an adult, or the parent/guardian if a child is under 18 years of age. The consent form will be kept by the MSPAS program for at least five years. In compliance with HIPAA, patients may request this information be kept confidential or destroyed or may request this information at a later date. The program will release this information directly to the patient or parent/guardian. The patient retains the right to refuse treatment by a student.

If an injury occurs during a demonstration, the following steps will occur:

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine what actions need to be taken.
2. If the volunteer requests medical care, the faculty member and/or supervising clinical personnel will assist the volunteer in obtaining appropriate care.
3. The faculty member and/or supervising clinical personnel and any students involved must complete an incident report as required by the university or clinical agency.

5.8 Summative Evaluation (Standard B4.03)

The summative evaluation is required by the ARC-PA to be performed within the last four months of the program, during the clinical year. It is used to determine the preparedness of each student for clinical practice through meeting the program competencies required to enter clinical practice and thereby testing knowledge required to successfully complete the PANCE.

The LRU MSPAS Program curriculum has both a Didactic Summative (PAP 575) in the last 3 months of the didactic year and a Clinical Summative (PAP 599) that occurs in the last four months of the program during the clinical/experiential learning year prior to completion of the program.

Students are rated overall on:

- a) clinical and technical skills,
- b) clinical reasoning and problem-solving abilities,
- c) interpersonal skills,
- d) medical knowledge, and
- e) professional behaviors.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Students must successfully complete the Didactic Summative with a “C” or higher to progress to the clinical year of the program and are assessed on the competencies of the program learned to this point. Didactic Summative includes a lengthy Didactic Summative Exam and a Didactic Summative OSLER with a full patient visit.

The End-of-Program Summative Evaluation (PAP 599: Clinical Summative) occurs in the last four months of the program. Assessments during this End-of-Program Clinical Summative include:

1. A comprehensive written exam (PAEA End of Curriculum Exam)
 - a. This exam is a comprehensive review multiple-choice question examination. The End of Curriculum exam is a 300-question multiple-choice exam completed through a secure, password-protected website. Content blueprint and topic list can be found on the PAEA website, and the topics included are also listed in the course syllabus. A scale score is provided by PAEA which is then converted to a percentage score used for course grades.
 - b. Evaluates program competencies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 7.1, 7.2, 7.5
2. A full patient practical exam/OSLER
 - a. This Observed Structured Long Examination Record (OSLER) will assess the student’s ability to complete an entire patient encounter from beginning to end. Students will work with a standardized patient to elicit the patient’s history of present illness and past medical history. The student will complete an appropriate physical examination and make decisions regarding diagnostic studies. The student will then develop a differential diagnosis and determine the final/working diagnosis(es) for the patient. A treatment plan, including any prescriptions and/or orders, will be determined by the student and patient education will be provided. A write-up (SOAP note) of the case, including appropriate medical billing and coding, will be completed after completion of the patient encounter. Students will be evaluated on their professionalism and patient interactions in addition to their clinical decision-making. A rubric will be used to grade the OSLER. This rubric will be provided on Canvas.
 - b. Evaluates program competencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.6, 4.1, 4.3, 4.4, 4.5, 5.2, 5.3, 6.4
3. A hands-on skills assessment
 - a. Students will complete a skills assessment where they will be required to demonstrate competence of key skills necessary for practice as a PA. Students will also be required to maintain standard precautions and provide indications, contraindications, and possible complications of the procedures tested. The skills that will be assessed are listed below. A rubric, available on Canvas, will be used to grade student performance of the below skills.
 - i. Application of sterile field (e.g. surgical scrubbing, gowning, gloving)
 - ii. EKG interpretation
 - iii. Injections
 - iv. Interpretation of x-rays (e.g. chest, abdominal, skeletal)
 - v. Manual vitals measurements
 - vi. Rapid swab testing (e.g. strep, flu, COVID)
 - vii. Urinalysis
 - viii. Wound repair
 - b. Evaluates program competencies 1.7, 3.5, 3.7
4. A station OSCE
 - a. This evaluation is a virtual Canvas Station OSCE developed to evaluate the student’s competence of multiple areas including the legal demands of PAs, assessing the urgency level of a patient presentation, adjusting treatment based on patient cost and other factors, and incorporating evidence-based medicine into clinical decision making. This evaluation is conducted online through Canvas.
 - b. Evaluates program competencies 1.4, 1.5, 3.4, 4.2, 4.6, 4.7, 5.1, 6.1, 6.2, 6.3

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5. A public health evaluation
 - a. Students will be assessed on their participation and collaboration with others in public health activities. This will primarily pertain to student experiences at the Greater Hickory Cooperative Christian Ministry (CCM) medical clinic. Students will complete a reflection on their experiences at CCM as well as on their clinical rotations. Students will also be assessed by faculty or other providers who worked with the student during their time at CCM. A rubric, available on Canvas, will be used.
 - b. Evaluates program competencies 7.3, 7.4
6. A professionalism assessment
 - a. Professionalism is an important aspect of clinical practice. Students will be evaluated in multiple areas of professionalism through a 360-degree evaluation. This will include student self-reflection, faculty assessment, and incorporation of professionalism over the course of the entire clinical year, utilizing preceptor evaluations. A rubric, provided on Canvas, will be used to assess student professionalism.
 - b. Evaluates program competencies 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Failure of any portion of the Summative Evaluation Process will result in referral to the Student Success Committee (SSC). The SCC will provide a recommendation of either remediation through an Academic Improvement Plan (AIP), Deceleration, or for Dismissal.

A student that fails to successfully complete the Didactic Summative Review and/or Clinical Summative Review, with a grade of “C” or higher is subject to dismissal. The summative grade cannot be the third “C” since enrollment in the LRU MSPAS Program.

5.9 Academic Standing

Grading policies and practices are outlined below.

5.9.1 Grading Policy

The Lenoir-Rhyne University MSPAS Program grading policy (Standard D1.04h) reflects its competency-based goals and learning outcomes. Emphasis is placed on a personalized, student-centered style where students advance upon demonstrated mastery of competencies that include explicit, measurable, and transferable learning objectives. The awarding of grades is the prerogative of the course director/instructor of record under the supervision of the MSPAS Program Director in consultation with the Medical Director. Faculty members are responsible for informing students of their grading policy. Grades become official when they are reported to the Registrar.

The Program Director must approve any adjustment of grades.

Per program policy, final course grade calculations will use routine arithmetic rounding (up or down) as appropriate to one decimal point. Final course rounded grades of 69.4, 79.4, or 89.4 or below will not be rounded up to the next letter grade.

The program will not round up assignments, tests, and quiz grades. Instructors will calculate these up to two decimal points as feasible.

See related remediation and reassessment opportunity policies.

Graduate students in the MSPAS Program must maintain a passing grade in all courses. Letter grades A, B, and C are considered a passing grade. A letter grade of F is not considered a passing grade. Please refer to policies (5.2 Progression through the Curriculum) regarding allowable number of “C” course grades and GPA requirements.

5.9.2 Grading System

Course Directors (with the recommendations of the Course Instructors and Clinical Preceptors) will determine the means by which the final grade will be computed, which may include exam scores, oral presentations, written assignments, laboratory exercises, practical examinations, class participation, clinical participation, clinical performance,

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

professionalism, and other means of evaluation. The methods and means of final grade calculation will be detailed in each course syllabus.

- Except in the case of an error on the part of faculty, preceptors, or administration, no grade changes will be honored after the end of the course.
- Didactic and clinical courses will be graded with a letter grade of A, B, C, or F.
- Students enrolled in the PA Studies Program must successfully complete all didactic courses with an academic average of 3.0 on a 4.0 scale minimum cumulative GPA to proceed to the clinical learning phase of the program.
- In addition, to graduate and be awarded the Master of Science in Physician Assistant Studies degree, students must have an academic average of 3.0 on a 4.0 scale minimum cumulative GPA at the end of the clinical learning phase.
- Successful completion of the program is defined as having a cumulative GPA of 3.0 or better on a 4.0 scale for the entire program. An academic average of 3.0 on a 4.0 scale is required for the master’s degree in The Graduate School at LRU.

Letter Grade	Q.P.	Percentage Score Range
A	4	90-100%
B	3	80-89%
C	2	70-79%
F	0	0-69%

The LRU MSPAS Program does not assign plus (+) or minus (-) letter grades in assigning assignment or course grades.

5.9.3 Conditions for Testing

1. Code of Conduct and Academic Integrity Policy
2. Course Syllabi Policies
3. Exams MUST be ready for the instructor to administer at least 2 hours prior to the start of the exam time, preferably 24 hours prior to the start of the exam.
4. Students will be seated in the testing room 15 minutes prior to the start of the exam for any final instructions and to verify there are no computer issues.
5. Once in testing room
 - a. no writing paper is allowed (except for materials provided by the Program) and all personal belongings must be out of the testing room except for the computer the student is using for testing.
 - b. no electronics other than those permitted by Proctor for taking the exam are allowed; turn off, silence, and store other electronics including smart watches outside exam room prior to entering testing room
 - c. students may make notes during exam on one clean sheet of paper provided by the program at the start of exam; all notes must be turned in at end of exam before exiting the room with student’s full name at the top
 - d. students will not use any online messaging

Any breach of the above will result in the referral of the student to the Student Success Committee for academic integrity violation.

5.10 Academic Success

The mission and values of Lenoir-Rhyne University and the MSPAS Program emphasize the importance of success and equity (Standard B1.01b, B1.01d, B1.02) for all students. An established MSPAS Program committee is charged with the oversight of matters related to student success, a comprehensive, holistic effort involving every facet of the institution. The MSPAS Program’s Student Success Committee (SSC) oversees a broad range of matters including student mentoring, academic and professional performance, remediation, retention, deceleration, program completion, student resources,

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

and student satisfaction. The committee is responsible for coordinating efforts for the continual improvement of the educational effectiveness of the PA Program at the University.

One of the primary responsibilities of the SCC is to adjudicate matters related to student academic and professional performance at the program level. The adjudication process may result in the SSC recommending one of the following: remediation, deceleration within the program, or dismissal from the program. Remediation may consist of an individualized Academic Improvement Plan (AIP) or another interventional plan. Recommendations are processed through the Academic Advisor and Program Director following the process defined below in accordance with The Graduate School policy and [university catalog](#). Standards, policies, and procedures relative to student success are described in subsequent sections.

5.10.1 Satisfactory Academic Progress

Federal regulations mandate that all students make satisfactory, measurable academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work, and loan programs; as well as all institutional and state grant/award programs. Please see the Lenoir-Rhyne University MSPAS Satisfactory Academic Progress Policy in this manual (**Standard A3.15b**)

5.10.2 Academic and Clinical Advising Policy

The MSPAS Program assigns each student to a program principal faculty member for academic and professional mentoring/advising.

The academic advisor is responsible for advising students in didactic education. The mentor will provide support to the student throughout the academic coursework. During these academic advising/mentoring sessions, a review is completed of the student's progress toward achieving knowledge and skills. The Student Mentoring/Advising Form (Appendix 7 of this manual) is utilized and documented during this session. Clinical advising is completed by clinical faculty or others as assigned. This advising/mentoring will support the student, the clinical educator and other supervisors during the student's clinical rotation experiences. **Each student in the MSPAS program will meet with their academic and clinical advisors during each semester and meet more often when personal or academic difficulties dictate.**

If there are concerns regarding performance in either course work or practicum skills, the advisor is available to assist with an intervention plan. This intervention plan will be carried out by the student while being monitored by the academic or clinical advisor. (**Standard A1.05**)

5.11 Academic Difficulty

Throughout the course of study, the MSPAS Program will monitor students for academic difficulty related to achieving a learning outcome during a practicum or academic course, having an assignment grade below passing, or demonstrating difficulty with clinical skill levels as indicated by a clinical educator that could cause the student to fail the clinical rotation. Monitoring modalities include identifying grades below 75% and weekly preceptor feedback forms during the clinical year.

(Standard A3.15c, A3.17d, B4.01b)

5.11.1 Academic and Clinical Intervention

Identified students may be required to meet with an instructor or other designated party to formulate an improvement plan up to and including referral to the Student Success Committee (SSC). Students experiencing academic challenges must contact their academic mentor in a timely manner.

5.11.2 Academic Probation

Students in the LRU MSPAS Program must meet the academic and other progression criteria of the program as outlined in the section covering progression through the curriculum (section 5.2 of this manual). Students who do not meet program requirements may be given a probationary notice and required to complete an academic improvement plan.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Conditions that may place a student on academic probation, which could subsequently result in deceleration or dismissal, are outlined in the section covering remediation (section 5.11.3 of this manual).

Students will be placed on Academic Probation as determined by the Student Success Committee (SSC) or as required by Lenoir-Rhyne University MSPAS Program and Graduate School Policy. Consecutive semesters of academic probation may result in dismissal from the program. More than two non-consecutive semesters of academic probation in the course of study may also result in dismissal.

5.11.3 Remediation (Standard A3.15c)

Remediation is the chance to correct an unsatisfactory performance, progress and/or professional conduct in the PA program. Remediation opportunities may be offered by the Student Success Committee (SSC) to further assess/evaluate a student and to support the student in meeting the learning objectives of the course and competencies of the program.

Already decelerated students who fail a course or make a C grade on a retake will not be offered course remediation. Please refer to the Deceleration Policy.

Remediation may also begin when a student is placed on Academic Improvement Plan (AIP), Academic Monitoring or Probation. The student may be offered a remediation plan (see below). Remediation is not automatic or guaranteed.

A Remediation Plan is designed to inform faculty and the learner of the PA program's expectations and is established to provide the greatest opportunity for achieving success in meeting the learning outcomes of a course when an initial attempt of the assessment indicates the student has been unsuccessful. The plan will be developed by the Academic Advisor and SSC with the assistance of the course director. The plan will be presented and reviewed by the SSC. The components of the plan will include: 1) required activities, assignments, and assessments to be successfully completed; 2) the final date of submission of materials in support of the remediation plan; and 3) signatures of the students and the faculty reviewer, Student's Academic Advisor, and PA Program Director/ SSC Chair. Failure to fulfill all the terms of a remediation plan may result in dismissal from the program. Student remediation progress will be monitored by the course director and the SSC.

Formal remediation of didactic courses or clinical rotations may take place when a student has failed to complete a course with a score of 70% or above. Decisions regarding such are handled through the Student Success Committee (SSC). If a remediation is granted, a formal remediation/assessment plan is created between the student, the SSC, and the Program Director. The remediation plan must identify the challenges that impacted the student's performance and include strategies to overcome those challenges, in addition to action on the course material. The specifics of the remediation assignment/ reassessment are created by the Course Director and approved by the SSC. Failure to successfully complete a remediated course within the first 2 weeks of the subsequent term will result in action by the SSC including dismissal from the program.

These plans are developed by the MSPAS Program and must be signed/dated by the Student and the appropriate Academic Advisor, and the PA Program Director. The Student and the appropriate PA faculty, which may include the PA Program Director, must meet in prearranged time increments for documentation of progress. Failure or unwillingness to complete the remediation action plan may result in dismissal.

-Students may be allowed to remediate up to one course during the didactic phase and one rotation in the clinical phase. Academic probation policies apply.

See section 5.2.13 Remediation Plans

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.11.4 Reassessment Opportunity: Exam or Assignment Remediation During Didactic Phase

Any student who fails to earn 70% on an exam or assignment will meet with the instructor to discuss a remediation plan that may include: exam retake, reading assignments, and/or submission of high-impact notes.

For students scoring 75% or less on an exam or assignment,

- The Course Director and/or Student Academic Advisor will assist the student in formulating a strategy for success.
- The Course Director and/or Student Academic Advisor may refer the student to the Student Success Committee for additional recommendations.
- Student success monitoring pathway and monitoring by Faculty Advisor and SSC

Remediation plans for an exam or assignment must be completed within two weeks.

Two total exam retakes or assignment retakes are allowed in up to two different courses (four total remediations) per mini session when any student fails to earn 70.00% on an exam or assignment. With a retake exam or assignment, a maximum grade of 70.00% will be recorded if the student scores at least 80.00% on the retake assessment.

The maximal grade increase from high-impact notes and other assignments is 5%. Students will not be allowed to remediate the last exam of the mini session. Review of an exam with the instructor will not suffice for grade improvement.

The program will not round up assignments, tests, and quiz grades.

Final course grade determination will use routine arithmetic rounding (up or down) as appropriate to one decimal point.

5.11.5 Remediation of Didactic Phase Course

Remediation and deceleration may take place when a student has failed a single didactic course or made their third total C grade and is up to the discretion of the Student Success Committee (SSC) pending the student overall academic performance.

A student with three total C grades will only be able to remediate one course if allowed by the SSC after review.

A student may only remediate one Didactic year course for the entire PA program.

The grade will be reported as the earned grade pending the recommendation of the SSC. The SSC will meet with the student and Course Director for the course to make recommendations for further action.

The SSC may recommend:

- Remediation through an Academic Improvement Plan (AIP) or remediation action plan
- Deceleration with retake of a single didactic course with grade replacement of the third C grade or failed course
- Dismissal

The Academic Improvement Plan (AIP) may include the items below or other activities as determined by the SSC:

- Retake all or parts of the course
- Completing an educational activity to improve test-taking skills
- Completing other relevant assessment or online course work

The Student and the Instructor of Record (IOR) will sign the AIP or remediation action plan to demonstrate understanding and agreement with the plan. Students must successfully complete a remediated course within 2 weeks of the start of the subsequent term or 2 weeks prior to the subsequent term the following year in the case of deceleration. Failure to do so will result in referral back to the SSC for further action.

These plans are developed by the MSPAS Program and must be signed/dated by the Student, the appropriate Academic Advisor, and the PA Program Director. These plans also must be signed/dated by the College Dean and the Dean of The Graduate School when deceleration is involved to the subsequent year in the program. The Student and the PA Program Director along with appropriate Faculty, must meet in prearranged time increments for documentation of progress.

2026 LRU MSPAS

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Failure or unwillingness to complete the remediation action plan may result in dismissal.

5.11.6 Clinical Phase Remediation

See **10.1.5.1 Clinical Rotation Action Plan**

See **10.1.5.2 Clinical Seminar Course Remediation**

See **10.1.5.3 Clinical Summative Remediation**

5.11.7 Deceleration (Standard A3.15c)

The LRU MSPAS Program curriculum is designed to be delivered and completed on a full-time basis over a 24-month period. Deceleration is a process for allowing students in the PA Program an opportunity to complete the 24-month curriculum through required repetition of either the didactic or clinical phase of the curriculum.

Students must complete all degree requirements within four years of initial matriculation. (Standard E1.09b)

Deceleration may be considered when a student submits a request to decelerate, or a recommendation is made by the Student Success Committee (SSC) to decelerate. This policy applies to either type of deceleration request.

Deceleration is permitted only once during the program.

ARC-PA 5th Edition Standards of Accreditation glossary defines deceleration as the loss of a student from the entering cohort, who remains matriculated in the physician assistant program.

Deceleration may occur either through a student request or SSC recommendation.

Deceleration interrupts a student's progression. Deceleration falls under the jurisdiction of the Student Success Committee (SSC). The student may need to take a leave of absence to rejoin the Program with a later cohort. There are various reasons a student may need to decelerate. These may include but are not limited to:

- Mandated by SSC
- Leave of absence (see Leave of Absence policy)
- Family emergencies
- Other extenuating circumstances

Student Request To Decelerate

- Students must submit a written request to the PA Program Director to decelerate voluntarily.
 - Reasons for deceleration may include but are not limited to personal, family, health, or academic concerns that will impact successful progress through the curriculum.
 - Voluntary deceleration is considered a proactive decision on the part of the student before experiencing academic difficulty.
- The PA Program Director determines the final decision for deceleration, which may be contingent upon ARC-PA approval of a class size increase.

SSC Recommendation

- The SSC may recommend deceleration to the PA Program Director when a student fails to progress as required in the sections MSPAS Program Policies and Practices-Academics (5.0), Progression through the Curriculum Policy (5.2) and Retention & Progression Requirements/Criteria (5.2.3).
- The program director determines the final decision for deceleration, which may be contingent upon ARC-PA approval of a class size increase.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

The Student Success Committee (SSC) recommendation for deceleration will be processed through the Program Director to The Graduate School for further action.

ARC-PA Approval

The maximum entering class size is approved by the ARC-PA. Any increase above the ARC-PA approved maximum entering class size for any reason (including a decelerated student) requires program notification to ARC-PA and may also require approval by ARC-PA using the Exceeding Approved Class Size required report.

Re-entry

The Program Director will coordinate with the Dean of the College of Health Sciences and Dean of The Graduate School to develop a recommendation on the point of reentry. The student will likely need to take a leave of absence to rejoin the Program with a later cohort in most cases.

If the student decelerates at any point in the didactic phase, they will reenter with the next incoming cohort of program students at the beginning of the next didactic phase and will be required to successfully repeat the required portions of the didactic curriculum specified to be retaken and program requirements before progressing on to the clinical phase.

If the student decelerates at any point in the clinical phase, they will reenter at the beginning of the next clinical phase and must successfully repeat the required portions of the clinical curriculum and program requirements before completing the program.

Upon deceleration, students must comply with any revisions in curriculum requirements and policies of their new graduating class.

Upon deceleration, the student will be placed on Academic Monitoring Status permanently, without the opportunity to be removed from this status, for the remainder of their time in the program.

A decelerated student who returns to the program and subsequently fails a course, fails to maintain academic progression, and/or fails to meet all technical standards will be notified of their dismissal from the program.

Decelerated students who fail a course will not be offered any course remediation. Dismissal under these circumstances is not eligible for an appeal.

Financial Implications

Any potential refund is subject to the Tuition and Fees Refund Policy of Lenoir-Rhyne University for all students. Deceleration automatically results in delayed graduation and potential additional financial burdens to the student and will affect financial aid processes.

Students are fully responsible for any additional tuition and fees, including changes in tuition and fees resulting from deceleration.

Students are advised to discuss these issues with the university financial aid office prior to making any decisions regarding requesting deceleration and/or returning to the program if granted the option of deceleration.

Deceleration Acceptance

Students must advise the program director in writing within five (5) calendar days of the offer of deceleration whether they accept the terms of deceleration.

If the student does not accept the option of deceleration, procedures for dismissal pursuant to the Progression through the Curriculum Policy (5.2), with accompanying appeal rights, may begin. The student will also have the option to withdraw from the program.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Re-enrollment Plan

The option for deceleration will include a reenrollment plan determined by the SSC. Reenrollment plans are determined on a case-by-case basis and will define the student's responsibilities while decelerated and may include, but not be limited to, a written comprehensive examination, a practical examination, and/or completing a learning contract while on leave. Additionally, the student must meet with the SSC monthly to check-in and for the SSC to monitor the progress of the plan.

Failure to meet the terms of the reenrollment plan or to maintain the standards outlined in the reentry plan while decelerated may result in withdrawal of deceleration and notification of immediate dismissal from the program. Dismissal under these circumstances is not subject to appeal.

If the student does not reenter the PA Program at the time specified by the SSC, their opportunity to return from the deceleration will be withdrawn, resulting in dismissal from the PA Program. Dismissal under these circumstances is not subject to appeal.

5.11.8 Dismissal Policy - Dismissal from MSPAS Program

The Program may dismiss a student for academic failure, for unprofessional behavior, for failure to meet progression criteria or other issues as determined by the SSC and the Program Director. (Standard A3.15d)

The MSPAS Program may recommend a student for dismissal based on:

- Failure to meet academic standards
- Failure to meet technical standards
- Failure to meet progression criteria
- Failure to adhere to codes of conduct
- Failure to adhere to obey federal, state, and local laws
- Failure to satisfy financial obligations to the university
- Other issues or concerns as determined by the Student Success Committee (SSC) and the Program Director, including:
 - Publishing, discussing, or sharing in any way the health information of other individuals**
 - Claiming to be an official representative or spokesperson for Lenoir-Rhyne University or its entities, including the MSPAS Program
 - Using Lenoir-Rhyne University's name to promote or endorse any product, cause, religious view, political party, candidate, etc. via any communication method
 - Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy
 - Exhibiting unprofessional behavior
 - Using vulgar language
 - Using language or photographs for any reason that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation
 - Publishing or sharing any media that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity
 - Publishing, discussing, or sharing in any way, any material that may reasonably be interpreted as potentially inflammatory or unflattering on another individual's website (e.g. on that individual's Facebook site)
 - Exhibiting significant difficulties in forming a professional image

**Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment, or posting of patient stories and/or pictures (such as a before/after photograph of

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

a patient having surgery or even a photograph of the contents of a patient's room) may still allow others to recognize the identity of a specific individual.

5.11.9 Withdrawal from University

Any student that desires to withdraw from the University during the semester must clear the withdrawal through several campus offices. Students should contact the Registrar's office for more information on the withdrawal process. Prior to withdrawal a student must fulfill any monetary obligations to the University; some students may be eligible for refunds according to the PA refund policy located on the PA website. Any student who leaves during the semester without officially withdrawing may lose any refund due. Any student who stops attending classes without properly withdrawing from school may receive failing grades in all courses. These standards do not preclude removal from the University or University housing in accordance with the provisions of the housing agreement or other University rules or regulations. Involuntary administrative withdrawal is addressed in Emergencies & Exigent Circumstances found in Section 5: Special Campus Policies of the [LRU Student Handbook](#).

Withdrawal from University: Students who withdraw from the university must be removed from all courses by completing forms on the Registrar's website.

The return of financial aid is based on the official withdrawal date - the date in which the student initiated the withdrawal form with the Registrar's Office.. A fair and equitable tuition adjustment will be calculated according to the PA Tuition and Fee Refund Policy.

5.11.10 Leave of Absence Policy (Non-Academic)

The Graduate School Leave of Absence Policy

To maintain continuing student status in each program, a student must:

1. Complete at least one course in the graduate program during each academic year after acceptance.
2. Complete the Leave of Absence approval process.
 - **Traditional Leave of Absence (LOA):** Student completes and submits the LOA application for review. Upon approval, the student is allotted three semesters (summer, fall, spring) or the equivalent of one year away from the program. The student may return without reapplication. During the LOA, the student remains on the student list to receive relevant University and Program communications.
 - **Leave of Absence with Incomplete Grade(s)(LOAIG):** Student must register for Continuation credits (0 credit) to complete any remaining Incompletes prior to the LOA. Upon approval, the student is allotted two semesters of leave with reapplication. During the Continuation and LOA, the student remains on the student list to receive relevant University and Program communications.
 - **Leave of Absence with mid-semester Withdrawal from the University (LOAW):** Follows either the LOA or the LOAIG depending on individual circumstances.
3. If a student is not enrolled in three consecutive semesters (including summer term) within an academic year or approved for a Leave of Absence (traditional or modified), they must either request an extension of their program or reapply through The Graduate School. Requests for program extensions must be made to the PA Program Director, SSC, and The Graduate School.

Note: Reapplication to the MSPAS Program is handled through CASPA.
4. Failure to complete the request for LOA may result in full reapplication to the University and Degree Program. This would include all required fees and admissions processes. Re-admission is not guaranteed.

Short-term Leave of Absence (ST-LOA) for PA Program

Students who find it necessary to take a leave of absence from the Program for no more than two weeks, must formally request a short-term leave of absence (LOA) from the PA Program Director. **(Standard A3.15)**

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Leaves of Absence in this category are considered when events such as illness or injury, active military service, or the need to provide care for a family member prevent active participation in the degree program. This provision is limited to one ST-LOA during the Didactic Phase. ST-LOA requests during the Clinical Phase will result in a delay in graduation to allow the student to complete the Clinical Phase requirements. Students have a four-year limit to complete the PA Program.

NOTE: A leave of absence is not to be used for academic issues, such as poor performance that may result in probation or dismissal.

Students requiring more than a two-week leave of absence are encouraged to withdraw from the Physician Assistant Program and re-enroll during the appropriate semester the following year. The PA program is delivered using the University's mini-session model during a regular semester. Missing two weeks is equivalent to a quarter of the courses and may hinder the student's opportunity to successfully complete the course.

Short-term Leave of Absence Process

1. Submission of a written request for a leave of absence must be submitted to the PA Program Director for an initial review. Submission of the request does not guarantee the request will be granted.
 - Time for Submission: A leave of absence request should be submitted no later than two weeks prior to the requested leave. If this is not possible, the request should be submitted as soon as possible in the event of an emergency.
2. The request will be reviewed by the PA Program Director in conjunction with the Student Success Committee (SCC). This group reserves the right to deny a request for a ST-LOA.
 - If approved, the student will meet with their academic advisor to set an academic action plan outlining the steps necessary for student success upon return.
3. Under no circumstances will a leave of absence be applied retroactively.

Students must complete all degree requirements within four years of initial matriculation. **(Standard E1.09b)**

5.12 Graduation Requirements (Standard A3.15)

- In alignment with The Graduate School policy of Lenoir-Rhyne University and per the Graduate Catalog, graduate students must:
 - Satisfy all program requirements.
 - Earn a minimum cumulative GPA of 3.0 on a 4.0 scale in the intended program.
 - Apply no more than two grades below B-/2.7 toward degree requirements.
 - Be enrolled during the semester in which they plan to graduate.
 - Submit the application for graduation two semesters prior to the anticipated graduation date.

The program requires students to follow the course of study in the Master of Science in Physician Assistant Studies degree. Students must meet all progression/retention requirements and complete all necessary Program requirements including summative evaluations to qualify for graduation. The Program will not approve students who fail to meet the necessary requirements for graduation. **Students must complete all degree requirements within four years of initial matriculation.**

Students must meet all progression/retention requirements including:

- Earn a "C" or better in all courses and have no more than 2 "C" grades in all course work for the entire program
- Pass all components of the didactic and clinical summative evaluations with a 70% or better, including all 105 program credit hours
- Complete all other necessary program requirements to qualify for graduation

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Maintenance of established standards of personal and professional conduct.

The following criteria must be met in order to qualify for graduation with the Master of Science in Physician Assistant Studies degree:

Successful candidates for graduation must:

- Satisfactorily complete all the courses within the didactic and clinical learning phases of the Physician Assistant program with a minimum cumulative grade point average (GPA) of 3.0. An academic grade point average of 3.0 on a 4.0 scale is required for the master's degree.
- Achieve a minimum grade of 70% in all didactic courses and clinical rotations;
- Successfully complete the ACLS and PALS courses
- Maintain BLS certification throughout the program
- Successfully complete the Didactic Summative and Clinical Summative courses with a minimum grade of 70%
- Earn no more than two "C" final course grades on all course work.
- Abide by all University and Program rules and regulations.
- Settle all financial accounts with the University prior to graduation. Each candidate for the Master of Science in Physician Assistant Studies degree must be free of indebtedness to the University.
- Successfully adhere to the student and professional code of conduct established by the University and Program.

Meet all Completion Deadlines for Curriculum Requirements

- Didactic Phase - Requirements for each course in the curriculum must be completed by the end of each mini session or semester.
- Clinical Phase - Requirements for each clinical rotation must be completed by the conclusion of each rotation course.
- Students Must Progress towards Degree in All Program Mini-Sessions or Semesters

Application for Graduation

Each candidate for a graduate degree must file an [Application for Graduation](https://www.lr.edu/academics/registrar). The application is available in the Office of the Registrar and on-line at <https://www.lr.edu/academics/registrar> under "Forms." The form should be filled out **two semesters prior to the student's anticipated graduation date**.

This allows time for Graduation Audit and notifies the Registrar's office of the student's intent to graduate.

- Each course in the PA program is offered only once during the academic year. Achieving a grade less than a "C" will require that the student remediate their knowledge in the course material to a level of competence to be determined by the course instructor. The student should be aware that in some cases, remediation could require deceleration (in which the student remains matriculated but joins an upcoming cohort when the course is offered again).

5.12.1 Graduation Audit

The Program Director, in conjunction with the Director of Clinical Education and Student Success Committee, will prepare the program level graduation audit and participate in the university's graduation audit system. More specifically, the registrar's office will send a list of PA students to the MSPAS Program to approve for graduation. The MSPAS Program will verify the potential graduates (assuming continued progression) and note those who should be removed from the graduation list. The registrar's office will use the final grades in PowerCampus (Self-Service Portal) to issue diplomas.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

5.12.2 Graduation for MSPAS Students

The MSPAS cohort's graduation date on the diploma will be in December of the year of the completion date of the program; those decelerating may have a later graduation date depending on program completion. Official diplomas will be issued to those in compliance with both the degree requirements and the university requirements. Official diplomas and transcripts are held until all requirements are met.

6.0 BEHAVIORS/STANDARDS OF CONDUCT

This section includes community standards established for all university students and student organizations, professional behaviors (Standard B4.03e) expected of MSPAS students, policies for attendance, communication with the program, dress code, use of laboratories/classrooms and equipment/technology, social media, and presentation of a professional image.

6.1 Community Standards

Good Neighbor Policy (Please see University [Student Handbook](#))

Being part of a University Community is a maturing experience, which carries certain responsibilities. Students, as a community, are representatives of Lenoir-Rhyne University and their behavior reflects directly on the university.

Students must understand and appreciate that residents of a particular community (Hickory) have made a long-term commitment to their neighborhoods; and students are transient members of the community and usually remain only for the duration of their academic tenure. The quality of life and the overall character of a neighborhood can be greatly influenced by the behavior exercised by students. Displaying a respectful and courteous attitude may make the neighborhood a more pleasant place to live. In fact, some students may find participating in community service activities furthers their sense of belonging in their neighborhood.

Policy Statement: Families living in the neighborhoods around a campus have the right to enjoy a reasonable level of peace and quiet. Students' academic and personal schedules often conflict with the more routine schedules of families. Students are expected to exercise good judgment and be sensitive to the needs of their neighbors. Mass gatherings, rowdiness, public drunkenness, disorderly conduct, and people partying outside with loud music or other noise late into the night is inconsistent with the university's behavioral expectations.

Lenoir-Rhyne University will respond to complaints from neighbors and others when behavior occurs off-campus that is inconsistent with the behavioral expectations and health and safety policies of the university, and students will be subject to the university's Student Conduct Policy and resulting sanctions when a violation of the Student Code of Conduct occurs. The University may find student tenants of an off-campus residence responsible for a violation of the Good Neighbor Policy that occurs at their address, regardless of their presence at the time of the incident. Specifically, in addition to their on-campus activities, all institutions of higher education must develop detailed strategies, enforcement options in coordination with local law enforcement and campus police, and communication plans to address students living and spending time in off campus settings. These settings include off campus housing whether apartments, houses, or sorority/fraternity houses.

The following are some examples of the behavioral expectations of the university with regard to off-campus living and gathering:

Health and Safety Violations

Students (both residential and commuting) should adhere to all Health and Safety standards per local, state, and/or national guidelines while on- and off-campus. The University may also enact campus policies that go beyond any state mandates.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Noise

Music and general noise should be maintained at reasonable levels and in accordance with relevant laws and ordinances. Music should be directed toward the interior of the residence. Students should remind visitors to exercise common courtesy when visiting, to refrain from excessive shouting between the street and the house, and to limit vehicle noise whenever possible.

Automobiles

Students are expected to observe all city ordinances and exercise courtesy and common sense. Students and their visitors should not obstruct the street or private driveways, or park on someone else's property without permission. For students' own safety, as well as that of their neighbors, students must abide by all traffic laws and drive responsibly.

Property

Students and their guests shall respect the property of their landlord, host and neighbors. They are to refrain from the destruction, defacing or littering of property.

Verbal Harassment

Students should not engage in verbal harassment, profanity and fighting words directed toward others. Rather, when the potential for conflict develops, students are encouraged to seek assistance from the local law enforcement.

Fighting/Assault

Physical assault and confrontational behavior are unacceptable. If a volatile situation occurs, students are expected to walk away until the concerns can be appropriately addressed. Additionally, students can seek assistance from local law enforcement.

Alcoholic Beverages and Drugs

The use of alcoholic beverages and/or drugs should be in accordance with all state and local laws.

Responsibility and the Social Host

When entertaining guests, students must understand that, in addition to the Student Conduct Policy, students may also be subject to civil and criminal liability if their guests act irresponsibly. As a social host, a student assumes significant risks associated with state and local laws regulating drinking age, noise and public safety when the student hosts a party. Court decisions have found the social host to be liable for personal injury and property damage caused to third parties as a result of the irresponsible service of alcohol to guests. This liability is compounded when minors are involved. The state mandated limits for mass gatherings at the time of the incident will be enforced.

Procedures: Lenoir-Rhyne University will respond to complaints from neighbors, students, and others when behavior occurs off-campus that is inconsistent with the behavioral expectations of the University, and students will be subject to the university's Student Conduct Policy and resulting sanctions when a violation of the Student Code of Conduct occurs. The University may find student tenants of an off-campus residence responsible for a violation of the Good Neighbor Policy that occurs at their address, regardless of their presence at the time of the incident. Standard policies for Student Conduct and Grievances will apply.

6.1.1 Drug and Alcohol Policy/Substance Abuse

Physician Assistant Students must comply with the University's and PA Program's Drug and Alcohol Policy and all other applicable policies and procedures concerning the use of drugs and alcohol at clinical sites and on campus.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

As an institution of higher education, LRU requires all students to comply with federal, state and local laws related to the use of alcoholic beverages, narcotics and other drugs.

The PA Program Director will be involved in the decision-making process regarding Alcohol and Controlled Substance Sanctioning regarding PA students, particularly those involved in the care of patients.

Program Policies

- Students are prohibited from engaging in substance abuse
- All students must successfully complete an annual drug screen test prior to entering the didactic phase of the program as well as a repeat test prior to entering the clinical phase of the program. Drug screens are conducted at the student's expense.
- A clinical site may request additional drug screens prior to entering their site or during the rotation. Students must comply with this request or risk failure of that clinical rotation and/or delayed graduation. Drug screens are conducted at the student's expense.
- Students are required to submit to random, and agency required drug screenings. The PA Program reserves the right to perform random drug testing if widespread substance use is suspected.
- The PA Program and the University reserves the right to compulsory drug test a student at any time that he or she is suspected of substance abuse. A student may be required to undergo drug and/or alcohol testing, if at any time there is a reason to suspect they are under the influence in class or clinical.
- Refusal to submit to testing will result in dismissal from the PA Program
- Students engaged in substance abuse and/or with positive substance abuse test results are subject to dismissal from the program. Students should obtain a note from their primary care provider without diagnosis information regarding prescribed medication which could give a positive drug screen result or self-disclose this information.
- Students are responsible for paying for all drug tests.

Students are prohibited from appearing at any clinical site while under the influence of alcohol or any drug that may affect performance or judgment.

- The PA Program is committed to the health and well-being of patients and of its students.
 - Students who are impaired by substance abuse endanger patients, themselves, faculty and staff, and other students.
- The PA Program complies with and upholds all federal, state and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs.
- Substance abuse shall be defined as:
 - The use or possession of any drug in a manner prohibited by law
 - The use of alcohol or any legal drug or other substance in such a way that the user's performance as a professional student is impaired.
- The program recognizes that early treatment is essential for successful rehabilitation and recovery for students with substance abuse. Students are encouraged to voluntarily request referral for treatment from University Counseling Services or the Dean of Students before their substance abuse leads to academic or disciplinary problems.
- From the moment a substance abuse problem is deemed to be present, the student will be placed on a leave of absence and will be unable to participate in any clinical activities involving patients or patient care.
- PA Program students are required to seek treatment for substance abuse.
- This is one of the many conditions required to be considered for reinstatement if removed from clinical rotations or classes.

Based upon the results of criminal background checks or drug screens, students may not be able to complete certain clinical requirements and graduation requirements successfully. Students may also not be able to obtain a medical

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

license. For more information about licensure, contact the North Carolina Medical Board at:
<https://www.ncmedboard.org/contact> or Toll-free number: (800) 253.9653, Telephone: (919) 326.1100 or (919) 326.1109, Fax: (919) 326-1131.

Where to Go for Help: Lenoir-Rhyne University's Counseling Office offers individualized assessment, substance abuse counseling and education for students, available upon request, to assist with any alcohol or substance abuse problems. For assistance dealing with substance abuse issues, individuals should contact Lenoir-Rhyne Counseling Services or their Primary Care Provider.

Lenoir-Rhyne Counseling Services

<https://www.lr.edu/student-life/health-and-wellness/counseling-services>

828.328.7181 or 828.328.7959

University Policy Statement: The University prohibits the unlawful possession of alcohol and illicit drugs by students, either on University property or at any University-sponsored activity. This prohibition extends to activities sponsored by groups or organizations related to the University; and it extends to off-campus professional activities, including professional conferences, where attendance by students is sponsored, wholly or in part, by the University or by organizations related thereto. Furthermore, the University reserves the right to discipline members of the University community who, in other situations, whether on campus or off, are found to be in violation of federal, state and local laws related to the use of controlled substances.

Please see the Lenoir-Rhyne Student Handbook (SECTION 5: SPECIAL CAMPUS POLICIES)

6.2 Cultural Sensitivity and Diversity Policy (Standard A1.11)

MSPAS student clinicians will be practicing in a variety of settings and working with diverse populations. Cultural variables, such as age, gender, occupation, sexual orientation, disability, socioeconomic status, religious beliefs, and ethnicity, can impact evaluation and intervention. It is essential for the student clinician to be sensitive to cultural influences which can be improved through greater cultural competence.

Throughout the MSPAS program, students will construct an understanding of cultural factors that occur during the delivery of services. This construct will occur through knowledge and skills utilization. MSPAS students will strive to understand how their own set of cultural beliefs can impact the delivery of healthcare. Some of the variables that can impact this care include, but are not limited to, age, ethnicity, national origin, race, linguistic background, religion, gender, and sexual orientation.

6.3 Academic Misconduct: THE ACADEMIC INTEGRITY SYSTEM

Responsibility for Academic Integrity

THE LENOIR-RHYNE STUDENT HONOR COMMITMENT AND STATEMENT OF ACADEMIC INTEGRITY

Statement of Academic Integrity and Nonacademic Conduct

Lenoir-Rhyne University ("LR") has established policies and regulations to support and encourage its educational mission. As elsewhere in society, these policies and regulations are founded on the mutually accepted concepts of freedom and responsibility and are based on the assumption that members of the LR community are interdependent. It is each student's duty to protect the rights of other students, to fulfill their personal educational objectives, and to maintain high standards of personal and academic conduct.

Honor Pledge

Students will receive and review the honor pledge, learn and understand the meaning, and commit themselves to upholding the statement of academic integrity and nonacademic conduct. LR's honor pledge states:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Lenoir-Rhyne University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and creating an environment of mutual respect and trust.

On my honor, I pledge:

That I will maintain high ethical standards of personal and academic conduct.

That I will take responsibility for my personal and academic behavior.

From this day forward, my signature on any university document, including academic assignments, is a confirmation of this honor pledge.

A. Academic Integrity Violations

All contributors to LR—students, faculty, staff and administrators—are charged to support and cultivate the principles established in the honor pledge and statement of academic integrity. Students have a duty to ensure that they understand and abide by the expectations and standards established in each course or academic activity. In the absence of such understanding, it is the student’s responsibility to seek additional information and clarification.

Violations of the Academic Integrity Code, including suspected violations, fall under the jurisdiction of LR’s Student Code of Conduct and are subject to the rules and guidelines established in the Student Handbook. Prohibited conduct includes, without limitation, the following:

1. Cheating – any act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive or fraudulent means including, but not limited to:
 - Copying or attempting to copy from another person’s graded work in a course.
 - Using or providing notes or other prepared materials that are not permitted.
 - Using an alternate, stand-in or proxy during an examination.
 - Stealing or gaining unauthorized access to an exam, answer key or other graded work from the current or a previous course offering.
 - Unauthorized talking, signs, text messages or gestures with another student during assessments, quizzes or examinations.
 - Knowingly aiding or attempting to aid another student in cheating.

2. Plagiarism – any use of work, ideas or language created or contributed by others or systems without giving credit through proper attribution or citation, including, but not limited to:
 - Copying a passage (e.g., a significant part of a sentence, a full sentence or multiple sentences) directly from a source without including quotation marks and proper attribution or citation.
 - Using Generative Artificial Intelligence or similar systems (AI) in ways not permitted by the individual course syllabus.
 - Submitting an assignment previously submitted at this institution or any other institution for academic credit in current course.
 - Submitting another person’s work in place of one’s own.
 - Permitting someone else to revise, correct or edit an assignment without explicit permission from the instructor.
 - Submitting work without proper attribution, whether from commercial firms, websites, fraternity or sorority files, or any other sources, and whether purchased or not.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Knowingly aiding another student who is engaged in plagiarism.
3. Falsification – willful, knowing or intentional representation of false information verbally, electronically or in writing, as well as any form of deceit or fraud in an oral or written statement relating to academic or clinical work, including, but not limited to:
- Making false statements to administrators, staff members or faculty members.
 - Providing false information to any LR official or office.
 - Providing a false statement in an academic integrity proceeding.
4. Additional Violations – All other actions that violate student regulations as outlined in The Lenoir-Rhyne University Student Handbook or that violate public statutes leading to or supporting an academic integrity violation will come under the jurisdiction of LR's Student Code of Conduct.

B. Resolution Process for Academic Integrity

1. Alleged academic integrity violations should be addressed by the faculty member within 10 business days of receiving knowledge of a possible violation, absent extenuating circumstances. Any member of the LR community may report a violation of the Honor Code and Statement of Academic Integrity if they believe there is information to support such a report. If a member of the LR community believes a violation has occurred, they may report the incident directly to the faculty member or to the Office of Student Life. The faculty member or the University Academic Integrity Council (UAIC) will report the alleged violation through the Office of Student Life. (The Office of Student Life maintains a database of all academic integrity violations.)

Note: Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve as the sole basis for disciplinary action in the absence of corroborating evidence. Intentionally making a false accusation violates this code.

2. Hearing Process
- Student-Faculty Meeting
 - Within 10 business days of receiving knowledge of a possible academic integrity violation, the faculty member will move forward with the following process, absent extenuating circumstances:
 - The faculty member must check with the Office of Student Life to determine if the alleged violation should be sent directly to the UAIC or if the faculty member may move forward with a student-faculty meeting.
 - If the next step is a student-faculty meeting, the faculty member must send the student a written notification with the requested date, time and location (virtual or in-person) of the student-faculty meeting, which should take place no later than seven business days after the notice has been sent to the student. If the alleged violation occurs within the last two weeks of a semester, the faculty member may give a grade of incomplete for the course and schedule the meeting as soon as it is practical the following semester. The faculty member must make the dean of the college aware of the date and time of the student-faculty meeting prior to the meeting occurring.
 - At the student-faculty meeting, the alleged violation(s), evidence that the policy has been violated, a copy of the policy and possible sanction(s) will be reviewed, and the student will have the opportunity to respond to the violations and to accept or deny responsibility for the alleged violation. If the student does not attend the meeting or

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

communicate with the faculty member, the meeting may proceed in the student's absence.

- Participants at the student-faculty meeting will include the faculty member and the student, and may also include an advisor requested by the student from the Office of Student Life. At the request of the faculty member or the student, an academic affairs administrator may be present at this meeting. No representation of an attorney or any other outside person is permitted.
- If the student accepts responsibility:
 - The faculty member will determine an appropriate sanction. By accepting responsibility, a student waives the right to appeal the faculty member's determination.
 - The faculty member will send the student an outcome letter via email.
 - The faculty member will send all supporting documents to the Office of Student Life to be filed appropriately.
- If the student denies responsibility:
 - The faculty member will determine suggested sanctions.
 - The faculty member will refer the report and any supporting document to the UAIC with the suggested sanctions.
 - The UAIC will notify the student in writing the date, time and location of the hearing within 10 business days of receiving the report from the faculty member.
 - The faculty member(s) of the course in question and the student will attend the UAIC meeting. The faculty member or members will summarize the incident and the student will have an opportunity to respond. If the student does not respond to the email notification, the hearing may proceed in the student's absence.
- UAIC
 - The UAIC will consist of the following members: a representative from BEAR Central, an assistant provost (of undergraduate or graduate programs, as appropriate), dean of the library and a student representative.
 - The UAIC will have the ability to uphold, reject or modify the sanction suggested by the faculty member.
 - In the event of a second offense, if the student is found responsible by the UAIC, the UAIC may not issue a sanction at a lower level than what was suggested by the faculty member.

3. Appeal Process

- If a student who is found responsible by the UAIC for violations of the academic integrity code wishes to appeal, the appeal form should be completed and submitted to the Office of Student Life within 72 hours after the date in which the student receives the letter indicating responsibility and sanctions.
- A student's request to appeal does not necessarily mean that an appeals hearing will be held. When an appeal request is filed, the basis or bases of the appeal must be indicated. The dean of students is solely responsible to determine whether an appeal will be allowed. There are four bases that allow for an appeal:
 - The evidence did not support the decision.
 - The decision did not support the sanction.
 - Proper procedures were not followed that may have had a bearing on the decision.
 - Bias or prejudice on the part of one or more of the hearing officers that may have had a bearing on the decision. The dean of student's decision regarding whether an appeal will be allowed is final and not subject to further review.
- In the event an appeal is allowed, the appeals council will consist of the dean of students, the assistant provost for academic operations and the dean of the college in which the course in question was offered. The decision of the appeals council is final.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4. Academic Sanctions

- In the event of a violation, a faculty member or the UAIC may impose one or more of the following sanctions:
 - Written warning
 - Revision of work
 - Reduction in grade
 - Grade of F on the assignment
 - Grade of F in the course
 - Other educational sanctions in consultation with the UAIC

Any academic integrity violation that does not reflect positively upon the standards or image of LR or conduct that is an egregious violation of the Academic Integrity Code, even if a first offense, may be heard by the UAIC without conducting a student-faculty meeting first.

Multiple or exceptionally serious academic integrity violations by a student will subject the student to the sanctions outlined below through the UAIC, in addition to any other sanction(s) set forth above that may be imposed:

- Requirement to meet with BEAR Central
- Academic Integrity Probation
- Grade of FX in the course (If a penalty of FX is imposed in the course, the student will not be able to drop the course or utilize the grade appeal policy.)
- Disciplinary suspension from LR
- Permanent dismissal from LR

5. Sanctions Definitions

- Academic Integrity Probation: takes effect and extends from the time of the “finding of responsibility” until the student meets the necessary requirements to remove the probationary status.
- Grade of FX: denotes a violation of LR’s Academic Integrity Code that is egregious enough to warrant the sanction of both failure of the course and notation of the incident on the student’s permanent academic record. This sanction is reserved for the most serious offenses, cases of premeditated, significant and clear violation of LR’s Academic Integrity Code. The FX grade will be treated like an F grade in the student’s grade point average. Any use of the FX grade will be reviewed by the UAIC. An FX grade may be changed to an F grade on the student’s transcript in a subsequent semester before graduation by order of the provost after the student has met the following requirements:
 - The student retakes the course in which the FX was received and successfully completes it with a passing grade. If the course is not offered before the student intends to graduate, the student may request a waiver of this requirement from the provost.
 - The student has no subsequent recorded violations of the Academic Integrity Code.
 - The student furnishes the provost with a written justification requesting the removal of the FX grade.

Updated: Fall 2024

Violations of Academic Integrity

Violations of the Academic Integrity Code, including suspected violations, fall under the jurisdiction of LR’s Student Code of Conduct and are subject to the rules and guidelines established in the [Student Handbook](#). Guide to Academic Integrity Procedures can be found in the University [Student Handbook](#) on pages 6-7 and 65-69.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

6.4 Professional Behavior Policy

Professional Behavior

The PA profession and PA education programs generally have an excellent reputation for instilling an appropriate sense of professional behavior in PA students and graduates. In order to foster and continue this tradition, the students and faculty of the Lenoir-Rhyne University PA Program have cooperated in developing a process that addresses instances of negative student behaviors.

Early recognition of positive behaviors and elimination of unprofessional behaviors benefits the individual student, the student body and the program. It also helps avoid the possibility that a student might progress through the program with an adequate fund of knowledge and clinical skills, only to be found lacking in their ability to meet the program's technical standards or demonstrate the professional behaviors necessary for PA practice as a member of the health care team.

Professional Code of Conduct

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. PAs must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

Physician Assistants are expected to demonstrate:

- Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Accountability to patients, society, and the profession
- Commitment to excellence and on-going professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Sensitivity and responsiveness to patients' culture, age, gender, and abilities
- Self-reflection, critical curiosity, and initiative
- Healthy behaviors and life balance
- Commitment to the education of students and other health care professionals

Professional Honor Code

All students of the Lenoir-Rhyne University PA Program must consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication. Students in the PA Program are expected to comport themselves in a professional manner in the classroom, in clinical sites, on campus and at other training sites, and at all other times. Expected conduct is specified in the Lenoir-Rhyne University Student Handbook, the MSPAS Student Policy Manual, and in syllabi and other materials distributed by instructors.

Honesty and Integrity

- Contribute to a positive image of the medical profession.
- Serve the interests and welfare of the patient and the community above our own self-interest.
- Respect the rights of patients, staff, colleagues, and other health professionals.
- Safeguard patient confidences and privacy within the constraints of the law.
- Deal with confidential information appropriately and discreetly.
- Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Respect Instructors, Staff, Peers, Patients, and Families

- Treat those with whom they work with respect, trust, and dignity.
- Refrain from engaging in unwanted or inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
- Respect rights such as privacy, confidentiality, informed consent, and others.
- Communicate in a sensitive manner and do not discriminate, including on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status.

Responsibility and Accountability

- Maintain academic, patient care, and service as our highest priorities.
- Be accountable for deadlines and complete assignments and responsibilities in a timely fashion.
- Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and incompetence.
- Identify one's own limitations and developmental needs and seek approaches for improvement.
- Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.
- Tolerate physically, emotionally, and mentally demanding workloads.
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.
- Arrive at or before the expected time of arrival or the beginning of all educational/instructional sessions.
- Remain present and active in all educational/instructional sessions until dismissed.

Professional Standards

It must be realized that no action of the individual can be entirely separated from the reputation of the individual or of their profession. Therefore, a serious and primary obligation of the individual is to uphold the dignity and honor of their chosen profession by thoughts, words, and actions.

The public expects that those in the medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness.

- Professionals have a moral responsibility to themselves, to their patients, to their associates, and to the institution with which they are affiliated to provide the best service possible.
- To maintain optimum professional performance, one should be personally responsible for maintaining proper physical and moral fitness.
- Strength of character should enable one to rise above prejudice in regard to race, creed, or economic status in the interest of better professional service.
- Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others.
- Personal ethics require conscientious preparation during one's academic years for eventual professional duties and responsibilities.
- A continuation of the development of professional efficiency should be accomplished by observation, study, and investigation during one's entire professional life.

Professional behaviors include the following

1. Critical Thinking
 - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
- 2. Communication
 - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes
- 3. Problem Solving
 - The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes
- 4. Interpersonal Skills
 - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner
- 5. Responsibility
 - The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities
- 6. Professionalism
 - The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth and development of the PA profession
- 7. Use of Constructive Feedback
 - The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others
- 8. Effective Use of Time and Resources
 - The ability to manage time and resources effectively to obtain the maximum possible benefit

All Lenoir-Rhyne University MSPAS students will be expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others, and acceptance of personal and corporate responsibility for the coursework
2. Show respect for facilities and equipment in the College of Health Sciences, MSPAS Program building and in the clinical education settings
3. Present an appropriate personal appearance in classrooms, laboratories and clinical education settings and at public meetings where their identity as Lenoir-Rhyne University PA student is apparent. Please refer to the dress code for details

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and the faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented if necessary.

Unprofessional Behaviors

Behavior that is disruptive and undermines the working or learning environment or that promotes or contributes to a negative and anxiety-producing classroom or working environment is deemed unprofessional. Unprofessional behavior encompasses speech, body language and attitudes that are seen as offensive, disruptive or producing anxiety.

Some examples of Unprofessional behavior include:

- Breaches in patient confidentiality (HIPAA)
- Conviction of public intoxication or substance abuse, or testing positive by drug screening, including use of alcohol or drugs

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Distribution of material that includes disparaging comments about a population of people
- Degrading or abusive comments in encounters with peers, patients, faculty, staff, and other health professionals
- Criminal activity
- Assault/Battery or microaggressions
- Distribution of defamatory, vulgar, negative or disparaging comments about the University, the MSPAS Program faculty, staff, and/or peers by any means
- Invasion of another's privacy by any means
- Misrepresentation of credentials, abilities, or position
- Persistent negative attitudes and behavior witnessed by others
- Persistent/repetitive negative or disparaging comments about courses, faculty or the program
- Repeatedly openly complaining about issues without following the proper channels of communication
- Rudeness of speech or behavior towards faculty, administrative personnel or fellow students witnessed by others
- Texting or emailing during lecture that is interruptive to the class or instructor
- Browsing the internet during lecture in areas unrelated to the topic being presented
- Not listening when someone is speaking and interrupting them mid-sentence
- Interrupting an instructor by verbal or nonverbal communication
- Displaying lack of respect for classmates and faculty in speech, tone, facial expressions, rolling of the eyes and body language/gestures
- Frequent engagement of confrontation with faculty or fellow classmates
- Not taking responsibility for behavior
- Persistent tardiness as defined by Tardiness Policy
- Unexcused absences as defined by Absence Policy

Process for Addressing Issues of Professional Behavior

The Physician Assistant Program relies on the sound judgment of its faculty in the assessment of student professional behavior. There is also review and oversight by the Dean of the College of Health Sciences, the University's Office of Academic Affairs and the University's Dean of Student Affairs.

- When negative issues about professional behavior arise, the program encourages students and faculty, including preceptors, to informally address the student(s) involved in a non-confrontational dialogue. If the issue is resolved in this manner, it may be taken as a sign of success and professional maturity.
- If behavior is deemed to be of a serious nature or if there are persistent behavior issues the faculty advisor and one other faculty member will meet with the student. The behavior in question is discussed and the specifics clearly recorded on the student advisement form. The faculty advisor will then indicate his or her assessment of the issue and make written recommendations for corrective action in accordance with program policies. The form is forwarded to the Student Success Committee for review.

When faculty, staff and/or clinical preceptor identifies a student who is having difficulty with professional conduct, demonstrates behavior inconsistent with those outlined in the professional standards, or technical standards of this handbook, that individual will notify the Didactic or Clinical Director, the Student's Advisor and the Program Director to determine the appropriate course of action based on Program and University policy.

Written documentation of the behavior is presented to the Student Success Committee (SSC) and if of a serious nature may prompt an immediate referral to the Dean of the College of Health Sciences for review and may also involve review by the University's Office of Academic Affairs, The Dean of The Graduate School, and the University's Dean of Student Affairs.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Instances of behavior deemed to be of a serious nature or involves repeated episodes of otherwise non-serious nature issues may also serve as the basis for referral to the Program's Student Success Committee (SSC), the Dean of the College of Health Sciences, the University's Office of Academic Affairs, The Dean of The Graduate School, and the University's Dean of Student Affairs.

Process

1. Student meets with advisor.
2. The behavior in question is discussed.
3. An explanation of why the behavior is considered unprofessional is provided.
4. A specific description of the behavior in question is clearly delineated in writing on the student advisement form.
5. The student is afforded an opportunity to provide a verbal and/or written explanation/rational/defense.
6. The advisor requests student to cease or modify behavior.
7. The advisor provides a description or examples of what is expected that would demonstrate that the behavior has changed or modified, and all information is recorded on student advising form
8. The advisor and student sign the form, but the student can refuse to sign the form. The meeting documentation including those involved in the meeting, the date, and time of the meeting, and information above are provided on the student advisement form even if the student refused to sign.
9. The issue is discussed at a SSC meeting.
10. If the behavior ceases or is modified, the issue is not pursued beyond the advisement stage.
11. If the behavior persists this will be documented on the student advisement form and the student will be referred to the SSC for further disciplinary action including Professional Warning, Professional Probation, or recommendation for dismissal. The Dean of the College of Health Sciences will be notified in any of these cases regarding further disciplinary actions.
12. If the student is not in agreement with the assessment of the faculty an appeal can be made to the Dean of The Graduate School. The Dean of The Graduate School will handle such cases according to The Graduate School policies.

Students may be removed from the classroom and/clinical rotations for unprofessional conduct at any time without prior warning. Possible consequences can include verbal warning, written warning or dismissal from the program.

Non-Academic Probation, Dismissal, And Appeal

Lenoir-Rhyne University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial to the best interests of the University. A student may be placed on non-academic probation or dismissed for non-academic reasons based on violation of University and/or Program Policies.

Non-Academic Appeals

Once notified of the non-academic dismissal the student has three days to initiate the appeal process with the Dean of The Graduate School. The Dean of The Graduate School will handle such cases according to The Graduate School policies.

While the case is being reviewed, the student can attend didactic courses but may not participate in any community-based coursework such as clinical rotations. If the decision is that the dismissal is upheld, a letter is drafted, and financial aid and the registrar will be notified. If the decision is that the dismissal is overturned, a letter is drafted, and the Provost is consulted for approval. If the reason for the dismissal jeopardizes the safety of the public or existing relationships with community partners, the student will not return to community-based coursework without remediation.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

6.5 Attendance Policy

6.5.1 Attendance Policy

The PA Program faculty have the right to establish attendance policies pertaining to the PA Program courses.

The PA Program faculty have the right to fail any student who misses more than 25% of a course per PA program policy. Students are expected to attend classes and laboratories as specified by the instructor, who will state their attendance policy in writing at the beginning of the semester. No 'allowed' number of absences is automatically granted to a student in any course. Ordinarily, a student will not receive credit if they miss more than 25% of the scheduled class meetings unless extenuating circumstances exist.

The PA Program Faculty has set a (reasonably) higher standard for attendance than university policy. Students absent from an announced quiz or examination, unless excused for cause (participation in recognized University activities or verified illness or other emergencies), at instructor's discretion may not be permitted to make up quizzes or examinations.

The faculty of the MSPAS Program have the prerogative of determining whether a student may miss the last class meeting before a holiday or the first meeting after a holiday and may affect a reduction in grade or assign additional work to the student who misses those classes.

Absences Due to Special Circumstances

Technically, there are no institutionally mandated "excused" absences for graduate PA students. However, students who miss class for any of the following reasons should be allowed to make up missed work or exams:

- required attendance at a University function
- field trip for another class at the University

In such cases, faculty should be notified by email in advance by the affected students and/or the supervisor of the event. Upon verification, faculty should allow these students to make up exams or missed assignments. It is a good practice to ask students to submit work due before leaving for the event.

Students absent from classes while representing the University are expected to be given the opportunity to complete missed work. Students who know in advance of certain absences should clear those absences and make arrangements to make up any work to be missed prior to the absences.

Students who miss class due to illness or family crisis and who present verifiable documentation from a medical provider, funeral home, Student Health Services, or the Office of Student Life may be given the same consideration as students missing for the reasons stated above.

Absences can only be excused by the course instructor, applying the policies above. It is up to the instructor whether to include such absences in the allotted number of absences before penalty.

Whatever the course policy, it should be fair and should be clearly stated on the syllabus.

6.5.2 Additional Attendance Policy that applies to all courses in the MSPAS Program

The Physician Assistant curriculum requires students to master a large amount of information and skills in a very short period. Students are expected to attend class. This includes arriving early and being prepared to begin class as scheduled. Participation is an essential element to learning. Active participants who are prepared by completing assignments will not only gain more from class, but they will also enrich the content of class by engaging in active discussions. Students are accountable for deadlines and assignments.

Excused absences must be obtained from the course instructor and course director by e-mail.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Unless absent for reasons of illness or participation in an event sanctioned by the Lenoir-Rhyne University MSPAS Program, attendance and punctuality are mandatory for all classes, labs, simulations, seminars, small group discussions, field experiences, clinical rotations, and any other activities designed by the program staff and administration. The MSPAS Program defines an unexcused absence as absence from any of the above **without prior approval** from the Course Instructor for that event and the Course Director for that course.

1. The MSPAS Program defines excessive unexcused absences as two (2) per semester and/or up to a total of five (5) for the entire program. Excessive unexcused absences are considered unprofessional behavior/conduct, resulting in referral to the Student Success Committee and thus subject to disciplinary action. Students are limited to missing 10 academic days total (both excused and unexcused absences) during the entire program before reviewed by the SCC and program director.
2. Students must report absences during the didactic phase by email to their Course Instructor and the Course Director prior to class.
 - a. Submit emergent requests verbally to the Course Instructor and Course Director, followed by a formal email. The formal email is required and will be placed in the student's file. The Course Instructor and Course Director gives a verbal response, documented with the formal email communication
3. Students must report absences during the clinical phase by phone to the Clinical Site, Preceptor or designee at the Clinical Site.
 - a. In addition, students must send an email to the Director of Clinical Education and Clinical Coordinator prior to the missed clinical rotation day if possible, or as soon as possible and no more than two hours from the time they were to report in the event of an emergency.
4. In the event of an absence, excused or unexcused, the student will be responsible for all class content.
5. The instructor has no obligation to give make-up examinations or to review other class work missed by the student as the result of an unexcused absence.
6. If allowed, the student must make up any missed examination as scheduled by the instructor.

Attendance

Absences: Continual absences are considered to be unprofessional and unacceptable behavior and can result in the lowering of the course grade. Grade reduction and the amount of grade reduction are at the discretion of the Student Success Committee and course instructor. **Any student that is absent more than 25% of the scheduled class meetings of a course** (unless extenuating circumstances exist) **will fail that course and is subject to dismissal from the program. Students are limited to missing 10 academic days total (both excused and unexcused absences) during the entire program before review by the SCC and program director.**

If it is necessary to miss a class or a day from a clinical rotation, it is the student's responsibility to notify the instructor or clinical preceptor, the Course Director or Clinical Director and program administrative staff in a timely fashion via email.

Students are responsible for all missed class information and assignments. Students are required to make arrangements to make up missed clinical days with the preceptor and Director of Clinical Education. It is possible with prompt notification for reasonable circumstances that require a student to be absent, they can receive an excused absence.

Any extenuating circumstances (e.g., illness, accidents/injury of student or close family member) should be immediately brought to the attention of the faculty by email for consideration and allow for the facilitation of a process to help the student maintain their standing in the program. Meeting with the student may need to occur but the notification still must be submitted by email. Under these circumstances a student could receive an excused absence.

While the program makes every effort to schedule classes on weekdays, students may be required to attend classes or

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

events on Saturday and Sunday. Clinical rotation schedules will be dependent on the clinical site and preceptor, and may include extended shifts, weekends, and time on-call. Participation is mandatory.

Attendance and participation for all scheduled lectures, laboratory sessions, and student meetings are mandatory for all didactic students.

Course Directors will outline and discuss attendance and grade reduction policies in their course syllabus.

Didactic courses and clinical courses, including end-of-rotation assessment days and clinical callback days, will enforce an attendance and grade reduction policy for unexcused absences.

Attendance on end-of-rotation assessment days and clinical callback days is mandatory for all clinical students.

Attendance at all assigned clinical rotations is mandatory.

Contact the MSPAS Program PA Program Director, Wesley Reid DMSc, PA-C at 828 328-7961 to inform Lenoir-Rhyne University PA program of the death of a relative or loved one. An email should follow this phone call for documentation. If a student suffers the loss of a relative or loved one at any time during the program, they will be allowed up to 3 days of excused absence. If more time is needed the student has to contact the Program Director via email to formally make this request. All days missed count towards the 10-day limit for total absences (both excused and unexcused) over the course of the entire program. The student is responsible for arranging completion of missed work with their professors upon return.

6.5.3 Tardiness

Tardiness is considered to be unprofessional conduct, and habitual tardiness is unacceptable behavior. Promptness is expected in all didactic and clinical activities.

Should a student be more than 15 minutes late to an activity or class without notifying the instructor prior to the event by email, this will be considered equivalent to an unexcused absence.

Three incidents of tardiness 15 minutes or under will be counted as an unexcused absence.

Tardiness and/or unexcused absence will be reflected on the student's evaluation and can lead to grade reduction.

Grade reduction and the amount of grade reduction are at the discretion of the Student Success Committee and course instructor.

At the discretion of the Instructor of Record or Course Director, students may not be allowed entry to that class after the class has started. Students that are late may not be allowed to enter the class until there is a break in the lecture.

6.6 Testing Time Standard and Procedures

The NCCPA has established a standard time of one minute (60 seconds) per multiple choice question on the Physician Assistant National Certification Examination (PANCE). In order to help you prepare to perform within this time limit, the PA faculty have implemented one minute per multiple choice question as our standard to obtain as below.

The amount of time per question will decrease as shown below to prepare students to perform under these constraints

1st session-PA session 1 (Spring-January to March): 105 seconds

2nd session-PA session 2 (Spring-March to May) and 3rd session-PA session 3 (Summer-May to August): 90 seconds

4th session-PA session 4 (Fall-August to October): 75 seconds

5th session-PA session 5 (Fall-October to December) and all of clinical phase: 60 seconds

Be aware that course directors may give more time at their discretion.

Testing

Instructors may give make up exams in the event of an excused absence.

Make-up exams will not be given for unexcused absences.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

The decision to allow students who are late for a scheduled exam to enter the classroom and start the exam is left to the discretion of the instructor. If allowed to enter, no additional exam time will be given.

If the instructor does not want to allow entry, the student can be allowed to take the exam in another space, if available. If this is not an option, the instructor can arrange for the student to take the exam at another time. A reduction in grade is at the discretion of the instructor.

Late students will not be allowed to enter the classroom or use another space to initiate the exam if another student has already completed the exam and left the room. The instructor can arrange for the student to take the exam at another time. At the discretion of the instructor there may be a reduction in grade for the exam.

6.7 Communication with the MSPAS Program

MSPAS students must communicate with the program through the Lenoir-Rhyne University email accounts as opposed to personal accounts. The program requires students to check their Lenoir-Rhyne University emails daily, responding within 24 hours to questions from faculty and staff. For “mass” delivered program emails, the program does not require individual replies unless the email directs such.

6.8 Dress Code for Classroom, Lab and Clinicals

The Program expects students to always appear professional. Students must clearly identify themselves as Lenoir-Rhyne University MSPAS (Master of Science in Physician Assistant Studies) students using a Lenoir-Rhyne (LR) student ID name tag. Students must always wear name tags and have them affixed to attire above the waist. (LR Student IDs are required for Powell building entry.) The program requires students to introduce themselves as Lenoir-Rhyne University MSPAS students. (Standard A3.06)

1. All students must wear professional attire with your “Lenoir-Rhyne University” issued lab coat and Lenoir-Rhyne PA student issued name tag in a visible location for patient encounters/clinical experiences. Students may also receive an additional badge/ID from a clinical site that they will be expected to wear to further identify themselves as a PA student.
2. Any attire issued by or purchased from Lenoir-Rhyne University, MSPAS program or retail partners with “Lenoir-Rhyne” displayed will be considered appropriate.
3. Wear appropriate business casual attire in the classroom.
 - I. The following items are NOT considered acceptable business casual attire and are not permitted with business casual dress: jeans or blue jeans, shorts, mini-skirts, exposed midriffs, tank tops or halter tops, strapless tops (like tube tops), off-the-shoulder type tops, T-shirts, tights, leggings without an appropriate length dress (covering the buttocks to above the knee 2 inches), jogging suits or exercise clothing, see-through or revealing clothing, hats or caps, sandals, sneakers, or flip flops. Other examples of prohibited attire include, but are not limited to “Yoga pants” (defined as any garment worn below the waist that is comprised of a majority of compressive/form-fitting materials such as nylon, Lycra, or Spandex that display the contours of the body, any shorts permitted for physical exam labs (when not covered with scrubs) with an inseam less than 5 inches, body-contouring bathing suits, cycling attire or similar, tennis bralettes, crop-tops, halter-tops, hoodies, and hiking boots
 - II. Guidance for business casual
 - i. Jackets: Sport coats may be worn indoors. Other outer jackets may be worn indoors except hoodies if needed for warmth only.
 - ii. Pants: Acceptable pants are khakis, trousers, corduroy pants, linen pants, or other dress pants. Pants should be creased/tailored; should not display undergarments or be contour-revealing of genitalia.
 - iii. Shirt / sweaters: 3-button polo shirts, partial zipper shirts with collars are acceptable. Long-sleeved shirts are preferred over short-sleeved shirts, but both are acceptable. Collared shirts are required for business casual in males. Cotton polo shirts are acceptable. Shirts with other than designer logos

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

(e.g., corporate, political, personal statement, etc.) are not permitted. Shirts should be tucked in unless the style specifically prohibits this (e.g., sweater-style). All buttons except the top two (2) buttons should be fastened. In addition to tailored shirts or blouses, tailored knit sweaters and sweater sets are appropriate. All fabrics are appropriate if not body-contouring. Cleavage must not be visible when standing upright. For the upper body, blouses, sweaters, turtlenecks, vests, and sleeveless dress shirts (coming to the shoulder's edge-not tank tops or spaghetti straps) are all acceptable as long as professional looking and unrevealing.

- iv. Skirt length and slits: Skirts must extend past the outstretched arms, hands and fingers pointing downward while you are standing. Slits should not be visible. Skirts and dresses should have hemlines no more than two inches above the knees. Avoid low-cut dresses or those with high front or side slits.
 - v. Jewelry / accessories: A watch may be worn on the wrist. Smart watches may not be worn during all testing including OSCEs (objective structured clinical examinations). Wedding bands may be worn on a necklace or on the "ring finger" of either hand; Rings, bracelets, and necklaces are permissible if they are not hazardous to equipment operation or patient contact. Earrings cannot extend 2 inches from the ear lobe. Worn earrings should be professional looking. Gauged ears must be less than 1 inch. Visible studs and rings (face, tongue, lips, nose, etc.) are to be removed if possible, during all didactic and clinical patient care rotation activities. Jewelry and other adornments such as body piercing should be in good taste and consistent with policies established in clinical settings. Necklaces may not extend past the sternum. If you choose to wear other jewelry, be conservative. Earrings consistent with policies established in clinical settings.
 - vi. Cosmetics: Keep makeup conservative and natural looking.
 - vii. Shoes: Acceptable footwear choices include leather shoes, flat shoes or small heels, moderate heels (3 inches or less) and tasteful open-toed shoes (unless lab/patient care activities are scheduled for that day). Acceptable shoe styles include oxfords, lace-ups, and loafers.
 - viii. Socks: Socks should be worn at all times in males when wearing dress pants and must be mid-calf length, so no skin is visible when you sit down.
 - ix. Ties: Ties/bowties are not required for business casual.
4. Scrubs may be worn for anatomy lab, clinical lab, and didactic instruction on days with lab or clinical experiences. Sneakers may be worn on days when scrubs are worn.
 5. Shorts (with an inseam 5 inches or greater; no tight biker short/legging type shorts) for labs and sports bras covered by scrubs may be worn during physical exam labs or as permitted by the program.
 6. Maintain groomed hairstyles.
 7. Do not wear hats indoors.
 8. Maintain clean and groomed facial hair.
 9. Nails should be clean and well groomed. Avoid extremes of nail length. Keep nails trimmed so as not to cause discomfort to patients or lab partner. (¼ inch max). Nail polish and artificial nails should be worn per clinical site specifications.
 10. Wear closed-toed shoes in all laboratories.
 11. Body art (tattoos) are to be covered as dictated by policies established in clinical settings. No visible degrading, profanity, political, controversial, or gang related body art allowed.
 12. Avoid heavily scented perfumes, personal care products and/or aftershave.

*Exceptions to the dress code will be reviewed by the Program Director and the Student Success Committee on a case-by-case basis.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

The program may dismiss students in violation of the dress code from campus and will receive an unexcused absence for the instructional session missed. Two (2) or more violations of the dress code may result in referral to the Student Success Committee (SSC).

Students may face dismissal from the program under the following circumstances:

1. Difficulties in forming a professional image (see Professional Image Difficulties below)
2. The inability to fully interact in or complete the Program's clinical requirements.
3. Difficulties in engaging positively with future patients and colleagues.

6.9 Professional Image

Students must form a professional image as a PA. Professional image includes professional membership(s), ethical behaviors, neat and clean dress, proper use of social media and technology, etc.

6.9.1 American Academy of PAs (AAPA)

The AAPA is the professional organization for PAs in the United States. The AAPA provides resources and benefits members both as students and professionals.

6.9.1.1 AAPA Guidelines for Ethical Conduct

The American Academy of Physician Assistants (AAPA) has adopted [Guidelines for Ethical Conduct for the PA Profession](#) . The student must uphold this code and values in all situations. Failure to uphold the AAPA Guidelines could result in failure of a course or clinical experience.

6.9.1.2 Student Membership in AAPA

The Program will pay for 2-year student memberships in AAPA for students. The Program highly encourages students to participate in state, regional and national activities. The Program encourages students who have questions to visit the AAPA website and/or speak with their advisors for more information. As a student member of AAPA (and/or AAPA constituent organizations) you may attend the state and national conferences at discounted rates.

6.9.2 Professional Image Difficulties

Difficulties in forming a professional image include, but are not limited to the following:

1. Severe and persistent problems with personal hygiene which inhibit interaction with others
2. Severe and persistent disregard for dress codes disruptive to the learning environment and running counter to the professional image of the university, the MSPAS Program, and the PA profession
3. Inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or clinical site, violent and inflammatory responses, or persistent angry and hostile mood
4. Personal problems that interfere with the students' ability to work effectively
5. Violation of published policies, procedures and guidelines including the AAPA Guidelines for Ethical Conduct

If a student demonstrates significant difficulties in forming a professional image, is unable to fully interact in or complete the program's clinical requirements; or to productively engage with future patients and colleagues, the Student Success Committee will look at the situation. Consequences could include failure of a didactic or clinical course or dismissal from the program.

6.10 Laboratory and Classroom Use Policy

The faculty members in the MSPAS program encourage students to use every opportunity to practice competencies in all aspects of the PA profession. However, special concern must be given to the safety of students and/or equipment when any equipment or techniques are used outside of class. For student safety, it is strongly recommended that students come in groups of at least two people if they arrive or remain after dark. (Standards A1.02g, C1.01a)

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

A student must practice the following procedures and precautions for the use of lab, classroom, and equipment:

1. Students may not utilize any equipment other than equipment relating to past or current study, or for approved research endeavors.
2. Students must receive training on all equipment relating to the course of study or for approved research endeavors.
3. Students may only practice on one another following guidelines to minimize accidents and errors.
 - a. Students can serve as a "check system" for each other, thereby minimizing accidents relating to errors.
4. Students will clean up after themselves and must leave their space in a neat and organized manner so that the space can be readily used by others.
5. Under no circumstances is treatment to be provided for a pathological condition.
6. If a student thinks a situation exists that may be exempt from one or more of the rules noted above:
 - a. The circumstances must be described, and approval must be obtained prior to exercising the exemption
 - b. Approval will be granted by a responsible faculty member and by the MSPAS Program Director. The MSPAS faculty can in no way diagnose or treat a student of the MSPAS Program.

The MSPAS Program requires student compliance with the Classroom and Laboratory Use Policy. Failure to comply with the policy may result in disciplinary action and possible dismissal from the MSPAS Program.

6.11 Professional Use of Electronic Devices/Technology

MSPAS students must maintain the same professional behavior and ethical standards in their online activity as they do in all other forms of communication as presented in the AAPA "Guidelines for Ethical Conduct for the Physician Assistant Profession." Inattention to these communication standards may lead to harmful and/or negative long-lasting impact on patients, peers, the career of the individual, and the reputations of the student, the program and the university, as well as the PA profession. The program will not permit inappropriate use of technology in the classroom and clinical settings. Appropriate conduct in every teaching environment in the MSPAS Program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to ringing cell phones, text messaging, watching videos, playing computer games, accessing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom. Students are expected to follow these simple regulations to avoid the inappropriate use of technology in the classroom.

6.11.1 Cell phones/Other Communication Devices

To avoid classroom or clinical site disruptions:

1. Turn off or set to vibrate mode all cell phones or other devices
 - a. If expecting a critical health or family-related call, please inform the instructor or preceptor prior to start of session
 - b. After consultation with the instructor or preceptor, please sit near a door in order to avoid disturbing your classmates.
2. Use electronic devices for educational purposes only during the school day.
 - a. The use of smart cell phones, smart watches or other similar electronic devices are prohibited during class/seminar/clinical except for break times.
3. During exams, communication devices are banned from the testing spaces.
 - a. Computers will be used solely to administer the examination.
 - b. Students are not to share information or use technology, e.g., phones or computers to duplicate/take photos or make copies of the exam or exam questions.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- c. Any student found to be using a communication device during an exam will be given a grade of zero for the exam. For online exams and quizzes outside of the classroom, it is expected that students do not share test questions, answers or exam related material. Students found to be in violation will be reported to the Program's Student Success Committee and if necessary to the University Academic Integrity Council for Academic Misconduct.
4. Taking pictures of school records or tests, clinical sites, patients or patient information using any device is prohibited.
5. All class related communication (e.g., email, phone calls, voice mail messages, texts, course discussion board) should be respectful and well-conceived. Students are encouraged to remember the permanence of a recorded or written conversation, instant message, or even a text message which can be retrieved even after deleting.

6.11.2 Social Media Policy

Social networking is a common activity that has the potential to increase our ability to interact with each other in positive ways. However, the ability of the internet to instantly reach millions of people, both within and outside of the medical profession makes it imperative that we take safeguards to ensure that social networking does not erode the values of the medical profession or damage the reputation of the profession or the medical center. This includes but is not limited to Facebook, Instagram, X/Twitter, TikTok, blogs, and chat rooms. The policy of the Program regarding student, staff and faculty use of social networking sites is delineated below.

Students, Staff and Faculty should take steps to ensure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.

The MSPAS Program expects its students to follow best practices when engaging in social media.

1. Students are held accountable for the material shared through social media.
2. Libel laws, covering false and unsubstantiated claims and inaccurate or inflammatory communications, remain in effect even when social media accounts are private.
3. Follow professional and ethical guidelines when interacting with other students, faculty or clinical instructors via social media.
4. Students must not:
 - a. Interact with patients via social media.
 - b. Communicate unprofessional social media content to Lenoir-Rhyne University peers. If the behavior violates professional norms and the individual does not take appropriate action to resolve the situation, the intervening student should report the matter to a MSPAS faculty member.
5. Social media use should maintain clear lines between professional and personal social media activities.
6. Students should never use the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
7. Never use Lenoir-Rhyne University's name in connection with comments, photos, videos or images that one could interpret or perceive as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexually suggestive, inappropriate or otherwise contrary to the mission of the university.
8. Refrain from posting content such as images or medical records that represent a breach of confidentiality. Students may not write about patients on social media or in a manner that could in any way convey the patient's identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, and specific locations within the medical center may be easily identifiable even in the absence of names and medical record numbers.
9. Students may not write defamatory comments about faculty, staff, students, and health professionals within the medical center.
10. Students may not post someone else's work (including from internet sites) without attribution.
11. Students may not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

12. Students should take steps to ensure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.
13. Students, faculty, and staff should include a disclaimer with their social media sites that clearly state that the expressed opinions belong to the writer alone and do not necessarily reflect the views of the University or the Program.
14. Program faculty and staff are strongly discouraged from inviting people who are actively enrolled in the Program to participate in any social networking community that involves their personal lives including Facebook and Instagram.
15. Social networking communities, such as LinkedIn, limited to professional work is acceptable.

Consequences for the above could include a verbal warning or dismissal from the classroom resulting in an unexcused absence. All syllabi include professionalism components and violations could adversely affect course grade. Violations may be referred to the Student Success Committee.

7.0 UNIVERSITY STANDARDS AND PRACTICES

This section outlines the non-academic policies and procedures which guide the standards and practices of Lenoir-Rhyne University and the MSPAS Program.

7.1 Non-Discrimination Statement

Title IX Policies & Procedures

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal Financial assistance.

Non-Discrimination, Harassment and Anti-Retaliation Policy

Lenoir-Rhyne University ("LR") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment, and retaliation.

Lenoir-Rhyne is committed to creating a safe campus environment for all members of the LR community, including, but not limited to, those who identify as transgender and gender non-conforming.

To that end, LR does not discriminate on the basis of race, religion, color, sex (including sex stereotypes and sex characteristics), ethnicity, national origin, physical or mental disability, age, marital status, pregnancy or related conditions, sexual orientation, gender identity, gender expression, veteran or military status, or any other characteristic or status protected by applicable law.

The university encourages anyone who has questions or concerns about sex/gender discrimination, harassment, misconduct and/or retaliation at LR, or would like to make a report, to contact the Title IX Coordinator or a Deputy Title IX Coordinator (listed below).

The university's Title IX Coordinator is responsible for the university's overall Title IX compliance.

Title IX Coordinator

Leah Reynolds, Ed.D
Director of Compliance and Title IX Coordinator
Lineberger 104
leah.reynolds@lr.edu
828.328.7040

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Deputy Title IX Coordinator

Revonda Reed
Assistant Vice President and Director of Human Resources
Hickory Campus
revonda.reed@lr.edu
828.328.7387

Deputy Title IX Coordinator

Harry Titus, Ed.D
Assistant Vice President of Student Affairs and Dean of Students
Hickory Campus
harry.titus@lr.edu
828.328.7246

[2024 Final Policy](#)

Resources

The Lenoir-Rhyne community has various resources on and off campus to support students, faculty and staff impacted by discrimination and harassment. For assistance, please email the Director of Compliance at leah.reynolds@lr.edu.

If you have experienced harm, need immediate assistance or have safety concerns, call 911.

Law Enforcement

- Hickory Public Safety: 828.328.7146 (24/7)
- Hickory Police Department: 828.328.5551 or 911
- Columbia Public Safety: 803.461.3268 (24/7)
- Columbia Police Department: 803.545.3500 or 911
- Asheville Police Department: 828.252.1110

Health Centers

- Hickory Student Health Center: 828.328.7959

Counseling Resources

- Family Guidance Center: 828.322.1400;
- Women’s Resource Center: 828.322.6333
- Pathways to Healing: 803.790.8208; hotline: 803.771.7273

Legal Resources

- Catawba County Legal Aid & Pro Bono Services
- Legal Aid of North Carolina: 866.219.5262

Sexual Assault Resources

- Sexual Assault Crisis Line: 828.302.6952
- National Sexual Assault Hotline: 800.656.4673
- Our Voice: 828.255.7576
- North Carolina Coalition Against Sexual Assault: 919.871.1015
- South Carolina Coalition Against Sexual Assault: 803.256.2900
- National Sexual Violence Resource Center: 877.739.3895

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Domestic/Dating Violence Resources

- Domestic/Dating Violence Crisis Line: 828.228.1787
- Helpmate Domestic Violence Services: 828.254.0516
- North Carolina Coalition Against Domestic Violence: 919.956.9124
- Domestic Abuse Center for Richland County: 803.791.1322
- National Domestic Violence Hotline: 800.799.7233
- South Carolina Coalition Against Domestic Violence: 803.256.2900
- SisterCare: 830.926.0505; Crisis Hotline: 803.765.9428
- National Coalition Against Domestic Violence: 303.839.1852

Stalking Resources

[Tech Safety Toolkit](#)

[Digital Safety Wheel](#)

[Stalking Prevention Awareness and Resource Center \(SPARC\)](#)

info@stalkingawareness.org

Victim Connect: 855.484.2846

National Domestic Violence Hotline: 800.799.7233 or TTY 800.787.3224 En Espanol

The National Sexual Assault Hotline: 800.656.4673

[Safe Horizon](#)

Safe Horizon is the nation's leading victim assistance organization, operating a network of programs across New York City communities and systems. We work with survivors of all forms of violence, including racism, to move from crisis to confidence.

800.621.4673

[National Center for Victim of Crime: Stalking Resource Center](#)

The mission of the National Center for Victims of Crime is to forge a national commitment to help victims of crime rebuild their lives.

202.467.8700

info@vvictimsofcrime.org

[Department of Justice: Stalking](#)

Department Comment Line: 202.353.1555

Department of Justice Main Switchboard: 202.514.2000

TTY/ASCII/TDD: 800.877.8339

Confidential Resources

Sarah Chase; University Counselor: 828.328.7959; sarah.chase2@lr.edu (Hickory)

Rev. Todd Cutter; University Pastor; 828.328.7373; todd.cutter@lr.edu (Hickory)

Mary Fran Sears; Physician Assistant; 828.328.7958; maryfran.sears@lr.edu (Hickory)

Collaborative Means Counseling; 803.814.5573 (Columbia)

Appalachian Counseling and Psychological Services; 828.575.9760 (Asheville)

For further details, please visit the <https://www.lr.edu/title-ix>

7.2 Commitment to Diversity, Equity & Inclusion (Standard A1.11)

LR fosters an inclusive and welcoming environment for all systemically underrepresented student populations at the university.

Lenoir-Rhyne University seeks to become a nationally recognized liberal arts institution of choice, known for building leaders for tomorrow. To reach this goal and to continue to foster the development of the whole person, we understand the value of diversity and inclusion within our campus community.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

As a growing university, we encourage members from all backgrounds, who bring with them a desire for excellence, integrity, care and curiosity, to join our campus family.

We encourage students, faculty, and staff to reach beyond what has always been comfortable and stretch to learn about the many cultures and people that surround them.

We strive for a campus climate in which all members are able to freely express their culture and ethnicity.

It is through meaningful interactions with those who do not look like us nor share similar backgrounds, where we as a community are better equipped to understand who we are and ultimately who we can become. By valuing these differences and all that we share, you learn how to interact effectively with a wide variety of people, which builds community and prepares you for the working world.

For more information, visit <https://www.lr.edu/student-life/diversity-equity-and-inclusion#a36786>

7.3 American with Disabilities Act (ADA) Compliance

(Also see Section 4.4 Disability Services)

Disability Services Link

The Disability Services Office of Lenoir-Rhyne University is committed to providing students with disabilities equal access to their education and to university life. The Disability Services Office is the designated office for promotion of equity and access in relation to disability.

With guidance from Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, in addition to other federal, state, and local disability related laws, the Disability Services Office works to provide an equal opportunity for students with disabilities in all aspects of the Lenoir-Rhyne University experience.

As part of our overall commitment, we strive to provide individuals with disabilities with support to enable them to access programs, services, facilities, and activities as well as provide disability awareness among all constituents of the university.

The Office of Disability Services provides information and guidance on accessibility issues to University personnel so students with disabilities can be fully integrated into the LR community. The Office also serves as a campus and community resource for information about people with disabilities and the issues that impact them. For questions regarding services available to students with disabilities, please contact:

Disability Services

625 7th Ave NE, LRU 7470

Hickory, NC 28601

Location: Rudisill Library, 2nd Floor Room 202

Hours: Monday-Friday, 8 a.m.-5 p.m.

disabilityservices@lr.edu

7.4 Equal Opportunity/Anti-Harassment Policy

Non-Discrimination and Equal Opportunity Policy

Lenoir-Rhyne University does not discriminate on the basis of race, color, national origin, citizenship, religion, political affiliation, age, marital status, sex, gender (including gender identity and expression), sexual orientation, disability status, genetics, pregnancy or veteran status.

Lenoir-Rhyne's Non-Discrimination and Equal Opportunity Policy extends to all aspects of employment, including but not limited to recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluations, compensation and benefits as well as the education setting. Lenoir-Rhyne is committed to providing an environment that promotes diversity, equity, inclusion and belonging for faculty, staff, students, contractors, volunteers and visitors.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

[Lenoir-Rhyne University Freedom From Harassment Policy](#)

[Lenoir-Rhyne University Resource Guide For Sex/Gender Misconduct](#)

Lenoir-Rhyne University is a community that respects the dignity of all its members. The University condemns any form of intimidation or harassment as conduct incompatible with its values. The University will act on all complaints of intimidation or harassment in accordance with this policy. The University will seek to maintain confidentiality in carrying out the terms of this policy. In addition, the University condemns retaliation against any person who, acting in good faith, makes a complaint under this policy. Any form of intimidating or harassing behavior of employees, students, or visitors could subject the employee to immediate disciplinary action up to and including immediate termination of employment.

7.5 University Sanctions, Hearings and Appeals

Detailed information is outlined in the current version of the Lenoir-Rhyne University [Student Handbook](#) found by clicking on these included links and selecting the current year handbook.

SECTION 9: THE ACADEMIC INTEGRITY SYSTEM starting on page 65 outlines the policies, procedures, and responsibilities regarding The Academic Integrity System at Lenoir-Rhyne University.

SECTION 5: SPECIAL CAMPUS POLICIES of the [Student Handbook](#) starting on page 33 outlines certain policies and guidelines that must be adhered to by all students so that everyone may live comfortably and safely in the University community. Please remember all students are obliged to obey federal, state, and local laws

Felonies (Page 27 of LR Student Handbook)

The conviction of a felony on or off campus as named in local, state, or federal law carries the recommended penalty of disciplinary expulsion. Individuals convicted of felonies are not guaranteed readmission to the university. Individuals charged with felonies may be subject to campus removal and/or involuntary withdrawal depending on the nature of the charges. The dean of students, in consultation with the director of public safety, will make the final determination if campus removal and/or involuntary withdrawal is necessary. Any appeals of this decision would be handled by the Student Conduct Review Board.

PA Program Policy:

Felony convictions would result in dismissal from the PA Program without readmittance opportunity.

See the section on Grade Appeals under Section 5: Special Campus Policies.

Grade Appeal Policy

Grade Appeals

The purpose of this policy is to establish a standardized and transparent procedure for resolving cases involving disputed final grades assigned in undergraduate and graduate courses. This policy seeks to safeguard the rights of students to receive a fair, consistent, and impartial evaluation of their academic performance, while recognizing the faculty members as the evaluators of student grades. It is important for students considering a grade appeal to be aware that each faculty member possesses the right and duty to determine grades using a professionally acceptable method which must be communicated to all students through the syllabus and applied equitably. It is crucial to note that any prejudiced, arbitrary, or unjust academic evaluation by faculty members constitutes a violation of students' rights and is valid grounds for a final grade appeal.

Lenoir-Rhyne University (LR) takes seriously the concerns and academic complaints of its students. Only final course grades may be appealed. The following provides the process for final course grade appeal.

Grounds for Grade Appeal: A final grade appeal may be filed by a student on the following grounds:

- Calculation Error: A mathematical or clerical error occurred in the calculation or recording of the student's grade.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Procedural Error: There was a violation of the university's stated grading policy, syllabus, or other established procedures related to assessment and grading.
- Arbitrary or Capricious Grading: The student believes that the assigned grade was unfairly or inconsistently determined without reasonable justification or in a manner inconsistent with the course's stated grading criteria.

Informal Resolution:

The university encourages students to first attempt to resolve grade disputes informally by discussing their concerns with the instructor involved. The student should schedule a meeting with the instructor within 14 days from the date the final grade was issued or made available to the student. During the meeting, the student should present their reasons for appealing the grade, and the instructor should provide an opportunity for dialogue and explanation. If necessary, the instructor may work with their dean and the Registrar's Office to change a permanent grade if there was an error in calculation or procedure. If the student is unsatisfied with the informal process, the student may make a formal grade appeal.

Formal Grade Appeal Procedure:

If the issue remains unresolved after the informal resolution attempt or if the student believes that an informal resolution is not appropriate or possible, the student may initiate a formal grade appeal.

Formal Grade Appeal Procedure can be found in Section 5.2.9 of the PA Student Policy Manual, page 47-49 of the LR Student Handbook.

7.6 Student Conduct & Grievance Policy and Procedures (Standards A1.02i, A3.15)

The MSPAS program follows the Lenoir-Rhyne University procedures for filing grievances. [Grievance Policy & Procedures Student Grievance Report Form](#)

The Lenoir-Rhyne University [Student Handbook](#) SECTION 8: STUDENT CONDUCT & GRIEVANCE PROCEDURES starting on page 60 outlines this process and procedures.

It is commonly recognized that members of any community are granted particular rights and, as rights are granted to a community, responsibility is required of the individual members. Lenoir-Rhyne University is no different. Each member of the community is responsible for upholding the values central to LR's mission, the values of excellence, integrity, care, and curiosity. The valued principle of integrity, however, requires community members to take personal responsibility for their words and actions. LR's University Student Conduct and Grievance Procedures are designed to support this principle through consistent policies and appropriate sanctions when necessary.

LR Student Grievance Procedures

The LR Student Grievance Procedures are the means by which all grievances or other complaints asserted against an LR student must be resolved within the University community. The Student Grievance Procedures do not replace, nor are they intended to replicate, the state and federal criminal or judicial systems that are available to persons who wish to file a criminal or civil complaint or take other action against a student in such forums. Instead, these policies and procedures are designed to address allegations of student misconduct and the impact such misconduct has on other members of the University community. All LR students agree to accept and be bound by these policies and procedures, as well as the resulting outcome of any proceedings hereunder. All aspects of these policies and procedures are designed to provide a prompt, equitable, fair, and impartial investigation and resolution of grievances asserted against students. These policies and procedures further ensure that LR will take steps to prevent recurrence of any discriminatory or harassing conduct and will correct its discriminatory effects on its students, as needed.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

PA Program Grievance Guidance

The University, the College of Health Sciences and the PA program are committed to providing an environment where the individual rights of all persons are protected and where concerns regarding these rights are promptly dealt with and resolutions are reached in a fair and just manner. The policy and procedure guidelines are designed to ensure that all students are afforded an opportunity to resolve their grievances in a timely manner.

Students with any issues should initially discuss the issue with their assigned PA faculty advisor or course instructor. If the faculty advisor cannot resolve the issue, the assistance of either the Director of Clinical Education or the Lead Didactic Faculty, depending on where the student is in their training should be sought. Ultimately, the Program Director should be alerted to the issue.

If the issue is resolved a written record should be made using the student grievance form and placed in the student's program file.

If it cannot be resolved, a formal written grievance can be submitted for review by the Student Success Committee. Part of this process could require the committee to meet individually with all parties involved.

Every effort will be made to resolve grievances informally, i.e., by mutual agreement of all parties involved. Students are encouraged to attempt to resolve their grievance within the administrative structure of the program through mediation and/or consultation, before filing a written formal grievance, if possible.

If a suitable solution cannot be reached through the Student Success Committee, the grievance can be referred to the Program Director for solution and to the Dean to the College of Health Sciences who will make a good faith effort to assist the student in resolving the grievance confidentially.

Note: All grade grievances should start with the instructor and course director and follow the Grade Appeals process defined above by the University [Student Handbook](#) above, if not resolved to the student's satisfaction.

If an issue cannot be resolved by the program or College, the University grievance process is to be followed. For more information about Lenoir-Rhyne University Grievance Policy see the [Student Handbook](#).

7.7 Other Policies

The preceding is not an exhaustive list. Please refer to the current University [Student Handbook](#) and its corresponding location campus update as well as the current [Graduate Catalog](#).

8.0 STANDARDS OF PROFESSION

The [American Academy of Physician Assistants \(AAPA\)](#) is the professional organization for physician assistants in the United States. There are many resources and benefits to being a member both as a student and professional. Please see Section 10.4.3 Professional Behavior and Communication

8.1 Guidelines for Ethical Conduct for the PA Profession (Standard B2.18)

The American Academy of Physician Assistants (AAPA) has adopted [Guidelines for Ethical Conduct for the Physician Assistant Profession](#). It is the responsibility of the student to uphold this code and values in all situations. Failure to uphold the AAPA Guidelines could result in failure of a course or clinical experience. Visit the AAPA website for more information

9.0 CAMPUS RESOURCES

The Lenoir-Rhyne University website has [university resources and services links](#) for students located under Quick Links for Students located at the top left hand corner of the main website <https://www.lr.edu/>.

The Lenoir-Rhyne University [Student Handbook](#) has a SECTION 3: UNIVERSITY RESOURCES AND SERVICES starting on page 13 and a SECTION 10: DIRECTORIES AND DEFINITIONS starting on page 74 which has other resources, services, and information where students can find the information they need.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

[Centers & Institutes](#) provide a venue and opportunities for students, faculty and the wider LR community to come together and collaborate across disciplines to discover and disseminate knowledge.

9.1 Learning Resources

The following Lenoir-Rhyne University [Library-provided databases](#) (e.g., electronic collections of published works) are highly recommended and can be reached by clicking on the link previously mentioned or going to the website <https://libguides.lr.edu/rudisilllibrary/home> and clicking on the RESOURCES tab at the top of the page, selecting Databases under ARTICLES and selecting the intended database.

Included databases are:

<https://accessmedicine.mhmedical.com/>

ACCESS▶**Medicine**

An online medical resource that provides students with tools for basic and advanced studies, clerkships, and crucial test prep with interactive content, self-assessment, and a complete full text library of clinical and basic science textbooks.

<https://accessemergencymedicine.mhmedical.com/>

ACCESS▶**Emergency Medicine**

The following is a program-provided resource to support student learning. Students will be provided with links and access information.

RoshReview

A comprehensive educational resource for healthcare providers and health professions students which includes content and learning tools to support students in knowledge acquisition. The resource provides practice tests in subjects included on the PANCE certification exam. Students can use either the “tutor” or “test” mode. In tutor mode, students can review detailed explanations after answering a question correctly or incorrectly with teaching images and hyperlinked references to further solidify clinical knowledge.

RoshReview
A BLUEPRINT PREP COMPANY

The following is a required resource to be purchased by students to support student learning.

UpToDate

A clinical decision support resource which provides quick access to physician-authored clinically relevant, evidence-based answers to clinical questions.

 **UpToDate**

9.2 Student Success and Support

The goal of Academic Support Services at Lenoir-Rhyne University is to assist all students to become efficient, self-confident, and independent learners. Additional information on academic support services can be found in the University [Student Handbook](#). Other information can be found on the [LR Academic Advising & Student Success Services](#) website.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

BEAR Central

BEAR Central (Belonging, Equity, Access and Retention) offers resources and services to set you up for academic success.

BEAR Central offers services for all undergraduate and graduate students, including undergraduate advising, undergraduate and graduate student success services, writing and speaking services, tutoring services, peer academic coaching and faculty academic coaching, among other services.

Stop by BEAR Central on the second floor of Rudisill Library anytime to see what is available, whether you need help for an assignment or help planning your semester. We are also available when you find yourself not meeting your own expectations in a course, but don't wait until then.

Every office and area at Lenoir-Rhyne is committed to student success. The role of BEAR Central is to shore up institutional efforts, strengthen outcomes and directly assist you in navigating your student journey from orientation through graduation and beyond.

The MSPAS Program faculty provide academic advising for admitted PA students. The university provides students with [student success & academic support](#) and [library services](#) to assist as they complete their degree. Even after students graduate, our career counselors in the [LRU Career & Professional Development Center](#) are available to help students find career opportunities.

9.2.1 Academic Advising

At the beginning of your PA program journey, students will be assigned an academic advisor from the PA faculty to help guide you through the program. Students are required to meet with their advisor at least once during each semester of the program and more often if needed or chosen by the student.

9.2.2 Student Success & Academic Support

All undergraduate and graduate students at Lenoir-Rhyne should take advantage of available academic advising, tutoring and coaching opportunities. Students should seek these services to get help when needed whether struggling or not.

<https://www.lr.edu/academics/student-success-academic-support>

9.2.3 Student Life

At Lenoir-Rhyne, learning goes beyond what's taught in the classroom so that you can build the skills, lifelong friendships and resilience to overcome life's challenges with confidence.

LR is committed to providing an inclusive, safe, healthy and supportive campus environment where you can live, learn, work and thrive. The [Student Life](#) website provides links to:

- Activities and Organizations
- Health & Wellness
- Residence Life (Graduate Student on-campus housing is limited and may not be available)
- Religious & Spiritual Life
- LR Experience
- Diversity & Inclusion
- Athletics
- Leadership & Service
- Campus Safety

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Dean of Student Life strategically oversees and provides administrative oversight for all areas of student life, including areas and initiatives focused on promoting well-being and student engagement. With a deep understanding and commitment to diversity, equity and inclusion, the Dean of Student Life is responsible for fostering and implementing a transformational student experience at LR, including the development of the whole person, the adherence to policies found in the student handbook and the promotion and communication with the student body.

9.2.3.1 Student Health Services

All MSPAS students are required to have their own health insurance.

The MSPAS Program does not permit students to ask or seek medical advice or treatment from any principal faculty, the Medical Director, the Program Director or clinical preceptors if on rotation, except in the case of an emergency. (Standard A3.09)

MSPAS graduate students may visit [student health services](#) at Lenoir-Rhyne University as well to use the main campus Student Health Center. Students should and may use [Counseling Services](#) at the Student Support and Wellness Center on Campus. Students may seek care from local providers utilizing their own health insurance. When students work on clinical rotations, they should seek needed medical care as per their personal health insurance.

TimelyCare Virtual Health & Wellbeing

Lenoir-Rhyne University does provide access to [TimelyCare Virtual Health & Wellbeing](#) Services for all students. Virtual care from anywhere. Get on-demand, virtual care from your phone or desktop computer.

Lenoir-Rhyne students have free, 24/7 access to virtual care services with TimelyCare — the virtual health and well-being platform from TimelyMD, designed for college students. Students do not need insurance to access TimelyCare services, which are available to students at all Lenoir-Rhyne campus locations in Hickory, Asheville and Columbia, S.C. TimelyCare’s providers offer support for a wide range of common concerns, and after talking to you, will decide on the best course of treatment. The service is free and offers care from anywhere 365 days per year.

Services Offered

As part of Lenoir-Rhyne’s partnership with TimelyMD, students have access to services in TimelyCare, including:

- MedicalNow - On-demand support for common health issues, including cold, flu and allergies.
- TalkNow - 24/7, on-demand emotional support to talk about anything, including anxiety, relationships, depression, and school-related stressors.
- Scheduled Medical - Choose the day, time, and medical provider that best works for you.
- Scheduled Counseling - Choose the day, time, and mental health provider that best works for you.
- Health Coaching - Develop healthy lifestyle behaviors, including nutrition, sleep habits, time management and mindfulness.
- Psychiatry - Appointments are available through referrals.
- Self-Care Content - Visit the “Explore” page within TimelyCare for guided self-care content, including yoga and meditation sessions, as well as group conversations with our providers on a variety of health and well-being topics.

Students have access to TimelyCare services 365 days a year. That means you have access during breaks, after-hours and any time you need support! Visit timelycare.com/lr to get started.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

9.2.4 Library Services

The [Lenoir-Rhyne University Library](#) provides exceptional resources to engage our students in online campus communities of learning. The [Carl A. Rudisill Library](#) has resources for the Hickory Campus. The library has a section for our PA students. The [Physician Assistant Studies Program LibGuide](#) will lead you to resources that are pertinent to your research and study.

A [PA Book Reserve Shelf](#) is set up for PA students in the LR R2 Digital Library. Please initially select Lenoir-Rhyne University.

Our Health Science Librarian, Patrice Hall, is available to help and support our PA students.



Patrice Hall

Health Sciences Librarian
Rudisill Library, Room 100
Lenoir-Rhyne University
LR Box 7548
Hickory, NC 28603
| 828.328.7238 | patrice.hall@lr.edu |

9.2.5 Employment/Career Services

[Alex Lee Career & Professional Development Center](#)

The center offers student and alumni support with career exploration, career planning, job and internship search assistance. Whether you need help crafting or reviewing your resume, staging a mock interview, networking or preparing for graduate school, the career center offers lifelong support to all LR students and alumni from our Hickory, Asheville and Columbia campuses. The center also offers many services to help recruiters identify the right candidates for position openings.

Services & Resources

We work with employers and thousands of Bear alumni to build strong professional networks and help connect you with internships and job opportunities.

The center offers the following services and assistance for students and alumni.

- Career closet with free professional clothing
- [Focus 2](#) self-assessment system (access code: Bears4Life)
- Choosing a major that fits you well
- Career and personality assessments
- Career research and decision-making
- [Career Connectors](#) - linking alumni with current students and alumni
- Confidential counseling and coaching
- Resume writing and review
- Interview preparation and mock interviews

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Job search tips
- Internship search and application
- Graduate school application tips
- Professional networking strategies
- Presenting yourself professionally
- Assistance with work-study or off-campus part-time jobs while in school

We are committed to helping you refine your skills and develop professionally in order to find your dream job or graduate school. Free, confidential career counseling and coaching is available to all LR students and alumni. [Contact Katie Wohlman](#), director of career and professional development at katie.wohlman@lr.edu or 828.328.7699 for an appointment.

9.2.6 Writing Support Services

Writing & Speaking Services

Writing and Speaking Services puts you in touch with caring, supportive readers/listeners for your work in progress. Whether you're just starting to work on an assignment or ready to edit, our tutors can help you see your project from your audience's perspective.

We have resources and tutors for writing and public speaking assignments in any course at LR. We can help you with any aspect of your project: developing a thesis or support; organizing; editing; creating visual aids; vocal/physical delivery; and speech anxiety. Our tutors are ready to assist with online presentations as well.

Writing and speaking services are a free resource available to all undergraduate and graduate students and faculty.

Jake Graffagnino
Coordinator of Peer-Learning Assistance and Academic Advisor
625 7th Ave NE, LRU 7540
Hickory, NC 28601
jake.graffagnino@lr.edu
828.328.7198

9.3 Technology

All students enrolled in the MSPAS program are required to have or purchase a laptop computer or tablet that meets the minimum specifications of the university before attending their first class. All students must have reliable high-speed internet access at home or can utilize the university's Wi-Fi on campus. Participation will require basic technology for all students. Each student in the MSPAS program must have basic computer competencies. Students will be asked to complete assignments using various Web based applications. In order to successfully complete these assignments students must have access to technology meeting the minimum specifications. The campus utilizes Microsoft 365. All students, faculty and staff have free access to Microsoft 365. Microsoft 365 includes the Microsoft Office suite of applications, including Word, Excel, PowerPoint, OneDrive and Teams. <https://www.lr.edu/microsoft-365>

9.3.1 IT Services

Information Technology (IT) resources can be accessed through the [Student Quick Links](#), selecting **Information Technology**, then **Bear Support-LR Helpdesk**.

The mission of the Office of Information Technology is to provide the Lenoir-Rhyne University community with the leadership, guidance, service and support needed to achieve the University's goals. OIT accomplishes this by providing

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

secure and reliable systems and ensuring that community members have easy access to information as well as the procurement of computer hardware and software to assist them in more efficient operations.

You may contact IT by one of the methods below.

How can I submit a ticket?

You can go to, itsupport.lr.edu or you can email us at OIT.Help@lr.edu .

[Frequently asked IT Questions!](#)

Forward Spam Email to: spam.alert@lr.edu

Canvas help can be found at <https://canvas.lr.edu/login/ldap> and click on Help.

10.0 GUIDE TO THE CLINICAL PHASE

Introduction: Welcome to the Clinical Learning Year

Clinical learning is the time to start bringing it all together. The didactic phase provided you with the basic set of knowledge, critical thinking, medical logic, and technical skills you will need to begin to make clinical decisions.

Up until this point, your learning has mostly been in a vacuum: concepts, theory, medical correlations, and clinical laboratory skills. The challenges have been immense, and often frustrating, and it seems impossible to translate all you have learned into real life and making decisions about a patient who walks in through a clinic door.

During your clinical learning year, you begin to make the transition from the classroom to practice. Now is the time for real world learning. The time, energy, and motivation you put into your clinical learning will make all the difference in your future grounding as a real-world Physician Assistant. You are not practicing medicine but rather learning about the science and the art of medicine from real-world mentors.

You will learn from a variety of practice settings and patient populations and cultures. You will be able to examine and communicate with patients and begin to make critical decisions about patient care with your preceptors. Now is the time to bring it all together. This includes critical thinking skills, your ability to collect and assess data, and your clinical management of your patients. You will always be supervised by your preceptors for they have the final word regarding the care of their patients and are mentoring you in the art and science of medicine.

Your preceptors are health care providers that come from a variety of educational institutions with varied clinical experiences, and they will have different expectations for your continued success. They have the primary responsibility for patient care. You are there to learn from them. They may not always give you lectures, make assignments or even daily test you on your level of competency. This is the mentorship of medicine. It is now up to you to learn – every day and every way you observe and participate in every way you can.

Focus on your clinical objectives but understand they are a minimum standard, and you should strive for clinical excellence exceeding the minimum requirements. You are no longer in a passive classroom role, now is the time for you to take an active role in showing what and how fast you can learn. You are now responsible for showing that you are willing to learn, to demonstrate that you have the capacity to gain knowledge from others.

10.1 Curricular Aspects

Policies and procedures related to the clinical phase curriculum are outlined below.

10.1.1 Curriculum

The clinical phase of the Master of Science in Physician Assistant Studies (MSPAS) Program runs over the course of approximately three semesters with eight Supervised Clinical Practice Experience (SCPE) courses over 11 four-week blocks of clinical rotations. During the clinical phase, students will follow the schedule published by the Director of Clinical Education (DCE).

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Students are not eligible for the experiential phase courses until they have successfully completed all didactic phase courses. The SCPE sequence is individualized for each student with different clinical sites and order of specialties experienced. This phase also includes three other courses: Clinical Seminar I, Clinical Seminar II, and Clinical Summative.

10.1.2 Clinical Rotations (Supervised Clinical Practice Experiences)

1. Students are required to participate in clinical rotations during their training
2. There are rotations in program-required fields as well as elective rotations.
 - a. PAP 580: Primary Care I (Family Medicine) – 8 weeks
 - b. PAP 582: Primary Care II / Women’s Health / Pediatrics – 8 weeks
 - c. PAP 584: Internal Medicine – 8 weeks
 - d. PAP 586: Psychiatry – 4 weeks
 - e. PAP 588: Emergency Medicine – 4 weeks
 - f. PAP 590: Surgery – 4 weeks
 - g. PAP 592: Elective I – 4 weeks
 - h. PAP 594: Elective II – 4 weeks
3. The program must ensure that students meet program requirements for the clinical phase, and, as such, reserves the right to assign additional rotations and/or supplemental activities to be sure requirements are met
4. The student must pass **all** major components of the clinical rotation in order to pass the course, as indicated in each course syllabus
5. The [Lenoir-Rhyne University Graduate Catalog](#) outlines clinical phase courses
 - a. Prospective and current students can learn more about courses by reviewing the course descriptions outlined in the Degree Requirements section of the catalog

10.1.3 Clinical Rotation Schedule

1. All clinical rotation scheduling is the responsibility of the Director of Clinical Education (DCE).
2. Prospective and enrolled students are not required or permitted to provide or solicit clinical sites or preceptors **(Standard A3.03)**. To meet program and accreditation standards, the Director of Clinical Education and PA Studies program faculty are responsible for identifying, contacting and evaluating clinical sites and preceptors for suitability.
3. The DCE will take into account student preferences, including preceptors/sites, scheduling sequence, rotation locations, and elective specialty interests, when creating the rotation schedule.
4. Student preferences cannot always be fulfilled due to factors including preceptor availability, student performance, and affiliation agreements.
5. Any recommendation for preceptor/site may be approved or denied as deemed necessary by the DCE.
6. The DCE makes the final decision regarding clinical placements and student scheduling.
7. The DCE has the right to change any clinical rotation assignment at any time.

10.1.4 Call Back Sessions

1. Call Back sessions require students to return to campus and will include:
 - a. examinations and other assessments,
 - b. advising meetings with faculty members,
 - c. PANCE review sessions,
 - d. professional development lectures,
 - e. skills review sessions, and/or
 - f. remediation if needed
2. Please refer to the Clinical Rotation schedule provided by the Director of Clinical Education for more information and specific dates
3. These sessions are mandatory to complete graduation requirements

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.1.5 Remediation

Throughout the course of study, the Lenoir-Rhyne University MSPAS Program will monitor students for difficulty related to achieving a learning outcome during a practicum or academic course, having an assignment grade below passing, or demonstrating difficulty with clinical skill levels as indicated by a clinical educator that could cause the student to fail the practicum. (Standards A2.05d, A3.15c, A3.17d, B4.01b)

Remediation Policy and Procedure

The Student Success Committee (SSC) has the responsibility of reviewing each student's scholastic achievement, clinical proficiency, and professional behavior throughout each semester and will determine at the end of each semester as to whether a student is in good standing and should be recommended for continuation in the program.

The student is required to pass each clinical rotation course. Each major component as described in the clinical course syllabus must be passed.

If a student is not performing up to academic standards, the Instructor of Record (IOR) and Director of Clinical Education will notify the student's advisor and the SSC. The advisor, in consultation with the Director of Clinical Education and SSC, will devise a plan for remediation.

Students who require remediation are identified by any assessment score less than 70% on a graded activity within a course.

Note: This policy is not intended to allow a student to remediate any and all graded activities or multiple assessment activities in multiple courses. Remediation will be allowed for only two graded activities each course in no more than two courses in any given semester during the clinical phase of the program.

Those who require remediation are referred to their faculty advisor. The faculty advisor provides guidance in time management, study skills, evaluation of learning styles and individual tutoring referral services. Designated principal faculty will actively participate in the process of remedial instruction.

10.1.5.1 Clinical Rotation Action Plan

- a. Clinical Rotation Courses (SCPEs)
 - If the student passes with an overall course grade >75%:
 - The student will continue clinical year progression
 - If the student passes (≥70%) but earns a 75% or less for the overall course grade:
 - The student will continue clinical year progression
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If a student fails a rotation (SCPE) specialty as delineated below for individual assessments, or by overall course grade <70%:
 - The student will be referred to the Student Success Committee (SSC) for evaluation
 - The SSC may recommend remediation, deceleration, or dismissal from the program
 - Remediation:
 - The student will be required to repeat the failed course specialty
 - This extra rotation will be added to the end of the clinical year, resulting in delayed program completion and likely delayed graduation.
 - In the event a student fails one specialty in the Primary Care II/Women's Health/Pediatrics course but passes the other (for example, failing the women's

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

health EOR but passing the pediatrics EOR), they will only be required to repeat the rotation specialty they failed.

- If a student fails a second rotation specialty, they will be referred to the SSC and subject to deceleration or dismissal.
- b. End of Rotation Exams
 - The student is required to pass the End of Rotation (EOR) exam. Passing the EOR exam is defined as earning a non-rounded score of 70% or higher on the converted EOR exam percentage score for that exam. (For example, a 69.99% converted EOR exam score is not passing). **This is consistent with the program policy: The program will not round up assignments, tests, and quiz grades. Final course grade determination will use routine arithmetic rounding (up or down) as appropriate.**
 - Upon passing, the student is qualified to proceed with the clinical year
 - If the student passes ($\geq 70\%$) the EOR exam but earns a 75% or less:
 - The student will continue clinical year progression
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student does not pass the EOR exam (earns $< 70\%$):
 - They will be required to retake the EOR exam, another version on the same specialty, within 10 days
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student passes ($\geq 70\%$) the EOR exam retake (second attempt):
 - They are qualified to proceed with the clinical year
 - A grade of 70% will be recorded for the EOR exam in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass ($< 70\%$) the EOR retake (second attempt):
 - The student will be considered to have failed that rotation specialty course
 - The student will retain the initial failing grade earned by the student in the clinical course grading
 - The student will be referred to the Student Success Committee (SSC) for evaluation
 - The SSC may recommend remediation, deceleration, or dismissal from the program
 - Remediation will include retaking the entire failed rotation specialty course
 - This extra rotation will be added to the end of the clinical year, resulting in delayed program completion and likely delayed graduation.
 - In the event a student fails one specialty EOR in the Primary Care II/Women's Health/Pediatrics course but passes the other (for example, failing the women's health EOR but passing the pediatrics EOR), they will only be required to repeat the rotation specialty they failed.
 - The student is responsible for the cost of any additional courses or time required by remediation or deceleration.
 - If the student fails ($< 70\%$) a second, discrete EOR specialty on first attempt, they will follow the above process.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- If the student fails a second rotation specialty EOR on second attempt (fails the course for a second clinical course failure), they will be referred to the SCC and subject to deceleration or dismissal.
- If the student fails (<70%) a third, discrete EOR specialty on first attempt, they will be referred to the SSC and subject to deceleration or dismissal.
- If a failed (<70%) EOR exam occurs in the last clinical rotation course:
 - The student will have the option to retake the EOR exam no more than 10 days from the time of the first exam without taking an incomplete and delaying their graduation
 - Failure of the retake EOR exam will follow the processes above and result in likely delay of graduation and referral back to Student Success Committee, in accordance with policy
- The student is responsible for the cost of any additional courses or time required by remediation or deceleration.
- c. Clinical Skills Examinations
 - If the student passes ($\geq 70\%$) the clinical skills exam but earns a 75% or less:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student does not pass the clinical skills exam (earns <70%):
 - They will be required to retake the clinical skills exam, another version on the same specialty, within 10 days
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student passes ($\geq 70\%$) the clinical skills exam retake (second attempt):
 - They are qualified to proceed with the clinical year
 - A grade of 70% will be recorded for the clinical skills exam in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass (<70%) the clinical skills retake (second attempt):
 - They will be required to retake the clinical skills exam, a third version on the same specialty, within 10 days
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student passes ($\geq 70\%$) the clinical skills exam retake (third attempt):
 - They are qualified to proceed with the clinical year
 - A grade of 70% will be recorded for the clinical skills exam in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass (<70%) the clinical skills exam retake (third attempt):
 - The student will retain the failing grade in the clinical course grading. The highest failing grade of the three attempts will be recorded.
 - The student will be referred to the Student Success Committee (SSC) for evaluation

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Additional instruction and evaluation may take place to ensure student meets required course outcomes and program competencies
 - If the student fails (<70%) a second, discrete clinical skills specialty on first attempt, they will follow the above process.
 - If the student fails (<70%) a third, discrete clinical skills specialty on first attempt, they will be referred to the SCC and subject to deceleration or dismissal.
 - If a failed (<70%) clinical skills exam occurs in the last clinical rotation course:
 - The student will have the option to retake the clinical skills exam (another version on the same specialty) no more than 10 days from the time of the first exam without taking an incomplete and delaying their graduation
 - Failure of the retake clinical skills exam will follow the processes above and result in delay of graduation and referral back to Student Success Committee, in accordance of policy
 - The student is responsible for the cost of any additional courses or time required by remediation or deceleration.
- d. Case Presentation
 - The student is required to complete a Case Presentation in each of the elective SCPE courses, in lieu of an End of Rotation Exam and Clinical Skills Evaluation
 - If the student passes (≥70%) the case presentation but earns a 75% or less:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student does not pass the case presentation (earns <70%):
 - They will be required to repeat the case presentation within 10 days
 - The repeat case presentation will be submitted through Canvas and must include a new oral presentation recording
 - The repeat case presentation can be submitted and may use the same patient case and topic as the original submission
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student passes (≥70%) the repeat case presentation (second attempt):
 - They are qualified to proceed with the clinical year
 - A grade of 70% will be recorded for the case presentation in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass (<70%) the repeat case presentation (second attempt):
 - They will be required to repeat the case presentation, a third version and new recording which may be on the same patient case and topic, within 10 days
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student passes (≥70%) the second repeat case presentation (third attempt):
 - They are qualified to proceed with the clinical year

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- A grade of 70% will be recorded for the case presentation in the clinical course grading to replace the initial failing grade earned by the student
- The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
- If the student does not pass (<70%) the second repeat case presentation (third attempt):
 - The student will retain the failing grade in the clinical course grading. The highest failing grade of the three attempts will be recorded.
 - The student will be referred to the Student Success Committee (SSC) for evaluation
 - Additional instruction and evaluation may take place to ensure student meets required course outcomes and program competencies
- If the student fails (<70%) a second, discrete case presentation on first attempt, they will follow the above process.
 - The student will be referred to the Student Success Committee (SSC)
- If a failed (<70%) case presentation occurs in the last clinical rotation course:
 - The student will have the option to repeat the case presentation no more than 10 days from the time of the first submission without taking an incomplete and delaying their graduation
 - Failure of the repeat case presentation will follow the processes above and may result in delay of graduation and referral back to Student Success Committee, in accordance with policy
- The student is responsible for the cost of any additional courses or time required by remediation or deceleration.
- e. Preceptor evaluations
 - The student is required to pass the preceptor evaluation. Passing the preceptor evaluation is defined as earning a non-rounded score of 70% or higher. Upon passing, the student is qualified to proceed with the clinical year.
 - If a student passes (≥70%) a preceptor evaluation, but receives:
 - A score average less than “3” on any question(s) in the sections Knowledge, Clinical and Technical Skills, Clinical Reasoning and Problem Solving, Interpersonal Skills, or Behaviors (*#1 through #21 for Primary Care I SCPE, Primary Care II SCPE, Internal Medicine SCPE, Emergency Medicine SCPE, and Elective SCPEs; #1 through #20 for Psychiatry SCPE; #1 through #24 for Surgery SCPE*)
 - The student will be required to remediate the indicated deficiencies
 - Remediation may include targeted mentoring with additional instruction and evaluation
 - A score of “Student consistently arrived late and/or left early” or “Student had unexcused absence(s)” on the Attendance question (*#26 for Primary Care I SCPE, Primary Care II SCPE, Internal Medicine SCPE, Emergency Medicine SCPE, and Elective SCPEs; #25 for Psychiatry SCPE; #29 for Surgery SCPE*)
 - The student will be referred to the Student Success Committee for professionalism concerns
 - A score of “minimal” to the Overall Improvement question (*#27 for Primary Care I SCPE, Primary Care II SCPE, Internal Medicine SCPE, Emergency Medicine SCPE, and Elective SCPEs; #26 for Psychiatry SCPE; #30 for Surgery SCPE*)
 - The student will be referred to the Student Success Committee for further evaluation
 - A score of “C” or “F” to Overall Assessment question (*#28 for Primary Care I SCPE, Primary Care II SCPE, Internal Medicine SCPE, Emergency Medicine SCPE, and Elective SCPEs; #27 for Psychiatry SCPE; #31 for Surgery SCPE*)
 - The student will be referred to the Student Success Committee for further evaluation
 - If the student passes (≥70%) the preceptor evaluation but earns a 75% or less:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
- The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
- If the student does not pass the preceptor evaluation exam (earns <70%):
 - The Director of Clinical Education will discuss the evaluation with the preceptor to ensure no erroneous interpretation by the preceptor
 - The Director of Clinical Education reserves the right to have the preceptor repeat the evaluation or adjust scoring after discussion with the preceptor if initial scoring did not accurately reflect the preceptor's assessment of the student's performance. Rationale for any adjustments will be documented.
 - The Director of Clinical Education will meet with the student to discuss the findings of the preceptor evaluation and provide further details gained from the discussion with the preceptor
 - If the original scoring <70% is determined to be inaccurate:
 - The student will continue clinical year progression
 - The new calculated grade (repeat evaluation completed by preceptor or adjustments made to initial evaluation by DCE after discussion with preceptor) will be recorded in clinical course grading
 - If the original scoring <70% is determined to be accurate:
 - The student will be considered to have failed the rotation specialty
 - The student will retain the initial failing grade earned by the student in the clinical course grading
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The student will be referred to the Student Success Committee (SSC) for evaluation
 - The SSC may recommend remediation, deceleration, or dismissal from the program
 - Remediation will include retaking the entire failed rotation course
 - This extra rotation will be added to the end of the clinical year, resulting in delayed program completion and likely delayed graduation.
 - In the event a student fails one specialty preceptor evaluation in the Primary Care II/Women's Health/Pediatrics course but passes the other (for example, failing the women's health preceptor evaluation but passing the pediatrics preceptor evaluation), they will only be required to repeat the rotation specialty they failed.
- If the student fails (<70%, determined to be accurate as detailed above) a preceptor evaluation in a second, discrete specialty (and thus failing a second clinical course), they will be referred to the SCC and subject to deceleration or dismissal.
- The student is responsible for the cost of any additional courses or time required by remediation or deceleration.
- f. Weekly Preceptor Feedback Forms
 - Weekly feedback forms are completed by preceptors at the end of each week until the last week of the placement, when the final preceptor evaluation is completed
 - Weekly preceptor feedback forms are not graded, and do not count toward the student's course grade
 - If there are any concerns raised by the preceptor in completing the form, these concerns will be addressed and may require the student to meet with faculty and/or complete additional interventions
 - If "significant deficits" is marked:
 - Program faculty will discuss with the preceptor to gain more insight into the deficits the preceptor observed in the area(s) marked

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- A faculty member will discuss these findings with the student and develop an action plan
- This will be reported to the Student Success Committee, who may have additional recommendations or requirements
- If “needs improvement” is marked:
 - The program may reach out to the preceptor for further details on the concerns identified in the area(s) marked
 - A faculty member will discuss the concerns with the student and help develop strategies to ensure improvement over the remainder of the rotation.
- If “meets expectations” is marked:
 - No additional intervention will be required for those areas
- g. SCPE Course Assignments
 - SOAP Notes
 - If the student passes ($\geq 70\%$) a SOAP note but earns a 75% or less:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student does not pass a SOAP note (earns $< 70\%$):
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - The student will be required to submit a new SOAP note within 5 days of the due date of the failed SOAP note
 - If the student passes ($\geq 70\%$) the repeat SOAP note (second attempt):
 - They are qualified to proceed with the course
 - A grade of 70% will be recorded for the clinical skills exam in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass ($< 70\%$) the repeat SOAP note (second attempt):
 - The student will receive targeted counseling/mentoring on SOAP notes, with particular attention to student’s areas of weaknesses
 - A third attempt SOAP note will be due within 5 days of the due date of the repeat (second attempt) SOAP note
 - If the student passes ($\geq 70\%$) the third attempt SOAP note:
 - They are qualified to proceed with the course
 - A grade of 70% will be recorded for the SOAP note in the clinical course grading to replace the initial failing grade earned by the student
 - The Director of Clinical Education and/or student advisor will determine if additional Academic Improvement Plan (AIP) is required
 - If the student does not pass ($< 70\%$) the third attempt SOAP note:
 - The student will retain the failing grade earned by the student in the clinical course grading. The highest failing grade of the three attempts will be recorded.
 - The student will be referred to the Student Success Committee (SSC) for evaluation
 - The SSC may recommend remediation, deceleration, or dismissal from the program
 - Additional instruction and evaluation may take place to ensure student meets required course outcomes and program competencies

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- If the student does not turn in/complete a SOAP note by the due date:
 - The student will be considered to have “failed” the SOAP note with a 0% grade and follow the above process.
 - The student will be referred to the Student Success Committee (SCC) for professionalism issues.
 - The SSC may recommend remediation, deceleration, or dismissal from the program
- If the student does not complete a repeat attempt SOAP note by the above delineated due dates, they will receive a 0% grade for the assignment and be referred to the Student Success Committee (SCC) for professionalism issues.
 - The SSC may recommend remediation, deceleration, or dismissal from the program
- ROSH Review
 - If the student does not complete the assigned ROSH review 120-question exam, defined as completing $\geq 98\%$ of the questions with an overall score $\geq 50\%$ by the due date, for a clinical course:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - Documentation will be made for a student professionalism issue
 - The student will be required to complete the required questions within 5 days from the original due date
 - If the student completes the ROSH review questions by this time, they will receive a “pass” grade for the assignment
 - If the student does not complete the ROSH review questions by this time, they will receive a “fail” grade for the assignment and be referred to the Student Success Committee (SCC) for professionalism issues.
 - The SSC may recommend remediation, deceleration, or dismissal from the program
 - All students are required to complete an assigned 120-question exam in test mode in ROSH review in the course specialty area as indicated by each course syllabus and assigned by faculty. Students currently involved in a student success plan will be required to complete 250 questions total (including the assigned 120-question exam) in the course specialty area.
 - Students who are not in a student success plan and do not complete the required 120-question exam will follow the above process.
 - Students who are in a student success plan and do not complete the required 250 questions:
 - If the assigned 120-question exam is completed
 - The student will receive a “pass” grade for the assignment in the rotation course
 - The student will be referred to the Student Success Committee (SSC) for professionalism issue and failure to complete required student success activities
 - If the assigned 120-question exam is not completed
 - The student will receive a “fail” grade for the assignment in the rotation course and follow the above process

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- The student will be referred to the Student Success Committee (SSC) for professionalism issue and failure to complete required student success activities
- Reflection
 - If the student does not complete the Reflection for a clinical course:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - Documentation will be made for student professionalism
 - The student will be required to complete the Reflection within 5 days from the original due date
 - If the student completes the Reflection by this time, they will receive a “pass” grade for the assignment
 - If the student does not complete the Reflection by this time, they will receive a 0% grade for the assignment and be referred to the Student Success Committee (SSC) for professionalism issues.
 - The SSC may recommend remediation, deceleration, or dismissal from the program
- h. Professionalism
 - If the student passes a professionalism assessment but earns a 75% or less:
 - The Director of Clinical Education and/or student advisor will assist the student in formulating a strategy for success
 - The Director of Clinical Education and/or student advisor may refer the student to the Student Success Committee for additional recommendations
 - If the student does not pass the professional assessment (earns <70%):
 - The student will retain the initial failing grade earned by the student in the clinical course grading
 - The Director of Clinical Education and/or student advisor will meet with the student to discuss concerning findings and assist in formulating a strategy for success
 - Additional instruction and evaluation will take place to ensure student meets required course outcomes and program competencies
 - Student will be required to write a reflection paper regarding the professionalism issues, providing insight on their attitude and behavior, discussing what professionalism means and the importance of professionalism in the PA profession.
 - The student will be referred to the Student Success Committee (SSC) for professionalism issues.
 - The SSC may recommend remediation, deceleration, or dismissal from the program

10.1.5.2 Clinical Seminar Course Remediation

- A student is required to pass the Capstone Project Article Outline to pass the Clinical Seminar I course, and the Capstone Project Final Submission to pass the Clinical Seminar II course. If the student does not earn a non-rounded score of 70% or higher, they will receive an Incomplete in the course until they remediate the assignment. Remediation will include notification of the Student Success Committee, and a student meeting with a member of faculty for detailed discussion regarding concerns in the original submission. Students will make necessary adjustments and resubmit their Capstone Project Article Outline or Final Submission. If the

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

student does not earn a non-rounded score of 70% or higher on the second submission (remediation), the student will be referred to the Student Success Committee for further recommendations and requirements. The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

- If a student does not pass any assessment in the course other than the Capstone Project Article Outline or Final Submission, they may be provided the opportunity or be required to remediate the assignment. Specific details will be determined by the course director in consultation with the Student Success Committee (SSC).

10.1.5.3 Clinical Summative Remediation

- The student is required to pass each portion of the Clinical Summative course. Passing is defined as earning a non-rounded score of 70% or higher.
- If a student does not pass an assessment, they will be required to complete a second assessment of a similar nature. This second examination will be scheduled by the Director of Clinical Education in consultation with the student's clinical rotation schedule and the Student Success Committee (SSC).
- If the student does not earn a non-rounded score of 70% or higher on the second assessment (retake), the student will receive an Incomplete in the course and their program completion will be delayed. To resolve this Incomplete the student will be required to register for continuing course credits and complete further remediation as determined by the Student Success Committee. The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

10.1.6 Graduation Requirements

See Section 5.12

10.1.6.1 Graduation Audit

See Section 5.12.1

10.1.6.2 Graduation for MSPAS Students

See Section 5.12.2

10.2 Clinical Phase Assessment

Evaluation is a necessary and useful tool in education. To be worthwhile, it must be done in an honest, continuous, shared process, and the results must be acted upon. To be effective, the atmosphere must be open, allow for discussion and opportunity to learn or practice areas of deficiency should follow. Evaluation must occur in the clinical experience.

Evaluation refers not only to evaluating the student's skills, but also refers to evaluation of the curriculum, faculty including preceptors, and clinical facilities.

10.2.1 Summative Evaluation

See section 5.8.

10.2.2 Clinical Rotation Course Assessment

Assessments for Supervised Clinical Practice Experiences (SCPE) will be outlined in the course syllabi. Required specialty SCPE courses will require an End of Rotation Exam, Clinical Skills Evaluation, Preceptor Evaluation(s), Weekly Preceptor Feedback Forms, a Professionalism assessment, and Assignments including SOAP note(s), ROSH Review questions, and Reflection(s). Elective specialty SCPE courses will require a Case Presentation, Preceptor Evaluation(s), Weekly Preceptor Feedback Forms, a Professionalism assessment, and Assignments including SOAP note(s), ROSH Review questions, and Reflection(s).

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.2.2.1 End of Rotation (EOR) Examination

EOR exams will be administered on the last day of each required clinical rotation. Students will be assigned the EOR exam that corresponds with the clinical rotation completed in that course.

For students taking Primary Care I or Internal Medicine, they will take the EOR exam after the second four-week rotation block in that course.

For students taking Primary Care II which includes Pediatrics and Women's Health, they will take one exam (either Pediatrics or Women's Health) after the first four weeks block and the other EOR exam after the second four weeks block. The exam specialty (Pediatrics or Women's Health) will be determined by the Director of Clinical Education, taking into account the specialties encountered in the clinical placement preceding the exam. Taking both Pediatrics and Women's Health exams at the end of the second four-week rotation block is not allowed unless prior exceptions have been granted.

The Program utilizes the PAEA EOR exams for continuity and additional PANCE Board preparation. Each exam is a comprehensive review examination covering topics pertaining to a specialty. The End of Rotation exam is a 120-question multiple-choice exam completed through a secure, password-protected website. Content blueprint and topic list can be found on the PAEA website, and the topics included are also listed in the course syllabus. End of rotation exams are written by PAEA and follow their rotation topic list as well as the NCCPA Content Blueprint. The exams go through rigorous review to ensure accuracy and consistency, making them ideal tools for evaluation of PA student medical knowledge. See the PAEA EOR website for more information regarding testing: <https://paeaonline.org/assessment/end-of-rotation/content>.

The End of Rotation Examination is a trade-marked exam administered by the program and is the property of PAEA (Physician Assistant Education Association). The subject content, and all of the question items are proprietary and copyrighted by PAEA. They may not be copied, distributed, or otherwise disclosed without permission of PAEA. PAEA has an honor code that you will agree to and acknowledge when you take each examination. A breach of the honor code or exam security could result in the invalidation of your exam scores and result in failure of the rotation. If a violation of the honor code is suspected or reported you agree to cooperate with any investigation and understand that the violation will be reported to PAEA and the University Student Honor Council and the Dean of Students.

10.2.2.2 Clinical Skills Evaluation

This evaluation is a virtual Canvas OSCE developed to evaluate the student's clinical skills including obtaining a pertinent history of present illness, complete a focused physical exam, determine appropriate testing and interpret results, develop a differential diagnosis, and/or develop a treatment plan for a patient's presentation. Clinical decision making is assessed through multiple-choice, matching, and/or short answer questions. This evaluation is conducted online through Canvas with ProctorU. This testing is completed on the last day of each required clinical rotation.

For students taking Primary Care I or Internal Medicine, they will take the clinical skills evaluation after the second four-week rotation block in that course.

For students taking Primary Care II which includes Pediatrics and Women's Health, they will take one clinical skills evaluation (either Pediatrics or Women's Health) after the first four weeks block and the other clinical skills evaluation after the second four weeks block. The exam specialty (Pediatrics or Women's Health) will be determined by the Director of Clinical Education, taking into account the specialties encountered in the clinical placement preceding the exam. Taking both Pediatrics and Women's Health clinical skills evaluation at the end of the second four-week rotation block is not allowed unless prior exceptions have been granted.

10.2.2.3 Case Presentation

In lieu of an End of Rotation Exam and Clinical Skills Evaluation, students will complete a Case Presentation during the elective SCPE courses. Students will choose a patient case from their rotation experience and conduct research on the case topic. The Case Presentation will include a PowerPoint presentation with an oral presentation recording. Any personal identifiers such as name must be redacted to be HIPAA compliant. The case used should be different from the case used for the SOAP note assignment. This is to be completed by the last day of the rotation block (the day of end of

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

rotation testing). The Case Presentation will be submitted through Canvas and graded according to a rubric included in the course syllabus and posted in Canvas.

10.2.2.4 End of Rotation Preceptor Evaluations of Student

The program utilizes preceptor evaluations to track the progression of students through the clinical year and to gauge their clinical skills and knowledge. The preceptor will be evaluating students based on the competencies required for professional practice including patient-centered practice medical knowledge, interpersonal & interprofessional skills, clinical and technical skills, clinical reasoning and problem solving, professional behaviors, healthcare finance & systems, and society and population health.

Each clinical rotation specialty will have an End of Rotation Preceptor Evaluation of Student. These evaluations are a key component of the clinical year rotations. The Preceptor Evaluation of Student is worth 15% of the course grade for required rotations, and 20% of the course grade in elective rotations. In most cases students will have one primary preceptor to complete the preceptor evaluation for each clinical placement. However, if a student evenly splits their time at a placement between two preceptors, then two preceptor evaluations may be completed. Preceptors completing the evaluation are expected to elicit feedback from other providers the student worked with over the course of the clinical placement before completing the evaluation. Some SCPE courses may have more than one clinical placement, such as both a women's health placement and a pediatrics placement in the Primary Care II / Women's Health / Pediatrics SCPE. In such cases, a preceptor evaluation will be completed for each placement. If a student has more than one preceptor evaluation completed for a SCPE course, the grades of the evaluations will be averaged for course grade calculations.

The Preceptor Evaluation form(s) for each SCPE course are included in each course syllabus. The preceptor and student should discuss these evaluations. End of Rotation Preceptor Evaluations of the Student are due by 5:00p EST on the last day of the rotation. Students should follow up with their preceptors to ensure the evaluation is completed by the last day of the clinical placement. The preceptor evaluation is to be completed through the CORE ELMS system. Preceptors encountering technical difficulties may submit a paper or electronic document version directly to the Director of Clinical Education.

Any falsification of student evaluation forms is considered scholastic dishonesty and will be referred to the appropriate committee for further action. Students may be dismissed from the program or university.

Students will be able to review the preceptor(s) responses after completion of the course. Once a preceptor has submitted an evaluation form, the student is not permitted to confront the preceptor(s) about their grade and/or request a change of grade. If a student engages in such behavior, they will be referred to the Student Success Committee for professionalism issues.

Preceptor evaluations are graded by CORE ELMS and this grade is transferred to the Canvas gradebook. In courses where a student has multiple preceptor evaluations, most often due to multiple clinical placements, the final preceptor evaluation grade used for course grading will be an average of all preceptor evaluation scores.

Students will be rated on the following scale:

Please rate the student on each of the following elements using the following Likert scale:

1- Observation only

- No active participation by the student
- Would not trust beyond observation
- "I had to do it"

2- Direct supervision with active involvement by the preceptor

- Student requires frequent assistance from the preceptor to complete tasks
- Preceptor plays active role in guiding student through proper steps
- "I had to talk/help them through it"

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

3- Direct supervision with occasional involvement by the preceptor

- Student requires occasional assistance but is able to complete most tasks without preceptor intervention
- Still requires direct observation for oversight (staying bedside with the student)
- “I had to prompt or assist them from time to time”

4- Indirect supervision with occasional involvement by the preceptor

- Student may complete tasks without preceptor at bedside
- Still requires occasional assistance from the preceptor to complete tasks correctly
- “I needed to be close by just in case”

5- Oversight

- Student may complete tasks without preceptor at bedside
- Requires rare assistance – only double checking to ensure accuracy and safety
- “I did not need to be there”

A score of 3, 4, or 5 on any area is considered sufficient. A score of 1 or 2 in any area is considered an area of concern. A final percentage score will be determined and must be 70% or higher to be considered a passing grade for the evaluation. Please see section 10.1.5 for further details regarding remediation.

10.2.2.5 Weekly Preceptor Evaluation Forms

Preceptors will also complete Weekly Preceptor Feedback forms. This form will be completed at the end of each week up to the final week of the course when the final Preceptor Evaluation will be completed as detailed above. For a four-week rotation placement, a Weekly Preceptor Feedback would be provided at the ends of weeks 1, 2, and 3. The preceptor will be sent the form on Thursday and asked to complete it by end of day Friday.

The Weekly Preceptor Feedback form will not be graded or count towards the student’s course grade. However, if there are any concerns raised by the preceptor in completing the form, these concerns will be addressed and may require the student to meet with faculty and/or complete additional interventions. Please see section 10.1.5 for further details regarding remediation.

Preceptors are asked to discuss the Weekly Feedback with the student, and students should assist the program in ensuring preceptors are completing these weekly forms. It is an important aspect in monitoring student performance and allowing the program to identify and address any student deficiencies in a timely manner.

10.2.2.6 Assignments

Multiple assignments are included in each SCPE course.

- a. SOAP Note
 - SOAP note(s) will be submitted during each SCPE course.
 - A SOAP note will be due at the end of the 3rd week of each four-week block, on Sunday by midnight.
 - These should be completed on patient cases the student participated in during the rotation. Any personal identifiers such as name must be redacted to be HIPAA compliant.
 - The SOAP notes will be submitted through Canvas and graded according to a rubric in the syllabi and posted in Canvas.
 - The Primary Care I SCPE course and the Internal Medicine SCPE course will require two SOAP notes, one for each four-week rotation block
 - The Primary Care II / Women’s Health / Pediatrics SCPE course will require two SOAP notes, one each for women’s health and pediatrics

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- Students will be informed regarding the sequence of these requirements when they receive their clinical placement schedules
- b. Rosh Review Question Set
 - A Rosh Review exam set comprised of 120 questions related to the SCPE course and rotation placement specialty will be assigned to the student through Rosh Review.
 - This is to be completed by the last day of the clinical placement (the day before completing the end of rotation testing).
 - This will be assessed for a pass/fail grade. Completing at least 98% of the questions and achieving a total score of at least 50% will result in a passing grade of 100%. Not reaching these markers will result in a failing grade of 0%.
 - The Primary Care II / Women’s Health / Pediatrics SCPE course will require two Rosh Review question sets, one each for women’s health and pediatrics
 - Students will be informed regarding the sequence of these requirements when they receive their clinical placement schedules
 - Students in a student success plan will be required to complete an additional 130 questions related to the SCPE course and rotation placement specialty, for a total of 250 questions per specialty.
- c. Reflection
 - Students are required to complete a personal reflection midway through each four-week block. These reflections require introspection and self-evaluation regarding their participation and growth so far during the course.
 - These reflections will be submitted through Canvas and graded according to a rubric in the syllabi and posted in Canvas.
 - Each personal reflection is due at the end of the second week of each four-week block of the course, on Sunday by midnight.
 - These will be assessed for a pass/fail grade based on the rubric. A passing grade will be recorded as 100%, a failing grade will be recorded as 0%.
 - The Primary Care I SCPE course, Primary Care II / Women’s Health / Pediatrics SCPE course, and Internal Medicine SCPE course will require two reflections, one for each four-week rotation block
- Please see section 10.1.5 for further details regarding remediation of assignments.

10.2.2.7 Professionalism

Professionalism is an important aspect of clinical practice. Students will be evaluated in multiple areas of professionalism. A rubric in each SCPE course syllabus and posted in Canvas will be used to determine the professionalism grade. Please see section 10.1.5 for further details regarding remediation. Below are elements included in this rubric.

- CORE ELMS Logging
 - Field encounters
 - Students are required to log every patient they see during their clinical experience. This is completed through the CORE ELMS online system. Patient logs must include all required elements. Students must also include logs of all procedures completed. Field encounters (patient and procedure logs) must be completed within two days of the patient encounter or procedure. All patient and procedure logs for the placement must be completed by the last day of the rotation block (the day of end of rotation testing).
 - Hours tracking
 - Students are required to log the hours they spend at their clinical placement. This is completed through the CORE ELMS online system Hours Tracking. Time logged for Weeks 1, 2, and 3 (Monday-Sunday) of a rotation block must be completed by the following Tuesday

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

at noon. Time logged for Week 4 of a rotation block must be completed by the last day of the rotation block (the day of end of rotation testing).

- Student Evaluation of Site & Preceptor
 - Students are required to complete an evaluation of each clinical site and primary preceptor at the end of each clinical placement. This is completed through the CORE ELMS online system. Students must complete this evaluation before they are able to complete end of rotation testing on the last day of the rotation block.
- Overall Professionalism
 - Student interactions with program faculty and staff, and clinical site providers and staff will be assessed. This is covered in part in the preceptor evaluation. Elements such as attitude, respect, attendance and punctuality, communication, ethics, and completing requirements will be considered.

10.2.3 Student Assessment of Site & Preceptor

Students complete an assessment of each rotation placement. This assessment includes numerous demographics including rotation setting(s), specialty, encounter types, patient ages, the student's typical schedule, and typical number of patients seen each day. Students are asked if they had any safety concerns, received appropriate supervision and facilities access, and whether they had access to the Electronic Health Record system used by the site. Students rate numerous aspects of the site facility and primary preceptor. Students are asked to report any concerns about the site or preceptor. Additionally, students complete a short self-reflection on how the rotation went and potential action points moving forward. Students complete a final overall evaluation of the rotation with room for comments. See 10.2.2.7 for further details.

10.2.4 Faculty Assessment of Site

The purpose of the clinical site visit is to assess student performance, evaluate the clinical site and maintain an ongoing relationship with the clinical preceptor. Faculty members that engage in clinical site visits will utilize a specific evaluation instrument that focuses on essential and specific professional behaviors and clinical competencies that the PA program uses as a measure of student performance and ongoing professional growth and development. During site visits the faculty member meets with the student and preceptor if possible.

Each site that is used for rotations will have a site visit completed in person, virtually by video chat, or by phone at initial use and then at least once every other year, with additional visit(s) if any concerns arise with the site. It is preferred for the initial site visit to be in person. The member completing the site visit will evaluate the site's ability to meet program and ARC-PA standards. This also allows for any concerns to be addressed at that time.

A faculty member will visit each student at least once during the clinical year. A student or a clinical site may be visited more frequently if there are reasons for concern as determined by the faculty. These visits may occur virtually if needed.

10.2.5 Conditions for Testing

See Section 5.9.3.

10.2.6 Academic Misconduct

See Section 6.3.

10.3 Policies and Practices for Clinical Year

The Lenoir-Rhyne University MSPAS Program policies apply to all students regardless of location. The rare exception may be at a clinical site in which a signed clinical affiliation agreement may have policies that supersede those of the program. The program orients its students to program policies during the new student orientation, and to clinical

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

policies at the clinical phase orientation. Students will receive orientation to individual clinical sites at the time of that rotation.

10.3.1 Roles and Responsibilities for Clinical Year

10.3.1.1 Director of Clinical Education

The Director of Clinical Education is a core faculty member in the MSPAS program who oversees the experiential education or clinical phase. In conjunction with the PA faculty, the Director of Clinical Education plans, organizes, develops, facilitates, coordinates, administers, monitors and assesses the clinical education component of the curriculum. Responsibilities include, but are not limited to:

- Screening clinical education sites
- Selecting clinical education sites which will provide quality clinical education for the students
- Securing Clinical Affiliation Agreements for clinical education sites
- Developing and coordinating the selected clinical education site schedules
- Assignment of students to the sites
- Developing, planning, organizing, facilitating, coordinating, supervising, monitoring, assessing and troubleshooting clinical education experiences with the assistance of the clinical coordinator and principal faculty.
- Providing feedback to preceptors such as from the Evaluation of Preceptor and Site surveys
- Assisting preceptors in development, implementation, and evaluation for quality clinical education experiences
- Making available the course syllabi, learning objectives, Preceptor Handbook, immunization status and other appropriate information to the clinical site/preceptor

10.3.1.2 Instructors

The Director of Clinical Education (DCE) is the Course Director for all clinical year courses. The DCE is the clinical PA student's first point of contact regarding rotations including reporting absences. The DCE is responsible for the program-based review of the students, including evaluation of assignments and review of preceptor evaluation of students. The DCE will assign grades for the clinical experience. Issues at a site will be vetted by the Director of Clinical Education as relevant.

Faculty Instructors include the Course Director and any additional faculty who will assist with clinical year courses. These individuals are indicated in each course syllabus. Faculty Instructors may assist the Course Director with tasks including monitoring patient/procedure and time logs, grading assignments, and facilitation and grading of end of rotation assessments.

Additional program faculty may assist with clinical year courses and students will be informed of this through the course syllabus and program communications.

Preceptors are also considered instructional faculty.

10.3.1.3 Clinical Sites

Settings in which learning opportunities and guidance in clinical education is provided for PA students. The clinical education site may be a hospital, clinic or other setting that is affiliated with Lenoir-Rhyne University through a contractual Affiliation Agreement.

10.3.1.4 Preceptors

Preceptors are licensed health care providers who engage in the students' on-site clinical education. Preceptors consist primarily of physicians (MDs and DOs) and PAs (*Standard B3.05*). Nurse Practitioners and other health professionals such as Certified Nurse Midwives will also be utilized as preceptors by the program. Preceptors are licensed and certified in their area of practice, including, but not limited to, state medical licensure, physician specialty board certification, and NCCPA certification for PAs (*Standard B3.06*). While the educational institution/program does not usually employ these

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

individuals, preceptors agree to certain standards of behavior through clinical contractual arrangements for their services.

Responsibilities of the Preceptors include but are not limited to:

1. Planning the clinical education learning experience for the student using the instructions for the clinical rotation and the student's previous clinical experience as a guide
2. Providing an opportunity for students to learn the roles and responsibilities of a PA/medical provider while being supervised to reinforce knowledge, skills and behaviors acquired in the classroom
3. Modeling the role of the PA/provider in a clinical setting.
4. Assigning specific cases to the student so the student can perform examinations, interventions, patient education, communication with others, documentation and other responsibilities associated with the specific cases under supervision of the preceptor
5. Providing ongoing, informal feedback on student's performance, as well as formal, written evaluations so students can discover strengths, areas needing improvement, and suggestions for additional learning experiences
6. Providing an opportunity for the student to participate in departmental activities, including departmental meetings, in-services, case reviews, patient care conferences, rounds, etc.
7. Maintaining communication with the DCE or IOR as necessary regarding the students' performance
8. Providing the program with necessary documentation including program preceptor form, CV, medical license, and board certification

10.3.1.5 Physician Assistant Students (PA-S)

The PA-S shall be considered the extension of their specific preceptor and is permitted to perform tasks delegated to them by the preceptor under the preceptor's supervision. The PA-S is to be an active learner involved in all aspects of patient care.

Prior to the students' arrival at the assigned clinical education site, the student is responsible for:

1. Providing current Clinical Requirements/Required Documentation to the Clinical Coordinator, DCE and/or clinical site contact as directed
2. Successfully completing CPR/BLS, ACLS, PALS, HIPAA training, OSHA standards, Universal precautions, and procedural skills training prior to clinical rotations, and maintaining these certifications and trainings throughout the clinical year during all placements
3. Reviewing information pertinent to the assigned clinical site
4. Reviewing the policies of Lenoir-Rhyne University and program policies as stated in the MSPAS Student Policy Manual and related course syllabi
5. Completing pertinent student personal data information for the preceptor
6. Completing site-required onboarding which may include submission of documents and/or additional training
 - a. If requested by the site, the student must submit up-to-date health information along with verification of health insurance, immunizations, background check, drug screen, OSHA training, HIPAA training, CPR and/or ACLS/PALS certifications, and any additional information that the site is requesting
 - b. Some sites may require repeat screening such as an updated background check or drug screen, the cost of which will be the responsibility of the student
 - c. Some sites may require additional and specific training modules to be completed through a particular software system or in-person orientation/class
 - d. Students are required to complete these onboarding requirements by the due date set by the clinical site, in order to start their placement on time
7. Contacting the clinical site and preceptor **two weeks prior** to the start of the clinical education experience to determine information regarding location, parking, clinic hours, dress code, etc.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

While at the assigned clinical education site, the student is responsible for:

1. Following site specific, as well as PA Program, policies, procedures, and requirements (*Standard A3.01*)
 - a. In the rare situation of conflicting policies, procedures, or requirements, those of the clinical site will supersede those of the PA program
2. Adhering to the policies of Lenoir-Rhyne University and program policies as stated in the MSPAS Student Policy Manual and related course syllabi
3. Introducing self to patients, family members, and other healthcare providers as a Lenoir-Rhyne University PA Student
4. Providing proper identification while on clinical rotations (*Standard A3.06*)
 - a. This includes the Lenoir-Rhyne University Student ID badge, white lab coat, along with any identification required by the site
5. Obtaining verbal consent from patients to actively engage in patient encounter learning opportunities
6. Reflecting on the quality of their own mastery of professional knowledge, attitudes, and skills by completing the required reflection assignments
7. Evaluating the effectiveness of the clinical education experience at the clinical education site and providing feedback to the clinical education site and clinical instructor by completing the Student Evaluation of Rotation.
8. Complete electronic Field Encounter Logs including procedures and Hours Tracking timesheets through CORE ELMS
9. Completing any additional health screens, immunizations, background checks, drug screens and orientations as required by the Lenoir-Rhyne University MSPAS Program and the clinical site, in a timely manner
10. Successfully completing other course assignments and assessments for specific clinical rotations as indicated in the course syllabus
11. Successfully completing other requirements, if applicable, as required by the student's Faculty Advisor and/or Student Success Committee as part of a student success plan or remediation process
12. Ensuring proper attendance throughout the clinical year
 - a. The student must follow the specific scheduling provided by the preceptor and clinical site, within each placement scheduled by the DCE
 - i. Students are expected to work "full time" with their preceptor and specific days/hours will vary based on clinic setting and rotation specialty
 - ii. Students are not to ask preceptors to come in late or leave early from scheduled shifts, or request to only work certain days of the week
 - iii. Student attendance will be evaluated by the preceptor in the final Preceptor Evaluation, and issues will be reported to the Student Success Committee for professionalism concerns
 - b. Notification must be **made prior to an absence** to the DCE/IOR, as well as the preceptor and any additional clinical site contact as directed by the site. If an unexpected absence should occur, notification must be made at least 2 hours prior to the event scheduled reporting time if possible. In the event of an emergency, notification must be made within 2 hours after the scheduled reporting time.
 - c. Notification to the DCE can include a phone call but must include documentation by email to the DCE.
 - d. The preceptor must be contacted in their preferred method
 - e. The absence form in CORE ELMS must be completed
 - f. Further information in section 10.3.2 Clinical Year Attendance
 - g. Please refer to the PA Program MSPAS Student Policy Manual-4.11.4 Health Conditions/Change in Health Status/ Sickness/Absenteeism/ Bereavement Policy, 6.5 Attendance Policy including sections 6.5.1 University Attendance Policy, 6.5.2 Additional Attendance Policy that applies to all courses in the MSPAS Program
13. Completing site and preceptor evaluations as instructed.
 - a. Students must complete the Student Evaluation of Rotation before being allowed to take the clinical end of rotation (EOR) exam for that rotation.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- i. If a student had more than one placement during a four-week rotation block, they must complete a Student Evaluation of Rotation for each placement/site/preceptor
 - b. Students are responsible for helping ensure preceptors complete the Weekly Preceptor Feedback Forms and final Preceptor Evaluation by the respective due dates
14. Attending, in entirety, all end of rotation testing and callback sessions – unless prior approval from the DCE
15. Communicating effectively and professionally with clinical site, preceptor, the DCE and program throughout the entire clinical year
16. Notifying the IOR/DCE if student health affects attendance or performance at the clinical site
 - a. Do not seek medical advice from your clinical preceptor or PA faculty including the DCE, unless it is an emergency situation (*Standard A3.09*)
 - b. Student should seek medical care through their primary care physician and/or a local walk-in clinic/emergency department as needed, or utilize university resources for student health
 - c. Also see PA Program MSPAS Student Policy Manual sections 4.2 Health and Safety, and 9.2 Student Success and Support
17. Not using smart phones, smart watches or any devices without the clinical site manager’s approval
 - a. Put your phones on silent during clinical rotations
18. Returning any electronic devices given to you during clinical rotation, in the manner of which you received it, to the site manager or clinical preceptor
19. Understanding and performing course goals, learning outcomes, and instructional objectives for each clinical course as defined by the respective course syllabus
20. Reporting to the program if the supervising physician is on vacation for longer than a two-day period
 - a. Failure to comply with the above stated policy will result in the student being referred to the SSC and likely being placed on probation for the remainder of the clinical year. The program must be aware of any potential lapses in clinical rotation experience as additional experiences may need to be completed to ensure students meet clinical course learning outcomes.

10.3.2 Clinical Year Attendance

Attendance during the clinical phase is mandatory and necessary to successfully complete the Lenoir-Rhyne University MSPAS Program. Some sites may have evening, weekend and holiday hour requirements, as well as additional meetings or conferences which are mandatory. The following policies apply:

1. Students can have no more than 5 excused absences during the entire clinical year. Students are limited to missing 10 academic days total (including both excused and unexcused absences) during the entire program before reviewed by the SSC and program director.
2. Missing days of any rotation could require the student to make up time at the rotation site. Missing more than 25% of any rotation could require the student to repeat the rotation.
 - a. This could delay completion of the program and graduation
 - b. The student is responsible for the cost of any additional courses or time required due to repeating a rotation
3. If the student will miss any days within a single rotation, the DCE must be notified and made aware of the situation and approve such absences. This notification must be in the form of an absence request through CORE ELMS as well as an email to the DCE.
 - a. Please refer to the PA Program MSPAS Student Policy Manual-4.11.4 Health Conditions/Change in Health Status/ Sickness/Absenteeism/ Bereavement Policy, 6.5 Attendance Policy including sections 6.5.1 University Attendance Policy, 6.5.2 Additional Attendance Policy that applies to all courses in the MSPAS Program
4. The student, upon DCE approval of the absence, is responsible for making the clinical site and preceptor aware of any absence.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- a. If the absence is known ahead of time, the student must notify the preceptor by the first day of the rotation
 - b. Notification must be made prior to an absence to the DCE/IOR, as well as the preceptor. If an unexpected absence should occur, notification must be made at least 2 hours prior to the scheduled reporting time if possible. In the event of an emergency, notification must be made within 2 hours after the scheduled reporting time.
 - c. It is recommended to coordinate with the clinical site and preceptor an additional “make up day” during the rotation block dates, if possible, to make up the clinical experience time missed for an absence. This may include extended shift hours, reporting on a weekend, or other times not originally required by the preceptor.
5. It is considered a very important aspect of professionalism to always report to your clinical site on time and limit early departures from clinical rotations
- a. It is the student’s responsibility to know where and when they are to report each day of the clinical
 - b. Attendance, including tardiness, is included in the preceptor evaluation of the student
6. The policy for bereavement absences for a death in the immediate family is to grant a 3-day maximum leave from rotation without counting towards the 5-day excused absence limit during the clinical phase (Please see 4.11.4 Health Conditions/Change in Health Status/ Sickness/Absenteeism/ Bereavement Policy)
- a. Students must communicate such instances immediately to the Program Director, DCE, clinical site manager, and the preceptor
7. When a student would like to be excused from clinical rotations for a non-emergency cause (e.g. professional or educational conferences, job interviews, etc.), a written request, via email and CORE ELMS, to the Director of Clinical Education (DCE) must be made at least 4 weeks prior to the event
- a. All such absences must have prior program approval before a student may notify the clinical preceptor
 - b. Students should notify the clinical preceptor on or before the first day of their rotation with the preceptor
 - c. Failure to comply with the above stated policy will result in the student being placed on probation for the remainder of the clinical year

10.3.3 Patients

Throughout the clinical education process, preceptors will select/assign students to work with specific patients who may assist the student in applying knowledge and gaining skills.

1. Patients should grant verbal consent for a student to provide care
2. Patients may refuse involvement with students at any time during the clinical education process with no risk to their rights and access to/provision of care

10.3.4 Clinical Encounter Chaperones

For patient encounters of a personal nature, students should have a chaperone in the room while performing some exams and procedures.

1. For encounters involving minors, a parent or guardian should be present
2. When performing GU exams (genital, rectal or pelvic), the following should be present: a nurse, medical office assistant, or preceptor/provider, etc.
3. When the student feels a patient is potentially violent, the preceptor or another staff member/site security should be present
 - a. During the time a student is alone in such a case, the student should be positioned between the patient and the door so the student can leave and go for help if necessary during the encounter

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.3.5 Assignment to Clinical Rotations

Clinical placement decisions are made under the supervision of the Director of Clinical Education and are based on mandatory course requirements, the individual learning needs of the student, student preferences, and site availability. Placement policy ensures appropriate experiences are integrated with the didactic portion of the Program while still recognizing individual student differences and educational needs. Students are only placed at sites in which there is an active Affiliation Agreement.

1. Students are assigned to clinical education experiences in a variety of practice settings. The required areas of experiences (*Standard B3.07*) are:
 - a. Family Medicine
 - b. Women's Health
 - c. Pediatrics
 - d. Internal Medicine
 - e. Psychiatry/Behavioral Health
 - f. Emergency Medicine
 - g. Surgery
2. Students are also required to complete two Elective rotation courses
 - a. Electives can be in any medical area or sub-specialty that is properly affiliated with the program
 - b. Student preference will be considered but not guaranteed
3. Clinical placements will include exposure to:
 - a. outpatient, inpatient, emergency room, and operating room settings (*Standard B3.04*)
 - b. preventative, acute, chronic, and emergent patient encounters (*Standard B3.03a*)
 - c. patients across the lifespan, including infants (<2yo), children (2-12yo), adolescents (13-18yo), adults (19-65yo), and elderly (>65yo) (*Standard B3.03b*)
 - d. women's health, to include prenatal and gynecologic care (*Standard B3.03c*)
 - e. conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care (*Standard B3.03d*)
 - f. behavioral and mental health conditions (*Standard B3.03e*)
4. Each type of clinical experience exposes students to differences in: patient problems, acuity, complexity, clinical skill development, interactions with other health care professionals, practice issues, documentation, and culture
5. Requests to sites and preceptors for clinical slots will be made by the Clinical Education staff only. No student will be required to request or establish a rotation from a clinical site (*Standard A3.03*). Students should not reach out to potential preceptors but provide the DCE with contact information for the Clinical Education staff to reach out.
6. Students can expect that placement options will only exist from currently affiliated sites
7. Students will not be permitted placement at a site unless there is an affiliation agreement between the site and Lenoir-Rhyne University (*Standard A1.01*)
8. The student may meet with the Director of Clinical Education to discuss site placement options; however, the Director of Clinical Education holds ultimate authority for final placement decisions
9. Students will not substitute for clinical or administrative staff during supervised clinical practical experiences (*Standard A3.05c*)
10. Students are not to request any changes to a clinical rotation if a rotation is finalized/confirmed
11. The DCE has the right to change any clinical rotation assignment at any time

10.3.6 Requests for Rotations

1. If students request a change after the LR MSPAS Program has secured the rotation, the DCE has the right to send the student to the originally planned site. Requests are often not honored due to the complexity of clinical site availability and scheduling.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

2. The program has the right to assign students to supplemental experiences, when the supplemental experience is deemed necessary to meet the program's expectations for the clinical year (e.g., to remediate or supplement rotation hours, patient demographics, procedures, etc.). These supplemental experiences are considered mandatory, not optional.

10.3.7 Student Initiated Clinical Request

1. Students may initiate a request for a clinical site to the Director of Clinical Education (DCE) for their clinical experiences.
 - a. The student is to submit request information to the Director of Clinical Education (DCE)
 - b. Students are required to submit requests at least 90 days prior to the start of requested rotation.
2. Students are not guaranteed placement with an initiated request.
3. Final approval by the DCE will be based on availability, completion of an Affiliation Agreement with the rotation site, and if the site/preceptor meets program expectations and ARC-PA Standards including credentialing, certifications, and patient experiences offered.

10.3.8 Conflicts of Interest

1. Students shall not be assigned to clinical sites where a real or perceived conflict of interest may affect the educational experience such as the site of an immediate relative
2. Failure to disclose conflict of interest prior to the clinical rotation will be treated as unprofessional behavior and will be referred to Student Success Committee
3. The Student Success Committee could make decisions that include termination of the student at the clinical rotation, repeating the clinical experience, or even failure of the clinical rotation
 - a. The student is responsible for the cost of any additional courses or time required by repeating a rotation, remediation, or deceleration.

10.3.9 Issues or Concerns

Should problems arise during clinical experiences, the program recommends the following steps be taken:

1. Students are required to contact the Director of Clinical Education (DCE) if there are any issues or concerns regarding the clinical rotation
2. The DCE will follow up with the student to investigate and act as needed
3. The DCE will take more significant issues to the Program or Medical Director as necessary

10.3.9.1 Confidentiality

The faculty of Lenoir-Rhyne University MSPAS Program believes all individuals have the right to privacy. The maintenance of confidentiality helps to build trusting relationships and keep lines of communication open. The faculty also believes that protecting individuals from biasing may aid in the teaching-learning process. With this in mind, the program asks all participants in the clinical education process to support the right of individuals to professional, clear, and confidential communication to maximize the learning potential of all involved.

All HIPAA laws must be followed. Please refer to MSPAS Student Policy Manual- 4.7 Confidentiality of Data – Health Related Information.

Please always communicate with MSPAS program faculty with your Lenoir-Rhyne University email account.

10.3.10 Travel and Living Expenses

By nature of the clinical education experience, students will be traveling to various clinical site locations throughout North Carolina and the United States.

1. A reliable vehicle is **required**

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- a. Although many clinical affiliations are within driving distance from Hickory, it is impossible to schedule local placements for all rotations
 - b. Therefore, all students should be prepared to travel outside of the Hickory area if necessary
 - c. Effort is made to schedule clinical rotations within a one-way one hour driving time of Hickory or an alternate location where the student has expressed housing availability, however this cannot be guaranteed.
2. There are no guarantees on location of clinical assignments
 3. Students are responsible for all expenses of travel to clinical education sites, including mileage/gasoline and the expense of temporary housing and other living expenses
 - a. Students are advised to prepare in advance for this expense
 - b. The MSPAS Program will not arrange housing or other temporary living arrangements for students assigned to out of town clinical experiences
 - c. AHEC housing or other arrangements may be available but are not guaranteed

10.3.11 Safety at Clinical Sites

Student security and personal safety is of utmost importance to the faculty and staff of the MSPAS Program

1. The Director of Clinical Education expects all clinical sites to assure student safety while at a clinical site or facility
 - a. Each site is evaluated for student's safety at least every other year during the site visit by faculty
 - b. Safety is also evaluated on the Student Evaluation of Rotation
2. Students are reminded to contact the program immediately if they ever feel threatened or unsafe in any way
 - a. Contact local authorities/emergency services (911) in any emergency situation

See also Section 4.11.3 Safety at Clinical Rotation Site (Standard A1.02g)

The Director of Clinical Education will assess the site for safety at the initial site visit evaluation.

However, it will be the responsibility of the site administrator to take reasonable steps to ensure the personal safety and security of students during the rotation/experience. If there is an incident where the safety of a student is jeopardized the student should immediately notify security or public safety at the site, the local authorities, the preceptor and the program Director of Clinical Education.

10.3.11.1 Severe Weather

During severe weather students are expected to exercise good judgment regarding safety

1. In the event of inclement weather, students are expected to adhere to the inclement weather policies of the affiliating clinical site; therefore, unless the clinic is closed, the student is expected to make reasonable effort to attend
2. Students on full-time clinical assignment will NOT follow the inclement weather closings by the university but rather of the clinical site/facility they are working at during the rotation
3. Students are to notify the program of any absence from clinical activities including those related to severe weather

10.3.11.2 Student Injury or Medical Emergency During a Clinical Affiliation

1. The preceptor/supervising clinical personnel will handle student injuries according to policies of the clinical site
 - a. For example, there may be triage for the extent of injury to determine if the student can remain in the clinical area
2. If the student requests/needs medical care during time on site with a clinical affiliate, the preceptor/supervising clinical personnel will assist the student in obtaining appropriate care
3. The program faculty, DCE, and/or preceptor/supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

4. In the case of emergency or injury, the student is responsible for the cost of emergency services in off-campus education experience
5. It is recommended that the student see their own health care provider for follow up care
6. The student and DCE will complete necessary paperwork required by the clinical affiliate as well as the PA Program Incident Form, due to the Program Director within 24 hours of the incident/emergency/injury.

10.3.11.3 Injury from Sharps/Need stick, and/or Exposed Mucous Membrane

1. If exposed to blood or body fluid, follow Center for Disease Control and Prevention current guidelines
2. Inform preceptor ASAP and follow clinical site affiliate's guidelines
3. Complete the PA Program's Incident Report form and return it to the Program as directed.
 - a. You may also have to complete the clinical site's Incident Report form as well and if possible, send a copy of this form to the PA Program in addition to the program's form.
4. Emergency Sharps Information <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
5. Occupationally Acquired Infections <https://www.cdc.gov/hai/prevent/ppe.html>
6. Updated U.S. Public Health Service guidelines for the management of occupational exposures to HIV and recommendations for postexposure prophylaxis. <https://stacks.cdc.gov/view/cdc/20711>

10.3.12 Liability Insurance

Lenoir-Rhyne University provides malpractice coverage for loss resulting from professional medical services administered by students, faculty, and any other employees as long as these professional medical services are related to curriculum and the clinical training of students. Coverage extends to claims due to negligence resulting from student interns who render or fail to render medical services while participating in any supervised practicum, field work experience, clinical training or internship program in fulfillment of course requirements in health programs at an associated medical facility of \$1 Million per occurrence/\$3 Million Aggregate coverage.

1. Lenoir-Rhyne University provides liability insurance to all PA students during the program.
2. The liability insurance policy covers students on assigned clinical rotations and does not cover the student during any outside duties.
3. The insurance covers the amount of \$1,000,000/\$3,000,000 and is noted in the affiliation agreement between Lenoir-Rhyne University and the clinical sites/preceptors.

10.3.13 Health Documentation Requirements

All students must maintain up-to-date immunizations, as required upon initial program entry, throughout the program including during the clinical year.

See Section 4.5.2 Enrollment Requirements for further details

An exemption received from LRU may not be accepted by the clinical rotation site. Therefore, the LRU PA Program cannot guarantee clinical placements for students who are not fully vaccinated.

The immunization requirements for clinical students are set by our clinical rotation sites. All students must comply with the program and clinical rotation site immunization policies at which they are assigned to successfully complete the program. It is the responsibility of the student to keep their immunization record up to date; failure to do so may result in delayed graduation.

Students must maintain current health insurance coverage, and clinical sites may require this information prior to the start of a clinical rotation.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.3.14 Additional Documentation: Background Check, Drug Screening, Proof of Current Health Insurance Coverage, etc.

All students must complete a second Background Check and Drug Screen prior to entering the clinical phase of the program. Failure to complete this could result in dismissal from the PA Program. Some sites may require additional background check(s) and/or drug screen(s) before the start of a rotation. The student is responsible for all costs of background checks and drug screens. The program uses Certiphi to complete these items, unless a site has a different specific requirement.

Student must maintain current health insurance coverage, and clinical sites may require this information prior to the start of a clinical rotation.

Additional documentation that most clinical sites require:

- a. BLS/ACLS/PALS Certification: Provided by the program during didactic year
- b. OSHA/HIPAA Training: Provided by the program during didactic year
- c. Specific Site/Facility Photo ID: This is in addition to the Lenoir-Rhyne University ID and nametag provided
- d. Consent/Orientation/Onboarding forms: These are the forms/tests that may be requested/required by the clinical site/preceptor

10.3.15 Clinical Supervision

While on clinical rotation, the student must be appropriately supervised at all times. During the clinical year, at no time should the Lenoir-Rhyne University MSPAS student be solely responsible for patient care.

Students MUST NOT:

1. Write independently (without preceptor inspecting and signing), phone in, or electronically submit any prescriptions for patients
2. Administer any medication without approval and supervision of preceptor
3. Admit, treat, discharge, or perform procedures on patients who have not been seen by the preceptor
4. Discuss clinical findings, differential diagnoses, treatments and concerns with the patient prior to discussing with the preceptor
5. Perform any patient care without supervision by the preceptor

Students MUST:

1. Document based on guidelines provided for the clinical site
2. Communicate with Director of Clinical Education and the Program if there are any concerns regarding the level of work, supervision, or potential liability situations

10.3.16 Patient Encounter/Procedures and Time Logging

1. Students are required to track and log all patient encounters and procedures through the patient logging clinical software portal (CORE ELMS – Field Encounters).
2. Students are required to log all time on clinical rotations through the CORE ELMS Hours Tracking/timesheet.
3. Students are expected to save a copy of all their logs should these be needed by a future employer. The program cannot guarantee the ability to provide a copy of logs after student graduation.
 - a. Beyond program expectations, patient encounter/procedure logs and time logs can be useful and sometimes required for hiring and employment credentialing processes.
 - b. It is the student's responsibility to maintain a personal copy of their logs for potential future needs.
4. Orientation for CORE ELMS will be completed prior to starting clinical rotations
5. Students must record basic information to create a patient encounter/procedure log including:
 - a. date patient seen
 - b. patient age and gender
 - c. student participation level

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

- d. any procedures student performed, assisted, or observed
 - e. ICD-10 diagnostic code(s)
 - f. setting patient seen
 - i. emergency department
 - ii. inpatient
 - iii. outpatient
 - iv. operating room
 - g. type of patient encounter
 - i. preventive
 - ii. emergent
 - iii. acute
 - iv. chronic
6. Be HIPAA compliant when logging any patient data
 7. Patient encounter and time logging must be truthful and thorough
 8. Students are expected to log any procedures along with the patient encounter/procedure documentation
 - a. This documentation is vital to the Program's ability to ensure students are receiving the necessary clinical experiences to meet course learning outcomes and program competencies required for successful program completion and graduation
 9. If a student does not appear to be honest, up to date, or lacking in patient exposure, the Director of Clinical Education and clinical faculty will reach out to the student to determine if remediation efforts need to be initiated
 - a. These instances may be grounds for referral to Student Success Committee (SSC), repeating a clinical rotation or dismissal from the program as recommended by the clinical faculty
 - b. In the case of dishonesty in logging patient encounters or time, the student may be given an automatic 0 for the professional aspect of the overall clinical grade, as this does not demonstrate professionalism and is in direct violation of the academic honesty policy. Issues related to the academic honesty policy may be referred to the University Academic Integrity Council in accordance with University policies (see University Student Handbook). Performance and professionalism issues with rotation logs are under the purview of the SSC.

10.4 Professionalism Components

Professionalism is a notable feature of every great PA student. It is an expected trait for PA students throughout the entirety of the program and clinical career and will be necessary for successful employment and clinical practice after graduation.

1. There is a professionalism component that will factor into each clinical course grade. This is further detailed in the course syllabi.
2. Expectations for PA students are defined in the
 - a. Lenoir-Rhyne University MSPAS Student Policy Manual
 - i. Behavior/Professional Conduct Standards (section 6)
 - ii. Guide to the Clinical Phase (section 10)
 - b. Course syllabi
3. Issues fall under the purview of the Student Success Committee
4. Consequences could result in the failure of a didactic or clinical course or dismissal from the program

10.4.1 Punctuality and Attendance during the Clinical Phase

Clinical attendance is considered an aspect of professional responsibility and individual dependability. Regular clinical rotation and callback attendance are essential to student success. Promptness is another professional trait the healthcare practitioner must display.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

1. No unexcused absences
2. The student is expected to be in attendance and on site when scheduled, or asked or requested to be available for evenings and/or weekends hours
3. The work schedule will be determined by the preceptor or another clinical site representative
4. University holidays do not apply in the clinical year
5. Preceptors are not obligated to give the student days off on weekdays or weekends
6. When the preceptor is working or on call, so is the student unless otherwise specified by the preceptor
7. Students are expected to arrive on site on time, preferably 10-15 minutes early
8. Repeated tardiness is considered unprofessional conduct and will be reflected in your professionalism score on the preceptor evaluation of the student
9. Repeated tardiness, shortening of assigned clinic day or non-attendance will result in disciplinary action, in accordance with remediation policies (see Section 10.1.5) and attendance policies (see Section 10.3.1)

10.4.2 Dress Code for Clinical Rotations

1. All students must clearly identify themselves as a Lenoir-Rhyne PA student while at any clinical site. This includes always wearing their Lenoir-Rhyne student ID in a visible location. Students should wear their Lenoir-Rhyne University issued lab coat when appropriate for the clinical setting. Students may also receive an additional badge/ID from their clinical site that they will be expected to wear to further identify themselves as a PA student. (*Standard A3.06*)
2. All students must adhere to a uniform dress code when attending clinical rotations
3. Unacceptable dress or appearance could lead to course failure
4. Students should contact the facility where they will be performing their clinical rotation to inquire about their dress code and should adhere to that dress code
5. If the facility does not have a dress code, students should adhere to the Lenoir-Rhyne University MSPAS Program student dress code (See Section 6.8 Dress Code for Classroom, Lab and Clinicals)

10.4.3 Professional Behavior and Communication

This is outlined in the Competencies for the Physician Assistant Profession (<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>), updated and adopted by the AAPA, PAEA, NCCPA, and ARC-PA. Communicating respectfully is important not only when talking to program faculty and staff, but to clinical sites, preceptors and other students. Proper salutations, structure, and vocabulary are considered essential.

1. All students must clearly identify themselves as a Lenoir-Rhyne PA student while at any clinical site. (*Standard A3.06*)
2. Students must introduce themselves as a Physician Assistant (or “PA”) Student. In no situation may a student imply, infer or state that they are a licensed or practicing PA, medical student, physician or other health care professional. It is both unethical and illegal.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

10.5 Physician Assistant Professional Oath

Physician Assistant Professional Oath

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

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

These duties are pledged with sincerity and upon my honor.

<https://health.ucdavis.edu/nursing/news/Events/PA-oath-2020.html>

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program



AGREEMENT OF ACKNOWLEDGEMENT AND RECEIPT
2026 LRU MSPAS Student Policy Manual/ PA Student Handbook
POLICY UPDATES October 2024

- The MSPAS Student Policy Manual serves as a program policy manual for the Lenoir-Rhyne PA Program and its students. It contains policies and procedures unique to the Lenoir-Rhyne PA Program. The handbook will be distributed to students as they begin the first year of the PA program. Updated versions of this MSPAS Student Policy Manual will be provided during a student’s enrollment in the program, and the most recent MSPAS Student Policy Manual will supersede all previously distributed versions. The Program reserves the right to update the handbook as needed and without advanced notice.
- A student’s continuation in the MSPAS program will be contingent upon submission of a signed and dated ‘ACKNOWLEDGEMENT AND RECEIPT’ Form for the initial and any updated versions of the handbook.
- I have received/read the MSPAS Student Policy Manual of the Lenoir-Rhyne University PA Program. I understand that I am bound by all policies and procedures contained in these manuals.
- If a policy is unclear to me or if I have any questions about the policies contained in the handbook, such questions are to be directed to a Lenoir-Rhyne University Chair of the Physician Assistant Program.

Please sign and return this form to your PA Program Faculty Advisor by xx/xx/202X.

Student’s Signature

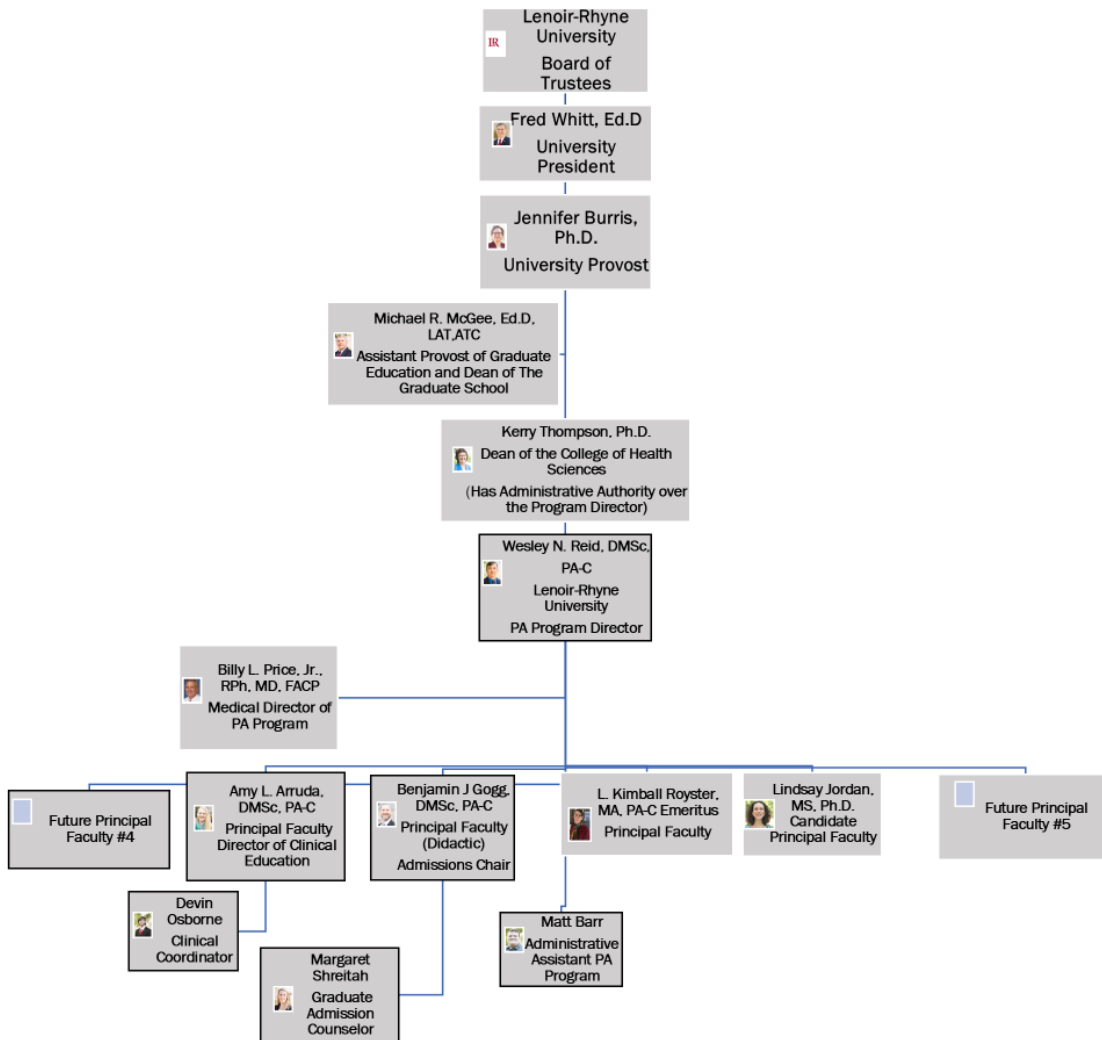
Date

Print Name

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 1
Organizational Chart

Organizational Chart LRU MSPAS Program



Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 2

**LENOIR-RHYNE
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Master of Science in
Physician Assistant Studies

Student Emergency Contact Authorization

STUDENT INFORMATION:

Student Name: _____ Student ID#: _____
Address: _____
Primary Phone: _____ Secondary Phone: _____

EMERGENCY CONTACT INFORMATION:

Name of Primary Contact: _____ Relationship: _____
Address: _____
Primary Phone: _____ Secondary Phone: _____

Name of Alternate Contact: _____ Relationship: _____
Address: _____
Primary Phone: _____ Secondary Phone: _____

SELF-DISCLOSURE CONDITIONS/ISSUES/CONSIDERATIONS:

Please list any medical concerns that you want us to know in the event of an emergency that we can provide for EMS, for example allergies (such as latex or peanut allergy), etc.

ARC-PA Standards, Fifth Edition Standard A3.09 The program must define, publish, make readily available and consistently apply policies that preclude principal faculty, the program director and the medical director from participating as health care providers for students in the program, except in an emergency situation.

The information requested on this form remains confidential and for emergency use only. In the event of an emergency while participating in a school event, the information will be used by LRU MSPAS program faculty/staff to provide complete and accurate information to assist emergency personnel.

AUTHORIZATION FOR USE:

I, _____, give my permission for my information to be released for emergency purposes. I authorize LRU staff to communicate the details of the emergency with the above contacts alone, as needed, to assist in my support. I also agree to keep this contact authorization updated if emergency contacts need to be changed.

Printed Name: _____ Signature: _____ Date: _____

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 3

**LENOIR-RHYNE
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Master of Science in
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PA Program Incident Report

Student/person affected or injured _____

Affected person's phone number _____

Date of incident _____ Time of Incident _____

Clinical site/Site of incident _____

Preceptor/Instructor _____

Have you notified the Director of your current program phase? _____

Brief description of incident or accident

Contributing factors to the accident or incident

Was this reported to Occupational Health of your clinical site (if it occurred during a clinical rotation)?

Treatment received, if any

Additional comments

Student Signature and Date _____

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 4

Human Subjects in MSPAS Education Consent

See Section 5.7 of MSPAS Student Policy Manual

Standardized Patient Agreement

Job Description: The job description for a Standardized Patient (SP) includes contributing to the medical education of a variety of learner types (students, faculty, etc.) by:

1. Attending all training sessions for scheduled events (unless otherwise stated by the SP PA Program Faculty Manager.)
2. Attending all scheduled exam or event sessions (unless SP PA Program Faculty Manager is given ample time to find a replacement.)
3. Portraying accurate and consistent case information during interactions with students.
4. Protecting the security of all case materials by not discussing the role or sharing any case materials with anyone other than the staff and faculty directly associated with the event.
5. Protecting the privacy of the students by not discussing their performance with anyone other than the staff or faculty directly associated with the event.

Participation in Ultrasound Events: Lenoir-Rhyne University PA Program will sometimes use SPs as models to support the curriculum for ultrasound scanning sessions. The SP PA Program Faculty Manager will give you specific details about the event. If you choose to sign-up for the event, please be aware of the following:

1. Identifying information is kept confidential. At no time will your name or other identifying information be placed on ultrasound images without your permission.
2. Incidental findings will be handled with discretion. It is important to remember this is not a true medical test and that you are in an educational environment, **not diagnostic**. You will be informed of incidental findings, and it will be your responsibility to follow up with your physician for further diagnosis and treatment. You will not get the results of the procedure and the instructors are not to give you medical advice.

Observation/Videotaping: It is important to be aware that Lenoir-Rhyne University PA Program may make and use photographs, audio and/or video recordings of your work as an SP for evaluation, educational, or research purposes without any payment or permission. You will also be required to sign a Non-Patient Photo Release Form at the time of on-boarding and again in December to prepare for the New Year.

Confidentiality: Your signature indicates that you agree to refer all persons who approach you about any case to the SP PA Program Faculty Manager. You will neither discuss the case nor identify any of its details outside of Lenoir-Rhyne University PA Program.

By signing below, I acknowledge that I am over the age of 18 and I fully understand and agree to the policies and practices of the Standardized Patient Program at Lenoir-Rhyne University PA Program.

Standardized Patient Signature

Date

Standardized Patient PA Program Faculty Manager

Date

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 5

Excused Absence Request

Any student anticipating time away for an exceptional event during the Didactic or Clinical portion of the LRU MSPAS program should complete and submit this form to the appropriate Director at least one month in advance of the anticipated absence. Approval is not guaranteed. It is the student's responsibility to discuss the request with the appropriate Director and faculty.

Students absent from any portion of the Didactic or Clinical portion, as a result of an emergency must fill out and submit this form to the appropriate director within 48 hours of their absence.

Failure to complete and submit this document may result in referral to the Dean of Students.

Student Name (PRINT): _____

Class of: _____ Session/Rotation: _____

Anticipated date(s) off: _____

Reason for Absence(s):

Documentation Attached: Yes No

Student Signature: _____

Date Submitted: _____

FOR PROGRAM USE BELOW:

Program Use Only Request **Approved:** _____ **Not Approved:** _____

Date: _____

Director of Didactic Education Signature: _____

Director of Clinical Education Signature: _____

Program Director Signature: _____

Comments:

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 6

Lenoir-Rhyne University PA Program
Non-Patient Photo Release Form

I hereby grant Lenoir-Rhyne University PA Program (“LRU PA Program”) and its agents, as well as any news media or company working in collaboration with LRU PA Program, permission to use my likeness in a photograph (still, film, or video) in any and all of its publications, including print, website entries, or other public media, without payment or any other consideration.

I understand and agree that these materials will become the property of LRU PA PROGRAM and will not be returned.

I hereby irrevocably authorize LRU PA PROGRAM to edit, alter, copy, exhibit, publish, or distribute this photo for purposes of publicizing LRU PA PROGRAM or for any other lawful purpose. I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of the photograph.

I hereby hold harmless and release and forever discharge LRU PA PROGRAM from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization or any use of the photograph.

I am at least 18 years of age and am competent to contract in my own name. I have read this release before signing below and I fully understand the contents, meaning, and impact of this release.

Print Name: _____

Signature: _____

Date: _____

If the person signing is under age 18, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or guardian of _____ named above and do hereby give my consent without reservation to the foregoing on behalf of this person.

Parent/Guardian Print Name: _____

Parent/Guardian Signature: _____

Date: _____

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 7

Student Mentoring/Advising Form

Initiated by: _____

Student Name _____

LR Student ID#: _____

Advisor: _____

Date: _____

Reason for Student Mentoring/Advising Session:

- 1. General Mentoring/Advising Support
- 2. Semester Mentoring/Advising Session Requirement
- 3. Quiz/Exam Grade Concern
- 4. Course Grade Concern
- 5. Personal Concern
- 6. Other: Please Specify _____

Student Comments:

Action Plan:

- 1. Guidance/Recommendations
- 2. Referral, Please Specify: _____
- 3. Establish Remediation Plan for Assessment
- 4. Establish Academic Improvement Plan (AIP)
- 5. Referral to Student Success Committee

Faculty Comments:

Follow-up requirements: Be Specific: Time, Date, People Involved, and Method

Advisor signature

Student signature

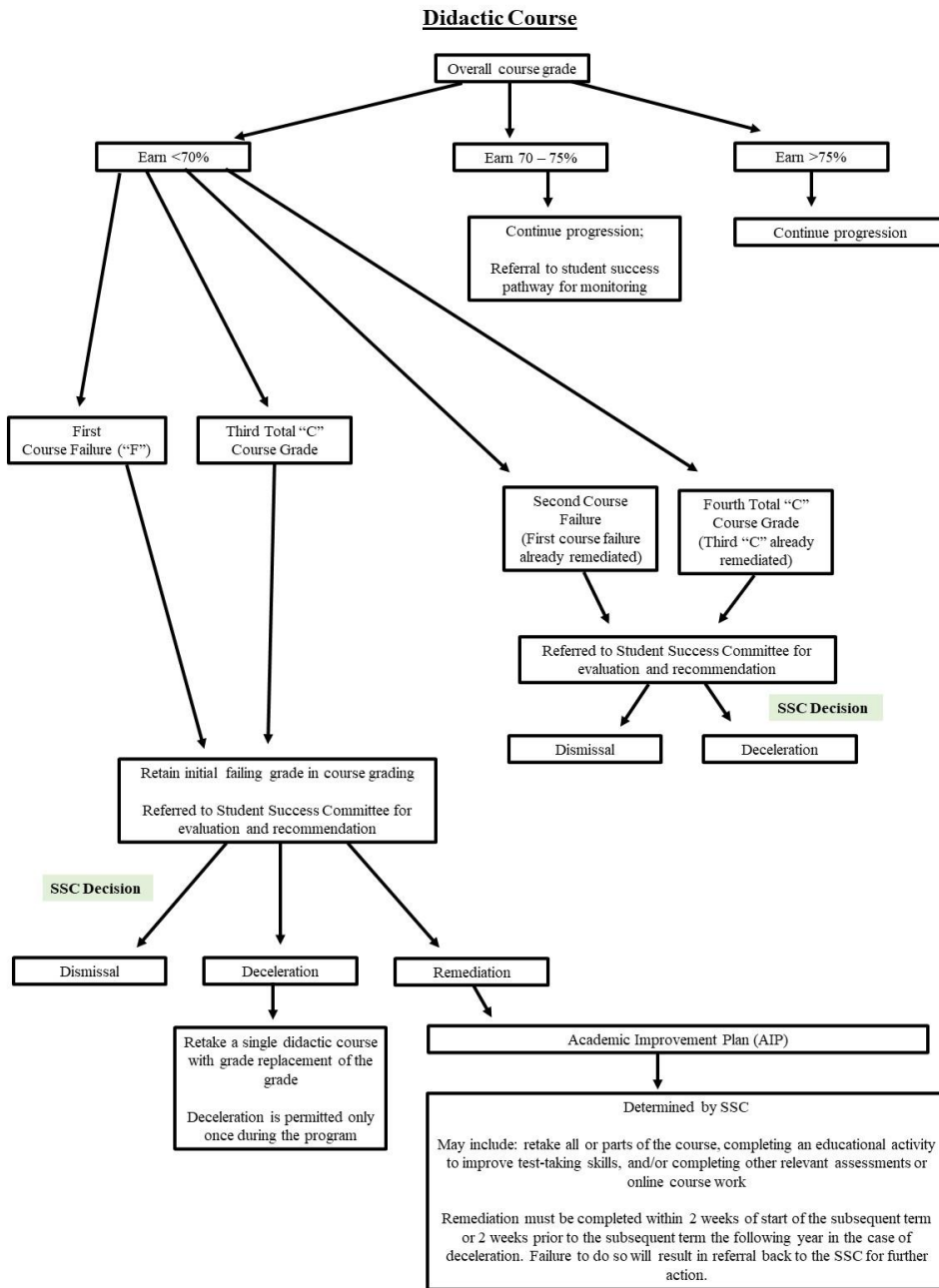
Date

Date

- Copy to Students file Advisor copy provided Student copy provided

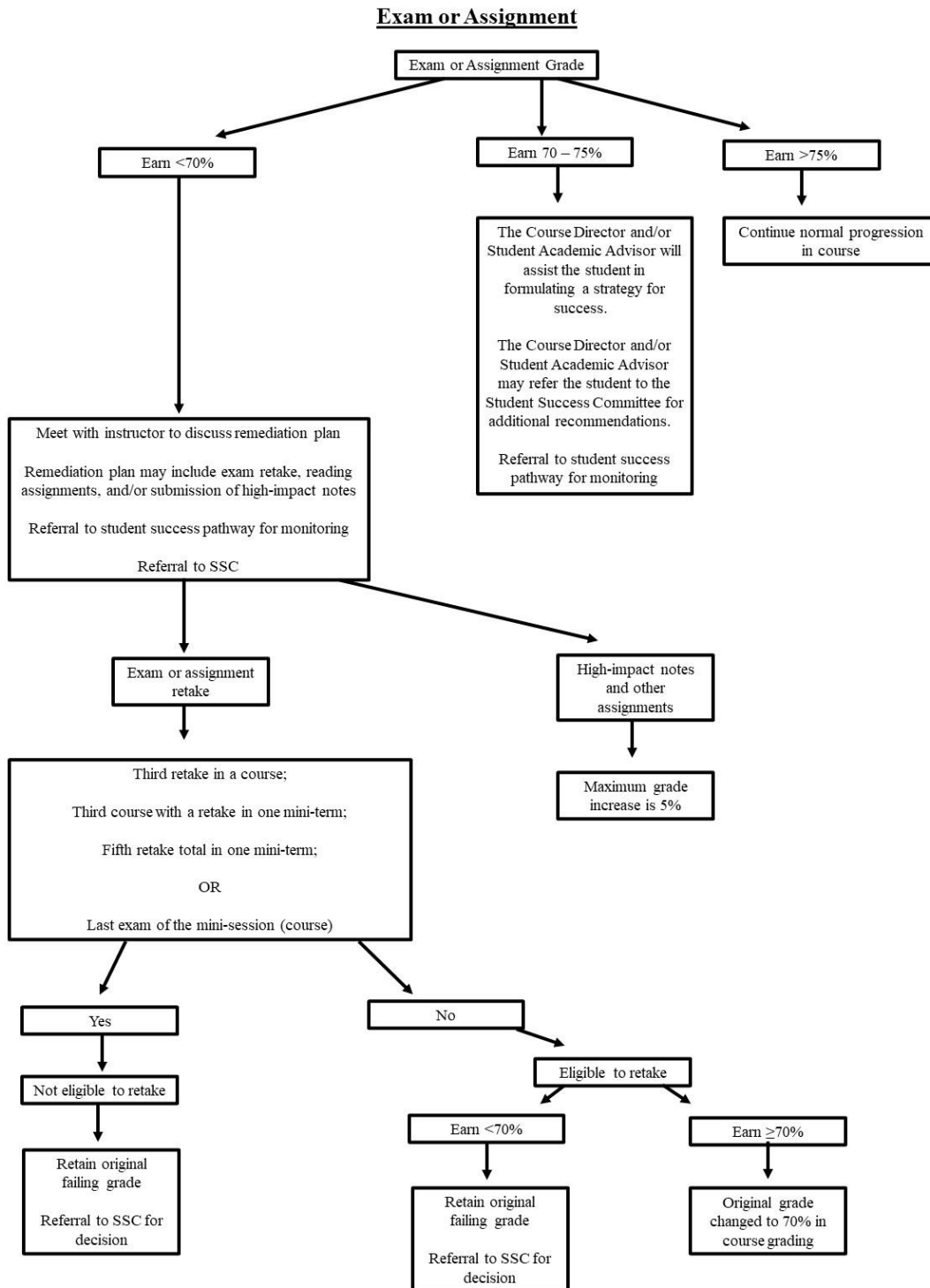
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Master of Science in Physician Assistant Studies Program

Appendix 8
Didactic Remediation Flowcharts



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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Master of Science in Physician Assistant Studies Program



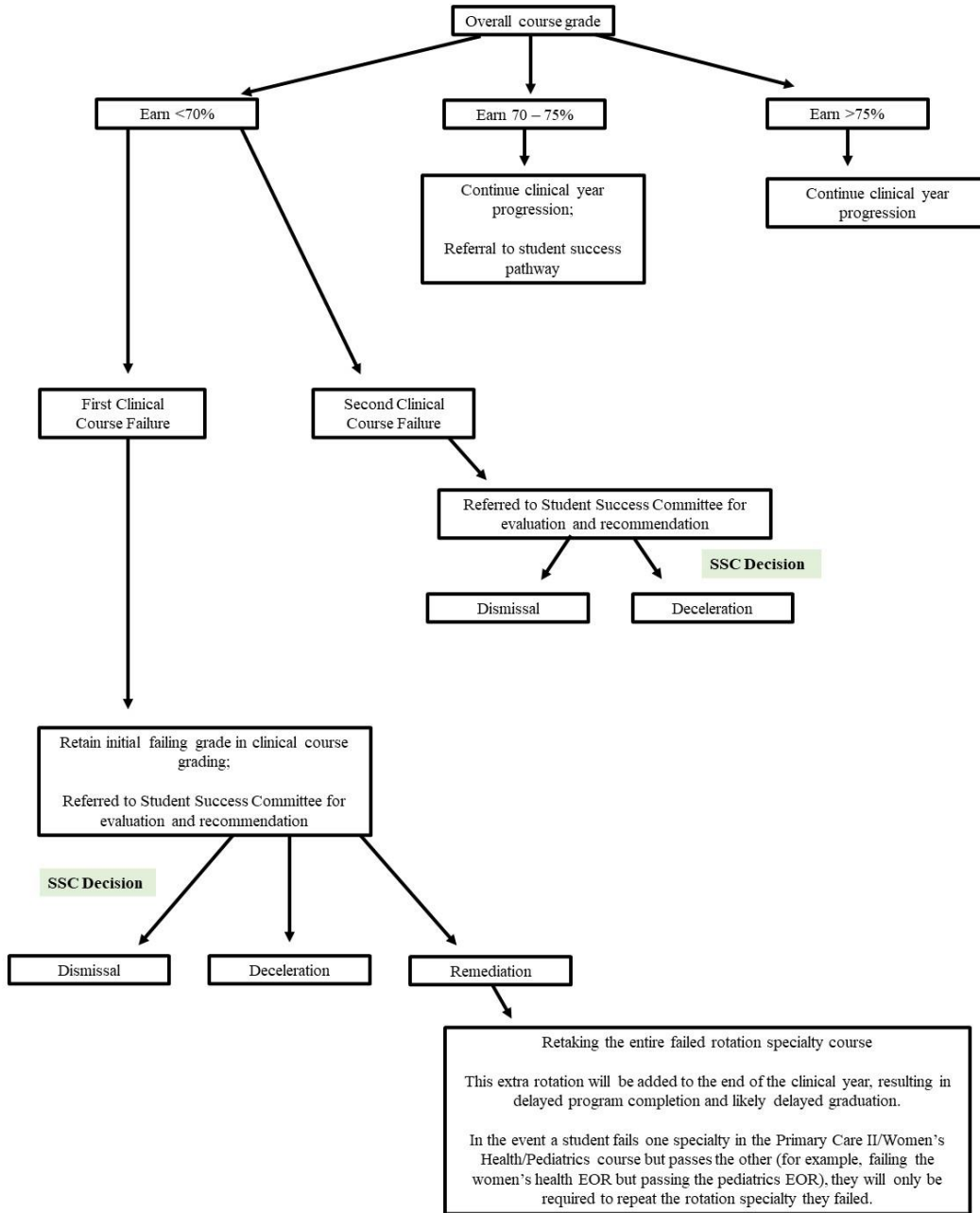
The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

Lenoir-Rhyne University
Master of Science in Physician Assistant Studies Program

Appendix 9

Clinical Remediation Flowcharts

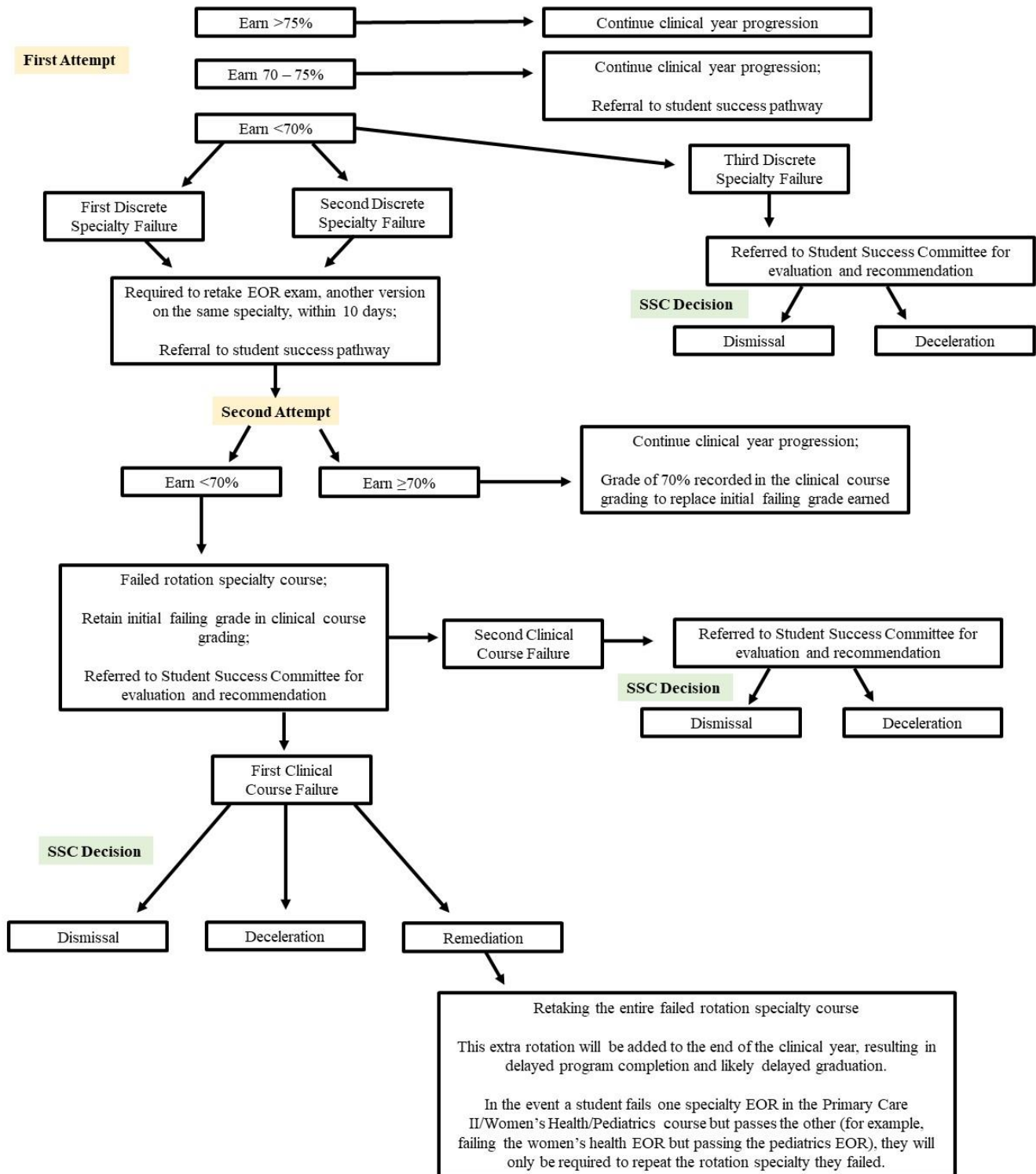
Clinical Rotation Course (SCPE)



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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Master of Science in Physician Assistant Studies Program

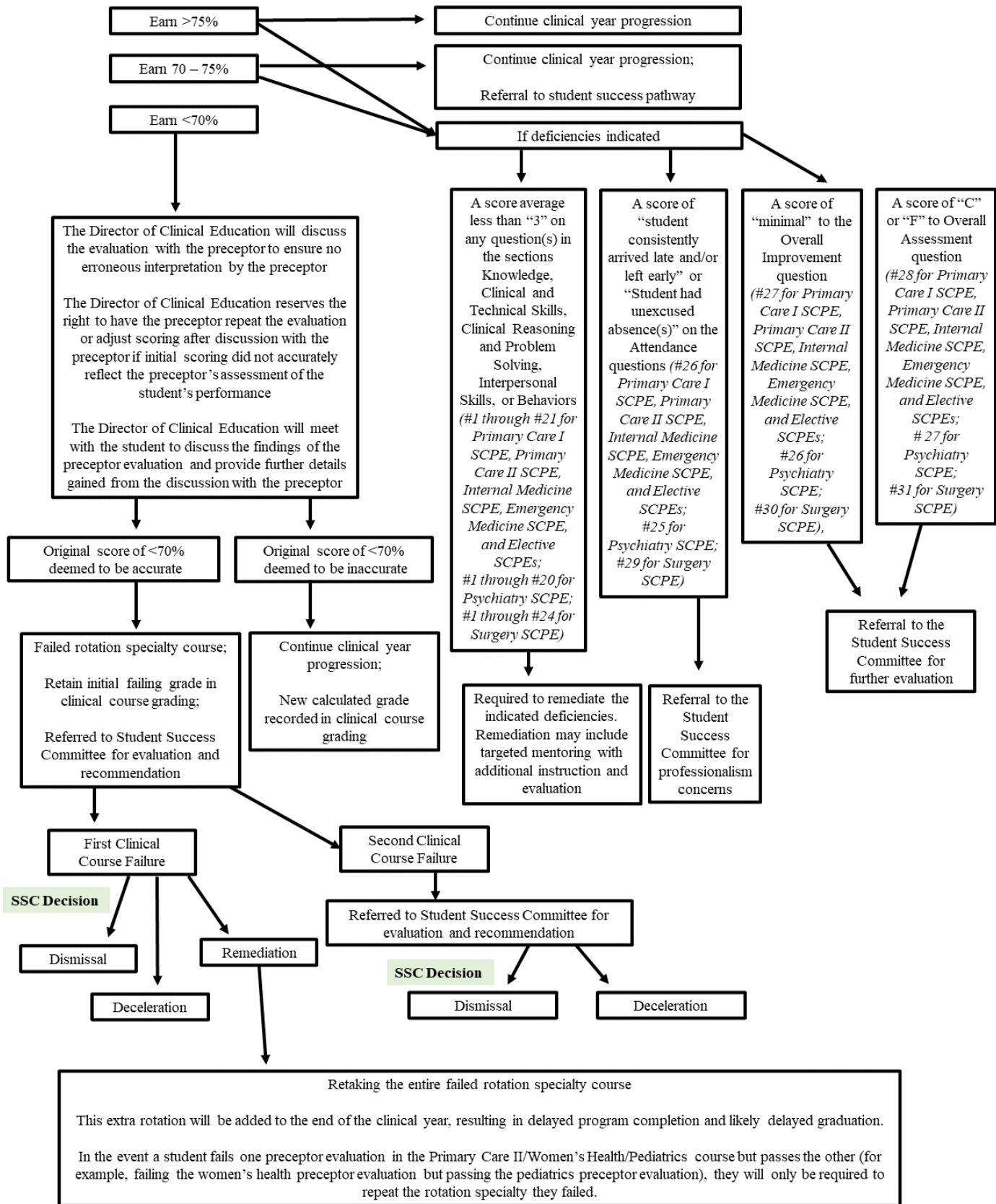
End of Rotation Exams



The student is responsible for the cost of any additional courses
or time required by remediation or deceleration.

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Master of Science in Physician Assistant Studies Program

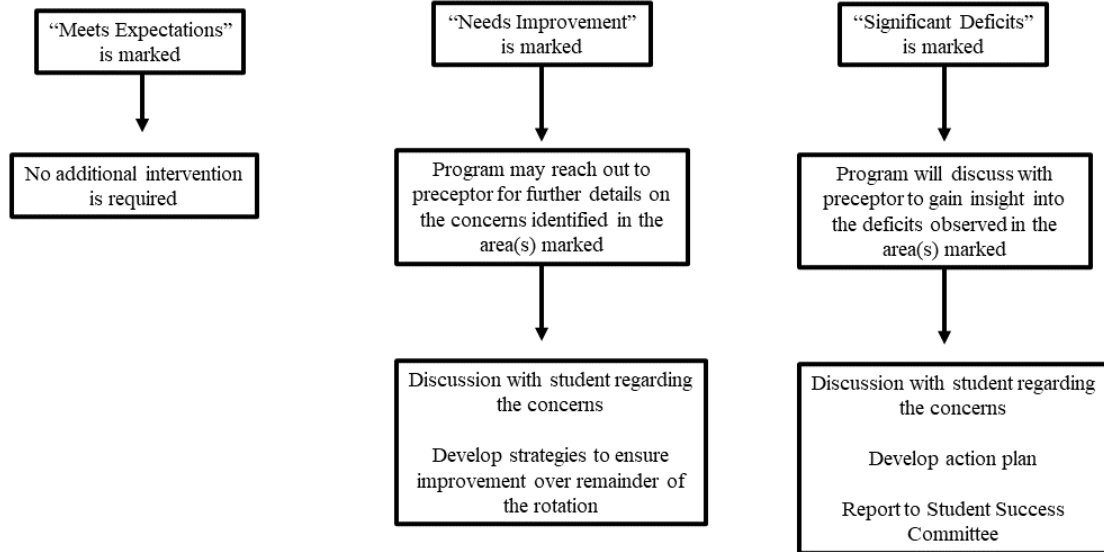
Preceptor Evaluations



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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Master of Science in Physician Assistant Studies Program

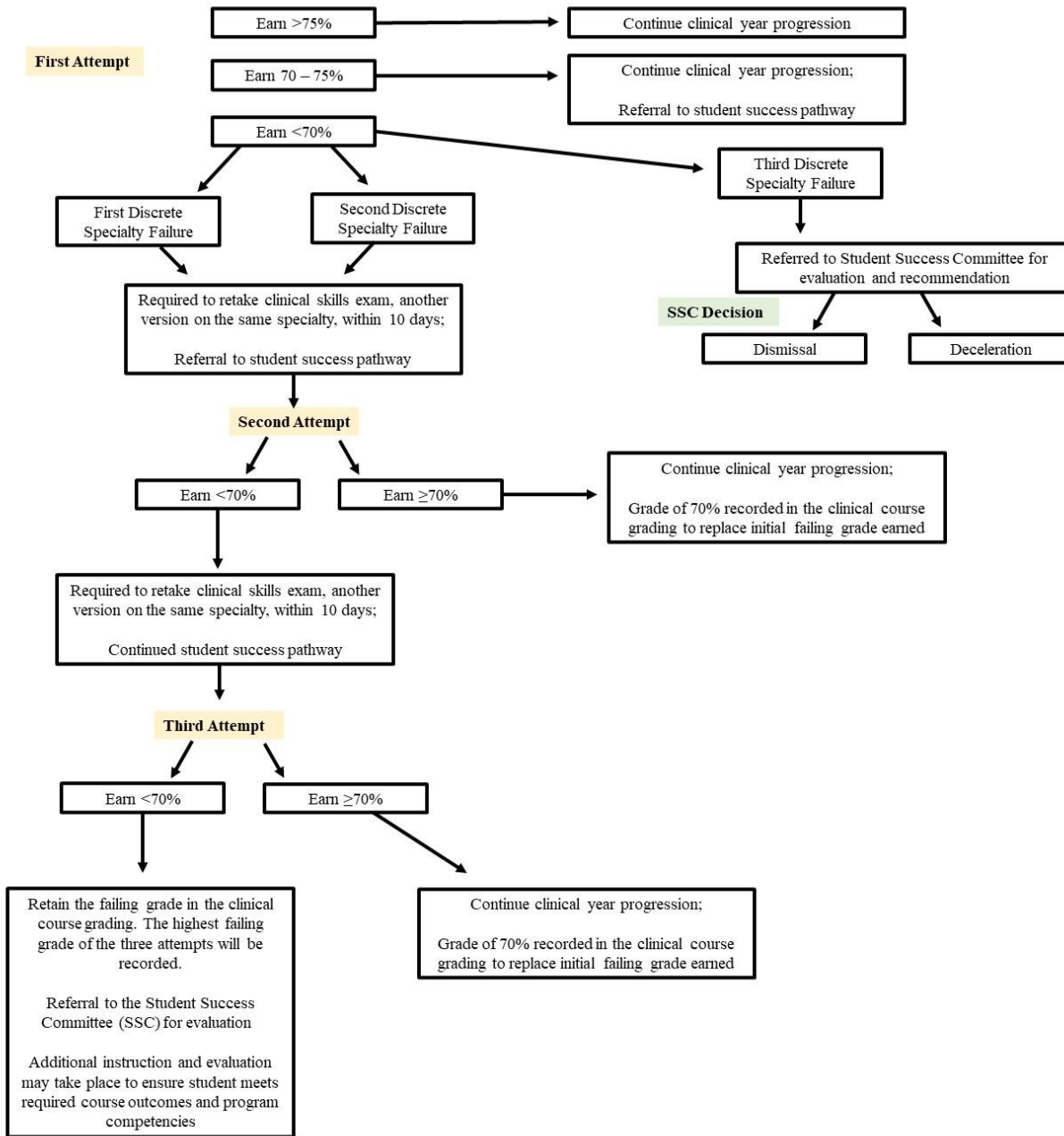
Weekly Preceptor Feedback



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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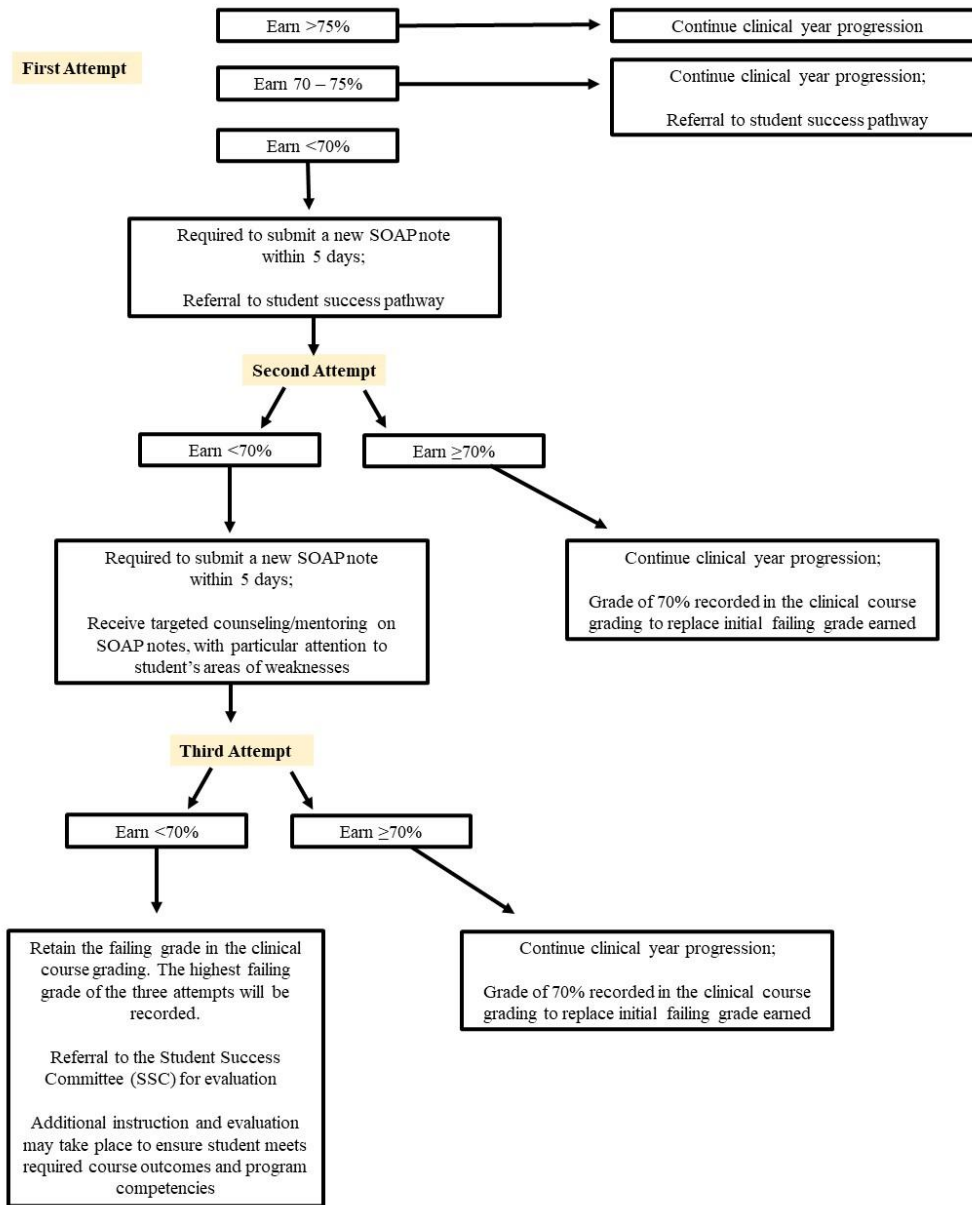
Clinical Skills Exams



The student is responsible for the cost of any additional courses
or time required by remediation or deceleration.

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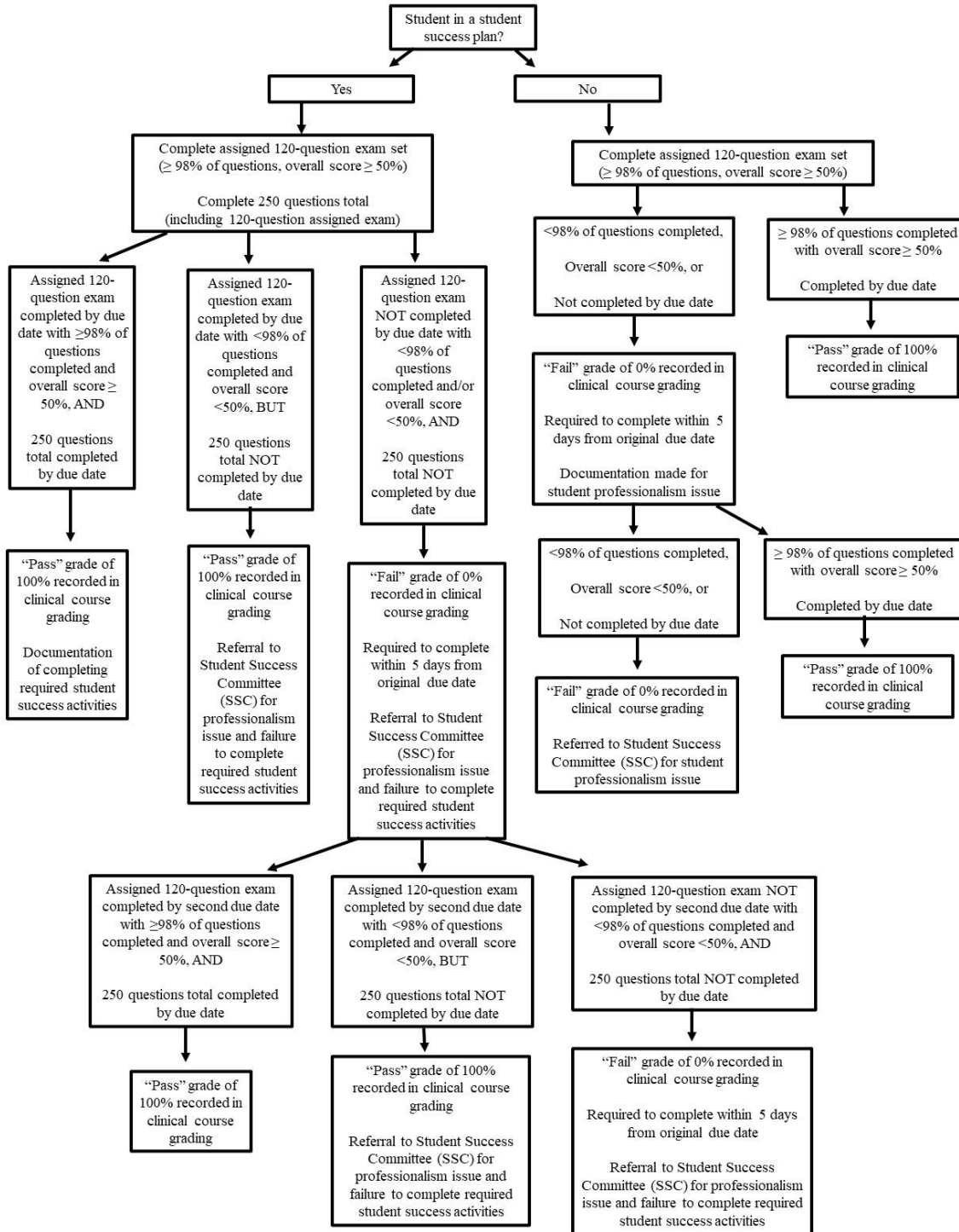
SOAP Notes



The student is responsible for the cost of any additional courses
or time required by remediation or deceleration.

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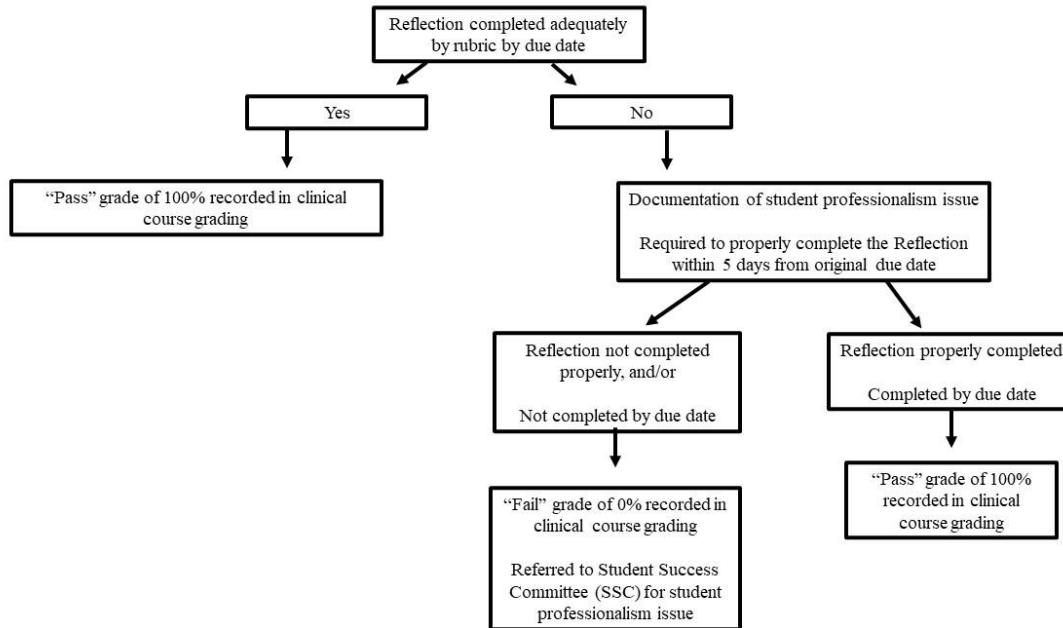
ROSH Review



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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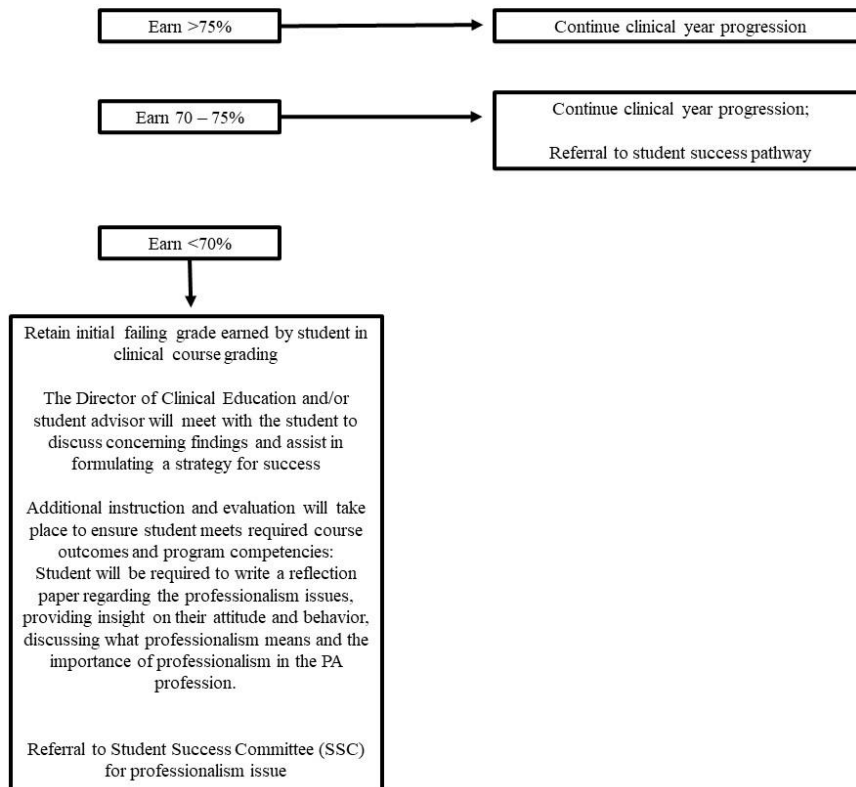
Reflection



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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Professionalism



The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

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Appendix 10

Clinical Year Preference Sheet

Student: _____

Class of 20 _____

1. Previous healthcare experience (location & type):

2. What city do you plan to live in during your clinical year?

3. Do you have housing available to you outside of the Hickory Area, if so, where? Please include anywhere you would be able to stay for at least 4 weeks for a clinical block.

4. What is your level of interest in:

	None	Some	Very Interested
Inpatient Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obstetrics (L&D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underserved/rural/urban Community Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you speak any languages other than English? (Specify: _____)

None

Some

Fluent

6. At this point in time, I have the MOST interest in (specialty):

7. At this point in time, I have the LEAST interest in (specialty):

8. If I could have one wish for a particular CORE rotation, it would be:

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Master of Science in Physician Assistant Studies Program

9. Please list your top 4 elective specialty choices (in order of preference)

- 1.
- 2.
- 3.
- 4.

10. Do you have any specific site or preceptor requests or connections? List site, preceptor, and any contact information you may have:

11. Anything else the Clinical Director should know?

By signing, I am stating that I understand and accept:

- The Director of Clinical Education and other faculty will make contact with and secure supervised clinical education rotations on my behalf and in any area necessary to fulfill the requirements for completion of this program of study
- Housing and transportation to and from all sites during the clinical year is my responsibility
- Travel is necessary in all clinical regions
- Effort is made to schedule rotations within 1-hour one-way driving distance from Hickory or other available housing locations, but this is not always possible so additional travel and/or temporary housing may be required
- I must notify the Director of Clinical Education immediately if my housing availability changes (where you plan to live as well as other locations housing is available)
- If my housing availability changes I may still be required to attend a clinical rotation based on previous location(s) provided due to site availability and scheduling
- The policies regarding clinical rotations as outlined in the program Student Handbook.

Printed Name of Student _____

Student Signature _____

Date _____