YORK COLLEGE

THE CITY UNIVERSITY OF NEW YORK

PA PROGRAM

STUDENT HANDBOOK 2026

Revised 8/2026

94-20 Guy Brewer Boulevard • Jamaica NY 11451 • 718-262-2823 • www.york.cuny.edu

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WELCOME

Congratulations on your acceptance and welcome to the York College PA Program. This graduate-level professional training program requires an extraordinary commitment for successful completion and in return, you will be rewarded with a fulfilling career helping others. Program administration, faculty, and staff will work with you to help you achieve your goal to be educated as a PA. This student handbook contains important information and should be read thoroughly and referred to often as you progress through the program. Students are also required to adhere to all applicable City University of New York and York College policies. Many problems can be avoided if you know the rules and procedures beforehand.

You are about to undergo an exciting transformation, which may be imperceptible at first but will become profound upon completion, as you become a healthcare professional! Start today with the proper mindset and determination to make our mutual goal a reality.

Sincerely,
Harry Persaud, Ph.D., DrPH, MBA, PA-C
Program Director

PA PROGRAM AND YORK COLLEGE CONTACTS

General Contact	Website	Contact
PA Program	https://www.york.cuny.edu/health-professions/physician-assistant	Email: paprogram@york.cuny.edu Tel: 718-262-2823 Fax: 718-262-2504
York College	www.york.cuny.edu	718-262-2000
Public Safety	https://www.york.cuny.edu/public-safety	718-262-2222

Faculty/Staff	Role	Email	Phone Number
Harry Persaud, Ph.D., DrPH, MBA, PA-C	Program Director	hpersaud@york.cuny.edu	718-262-2839
Manuel Saint Martin, MD, JD	Medical Director	msaintmartin@york.cuny.edu	718-262-2823
Venee Cunningham, DMSc, PA-C	Assistant Simulation - Laboratory Coordinator	vcunningham@york.cuny.edu	718-262-2460
Jason Herel, DMSc, PA-C	Academic Coordinator	jherel1@york.cuny.edu	718-262-2848
Benjamin Rispoli, MS, PA-C	Enrollment Coordinator	brispoli@york.cuny.edu	718-262-5318
Lorraine Sanassi, DHSc, CHSE, PA-C	Simulation - Laboratory Coordinator	lsanassi@york.cuny.edu	718-262-2578
Jeanetta Yuan, Ph.D., MS, PA-C	Clinical Coordinator	jyuan1@york.cuny.edu	718-262-3793
Tenesha Spain, BS	Admissions Coordinator	tspain@york.cuny.edu	718-262-2821
Rabeya Khan, BA	Program Coordinator	rkhan28@york.cuny.edu	718-262-2823

COURSE FACULTY OF RECORD (A2.17a)

For each course in the didactic curriculum, the program identifies in the course syllabus the principal or instructional faculty member designated to assess and supervise student progress toward the course learning outcomes, together with that faculty member's contact information. Faculty of record for clinical phase courses and supervised clinical practice experiences are identified in the Clinical Year Addendum.

MISSION, VISION, VALUES, AND GOALS

While the PA Program has developed its own mission and goals, it also embraces the York College Mission, Vision, and Values as published on the York College website:
https://www.york.cuny.edu/about

York College Mission and Values:

Mission
York College (CUNY) is a community of academic excellence that educates students to grow as passionate, engaged learners. At York, personalized experiences and interactions at both the undergraduate and graduate levels help students realize their fullest potential as global citizens.

Vision
York College is a premier academic institution where all students, faculty, and staff thrive. In our community, excellence, collaboration, and innovation come to life. As a catalyst for growth in Queens and beyond, York fosters civic engagement and creates pathways for economic and social advancement in the communities we serve.

Values
Integrity:
York College/CUNY embraces fairness, transparency and ethical decision-making as central to all aspects of teaching, learning, research and service. This includes ongoing and rigorous assessment of all college policies, procedures and processes, and a bedrock commitment to academic freedom.

Diversity:
York College cultivates a climate of acceptance, mutual respect and appreciation of unique differences across the human experience. We encourage open dialogue and understanding, and respect the multiple perspectives and contributions of all members of our community.

Intellectual Discovery & Creativity:
York College supports all members of our community in their academic, scholarly, artistic, and professional pursuits. The college fosters an environment in which interdisciplinary and inter-programmatic collaboration flourishes.

Fostering an Inclusive Campus Community:
York College creates opportunities for productive and creative intentional interactions among the whole college community. We promote a culture of respect and open dialogue so all members feel seen and valued as they contribute to the life of the college.

Self-Reflection and Shared Responsibility:
York College faculty and staff reflect on their work individually and collectively within their departments and units. Together with our students, we celebrate strengths and act to address challenges in order to improve student success, academic excellence, and support all members of the college community as we learn and grow.

Civic Engagement:
York College students, faculty, and staff actively contribute to the well-being of local and other communities served by the college. Through experiential learning, service, advocacy, and collaboration, we engage in efforts to address societal challenges, promote social justice, and create meaningful change.

PA Program Mission and Goals

Mission

The York College PA program seeks to recruit and educate students from the diverse surrounding communities to become highly competent, compassionate, and culturally aware providers of excellent medical care to underserved urban areas. Incorporated in our mission is a priority on increasing access to medical professional education for racial and ethnic minorities, financially disadvantaged students, and first-generation college graduates. Our program is committed to providing strong support so that we may also expect high performance from our students.

Goals

1. Recruit applicants who reflect the diversity of the CUNY student population and communities surrounding York College, demonstrated by a level of ethnic, racial, and linguistic diversity exceeding national averages amongst PA programs.

2. Serve as an engine of social and economic mobility for financially disadvantaged and first-generation students by maintaining an affordable tuition and fee structure.

3. Provide strong support for all students through a combination of advisement, academic coaching, and electronic textbooks/resources.

4. Graduate PAs who have demonstrated professionalism, including good interpersonal and interprofessional collaboration skills, cultural competence, and self-reflective, systems-based practice.

5. Graduate PAs with a fund of medical knowledge and medical practice skill sets sufficient to assess, diagnose and manage patients (with physician supervision).

6. Graduate PAs who will help address the healthcare needs of the NYC metro communities (the five boroughs of NYC, Long Island, Westchester, and the surrounding cities of New Jersey and Connecticut).

Program Student Learning Outcomes (PSLOs)

Program Student Learning Outcomes (PSLOs) serve as the strategic pillars of the curriculum, defining the core knowledge, skills, and professional behaviors students must attain by graduation. These outcomes are directly derived from the program's mission and overarching goals, ensuring that all educational requirements remain consistent with ARC-PA accreditation standards. While specific course objectives provide the granular details of daily instruction, the PSLOs offer a high-level view of the program's commitment to preparing graduates to provide equitable, patient-centered care within diverse urban communities.

PSLO 1: Students will demonstrate a fund of medical knowledge across the lifespan sufficient to assess, diagnose, and manage patients in diverse populations.

PSLO 2: Students will apply analytical reasoning and problem-solving to triage and manage acute and chronic conditions common in urban communities.

PSLO 3: Students will demonstrate clinical technical skills, including the ability to perform physical examinations and medical procedures with empathy and respect.

PSLO 4: Students will demonstrate clear and accurate communication with diverse populations and effectively collaborate in interprofessional teams.

PSLO 5: Students will display a high degree of professionalism, integrity, and self-reflective, systems-based practice.

PSLO 6: Students will address social determinants of health and structural barriers to provide equitable care to underserved urban populations.

PA Program Competencies (A3.11g, B4.03)

The PA profession delineates the fundamental knowledge, skills, attitudes, and educational experiences required for clinical practice. The York College, CUNY PA Program has operationalized this professional framework into 25 Master Competencies categorized into six core domains. These competencies are integrated across the didactic and clinical curriculum through specific course learning outcomes (CLOs) and instructional objectives (IOs), designated as MK, CRPS, CTS, ICS, PB, and SPH, to ensure all students achieve the required proficiency for entry-level practice, as follows (A3.11g):

Medical Knowledge (MK) - (ARC-PA Standard B4.03 d)

MK1: Apply foundational biomedical and clinical science knowledge to patient care across the lifespan for a diverse population.
MK2: Recognize emergent, acute, and chronic conditions through the appropriate assessment of patients.
MK3: Obtain a comprehensive medical history, conduct a relevant physical examination, and perform the appropriate assessments of patients.
MK4: Demonstrate knowledge of pharmacologic and non-pharmacologic treatments, including consideration for indication, contraindication, dosing, adverse effects, cost, access, and cultural preferences.
MK5: Demonstrate ongoing acquisition of medical knowledge through critical appraisal of current and emerging evidence.

Clinical Reasoning and Problem-Solving Abilities (CRPS) - (ARC-PA Standard B4.03 b)
CRPS1: Formulate differential diagnoses for acute and chronic diseases using history, exam, and diagnostics.
CRPS2: Develop individualized management plans that integrate evidence-based medicine, patient values, and cultural, social, and environmental factors.
CRPS3: Recognize, assess, and triage emergent, acute, and chronic conditions common in urban communities.
CRPS4: Apply analytical reasoning and problem-solving methodologies to diagnose and treat patients.

Clinical and Technical Skills (CTS) - (ARC-PA Standard B4.03 a)
CTS1: Perform comprehensive and focused histories and physical exams while maintaining professionalism, empathy and respect throughout patient interaction.
CTS2: Safely and effectively perform essential clinical procedures, while providing accurate patient education on the indications, risks, and required post-procedure follow-up.
CTS3: Accurately interpret diagnostic studies and imaging, and apply the results to clinical contexts.

Interpersonal and Communication Skills (ICS) - (ARC-PA Standard B4.03 c)
ICS1: Communicate clearly and effectively with diverse patient populations, their families, and caretakers, with an emphasis on shared decision-making.
ICS2: Provide accurate patient education that promotes health behavior change, adherence to treatment, and that addresses patient questions and/or concerns in a professional manner.
ICS3: Deliver accurate patient case presentations to colleagues and supervisors that convey pertinent history, physical examination, and diagnostic study findings, along with an accurate assessment and management plan.
ICS4: Demonstrate professionalism, empathy, and cultural humility during challenging or emotionally charged conversations, including discussions involving bad news, uncertainty, and end-of-life planning.
ICS5: Effectively and meaningfully communicate as part of an interprofessional team, with attention to mutual respect and closed-loop communication.

Professional Behaviors (PB) - (ARC-PA Standard B4.03 e)
PB1: Demonstrate integrity, accountability, and respect in all interactions with patients, peers, faculty, and the community, upholding the values of the PA Profession.
PB2: Apply established safety practices to reduce errors, support quality improvement efforts, and contribute to an equitable, patient-centered care environment.
PB3: Consistently uphold ethical and legal standards of PA practice, including confidentiality, informed consent, accurate documentation, and awareness of the scope of practice.
PB4: Engage in ongoing learning, self-reflection, and professional growth.

Society and Population Health (SPH)
SPH1: Recognize and address social determinants of health and structural barriers affecting underserved urban populations.
SPH2: Apply evidence-based public health and preventive care principles in both patient encounters and community settings.
SPH3: Incorporate evidence-based guidelines and cost-conscious strategies to support equitable, high-quality care.
SPH4: Collaborate with community resources, public health agencies, and social support services to improve continuity of care and reduce disparities.

Note: The 25 Master Competencies serve as the foundation for both didactic and clinical learning. While final mastery and entry-level proficiency are verified through clinical-year assessments, including End of Rotation exams, clinical evaluations, and the final summative Objective Structured Clinical Examination (OSCE), the

didactic phase is where you build the core knowledge and foundational skills necessary to meet these standards.

Program Outcomes and Effectiveness (A3.11b, A3.11c, A3.11i)

The program publishes and makes readily available to enrolled and prospective students its evidence of effectiveness in meeting its goals, the current NCCPA PANCE Exam Performance Summary Report for the last five years, and current annual student graduation rate information. This information is maintained and updated on the PA Program website: https://www.york.cuny.edu/pa

YORK COLLEGE PA PROGRAM OVERVIEW (A3.11a)

This handbook is written specifically for the PA Program class. The program is a graduate program, twenty-eight months in length. The first year, or didactic phase, consists primarily of classroom instruction that includes lectures, group discussions, role-playing, laboratory sessions, and hospital/clinic visits. The curriculum is organized to provide a focused basic science review followed by pre-clinical sciences as an introduction to and foundation for clinical practice. The PA program curriculum is designed to encompass the fundamentals of primary care practice.

Urban health care is an important part of the program, as reflected in various parts of the curriculum and through the clinical setting. The final year, or clinical phase, involves assignments to clinical sites such as hospitals, clinics, long-term care facilities, and private practices. Students are assigned to a total of nine clinical rotations over the course of one calendar year and the clinical affiliates are mostly located in the metropolitan New York region. The degree awarded upon completion is Master of Science in PA Studies.

York College is accredited by the *Middle States Association of Colleges and Schools.*

The Accreditation Review Commission on Education for the PA (ARC-PA) has granted **Accreditation-Continued** status to the York College, CUNY PA Program sponsored by York College, CUNY. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. The program's accreditation history can be viewed on the ARC-PA website (A3.11a).
The program's next validation review by the ARC-PA is scheduled for September 2027. The accreditation decision resulting from that review is expected in April 2028.

Further information regarding accreditation can be found at http://www.arc-pa.org

The program is registered by the New York State Education Department and is a member of the PA Education Association (PAEA) https://paeaonline.org.

PURPOSE OF THIS HANDBOOK

This handbook is designed to be used by students in the PA Program in conjunction with the York College Graduate Bulletin, the York College website: https://www.york.cuny.edu, the PA Admission brochures, and the clinical addendum. Together, these resources provide students with information that will assist them in their academic endeavors at the college, including available resources, policies that pertain to students, an outline of the curriculum, and some guidelines to help students in preparation for this challenging academic experience.

This handbook was not designed to be all-inclusive. Some University, College, or Affiliate policies may pertain to students that may not be covered. Students are required to adhere to all applicable City University of New York, York College, and affiliated institution policies in addition to the PA program policies and procedures outlined in this handbook. Any conflict in policies should be reported to the program director immediately. PA Program-specific policies are in addition to the City University of New York and York College policies, and they do not substitute for those policies.

If you have any questions that cannot be answered from these sources, please feel free to discuss them with the Program Director or your academic advisor. Students are required to sign an attestation statement that they have read, understand, and agree to abide by the policies, rules, and regulations set forth in this handbook.
All program policies apply to all students, faculty, and administrators, regardless of location.

PROFESSIONAL CURRICULUM OUTLINE (A3.11d, A3.11e)

DIDACTIC PHASE		
Fall Semester (#1)	**Course #**	**Credits**
Introduction to ePortfolio/ Orientation (Hybrid)	HPPA 500	1
Clinical Anatomy (2hrs lecture/2hrs recitation/ 1hr laboratory)	HPPA 504	3
Applied Medical Sciences	HPPA 506	3
Interviewing and Counseling	HPPA 508	1
Health Promotion & Disease Prevention (Hybrid)	HPPA 512	2
Pharmacology I (2hrs lecture/1hr recitation)	HPPA 520	2
Clinical Medicine I (3hrs lecture/3hrs recitation)	HPPA 528	3
Diagnostic Studies (1hr lecture/1hr recitation/1hr laboratory)	HPPA 534	1
TOTAL SEMESTER CREDITS/HRS		**16**

Winter Semester (#2)	**Course #**	**Credits**
PA Profession (Hybrid)	HPPA 510	2
TOTAL SEMESTER CREDITS/HRS		**2**

Spring Semester (#3)	**Course #**	**Credits**
Physical Diagnosis I (2hrs lecture/3hrs laboratory)	HPPA 502	3
Pathophysiology	HPPA 524	3
Surgery	HPPA 532	4
Pediatrics	HPPA 526	2
Pharmacology II	HPPA 536	2
Obstetrics/Gynecology	HPPA 538	2
Clinical Medicine II (2hrs lecture/2hrs recitation)	HPPA 542	2
TOTAL SEMESTER CREDITS/HRS		**18**

Summer Semester (#4)	Course #	Credits
Biomedical Ethics (Hybrid)	HPPA 514	2
Public Health (Hybrid)	HPPA 516	2
Health Policy (Hybrid)	HPPA 518	2
Clinical Correlation Seminar I (2hrs lab)	HPPA 540	1
Psychiatry	HPPA 550	2
TOTAL SEMESTER CREDITS/HRS		**9**

Fall Semester (#5)	Course #	Credits
Physical Diagnosis II (2hrs lecture/3hrs laboratory)	HPPA 522	3
Evidence-Based Medicine & Health Informatics (Hybrid)	HPPA 530	2
Primary Care	HPPA 544	3
Clinical Medicine III (2hrs lecture/2hrs recitation)	HPPA 546	2
Pharmacology III	HPPA 548	3
Clinical Correlation Seminar II (2hrs lab)	HPPA 552	1
Emergency Medicine	HPPA 554	3
Clinical Skills (1hr lecture/2hrs laboratory)	HPPA 556	1
TOTAL SEMESTER CREDITS/HRS		**18**
TOTAL DIDACTIC PHASE CREDITS (16 Months)		**63**

CLINICAL PHASE- Winter, Spring, Summer, Fall Semesters (#6,7,8,9)		
PA- Portfolio I (Online)	HPPA 600	2
PA- Portfolio II (Online)	HPPA 610	2
PA- Portfolio III (Online)	HPPA 620	2
Surgery Clinical Rotation	HPPA 650	2
Internal Medicine Clinical Rotation	HPPA 652	2
Pediatric Medicine Clinical Rotation	HPPA 654	2
Emergency Medicine Clinical Rotation	HPPA 656	2
Long Term Care Clinical Rotation	HPPA 658	2
Psychiatry Clinical rotation	HPPA 660	2
Obstetrics/Gynecology Clinical Rotation	HPPA 662	2
Ambulatory Care Clinical Rotation	HPPA 664	2
Family Practice Clinical Rotation	HPPA 668	2
TOTAL CLINICAL PHASE CREDITS (12 Months)		**24**
TOTAL CREDITS (28 Months)		**87**

ADVANCED PLACEMENT, TRANSFER CREDIT, AND PRIOR EXPERIENTIAL LEARNING (A3.15)

The York College PA Program does not grant advanced placement. There is no advanced standing in the program, regardless of an applicant's prior qualifications or experience. All students must complete the entire 28-month course of study.

The program does not grant transfer credit or credit for prior experiential learning, and does not accept coursework completed at another PA program. This applies to all applicants and enrolled students without exception.

REQUIRED TECHNOLOGY

Coursework may be presented as in-person sessions, online sessions, or as a hybrid option. Therefore, it is required that all students MUST have access to a working computer with reliable internet service, a microphone, and a webcam. Any student having difficulties acquiring this essential equipment must notify the PA Program and their advisor by the first day of classes.
Students are strongly encouraged to contact York IT services for any technical help.
The help desk can be accessed from: https://www.york.cuny.edu/it/service-delivery-unit/service-desk

PA PROGRAM RULES OF CONDUCT

Students must immediately inform the program in writing of any change in address or telephone number. Since there may be changes in class schedules and/or rotation schedules, e-mail is often used as the quickest way to notify students and program staff. All students must have a York College e-mail account which is provided to students free of charge. The York email address must be activated and updated in Brightspace by the first day of beginning classes. This will be the primary means of communication between students, faculty, and staff. The use of a non-York email address is strictly prohibited.

In addition, Internet access is available at several computer stations on campus, in the Computer Lab, and via wi-fi throughout the campus. Students are responsible for all information sent by the PA program faculty and staff through e-mail, which must be checked DAILY while school is in session. Students are strongly encouraged to set up their York email account on their mobile devices, use email forwarding services, and obtain an answering machine or voicemail account, to ensure timely communication.

York IT Help Desk can be accessed at: https://www.york.cuny.edu/it/service-delivery-unit/service-desk/it-service-desk

Telephone numbers and e-mail addresses for all York College staff and faculty are listed on the York College website using the search feature or by exploring individual departmental webpages.
www.york.cuny.edu

Appearance

Acceptable personal appearance is critical in facilitating trust and acceptance by patients and other healthcare professionals. A professional image is expected from all students at all times, whether on campus, in the simulation laboratory, or at clinical sites. PA students represent themselves, the York College PA Program, and the PA profession.

General Appearance and Grooming Standards

- **Daily Attire:** Appropriate business casual attire or clean, professional scrubs are the standard expectation for all didactic classroom sessions.
- **Clinical Attire:** When evaluating patients in clinical settings, students must wear a short, clean, white lab coat with the York College PA program logo affixed to the left shoulder and an official nametag affixed to the front.
- **Grooming:** Hair must be neat, controlled, and secured away from the face during patient care and lab sessions. Makeup and jewelry should be conservative and must not interfere with clinical duties.
- **Nails:** Nails must be trimmed short and kept clean at all times, particularly during laboratory, simulation, and clinical sessions, to ensure patient safety and proper hygiene.

Laboratory and Physical Examination Attire
To maintain a professional learning environment and ensure full participation in hands-on clinical skills instruction, students must adhere to the following specific guidelines for lab sessions:

- **Standard Lab Attire:** Unless otherwise specified, students must wear clean, well-fitting, professional scrubs paired with closed-toe, non-slip footwear appropriate for clinical settings.
- **Physical Examination Days:** Certain laboratory activities require the exposure of specific body regions to facilitate peer physical examinations. On these days, students must dress in a manner that allows appropriate access while maintaining professionalism and comfort. Students are expected to bring or wear:
    - Sports bras, tank tops, or loose-fitting shirts for upper-body examinations.
    - Shorts that allow full access to the hips, knees, legs, and lower back.
    - Any additional clothing explicitly requested by the course instructor for specialized exams.

Professional Boundaries and Accommodations

- Privacy and respect must be strictly maintained at all times during peer examinations. Clothing adjustments or removal must remain appropriate, and students should only expose the specific areas necessary for the scheduled examination techniques.
- Students who require accommodations or feel uncomfortable regarding any aspect of physical exposure must communicate with the instructor in advance of the lab session to discuss appropriate alternatives.

Compliance and Accountability
Students are responsible for reviewing weekly syllabus instructions and arriving properly dressed and prepared for all activities. Failure to comply with these attire and appearance requirements constitutes a lapse in professional behavior and may result in a loss of laboratory participation credit, dismissal from the day's session, remediation, or a formal review by the Academic Standing Committee (ASC).

Attendance

Class attendance is **mandatory** for all program courses and clinical rotations. Students are expected to attend all lectures, laboratories, fieldwork assignments, and rotations on time. In the event of an illness or emergency during the didactic phase of the program, students are instructed to contact the PA Program the morning of the day of absence - or earlier if possible - but ALWAYS prior to the start of the first scheduled class via the PA Program email (paprogram@york.cuny.edu). To ensure that your email reaches all the core faculty members, at least one of the following keywords **MUST** be used in the subject line, followed by your name: **"Request Off, Absence, Absent, Sick, Late, or Lateness."** Any illness-related absence for examinations (see paragraph below) for at least two consecutive days will require a clinician's note. Students must also contact the program in the same fashion if they are going to be late for a class.

Any non-urgent requests for days off must also use the same email address and keywords. If any of your instructors are not one of the core faculty members for the class that you will be missing - please "CC" them on the email, using the email address provided to you by that instructor. Students are NOT to contact their classmates to report their absence. Please see the Clinical Year Addendum for instructions regarding illness/emergency absence while on rotations.

Due to occasional unforeseen circumstances, course activities and exams are subject to change; therefore, students are advised to have as flexible a schedule as possible during the academic semester. Generally, most didactic classes are during the hours of 9 AM to 5 PM, Monday through Friday. Please refer to the York College Bulletin for additional regulations regarding attendance, leave of absence, and withdrawal policies. The rules apply to remote synchronous sessions.

Asynchronous sessions. Where course content is delivered asynchronously, attendance is defined as completion of the assigned Brightspace module, including any embedded activity, quiz, or discussion posting, on or before the posted deadline. Brightspace completion records serve as the attendance record for these sessions. Accessing course materials without completing the assigned activity does not constitute attendance. An asynchronous module not completed by its deadline is recorded as an absence and is subject to the same notification requirements and consequences described in this section.

Students are expected to be present for all scheduled examinations. Any unexcused absence from an examination requires a written explanation to be submitted by the student within 48 hours to the Program Director, the Academic Coordinator, and the Course Instructor. Absence on the day prior to an examination will be viewed as unprofessional behavior unless there are exceptional circumstances. If the absence is due to an illness, a clinician's note will be required. Patterns of absences before examinations are grounds for sanctions or dismissal.
Lateness is defined as any amount of time late to a class, scheduled activities, or rotations. Absences or lateness will be considered excused if the student has provided a written request in advance, which was subsequently approved, or if the student notifies the program within a reasonable time (before the start of classes) of an unanticipated event resulting in absence or lateness. If a student calls the program, it must be followed by a request in writing. Unexcused lateness of more than 15 minutes to a class, scheduled activities, or rotations will be deemed an unexcused absence. Students with an unexcused absence will be required to provide a written explanation within 48 hours to the program director.

Students with excessive absences, greater than two (2) in a semester or more than five (5) in the didactic year, may be called before the ASC to assess the problem and determine appropriate solutions or actions. Absences due to religious observances will not negatively impact the student. It is disruptive and disrespectful to come in late, frequently leave and return, or leave early from the classroom. Excessive absences, unexcused absences, excessive lateness (for any amount of time), or unexcused early departures may be grounds for sanctions and possible dismissal from the Program.

Clinical rotation schedules are set by the assigned preceptor or designee. All students attending a clinical rotation must notify both the program and the assigned preceptor of any lateness or absence. Further delineation of attendance regulations pertaining to the clinical phase of the program is contained in the Clinical Year Manual. The timing and location of all "make-up" clinical work MUST be pre-approved by BOTH the preceptor and the PA Program faculty.

Observance of religious holidays should be communicated to PA Program Faculty in advance and in writing to avoid any unexcused absences. At the discretion of the instructor, additional coursework may be assigned.

Communication Expectations

Effective communication between students, faculty, and staff is critical to the successful operation of the PA program. To ensure clarity and timely support, the following communication standards apply:

- **Student Responsibilities:** Students are required to respond to communications from the PA Program faculty and staff within 24 hours during active semesters or clinical rotations. Since timely communication is a core professional standard, students are expected to check their York College emails daily. Failure to adhere to this policy constitutes a lapse in professional behavior and may result in a formal review by the Academic Standing Committee (ASC).

- **Faculty & Staff Responsibilities:** The PA Program faculty and staff are committed to supporting students and maintaining open lines of communication. Students can generally expect a response to email inquiries within 72 hours (three business days) during active academic semesters. Response times may be extended during weekends, observed college holidays, and scheduled academic breaks. If a student requires urgent assistance or does not receive a response within this timeframe, they should send a professional follow-up email or contact the PA Program, their Academic Coordinator, or Clinical Coordinator for guidance.

Professional Conduct and Behavior

Students are professional trainees and representatives of York College. Students will interact with other students, faculty, patients, families, and a variety of health professionals during their education. Each student should be cognizant that their behavior reflects upon York College, the PA Program, and the PA profession. The faculty monitors the professional behavior of all students as well as their academic development. In addition, students are expected to conform to the American Academy of PA's statement of values for the PA Profession (last page of this handbook) and to maintain patient confidentiality, safety, and dignity at all times.

Personal cell phones, tablets, and other electronic devices must be disabled while in the classroom, laboratory, or at clinical sites (other than for purposes of taking notes). Answering or talking on the phone while class is in session is considered disrespectful to the instructor and classmates. Answering or making a call during an examination may result in termination of the examination, whether it is completed or not.

Excessive excused absences, unexcused absences or early departures, frequent early departures or lateness's (of any amount of time) may result in sanctions or dismissal as outlined in the "Attendance" section of this handbook.

Patients' privacy: All data gathered about the patient and his/her illness, including all items within a patient's medical history, is privileged and confidential information. Students should not discuss patients' records in a public place and should adhere to all specific confidentiality policies of the particular clinical site. Medical records must not be removed from the clinical site. Photocopies of work to be submitted to the Program for evaluation must have all patient-specific identifiers (i.e. name, address, and identification number) obscured or deleted.

Any unprofessional or inappropriate behavior will be referred to the Program Director. The Program Director or their designee may call the student before the ASC without any advance notice if disciplinary action is contemplated. Unprofessional or inappropriate behaviors, whether conducted on-campus, off-campus, or in an online format, include, but are not limited to:

- Dishonesty, plagiarism, cheating, false reporting, falsifying records, or failure to maintain patient confidentiality.
- Violating the drug and alcohol policies of York College.
- Abusive or threatening language, or profanity which could be interpreted as such.
- Placing patients or fellow students in danger (for example: not following universal precautions when handling contaminated devices).
- Engaging in activities that could be viewed as egregious.
- Exhibiting hostile, disrespectful, or uncooperative behavior towards faculty, staff, students, or patients.
- Conviction of a felony.
- Violation of the PA Program's Recording and Photography policy.
- Failure to adhere to the stated program or CUNY rules and regulations.

Social Media Policy

Social Media platforms provide a fast and simple way to share information, communicate with each other, foster creativity, and have your voice heard. These platforms include but are not limited to: Facebook, Twitter/X, Instagram, Threads, Snapchat, LinkedIn, Pinterest, YouTube, TikTok, Vimeo, Tumblr, Reddit, personal blogs, podcasts, or other public forums. The program does not actively monitor students' online activities. However, if any complaints are brought to the program or York College's attention, the institution will investigate and take appropriate action. It is advised that when engaging in any online activities, please keep the following in mind:

Students are not authorized to speak on behalf of the program, department, York College, or CUNY. If, for any reason, you make mention of the program, department, college, or CUNY, including any of its faculty, staff, students, or affiliates, you must identify yourself as a student and that the views expressed on the platform are yours alone, and do not represent the views of the institution.

Your institutional email address must only be used for official college communications and should not be used for other personal or business activities.

York PA faculty and staff are not permitted to accept or extend invitations to follow or connect with current students of the program.

Privacy: Health Insurance Portability and Accountability Act of 1996 (HIPAA) laws apply to social media and could have negative consequences if violated. The following social media HIPAA rules located at https://www.hipaajournal.com/hipaa-social-media are also applicable to this program.

Students must use good judgment and take personal, professional, and legal responsibilities for any material they post online. Disciplinary action can be for many reasons, including but not limited to comments or images that are offensive, pornographic, proprietary, harassing, or slanderous, that depict irresponsible utilization of alcohol or other illicit substances, that threaten anyone, or that can create a hostile environment.

Students should communicate respectfully about the program, department, college, or CUNY, including any of its faculty, staff, students, affiliates, or the general public. Using derogatory statements, misrepresentations, sharing protected materials, or posting false information is prohibited.

Any violation of this social media policy will be subject to disciplinary action, which may include dismissal from the program and legal actions. Students subject to lawsuits for violating this policy will be solely responsible for all liabilities.

Additionally, violations of the National Commission on Certification of PAs (NCCPA) code of conduct https://www.nccpa.net/wp-content/uploads/2022/09/Aug.-2022-Code-of-Conduct.pdf could be a reportable event and may lead to further sanctions from this agency. The NCCPA's Policies and Procedures for PA regarding Disciplinary Matters can be accessed here: https://www.nccpa.net/wp-content/uploads/2022/06/2022-Policies-and-Procedure-for-PA-Disciplinary-Matters-6-2-22.pdf

In summary, be smart, be respectful, think responsibly, and exercise good judgment. Social media usage has potential benefits, but also consequences if not used correctly, which could result in academic, professional, and legal actions.

For additional information and guidelines on professionalism on social media designed just for medical professionals, please see the following resources:

- American Medical Association's: Professionalism in the Use of Social Media
- American Student Medical Association's: Social Media Guidelines for Medical Students and Physicians
- HIPAA Journal's: HIPAA Social Media Rules
- PAEA guidance on posting online content: https://paeaonline.org/resources/member-resources/professional-learning-communities/paea-learning-community-standards

Media Consent, Recording & Photography Policy

To support educational outcomes and celebrate the achievements of our student body, the PA Program utilizes media and recordings in the following ways:

- **Educational Recordings (Virtual & In-Person):** Visual engagement is a core professional standard; therefore, students must keep their cameras ON during all live, virtual classes. The sole exception applies to sessions being actively recorded by the program, and only if the student does not want to be video recorded. Students who choose not to be on camera during these specific sessions must disable their cameras and profile images. They may participate via the text "chat" feature or via audio, with the understanding that unmuting their microphone constitutes consent to have their voice recorded.

- **Program Promotional Media:** The PA Program periodically captures photographs and videos during classroom activities, laboratory sessions, and official events (e.g., orientation, white coat ceremonies, graduation). These media may be used for educational, program promotional, and institutional purposes. Participation in the program serves as implied consent for the use of these images.

- **Promotional Opt-Out & Revocation:** Students reserve the right to withhold or withdraw their consent for the use of their image in public-facing promotional materials at any time by submitting a formal written request to the PA Program Director. Please note that while the program will honor this request for future projects and actively managed digital platforms, revocation of consent cannot be applied retroactively to materials that have already been printed, distributed, or published.

- **Unauthorized Student Recording:** York College's PA program follows CUNY's policy regarding the recording of lectures and class activities. Recordings (audio or video) of any portion of class activities may only be made with the permission of the instructor. Please note that the recording (audio or video) of any conversations, phone calls, exam reviews, advisement sessions, and meetings, including ASC sessions, is strictly prohibited, unless consented by all parties involved. Similarly, photography of sensitive materials such as exams, patient encounters, meeting minutes, etc., is not permitted. Any approved recordings or pictures should be solely for the student's own private use. Violation of the recording and photography policy is a major violation of the professionalism standards, which will result in disciplinary action.

Surveys

To maintain ARC-PA accreditation standards and support ongoing program improvement, students are required to complete all assigned surveys, evaluations, and assessment measures by their stated deadlines. Failure to meet these mandatory administrative requirements constitutes a lapse in professional behavior and may result in a formal review by the Academic Standing Committee (ASC).

CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion from the College. Violations of any of these academic integrity or Artificial Intelligence policies will result in a review by the ASC and a report to the College's Academic Integrity Office.

The PA program follows York College and CUNY's policy on Academic Integrity, which can be found at: https://www.york.cuny.edu/academics/integrity and https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise.

Examples of cheating include:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course of the syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools to generate content for assignments or exams, including but not limited to language models or code generators, without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI tool or any other source as solely your own work as your own, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate or send information.

Plagiarism is the act of presenting ideas, research or writing that is not your own as your own.

Examples of plagiarism include:

- Copying another person's or an AI tool's actual words or images without the use of quotation marks and citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers,

paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student.
Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents
Examples of falsification include:
- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.
- Falsifying medical documentation that has a bearing on campus access or the excuse of absences or missed examinations and assignments.

POLICY ON ARTIFICIAL INTELLIGENCE (AI)

The increasing use and rapidly advancing pace of AI in academia have resulted in concerns surrounding legal and integrity issues. Therefore, the program has developed the following guidance. Generative AI platforms may not be used for any assignments or in any situation where the AI product (in part or whole) may be interpreted as being the student’s work. In certain cases, students may use generative AI platforms as explicitly permitted by the respective PA faculty member or preceptor. However, AI should not be used to conceal a student's understanding of key concepts or to replace the development of skills. This policy will be reviewed on a continuous basis to align with the College and University’s policies.

ACADEMIC REGULATIONS

Grading Policies

During the didactic phase of the program, students are evaluated by multiple-choice examinations, written exams in other formats, case presentations, graded written assignments, graded lab work, and practical examinations. Evaluations may also be based on class presentations, class participation, and other written assignments. Grading criteria and policies are determined by the York College PA program and the course instructor (or lead instructor) and are indicated in the course syllabus. Course syllabi are available on the course on Brightspace and are reviewed with students at the commencement of each course. Students are responsible for all items listed in the syllabus, even if the items are not covered in class.

Information pertaining to content that may appear on the Physician Assistant National Certification Examination (PANCE) may be obtained from the National Commission on Certification of Physician Assistants at www.nccpa.net

To access the NCCPA Examination Blueprint and Sample Questions, click on: http://www.nccpa.net/ExamsContentBlueprint?mID=129

While on clinical rotations during the clinical phase, students are evaluated on learning outcomes defined as their oral and written communication skills, interpersonal skills, inter-professional collaboration, professional behavior, clinical and technical skills, medical knowledge, clinical reasoning, and problem-solving abilities. Students are evaluated by their preceptor (person responsible for supervising and evaluating the student at the clinical rotation site), program faculty, and by written examinations. An online course component of each rotation is facilitated and graded by the program faculty. Information is provided in more detail in the "Clinical Addendum" manual.

Each student is evaluated comprehensively through both written and practical cumulative examinations to ensure students meet established program standards regarding knowledge, patient care skills, technical competency, interpersonal skills, and professionalism. Students must perform satisfactorily on these summative, comprehensive examinations to graduate from the program. Policies regarding summative examinations are listed in the "Summative Examinations" section of this handbook.

All credit-bearing HPPA courses are graded with the following scale:

Letter Grade	Numerical Value	Quality Point Value
A+	**97.0 – 100**	**4.00**
A	**93.0 - 96.9**	**4.00**
A-	**90.0 – 92.9**	**3.70**
B+	**87.0 – 89.9**	**3.30**
B	**83.0 – 86.9**	**3.00**
B-	**80.0 – 82.9**	**2.70**
C+	**77.0 – 79.9**	**2.30**
C	**70.0 – 76.9**	**2.00**
F	**00.0 – 69.9**	**0**

The minimum passing grade is 70.0% for all didactic courses except HPPA 502 (Physical Diagnosis I) and HPPA 522 (Physical Diagnosis II), which require 80.0%. A final course grade below the applicable minimum passing grade is recorded as an F, regardless of the letter grade that score would otherwise earn.

There are no grades of C-, D+, D, or D- in the PA program; the grading scale above proceeds directly from C to F.

The minimum passing grade for each *clinical* course (including the PA Portfolio courses and Clinical Rotations) is 70.0% as indicated in the respective course syllabus.

P Grade: Satisfactory completion, used only for courses specifically designated in the syllabus under the “Grading Criteria” section as P/F.

INC Grade*:* A student who, because of extenuating circumstances or because of an incomplete clinical fieldwork component, has not taken the final examination and/or completed the work for the course and has a passing average may receive an INC grade. The student has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved.

W Grade: Official withdrawal (without prejudice).

WU Grade: Unofficial withdrawal (counts as failure).

WA Grade: Administrative withdrawal.

Good Academic Standing (A3.14a)

Students enrolled in the PA program must maintain a minimum cumulative GPA (CUM GPA) of 3.0 and a minimum semester GPA (SGPA) of 3.0 to remain in good academic standing. At the end of each semester, including summer terms, the student's SGPA and CUM GPA are calculated. If either the CUM GPA or the SGPA falls below 3.0, the student is placed on Academic Probation for at least the subsequent semester.

A student placed on Academic Probation must, by the end of the subsequent semester, achieve both a CUM GPA of 3.0 or above and an SGPA of 3.0 or above to be removed from probation.

If the Academic Standing Committee determines that a student on probation cannot attain the required grade point average by the end of the probationary semester, that is, the standard is unattainable even with a grade of "A" in all remaining coursework, the Committee may dismiss the student before the semester ends. Program dismissal and institutional dismissal are separate and independent. The Academic Standing Committee may dismiss a student under any of the grounds listed in the "Dismissal" section of this handbook irrespective of the student's institutional retention status. Appeals of Academic Standing Committee decisions, including program dismissal, follow the School of Health Sciences and Professional Programs (SHSPP) appeal procedure described in the "Appealing an ASC Decision" section of this handbook.

Consistent with York College, CUNY institutional policies outlined in the Graduate Bulletin, a student whose CUM GPA remains below 3.0 for two consecutive semesters will be academically dismissed by the institution and notified by the Office of Academic Affairs at their York College email address. Dismissed students retain the right to appeal the decision through the Office of Academic Affairs. Retention standards apply to all students regardless of matriculated or non-matriculated status.

Requirements for Progression in the Didactic Phase (A3.14a)

Students enrolled in the didactic phase of the PA program must complete the following requirements in order to progress to the Clinical year:

- Maintain a cumulative grade point average (CUM GPA) of at least 3.0 (Refer to the York College Bulletin for an explanation of how to calculate grade-point average).
- Achieve a minimum passing grade in each didactic course, as indicated in the course syllabi (typically 70%, with the exception of HPPA 502 and HPPA 522 which are 80%).
- Pass the Didactic Summative in 2 attempts, and passing the Didactic PACKRAT, given in the final semester of the didactic phase.
- Complete BLS/ACLS training by the end of the didactic phase (training to be offered by the program.)
- Maintain acceptable professional conduct (see "Professionalism & Behavior" and "Appearance" sections of this handbook).
- Demonstrate the required skills necessary for clinical practice, as determined by the program
- Comply with all policies of York College and the PA program
- **Deadlines** for completion of all Didactic Phase requirements are the end of the semester in which they occur. Failure to meet these deadlines may result in delayed progression, dismissal from the program, or the need to take a leave of absence (if applicable – see the corresponding section of the PA Student Handbook).

Requirements for Progression in the Clinical Phase (A3.14a)

For students enrolled in the clinical phase of the program, the following requirements must be met in order to progress:

- Maintain a minimum semester grade point average (SGPA) of 3.0 or above each semester.
- Maintain a cumulative program GPA (Cum GPA) of **3.00** or above
- Receive a grade of "C" (70.0) or above in all clinical rotations.
- Demonstrate proficiency in all required skills necessary for clinical practice as determined by the PA program
- Pass all summative examinations, including the End of Curriculum exam in 2 attempts and the Objective Structured Clinical Examination (OSCE) in 2 attempts.
- Comply with all the "Standards of Conduct" and "Responsibilities of the Students" outlined in this Manual and the Clinical addendum.
- Comply with all policies of York College and the PA program
- Receive satisfactory reports and evaluations from all clinical preceptors.
- **Deadlines** for completion of all Clinical Phase requirements are the end of the semester in which they occur. Failure to meet these deadlines may result in delayed graduation, dismissal from the program, or need to take a leave of absence (if applicable – see the corresponding section of the PA Student Handbook).

Requirements for Program Completion and Graduation (A3.14b)

The PA program and the University will review all student records prior to graduation. Students must fulfill all PA department and university requirements before being awarded a diploma and becoming eligible for the PANCE examination. Specific requirements include:

- Complete all required assignments, rotations, and seminars.
- Receive a grade of "C" (70.0) or above in all clinical rotations and clinical assignments.
- Comply with behavioral and professional performance standards.
- Pass all components of summary testing, including the End-of-Curriculum exam, Objective Structured Clinical Examination (OSCE), and the clinical PA Clinical Knowledge Rating and Assessment Tool (PACKRAT).
- Maintain at least a 3.0 cumulative grade point average.
- Complete the Application for Graduation according to the York College Bulletin.

- Meet all financial obligations to the college.
- Comply with all procedures and meet all requirements of the college as defined in the Student Handbook and the college's Bulletin.
- **Deadlines** for completing all requirements for program completion and graduation are the end of the semester in which they occur. Failure to meet these deadlines may result in delayed graduation, dismissal from the program, or the need to take a leave of absence (if applicable – see the corresponding section of the PA Student Handbook).

Requirements to be Cleared for the Boards (PANCE)

During the final weeks of the PA program, each student's End of Rotation (EOR) exams, End of Curriculum (EOC) exams, and PACKRAT exams will be reviewed by the PA Academic Standing Committee. Students who score below the national average on nationally administered examinations or below the PA class average for other examinations may be required to undergo a remediation process. Remediation will include taking a full-length practice PANCE exam and scoring at least 70%, the national average, or another passing score as determined by the program.

As part of the program's commitment to supporting student success on the PANCE, the program plans to offer a comprehensive board review course toward the end of the clinical year. If offered, the program will cover the cost, and participation will be mandatory. Students who are unable to attend must complete an equivalent board review course at their own expense and submit documentation of completion to the program. Failure to meet this requirement may result in a delay in clearance to sit for the PANCE.

Students will receive an incomplete grade for the PA Portfolio III course and will be prevented from taking the PANCE until all requirements are met.

Remediation and Deceleration Policy (A3.14c, A3.14d)

The PA program continuously monitors students' progress and determines whether remediation, deceleration, or both are warranted.

The following are examples of circumstances that would require some form of remediation:

- Students who fail any course exam (excluding quizzes)
- Students whose cumulative exam average falls into the bottom 27th percentile of the class at designated points in the program (see below for further details).
- Students who fail one or more EOR exams in the clinical year
- Students who perform below one standard deviation from the national average on a PACKRAT or End-of-Curriculum exam (EOC)
- Students receiving a grade below 70% on the didactic summative exam
- Students placed on academic probation

Professionalism violations and interpersonal conflicts could also lead to remediation, deceleration, or both, depending on the infraction. They are handled on a case-by-case basis.
Remediation is not available for low-stakes formative work, such as quizzes. Remediation applies to the graded assessments and performance criteria identified above.

Remediation Process

Students scoring below the passing grade for **individual exams** must meet with the course instructor to review areas of deficiency. They will also meet with their assigned academic advisor to discuss possible reasons for their underperformance. At that time, a remediation plan will be initiated, including reviewing class notes, textbooks, and related content using Osmosis Software (or similar). After a minimum period of one week of focused review, students will then be required to take, at

minimum, a 30-question self-generated exam on the deficient content using Osmosis or Rosh Review **before being formally retested for a grade**. Continuous underperformance (less than a passing grade, below 70% or equivalent) from the remediation assignments or retesting will be referred to the ASC for further discussion.

Students falling into the **lowest 27th percentile** on exams compared with their class average during the first semester will automatically trigger a review by the ASC. The following courses will be used in the determination: HPPA 504, 506, 520, 528, and 534. Students scoring 84.99% and below will be required to undergo mandatory remediation. For students scoring between 85% and 89.99%, the ASC will review each student's academic record to determine if remediation would be beneficial for the student.

This review is conducted at the mid-point of the first semester (generally around November 1st), and students must review their performance with their assigned academic advisor. A remediation plan will be implemented based on each student's deficiency, and they will be required to utilize class notes, textbooks, and related content using Osmosis Software (or similar) for the remedial work. After a minimum period of one week of focused review, students will then be required to take, at a minimum, a 60-question self-generated exam on the deficient content using Osmosis or a similar product. Additional work may be assigned based on the student's progress. Continuing underperformance (less than a passing grade, below 70% or equivalent) from the remediation assignments will be referred to the ASC for further discussion. Class results and progress will be reassessed at the end of the first semester and periodically thereafter.

Students not **meeting the progression criteria of a semester GPA of 3.0 or above** will be triggered for remediation. The student and their advisor will review the student's academic record to determine areas of weakness to develop a remediation plan. Students will utilize class notes, textbooks, and item banks for their review, which will last a minimum of two weeks. After this focused review, students will be required to take, at a minimum, a 60-question self-generated exam on the deficient content using Osmosis or a similar product, such as Blueprint (Rosh Review), U-World, Exam Master, and submit the report to their advisor for review. Additional work may be assigned based on the student's progress. Continuing underperformance (less than a passing grade, below 70% or equivalent) from the remediation assignments will be referred to the ASC for further discussion.

Students scoring less than the passing grade (70%) on the **Didactic Summative** must meet with their academic advisor. Before the meeting, students will self-assess their areas of deficiency, including other reasons for their underperformance. Students will utilize class notes, textbooks, and item banks for their review, which will last a minimum of one month. Each week, the student will take a 60-question self-generated exam on Rosh Review, U-World, Exam Master, or similar, and submit the report to their advisor. The recommended distribution is 70% from areas of deficiency and 30% from all other areas. Students undergoing this remediation must retest using a faculty-generated exam on Blueprint (Rosh Review), U-World, Exam Master, or similar item banks, only after completing the four (4) weeks of remediation and approval from their academic advisor. Additional work may be assigned based on the student's progress. After retesting, students who continue to score below a passing grade (70%) on the weekly exams or the faculty-generated exam will be referred to the ASC for further discussion.

Students receiving a failing grade on their **End-of-Rotation Exam (EORE)** must meet with their academic advisor. A remediation plan will be developed and implemented. This would include a one-week minimum period of focused review based on deficiencies, using various resources. Students must take, at a minimum, a 60-question self-generated exam on content related to the rotation using Blueprint (Rosh Review), U-World, Exam Master, or similar item banks before being formally retested for a grade. Students' progress will be reviewed by the academic advisor before they can retake the exam. Additional work may be assigned based on the student's progress. Students who score below the passing grade on the formative exam or receive a failing grade on the second attempt on the EOR will be referred to the ASC for further discussion.

Students scoring less than one standard deviation on the **PACKRAT or End-of-Curriculum Exam (EOC)** must meet with their academic advisor. Before the meeting, students will self-assess their areas of deficiency, including other reasons for their underperformance. Students will utilize class notes, textbooks, and item banks for their review, which will last a minimum of one month. Each week, the student will take a 60-question self-generated exam on Rosh Review, U-World, Exam Master, or similar item banks, and submit the report to their advisor. The recommended distribution is 70% from areas of deficiency and 30% from all other areas. Students undergoing this remediation must retest using a similar exam (PACKRAT or EOC) only after completing the 4 weeks of remediation and approval from their academic advisor. In the clinical year, remediation for the clinical PACKRAT can be formally retested using the EOC. Additional work may be assigned based on the student's progress. After retesting, students who continue to score below a passing grade (70%) on the weekly exams or below one standard deviation from the national mean will be referred to the ASC for further discussion.

Deceleration

Deceleration is defined as the loss of a student from the entering cohort who remains matriculated in the program and completes the program at a later date.

The didactic curriculum is delivered in a fixed, lockstep sequence. Each course builds on prior coursework and is offered only once per academic year. For this reason, deceleration is not a routinely available option during the didactic phase, and it is not a status a student may elect. A student may not request deceleration as an alternative to remediation, academic probation, or dismissal.

In limited circumstances, the program may determine that deceleration is appropriate during the didactic phase. Any such determination is made by the program following review by the Academic Standing Committee (ASC). Where a documented disability is a factor, the program consults with the York College Center for Students with Disabilities before a determination is made. Deceleration is granted only where the program determines that the remaining curriculum can be completed successfully and that a seat is available in the affected course or courses when they are next offered.

Because didactic courses are offered once per academic year, a decelerated student will ordinarily wait until the affected course or courses are next offered. Deceleration extends the student's time to program completion and may affect tuition and fees, financial aid eligibility, health insurance coverage, and visa status. Students are responsible for consulting the Office of Financial Aid and, where applicable, the Office of International Students and Scholars (Room AC-1H06) regarding these consequences.
Deceleration may also occur during the clinical phase as a result of unforeseen medical or personal circumstances. Clinical-phase deceleration is addressed in the Clinical Year Addendum.

Academic Standing Committee (ASC)

The ASC is comprised of PA Program faculty and college representatives and is chaired by the PA Program Director or its designee. The Chairperson of the Department of Health Professions is a member of the committee. Students can be called to the ASC for any reason, without advance notice, to discuss matters that are of concern. The ASC functions are:

- To review the academic record of every student to determine academic standing at the end of each semester.

- To review the academic performance of any student experiencing academic difficulty such as test

failures.

- To establish and apply PA program rules and regulations with appropriate notice to students.
- To determine specific academic support actions; to determine specific disciplinary actions.
- To review student behavior and professionalism.

Determinations such as academic probation, professional probation, dismissal, or other alternatives as may be deemed appropriate, are made by the ASC in the name of the Program Director. The ASC has the right to determine a student's status in the program based on academics and/or attendance, and/or professional conduct.

The ASC's decision is conveyed to the student in writing via email (or letter) within two weeks (ten business days) by the Program Director or his/her designee. A confirmed read-receipt email will be considered acknowledgment of receipt of said notification.

The student may appeal the ASC's decision, as stated in the “Student Appeals and Grievance” section of this handbook.

Any of the following will result in the student being called before the ASC:

- A grade of “F” in any course
- Semester or CUM GPA is lower than 3.0
- Failure of 3 or more individual examinations
- Failure of a make-up examination
- Continued underperformance following remediation or retesting
- Excessive absence, or a pattern of lateness
- Violation of the academic integrity or artificial intelligence policies
- Failure to complete mandatory surveys, evaluations, and assessment measures by their stated deadlines
- Any unprofessional behavior

Additional circumstances resulting in referral to the ASC are identified throughout this handbook.

The ASC will decide on a course of action, which may be:

- Specific warnings with the stipulation of potential disciplinary actions
- Academic Probation, Professional Probation, Dismissal, and/or Suspension
- Requiring completion of an academic remediation program (to be clearly outlined by the ASC)

- Deceleration and repeating coursework (possibly re-starting the program or repeating whole semesters or clinical rotations with additional tuition charge)

- Dismissal from the program.

Dismissal (A3.14f)

The ASC will consider the dismissal of a student from the program in any of the following instances:

- The student fails to maintain a cumulative GPA of 3.0 over two consecutive semesters.

- The student fails any PA program course or rotation.

- The student fails the same course or rotation twice.

- Failure of a make-up exam

- The student fails more than one course and/or rotation.

- The student fails more than 2 End-of-Rotation exams during the clinical phase

- The student fails four or more individual examinations, irrespective of passing all make-up examinations and subsequently passing all courses.

- The student is placed on academic probation or professional probation for more than one semester.

- The student fails to earn a grade of “C” (70.0) or better on a summative written examination in two attempts.

- The student fails to earn a grade of 70.0 or better on the cumulative practical examination after two attempts

- The student on academic probation continues to fail individual examinations or other course assignments.

- The student on academic probation cannot mathematically attain the required grade point average by the end of the probationary semester, even with a grade of “A” in all remaining coursework.

- The student fails to maintain good professional conduct while on professional probation, irrespective of academic performance.

- The student acts in a manner dangerous to colleagues or patients at any time, irrespective of academic performance.

- Any other valid reason(s) not specifically listed above as deemed appropriate by the Academic Standing Committee.

Students dismissed from the Professional Phase of the PA Program for failing a course may reapply and be readmitted to the Program in the next academic year. Students readmitted to the Program would most likely be required to take all, or most, of the courses again. Readmission is not guaranteed and is based on the Admissions Committee's evaluation of the student's academic record, and their assessment of the student's ability to successfully complete the training. Students dismissed for conduct violations or failing two or more courses will not be readmitted to the Program under ordinary circumstances. In very unusual circumstances, students dismissed for these issues would be considered for readmission. These students must notify the PA Program Director prior to application and then reapply to the Office of Admissions following the usual admission procedures. All dismissal appeals must be in writing and submitted within five business days of written dismissal notification. This deadline applies to appeals of Academic Standing Committee decisions, submitted under the SHSPP appeal procedure described in the "Appealing an ASC Decision" section of this handbook.

Academic Probation (A3.14a)

Academic probation is a status designated by the ASC when a student fails to achieve one or more of the conditions set forth in this section on Academic Regulations.
Students on academic probation are notified of any unsatisfactory performance by program faculty and given the opportunity to discuss the situation with their assigned faculty advisor. Students with unsatisfactory academic or professional performance are invited to come before the ASC to discuss the situation. The ASC will consider any factors the student believes to have affected his/her performance in arriving at any remedial or disciplinary action.

If a student's CUM GPA or SGPA falls below 3.0 during any semester, the student is placed on academic probation for at least the subsequent semester. Probationary students have until the end of the subsequent semester to achieve both a CUM GPA and an SGPA of 3.0 or above. Students on academic probation must undergo remediation to address deficiencies. Per institutional policy, academic probation as a result of failure to meet the minimum GPA will be noted on the student's transcript by the registrar's office. A student may be dismissed from the program if academic probation would apply for more than one semester during the entire program.

If a student fails any PA program course or rotation, the student will either be placed on academic probation or be dismissed from the program, even if the cumulative GPA is 3.0 or better. If placed on probation, the student must repeat the failed course or rotation, and upon successful completion, the highest grade earned will be the minimum passing grade as outlined in the syllabus. If the student is already on academic probation, the option to repeat a failure will only be considered if the new grade will result in a cumulative GPA of 3.0 or greater. Otherwise, the student will be dismissed from the program.

All failing grades will be considered in the calculation for any applicable honors.
At the end of each semester, the performance of the student on academic probation will be reviewed for the removal or continuation of the probationary status if not otherwise stipulated. Any further infraction, whether academic or professional, could be grounds for dismissal from the Program.
Any student placed on probation will be advised of that action in writing by the Program Director. The deficiencies will be clearly outlined, and the student will be required to attest to his or her knowledge of the deficiencies noted. In addition, the student will be advised as to what course of action will be available to him or her to remedy those deficiencies.

Professional Probation (A3.14a)

Professional probation is an ongoing status designated by the ASC when a student violates one or more of the conditions set forth in the Sections on "Professional Conduct & Behavior" in this handbook. A student placed on professional probation will be advised in writing (letter and/or email) of that action by the Program Director within two weeks (ten business days) of the decision. Any further infraction, whether academic or professional, will be grounds for dismissal from the Program.

Leave of Absence (A3.14e)

Students can request a Leave of Absence for medical or personal reasons or withdrawal from the Program according to policies outlined in the College Bulletin.
Students on a Leave of Absence will be required to complete and pass competency written examinations, practical examinations, and H&P assignments as a prerequisite for readmission into the Program. They may also be asked to audit certain classes and/or labs. This will be outlined in a contract that must be signed by the student. These measures are designed to assure that the student has sufficient current mastery of previously presented material.
Students granted Leave of Absence for medical reasons are required to provide a statement from their medical provider clearing them for return to class and patient care duties. Students returning from a medical Leave of Absence must be able to meet the Program's Technical and Professional Standards.

Withdrawal (A3.14e)

Withdrawal from an individual course. The didactic curriculum is a fixed, lockstep sequence in which every course is required. Withdrawal from a single course while remaining enrolled in the program is not an available option. A student who cannot continue in a course must pursue a Leave of Absence, deceleration, or withdrawal from the program.
Withdrawal from the program. A student contemplating withdrawal from the PA Program for personal, medical, or academic reasons follows the steps below.
1. The student meets with their assigned academic advisor to review their academic record, the consequences of withdrawal, and the alternatives available, including Leave of Absence and deceleration.
2. The student submits a formal letter of intent to withdraw to the Program Director. This letter initiates program review by the Academic Standing Committee (ASC), which documents the outcome. Where a documented disability, an accommodation request, or a medical condition is a factor, the program consults with the York College Center for Students with Disabilities (Room AC-1G02, 718-262-2191).
3. The student files the withdrawal through their CUNYfirst account using Schedule Builder, in accordance with the York College Graduate Bulletin: https://york-graduate.catalog.cuny.edu/academicreqs/academicpolicies. The filing date determines both the transcript notation and any tuition refund.
Consequences. Withdrawal during the first three weeks of a semester does not appear on the transcript, although the student may remain liable for tuition and fees. Withdrawal from the fourth week through the last day of classes is recorded with a grade of "W." A student who stops participating in a course without formally withdrawing may receive a grade of "WU," which is calculated as a failure. Tuition liability is governed by the refund schedule under Tuition Refund Policies.
Readmission. Withdrawal from the PA Program does not guarantee readmission. A student who withdraws and later wishes to return must apply for readmission under the procedures in the York College Graduate Bulletin (https://york-graduate.catalog.cuny.edu/gradmissions/readmission) and meet the PA Program's admission and progression requirements in effect at the time of reapplication.

Tuition Refund Policies (A1.02h)

The tuition refund schedule follows. The date on which the Withdrawal form is filed with the college will be the date used to calculate any refund.

Refund Schedule	Fall & Spring Session	Summer Session
Withdrawal before the scheduled opening date of the session	100 %	100 %
Withdrawal in order to register at another unit of The City University during that semester	100 %	100 %
Withdrawal within one week after the scheduled opening date of the session	75 %	50 %
Withdrawal during the second week after the scheduled opening date of the session	50 %	25 %
Withdrawal during the third week after the scheduled opening date of the session	25 %	None
Withdrawal after the completion of the third week of the session	None	None

Note: Students who take a leave of absence after the first day of classes are liable for tuition and fees in accordance with the above schedule of refunds.
Please refer to the York College Bulletin for more information. https://york-graduate.catalog.cuny.edu
Where this schedule differs from the York College Graduate Bulletin, the Bulletin governs. Petitions for retroactive withdrawal are heard by the York College Committee on Academic Policy and Standards (CAPS): https://york-graduate.catalog.cuny.edu/academicreqs/caps

Tuition and Fees (A3.11f)

PA Program Tuition and Fees are equivalent to the Graduate Tuition and Fees schedule as published in the York College Bulletin. *Tuition and Fees are subject to change by action of the Board of Trustees of The City University of New York at any time.* The tuition and fees schedule for the PA Program can be found here: https://www.york.cuny.edu/health-professions/physician-assistant/tuition-fees

Examination Policies & Failed Examinations

Most written examinations during the didactic phase of the program are administered electronically in a computer lab. Exams do have a time limit, typically one minute per multiple-choice format question. Electronic exams may also contain a hand-written component for essay/short answer questions, which may be completed on paper. All books, papers, notebooks, and other study materials, as well as cell phones, laptops, and electronic equipment of any kind, including smartwatches, are prohibited in the exam room. No talking, looking around the room, passing notes, or any other behavior that may be construed as communication between students (and possible academic dishonesty) during an exam will be tolerated. Any such suspicious behavior may result in the student being called before the Academic Standing Committee (ASC); possible sanctions include being placed on professional probation and/or dismissal from the program. No questions for clarification of exam questions/answer selections may be posed to the exam proctor during the administration of the exam. If an exam question or its answer selection seems ambiguous or unclear, the student should select the BEST POSSIBLE answer from the choices given, and bring the ambiguous/unclear exam question/answer selection to the attention of the administrating instructor either via the testing software or at a later time.

Exams are reviewed by the course/administrating instructor prior to final grading. Exam grades will be posted on Brightspace only after this review process has been completed. Exam scores are not rounded off to the next integer (i.e. 69.8 is not a 70). Students who fail an exam must contact the course instructor within five class days after receiving the grade to review the failed exam, which must be completed within ten class days. All students are welcome to review their exams within seven class days of receiving their exam score, even if they achieve a passing score, but only those who fail an exam are required to meet with the instructor. For the benefit of the entire class, instructors may choose to review only the questions/concepts that were found to be challenging for most students. Points are not awarded in this review process; this is for learning purposes only. If a student feels they have received a failing grade on an exam unjustly and wishes to challenge (appeal) one or more exam questions/answer selections, they must submit this appeal in writing, along with supporting documentation from textbooks, course hand-outs and/or peer-reviewed literature (including references) within seven class days after a review of the failed examination (see the "Student Appeals" section of this handbook). This only applies to program-generated exams and excludes national exams.

The program's Academic Standing Committee (ASC) monitors student performance on individual examinations on a regular basis to identify those students experiencing academic difficulties. Students failing any examination must meet with the course instructor to identify problems and to schedule a make-up examination. Students must also meet with their assigned advisor for any individual examination failure. Students with multiple examination failures are called before the ASC and are subject to disciplinary actions as outlined in the "Academic Standing Committee" section of this handbook.

Make-up exams are offered for all failed examinations and may be in an examination format different from the original examination and apply only to active PA students. This option does not apply to students dismissed or no longer with the program. The highest score that can be assigned for a make-up exam is the minimum passing grade for the test as listed in the course syllabus, typically either 70% or 80%.

Upon failing any examination, the student must meet with his/her assigned academic advisor within five class days to discuss the failure and identify contributing factors. It is the student's responsibility to schedule this meeting. Additional remedial assignments may be assigned by either the advisor or the course instructor if deemed necessary. In such instances, a remediation "contract" will clearly define required activities and criteria for successful completion, including due dates.

Summative Examinations (B4.03)

Each student will be evaluated in a comprehensive manner by both written and practical summative examinations to ensure students meet established program standards regarding knowledge, patient care skills, technical competency, interpersonal skills, and professionalism. The first summative (Didactic Summative) examination is administered near the conclusion of the didactic phase of the program and is a written examination. The student must pass this exam (70.0% or better) to progress to the clinical phase. If the student fails this exam, one opportunity to make up the exam will be given, with the final score awarded being no higher than 70%, regardless of the actual score achieved on the make-up exam. If the student is unable to successfully pass the make-up examination with a score of 70% or higher, a review by the ASC will be required.

The Didactic PACKRAT is a diagnostic test that is also administered near the end of the didactic year. Students not achieving a score at or above the national average, or a score determined by the program and conveyed to students, may be required to undergo a remediation process which may also include a delay in starting clinical rotations.

Students must pass the summative examinations in the clinical phase as a requirement for graduation. This consists of both a practical examination and a written examination. For the Clinical PACKRAT and the End of Curriculum Exam, students must score at or above the national average or a score determined by the program and conveyed to students, to pass this exam. For the OSCE Practical Examination, students must pass each section of the exam.

In the event of a failing grade, the student will be given an opportunity to take one make-up examination for both the written and practical examinations. A review by the ASC is required if the student also fails the make-up examination.

Passing scores of any nationally administered examinations used that are not reported in percentages will be clearly conveyed to students.

ADVISEMENT (A3.07)

Each didactic student will be individually counseled and advised at least once each semester (twice in the first semester). The student must take responsibility to make sure this session occurs each semester. Students must see their advisors upon the failure of any exam, and additional sessions will be scheduled upon student request. All principal faculty members will serve as advisors and will document all advisory sessions. If problems exist, specific strategies to address them will be identified, documented, and the student will be referred to the appropriate services (such as student services, counseling center, etc.) in a timely manner. Follow-up sessions are scheduled for any student with unresolved problems. Advisory sessions are mandatory, and students and advisors are encouraged to discuss any academic or personal issues, which may be affecting the student's performance. Students will be assigned an advisor, but may request a change of advisor.

Each student in the clinical phase of the program retains the faculty advisor assigned during the didactic phase. Advisement sessions are scheduled if a student fails an examination or upon the student or advisor's request.

York College provides many student services, including general counseling, veterans counseling, career services, student support services (for low-income or first-generation college students), and services for students with disabilities. Visit https://www.york.cuny.edu/student for more info.

STUDENT EMPLOYMENT POLICY (A3.14i)

Applicants to the PA Program must assess their ability to pay tuition, equipment expenses, book expenses, health insurance expenses, travel expenses, and other living expenses for themselves and their dependents for the full twenty-eight months of the program. The program is rigorous, and students need to be aware of the reasons why **outside employment is strongly discouraged while attending the PA Program:**

- Class and rotation schedules are subject to change on short notice
- Classes and most rotations are typically scheduled between 8 AM and 6 PM, but may be scheduled earlier or later
- Clinical rotations may require weekend or evening/overnight work
- The small amount of free time PA students have is usually needed for study, rest, or recreation
- No accommodation is made in schedules or attendance policy for outside employment
- Students will not be allowed to rotate at a clinical site where they are employed to avoid any conflict of interest

- No consideration will be made for academic difficulties secondary to deficient preparation because of outside employment

If a student feels that it is absolutely necessary to work while in the Program, it is advisable that the student inform their faculty advisor of this.

PA students are not required to work for the program. (A3.02)
PA students do not substitute for or function as instructional faculty, clinical faculty/staff, or administrative staff. (A3.03 a,b)
PA students are not required to provide or solicit clinical sites or preceptors for the program. (A3.08)

STUDENT TRAVEL TO REQUIRED CLINICAL SITES (A3.14j)

Students are responsible for arranging and paying for their own transportation to and from all assigned clinical sites. While the Clinical Coordinator considers the student's residence when making assignments, students are responsible for their own transportation and may be required to travel up to 40 miles each way, and this may apply to any or all of the nine required clinical rotations.

The majority of the program's clinical affiliations are located in close proximity to the program and accessible by public transportation. The program does not, however, guarantee the location of any individual rotation assignment, and students should not plan on the basis of a particular site or commute.

All travel-related cost to and from the clinical sites are the responsibility of the student. Estimated transportation costs are included in the program's published cost of enrollment.

This policy is also published on the PA Program website at: https://www.york.cuny.edu/health-professions/physician-assistant/curriculum-outline-and-affiliations

The program's published cost of enrollment is available at: https://www.york.cuny.edu/health-professions/physician-assistant/tuition-fees

Additional regulations governing scheduling and attendance during the clinical phase are contained in the Clinical Year Addendum.

STUDENT APPEALS (A3.14h)

All appeals and/or grievances should be formally typed, double-spaced, dated, and signed with contact information including email and telephone number.

Appealing a Grade
Step 1: If a student wishes to appeal a grade that has been received, the student is asked to initially consult the instructor or clinical preceptor. Please note that national exams administered by PAEA, including the didactic and clinical PACKRATs, End of Rotation (EOR) Exams, and the End of Curriculum (EOC) exam cannot be appealed.

Step 2: If the student wishes to pursue the matter further, an appeal may be made, in writing (formally typed, double-spaced), to the Academic or Clinical Coordinator (for didactic and clinical phase courses, respectively) within seven class days after a review of the failed examination. The Academic or Clinical Coordinator will either attempt to mediate a resolution with the instructor or refer the matter to the ASC.

Step 3: The ASC will consider the grade appeal, and the student will be invited to present the appeal to the committee. If the course instructor is also a member of the ASC, the instructor will be excluded. The ASC will come to a consensus and submit a recommendation to the instructor.

Step 4: Upon receiving the ASC recommendation, the instructor may decide to:

- Hold the original grade
- Submit a Change of Grade Request

The student will be informed of the instructor's decision in writing.

Step 5: If the outcome of the grade appeal is not to the student's satisfaction, he/she may proceed with an appeal to the York College Committee on Academic Policy and Standards (CAPS). Information regarding policies on how to submit an appeal to this committee may be obtained from the Office of Student Academic Services (OSAS), Telephone number 718–262–2770.

Appealing an ASC Decision

Step 1: If the outcome of any decision by the ASC or the PA Program Director is not to the student's satisfaction, be it regarding academic standing, professional conduct, or any other issue that may impact the student's good standing in the PA Program, he/she may proceed with an Appeal to the School of Health Sciences and Professional Programs (SHSPP) Student Progression and Retention Committee.

Step 2: SHSPP Student Appeal Procedure

Please follow these guidelines:

- The student must file an appeal **within five business days** of receiving an email with a confirmed read receipt, or a certified letter, notifying the student of a Program/ASC action such as dismissal or probation.
- The appeal is made in writing: formally typed, double-spaced, and dated with contact information including e-mail address and telephone number. The letter requesting an appeal should include any supporting documents and be submitted to the Office Assistant for the School of Health Sciences and Professional Programs (AC 2H07) (addressed to the attention of the Chair for SHSPP Student Progression and Retention Committee) or sent via email to SHSPPAppeals@york.cuny.edu.
- **Within 10 days** the student will be notified by the SHSPP Committee Chairperson via e-mail and two mailings via postal and certified mail of the hearing date and time.
- Students will have an opportunity to present in person (or remotely) all supporting materials at the scheduled SHSPP Appeal hearing.
- After the meeting, the student will be notified within five business days of the Committee's decision. The Committee's decision is final.
- The form can be found on the following page and is also located online: Click Here

York College, City University of New York

School of Health Sciences and Professional Programs

Student Progression and Retention Committee Appeals

Cover Sheet

Student's Last Name: _____ First Name: _____

CUNYfirst ID Number: _____ Major: _____ Email: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: Home _____ Work: _____

Cell Phone: _____

All requests are made in writing (formally typed, double spaced, dated, and signed and include CUNYfirst ID number) and attach any supporting documents. Attach this cover sheet to the appeal letter and supporting documentation.

Student signature:_____ **Date:**_____

Supporting Documents:

Check (√) all that apply: [ ] Personal Statement [ ] Documentation of Extenuating Circumstances [ ] Transcript [ ] Other: _____

[ ] I am NOT submitting Supporting Documentation

STUDENT GRIEVANCE, ALLEGATIONS OF HARASSMENT & MISTREATMENT (A3.14g, A1.02g)

General*:* Students are encouraged to bring any suggestions or complaints regarding any aspect of the program made as a group through student government channels (PA Program Class Officers).

Grievances of a more personal nature may be brought to the student's assigned advisor, who will then outline appropriate choices of action. Students may choose to bring a grievance directly to the Program Director via the program's **Student Grievance Reporting Form** (the form follows this section of the handbook). A written response will be generated within ten working days. Grievances should be submitted in a proactive, timely fashion.
A grievance submitted to the Program Director is reviewed by the Program Director and is then discussed at a PA Program faculty meeting. The written response issued to the student reflects the outcome of that review.

Sexual Discrimination*:* Title IX of the Education Amendments of 1972, Public Law 92-318 prohibits sex discrimination in federally assisted education programs. Title IX grievance procedures have been established by York College to provide for the resolution of student complaints in relation to Title IX regulations. A complaint may be submitted in writing or presented orally to the York College Title IX coordinator in room 2H01D. Additional information is available from the student's assigned advisor, the program director, the York College Bulletin, or the York College website (www.york.cuny.edu, search for "Title IX grievance").

Sexual Harassment*:* It is a violation of University policy for any member of the University Community to engage in sexual harassment or to retaliate against any member of the university community for raising an allegation of sexual harassment. Additional information, including the definition of sexual harassment, is available in the "Policies" section of the York College Bulletin. Students may report sexual harassment via their advisor, the program's grievance form, or through any member of the Sexual Harassment Panel as listed in the York College Bulletin.

Religious Discrimination*:* Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply with Education Law – Section 224-a, which sets forth regulations requiring accommodations for students who cannot attend classes/examinations/study/fieldwork requirements on certain day(s) due to religious beliefs can file a grievance via the appended grievance form. Additional information is available in the "Policies" section of the York College Bulletin.

Correction of Educational Records*:* Student access to their own folders is governed by the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). A student can challenge the contents of the educational record as outlined in the "Policies" section of the York College Bulletin.

Discrimination Based on a Disability*:* Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based upon a handicap. Any student wishing to file a complaint may make a such complaint to the Coordinator in room 1G02. Additional information is available in the "Policies" section of the York College Bulletin.

York College of the City University of New York

PA Program

Student Grievance Reporting Form (A3.14g)

Students may use this form as an outline to report a grievance to the program director
All appeals and/or grievances should be formally typed and double-spaced.

1. Please describe, in detail, the nature of the complaint:

2. Describe any steps taken to remedy the problem:

3. Include any relevant background information or documentation to clarify this complaint:

Date: _____

Student Name: _____

Signature: _____

TECHNICAL STANDARDS FOR ADMISSION AND RETENTION (A3.12e)

The following technical standards for admission and retention establish the essential mental and physical abilities required for the successful completion of the York College Physician Assistant Program and for entry into professional PA practice.
All students admitted to the York College Physician Assistant Program are expected to be able to perform the listed tasks, with or without reasonable accommodation. York College offers a variety of services, activities, and accommodations to students with disabilities, mainly through the Center for Students with Disabilities (www.york.cuny.edu/csd).

Required Skills and Attributes.

- **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** PA students must be able to sustain attention, reason, analyze, and learn a large amount of complex information. Information from various disciplines and sources must be correlated, and concepts must be applied to develop therapeutic plans and solve clinical problems in a timely fashion. The ability to extract valid, useful, and relevant information from medical literature is also required.
- **Observation and Sensory Functions:** Students must be able to observe accurately in lecture, laboratory, and clinical patient care settings. They must have adequate sensory skills (including vision, hearing, and tactile sensation) to elicit medical histories and perform complete physical examinations utilizing inspection, percussion, palpation, and auscultation.
- **Communication Skills:** Students must be able to communicate with patients in a sensitive manner and record and communicate patient information in a timely and effective manner to all members of the healthcare team. This includes the ability to perceive nonverbal communications and describe changes in mood, activity, and posture.
- **Motor and Neuromuscular Control:** Students must have adequate neuromuscular control to perform therapeutic and diagnostic procedures (such as blood drawing, suturing, and casting), respond to emergency situations, and move about various healthcare environments. The didactic phase requires extended sitting, while the clinical phase requires extended standing and physical movement within clinical facilities.
- **Behavioral and Social Attributes:** Students must maintain the emotional health required for the full utilization of their intellectual abilities and the exercise of good judgment. They must be able to relate to patients and colleagues professionally, maintain composure during periods of high stress, and respond appropriately to emergencies.

DISABILITY AND ACCOMMODATIONS (A3.12e)

York College, CUNY is committed to providing reasonable accommodations for all persons with disabilities. To ensure equitable access to the PA program, students who require accommodations must be officially registered with the Center for Students with Disabilities (CSD) before any accommodations can be granted or implemented by the program faculty

- **Requests for Accommodation:** All requests for accommodations are voluntary. However, students seeking accommodations must contact the CSD at the beginning of the semester and provide official documentation to the program and course instructors prior to beginning coursework. No accommodations will be provided retroactively or without official CSD registration.
- **Confidentiality:** All information regarding a student's disability and accommodations is handled with strict confidentiality.
- **Contact Information:** Questions regarding technical standards or the formal process for seeking accommodations should be directed to the Coordinator of Disability Services (Room AC-1G02; Tel: 718-262-2191; www.york.cuny.edu/csd) or the PA Program Director.

- **Consistency:** These standards are consistently applied to all applicants and enrolled students and are maintained in the Physician Assistant Program Didactic Student Handbook, located at: http://york.cuny.edu/pa.

IMPAIRED STUDENT (A3.07)

PA students have the responsibility of patient care in addition to the usual academic responsibilities of a college student. The college has a responsibility to ensure that students are functionally capable of handling these duties in a competent, appropriate manner.

The PA educational process can be highly demanding and stressful. Many PA students have significant outside responsibilities such as family duties. These stresses, along with other factors, sometimes leave people vulnerable to a wide variety of psychological, social, health, and substance abuse problems.

Students should keep their faculty advisor aware of any problems or stresses that may affect their academic and/or patient care responsibilities in the Program. Program faculty and staff will try to be attuned to signs of psychosocial problems in students and refer them initially to their faculty advisor for assistance. The faculty advisor or Program Director will ensure the timely access and referral to services addressing personal issues that may impact their progress in the PA Program. This may include advising a student to seek further help from the College Counseling Center, Student Affairs, Student Health Center, or outside resources. The Counseling Center can provide counseling and referral to students for psychosocial problems (A3.07).

If a faculty member believes that a problem may be impairing a student's ability to safely and effectively carry out their responsibilities, the Program may remove the student from classes or a clinical site.

All people have problems at some point in their life and our goal is to have joint responsibility between the faculty and students for early recognition and intervention. The Program encourages students to maintain outside activities such as hobbies, exercise, spiritual endeavors, and meditation as methods for stress reduction. We would also advise students not to isolate themselves in their studies, as outside support systems are crucial to a healthy, balanced life.

STUDENT ACADEMIC RECORDS (A3.16, A3.17)

Student academic records are maintained by the York College Office of the Registrar and by the PA Program. Records held by the program are readily accessible to authorized program personnel only, and include documentation that the student met the published admission criteria; that the student met institution and program health screening and immunization requirements; of student performance while enrolled; of remediation efforts and outcomes; of any formal disciplinary action taken against the student; and that the student met the requirements for program completion.
Unauthorized individuals, including PA students, do not have access to the academic records or confidential information of other students or faculty. Student access to their own educational records is governed by the Family Educational Rights and Privacy Act of 1974, as described under Student Grievance in this handbook. Student health records are addressed separately under Student Health.

NYS INFECTION CONTROL CERTIFICATION

PA Students are required by New York State to complete the Infection Control course for healthcare providers prior to any patient contact. This certification is valid for a period of four years from the date of completion. All approved NYS providers can be found here: https://www.health.ny.gov/professionals/diseases/reporting/communicable/infection/training/provider_list/providers.htm and http://www.op.nysed.gov/training/icproviders.htm

BLS/ACLS CERTIFICATION

Students are required to obtain and maintain current BCLS/CPR certification from the American Red Cross or American Heart Association at the Healthcare Provider level. Copies of BCLS/CPR certification cards must be submitted to the Clinical Coordinator at least one month prior to starting clinical rotations. Students who do not submit these documents will not be permitted to participate in clinical training.

NATIONAL INSTITUTES OF HEALTH (NIH) STROKE SCALE CERTIFICATION

Students are required to complete the NIH stroke scale (NIHSS) certification prior to starting clinical rotations. This training can be completed from the American Heart Association Website at https://learn.heart.org/lms/nihss.
A free version of this training, which is acceptable, can be found here: https://www.nihstrokescale.org Since this would be the first time completing this training for most of you, the version you would choose would be NIH Stroke Scale – Test Group A.

STUDENT HEALTH (A3.09a, A3.09b, A3.18)

York College requires that each student show proof of immunization. The PA program requires that each student have a medical history and physical examination performed by a licensed healthcare provider. In addition to medical clearance, all students are required to have proof of immunity to measles, mumps, and rubella; PPD; hepatitis B series; varicella titer or vaccine or documented exemptions. The meningococcal and COVID-19 vaccines are strongly recommended. (Note: NYS Public Health Law requires students to either receive the meningococcal vaccine or sign a waiver declining it). The PA Program must receive verification of this compliance before any contact with patients or cadaver lab experiences.
The PA program immunization policies follow current Centers for Disease Control Recommendations and any state-specific mandates (A3.09a).

The Health Services Center maintains all health information confidentiality on-site at the Health Services Office and provides verification of health screening and immunization to the program via the form that follows, as applicable. It is the student's responsibility to obtain this verification for the program. In instances where specific immunizations are obtained via third-party providers outside of the Health Services Center, documentation may be submitted directly to the program for verification.

Authorization for Record Maintenance: By submitting the "Student Health Screening and Immunization Verification Form" (or other direct health documentation), the student grants the PA Program written permission to view and maintain this verification data for the purpose of ensuring compliance with ARC-PA and clinical site standards. These records remain confidential within the program (A3.18).

See the “student health screening and immunization verification form” on the following page. Clinical training sites may have additional health clearance requirements to be fulfilled prior to beginning a clinical rotation. The York College PA Program does not offer, facilitate, or endorse international clinical rotations. Therefore, policies regarding international travel and health screening (ARC-PA Standard A3.09b) are not applicable.

The Health Services Center provides first aid and/or emergency triage/referral to off-campus medical facilities for all students. The PA program principal faculty members, the program director, and the medical director are prohibited from acting as healthcare providers for PA students, except in an emergency situation (A3.06).

PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE

All PA students are covered by malpractice liability insurance while enrolled in the program, supplied by The City University of New York at no cost to the student.
Students are responsible for maintaining a current copy of their malpractice insurance certificate. Certificates of insurance are on file at the Program office, and copies are available to clinical sites upon request. Students must bring a copy of the malpractice certificate to every rotation.

MEDICAL INSURANCE (A3.05c)

Students are strongly encouraged to maintain medical insurance, which may be needed to cover costs associated with prophylaxis if exposed to blood or body fluids. Policies addressing student exposure to infectious and environmental hazards can be found in the clinical addendum (A3.05).

NOTE: All costs associated with injuries or illnesses acquired during clinical training including physician visits, diagnostic tests, treatment, and prophylactic medications or immunization must be incurred by the student. It is for this reason that the Program and all clinical sites advise that students have current health care insurance while in the Program. Students should evaluate their health care insurance coverage, as hospital treatment and prophylactic medications can be costly.

Student Health Screening and Immunization Verification (A3.09a, A3.18)

York College, CUNY PA Program requires that all students maintain immunizations as recommended by the Centers for Disease Control (CDC) for healthcare professionals and state-specific mandates (ARC-PA Standards A3.09a). https://www.cdc.gov/vaccines-adults/recommended-vaccines/index.html

Student Name: _____

	YES	NO*	COMMENTS (date of Vaccine or Titer)
Medical History & Physical Examination			
TB Screening (PPD/QuantiFERON)			
Tetanus, Diphtheria, Pertussis (TDAP)			
Varicella (Vaccine or Positive Titer)			
MMR (2 Vaccinations or Positive titer)			
Influenza (Current Season)			
Hepatitis B (Series or Positive Titer)			
Meningococcal (NYS Vaccine or Waiver)			
COVID-19 *(Recommended)*			

Note: Place a checkmark in the appropriate column to indicate medical and immunization status.
Physical Examination and vaccinations must be dated within the last 12 months.
For annual immunizations, such as Influenza and COVID, include the last date received.
* If "NO" is selected for any categories listed above, the clinician should document a valid reason for the exemption in the comment section.
Clinician Verification: This form should be reviewed and verified by the Student's Personal Clinician or Health Services and must be returned to the PA Program.

Provider Signature: _____ Date: _____

Print Provider Name: _____ Office Stamp with address or contact info here:

Student Attestation: I verify that the health information provided on this form is accurate and complete. I understand and agree that this document will be maintained by the Program in accordance with the Student Health Policy and confidentiality standards outlined in the Student Handbook.

Student Signature: _____ **Date:** _____

CRIMINAL BACKGROUND CHECKS AND DRUG TESTING

Current laws generally permit a state licensing board or agency to deny a license to practice if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background check be conducted prior to granting a license.

The Department of Health Professions at York College does not require a criminal background check for admission to the program, but the Department's educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites frequently require a student to undergo a criminal background check before the student can be placed for clinical training. If, based on the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program. Each clinical training site that requires a criminal background check sets its own standards and procedures, and the student may be asked by the site to pay the cost of the background check. A student may also have to complete more than one criminal background check during the course of the program, depending on the number of sites where the student is placed and the requirements of each site.

Some clinical rotation sites may also require that students submit to a drug test as a condition of their participation. Students are responsible for the cost of this testing. Refusal to have a test may result in an inability to complete the rotation and possibly the program.

If a clinical training site determines that a student may not take part in its training program based on the results of a criminal background check or drug test, or due to refusal to submit to a drug test, the student may be unable to complete course requirements and to continue in the Physician Assistant Program. York College has no obligation to refund tuition or fees or to otherwise accommodate a student in the event the student is ineligible to complete course requirements based on the results of a criminal background check, or if the student is denied a license to practice.

EXPOSURE POLICY / INCIDENT REPORTING (A3.05a, A3.05b, A3.05c)

Instruction in the use of universal precautions and infection control is a component of the program. This instruction precedes any interaction with patients or with classmates in situations that may result in an exposure incident (such as phlebotomy instruction in the didactic phase).

STUDENTS MUST NOT IGNORE ANY EXPOSURE TO BLOOD OR BODY FLUIDS.
The most obvious exposure incident is a needle stick, but any specific splash or mucous membrane/non-intact skin contact with blood or other potentially infectious materials is considered an exposure incident. Any student who is exposed to blood or body fluid must report the incident to the preceptor or instructor **IMMEDIATELY** following exposure for instruction and advisement. In some cases, treatment or post-exposure prophylaxis will be instituted immediately. You may be sent to the ED or the Employee Health Dept. The student must submit an account of the exposure to the PA Program that includes: date and time of exposure; type of exposure; any protective gear being used; circumstances of exposure; witnesses to exposure, any treatment initiated, and any other pertinent information. This account is to be signed and dated by the student. All the information regarding an incident will be kept confidential.
The report of any Environmental/Infectious Disease Exposure form can be found on the following page and must be completed by the student.

Many clinical sites have an institutional exposure policy, in which case the student will adhere to the rotation site policy **in addition** to the PA program policy. Students should seek guidance from the assigned preceptor and clinical faculty if the exposure occurs while on clinical rotation. The source should be assessed for HIV, hepatitis B and hepatitis C risk. **It is the student's responsibility to follow up with their private physician for follow-up care and HIV testing as indicated.**

Helpful resources in the case of potential exposure to HIV or Hepatitis B/C:
NYS Clinical Education Initiative (CEI) Line: 1-866-637-2342 (this is a good resource to discuss the exposure, the level of risk, and where you can find free or low-cost testing and treatment).
NYS Post-Exposure Prophylaxis (PEP) Line: 1-844-373-7692
Clinical Guidance for PEP (for Healthcare Providers):
https://www.cdc.gov/hivnexus/hcp/pep/index.html

NYS DOT Information on Prevention, Control, and Post-Exposure Prophylaxis for Bloodborne Pathogens:
https://www.health.ny.gov/diseases/aids/providers/standards/post_exposure_prophylaxis.htm

Any exposure incident that occurs during the didactic phase or outside of the rotation, but within the school curriculum, should also follow the above protocol.

It is the student's responsibility to notify the PA program of any accident that occurs while the student is on campus or at an affiliated institution, resulting in **any** potential injury or property damage.

Report of Environmental/Infectious Disease Exposure at Clinical Rotation Site (A3.05b)

Name of student _____

Date of exposure _____ Time of exposure _____ AM/PM

Type of exposure _____

Any protective gear used _____

Circumstances of exposure _____

Witnesses to exposure _____

In the case of infectious exposure:

Treatment initiated _____

Testing (if any) of source patient _____

In the case of environmental exposure:

Substance exposed to _____

MSDS Health & Hazard Data if available _____

Any treatment initiated _____

Any other pertinent information:

Signed _____ Date: _____

For advice re: testing/treatment and where to find a nearby facility that offers PEP:
NYS CEI line: 1-866-637-2342 **NYS PEP Line**: 1-844-373-7692

GRADUATE TASKS

The PA is generally responsible for the following duties:

1. Eliciting a detailed and accurate medical history, performing a complete physical examination, and recording all pertinent data.

2. Performing and/or interpreting routine diagnostic studies, including routine laboratory procedures, common radiologic studies, electrocardiographic tracings, and Pap smears.

3. Performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application and providing follow-up care for simple fractures.

4. Counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.

5. Assisting the physician in inpatient settings by performing patient rounds, recording patients' progress notes, and determining and implementing therapeutic plans.

6. Assisting in the delivery of services to patients requiring continuing care, i.e., at home, in skilled nursing homes, and in extended care facilities.

7. Facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.

STUDENT SERVICES (A3.07)

Student Affairs
The mission of the Division of Student Development is to integrate, engage, involve, and validate students at York College. They serve as the main hub for all student services offered at York College. Their office is located at AC-2F01A, and they can be contacted via email at SAEM@york.cuny.edu or phone number at 718-262-2331. More information can be found on their website at: https://www.york.cuny.edu/student-development

Counseling Center
The counseling center offers free, confidential services to all students, faculty and staff of York College. Their office is located at 1G03, and they can be contacted via email at counseling@york.cuny.edu or phone number at 718-262-2272. More information can be found on their website at: https://www.york.cuny.edu/counseling-center

Library
Information regarding library services is available on the York College website. The Library has about 170,000 volumes in book stock and bound periodicals in addition to multiple electronic resources. The librarian designated as the Subject Liaison for the Health Professions Department can assist students in the utilization of library resources. Visit their website at https://www.york.cuny.edu/library
Students on clinical rotations have access to the medical libraries of the clinical affiliates.

Educational Technology
Information regarding academic computing is published in the York College Bulletin. There are over 550 computers on campus reserved for academic purposes. Students will receive information regarding accessing educational technology resources during orientation.

Recreation
A "Recreation Schedule" is printed and distributed college-wide each semester listing facilities and hours. The schedule can be obtained in the Health and Physical Education complex. York College recreation facilities include a gymnasium, indoor walking/jogging track, swimming pool, fitness center, weight room, aerobics room, outdoor track, tennis courts, handball courts, and a soccer field.

FACILITY INFORMATION (A3.04)

YORK COLLEGE STUDENT IDENTIFICATION CARDS
York College Student Identification Cards are available at the security office (AC-1H02). Dates and times for the taking of I.D. pictures are posted and announced to all students. The card is required for entering the premises of the college and for all college library transactions. Visit https://www.york.cuny.edu/public-safety/id-card-1 for more information. PA students must be clearly identified in the clinical setting to distinguish them from other health profession students and practitioners (A3.04).

PARKING
Students may purchase a parking pass at the security office. Visit https://www.york.cuny.edu/public-safety/parking-1 for more information.

EMERGENCY CLOSING PROCEDURES
In case of severe weather conditions or other emergencies, information about the closing of the college will be broadcast on 1010 WINS-AM, 770 WABC-AM, and 1O6.1 WBLI-FM. Information can also be obtained from the York College website or by calling the Public Safety department at 718-262-2222. York College documents security and personal safety measures for students, faculty, and staff in all locations where instruction occurs. On campus these measures are administered by the Department of Public Safety (AC-1H02, 718-262-2222), which controls campus access through student identification and publishes emergency and campus closing procedures. Security and personal safety measures at supervised clinical practice sites are governed by the policies of each site and are addressed in the Clinical Year Addendum. (A1.02e)

CAMPUS ACCESS PROCEDURE
In addition to a valid I.D., the college may have additional policies regarding campus access. Visit https://www.york.cuny.edu/it/service-delivery-unit/y-connect/first-day-on-campus---what-you-need for more information.

STUDENT AND PROFESSIONAL ORGANIZATIONS

Students are encouraged to join the national organization representing PAs, The American Academy of Physician Associates (AAPA), and the New York State Chapter, the New York State Society of PAs (NYSSPA). Student membership is offered at a deep discount and offers many benefits, including publications and networking opportunities at various conferences and meetings. Students are encouraged to establish and maintain membership in the Student Academy of the American Academy of PAs (SAAAPA).

AAPA - https://www.aapa.org/member-central/student-membership
SAAAPA - https://www.aapa.org/about/aapa-governance-leadership/student-academy
NYSSPA - https://www.nysspa.org

AMERICAN ACADEMY OF PAs ETHICS GUIDELINES

Statement of Values of the PA Profession

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

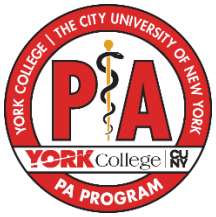
The complete set of Guidelines for Ethical Conduct for the PA Profession can be accessed at https://www.aapa.org/download/56983

HANDBOOK REVISION POLICIES

The Physician Assistant (PA) Program reserves the right to modify, update, or amend the Student Handbook at any time. Students will be notified of changes through official program communication channels. Unless a student submits a written objection to the Program Director within five (5) class days of notification, continued participation in the program will be considered acknowledgment and acceptance of the revised policies.

CLINICAL YEAR REGULATIONS

Please refer to the clinical manual addendum for additional policies pertaining to the clinical year. All policies/regulations outlined in the PA handbook, clinical addendum, the PA admission brochure, and the York College student handbook will remain in effect.



STUDENT ATTESTATION

I, _____ (print name), attest that I have received, read, and fully understand, the York College PA Program 2026 Student Handbook (revision date 8/2026) and agree with its provisions and consent to the policies and verification procedures outlined therein. I was also able to access all the additional information provided via web links, read and understand these materials, and save a copy for future use.

_____ _____

Signature Date