

**YESHIVA UNIVERSITY
KATZ SCHOOL OF SCIENCE AND HEALTH
PHYSICIAN ASSISTANT PROGRAM**



**PA STUDENT HANDBOOK
2026-2028**

All information in this handbook is accurate at the time of publication. The Yeshiva University Physician Assistant Program reserves the right to make changes at any time with appropriate notification to students.

***The policies and information contained in this handbook apply even if not specifically stated in individual course syllabi or other Program documentation. These policies apply to all students, principal faculty and the program director, regardless of location (A3.01).** Many of the policies provided in this handbook are the same as those found in the Katz Graduate Academic Catalog and are referenced accordingly. However, due to the specific nature of the Yeshiva PA Program curriculum and educational structure, PA students are held accountable to the standards and procedures outlined in this handbook. In cases where the PA Program's policies differ from those in the Catalog, this handbook will take precedence over the general school policies. Furthermore, some policies at affiliated clinical sites may also be in addition to those outlined here in the Yeshiva PA Program Student Handbook. Such policies are provided to the students during the orientation to the clinical year, electronically in the Exxat system, and/or from the sites themselves (A3.01).

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Section I: GENERAL PROGRAM INFORMATION

YESHIVA UNIVERSITY MISSION

The mission of Yeshiva University — the world’s flagship Jewish university — is to educate, empower and inspire our students to become the next generation of leaders, guided at all times by our core values. We do this through a transformative, world-class, and interdisciplinary education that is deep and broad and that cultivates in our students a sense of meaning, purpose and drive to make the world a better place — for themselves and for future generations.

ABOUT THE KATZ SCHOOL

We are research scientists, tech builders and patient-centered clinicians working on problems that matter. We concentrate our energy on industries that are central to the modern economy: Artificial Intelligence, Biotechnology, Computer Science, Cybersecurity, Data Analytics, Digital Media, and Fintech, as well as Nursing, Occupational Therapy, Physician Assistant Studies and Speech-Language Pathology. Its mission is to lead in the lab, classroom and clinic with kindness, integrity, and generosity and its commitment is to leave the world a smarter, safer, and healthier place.

PHYSICIAN ASSISTANT (PA) PROGRAM MISSION STATEMENT

The Yeshiva University PA Program will prepare diverse, culturally competent physician assistants to lead lives of compassion, generosity, and integrity as they provide effective, patient-centered health care for patients from all cultural and socioeconomic backgrounds. The PA Program mission will be accomplished through the provision of a nurturing learning environment, excellence in teaching and learning, service to the community, and the delivery of evidence-based medical education. As part of the Katz School of Science and Health, Yeshiva University, our students will lead with integrity, generosity and a commitment to making the world smarter, safer and healthier.

PA PROGRAM GOALS

Goal 1 – Clinical Excellence: Provide students with a strong foundation of medical knowledge to practice at an entry-level proficiency.

Goal 2 – Professionalism: Enable students to provide health care with integrity, respect, accountability, ethics, and compassion.

Goal 3 – Cultural Competence: Prepare students to serve traditionally medically underserved communities.

Goal 4 – Leadership – Encourage students to contribute to and enrich the PA profession.

PA PROGRAM VALUES

Compassion: Care delivered with compassion and empathy promotes healing and leads to better outcomes for patients and clinicians alike. Communication skills that foster the development of compassion will be honed through coursework and supervised patient care experiences.

Generosity: Recognition that the life of another is as valuable as one's own is fundamental in the practice of medicine and the service of patients. Altruistic behaviors and selflessness will be developed through active community service both locally and globally.

Integrity: Integrity is the bedrock of trust development between the patient and clinician. Adherence to the highest standards of professionalism and ethics in the classroom and during supervised clinical practice experiences is mandatory.

Diversity: Diversity of students and staff leads to a rich experience in the classroom and clinic while fostering the development of cultural competence. Ensuring that all students regardless of their learning needs feel valued and supported. This approach encourages collaboration, empathy, and cultural competence which are essential for future healthcare professionals.

Collaboration: Collaboration on inter-professional health care teams promotes patient-centered care and improves patient outcomes.

TECHNICAL STANDARDS FOR PHYSICIAN ASSISTANT STUDENTS (A3.12e)

To be a physician assistant, a student must possess a number of abilities and skills. Therefore, each student must be able to fulfill all the standards listed below, with or without reasonable accommodations. The inability to perform these standards may lead to dismissal from the Program.

Intellectual

- Acquire information from written documents and visualize info as presented in images from paper, film, slides, and video
- Interpret X-ray, EKG, and other graphic images with or without assistive devices
- Exercise good judgment
- Properly complete all responsibilities attendant to the diagnosis and care of patients

Observation

- Accurately observe patients, at a distance and close at hand, with or without standard medical instrumentation
- Speak to, hear, and observe a patient to elicit information

Communication

- Communicate effectively with patients and their families in both written and oral modalities

Sensory/Motor Coordination

- Possess motor skills necessary to perform palpation, percussion, auscultation, and other diagnostic and therapeutic maneuvers
- Perform basic laboratory tests and emergency therapeutic procedures including airway management, placement of intravenous catheters, cardiopulmonary resuscitation, application of pressure to control bleeding and suturing of wounds
- Tolerate physically taxing workloads

Social and Behavioral

- Develop mature, sensitive, and effective relationships with patients
- Describe changes in mood, activity and posture and perceive nonverbal communication in patients
- Function effectively under stress
- Adapt to changing environments
- Display flexibility and learn to function in the face of uncertainties inherent in the practice of clinical medicine
- Possess good interpersonal skills to be an integral member of a medical team

Problem Solving/Critical Thinking

- Measure, calculate, reason, analyze, integrate, synthesize, and comprehend three-dimensional relationships including spatial relationships of structures according to standard medical care

PA PROGRAM COMPETENCIES (A3.11g)

PA Program professional competencies include the effective and appropriate application of Medical Knowledge, Interpersonal and Communication Skills, Clinical and Technical Skills, Professionalism, Clinical Reasoning and Problem Solving, Society and Population Health, and Practice-Based Learning. The PA Program Competencies are cornerstones of the YU PA Program curriculum and are adapted from the AAPA, PAEA, NCCPA, ARC-PA PA competencies.

The Program's competency framework includes main competencies, and sub-competencies are linked to course learning outcomes to ensure graduating students are competent to enter clinical practice. The competency domains are as follows:

Medical Knowledge: Apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent, patient-centered care to include women's health, prenatal care, and care across the life span (infants, children, adolescents, adult, and the elderly).

Communication and Interpersonal Skills: Communicate effectively with patients, families, and health team members, incorporating empathy and compassion to build meaningful therapeutic and interprofessional relationships.

Clinical and Technical Skills: Demonstrate the clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

Professionalism: Demonstrate integrity, deep understanding of the practice environment, and a commitment to lifelong learning that enables them to provide high quality, equitable care for individuals and communities.

Clinical Reasoning and Problem Solving: Analyze and synthesize relevant clinical information to diagnose and manage patients across the lifespan (prenatal, infant, children, adolescents, adult, and the elderly).

Society and Population Health: Recognize that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.

The complete competency framework, which includes main competencies and sub-competencies, can be found at <https://www.yu.edu/sites/default/files/inline-files/PA%20Program%20Competencies.pdf>

PLURALISM

The graduate health science programs at the Katz School of Science and Health prioritize individual dignity and promote a culture of pluralism in a supportive patient care, learning, and research environment. The PA Program is committed to creating a community that recognizes and embraces diverse backgrounds and identities. Every student, faculty member, patient and their family will be treated with respect, dignity, and professionalism. We do not tolerate or condone discrimination. We are committed to delivering health care and education in a manner that respects multiculturalism with the full intent of achieving better health, happiness and quality of life for all.

PA Program initiatives:

- Coursework is enriched with content on multiculturalism.
- PA students are encouraged to participate in Katz School multicultural celebrations.
- Peer to peer and/or faculty to peer mentoring is available to students in the PA Program.

- External conference attendance pertaining to multiculturalism is encouraged.
- Community service in different multicultural settings is encouraged.

PHYSICIAN ASSISTANT PROFESSIONAL ORGANIZATIONS

The following four (4) Organizations are the governing body of the PA Profession. Detailed information about each organization may be found at their designated websites:

1. National Commission on Certification of Physician Assistants (NCCPA)

Information about NCCPA may be found here: <http://www.nccpa.net>.

2. The American Academy of Physician Associates (AAPA)

Information about AAPA may be found here: <http://www.aapa.org>.

3. The Accreditation Review Commission on Education, for the Physician Assistant, Inc. (ARC-PA)

According to the ARC-PA website: “The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

The ARC-PA is an independent accrediting body authorized to accredit qualified PA educational programs leading to the professional credential, Physician Assistant (PA). Accreditation is a process of quality assurance that determines whether the program meets established standards for function, structure and performance. The ARC-PA does not accredit any academic degree awarded by the sponsoring institution of the PA program.”

Information about ARC-PA may be found here: <http://www.arc-pa.org/>.

4. Physician Assistant Education Association (PAEA)

Information about PAEA may be found here: <http://www.paeaonline.org>.

Section II: PROGRAM OVERVIEW

ACCREDITATION STANDARDS FOR PHYSICIAN ASSISTANT EDUCATION 6TH EDITION (A3.11a)

Yeshiva University pledges to comply with the accreditation standards outlined by the ARC-PA. The PA Program Director is responsible for ensuring compliance with the ARC-PA accreditation standards with oversight by the Dean of the Katz School.

PROGRAM ACCREDITATION:

At its **April 2026** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended **Accreditation-Probation** status for the **Yeshiva University Physician Assistant Program** sponsored by **Yeshiva University** until its next review in **April 2028**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

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

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-yeshiva-university/>.

PROGRAM CURRICULUM OVERVIEW

The Master of Science in Physician Assistant Studies Program at Yeshiva University is a twenty-eight (28) month professional curriculum composed of seven (7) 15-week semesters, organized into a didactic phase, followed by a clinical phase, and ending in a culminating semester.

The didactic year of study introduces students to the study of medicine via an organ system approach integrated with critical thinking and clinical problem solving. Early introduction to

regular patient contact in the didactic year helps students hone their interpersonal skills and introduces hands on clinical skills. These pre-clinical students actively practice the history and physical exam as they assume the role of provider and patient: this practice inherently has a positive impact on the student's communication skills and enables development of a patient-centered approach. Ultimately, didactic year students acquire medical knowledge, technical and clinical skills to prepare them for clinical rotations.

During the clinical year, the students complete ten (10) five (5) week clinical clerkship rotations, including seven core clinical clerkship rotations: family medicine, internal medicine, women's health, emergency medicine, behavioral health, surgery, and pediatrics. Following the completion of the clinical rotations, students, in the final semester of the Program complete their final professional courses and the capstone project.

The Program is an 86-credit robust and evidence-based medical science program that prepares future Physician Assistants to work in a variety of clinical settings by providing students with the skills needed to practice at an entry-level proficiency with their team while observing all appropriate ethical and legal boundaries.

PROJECTED EXPENSES: TUITION AND FEES (A3.12f)

Tuition and fees listed below are the predicted rates for the academic year of 2026-2027*:

- FLAT rate tuition per semester: \$17,720.
- Registration Fee per semester: \$65
- Graduate Student and Technology Fee per semester: \$350
- PA Program Fee per semester: \$475

*(*Tuition and fee rates are subject to change)*

Estimated Total Tuition and Fees*: \$130,270 (not including health insurance).

*(*Tuition and fee rates are subject to change)*

A more detailed breakdown of estimated costs to attend the Program (including background checks, equipment and trainings, etc.) can be found on the website

<https://www.yu.edu/katz/physician-assistant>.

Financial Responsibility: Once you register for classes, you assume a financial responsibility.

Please visit the Office of Student Finance website for more details and the most up-to-date information about tuition, fees, financial aid information, payment options, and loans:

<https://www.yu.edu/osf>.

ADMISSION TO THE CURRENT COHORT

Acceptance to the PA Program is binding for the current cohort in which the student is accepted. There are no deferrals of acceptance.

ADVANCED PLACEMENT, ADVANCED STANDING, AND TRANSFER CREDIT (A3.12c)

The PA Program does not grant advanced placement, grant advanced standing, or accept transfer credits for any coursework in the PA Program Curriculum.

REQUIRED MEDICAL EQUIPMENT

PA education includes laboratories and clinical experiences during which medical equipment must be utilized. All students enrolled in the PA Program are required to purchase the following medical equipment prior to the first day of class (the Program will provide a welcome packet that provides additional information, including vendor recommendations):

- Aneroid sphygmomanometer (blood pressure cuff),
- Penlight,
- One 512 cps tuning fork (for hearing tests)
- One 128 cps tuning fork (for vibratory tests),
- Reflex hammer,
- Stethoscope with bell AND separate diaphragm,
- Diagnostic set, including an ophthalmoscope and otoscope. (Equivalent of the Welch Allyn diagnostic set #97200 or greater),
- Wristwatch with a second hand or digital timer (Phone cannot be used as a timer),
- 5 ½" needle holder (non-disposable for suturing),
- 4 ¾" Adson tissue forceps with teeth (non-disposable for suturing),
- 5 ½" suture scissors (non-disposable for suturing),
- A handheld pocket Snellen (near visual acuity) chart,
- Plastic tape measure (metric),
- 2 short (hip length) white lab coats,
- Protective Eyewear.

REQUIRED TECHNOLOGY

The PA Program requires PA students to have a laptop computer with Microsoft Office throughout the duration of the PA Program. It is the student's responsibility to always have a working, charged laptop or iPad with Microsoft Office in all classes. Exams are predominantly taken electronically. Laptops and iPads must use CHROME or FIREFOX browsers during exams. It is the student's responsibility to ensure that their test-taking applications, tablets/computers, and browsers are up to date. Failure to do so can lead to technical issues during exams, which may result in the inability to take the test, interruptions during the exam, and potential failure

of the exam. Students will be required to bring their laptops to orientation and should make plans accordingly.

Chromebooks and Android tablets cannot be used to take exams.

STUDENT CERTIFICATIONS

PA students must obtain and maintain the following certifications during their tenure in the PA Program:

Health Insurance Portability and Accountability Act (HIPAA) - HIPAA Training

To participate in patient care and be accepted at New York State Hospitals as a Physician Assistant Student, all students must complete a HIPAA training course. Prior to entry into the PA Program, students must complete this course. PA students must be prepared to submit a copy of the certificate of completion on the first day of rotation.

American Heart Association Basic Life Support (BLS)

BLS certification must be obtained prior to the commencement of the clinical year. All PA students were certified in BLS prior to entry to the PA Program. Students must be prepared to present a copy of their BLS card on the first day of rotation.

American Heart Association (AHA) of Advanced Cardiac Life Support (ACLS)

ACLS certification must be obtained prior to the commencement of the clinical year of study. All clinical year PA students must be certified in ACLS. AHA healthcare provider ACLS courses must be taken independently by each student, either on weekend or vacation days.

If a student fails to successfully complete an ACLS course prior to the beginning of clinical rotations, he/she will not be able to start the clinical education component of the PA Program until such time as the course is completed and the next rotation is offered.

Infection Control Course (A3.05a)

To participate in patient care and be accepted at New York State Hospitals as a Physician Assistant Student, all students must complete an online infection control course. PA students must complete this course prior to the beginning of clinical rotations, and they must be prepared to submit a copy of the certificate of completion on the first day of rotation.

Occupational Safety and Health Administration (OSHA) (A3.05a)

Students must complete course work in Occupational Safety and Health hazards annually. PA students must complete a mandatory online OSHA approved training program that addresses infectious and environmental hazards encountered by healthcare workers.

An example of a ten-hour, OSHA approved, low-cost general course in which students may enroll is: <https://www.careersafeonline.com/courses/healthcare-industry>.

Respiratory Fit Testing (RFT)

To participate in patient care as a Physician Assistant Student, students are required to have proof that Respiratory Fit Testing (RFT) was complete. RFT is mandated by the Occupational Safety & Health Administration (OSHA) on the federal level and state level for most localities.

All students must be prepared to submit verification of completion of this testing prior to the start of clinical rotations. If a student fails to provide proof of fit RFT by this date, he/she will not be permitted to begin clinical rotations.

PA PROFESSIONAL ORGANIZATIONS MEMBERSHIPS

PA Program students are required to join NYSSPA and the AAPA **by October 15** in the first semester of classes:

NYSSPA: New York State Society of Physician Assistants:

<https://www.nysspa.org/page/Membership>

AAPA: The American Academy of Physician Assistants:

<https://www.aapa.org/member-central/join/>

CRIMINAL BACKGROUND CHECKS

Prior to entry into the PA Program, all PA students will be required to undergo a criminal background check.

- Many clinical affiliates require the completion of a more recent criminal background check for PA students rotating at the site.
- Students should be aware that a clinical affiliate can remove a student from the site if a criminal record is discovered.
- A felony conviction may bar your entry into clinical practice as a Physician Assistant.
- If a student is rejected from a clinical site due to information contained in the criminal background check, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete Program requirements for this reason, the student may be dismissed from the Program.

CRIMINAL BACKGROUND CHECKS AND PA LICENSURE

- Students seeking entrance into the physician assistant profession should note that the presence of a criminal record may result in the refusal of licensing, certification, or registration agencies to issue the credentials needed to practice medicine as physician assistants. Students are responsible for determining their eligibility in the state(s) in which they intend to practice.
- **Students are responsible for the cost of all background checks**

DRUG SCREENING

- Prior to the start of clinical rotations, all students are required to pass a drug screen and have a negative drug screen result.
- At any time during the didactic and clinical year, the PA Program may request a student to have a drug screen, at the request of the faculty or the clinical site based on a specific behavioral incident or pattern.
- Students are responsible for the cost of the drug screen.
- Students should be aware that a clinical affiliate can remove a student from the site if a positive drug screen is positive.
- If a student is rejected from a clinical site due to information contained in the drug screen, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete Program requirements for this reason, the student may be dismissed from the Program.

STUDENT PROGRAM EVALUATIONS/SURVEYS

At the completion of each course in both the didactic and the clinical years of study, PA students are required to complete course, faculty, and/or clinical site evaluations. Students will also be required to participate in additional Program effectiveness surveys during their tenure in the Program. The course evaluations and Program effectiveness surveys are completed anonymously.

This valuable feedback is reviewed and used to inform modifications and improvements in faculty teaching strategies, courses, the curriculum, Program policies, and other aspects of the Program. Completion of these surveys and evaluations contributes to the Program's overall effectiveness relative to its stated goals and objectives.

Section III: PA PROFESSION STANDARDS OF PROFESSIONALISM

PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional. Legal requirements and ethical expectations will not always coincide. The law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (AAPA) GUIDELINES FOR ETHICAL CONDUCT FOR THE PHYSICIAN ASSISTANT PROFESSION

The Yeshiva University Physician Assistant Program will abide by the full Code of Ethics found on this website: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

PATIENTS' RIGHTS AND CONFIDENTIALITY OF MEDICAL RECORD

PA students shall maintain confidentiality. By maintaining confidentiality, PA students respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

All data gathered about the patient and his/her illness, including all items within a patient's medical history, is privileged information.

Students WILL NOT discuss a patient's records in a manner or situation that would reveal any information about that patient or his/her records to people, not involved in his/her health care.

Charts or contents, (i.e. lab reports, etc.), are not to be removed from the hospital or clinical setting. If photocopies of work are to be submitted to the PA Program for evaluation, all protected health information must be physically removed as per HIPAA, federal, and state regulations.

PROFESSIONAL IDENTITY

PA students shall not misrepresent, directly or indirectly, their skills, training, professional credentials, or identity. PA students shall uphold the dignity of the PA profession and accept its ethical values.

THE PA STUDENT AND OTHER HEALTH PROFESSIONS

Team Practice

PA students shall be committed to working collegially with other members of the health care team to ensure integrated, well-managed, and effective care of patients. PA students shall strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the public.

Illegal and Unethical Conduct

PA students shall not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

PA Student/Preceptor Relationship

Supervision should include ongoing communication between the preceptor and the PA student regarding patient care. The PA student should consult the preceptor whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

Section IV: CODE OF ETHICS AND CODE OF CONDUCT

KATZ SCHOOL OF SCIENCE AND HEALTH CODE OF ETHICS

The PA Program adheres to the Katz School of Science and Health Code of Ethics. The Katz School catalog describes the Student Code of Conduct and may be found at the following:
<https://www.yu.edu/registrar/grad-catalog>

CODE OF ETHICS

Academic Integrity

The submission by a student of any examination, course assignment, group work, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

Cheating on Assignments and/or Exams

Cheating is an affront to academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that there can be a continuum between them.

Intentional Misrepresentation occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an Assignment that: a) is downloaded from an Internet source and/or obtained from a paper mill; b) is obtained from someone else (including another student); c) contains part or all of the writings of another person (including another student), without acknowledgment of the source; or d) contains passages that were cut and pasted from an Internet source, without acknowledgement of the source.

Misuse of Sources is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, and the parameters of common knowledge.

Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.

Other Violations of Academic Integrity

In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- Assisting or attempting to assist another student in an act of academic dishonesty.
- Providing papers, essays, research, or other work to aid another student in Intentional Misrepresentation.
- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.
- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.
- Submitting fraudulent documents during the admissions process or afterwards.
- Impersonating another person's identity, including but not limited to impersonating a faculty member, staff or other student.

Any PA student who violates this Code of Ethics will be subject to disciplinary action which may include dismissal.

Use of Artificial Intelligence: The use of generative AI tools (e.g., ChatGPT, Claude, DALL-E, or similar technologies) is strictly prohibited for any purpose, including drafting, editing, brainstorming, or completing assignments. All work submitted must be entirely your own, and any use of unauthorized assistance will be considered a violation of the academic integrity policy. If you are unsure whether an AI tool is permitted, consult the instructor.

PA STUDENT CODE OF CONDUCT

Professionalism holds equal importance to academic progress. Students are expected to always demonstrate professional behavior.

PA students are expected to:

- Demonstrate integrity and honesty.
- Maintain professional conduct, appearance, and hygiene.
- Treat others with empathy, compassion, dignity, and respect.
- Embrace diversity: demonstrate cultural sensitivity.
- Communicate courteously both verbally and non-verbally.
- Accept and apply constructive feedback.
- Always act responsibly and accept personal accountability.
- Demonstrate concern for the welfare of others.
- Dedicate her/himself life-long learning, self-reflection, and self-improvement.
- Dedicate her/himself to the service of others.
- Contribute to a productive learning environment.
- Attend and be punctual for all learning experiences.
- Comply with the Katz School Code of Ethics.

Students who violate the Code of Conduct are at risk of course failure and probation or dismissal from the PA Program. Students' professionalism will be evaluated each semester by their faculty, advisors, and/or the program director.

VIOLATION OF KATZ CODE OF ETHICS OR PA CODE OF CONDUCT

Penalties and Procedures for Violating Academic Integrity Standards

Accordingly, students or student groups, who act in a dishonest manner by cheating or plagiarizing on any examination, course assignment, or degree requirement are subject to penalties under the following procedures. Students working on a group or team assignment who are found violating academic integrity standards shall ALL be considered in potential violation. Each student's role in the violation shall be individually reviewed by the Program Director and faculty; however, the group may be held accountable as may be determined by the Program Director and faculty.

Please Note: If a faculty member determines that a student or student group unintentionally misused sources on an assignment, he/she/they may lower the grade on the assignment in question (including lowering to a grade of "F"). No additional penalty should be imposed.

ACADEMIC INTEGRITY VIOLATION REVIEW AND APPEAL POLICY

Reporting an Alleged Violation

Any member of the Yeshiva University community may initiate a report of suspected academic integrity violations, including cheating, plagiarism, or other forms of misconduct. Reports should be submitted as soon as possible, and (to the extent possible) no later than 5 business days after the incident occurred.

Reports may be made directly to the applicable Program Director using the official Incident Report Form or may be submitted to a faculty member. In such cases, the faculty member is responsible for forwarding the report and any supporting information to the Program Director within 5 business days of receiving the complaint. The Program Director will then initiate an investigation in accordance with the procedures outlined below.

Step 1: Initial Review by Program Director

- The Program Director will meet individually with the reporting person and/or faculty member and the student accused of violating the integrity policy to review the relevant evidence.
- The Program Director must complete their review and issue a written determination within 10 business days of receiving the report. This determination will include: a summary of the evidence, the charges (if any), and the penalties (if applicable).
- The Program Director will send this written determination to the student.

Step 2: Student Response

If charged, the student must respond within 5 business days of receiving the Program Director's decision. They may either:

- Accept responsibility and the associated penalties, or deny the allegation and submit a written appeal for review by the Committee on Academic Standards and Integrity (CASI); or,
- If the student accepts responsibility, the penalty determined by the Program Director will be implemented without further review.

Step 3: Appeal Process – CASI

1. If the student appeals, the case is referred to the CASI, a three-person body appointed by the Dean. The Committee will consist of: One School Program Director (not involved in the original case); one faculty member, and one representative from the Katz Graduate Student Association.
2. The CASI chair will notify the student in writing of the date, time, and location of the hearing. The student may: Consult with the School Student Advocate, a neutral resource available throughout the process to help the student understand their rights, timelines, and the type of documentation that may support their position; bring written materials and witnesses to the hearing; and shall not bring external advocates or advisers (including family members or attorneys)
3. The Student Advocate may attend the hearing in a non-participatory role but does not assist in preparing arguments or evidence.
4. The CASI will consider all relevant evidence, may request additional information from involved parties, and will determine whether the original academic integrity violation occurred. Their decision must be issued within 5 business days of the hearing, and the full review is expected to be concluded within 30 business days of the student's appeal submission.

Step 4: Final Resolution

If the CASI confirms the violation as originally charged, they will:

- Certify the Program Director's original penalty.
- Submit a written summary and findings to the Dean.
- The Dean will make the final determination as to whether any violation occurred and what penalty, if any, should be applied.

Records

Copies of the final decision (after appeal) will be sent to the Dean of Katz School and to the Office of the Registrar and may be documented on official transcript.

PROCEDURES FOR REMOVAL

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, he/she should immediately take reasonable steps to notify his/her supervisor, the applicable Program

Director and/or the Dean of the School. (If so notified, the supervisor and Dean should in turn notify the applicable Program Director.) The Program Director then should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with applicable law and regulations, procedures should be followed to ensure that a student considered for involuntary leave is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if an involuntary leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

To the extent practicable, a student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision.

A student who is placed on involuntary leave may appeal the decision to the Dean within 10 business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The Dean or his/her designee will review the appeal, and his/her decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus. To the extent practicable, the student will be provided with notice and an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision. The student also may appeal the decision as set forth in the preceding paragraph.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The School will notify all relevant parties of the leave of absence and/or removal from campus.

A student's continuance on the rolls of the University; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon a student are entirely subject to the disciplinary powers of the University and to the student maintaining high standards of ethical and academic conduct. A student may be placed on probation or dismissed at the discretion of the Dean at any time for infringement of these standards.

GRIEVANCES

Academic Grievance Procedure (A3.14g)

Students have the right to file an academic grievance if they believe they have been treated unfairly in an academic matter (i.e., an improper academic decision that directly and adversely affects them) or if they believe University, School, or program academic policies or procedures have not been properly followed. Disagreement with academic judgement alone is not enough, and a student may only grieve a calculation error, failure to follow syllabus/course requirements or violation of applicable policies.

Final course grades and individual assignment grades are not eligible for review through this process except as permitted under the Grade Change Policy. Matters involving discrimination, harassment, or sexual harassment are addressed through the University's applicable policies and procedures.

Students seeking resolution of an academic grievance must follow the steps below:

Step 1: Faculty Member

The student must first meet with the faculty member involved (or make a reasonable attempt to do so) to attempt to resolve the matter.

Step 2: Academic Dean or Program Director

If the matter is not resolved at Step 1, the student must meet with the Academic Dean or Program Director to attempt to resolve the matter.

Step 3: Formal Grievance Submission

If the matter remains unresolved, the student may submit a formal grievance through the Academic Grievance Submission Form. The grievance must be submitted no later than two (2) weeks from the end of the semester in which the event being grieved occurred (Fall, Spring, or Summer). The student must provide all required information and supporting documentation.

Step 4: Eligibility Review

The grievance will be reviewed by the Dean's Office (or their designee) to determine whether the matter is eligible for consideration under the Academic Grievance Procedure. The student will be notified of the eligibility determination as soon as possible after receipt of the completed Academic Grievance Submission Form (generally within five (5) business days of submission). If the matter is eligible, the grievance and supporting documentation will be forwarded to the Katz School Grievance Committee for review. If the matter is not eligible, the student will be notified.

Step 5: Grievance Committee Review

The Grievance Committee will acknowledge receipt of the grievance via the student's YU email. The Committee will review the grievance and may request additional information or meet with the student, faculty member, or other relevant parties as necessary.

Step 6: Final Decision

Following its review, the Grievance Committee will submit its recommendation to the Dean of the Katz School. The Dean will render the final decision. If a meeting was required, the student

can generally expect a decision within two weeks following the meeting. The student will be notified of the decision via their YU email.

The School will endeavor to act timely in making its decision. Time limits may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance. It is expected that any such changes will be communicated to the student.

Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy (page 68).

READMISSION AFTER DISMISSAL (A3.14f)

Once dismissed, for any reason, a student may not re-apply to the PA Program.

Section V: PA PROGRAM AND GENERAL POLICIES AND PROCEDURES

ATTENDANCE AND PUNCTUALITY

General Attendance Requirements

The PA Program curriculum is an intensive, highly structured, and progressive educational program that is designed to deliver the necessary academic and clinical education essential to provide patient care. Therefore, participation in all activities is critical to the professional development of students and absence of activities can affect students' ability to pass exams and care for patients in clinical settings.

Students enrolled in the PA Program shall be present, punctual, and prepared for all scheduled classes, labs, supervised clinical experiences, and other Program activities during both the didactic and clinical years.

It is recommended that students arrive 10 minutes before any scheduled class/event. Students who arrive after the class/event begins will incur an unexcused absence and will not be permitted to attend.

Calendar of Religious Observance days and times

Each student shall submit the days and times of anticipated religious observances within the first week of each semester. Absences due to Religious Observances are considered excused absences, if a student has complied with the calendar submission. However, the student is still responsible for all material covered during classes. If a day of excused absence is on the date on which an assignment is due, the student is responsible for submitting the completed assignment prior to the due date. If a day of excused absence is on a quiz or exam day, it is the student's responsibility to contact the course instructor immediately upon being informed that an exam or quiz is scheduled during a religious observance so that arrangements can be made to take the exam prior to the observance.

Clinical Year Attendance Guidelines

Attendance at scheduled clinical rotations is mandatory. Rotation hours may vary, including weekdays, weekends, holidays, evening, and overnight shifts, as well as on-call schedules. The student's schedule will be set by the preceptor at the clinical site.

- Students must enter their schedule in the "Student Site Schedule and Update" form on Exxat before the end of week 1
- Clinical year students shall document absences on the Exxat "Time Off Section," including plans for make-up time, and notify their preceptor and the Program clinical team; planned absences need to be approved in advance by the Clinical Director
- Students must notify the PA Program immediately if their preceptor is on vacation.
- Students are not permitted to be dismissed early from a clinical rotation for any reason including transportation schedules.
- The maximum time for clinical year students to be onsite on clinical rotations is 80 hours per week, inclusive of on-call and clinical hospital settings.

University holidays do not apply during the clinical year. Attendance is mandatory for all clinical site orientations and required clearance activities (e.g., interviews, security clearances, training classes).

Students must accept the assigned rotation schedule and attend all end-of-rotation activities ("callback days") in their entirety.

Excused Absence or Tardiness

While it is the Program policy that students are expected to be punctual and attend all scheduled classes, labs, supervised clinical experiences, as well as other Program activities, it is understood that students may have exceptional events that might keep them from classes or Program activities. During these times a student's absence or lateness may be excused.

Examples of absences or tardiness that might be excused, include:

- ACUTE PERSONAL ILLNESS OR INJURY DOCUMENTED BY A HEALTHCARE PROVIDER
- HEALTH CARE APPOINTMENTS TO MAINTAIN PHYSICAL AND MENTAL WELL-BEING
- CRITICAL ILLNESS IN IMMEDIATE FAMILY MEMBER
- AAPA or NYSSPA conferences with prior Program approval
- RELIGIOUS OBSERVANCE
- DEATH IN THE IMMEDIATE FAMILY

Any other absence will be considered unexcused and considered a breach of professionalism, regardless of whether the student informed the Program in advance (i.e., family events such as weddings, vacations, graduation; traffic, etc.).

In the event a student will be absent to attend a regularly scheduled health care appointment, a professional conference, observe a religious holiday, or attend jury duty, the student must notify PA Program personnel a minimum of two weeks in advance. It is recommended that students request postponement of jury duty should the occasion arise. The PA Program will provide the student with a note verifying the student's full-time attendance in the Program.

If a student misses more than two days due to illness, they may be required to provide documentation from an acceptable healthcare provider confirming the dates of absence and/or medical clearance to return, without personal medical details.

At the discretion of the Director of Clinical Education or clinical preceptor, time missed from a clinical rotation may be required to be made up, which may include completing hours at the same or an alternate clinical site, virtual clinical cases, or reporting to campus for relevant learning activities such as simulations. Make-up time may occur during vacations, weekends, or at the end of the clinical year. Students may receive an "incomplete" for the course until all required coursework and missed hours have been completed. If an entire rotation must be rescheduled due to absences, it may delay graduation and subsequently postpone the student's eligibility to take the PANCE.

Ultimately, the final determination of any absence as excused will be made by the PA Program faculty.

Absence and Tardiness Notification Procedures: If a student expects to be late or is unable to attend a class or laboratory session or any clinical activity, he/she MUST email faculty and staff to note the reason for absence or tardiness and include a phone number at which he/she can be reached. Students must email the following faculty & staff:

Didactic Year:

- Course instructor,
- Didactic Year Director,
- Program Manager.

Clinical Year:

- Course Preceptor/Instructor,
- Clinical Year Director,
- Program Manager.

The notification regarding an absence must be received at least one (1) hour before the start of the school day/rotation day. The notification of lateness must be received at least 10 minutes prior to the start of the class/lab/clinical experience. Sending a message through a classmate is NOT acceptable. Preceptors should be called directly, in addition to sending an email.

Unexcused absence or lateness, as well as repeated absence or lateness, will place the PA student at risk of course failure, professionalism probation, suspension from rotations, or dismissal from the PA Program.

Consequences of Unexcused Absences

Consequences for each unexcused absence are as follows:

Didactic Year: The student will lose (1) point from the final grade of a course for every occurrence of an unexcused absence, failure to notify the faculty and/or Program of absence due to illness or family emergency, or failure to be present when attendance is taken. If a student is absent from 10% or more of a didactic course during the semester, he/she will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

Clinical Year: The student will lose (1) point from the final grade of a course for every occurrence of an unexcused absence, failure to notify the faculty and/or Program of absence due to illness or family emergency, or failure to be present when attendance is taken. If a student is absent from 10% or more of a clinical course/rotation during the semester, he/she will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

CLASSROOM AND LABORATORY DECORUM

- Be prompt and prepared.
- Do not speak when someone else is speaking.
- Wait for a break during lecture to leave the classroom.
- Always keep your camera on and face front in a virtual lecture or meeting.
- Refrain from eating in class.
- Do not text or use your phone during lectures or lab.
- Do not browse the internet during lectures.
- Maintain good personal hygiene.

Visitors: Guests are not permitted to attend lectures, laboratories, or other classroom activities without prior approval. Yeshiva University students who are not enrolled in the PA Program may not attend classes unless arrangements have been made for the student to audit the course.

LECTURE NOTES

Students are responsible for taking notes during lectures and labs. At the discretion of the instructor, lecture notes or copies of PowerPoint presentations may be made available to students either before, during, or after the class. Instructors have personal preferences concerning distribution of such materials, and the PA Program honors such preferences.

The PA Program uses Canvas to make lecture materials (if any) available to students. Students will be provided with all necessary passwords, etc. to gain access to these systems.

REGISTRATION

Before their first semester, incoming graduate students will be provided with instructions by the school on how to register for their courses. Continuing students are required to register each semester during the specific registration period; registration dates will be published in the Academic Calendar.

Students who fail to register within the designated registration period will not be able to attend courses or rotations.

CONTINUOUS STATUS

The Katz School requires students to be continuously enrolled each semester as required by the student's program until their degree is granted. To maintain continuous enrollment, students must register each semester required by their individual program, take an approved leave of absence, or be approved to decelerate. Any student who neither registers for any semester nor secures an official leave of absence will be considered withdrawn from the School.

LEAVE OF ABSENCE

Students who wish to leave the university temporarily should contact the Office of the Registrar for a leave of absence application.

Prior to the start of a semester, students who intend to absent themselves from the University for the semester must file a Leave of Absence Form. The form should be filed by the end of the Add Period (usually the end of the first week of the semester). Students may apply for a leave of absence for a maximum of 180 days.

While students may be absent for more than one semester, but no more than 180 days, a leave of absence will only be granted for a maximum of one semester per 12-month period. Students seeking more than a one-semester LOA should be aware that financial aid and loan forbearance may be impacted.

Additionally, students who absent themselves for two or more consecutive semesters may need to apply for readmission.

Please consult with your School, as each School may have independent readmission policies.

TIME LIMITATIONS

A student must complete the requirements for the PA Program within four years of the first semester the student enrolled in the Program. Students who go beyond this limit will need permission from the PA Program Director to continue. If permitted to continue, the student may be required to take additional coursework, including but not limited to retaking courses. In any case, all students will receive an academic success plan that clearly defines expectations and required coursework to complete the degree.

WITHDRAWAL AND REFUND

Official Withdrawal (A3.14e)

If a student chooses to withdraw from their Program, they must fill out the Official Withdrawal Form and submit it to the Registrar's Office. Based on the timing of the student's withdraw, the student may receive a W on their transcript. The Katz School's academic calendar may be referenced for specific dates.

Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Before the student withdraws from a program, the student must contact the Office of Student Finance regarding deadlines for tuition reimbursement, and to address related financial responsibilities.

The official withdrawal form may be found at: <https://www.yu.edu/registrar/forms>

Withdrawal from a Course and Refunds (A1.02h, A3.14e)

Students may drop classes through MYYU from the start of the designated registration period until the “last day to drop a course” as listed on the Academic Calendar. Students will be required to fill out an Add/Drop Form found on the Registrar’s website. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of “W”. Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the “last day to drop a course without a W”. See the “Grades” section for more information about Withdrawal.

The typical fall/spring tuition refund schedule is listed below. Please note that registration and other fees will not be refunded.

COURSE WITHDRAWN BY:	PERCENTAGE OF TUITION REFUNDED:
1st week of semester	100% refund
2nd week of semester	75% refund
3rd week of semester	50% refund
4th week of semester	25% refund
After week 4th	no refund

Please see the Office of Student Finance website for more details about the tuition refund schedule and fees: <https://www.yu.edu/osf/tuition-fees/graduate>.

Readmission after Withdrawing from The University

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the PA Program. A student may not reapply to the PA Program after having been withdrawn from the university.

DRESS CODE POLICY

This Dress Code Policy is implemented to promote professionalism and to ensure student and patient safety:

Students are to always dress professionally, always appearing neat and clean. While in class or lab during the didactic year, and during call backs in the clinical year, students are required to wear black scrubs (tops and bottoms).

In addition, students shall observe the following dress code at other Program, school, or university events (unless advised otherwise):

- Clothing shall not be torn, frayed, cut up, or slit.
- Excessively tight clothing, excessively baggy clothing, shorts, clothing that exposes skin in the chest, abdomen and/or midriff area or upper thigh are not acceptable.

- Skirts and dresses must be conservative and professional in length, style, and fabric. Sleeveless dresses are allowed provided undergarments are not visible and the dress does not excessively expose skin in the chest area.
- Skirts and dresses shorter than two inches above the knee will not be allowed.
- Shirts/blouses must be appropriately buttoned or zipped. No tube tops or off-shoulder designs.
- Pants or slacks shorter than ankle length, i.e. capri/crop pants/gaucha pants, are acceptable provided the other policies are adhered to (e.g., not excessively tight/baggy, not deeply slit, not clingy). Pants or slacks shorter than mid-calf are not allowed. Pants or slacks must be business professional in style and fabric. Hip huggers are not allowed.
- Hair must be well groomed and neat.
- Baseball caps or other hats (except head coverings required for a rotation activity or prescribed for religious/cultural observation) are not permitted in the classroom or on rotations.
- Facial hair is acceptable if clean and neatly trimmed.
- Fingernails must be clean, neat, short and well maintained.
- Students are prohibited from attending any Program activity smelling of strong odors, including but not limited to cologne, perfume, smoke, alcohol, or poor personal hygiene.

APPEARANCE DURING CLINICAL EXPERIENCES

As ambassadors of the Yeshiva University PA Program, clinical year PA students must dress appropriately and foster an image of professionalism for the physician assistant profession to patients, faculty, staff, and other learners off campus.

Students shall adhere to the dress code of their assigned clinical site, which may include business casual attire, professional attire, or scrubs. If no dress code is provided by the clinical site ahead of time, students should dress in business casual or professional attire with their white coats.

Hair

Hair must be pulled back away from the face if it is longer than shoulder length. This is to avoid contamination or interference during medical procedures.

Fingernails

Fingernails must be less than one quarter inch long. Nail polish should not be worn while on Surgery or Women's Health rotations. During other rotations, if nail polish must be worn, it should be kept neat. No artificial nails, wraps, multicolored or designer nail polish or paintings are permitted during any rotation.

Fragrances

Some patients may be particularly sensitive to fragrances when ill. Students should be sensitive to the needs of patients and should avoid wearing fragrances or at least use fragrances sparingly.

Shoes

Shoes must be clean and in good condition. Heels may not be higher than 2 inches. Open-toed shoes, sandals, sneakers, or shoes that will slip off the feet and pose a safety hazard are unacceptable and may not be worn in any setting. Sneakers may only be worn while scrubs are permitted during the clinical year.

Tattoos and Piercings

One earring in each ear is permitted. All tattoos should be concealed. Other body piercings should not be worn during rotations.

Jewelry

Students may wear two rings per hand and two neck chains, if the chains are worn within clothing. Bracelets are not permitted on clinical rotations. Each student should wear a watch with a second hand. Pins are not permitted except for purposes of identification. Students should avoid wearing insignia, buttons, or decals of a political nature while on clinical rotation.

Protective Eyewear

Students must apply standard precautions on all clinical experiences, including wearing face shields or goggles if a splash is likely to occur. Students who wear corrective glasses may wear face shields or goggles in the Operating Room or alternatively may have protective sidepieces placed on their glasses by their opticians.

Clinical year PA students must follow PPE guidelines as established by CDC (<https://wwwn.cdc.gov/PPEInfo/>) and must follow universal precautions as established by OSHA (<https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>).

IDENTIFICATION AS A YESHIVA UNIVERSITY PHYSICIAN ASSISTANT STUDENT (A3.04)

Yeshiva University PA students are required to prominently always wear a “Yeshiva University PA Student” identification badge at clinical sites. YU PA students will also be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other healthcare professional students through the display of an identification patch worn on the sleeve of the lab coat that specifies they are YU PA students.

If a PA student is incorrectly addressed as “doctor” or otherwise, the PA student must correct the error and clearly identify herself/himself as a PA student. Failure to clearly identify as a PA student through dress or verbal introduction is misleading and a misrepresentation and is a violation of the Yeshiva University code of ethics and PA Program standards of professionalism. A violation of the Code of Ethics and Code of Conduct is grounds for dismissal from the Yeshiva University PA Program.

CORRESPONDENCE POLICY

Students must use their YU email account for all communications regarding the Program. Any emails sent from a personal account (e.g., a Gmail account) will be deleted and remain unanswered. It is the professional expectation that students check their YU email account at least twice a day and read and respond to emails promptly and appropriately within a 24-hour period. Failure to respond to an email within 24 hours is considered professional misconduct. Please also note that emails to all faculty and staff must be professional in nature – including a greeting (e.g., “Dear...”) and closing (e.g., “Thank you,”).

SOCIAL MEDIA POLICY

All students are required to comply with all applicable Program and University policies and procedures related to social media, including those outlined in the Katz College Graduate Catalog. Students are expected to uphold the highest standards of professionalism in all online and social media activities. Failure to maintain professional conduct may result in disciplinary action, including probation or dismissal from the PA Program. Please refer to sections in this handbook and the Katz College Graduate Catalog for additional information regarding Academic and Professional Probation and Dismissal policies.

Students are strictly prohibited from posting, sharing, or distributing any content related to their clinical education experiences on any social media platform, including but not limited to LinkedIn, Facebook, Instagram, X (formerly Twitter), TikTok, YouTube, Snapchat, blogs, or other digital platforms. This prohibition includes, but is not limited to:

- Photographs or videos taken at any clinical education site, regardless of whether patients or clients are visible.
- The name, logo, signage, or any identifying information associated with a clinical site, hospital, healthcare facility, school, or organization.
- References to current clinical placements, patient encounters, clinical activities, or other information that could identify a clinical site, patient, or affiliated organization.
- "Check-ins," geotagging, or location-based posts identifying a clinical placement.
- Posting while on duty or during clinical hours unless expressly authorized by the clinical site for educational purposes.

Students may not establish personal relationships through social media with current clients, patients, residents, students, or their family members, nor may they engage in any online interactions that could compromise professional boundaries or violate ethical standards.

Any disclosure of protected health information (PHI) or confidential client information constitutes a violation of the Health Insurance Portability and Accountability Act (HIPAA) and other applicable privacy laws and may result in disciplinary action by the PA Program, University, the clinical site, and/or applicable licensing or regulatory bodies.

The PA Program and the University reserve the right to require the removal of any social media

content that violates Program and/or University policies, clinical affiliation agreements, professional standards, or applicable laws. Students are expected to exercise sound professional judgment and recognize that their online conduct reflects not only on themselves, but also on Yeshiva University, the Katz College of Science and Health, the PA Program, and their affiliated clinical partners.

In addition, students are required to adhere to the Social Media Policy established by the University and outlined in the YU Student Technology Resources Use Handbook.

The YU Student Technology Resources Use Handbook might be found at:

https://www.yu.edu/sites/default/files/inline-files/ITS_Handbook_for_Students.pdf

Any student who posts content that is deemed inappropriate and/or a violation of the Program's or School's Code of Ethics will be subject to disciplinary action.

ELECTRONIC DEVICES

- **Laptop Computers:** Students are required to own laptop computers. Examinations will be taken on laptops. Microsoft office, as well as Chrome or Firefox browsers, must be installed to ensure students have access to electronically delivered examinations.
- Laptop computers may also be utilized for legitimate classroom use, e.g., for taking notes or for activities explicitly approved by the instructor.
- **Cellular Phones and Smart Watches:** Students must keep cellular telephones on a silent or vibrate mode. The use of cellular telephones, including text messaging, is not permitted in the classroom. Cellular phones/smart watches are not permitted to be on your person during examinations.
- **Disruptive Activities** such as text messaging, internet surfing for any purpose, writing or reading electronic mail, and the like are not permitted during classroom activities, including lectures, laboratory exercises, practice groups, examinations, clinical rotations, etc. Participation in these activities is a violation of the PA Program Code of Conduct. If the student violates this policy, and is permitted to remain in the PA Program, the student will no longer be permitted to use an electronic device in future class lecture/lab sessions.

PHOTOGRAPHY/VIDEOS/AUDIO RECORDINGS

Students are not permitted to take photos, videos or audio recordings of students or faculty (instructors) or classroom laboratories or at any clinical sites. Violation of this policy will lead to disciplinary action up to and including suspension and dismissal from the PA Program.

INTELLECTUAL PROPERTY

Students are prohibited from securing, copying, photographing, recording, or distributing any electronic version of material from the course instructors(s) without permission from the course director and individual instructor. Students who violate the intellectual property policy are subject to course failure and dismissal from the PA Program.

DOCUMENTATION FRAUD

Misrepresentation of College records, including all application materials, provided to the Program and the university is grounds for dismissal. Neglecting to report college credit pursued or earned is considered documentation fraud. Circumstances of documentation fraud constitute academic dishonesty and are subject to disciplinary action which may include dismissal from the PA Program.

USE OF THE UNIVERSITY'S NAME

The name and logos of Yeshiva University, as well as of its constituent schools (the "Marks"), are owned by Yeshiva University. Students may use the Marks to identify their attendance at Yeshiva University and/or its constituent schools but may not use their University status (or any of the Marks) in any manner which could be construed as implying University (or school) endorsement of any statement, product or service. Any other use of the Marks or any of their components in print or digital/electronic media (including on any product or service) is prohibited without written permission from the Office of the General Counsel. For use of the Marks by official student organizations and clubs, please see "Use of Yeshiva University Marks by Student Organizations and Clubs."

EXAMINATION POLICY

PA Program exam questions may be from material contained in but not limited to assigned textbooks, lecture notes, blueprints, and/or handouts. Students are responsible for the material in course syllabi whether covered during lecture or not.

- Examinations are primarily multiple-choice but may also be in the form of short answers, essays, research papers, practicums, or objective structured clinical examinations (OSCE).
- Examinations are announced in advance, and students are expected to take examinations at the designated time.
- Quizzes in the classroom may be unannounced.

Most examinations and quizzes are administered using ExamSoft, an online platform. Instructions for the use of ExamSoft will be provided to students as part of coursework and in advance of examinations. Students are responsible for ensuring that all exams and quizzes are downloaded by the deadline given by the course instructor. Once the download deadline has passed, you will be unable to download and take the exam or quiz and you will receive a grade of zero. It is strongly recommended that an exam or quiz is downloaded as quickly as possible

after the instructor gives notice. This will allow sufficient time to resolve any downloading problems with the help of ExamSoft support.

Prior to the start of an examination or quiz, everything other than the device on which the examination or quiz will be taken will be removed from students' desks. This includes, but is not limited to food, containers of any kind other than water bottles, other electronic devices, etc. Bookbags and other belongings will be placed in the front of the classroom. On the day of an exam or quiz, students are expected to be at their cleared desks ready to take the examination or quiz. Students that are not ready to begin an examination or quiz (e.g., exam downloaded, desks cleared, bags at the front of the classroom, etc.) will not be permitted to sit for the examination or quiz and will receive a grade of zero.

These policies for examinations and quizzes apply even if not specifically stated in individual course syllabi.

MISSED EXAMINATION OR QUIZ:

Absence from a scheduled examination is not permitted without a valid reason and without contacting the course instructor prior to the start of the exam (see excused absence policy on page 26). If a student is absent when a test or examination is scheduled without previously contacting the instructor, the situation will be reviewed by the faculty and may result in a grade of zero for that test or examination, subject to whether the absence is excused. Make-up examinations will only be given to those students with an excused absence (valid and verifiable documentation required) and with prior notice to the course instructor (except in rare cases where advance notification is not possible). The student is responsible for arranging a make-up exam within two days of the originally scheduled examination date. Make-up exams will not be scheduled beyond one week after the original exam date. If a student misses an exam without previously contacting the course instructor with a valid reason or the absence is unexcused, it will **result in a score of zero for that exam.**

GRADES

Students may access their final course grades at <https://www.yu.edu/registrar/registration>.

To view grades:

1. Log in with your Banner ID 2
2. Click on "Student and Financial Aid"
3. Click on "Student Records"
4. Click on "Final Grades" and select the appropriate term.

Description of Grades

There are two categories of grades that can be recorded on a student's transcript. Academic grades note academic achievement in a course of study; administrative grades note a student's status in a course of study:

ACADEMIC GRADES				ADMINISTRATIVE GRADES	
Quality of Performance	Letter Grade	Range %	GPA/ Quality Pts	GRADE	DESCRIPTION
Excellent - work is of exceptional quality	A	94 - 100	4.000	G	Stopped attending without filing an official withdrawal form (counted as failure)
	A-	90 - 93.9	3.667	I	Incomplete
Good - work is above average	B+	87 - 89.9	3.333	L	Audit (no credit)
Satisfactory	B	83 - 86.9	3.000	W	Withdrawal without penalty or prejudice
Below Average	B-	80 - 82.9	2.667	Note that credit is given only for grades A through C and P. No credit is given for grades F, G, I, L, N, or W.	
Poor	C+	77 - 79.9	2.333		
	C	70 - 76.9	2.000		
Failure	F	< 70	.000		

"P" is used for independent study courses at YU and for approved-for-credit internships. Program Directors must approve whether a student can take a course graded under the A/P/N option before the student begins the course.

"I" grades may be issued to accommodate unavoidable delays in the completion of course requirements. A student receiving an I grade must have completed at least 50% of the course with a minimum of a B-. The student and faculty must come up with an agreed-upon plan and timeline for completion of the coursework. This will be documented and signed by the faculty and the student. Once the agreement has been signed, it will go to the program director for review and potential approval. If the course work is not submitted by the agreed upon date, the "I" will be changed to an "F".

"W" (withdrawal) from a course after the last date to drop a course without permission requires filing an Add-Drop Form with the Office of the Registrar and written permission of the Office of the Dean. When the numerical value is multiplied by the credit value of a course, the resulting figure is the number of quality points. The student's average is computed by dividing the number of quality points earned by the total number of credits completed with a grade of A through G. The average is truncated to the third decimal place.

Appeal of Final Grade (A3.14h)

If a student believes a grade is incorrect, he/she must first meet with the instructor per the grievance policy on page 23. If the instructor chooses to change the grade, they will complete a Change of Final Grade form and send it to the Office of the Registrar. A final grade may also be changed by the instructor for a computational error or clerical recording error.

STUDENT ADVISEMENT

PA Students will be assigned faculty advisors upon entry into the PA Program. On or about the second week of class in the first semester, PA students will meet with their faculty advisors. During each semester of the didactic and clinical years, students will meet with their faculty advisor, as necessary, to evaluate their academic and professional progress within the PA Program. At each advisement session, students will complete a self-evaluation of their professionalism. Likewise, faculty advisors will complete a professionalism evaluation of the student.

For issues of a personal nature that may interfere with success in the PA Program, the student is advised to do one or more of the following: notify and/or consult with their faculty advisor, the program director, any faculty member, or student health or wellness services. (A3.07) Please refer to Section X of this handbook (page 76) for additional resources.

PROFESSIONALISM EVALUATION

Professionalism evaluations of students occur on an ongoing basis. Faculty Advisors, Course Directors, Staff, Instructional Faculty, and the Program Director all contribute to student professionalism evaluations.

Once per semester, the student will receive and complete a professionalism self-evaluation prior to their meeting with the faculty advisor. The faculty advisor and student will review both the self-evaluation and faculty evaluation together during their meeting. The faculty advisor will analyze the results of the evaluations and determine a plan of action for the student and the document will be placed in the student's file.

ACADEMIC STANDING AND PROBATION (A3.14a)

Good Academic Standing: All students must maintain a minimum grade point average of 3.000 cumulatively and must make satisfactory progress toward a degree within the time frames detailed in the Time Limitations provision. All students must meet these standards of good academic standing and satisfactory academic progress. Students not meeting these standards will then be designated as "on probation," with the expectation that the student will return to good academic standing by the end of the following semester. Students on probation may lose any scholarships that have been awarded and may become ineligible for financial aid. These standards are applicable to all students. They are required for certification by New York State for financial assistance under Section 145-2.2 of the Regulations of the Commissioner of Education and are required by federal regulations to receive aid under Title IV of the Higher Education Act.

Probation: Academic or Professional probation represents notice of unsatisfactory academic or professional progress. Probation may occur due to academic deficiency or engagement in

professional misconduct. The student remains on probation until the academic deficiency or professionalism violation is remediated.

Probation: A student who earns two “C” grades (“C” or “C+”) or has a cumulative GPA below 3.000 in any semester will be placed on academic probation beginning the following semester (if not otherwise dismissed from the Program). A student on probation will have to improve their cumulative GPA to at least a 3.000 by the end of the semester. Failure to achieve a cumulative GPA of 3.000 will result in dismissal from the Program.

When a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the probation and a date for a performance review meeting with their faculty advisor. After the meeting with their advisor, the student will be provided with a letter outlining a success plan created by the academic advisor in conjunction with the progression committee. The student must meet the terms of the success plan to return to good academic standing. The student must sign and return the letter acknowledging his/her understanding and responsibilities.

Where applicable, during their probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received. Additionally, they will not be permitted to serve in leadership positions in club, Program, school or university organizations.

Being placed on academic probation may impact on a student’s financial aid. Please contact the Office of Student Finance for more information.

PROGRESSION (A3.14a)

Students progress through the Program as a cohort. Due to the sequential nature of the curriculum, students must successfully complete all coursework in one semester before being allowed to progress to the subsequent semester.

At the conclusion of each semester, the Program reviews the academic and professional performance of students on probation or receiving remediation. Students must be recommended by the Program for progression to each subsequent semester.

Prior to the completion of the PA Program, overall student performance is reviewed to ensure the student has met the Program competencies and to be recommended for graduation.

In the event a determination is made that a student is not recommended for progression to the next semester, the clinical year, or graduation, the Program will make a recommendation of the student’s status. This recommendation may include, but is not limited to, progression pending completion of required remediation or dismissal.

Students may progress to the subsequent semester pending completion of a required remediation, per the discretion of the Program. PA students who are required to remediate and repeat a clinical rotation course are permitted to complete the requirements during the semester immediately following their original expected completion date. This situation will result in a delay in the student's completion and degree conferral dates.

DECELERATION (A3.14d)

Deceleration is a mechanism used by the Program to support students through temporary, non-academic challenges by aligning them with the next cohort. It is designed to accommodate circumstances such as personal or family hardship that temporarily interfere with a student's ability to continue in sequence with their cohort.

Students may be considered for deceleration by the Program in cases of documented personal hardship or extenuating circumstances that do not involve academic or professional misconduct. Students are not eligible for deceleration to avoid disciplinary consequences.

A student who is encountering difficulty should speak with their faculty advisor to discuss available options, which may include remediation or taking a leave of absence (LOA).

Deceleration is permitted only once during the Program. Students are responsible for all additional tuition and fees incurred due to deceleration and should consult with the university financial aid office regarding the financial implications before accepting this option.

All students who decelerate will receive a reentry plan developed by the Program. Reentry plans are determined on a case-by-case basis and may include, but are not limited to, a written comprehensive examination, a practical examination, and/or a learning contract. Students that reenter the Program following deceleration must meet regularly with their faculty advisor to monitor the progress of this plan.

Failure to meet the terms of the reentry plan or to return to the Program at the specified time will result in immediate dismissal from the Program. Students who return from deceleration and subsequently fail a course, fail to maintain academic progression, or fail to meet all technical standards will also be dismissed.

If a student decelerates during the didactic phase, they will reenter with the next incoming cohort at the beginning of the didactic phase and must successfully complete all didactic curriculum and Program requirements before progressing to the clinical phase.

If a student decelerates during the clinical phase, they will reenter with the next cohort's clinical phase and must successfully complete all clinical curriculum and Program requirements before graduation. Depending on the student's situation, the clinical phase reentry plan may require auditing of relevant didactic coursework or completion of a summative examination to ensure readiness.

In all cases, whether a course is retaken for credit or audited, the student must fully participate in all course activities, complete all assignments and examinations, and earn at least a 3.000 (B) in each course. A grade below 3.000 (B) in any course may result in dismissal from the Program.

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

REMEDIATION (A3.14c)

In accordance with accreditation standards, remediation is a structured and documented process for addressing deficiencies in a student's knowledge, skills, or professionalism. The purpose of remediation is to promote student success by helping students meet defined learning outcomes and Program competencies through targeted interventions.

If a student is identified as academically or professionally deficient, they must meet with their Faculty Advisor. Together, they will review the student's performance, identify areas of weakness, and initiate a referral for remediation. An individualized academic remediation plan will then be developed to address the specific deficits. This plan may include mandatory remediation sessions aligned with the student's learning needs and the original method of assessment.

Common reasons for remediation include but are not limited to: academic underperformance in didactic or clinical year courses, or deficiencies in professionalism—such as conduct that does not align with institutional or Program policies.

Remediation activities are designed to close specific gaps and may include reading assignments, test reviews, oral discussions, skills assessments, reflective writing, simulation, student success coaching, faculty-led tutoring, or repeating clinical experiences. Students may also engage in problem-based learning exercises, electronic media presentations, or written papers focused on areas of weakness. These interventions are selected based on the nature of the deficiency and the learning outcomes that must be achieved.

Students who request remediation outside of mandatory requirements must meet first with their Faculty Advisor. Scheduling such sessions is at the discretion of faculty and subject to availability. Regardless of the path to remediation, the goal remains the same: to support students in achieving competence through timely, appropriate, and measurable corrective actions.

DISMISSAL (A3.14f)

Dismissal at the End of the First Semester: If in the first semester of study, a student fails to achieve a cumulative GPA of 2.700, earns an "F" grade in any course, or earns two "C" grades ("C" or "C+") and achieves a cumulative GPA below 3.000 they will be dismissed from the Program.

Failing a Course: If a student earns an "F" grade in any didactic or clinical course (excluding clinical rotations) in any semester, the student will be dismissed from the Program. The consequences of earning an "F" grade in a clinical rotation course are described below.

Failure of End-Of-Rotation (EOR) Examinations: A student is permitted to take a maximum of one (1) remedial examination in a single clinical rotation course, and no more than two (2) remedial examinations during their clinical year.

If a student fails an EOR examination, the student will be referred to their faculty advisor and be required to remediate before being allowed to take a second exam on the same course content he/she failed. If the student fails the remedial examination, the student will receive an "F" grade for the course and must repeat the rotation at the end of the clinical year, after successfully completing the remainder of the clinical curriculum requirements. The student will repeat the course at his/her own expense at the time/dates/location chosen by PA Program faculty. This situation may result in a delay in the student's completion and degree conferral dates. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

Failing a Clinical Rotation Course: A student is permitted to fail one (1) clerkship course either due to academic or clinical skills deficiency (preceptor evaluation, or end of rotation exam), and will be referred to their faculty advisor for remediation. The student will be required to remediate with PA Program faculty and will repeat the course at the end of the clinical year, after successfully completing the remainder of the clinical curriculum requirements. The student will repeat the course at his/her own expense at the time/dates/location chosen by PA Program faculty. This situation may result in a delay in the student's completion and degree conferral dates. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA. If a student fails two (2) clinical rotation courses, they will be dismissed from the Program.

Failing a Clinical Course/Clerkship Rotation Due to Professional Misconduct: Students who are dismissed from their clinical site due to Professional Misconduct will be assigned an "F" grade for the clinical clerkship course and are will either be subject to immediate suspension from continuing with additional placements while an investigation is conducted (if necessary) or dismissal from the PA Program. If a student is allowed to return to clinicals after a suspension period, this may result in a delay in the student's completion, degree conferral dates, and timeline to site for the NCCPA examination PANCE licensure exam.

Failing a Didactic Year Course Due to Excessive Unexcused Absences: If a student is absent from 10% or more of a didactic year course during the semester, he/she will receive a final grade of "F."

Failing a Clinical Year Course Due to Excessive Unexcused Absences: If a student is absent from 10% or more of a clinical course/rotation during the semester, he/she will receive a final grade of "F."

Reasons for dismissal include but are not limited to:

- Earning an “F” grade in any course during the didactic year and any non-rotation course during the clinical year.
- Earning an “F” grade in two clinical rotation courses.
- Earning two “C” grades (C or C+) and achieving a cumulative GPA below 3.000 in the first semester of the didactic year.
- Failure to achieve a minimum 2.700 GPA at the end of the first semester in the didactic year.
- Failure to maintain a 3.000 cumulative GPA at the end of any semester while on academic probation.
- Failure of the Didactic Year Summative Examination (as described on page 54)
- Criminal arrest or conviction.
- Positive drug test.
- Alcohol intoxication or under the influence of drugs during any learning experience; didactic or clinical.
- A violation of the Katz Code of Ethics.
- A violation of the PA Code of Conduct.
- Any type of harassment including sexual harassment.
- Unprofessional behavior whether on or off campus including but not limited to inappropriate conduct toward faculty, staff, peers, and preceptors, as well as unprofessional activity on social media.
- Behavior that is dangerous to a patient or any other person in a clinical or academic setting.

HEALTH INSURANCE

Yeshiva University requires that all students enrolled for 6 credits or more have health insurance. If you are a US Citizen, you may be enrolled in a family or employer plan. If your plan has a network of providers in New York City, you can apply for a waiver.

For more information on health insurance, please visit:

<https://www.universityhealthplans.com/yeshiva>

HEALTH AND IMMUNIZATIONS (A3.09a)

Healthcare workers are at risk for exposure to serious diseases. As such, immunizations are an important part of PA student requirements, to protect the health of the patient and to maintain personal wellness. Upon matriculation into the PA Program, students must satisfy health requirements of the PA Program, clinical sites and Yeshiva University.

The Yeshiva University PA Program immunization policy also complies with NYS immunization laws for healthcare workers. CDC recommendations, with a link to NYS immunization laws, can be found at: <https://www.cdc.gov/vaccines/hcp/index.html>

Yeshiva University will require the following proof of immunizations from PA students before they can matriculate into the Program:

- Measles, Mumps, and Rubella: MMR titers
- Varicella: Varicella titer
- TB: IGRA QuantiFERON or TB skin test (TST) at least annually.
- Tetanus, diphtheria, pertussis: Tdap vaccination within 10 years.
- Meningococcal vaccination: one booster dose recommended.
- Hepatitis B: Complete vaccination series followed by Hep B Surface Antibody serum study 2 months after final dose or positive hepatitis B titers proving immunity
- Influenza: vaccination annually.
- COVID-19: vaccination proof

PA students must complete the immunizations listed above, provide completed health forms prior to the commencement of both didactic and clinical years of study, and are responsible for any financial costs related to immunizations or testing. It may be necessary to repeat these tests depending on the age of results and clinical site requirements.

Students must comply with policies and regulations in the healthcare settings in which they are assigned for supervised clinical practice experiences.

Failure to provide immunization records as directed may result in blocked registration, enrollment/matriculation and financial aid.

Immunizations and Clinical Experiences

Should a student request a vaccine exemption, please note that the exemption does not automatically apply to external supervised clinical practice experiences. External clinical sites reserve the right to set the requirements for their individual organizations including proof of immunizations. However, the Program cannot guarantee placement for exempted students, which may impact the student's ability to timely meet programmatic requirements including graduation.

The PA Program does not offer required or elective international curricular components.
(A3.09b)

Student Health Records (A3.18)

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

FACULTY AS HEALTH CARE PROVIDER (A3.06)

Consistent with the Accreditation Review Commission on Education of the Physician Assistant, Inc. (ARC-PA) Standards, neither the principal faculty, the Program Director, nor the Medical

Director may participate as health care providers for students in the Program, except in an emergency situations.

STUDENT EMPLOYMENT

Due to the rigorous and demanding nature of the PA Program, PA students are strongly discouraged from seeking or maintaining employment during their tenure in the Program. **(A3.14i)**

- PA students are not permitted to work for the PA Program in any capacity while enrolled in the Program. **(A3.02)**
- PA students shall not substitute for or function as instructional faculty. **(A3.03a)** Students shall not be the primary instructor or instructor of record for any component of the curriculum. Students with specific prior knowledge, experiences and skills may assist faculty in didactic laboratory sessions to share their knowledge and skills.
- PA students shall not substitute for clinical or administrative staff during supervised clinical practice experiences. **(A3.03b)**

STUDENT ACADEMIC RECORDS (A3.17)

Student materials, grades, records, and files are considered privileged and confidential. Faculty and administrative staff are the only individuals who have access to these files. PA students and other unauthorized people shall not have access to the academic records or other confidential information of other students or faculty. No information contained within a student record will be given, either verbally or in writing, without the written consent of the student.

PROFESSIONAL LIABILITY/MALPRACTICE INSURANCE COVERAGE

Yeshiva University physician assistant students have malpractice coverage limited to:

- PA Program clinical clerkship courses.
- Approved clinical sites affiliated with the Yeshiva University Physician Assistant Program.

TEACH-OUT POLICY

Yeshiva University is accredited by Middle States. YU is compliant with all Middle States standards and is compliant with federal education law. Committed to ensuring students are treated with fairness, in the event of PA Program closure and/or loss of accreditation, Yeshiva University will make the necessary arrangements to ensure that students enrolled in the Program have an opportunity to complete their studies in a timely manner.

The Middle States Teach-Out Plans and Agreement Policy and Procedure may be found at: <https://www.msche.org/policies-guidelines/page/4/>.

GRADUATION

GRADUATION REQUIREMENTS

Students may make appointments with their faculty advisors regarding graduating requirements. It is the student's responsibility to ensure all degree requirements are met.

Students must apply for their degree during the final semester through the Registrar's Office.

Please also refer to the Program completion requirements below on page 65.

ELIGIBILITY FOR GRADUATION

To be eligible for a degree, students must complete all required coursework and other requirements for the specific Program as published in this handbook. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation or does not meet satisfactory academic and professionalism performance standards will not be eligible to receive a degree.

DEGREE CONFERRAL

Degrees are conferred in August, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the Application for Graduation Form by the appropriate deadline as published in the Academic Calendar.

Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Students are bound by the curriculum that was in effect during the first semester they enrolled in the Program. Students are responsible for meeting regularly with their faculty advisors and checking their unofficial transcripts to ensure they are on track to graduate.

DIPLOMAS

Diplomas will be mailed to the address students list on the Application for Graduation Form within eight (8) weeks of the degree date. The last name on the student's diploma must match the last name on the student's record at the School. Duplicate or revised diplomas can be secured under certain circumstances at the following link: [Duplicate Diploma Request Form](#). More information is available on the Office of the Registrar website at www.yu.edu/registrar.

RECORDS AND TRANSCRIPTS

The Office of the Registrar maintains all the student records, grades, enrollment verification, and student transcripts. Each grade for each didactic and clinical year course is recorded on the student transcript.

Students may generate unofficial transcripts at no cost in the Office of the Registrar or online at <https://www.yu.edu/registrar/registration>. Current or former students who want official transcripts should visit www.yu.edu/transcript, where they can find information about fees, regulations, and procedures governing the issuance of official transcripts.

No official transcript will be issued for a student unless the student's financial record with the University is completely clear. A student's official records are sent only in the form of a complete transcript. No partial records are sent. Transcripts list courses in progress without grades. Students who believe there is an error in their academic record (e.g., in a grade, average, credit value, or course) must promptly contact the Office of the Registrar (see www.yu.edu/registrar for contact information).

CHANGE OF NAME OR ADDRESS

A student who wishes to change either a first or last name on School records must file a Request for Change of Name on School Records Form in the Office of the Registrar. Students who change their home or local residences are required to notify the Office of the Registrar within 10 days by updating their addresses and phone numbers online at <https://www.yu.edu/registrar/registration>. A student is responsible for all mail sent to the old address if his/her address has not been updated.

Section VI: DIDACTIC YEAR OF EDUCATION

DIDACTIC YEAR CURRICULUM

The PA Program didactic year is three (3) semesters: 12 months in length. Students will complete 48 credits in the following courses:

DIDACTIC YEAR

Semester	Credits
Fall semester:	18 credits
Spring semester:	18 credits
Summer semester:	12 credits
TOTAL CREDITS:	48

FALL SEMESTER

18 credits

Course	Credits
PAS 5000 Human Anatomy	4
PAS 5001 Foundations in Medicine I	2
PAS 5002 Pharmacology I	3
PAS 5003 Patient Evaluation I	2
PAS 5004 Clinical Medicine I	5
PAS 5005 Professionalism, Policy and Practice I	1
PAS 5006 Diagnostic Methods I	1

SPRING SEMESTER

18 credits

Course	Credits
PAS 5007 Clinical Skills & Procedures I	1
PAS 5008 Research Methods I	1
PAS 5009 Psychosocial Medicine	2
PAS 5011 Foundations in Medicine II	2
PAS 5012 Pharmacology II	3
PAS 5013 Patient Evaluation II	2
PAS 5014 Clinical Medicine II	5
PAS 5015 Professionalism, Policy and Practice II	1
PAS 5016 Diagnostic Methods II	1

SUMMER SEMESTER

12 credits

Course	Credits
PAS 5010 Primary Care, Preventive Med, Public Health	4
PAS 5017 Clinical Skills & Procedures II	1
PAS 5018 Research Methods II	1
PAS 5024 Clinical Medicine III	5
PAS 5025 Professionalism, Policy and Practice III	1

DIDACTIC YEAR COURSE DESCRIPTIONS

The didactic year of education consists primarily of didactic lecture and laboratory sessions that are augmented by supervised community based clinical practice experiences. This year will serve to develop the knowledge, interpersonal skills, technical skills, and professionalism needed for PA students to participate in and provide patient centered care on interdisciplinary healthcare teams confidently and competently.

Foundations in Medicine I: This is the first in a series of courses designed to develop an understanding of normal physiology, genetics, and pathologic concepts of diseases in organ systems. The physiology component covers normal physiology for human organ systems. The genetics component introduces the concepts of patterns of inheritance, genetic abnormalities and molecular mechanisms of health and disease. The pathology component explores the etiology of organic and systemic disease.

Foundations in Medicine II: This is the second in a series of courses designed to continue the study of normal physiology, genetics, and pathologic concepts of diseases in organ systems. The physiology component covers normal physiology for human organ systems. The genetics component introduces the concepts of patterns of inheritance, genetic abnormalities and molecular mechanisms of health and disease. The pathology component explores the etiology of organic and systemic disease.

Human Anatomy: Using an organ systems-based approach, this course is designed to develop an understanding of the structure and function of the human body. Lectures are complemented by laboratory sessions that utilize state-of-the-art computer-based learning with virtual imaging of cadavers. Upon completion of this course, students will be able to identify normal anatomic structures, recognize abnormal anatomy, and determine the clinical implications of pathologic anatomy.

Patient Evaluation I: This is the first in a series of courses designed to develop the knowledge and skills required to obtain and record the complete medical history and perform the physical exam. A focus is placed on development of proper techniques utilized in the acquisition of an accurate, focused, and comprehensive historical and physical examination. Students learn to utilize accurate medical terminology in the documentation of historical and physical exam findings. Via formal lectures and laboratories, this course also provides an overview of the medical record as well as fosters the development of writing and organizational skills used in medical documentation. Additionally, it develops student oral presentation skills that will be utilized in clinical practice. Skills will be developed through formal lectures, structured laboratory exercises and supervised community-based clinical practice experiences.

Patient Evaluation II: This second in a series of courses designed to continue the development of the knowledge and skills required to obtain and record the complete medical history and perform the physical exam. A focus is placed on development of proper techniques utilized in the acquisition of an accurate, focused, and comprehensive historical and physical examination.

Students learn to utilize accurate medical terminology in the documentation of historical and physical exam findings. Via formal lectures and laboratories, this course also provides an overview of the medical record as well as emphasizes the development of writing and organizational skills used in medical documentation. Additionally, it develops student oral presentation skills that will be utilized in clinical practice. Skills will be developed through formal lectures, structured laboratory exercises and supervised community-based clinical practice experiences.

Diagnostic Methods I: This is the first in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic laboratory and radiographic testing. Students learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing and managing patients' needs. Students learn to create comprehensive and thoughtful differential diagnoses based on diagnostic findings. Skills will be developed through formal lecture as well as structured laboratory exercises.

Diagnostic Methods II: This is the second in a series of courses designed to continue the development of the functional understanding of the appropriate uses and interpretations of clinical diagnostic laboratory and radiographic testing. Students learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing and managing patients' needs. Students learn to create comprehensive and thoughtful differential diagnoses based on diagnostic findings. Skills will be developed through formal lecture as well as structured laboratory exercises.

Clinical Medicine I: This is the first in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to synthesize and apply didactic content via clinical problem-solving, case-based learning, and simulation laboratories. Clinical problem-solving and case-based learning laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and "real-life" experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment, and therapeutic management.

Clinical Medicine II: This is the second in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to synthesize and apply didactic content via clinical problem-solving, case-based learning, and simulation laboratories. Clinical problem-solving and case-based learning laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and “real-life” experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment, and therapeutic management.

Clinical Medicine III: This is the third in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to synthesize and apply didactic content via clinical problem-solving, case-based learning, and simulation laboratories. Clinical problem-solving and case-based learning laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and “real-life” experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment and therapeutic management.

Pharmacology I: This is the first in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents: prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of

therapeutic agents, understanding of pharmacodynamics, use indications, side effects, interactions, contraindications, and toxicities.

Pharmacology II: This is the second in a series of courses designed to continue the development of skills related to the principles of pharmacology as they pertain to therapeutic agents: prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, use indications, side effects, interactions, contraindications, and toxicities.

Psychosocial Medicine: This course is designed to develop skills in patient and family communication, patient counseling and education. Students will study cultural diversity and how it influences all aspects of medical practice and patient care. It educates students as to how both patients'/providers' culturally informed beliefs/values can impact communication, decision making, compliance, and health outcomes. The course also instructs students to provide medical care to patients with consideration of ethnicity/race, gender identity, religion, human sexuality, substance abuse, disability, violence prevention, reaction to illness and end of life issues. Communication and counseling skills will be developed in laboratory sessions.

Professionalism, Policy and Practice I: This is the first in a series of courses designed to aid the student in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, and use of technology in the practice of medicine. It will include instruction in patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Professionalism, Policy and Practice II: This is the second in a series of courses designed to continue to aid the student in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, and use of technology in the practice of medicine. It will include instruction in patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Professionalism, Policy and Practice III: This is the third in a series of courses designed to continue to aid the student in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and

interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, coding and billing, documentation of care, and use of technology in the practice of medicine. It will include instruction on patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Research Methods I: This is the first in a series of courses that emphasizes the importance of evidence-based medical practice and the core concept of life-long learning. This course educates students on the usefulness and availability of medical literature, references, and databases. This course will teach students to successfully search, interpret, and evaluate medical literature and research. It will teach students to effectively develop and find answers to clinical and research questions using medical literature and then to write effectively. It will also introduce the concepts of quality assurance and performance improvement in the clinical setting. This course will concentrate on writing mechanics as well as referencing. This course will support student development of viable capstone research questions and will develop the critical thinking skills needed to evaluate new medical findings.

Research Methods II: This is the second in a series of courses that emphasizes the importance of evidence-based medical practice. This course continues to educate students on the usefulness and availability of medical literature, references, and databases. This course will continue to educate students on how to successfully search, interpret, and evaluate medical literature and research. It will teach students to effectively develop and find answers to clinical and research questions using medical literature, to write effectively, and to present to an audience effectively. This course will concentrate on writing mechanics as well as referencing. This course will support student development of viable capstone research project outline and will develop the critical thinking skills needed to evaluate new medical findings.

Primary Care, Preventive Medicine and Public Health: This course will focus on the detection and application of public health/preventive measures and treatment of health risk behaviors. Primary instruction will include public health theories, a study of the public health system, and the role of clinicians in the prevention of disease and maintenance of population health. The course also highlights concepts of public health including disease surveillance, reporting and intervention, and patient advocacy. Emphasis will be placed on disease processes and states that are common to primary care practice.

Clinical Skills and Procedures I: This is the first in a series of courses designed to instruct the student in the common technical and procedural skills needed for clinical practice. Students will be instructed on standard precautions, proper procedural techniques utilized in the performance of common procedures including, but not limited to, venipuncture, peripheral iv placement, arterial blood gases, suturing, lumbar punctures, splinting/casting, gowning and gloving, genitourinary catheterizations, and injections. Students will be instructed on safe practice, blood and body fluid exposures risks and subsequent management. Students will obtain skills necessary for clinical practice via both lecture and hands-on practice in organized

laboratories. Formal lectures as well as hands-on procedural training will provide the technical skills necessary to practice medicine and surgery with confidence and competence.

Clinical Skills and Procedures II: This is the second in a series of courses designed to instruct the student in the common technical and procedural skills needed for clinical practice. Students will be instructed on standard precautions, proper procedural techniques utilized in the performance of common procedures including, but not limited to, venipuncture, peripheral iv placement, arterial blood gases, suturing, lumbar punctures, splinting/casting, gowning, and gloving, genitourinary catheterizations, and injections. Students will be instructed on safe practice, blood and body fluid exposures risks and subsequent management. Students will obtain skills necessary for clinical practice via both lecture and hands-on practice in organized laboratories. Formal lectures as well as hands-on procedural training will provide the technical skills necessary to practice medicine and surgery with confidence and competence.

Summative Didactic Year Examination: To prove readiness for clinical clerkships, students will take a pass/fail summative didactic year written examination at the end of the summer session of the didactic year. The exam covers content from all courses in the didactic year curriculum.

If a student fails their summative didactic year examination, they will be permitted to repeat the exam. If they fail the second attempt, they will be required to attend a five-week (5) remediation before being permitted to take a final 3rd attempt. A student who fails their 3rd attempt of the summative didactic year examination, following the five-week remediation, will be dismissed from the PA Program.

PA PROGRAM DIDACTIC YEAR COMPLETION REQUIREMENTS (A3.14b)

To complete the didactic year, the student must satisfactorily complete the following:

- ✓ Complete the first semester with a cumulative GPA of at least 2.7000
- ✓ Complete the didactic year in good academic and professional standing
- ✓ Earn a cumulative GPA of 3.000 upon completion of all didactic year courses
- ✓ Successfully complete and pass the Summative Didactic Year Written Examination.
- ✓ Adhere to all PA Program policies.
- ✓ Adhere to the Katz School Code of Ethics.
- ✓ Adhere to the PA Program Code of Conduct.
- ✓ Settle all financial obligations to the University.
- ✓ Complete all health forms required by the PA Program and the University Health Service.

DIDACTIC YEAR ACADEMIC PERFORMANCE FAILURES (A3.14a)

Probation: A student who earns two “C” grades (“C” or “C+”) in the same semester or has a cumulative GPA below 3.000 following any semester will be placed on academic probation beginning the following semester (if not otherwise dismissed from the Program). A student on probation will have to improve their cumulative GPA to 3.000 by the end of the semester.

Failure to achieve a cumulative GPA of 3.000 at the end of the semester in which they are on probation will result in dismissal from the Program.

When a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the probation and a date for a performance review meeting with their faculty advisor. After the meeting with their advisor, the student will be provided with a letter outlining a success plan created by the faculty advisor in conjunction with the progression committee. The terms of the success plan must be met by the student to return to good academic standing. The student must sign and return the letter acknowledging his/her understanding and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received. Additionally, they will not be permitted to serve in leadership positions in club, Program, school or university organizations.

Being placed on academic probation may impact on a student's financial aid. Please contact the Office of Student Finance for more information.

Note on Didactic Year Dismissals (A 3.14f)

The following information regarding dismissal during the didactic year is a restatement of policies outlined earlier in the *Academic and Professional Standing* section. It is provided here for clarity and convenience, ensuring students can easily reference expectations and potential outcomes specific to the didactic phase of the Program. All information is consistent with previously stated policies and reflects the Program's commitment to maintaining academic and professional standards.

Dismissal at the End of the First Semester: If in the first semester of study, a student fails to achieve a cumulative GPA of 2.700, earns an "F" grade in any course, or earns two "C" grades ("C" or "C+") and achieves a cumulative GPA below 3.000 they will be dismissed from the Program.

Failing a Didactic Year Course Due to Excessive Unexcused Absences: If a student is absent from 10% or more of a didactic year course during the semester, he/she will receive a final grade of "F."

Failing a Course: If a student earns an "F" grade in any course (excluding clinical rotations) in any semester, the student will be dismissed from the Program.

Failing the Didactic Year Summative Examination: A student is permitted up to three (3) attempts to successfully complete and pass the didactic year summative examination. If the student does not pass the summative examination after the third attempt, they will be dismissed from the Program.

Section VII: CLINICAL YEAR OF EDUCATION

QUALIFICATIONS FOR THE CLINICAL YEAR (A3.14a)

To be eligible for the clinical year, students must be in good academic and professional standing, successfully complete all stated didactic year completion requirements as noted in the previous section, as well as any required pre-clinical remediation as identified by their faculty advisor, the student progress committee, or the program director.

CLINICAL YEAR CURRICULUM

The PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates at varying clinical sites in the New York area.

- The Clinical Year consists of four (4) continuous semesters.
- There are seven (7) core rotations that are five (5) weeks in length. The core rotations are family medicine, internal medicine, surgery, women's health, pediatrics, behavioral health, and emergency medicine.
- There are three (3) elective rotations that are five weeks in length, one of which must be in primary care.
- Students will gain experience in inpatient care, outpatient care, chronic conditions, preventive health, emergency medicine and the operating room throughout the lifespan.
- Syllabi include expected learning outcomes and instructional objectives to develop Physician Assistant competencies and to prepare the students for End of Rotation Examinations.
- The University will provide professional liability insurance for clinical rotations.
- Students must be registered for the clinical rotations to be eligible for the liability insurance.
- It is the student's responsibility to provide their own transportation to clinical rotation sites.
- The Clinical Education Director/Clinical Coordinator arranges the schedules for all clinical rotations.
- The clinical schedule is created well in advance with limited flexibility.
- Students cannot request specific geographic locations for their clinical placements.
- The Preceptors for clinical rotations are primarily attending physicians and physician assistants.
- Student competencies during the clinical rotations will be assessed using any or all the following: preceptor performance evaluations, OSCE's, clinical procedure checklist, SOAP notes, history and physical write-up submissions, pharm card submissions, and End of Rotation examinations.
- Periodic Professionalism evaluations.
- Completion of Program surveys and faculty/course evaluations.

Clinical Rotation Attendance, Placement, and Transportation

Students are responsible for attending their assigned rotations and are required to provide their own transportation to clinical sites (e.g., car, mass transit, etc.). Clinical site placements will not be based on student's residency or proximity to a clinical site. If a student refuses placement for a specific site, they will be placed when another site becomes available at the discretion of the clinical coordinators in the semester following the original graduation date. This may delay their graduation, degree conferral date, and ability to sit for the NCCPA examination (PANCE).

The PA Program clinical year is four (4) semesters: 16 months in length. Students will complete 38 credits for the following courses:

CLINICAL YEAR

Semester	Credits
Fall 1 semester:	10 credits
Spring 1 semester:	10 credits
Summer 1 semester:	9 credits
Fall 2 semester:	9 credits
TOTAL CREDITS:	38

FALL 1, SPRING 1, SUMMER 1 (3 courses per term of any course below)

Course	Credits
PAS 6001 Internal Medicine	3
PAS 6002 Surgery	3
PAS 6003 Pediatrics	3
PAS 6004 Family Medicine	3
PAS 6005 Emergency Medicine	3
PAS 6006 Women's Health	3
PAS 6007 Behavioral Health	3
PAS 6008 Primary Care (Clinical Elective)	3
PAS 6009 Clinical Elective I	3
PAS 6010 Clinical Elective II	3

FALL 1

Course	Credits
PAS6011 Clinical Colloquium I	1

SPRING

Course	Credits
PAS 6012 Clinical Colloquium II	1

FALL 2 (following completion of the Clinical Year)

Course	Credits
PAS 6001-6010 Remaining Clerkship Course	3
PAS 6013 PANCE Preparation	3
PAS 6014 Bridge to Practice	1
PAS 6015 Capstone Project	2

CLINICAL YEAR COURSE DESCRIPTIONS

Internal Medicine Clerkship: The five-week inpatient clerkship in internal medicine provides an opportunity to apply the principles of clinical medicine learned in the didactic curriculum. Students are assigned to a team, and through supervised, ongoing patient contact, they are exposed to patients with a wide variety of acute and chronic medical problems. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and the provision of health education and counseling.

Surgery Clerkship: The five-week inpatient clerkship in general surgery provides an opportunity to apply the principles learned in the preclinical curriculum. The rotation includes supervised experiences in inpatient and ambulatory surgical care settings with exposure to pre-operative, intraoperative, and postoperative care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, appropriate triage and referral, follow up care and the provision of health education and counseling.

Pediatrics Clerkship: This five-week clerkship provides the student with practical clinical experience in working with the pediatric patient. This preceptorship is intended to augment and develop directed data collection and patient management skills emphasizing a wide range of primary care pediatric problems. It will also stress those cognitive and affective skills that will enable the student to recognize normal and assess abnormal findings. The student will augment such skills as counseling the parent as to normal growth and development, anticipatory guidance, feeding, immunizations, etc., and will become familiar with the indications, limitations, and methodology of ambulatory diagnostic procedures and therapeutics. Further, he/she will gain an appreciation for practice management and the role a PA may play in a pediatric practice setting.

Family Medicine Clerkship: This five-week clerkship course in family medicine provides the student with practical clinical experience in working with the ambulatory medical patient. This preceptorship is intended to augment and develop directed data collection skills emphasizing a wide range of primary care medical problems. This rotation focuses on exposing the student to preventive care and chronic care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and referral, and the provision of health education and counseling. Students learn the value of an interdisciplinary approach to primary care. Further,

he or she will gain an appreciation for practice management and the role a PA may play in a community health and learn the value of an interdisciplinary approach to primary care/community health.

Primary Care Clerkship: This five-week clerkship in primary care/community health provides the student with practical clinical experience in working with chronic care and/or ambulatory medical patients. This preceptorship is intended to augment and develop directed data collection skills emphasizing a wide range of primary care medical problems. This rotation focuses on exposing the student to preventive care, rehabilitation, chronic care and ambulatory clinics. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and referral, and the provision of health education and counseling. Students learn the value of an interdisciplinary approach to primary care. Further, he or she will gain an appreciation for practice management and the role a PA may play in a community health and learn the value of an interdisciplinary approach to primary care/community health.

Emergency Medicine Clerkship: The five-week clerkship in emergency medicine provides an opportunity to apply the principles learned in the didactic year curriculum. Through emergency department based supervised patient contact the student will gain practical clinical experience in performing the directed history and physical, triage, as well as assessment and management of acute medical and surgical emergencies. The student will learn the value of an interdisciplinary approach to patient centered care and gain an appreciation for the role a PA may play in an emergency medicine setting.

Women's Health Clerkship: The five-week clerkship course in women's health provides an opportunity to apply the principles learned in the didactic curriculum. Students are assigned to a women's health patient care team in which they are exposed to women's health issues including prenatal and gynecologic care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and the provision of health education and counseling. The student will learn the value of an interdisciplinary approach to patient centered care and gain an appreciation for the role a PA may play in a women's health setting.

Behavioral Health Clerkship: The five-week clerkship course in behavioral and mental health provides an opportunity to apply general principles of psychiatry learned in the didactic year curriculum. The student is provided with practical clinical experience in identifying, evaluating, managing and referring patients presenting with common and/or emergent psychiatric problems. Students develop skills in performing mental status examinations and gathering a thorough psychiatric database. The student is exposed to management regimens and made aware of community-based mental health referral facilities that may be utilized in the treatment of the psychiatric patient.

Clinical Elective Clerkship I: This five-week rotation provides the student with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are

encouraged to choose an area of emerging importance in healthcare and PA practice, or a potential employment setting.

Clinical Elective Clerkship II: This five-week rotation provides the student with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are encouraged to choose an area of emerging importance in healthcare and PA practice, or a potential employment setting.

Clinical Colloquium I: In this colloquium, students will draw on their clinical clerkship(s) as well as material previously learned in the curriculum to produce a research paper and deliver a comprehensive patient case presentation to PA students and faculty.

Clinical Colloquium II: In this colloquium, students will draw on their clinical clerkship(s) as well as material previously learned in the curriculum to produce a research paper and deliver a comprehensive patient case presentation to PA students and faculty.

Bridge to Practice: In this course, the student will complete the Program's summative evaluation. This evaluation will be comprised of the following: a written comprehensive examination, an oral skills clinical examination (OSCE) and a team based OSCE in the simulation laboratory. During the individual and team based OSCEs, the student will demonstrate the ability to competently communicate with patients, family members, and healthcare team members. The student will evaluate patients, create a differential diagnosis, perform indicated clinical procedures, and clinically manage the patient's care. The student will demonstrate the ability to confidently and competently work with patients while exhibiting cultural sensitivity.

PANCE Preparation: In this seminar, students prepare for the NCCPA Physician Assistant National Certification Examination (PANCE). Each student will synthesize material previously learned in the entire PA Studies curriculum, as well as study additional PANCE preparation resources in preparation for the PANCE.

Capstone Project: The Capstone Project serves as the culminating experience for PA Students and must be completed prior to the awarding of the MS degree. Building upon prior clinical experiences, the PA Program curriculum, and student interests, the Capstone Project will permit the student to gain greater insight into healthcare related issues such as medical conditions, specific therapies, diagnostic tests, clinical practice guidelines, health delivery systems, public health, or patient education challenges through the delivery of a meta-analysis of current research or the completion of original research.

END-OF-ROTATION (EOR) CALL BACKS

End-of-rotation (EOR) call backs take place at the end of each supervised clinical practice experience/clinical rotation. EOR call backs are scheduled in advance by the PA Program and are generally two (2) days in length. Attendance on both days is mandatory.

The standing agenda for EOR meetings includes but is not limited to:

- EOR written examinations
- Case presentations
- Administrative meetings
- PANCE preparation seminars
- Simulation training
- OSCEs

EXXAT – Student Training Education and Placement System

Exxat is a computer based “Student Tracking” system used for PA student supervised clinical practice experiences for scheduling, patient logging, patient demographics, diagnoses codes, medications prescribed, SOAP notes, pre-op notes, intra-op, and post-op notes and discharge plans, clinical procedures, and specialist referrals as well as clinical site and preceptor databases. syllabi may also be reviewed on EXXAT.

EXXAT Instructions:

- When completing patient logs: complete all required fields, i.e. patient demographics, diagnoses, procedures, including the student’s role.
- When completing Timesheets: document time spent at site: complete all required fields according to the directions. Faculty will check time logs periodically but always at the midpoint and the end of the rotation.
- Check Exxat Student Rotation Scheduling System for information relating to rotation site requirements, changes, or additions.
- Complete site and preceptor evaluation prior to the on-campus meeting for the End of Rotation Exam.

EXXAT used to Monitor Student Progress during Clinical Practice Experiences

- The Clinical Education Director and/or a designated faculty member will monitor the data input into the EXXAT system by clinical year students.
- Students who are unable to meet curricular clinical objectives at a given clinical site will be remediated with equivalent experiences.

CLINICAL ROTATIONS / SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPE)

PA students are representatives of Yeshiva University, and they are held to the highest standards of professionalism while at clinical rotation sites: professionalism evaluations with regard to preceptors, clinicians, staff, and patient encounters is a large component of the student’s grade for the rotation. PA Students must meet the expectations of the clinical and didactic faculty while on clinical rotation.

CLINICAL ROTATIONS / SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPE) Requirements

- Students must contact preceptors as instructed by the Program prior to their clinical rotation start date.
- Students must complete all onboarding and orientation requirements set forth by the clinical site.
- Students must be competent in history and physical, SOAP notes, and oral presentations.
- Students must maintain patient and procedure logging in EXXAT.
- Students must never manage, treat, or discharge a patient without the direct supervision of their preceptor.
- Students must always respect patient confidentiality in compliance with HIPAA standards and other privacy laws and regulations.
- Students must not be utilized as office, administrative staff on the clinical site.
- Students must wear their school issued badge/patch always identifying them as a Yeshiva University Physician Assistant Students (3.06)
- Students must always introduce themselves as YU PA students and correct errors when they occur, i.e. correct individual who addresses students as “Doctor” or “Nurse.”
- Students must complete self, preceptor, and site mid and end of rotation evaluations.
- Students must discuss both the mid-rotation evaluation and the end of rotation evaluation with the preceptor.

During the first week of every clinical rotation the Clinical Education Director or other designated faculty must be provided with the following data through Exxat:

- Hours per week spent at site.
- Anticipated weekly schedule including days off.
- Concerns regarding rotation: for example, physical facilities, or use of student as staff.

CLINICAL SITES

PROGRAM CLINICAL SITE PROCUREMENT POLICY (A3.08)

It is the responsibility of the University and PA program to identify, recruit, and evaluate clinical sites and preceptors collaborating with the Yeshiva University PA Program. The PA Program will ensure that each site has an executed clinical affiliation agreement between the site and the University and that clinical preceptors have current valid licensure and board certification prior to assigning students for clinical experiences. Documentation is completed regarding all clinical sites and preceptors to prove and support their viability and validity.

Students are not required to provide or solicit clinical sites or preceptors to the PA Program. In the event a student wishes to suggest a clinical site or preceptor, the student must make an appointment to meet with the Program Director. The suggestion will then be evaluated and

investigated by PA Program faculty. Approval of any site proposed by a student is at the discretion of the Program.

CLINICAL SITE POLICIES

Clinical site policies may supersede PA Program policies. Students must abide by clinical site policies.

- PA students will abide by the policies of the clinical site and the preceptor including attendance expectations.
- PA students must follow the schedule they receive from the clinical site.
- Policies of the clinical site regarding dress code must be followed by the PA student.

If the student has a question regarding clinical site policies that differ from PA Program policies, s/he must meet with the clinical education director.

COMMON DOCUMENTS REQUESTED BY CLINICAL SITES

- Student personal statement
- Letter of good standing from the PA Program
- Documentation of health clearance: physical, immunization, and disease titers
- COVID-19 vaccination card
- Annual Influenza vaccination documentation
- Drug screen
- Criminal Background check
- OSHA course certification
- HIPAA course certification
- Infection Control course certification
- Child Abuse course certification
- BLS AHA certification
- ACLS AHA certification
- University certificate of professional liability insurance

DOCUMENTATION OF PATIENT ENCOUNTERS

If a PA student is unable to document in a medical record due to clinical site policy, it is recommended that the student document the patient encounter elsewhere for practice purposes and to obtain performance feedback from the preceptor.

SAFETY AND SECURITY AT CLINICAL SITES

Clinical year PA students must attend hospital or clinical practice site orientations if required prior to beginning rotations at that clinical site. The orientation will include information on the security policies and procedures, protective devices, of each site.

CLINICAL YEAR ACADEMIC PERFORMANCE FAILURES (A3.14a)

Probation: A student who earns two “C” grades (“C” or “C+”) in any clinical year semester or has a cumulative GPA below 3.000 following any clinical year semester will be placed on academic probation beginning the following semester (if not otherwise dismissed from the Program). A student on probation will have to improve their cumulative GPA to 3.000 by the end of the semester in which they are on probation. Failure to achieve a cumulative GPA of 3.000 will result in dismissal from the Program.

When a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the probation and a date for a performance review meeting with their faculty advisor. After the meeting with their advisor, the student will be provided with a letter outlining a success plan created by the faculty advisor in conjunction with the progression committee. The terms of the success plan must be met by the student to return to good academic standing. The student must sign and return the letter acknowledging his/her understanding and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received. Additionally, they will not be permitted to serve in leadership positions in club, Program, school or university organizations.

Being placed on academic probation may impact on a student’s financial aid. Please contact the Office of Student Finance for more information.

Note on Clinical Year Dismissals (A3.14f)

The following information regarding dismissal during the clinical year is a restatement of policies outlined earlier in the *Academic and Professional Standing* section. It is provided here for clarity and convenience, ensuring students can easily reference expectations and potential outcomes specific to the didactic phase of the Program. All information is consistent with previously stated policies and reflects the Program’s commitment to maintaining academic and professional standards.

Failing a Course: If a student earns an “F” grade in any of the following courses during the clinical year: Bridge to Practice; PANCE Prep; or Capstone the student will be dismissed from the Program. The consequences of earning an “F” grade in a clinical rotation course are described below.

Failure of End-Of-Rotation (EOR) Examinations

A student is permitted to take a maximum of one (1) remedial examination in a single clinical rotation course, and no more than two (2) remedial examinations during their clinical year. Failure of more than two (2) EOR Examinations will result in dismissal from the Program.

If a student fails an EOR examination, the student will be referred to their faculty advisor and be required to remediate before being allowed to take a second exam on the same course content he/she failed. If the student fails the remedial examination, the student will receive an "F" grade for the course and must repeat the rotation at the end of the clinical year, after successfully completing the remainder of the clinical curriculum requirements. The student will repeat the course at his/her own expense at the time/dates/location chosen by PA Program faculty. This situation may result in a delay in the student's completion and degree conferral dates. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

Failing a Clinical Course/Clerkship Rotation: A student is permitted to fail one (1) clerkship course either due to academic or clinical skills deficiency (preceptor evaluation, or end of rotation exam, see below for specific guidelines), and will be referred to their faculty advisor for remediation. The student will be required to remediate with PA Program faculty and will repeat the course at the end of the clinical year, after successfully completing the remainder of the clinical curriculum requirements. The student will repeat the course at his/her own expense at the time/dates/location chosen by PA Program faculty. This situation may result in a delay in the student's completion and degree conferral dates. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA. If a student fails two (2) clinical rotation courses, they will be dismissed from the Program.

Failing a Clinical Course/Clerkship Rotation Due to Professional Misconduct: Students who are dismissed from their clinical site due to Professional Misconduct will be assigned an "F" grade for the clinical clerkship course and will be subject to either immediate suspension from continuing with additional placements while an investigation is conducted (if necessary) or dismissal from the PA Program. If a student is allowed to return to clinicals after a suspension period, this may result in a delay in the student's completion, degree conferral dates, and timeline to site for the NCCPA examination PANCE licensure exam.

Failing a Clinical Year Course Due to Excessive Unexcused Absences: If a student is absent from 10% or more of a clinical course/rotation during the semester, he/she will receive a final grade of "F."

SUCCESSFUL COMPLETION OF THE CLINICAL YEAR (A3.14b)

- ✓ Earn a cumulative GPA of 3.000 upon completion of all clinical year courses.
- ✓ Complete the clinical year in good academic and professional standing.
- ✓ Adhere to policies of the PA program.
- ✓ Adhere to the Katz School Code of Ethics.
- ✓ Adhere to the PA Program Code of Conduct.
- ✓ Settle all financial obligations to the University.
- ✓ Complete all health forms required by the PA Program and the University Health Service.

SUCCESSFUL COMPLETION OF THE PA PROGRAM (A3.14b)

To graduate from the Yeshiva University PA Program and be eligible to sit for the PANCE licensure examination, the student must satisfactorily complete the following:

- ✓ Complete all Didactic Year requirements (as noted above on page 53)
- ✓ Complete all Clinical Year requirements (as noted above on page 64)
- ✓ Earn a cumulative GPA of 3.000 upon completion of all PA Program curricular coursework.
- ✓ Demonstrate all PA profession competencies as noted in the student handbook and course syllabi.
- ✓ Pass each component of the three-part PA Program Summative Evaluation (detailed information follows below).
- ✓ Adhere to policies of the PA Program.
- ✓ Adhere to the Katz School Code of Ethics.
- ✓ Adhere to the PA Program Code of Conduct.
- ✓ Settle all financial obligations to the University.
- ✓ Complete all health forms required by the PA Program and the University Health Service.
- ✓ Participate in at least one Program Interprofessional Event.

Program Summative Evaluation: Within the final 4 months of the Program students are required to complete a summative evaluation demonstrating they can meet the Program competencies required to enter clinical practice. The summative evaluation includes:

1. Written/multiple choice end of curriculum examination;
2. An individual Objective Skill and Clinical Examination (OSCE); and
3. A group OSCE

If a student, who is otherwise in good academic and professional standing fails any of the 3 components of the summative evaluation, they can remediate and retake the failed component until competency is reached as defined by an approved remediation plan established by the Program.

Successful completion of the PA Program will be documented, reviewed with each student, and noted in the student file. The program will review all student files prior to certifying Program completion to ensure all requirements have been met.

EXPOSURE TO BODY FLUID AND BLOODBORNE PATHOGENS (A3.05)

Despite using preventative measures as delineated in the OSHA and Infection Control courses it is possible for students to be exposed to infectious and environmental hazards, including body fluids and bloodborne pathogens, in the course of clinical work. If such exposure occurs, students should immediately undertake the following steps (A3.05b):

- Remove soiled clothing,
- Wash exposed skin thoroughly,
- If eyes were exposed, remove contact lenses and flush eyes for 15 minutes,
- Notify your clinical preceptor immediately,
- Obtain name and medical record number of patient, if known,
- Immediately seek care at the appropriate clinical department. During regular business hours, this site is probably the Employee Health Service. After regular business hours, or on weekends, it is probably the Emergency Department. You will be offered testing for HIV and hepatitis C and may be offered post-exposure prophylaxis depending on the nature of the exposure and the serostatus of the patient.

Updated guidelines on post-exposure prophylaxis are available from the Centers for Disease Control and Prevention at: [Bloodborne Infectious Diseases | NIOSH | CDC](#)

REPORTING INCIDENTS/EXPOSURES (A3.05b)

After seeking care for any exposures or other incidents in which the student is involved while on clinical rotation, the student must immediately inform the Program Director and Clinical Education Director of the event. The student should obtain copies of all relevant paperwork regarding the exposure and all treatment offered and/or administered to the student and send them to the Director of Clinical Education.

FINANCIAL RESPONSIBILITY POST EXPOSURE (A3.05c)

Yeshiva University is not responsible for any medical bills that the student may encounter and therefore students must have independent medical coverage. All Yeshiva University PA students are required to purchase health insurance. Students may purchase health insurance through the University's affiliate or their own private insurance company. Students with medical insurance purchased through Yeshiva University's partner and/or private insurance may be subject to out-of-pocket expenses for fluid exposure incidents in school-related activities in a clinical setting. Students are responsible for contacting their insurance carrier for coverage details.

Section VIII: UNIVERSITY POLICY AND PROCEDURE FOR PROCESSING ALLEGATIONS OF HARASSMENT (A1.02g)

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit. University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Nondiscrimination and Anti-Harassment Policy and Complaint Procedures can be found online at <https://www.yu.edu/student-life/resources-and-services/policies>. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially. Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201. To contact the Title IX office, please email titleix@yu.edu. For additional information, please visit www.yu.edu/titleix

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY (TITLE IX)

The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures (Title IX) can be also found online at www.yu.edu/titleix

STUDENT RIGHTS

Please visit <https://www.yu.edu/student-life/resources-and-services/Standards-Policies> and review additional University policies on student conduct and student rights, including:

- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights

Additional student consumer information can be found at:
<https://www.yu.edu/oir/student-consumer-information>.

Section IX: UNIVERSITY SAFETY AND SECURITY (A1.02e)

Yeshiva University takes its responsibility for on-campus security very seriously and makes every effort to offer its students, faculty, and staff a safe and comfortable environment by working closely with the local community and with law enforcement agencies. Federal law requires us to make crime statistics available, and you can find them at <http://ope.ed.gov/security>. Search for Yeshiva University, then click on a particular campus. At the bottom of each page, you can select various categories of crime statistics to view.

The University's annual security report also contains policy statements and crime statistics for the University and is available online at <http://yu.edu/safety-security/reports/security/> or from a campus Security Department office. You can also contact YU Security at 212-960-5221 for more information.

The Department of Security informs students and faculty of immediate security threats via text messages that contain information regarding the threat and action directives intended to protect the safety of students and faculty.

For more information on Yeshiva University safety and security please visit:

<https://yu.edu/safety-security>.

While we hope that emergency events on campus are unlikely, it is vital to be prepared to react appropriately during emergencies to ensure your safety. To get prepared and learn about emergency response at Yeshiva University, visit our Emergency Readiness website:

<https://www.yu.edu/safety-security/emergency>.

Please visit the additional websites below to familiarize yourself with safety and security policies and procedures of Yeshiva University:

Fire Safety Reports: <https://www.yu.edu/safety-security/reports/fire-safety>

Security Policies & Procedures: <https://www.yu.edu/safety-security/security-policies-and-procedures>

Safety and Security Contact Info: <https://www.yu.edu/safety-security/contact>

Safety Tips: <https://www.yu.edu/safety-security/safety>

What to do in case of emergency: <https://www.yu.edu/safety-security/emergency/what-to-do>

YU Alert: <https://www.yu.edu/safety-security/yu-alerts/alert-how>.

Section X: STUDENT LIFE, RESOURCES, AND SUPPORT SERVICES

Canvas

Canvas is Yeshiva University's Learning Management System, and all Katz School students (both in online and on campus programs) have access to Canvas. Canvas provides 24/7 support to give students the best experience possible when learning online. Students registered for online courses will be invited to participate in a self-paced, online orientation covering the basics of what they need to know about going to school online.

Canvas is used for instruction, communication, assignment submission, and grading. All grades once recorded will be posted on Canvas for students to review. Rubric and syllabi may also be found on Canvas.

To log in to Canvas, please go to:

<https://www.yu.edu/its/academic-computing/student-computing/eLearning/canvas>

Students may review the Canvas Student Guide using the following link:

<https://community.canvaslms.com/docs/DOC-10701>.

Career Center / Shevet Glaubach Center for Career Strategy and Professional Development

Yeshiva University's Career Center offers students a range of programs and resources, from personalized counseling and career planning to the latest professional search technologies. The Career Center also hosts on campus recruiting events, career fairs, and information sessions, partnering with employers, alumni, and community supporters to connect students with professional opportunities. In addition, the YU faculty offer career mentoring, helping students to identify career options and opportunities for further study.

For more info, please visit: <https://www.yu.edu/sqc>.

Counseling Center (A3.07)

The PA Program curriculum is an extremely rigorous course of study. The demands of the PA student are tremendous. During the curriculum, students may find themselves in need of psychological counseling. Students in need of personal counseling, psychological services or psychiatric care are advised to contact the YU counseling center. PA Program faculty may recommend that any student struggling with personal issues that impact their academic performance and progress in the PA Program be referred to the Counseling Center. Faculty will not have access to student counseling service records.

The Counseling Center consults with students on a confidential basis, free of charge. Their staff of qualified and caring professionals provide a calm and objective listening ear and can help students address any issues of concern.

For more information, please find the link to the website for the YU Counseling Center:
<https://www.yu.edu/student-life/counseling>.

PA students in crisis, in which they are not having a life-threatening emergency, but prompt attention is needed, may also call or text a free, confidential help line for NYC residents. Students can call 888-692-9355 or text WELL to 65173. The hotline is staffed by licensed mental health professionals and is available 24 hours per day, seven days per week.

PA students with life-threatening emergencies are advised to call 911 or the Hatzalah ambulance service.

Disability Services

The Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students who self-identify as having a disability. The Office's goal is to provide access to all campus programs and activities, thereby empowering students with disabilities to actualize their full academic and personal potential.

Please visit the following website for more information about Disability Services, its documentation guidelines, and contact information:

<https://www.yu.edu/student-life/resources-and-services/disability-services>

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services:

- Beren Campus: Rochelle Kohn, (646) 592-4132 / rkohn1@yu.edu
- Wilf Campus: Abigail Kelsen, (646) 592-4280 / akelsen@yu.edu

English for Graduate School and Work

To assist non-native English speakers, the Katz School offers specialized courses designed to help students prepare for master's and doctoral programs in a U.S. university setting. Students can refine their academic and professional language skills, develop proficiency in managing graduate level course assignments and professional communication skills, and become familiar with the conventions and expectations of graduate school in the United States. Services include individualized graduate advising, specifically designed graduate English courses, writing development, and courses in English for career and work settings. Students interested in the program should speak with their Program Directors.

Health Services

All Yeshiva University students who are taking at least 1 credit on campus are required to have health insurance. Students may join a health insurance plan through the University, or they may

waive this plan if they have their own health insurance. For more information on Health Insurance requirements visit: <https://www.universityhealthplans.com/yeshiva>

All students taking at least 6 credits on campus must meet New York State immunizations requirements for Measles, Mumps, and Rubella and must complete a valid Meningococcal Response Form. These forms are given to incoming students by the Enrollment office.

Housing and the Transition to New York

Katz Student Services provides a list of resources to help domestic and international students find affordable housing options around New York. Whether students are coming from the tristate area, a different part of the US, or even another country, we know the transition to New York City requires planning. Our staff is here to facilitate from the time students apply to the time students move. Support includes resources for finding an apartment, arranging transportation, getting settled in the City, and jumpstarting friendships.

Library Services

Yeshiva University's libraries offer a wealth of information and support for advanced learning, research, and scholarly inquiry in an environment dedicated to the open exchange of information. While their primary responsibility lies with the students and faculty of Yeshiva University, the libraries also engage in scholarly, cultural, and artistic interactions with broader communities. Students at any Yeshiva University campus have full access to the entire YU Libraries system. Learn more at www.yu.edu/libraries.

New Student Orientation

Every fall, Student Services host a new Graduate Student Orientation prior to the start of classes. Orientation is structured to help students find their way around campus, finish up registration and paperwork, access services, and meet with faculty. In addition, students will be invited to attend meetups where they can connect with new classmates and current graduate students in many different departments.

New York City Experience

Yeshiva University is located in the heart of New York City. To help students explore the cultural and educational opportunities in the city, the Katz School Student Services Office sponsors tickets to NYC events and venues for students. Past events include New York Philharmonic Ensembles, Harlem Globetrotters, The Phantom of the Opera, Madame Butterfly, and the New York Yankees.

For more info, please visit: <https://www.yu.edu/student-life/living-at-YU/life-in-NYC>.

Office of International Students and Scholars

International students and exchange visitors are an important part of Yeshiva University's vibrant community. If enrolled in a STEM specific degree program, international students may qualify for extended Optional Practical Training after graduation.

The Office of International Student and Scholar Services (OISS) provides international students and scholars with immigration support and assistance with cultural adjustment, to help you achieve your educational goals. The OISS also acts as a liaison with the U.S. Department of Homeland Security (DHS) to ensure University-wide legal compliance with government immigration regulations and reporting requirements. International students are encouraged to visit the following website for support with their immigration status as a student at Yeshiva University: <https://www.yu.edu/student-life/resources/international/current-students>.

Office of Student Finance

To be considered for financial aid each student must complete a financial aid application.

- For U.S. citizens and Eligible Non-Citizens, please submit the Free Application for Federal Student Aid FAFSA. For all others, please file our International Financial Aid Application. The priority deadline for incoming students is February 1 and for continuing students is April 15. Refer to the following websites for more information about program cost and payment options:
 - Tuition and Fees: <https://www.yu.edu/katz/graduate/admissions/tuition-fees>
 - Payment Options for Graduate Students: <https://www.yu.edu/osf/graduate-schools/grad-payment>.

OneCard/YU Card

Students' YU ID card (<https://www.yu.edu/yucard>) is part of the OneCard system, which allows students access to campus buildings, free shuttles, Library accounts, Dining Services, and printing accounts. Students can view account balances at www.onecard.yu.edu. (Sign in with your YUAD username and password; if you don't know your YUAD username and password, visit www.yu.edu/findid.) Students can also download the OneCard app for access to their YU ID card anywhere; follow the instructions at <https://www.yu.edu/yucard/tips>.

For assistance with the YU ID card, email yucardsupport@yu.edu.

Adding funds to YUCard: <https://www.yu.edu/sites/default/files/inline-files/Add-Funds-To-OneCard.pdf>.

OneCard Login: <https://onecard.yu.edu/OneWeb/Account/LogOn>.

Scholarships

Dean's Scholarships, Merit Awards, and external funding are awarded to a number of students every year. If applicable, Yeshiva University will also work with your employer's tuition reimbursement policies (within reasonable limits). For students coming from outside the US, the University can accommodate scholarships awards from your home country. If you need further financial support, financing options, including federal student loans and private loans,

are available for qualified candidates. Contact the Graduate Admissions Office at katzgrad@yu.edu for more information.

Student Organizations and Clubs

The PA Program has established a PA Student Association Club at the Katz School. Clubs run events periodically throughout the year. PA students may also attend other Katz Graduate club events.

Student Services

Katz School Student Services helps students navigate where to go and to whom to talk. Students can schedule an appointment by emailing the Director of Student Life at andrea.rose-sternberg@yu.edu. Drop-in-office hours are updated each semester to accommodate students' class schedules.

ADDITIONAL STUDENT SUPPORT RESOURCES

Study Resources:

Academic Calendar: <https://www.yu.edu/registrar/grad-calendar>

Academic Calendar - Finals Schedule: <https://www.yu.edu/registrar/final-exam>

Faculty Directory: <https://www.yu.edu/faculty>

Library Databases: <https://library.yu.edu/az.php>

Library E-Reserves: <https://library.yu.edu/er.php?b=c>

Support Resources:

Academic Support: <https://www.yu.edu/academic-support>

Dining Services: <https://www.yu.edu/dining>

Health & Wellness/Student Health Services: <https://www.yu.edu/student-life/resources/health>

Health Insurance: <https://www.yu.edu/student-life/resources/health>

Housing – Men: <https://www.yu.edu/student-life/housing/men>

Housing – Women: <https://www.yu.edu/student-life/housing/women>

Housing – Off Campus: <https://www.yu.edu/off-campus-housing>

Inside Track: <https://www.yu.edu>

IT Helpdesk - Information Technology Services: <https://www.yu.edu/ITS>

My YU: https://selfserveprod.yu.edu/pls/banprd/twbkwbis.P_WWWLogin

Offices & Services: - MAIN SITE: <https://www.yu.edu/offices-and-services>

Student Tool Kit: <https://www.yu.edu/student-tool-kit>

Administrative Offices:

Office of Admission: <https://www.yu.edu/graduate>

Office of the Provost: <https://www.yu.edu/Provost>

Office of the Registrar: <https://www.yu.edu/registrar>

Office of Student Finance: <https://www.yu.edu/osf>

Office of Student Life: <https://www.yu.edu/osl>

University Operations: <https://www.yu.edu/university-operations>

Campus Resources:

Campus Information: <https://www.yu.edu/campuses>

Getting Around Campus: <https://www.yu.edu/about/visiting>

Life in NYC: <https://www.yu.edu/admissions/visit-yu/life-nyc>

Our Campuses: <https://www.yu.edu/campuses>

Shabbat at YU: <https://www.yu.edu/shabbat-programming>

Social Events -Athletics: <https://yumacs.com/>

Social Events - Calendar: <https://www.yu.edu/events>

Visit YU: <https://www.yu.edu/visit>

Virtual Events: <https://www.yu.edu/admissions/virtual-events>

YU Blogs/News: <https://blogs.yu.edu/>