



University of Bridgeport
PA Institute

2026-2027

Student Handbook

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Preface

All students entering the PA Institute (“PAI”) Program are responsible for being familiar with and complying with the current version of the PAI Student Handbook (the “Handbook”)¹ and the Clinical Manual, which contain policies and procedures for the PAI generally, as well as specific PAI program components. All students are also responsible for being familiar with and complying with the current version of the [Key to UB](#) and the *University of Bridgeport (the “University”) Catalog*. Please refer to the [Key to UB](#) and the *University Catalog* for full University policies and procedures. Online editions of the [Key to UB](#) and the *University Catalog* contain the most current version of these materials, available respectively at: <https://www.bridgeport.edu/key-to-ub/> and <https://www.bridgeport.edu/academics/catalog>.

This edition of the Handbook replaces any previous version of the Handbook. The online edition of the Handbook contains the most current version of these materials, which is available on the PAI Program Portal at: <https://bridgeport0.sharepoint.com/SitePages/Physician-Assistant-Institute.aspx>.

The policies and procedures contained herein are subject to change without prior notice. The provisions of this Handbook do not and are not intended to create either an expressed or an implied contract with any student. The University reserves the right in its exclusive direction to add, modify, delete, deviate, or amend the provisions of the Handbook, or grant exceptions from the applicability of its provisions.

General Office Information

Office Hours:

The PAI office hours are 9:00am to 4:30pm (Monday through Friday)

Faculty Office Hours:

Appointments may be made through the program office at 203-576-2400.

Contact Information

University of Bridgeport

PA Institute

30 Hazel Street, Suite 201

Bridgeport, CT 06604

Main Office: 203-576-2400

Fax: 203-576-2402

Email: pai@bridgeport.edu

Individual faculty and staff contact information is available on the UB Directory at:

<https://www.bridgeport.edu/directory/>

Overview of the PA Institute

Mission Statement

The mission of the University of Bridgeport PA Institute is to prepare future PAs with the knowledge and skills to provide culturally sensitive, patient-centered care and foster life-long learning and professionalism, emphasizing commitments to diversity, global perspective, and integrative approach benefiting all patients. This mission is reflected in our motto: *Adivare, Mederi, Communiter--To help, To heal, Together.*

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **University of Bridgeport PA Program** sponsored by the **University of Bridgeport**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2033**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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

All current PA programs are accredited by [ARC-PA](#). ARC-PA currently serves as the only accrediting body for PA programs in the country. ARC-PA and the accrediting process serve to protect the interest of the public and the profession of PAs by maintaining compliance with their standards.

Program Goals

The University of Bridgeport PA Institute (PAI) has established goals which support the mission and outcomes of the program. Each goal has defined benchmarks and associated data which demonstrate how they are being met. The program's progress and data pertaining to goals can be found here: <https://www.bridgeport.edu/academics/programs/physician-assistant-ms/goals-outcomes>.

History of the PA Institute

The University of Bridgeport was founded in 1927 as a junior college. Twenty years later, in 1947, the Institution was chartered as a four-year university granting baccalaureate degrees. Since that time, over 30 graduate and doctoral programs have been instituted. In response to the changing healthcare environment and lack of universal access to healthcare, University of Bridgeport founded the PA Institute (PAI) in 2009. The PAI matriculated its first cohort in January 2011 and celebrated its first

commencement in May 2013. The PAI is part of the rapidly expanding College of Health Sciences (CHS) at the University consisting of degrees in Public Health, Medical Laboratory Science, Chiropractic, Acupuncture, Chinese Herbal Medicine, Nutrition, Dental Hygiene, Medical Science, and Nursing.

Programmatic Competencies

Graduates of the University of Bridgeport Physician Assistant Institute will be able to demonstrate competence in the following areas:

- PO1: Elicit and interpret an accurate medical history from a patient. (MK, IS, CS)
- PO2: Perform an appropriate physical examination and accurately interpret findings. (MK, CS, PB, CR)
- PO3: Utilize pertinent patient data and diagnostic interpretation to formulate a differential diagnosis. (MK, CS, CR)
- PO4: Demonstrate clinical reasoning and problem-solving skills to create a management plan. (MK, CS, CR)
- PO5: Accurately perform the technical skills utilized in care of the patient. (MK, TS)
- PO6: Demonstrate effective communication skills necessary to work in healthcare teams. (IS, PB)
- PO7: Demonstrate culturally sensitive care with a patient-centered approach. (IS, PB)
- PO8: Counsel and educate for disease prevention and promotion of healthy lifestyle. (MK, IS, PB)
- PO9: Understand the role of the PA and adhere to professional standards in healthcare settings. (IS, PB)
- PO10: Identify the roles of various providers in the healthcare team including alternative or complementary practitioners. (IS, PB)

Definitions of the abbreviations are as follows: Medical Knowledge (MK), Interpersonal Skills (IS), Clinical Skills (CS), Technical Skills (TS), Professional Behaviors (PB), Clinical Reasoning and Problem-Solving Abilities (CR). Abbreviations are based on the Competencies defined by the Accreditation Standards for PA Education, Sixth Edition.

Technical Standards (A3.12e)

Completion of a degree at the University of Bridgeport PAI signifies the graduate is prepared to practice as a PA by meeting the technical and academic standards. Technical standards, as distinguished from academic standards, refer to the physical, cognitive, and behavioral abilities required for participation and completion of all aspects of the curriculum and for entry into the PA profession. Technical standards are required by the ARC-PA and therefore are common to all programs.

In keeping with the philosophy and core values of the PAI, the highest priority is placed upon developing graduates who are competent, prepared PAs who possess skills of lifelong learning. The PAI Technical

Standards are posted on the PAI portal, available at:

<https://bridgeport0.sharepoint.com/SitePages/Physician-Assistant-Institute.aspx>

At the beginning of the program, all enrollees receive notice of these technical standards, as established by the PAI. Students are asked to attest that they can or will meet the Technical Standards by the end of the curriculum. These standards must be maintained throughout the student's progress while enrolled in the PAI. Should a student perceive an issue with meeting technical standards, they should notify the Office of [Student Accessibility Services](#) immediately.

These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodation. Requests from prospective and current students for reasonable accommodation are directed to the Office of [Student Accessibility Services](#).

Licensure Requirements

To qualify for licensure in Connecticut, an applicant must meet the following eligibility requirements:

- Hold a baccalaureate or higher degree in any field from a regionally accredited institution of higher education.
- Graduate from PA program accredited, at the time of graduation, by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
- Pass the Physician Assistant National Certification Examination (PANCE) of the National Commission on Certification of Physician Assistants, Inc. (NCCPA).
- Hold current certification by the NCCPA.
- Complete not less than sixty (60) hours of didactic instruction in pharmacology for PA practice in an accredited PA education program or a post-graduate program for PA practice.

As licensure requirements differ from state to state, each student should review individual state licensure requirements for any state outside of Connecticut where they seek to practice. Students are responsible for contacting the applicable state licensing board for additional information. Information for state licensing bodies can be found through the NCCPA: <https://www.nccpa.net/state-licensing-boards/>.

Academic Policies of the PA Institute

General Curriculum Information

The 28-month program is comprised of a didactic phase and a clinical phase ([Appendix 1 PAI Curriculum](#)). As a cohort-based curriculum, students must complete each component of the program, in sequence, as full-time students. All students must fully and successfully complete the didactic phase of the program before being able to progress on to the clinical phase of the program. Students must successfully complete both the didactic and clinical phases of the program to be eligible for graduation. The didactic phase includes classroom and laboratory instruction in basic science, behavioral science, clinical medicine, and research. The clinical phase is comprised of clinical clerkships, Capstone I, Capstone II, and Graduate Logistics. The clinical phase begins the fourth semester and extends until graduation.

Didactic Phase

The didactic phase includes the first three semesters of the curriculum, Clinical Seminar, Information Literacy & Medical Writing, and Research Methods.

At the beginning of each course, students receive a syllabus and course outline describing the purpose of the course, format, course objectives, and required reading. Students also receive instructional learning objectives, which provide the basis for examinations and help guide studying. Core faculty oversee the curriculum; University of Bridgeport basic science and health faculty, PAs, health care providers, and physicians also help to deliver the curriculum.

As medicine is an ever-evolving field covering a breadth of information, students are responsible for the core content (objectives) listed in each syllabus. Faculty members will determine the method of teaching and evaluation for the course they teach. Some evaluation methods will be traditional, such as written tests, and others will not. Students are expected to meet the competencies determined by each instructor, in the manner required.

To prepare students to practice as PAs, the course load during the didactic phase is rigorous with substantial reading assignments. Reading before each class is essential. Reviewing course topics each evening is the best preparation for written examinations. Time management skills are essential for success.

For students to progress into the clinical phase, the student must pass all courses in the didactic phase, meet academic requirements, complete a behavioral/professional evaluation, and pass an End-of-Didactic examination (See [Progression to Clinical Clerkships](#)).

Clinical Phase

The clinical phase begins at the start of the first clinical clerkship and is comprised of the clinical clerkships, Graduate Logistics, Capstone I and II courses. A Capstone project is the expected outcome at the culmination of the research courses.

Clerkships include nine five-week rotations in internal medicine, pediatrics, obstetrics and gynecology, behavioral health, family medicine, emergency medicine, general surgery, one elective, and one special population selective.

Housing, parking, and transportation costs are not provided by the PAI and are the responsibility of the student. Students are required to report to the site as instructed by their preceptors. Some clerkships will require students to work during weekends, holidays, overnight, or late into the evenings. For additional information, please refer to the clinical handbook available on the [student portal](#).

A clinical year orientation will be provided to students before the start of the clinical phase.

Clinical Travel Policy (A3.14j)

Clerkships are conducted off campus in a variety of settings such as hospitals, private offices, and clinics. Students may be required to travel up to 75 miles from campus for core clinical clerkships. Sites may be both in and out-of-state. Special populations selective rotations may be out-of-state or require travel outside of the 75-mile radius from campus. The program has many core and elective clinical clerkships nationwide that students may also elect to undertake.

Clinical Placement Solicitation Policy (A3.08)

The PAI clinical team is responsible for obtaining clinical sites and preceptors. At no time are students required to acquire or solicit clinical experiences. It is the sole responsibility of the clinical team to identify, contact, and evaluate sites and preceptors. Students may make suggestions for sites and preceptors but are not required to do so. Student-suggested sites and preceptors will be reviewed, evaluated, and approved for educational suitability by the clinical team.

Clinical Placement Assignments

Students' clinical placements are assigned by the Director of Clinical Education in consideration of clinical sites, learning objectives, specialty, preceptor availability, and quality of educational experiences. Student preferences for clinical assignments may be taken into consideration but are not guaranteed. Students with academic difficulties, deficiencies, or weaknesses in clinical or professional performance may have limited options for clinical electives. In such cases, elective placements may be restricted or assigned by the program to support students' learning needs and ensure clinical readiness. Once placed, students may not request changes, adjust their clinical site, or switch sites with another student. Students may not reach out to the clinical sites or preceptors to negotiate alternate placements. Unforeseen changes or adjustments to the schedule may be made based on site availability. If this occurs, those students impacted will be notified.

Classroom and Program Demeanor

All tables and desks in the classroom must remain devoid of personal items. Personal items must be stored and cannot be left in the classrooms. Students are encouraged to utilize lockers on the first floor of Eleanor Dana Hall to store personal items which can be assigned through the program coordinator. Students must keep all common areas clean, including sinks, refrigerators, and all lab space.

- **Computers, tablets, and other electronic devices:** Computers are permitted in the classroom for examinations as well as for notetaking and instructor approved activities only. Web surfing, messaging, shopping, etc., are prohibited during class time.
- **Breaks:** Students should take advantage of formal breaks offered during longer lecture times. Only in rare instances should it be necessary for a student to leave and return to the classroom outside of designated break times.
- **Cell phones:** Texting or taking calls during class is prohibited. All devices should be switched off or kept in vibrate or silent mode during class. Instructors may grant exemptions in extenuating circumstances.
- **Guests:** Students, family, or guests who are not enrolled in the courses or PAI may not audit courses.
- **Recording:** Student recording of lectures is not permitted without the permission of the instructor. Permission to record must be requested from the instructor in advance and applies exclusively to the student who received permission. The recording may not be accessed or utilized by any other individual. Students who require accommodation, which includes recording lectures, are instructed to contact [Student Accessibility Services](#).
- **Social Media:** Students are not permitted to post course or lecture material, including pre-recorded lecture material, to any social media or online platform. Live or recorded lecture sessions may not be recorded or posted to students' social media unless granted permission by the instructor. Respect for the privacy of students and staff is an expectation.

Violations or failure to abide by classroom policies may be subject to disciplinary action. See [Disciplinary Action for Professional and Behavioral Issues](#) for further information.

Requests for classroom accommodation are directed to [Student Accessibility Services](#).

Remote Classroom Demeanor

Some courses and lecture series may be delivered through online virtual platforms. Professionalism and engagement are expected in all remote learning environments.

Synchronous Sessions (Live Online Classes)

Students are required to attend all live synchronous sessions as they would in person. This includes:

- Arriving on time and remaining present for the full session.
- Actively participating in discussions, breakout rooms, or other interactive activities as directed by the instructor.
- Keeping video on, when possible, to support engagement and communication, unless otherwise approved by the instructor.
- Minimizing distractions and maintaining a professional environment.

Asynchronous Sessions (Recorded or Self-Paced Content):

Some coursework may be delivered asynchronously to allow flexibility in learning. Students are expected to:

- Review all assigned materials (lectures, readings, modules) within the timeframe designated by the instructor.
- Complete any associated assignments, quizzes, or discussion posts by their due dates.
- Engage thoughtfully in any online discussion forums or peer activities.
- Treat asynchronous learning with the same level of commitment as live sessions.

Failure to meet expectations in either format may be treated as an absence or lack of participation and could affect course standing.

Examination Policy

Examination questions and assignments are derived from applying learning objectives to information found from lectures, assigned readings, and selected references.

Examinations

Course instructors are responsible for examining each student in a manner appropriate to assess competence of course objectives. While many examinations will be multiple-choice, the format is the prerogative of the course director. The program makes every effort to secure optimal testing accommodation within the parameters of its control. The following policies concern all examinations, regardless of format:

- Faculty sets examination dates and times. The program administrators may change the examination date if necessary.
- Students may **not** request a change to times or dates of examinations.
- Students must comply with all published examination dates and times. Exceptions are on a case-by-case basis as determined by the program administrators and course instructor. The student is responsible for contacting the program administrators and instructor as soon as possible with a reasonable explanation. The course instructor determines the makeup examination format, date, and time.
- Unauthorized retention, possession, copying, distribution, disclosure, discussion or receipt of any examination or examination question is strictly prohibited and will be subject to disciplinary action.

Examination Proctoring

- All desks will be clear of personal items.
- Noise canceling headphones or headphones of any type are not allowed during testing.
- Students may use earplugs if needed.
- During examinations, PA students must maintain proper attire to ensure academic integrity. Hat, hoods, sunglasses, smart glasses, and tinted glasses are not permitted with exception of religious and cultural attire. Noncompliance with the examination attire policy may result in disciplinary action in line with the program's academic integrity standards.
- Individual whiteboards are available for students to use for note writing during the examination and will be collected at the end of the examination.

- Before an examination, students will leave all their belongings along the side of the classroom. All electronic devices such as smartphones and smart watches will be powered off and placed in the front of the room before the start of the examination. If a student is found to have any electronic device except for a laptop in computer-based examinations, they will be referred to the Program Director for review of academic integrity and may be subject to disciplinary action.
- Students may not leave the room without confirmation of upload to the testing platform.
- Students must comply with instructions from the examination proctor while in the testing room.
- Review of examinations and questions is not permitted; however, feedback will be provided in certain courses on NCCPA Task Blueprint and NCCPA Systems Blueprint at the time grades are posted. Students should utilize this feedback to improve areas of weakness.
- Requests for reasonable testing accommodation are directed to the Office of [Student Accessibility Services](#).
- Inappropriate conduct during testing is subject to disciplinary action (See [Discipline for Violations of Academic Integrity Policy \(e.g., Plagiarism, Cheating\)](#)).

Remote Proctoring

- Rarely, testing with remote, online proctoring may be needed.
- Students must log on to the Zoom proctoring session on a separate device from the testing computer. Students should prepare their testing environment prior to joining the exam. Students must have the device charging to avoid issues during testing.
- Students will be requested to perform a visual scan of their testing environment to the proctor. The desk must be clear of other materials, papers, books, or devices. Scrap paper may be used, and both sides must be shown to the proctor before the exam to ensure the paper is blank.
- The device must be placed so the students and their screen are in view. Proctors may request students to adjust their settings to best visualize the student environment.
- Students must keep their video and microphone on at all times during the examination. Proctors will mute and unmute students as needed, to maintain a quiet work environment while also monitoring the students adequately.
- Students are expected to follow standard testing procedures, including staying seated and keeping their eyes on their workspace. Cheating or concerns for academic integrity on remotely proctored exams will be subject to the same procedures and penalties as in-person examinations.
- Once the examination begins, the students must remain quiet to avoid distracting other students. Once completed and the examination has been uploaded the student must show both sides of the scrap paper to the screen and may sign off. Students must dispose of the scrap paper. Remote proctoring will be recorded and can be used as evidence for investigations regarding academic integrity. Recordings will be deleted at the end of the academic year.

Grading

A variety of evaluation tools are used to evaluate student competence, including but not limited to written examinations, skill-based competencies, written and oral presentations, discussion boards, objective structured clinical examinations (OSCE), and group projects. The type of evaluation used in each course will be described in the course-specific syllabi. Except for MSPA 695 Graduate Logistics, which is pass/fail, all core courses will be evaluated by a letter grade. The required passing grade for all PA coursework is a “C” or better. The institutional grading scale, available in the catalog, is as follows:

Grade Quality Points:

| | | |
|----|------------|-----|
| A | (93-100) | 4.0 |
| A- | (90-92.99) | 3.7 |
| B+ | (87-89.99) | 3.3 |
| B | (83-86.99) | 3.0 |
| B- | (80-82.99) | 2.7 |
| C+ | (77-79.99) | 2.3 |
| C | (73-76.99) | 2.0 |
| C- | (70-72.99) | 1.7 |
| D+ | (67-69.99) | 1.3 |
| D | (63-66.99) | 1.0 |
| D- | (60-62.99) | 0.7 |
| F | (below 60) | 0.0 |

| | |
|----|------------|
| P | Pass |
| AU | Audit |
| W | Withdrawal |
| I | Incomplete |

Grade points are calculated by multiplying the number of quality points of each grade total by the total number of assigned credits for that course. The GPA is obtained by dividing the total number of grade points earned by the total number of credits attempted.

Please refer to the [UB Catalog- Grades and Quality Points](#).

Remediation & Student Success Plan (A3.14c)

Students who fail to demonstrate the requisite knowledge or skills necessary to perform at an acceptable level for a course may be required to remediate those deficiencies. Remediation is a program-defined process, beyond the standard course curriculum, designed to address and correct deficiencies in students' knowledge, skills, or behavior during a course. The goal is to facilitate students' mastery of learned material and to assist in their professional development. Further, it aims to ensure that students adequately meet program and clinical practice expectations.

A failing grade within a course is represented by achieving a grade of less than 73%. In all didactic instruction courses any grade less than 73% on an examination, competency, or OSCE will prompt formal remediation. Failure of any examinations held during final examination week will not require formal remediation although the student is still encouraged to contact the course instructor to discuss areas of improvement. For clinical clerkships, remediation will occur any time a student receives a grade less than 73% on the End of Rotation Examination or Supervised Clinical Practice Experience (SCPE) Summative Assignment. For further information regarding overall course failures, please refer to the [Course Failure Policy](#).

Any student who receives a qualifying failing grade on an assessment during a course, as defined above, will be contacted by the Student Success Coordinator to review their individualized remediation and student success plan. Each subsequent remediation will advance the student to the next remediation phase, carrying through the duration of the program.

The process will include reviewing a summary of the assessment results, identifying the area(s) of weakness, and developing an appropriate remediation plan. The student will be responsible for arranging meetings, reviewing areas of weakness, and submitting assignments, if required, by the agreed upon due date. Remediation assessment is at the discretion of the course instructor and may include written or oral examinations, problem-based learning exercises, or written assignments to ensure student competence. Except for the End of Rotation Examination and SCPE Summative Assignments, any remediation during a course, if graded, will not change the original assessment grade. If a student passes the End of Rotation reassessment examination or SCPE Summative Assignment reassessment (i.e., earning 73% or higher), the student will receive a 73% for the End of Rotation Examination or SCPE Summative Assignment component regardless of grade earned on the reassessment examination. If a student fails to pass an End of Rotation Examination reassessment or SCPE Summative Assignment reassessment they will subsequently fail the clinical clerkship. Students may only take one End of Rotation reassessment examination in the duration of the program. If a student were to fail a second End of Rotation examination, a reassessment would not be offered, and the student would therefore fail the clerkship course (see [Course Failure Policy](#)).

If a student fails to complete the remediation plan as determined by the Student Success Coordinator, they will be referred to the ABC Committee for review of professional/behavioral conduct.

Course Failure Policy

The PAI maintains two different types of courses when identifying policies for course failure: failure of non-clinical clerkship courses and failure of clinical clerkship courses.

Failure of Non-Clinical Clerkship Courses

Failure is defined as a *final course grade* less than “C” (73%) or if the student receives a failing grade in a pass/fail course. Failure of a Non-Clinical Clerkship course will result in a dismissal from the program.

Failure of Clinical Clerkship Courses

Failure of a Clinical Clerkship Course, which is defined in the clinical syllabi, will require the student to repeat the clerkship, resulting in a delay of graduation. A student will have the opportunity to repeat only one failed clinical clerkship. Failure of a second clerkship, or failure to receive a passing grade on a repeated clerkship, will result in dismissal from the program.

Maintenance of Good Academic Standing (A3.14a)

For the PAI, the cumulative grade point average (GPA) to maintain good academic standing is 3.00. The minimum passing grade for all required PA coursework is a “C” or better.

To remain in good academic standing, a student must:

- Earn a grade of “C” or higher in all courses and satisfactorily pass all pass/fail courses
- Maintain a cumulative GPA of 3.0 or higher

Academic Sanctions

Academic Warning

Academic warning is a notice and designation of substandard academic performance. Academic warning cautions the student that continued performance at this level may result in academic probation or dismissal. The student must meet with their academic advisor to devise a plan for remediation.

An academic warning is issued by the Program Director after the end of a term when one or both of the following occur:

- When a student earns a semester GPA below 3.0, but their cumulative GPA remains above 3.0.
- When a student fails a clinical clerkship course for the first time. See [Failure of Clinical Clerkship Courses](#).

Academic Probation

Academic probation is issued by the Program Director when a student earns a *cumulative* GPA below 3.0 at the end of any semester. A student on academic probation will meet with their advisor throughout the semester of probation to plan for academic improvement

A student may only be on academic probation for one semester and is expected to achieve good academic standing by the end of the subsequent semester. If a student fails to achieve good academic standing by the end of the next semester, they will be dismissed from the program.

The student must then maintain good academic standing for the duration of the program. A cumulative GPA below 3.0 for any subsequent semester will result in dismissal. A student on probation may not serve as class representative, student mentor, be a member of the Medical Challenge Bowl team or apply to participate in a study abroad trip.

Dismissal for Poor Academic Performance (A3.14f)

Dismissal from the program is issued by the Program Director when a student does not successfully meet the PAI definition of academic standards ([as stated above](#)). A student who is dismissed from the PAI for academic reasons may still apply to other programs or courses at the University of Bridgeport.

A student will be academically dismissed from PAI for failing to meet any of the following criteria:

- Earning a cumulative GPA less than 3.0 after being placed on academic probation.
- Course failure due to receiving a grade less than “C” (73%) in any non-clinical clerkship course (See [Failure of Non-Clinical Clerkship Courses](#)).
- Failure to meet the defined requirements for progression into the clinical phase. (See [Progression from the Didactic to the Clinical phase](#))
- Failure of more than one clinical clerkship (See [Failure of Clinical Clerkship Courses](#))
- Failure to meet the defined requirements for graduation (See [Graduation requirements](#)).

If the student meets the PAI criteria for academic dismissal (defined above) the Program Director shall notify the student in writing that they are dismissed from the program (the “Decision”). If a student is not satisfied with the Decision, they may appeal to the Academic Background and Conduct Committee (“ABC Committee”) ([Appendix 3 ABC Committee Purpose and Function](#)).

Deceleration Policy (A3.14d)

ARC-PA defines deceleration as “the loss of a student from the entering cohort, who remains matriculated in the PA program.”

Students who have been dismissed from the University of Bridgeport Physician Assistant Institute due to failure to meet the program’s standards of good academic standing are granted the ability to appeal through the ABC committee. Please refer to the handbook for policies in place regarding the ABC committee ([Appendix 3- ABC Committee](#)).

Following a student appeal, the ABC committee may overturn the dismissal and allow the student to decelerate. This deceleration is not guaranteed and is only offered at the recommendation of the ABC committee. Upon deceleration, students will be subject to the current student handbook, curriculum requirements and program policies. Deceleration delays graduation and may result in additional financial burdens which may affect the financial aid process. Please note the federal government defines the maximum timeframe as 150% of the program’s published length, as measured in credit hours. The maximum timeframe requirement under satisfactory academic progress (SAP) for program requirements cannot exceed 169.5 credits. Students should seek counseling from student financial services to determine associated financial consequences and impact.

The purpose of deceleration is to maintain integrity of the PA program curriculum, ensure students who have shown poor academic performance remediate areas of deficiency, and build upon their foundation

of medical knowledge. Additionally, as medicine is always evolving, it is critical that all students gain the most up-to-date knowledge to be successful.

Students permitted to decelerate during the didactic phase, as defined in the General Curriculum Information section of the handbook, must take the following plan. As a cohort-based curriculum, the student must decelerate and join the next incoming cohort with the following requirements:

1. Restart the didactic phase of the program with the next incoming spring cohort.
2. Retake all required coursework as a full-time student regardless of first grade earned.*
3. Work with faculty advisor to improve knowledge gaps, study skills, test taking strategies and time management skills.

*The second grade earned for all repeated coursework will be the grade utilized in the calculation of GPA, the first grade earned will be dropped from the cumulative GPA calculations.

Students decelerating in the clinical phase, defined in the General Curriculum Information section of the handbook, must take the following plan and restart the clinical phase of the program:

1. Restart the clinical phase of the program at the start of the next clinical phase in spring.
2. Repeat all Clinical Clerkship coursework, regardless of first grade earned.*
3. Elective and Selective clinical clerkship options will be determined by the clinical team based on need for areas of improvement rather than student preference.
4. Work with faculty advisor and clinical team to improve knowledge gaps, study skills, test taking strategies and time management skills

*The second grade earned for all repeated coursework will be the grade utilized in the calculation of GPA, the first grade earned will be dropped from the cumulative GPA calculations.

Students who decelerate will return to the program on academic probation. Students must achieve and maintain good academic standing with a cumulative GPA of 3.0 for the duration of the program. If a student fails to meet the required program standards for any subsequent term, they will be dismissed from the program.

Academic Discipline Procedures

Discipline for Violations of Academic Integrity Policy (e.g., Plagiarism, Cheating)

PAI follows the University's [Academic Integrity Policy, Principles and Procedures](#), as well as the related [Discipline for Academic Dishonesty](#). Please see Chapter Two of the [Key to UB](#).

The program also utilizes examinations administered by the PA Education Association (PAEA) throughout the curriculum. Students must also comply with the integrity policies of the third-party vendor PAEA. Please refer to examination policies at <https://paeaonline.org/assessment>.

Academic Grievance Procedures (A3.14g)

An academic grievance is a complaint by a student specifically related to a grade. The PAI follows the University's [Academic Grievance Procedures](#). Please see Chapter Two of the [Key to UB](#).

Program Progression and Graduation Requirements (A3.14a-b)

Progression to Clinical Clerkships

Several conditions must be met to progress into clinical clerkship courses. Failure to meet any of the following conditions will result in dismissal:

- Meet the standards of [good academic standing for the PAI](#).
- Resolution of all incomplete grades or pending assignments.
- Satisfactory completion of pre-clinical Professional Behaviors Assessment ([Appendix 2 Professional Behaviors Assessment](#))
- Successfully pass the [End-of-Didactic Examination](#).

The End-of-Didactic Examinations

The End-of-Didactic Examination is comprised of (a) a comprehensive written examination evaluating core medical knowledge and (b) a deconstructed OSCE. The examinations will be given during the fourth semester of the program. The student must earn a "C" (73%) or better on each component to achieve a passing score. Failure of either or both components will necessitate remediation and may result in a delay of progression to clinical clerkships.

Should a student earn below a "C" (73%) on either or both components of the End of Didactic Examination, they will be offered up to two more attempts on each component to earn a passing grade. The student will only need to reassess the component(s) which they earned below "C" (73%). Students must work with the program administrators to remediate any deficiencies prior to taking a reattempt. A student cannot retake the End-of-Didactic Examination within 2 weeks of their most recent attempt to allow for adequate time for remediation. This may result in a delay in progression to the clinical clerkships and ultimately a delay in graduation. If a student is unable to achieve a passing score of "C" (73%) or better on the reassessment of the End-of-Didactic component for the third time, they have failed the End-Of-Didactic Examination without grounds for further reassessment opportunity. Failure of the End-of-Didactic Examination will result in dismissal from program, regardless of prior academic success.

Graduation requirements (A3.14b)

Graduation from the UB PAI requires the following conditions be met:

- All courses in the PA curriculum, including all clinical clerkships, must be successfully completed with a final grade of "C" (73%) or better and satisfactorily pass all pass/fail courses.
- A cumulative grade point average of all programmatic courses must be at or above 3.0.

- Satisfactory completion of evaluation of pre-clinical and clinical professional behaviors assessment ([Appendix 2 Professional Behaviors Assessment](#)).
- Successful passing of the [Summative Evaluation](#).
- All students must complete the PAI curriculum within five (5) years.

Summative Evaluation

Students in the PA program will have a final pass/fail assessment given within the last four months of the curriculum to assess programmatic competencies. Students must pass the requirements of the summative evaluation to qualify to graduate. The assessment is conducted by the program and ensures that students have the medical knowledge, interpersonal, clinical, and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for entry into the profession.

The summative evaluation is composed of two main components: (a) a written, comprehensive medical knowledge exam (PAEA End of Curriculum Exam™) and (b) Objective Standardized Clinical Examinations (OSCE)/Skills Assessments. Students must pass both components to pass the summative examination. In the event of failure, students will be expected to perform various remediation efforts, which may include assignments, quizzes, and/or participation in an online program. See further information on summative examination failure below.

- a) The PAEA End of Curriculum Exam™ blueprint, core tasks, learning objectives, policies, and content areas can be found at the following link: <https://paeaonline.org/assessment/end-of-curriculum/content>. Students must score in the “Satisfactory Medical Knowledge” range or above to pass this component of the Summative Evaluation. The End of Curriculum Exam™ must be administered in a live proctor environment on campus. A student cannot sit for a reassessment of the End of Curriculum Exam™ within 60 days from the initial administration to allow for adequate remediation of deficiencies. PAEA policies prohibit students from taking the End of Curriculum Exam™ more than two times. Should a student need a second reassessment of medical knowledge due to failure of their second End of Curriculum Exam™, the student will complete a comprehensive written assessment as determined by the program.
- b) The OSCE/Skill assessment is comprised of multiple stations assessing students on specified task areas. This evaluation is designed to evaluate the competence of the graduating PA student related to the PAI program competencies. The graduating student will be assessed on their ability to perform history and physical examinations, implement diagnostic workups, interpret laboratory and radiologic results, formulate the most likely/differential diagnoses with relevant rationale, document patient encounters in SOAP note format, perform oral case presentations, create a patient-centered treatment plans, and educate patients on their diagnosis and plan of care. Additionally, there will be written stations pertaining to interprofessional teams, cultural sensitivity, health promotion and understanding of the PA profession. Students must score overall with a “C” (73%) or higher to pass this component of the Summative Evaluation. If a student is unable to achieve an overall “C” (73%) or higher, they will be provided with up to two additional opportunities to successfully pass a summative reassessment examination.

Additionally, all students must pass each task area with a “C” (73%) or higher. All students who fall below “C” (73%) on a specific task area must remediate and earn a passing score on a reassessment of the individual task areas to ensure that all students are competent in all program outcomes.

Summative Evaluation failure- A student will be allowed to sit for a reassessment of each component from the initial administration after remediation efforts are made. As noted above, students will be allowed only two reassessment opportunities of each component listed above. Should a student fail both reassessment attempts, they will be dismissed from the program, regardless of prior academic success. Eligibility to sit for the PA National Certification Examination (PANCE) is contingent upon Program Director certifying successful completion of all program requirements.

Withdrawal, Leave of Absence, and Readmission (A3.14e)

Voluntary Withdrawal from the PAI

A student considering withdrawing from the University of Bridgeport PAI is encouraged to discuss the issue with their faculty advisor and Program Director *prior* to withdrawal. Once a decision to resign is reached, the student must complete an [Application to Withdraw](#) from the Office of the Registrar or online portal and notify the Program Director. The Program Director, Dean, Student Financial Services, Office of the Registrar, and Office of the Provost (if withdrawal is sought after the end of the official withdrawal period) must approve the Application to Withdraw.

Please see the “Grades and Quality Points” section of the [University of Bridgeport catalog](#) for the determination of academic status and grades for students who withdraw. Tuition and housing refunds will be awarded per the University’s refund policies, as stated in the University’s Tuition Refund Policy at <https://www.bridgeport.edu/cost-financial-aid/tuition-fees/refunds-withdrawal-policy> and in Chapter Four of the Key to UB’s “[Resident Hall Refund Policy](#).”

If a student fails to register for a semester without being granted a leave of absence, or the leave of absence has expired, the student will be administratively withdrawn from the University and Program. Once a student has withdrawn, voluntarily or administratively, they will be able to return only if accepted during a future CASPA admissions cycle. If granted approval to re-matriculate, they will begin as new students without advanced standing. Students who withdraw from the program are asked to complete a Program Withdrawal Survey or exit interview with the Program Director.

Leave of Absence

A student considering a leave of absence from the University of Bridgeport PAI is encouraged to discuss their plans with their faculty advisor and Program Director *prior* to leave of absence. When a student in good academic standing wishes to voluntarily interrupt their studies for personal, medical, or financial reasons, they must complete a [Leave of Absence Form](#) provided by the Office of the Registrar or online portal. The leave must be approved by 1) the Program Director, 2) Student Financial Services, 3) Office of the Registrar, and 4) the provost (if leave is sought after the end of the official withdrawal period).

The Leave of Absence Form should be submitted to the Program Director in the semester prior to the leave sought, if possible.

Voluntary leave because of medical, personal, or financial reasons is generally allowed in the PA program for up to a year (three terms).

As a cohort-based curriculum, students must complete components of the program, in sequence, as full-time students. Therefore, a student in the didactic phase must return by the start of the term in which the leave of absence was sought and will join the next cohort. Students in the clinical phase should consult with the Program Director to determine the most appropriate action plan. Students may be granted a withdrawal from clinical coursework that is incomplete for the term or if clinical coursework is already completed during the term for requested leave, clinical students will be offered to withdraw from all remaining clinical coursework for that term. Clinical students requiring leave before the start of the term will follow the same [leave of absence](#) procedures described above. All students must complete the PAI curriculum within five (5) years.

Please see the “Grades and Quality Points” section of the [University of Bridgeport catalog](#) for the determination of academic status and grades for students who take a leave of absence. Any probationary status or holds in effect at the time, will be continued upon return from Leave of Absence. Tuition and housing refunds will be awarded in accordance with the University’s refund policies, as stated in the University’s Tuition Refund Policy at <https://www.bridgeport.edu/cost-financial-aid/tuition-fees/refunds-withdrawal-policy> and in Chapter Four of the Key to UB’s “[Resident Hall Refund Policy](#).”

Readmission after a Leave of Absence

A student wishing to return to the University from a leave of absence must notify the Program Director and file an [Application for Re-Admission](#) with the Office of the Registrar found on the portal. The Dean of Students may require confirmation that the condition giving rise to leave has resolved sufficiently for the student to resume studies. The Application for Readmission must be completed (with all required signatures and information) before the student is allowed to register for class. Return dates from leave of absence must coincide with the start date of a semester.

In addition to the above-mentioned application, students returning to the Program must meet with the Program Director to review the Program’s procedures and policies and make plans for successful return. Upon return, students will be subject to the current student handbook, curriculum requirements and program policies.

Transfer Credit

The PAI does not offer or permit advanced placement or waive any program prerequisite or program course requirements.

Tuition, Fees, and Refund Policy (A1.02h)

Tuition and Fees

Please refer to the University Website for tuition and fees: <https://www.bridgeport.edu/cost-financial-aid/tuition-fees/graduate>

Refund Policy

Please refer to the refund policy on the University Website at: <https://www.bridgeport.edu/cost-financial-aid/tuition-fees/refunds-withdrawal-policy>

Disciplinary Action for Professional and Behavioral Issues

Rules for Student Conduct

Students in the program are required to conduct themselves in a manner compatible with the high standards of the PA profession. Students are required to be familiar with and adhere to the professional and ethical standards set forth in this Handbook and Clinical Handbook, as well as the University's student conduct requirements set forth in Chapters Two and Five of the [Key to UB](#).

The following non-exhaustive list of prohibited professional conduct is subject to discipline, up to and including dismissal:

- Being found guilty, pleading guilty, or pleading no contest to any felony, crime involving moral turpitude, or offense affecting professional integrity.
- Engaging in unprofessional care or practice with or on patients.
- Failure to meet the generally accepted standards of ethical and professional conduct of the PA profession (the American Academy of Physician Assistants' "Guidelines for Ethical Conduct for the PA Profession," available at: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>).
- Engaging in fraudulent or unscrupulous behavior related to one's participation in the Program or any professional activities.
- Engaging in behavior that creates safety hazards and/or disrupts the well-being of one's peers, fellow students, faculty, supervisors, patients, or other third parties.
- Identifying oneself as a licensed PA or failing to identify oneself as a PA student.
- Violation of the Health Insurance Portability and Accountability Act (HIPAA).
- Repeated poor attendance or tardiness.
- Repeated inability to accept constructive criticism.
- Failure to follow protocol or directions of supervising physician, PA or PAI faculty.
- Performing unauthorized procedures or administering services not permitted by the supervisor, the facility, or the PAI.
- Leaving the clinical setting without permission of supervising physician or PA.
- Failure to report all observed unethical conduct by other members of the health profession, including other students.

Professionalism extends to behavior in the classroom. The following behaviors are unacceptable and may, under certain circumstances, lead to academic sanction, up to and including dismissal:

- Disrupting class by engaging in unauthorized conversation with others during a lecture.
- Leaving the classroom during lectures without permission.
- Using technology for non-class related activities.
- Neglecting to turn off cell phones.

Background Check Policy

All students must satisfactorily complete a background check upon acceptance of admission, prior to January 1, and annually thereafter until graduation. Some rotation sites require additional background screening as a condition for access to the site. Students are responsible for the cost associated with all background checks. Refer to policy found in the student portal:

<https://bridgeport0.sharepoint.com/SitePages/Physician-Assistant-Institute.aspx>.

Students should refer to the policy and state medical boards regarding effects of criminal convictions on ability to obtain licensure. Students must notify the Program Director if arrested or convicted of a criminal offense while enrolled in the program.

Drug Screen Policy

All students must satisfactorily complete a drug screen upon acceptance of admission, prior to January 1, and annually thereafter until graduation. Some rotation sites require students to comply with additional drug screens as a condition for access to the site. Students are responsible for the cost of all drug screen testing. Testing positive or refusing drug testing may result in an inability to complete the clinical year, and to graduate. Refer to the drug screen policy found in the student portal:

<https://bridgeport0.sharepoint.com/SitePages/Physician-Assistant-Institute.aspx>.

Pre-Clinical Documentation and Paperwork

During the clinical phase, students will be required to submit site specific documents and additional health, drug screen or background check screenings. Students who fail to comply with deadlines as indicated by the Clinical Team will be subject to administrative withdrawal from the specific clinical clerkship course. Should a student be unable to be cleared to begin the clinical clerkship due to failure to comply with requests for documentation, the student will be administratively withdrawn from the clinical clerkship. Students will be responsible for any related late add/drop or withdrawal fees. Permission to re-register for the clinical clerkship must be approved by the Program Director or Director of Clinical Education. Students will be assigned clinical placement at the next available clinical block based on the then current clinical schedule and their preexisting placements and academic responsibilities. In most cases, this will delay graduation.

Disciplinary Hearing for Professional and Behavioral Conduct

Any member of the University community may bring charges against a student for violations of the professional, ethical, and/or behavioral requirements stated in this Handbook. The complainant shall submit the charges in writing to the Program Director.

Upon receiving the charges, the Program Director will review the charges and surrounding circumstances by conducting a preliminary investigation. If the Program Director finds that the charges

merit a formal hearing, the Program Director will formally request a hearing by the Academic, Background and Conduct Committee (ABC). Please refer to the policies and procedures of the ABC Committee ([Appendix 3 ABC Committee Purpose and Function](#)).

Appeal from Academic, Background and Conduct Committee Disciplinary Decision

To appeal the decision of the ABC Committee regarding student conduct the student must submit a written request to the Office of the Provost. Please refer to the policies and procedures of the ABC Committee ([Appendix 3 ABC Committee Purpose and Function](#)).

Additional PAI Policies

Attendance Policy

Attendance and punctuality are **mandatory** for all PAI activities and constitutes a component of professionalism. Online live sessions are treated as in-person courses with the same mandatory attendance requirements. Students remain responsible for all the work in the courses in which they are registered. Students must keep up with the online course material. Classes are generally scheduled Monday through Friday between the hours of 9:00 am and 5:00 pm. However, some classes require evening, early morning, or weekend sessions. Students should understand that sessions might be added at the last minute, impacting previous commitments.

Pre-arranged absences or personal days must be submitted on an Absentee Form found on the [PAI Portal](#) for didactic students or Typhon system for clinical students no fewer than three (3) days prior to the planned absence. Students are permitted a maximum of two personal days during the didactic phase and two personal days during the clinical phase.

Personal days may not be approved under the following circumstances:

- The day before a scheduled examination, OSCE, or callbacks
- The day of a scheduled examination, OSCE, or callbacks
- Any day on which faculty determine that attendance is essential

Please note that submitting a pre-arranged absence does not guarantee approval. Approval is granted at the discretion of the Director of Didactic Education and/or the Director of Clinical Education.

Once a student is approved for a personal day, the student is responsible for notifying all course instructors or clinical preceptors and for making up any missed work.

Personal days may be used for planned, non-emergent reasons such as:

- Mental health and wellness days
- Pre-scheduled medical or dental appointments
- Family events or obligations
- Planned travel or vacations
- Other personal matters that require time away

Unexpected absences or tardiness must be reported to the course instructor and the program (203-576-2400). The student must notify the program, through an absentee form, as soon as possible.

Attendance will be taken randomly throughout the semester. Should a student be absent without permission, they will receive a warning notice via email and may be deducted professionalism points if enrolled in a clinical clerkship. An unexcused absence will result in a deduction of available personal day allotment. Should an unexcused absence recur, the student must meet with the Program Director and

may be referred to the ABC for a disciplinary hearing for professional and behavioral conduct. ([Appendix 3 ABC Committee Purpose and Function](#)).

The student is responsible for obtaining all information related to any missed class time, and to make up any work missed due to an absence. Instructors are not obligated to provide material to students due to an unexcused absence or to provide the opportunity to make up missed material due to an unexcused absence.

Please note that in some cases, the clinical policies for attendance are stricter than in the didactic phase due to the professional environment of the clerkships. Students should review the Student Clinical Handbook to understand the requirements of the clinical phase.

Excused Absence

An excused absence requires that a student provide written requests through the forms on the portal. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- Religious Holidays: must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted.
- Known Medical or Legal Reason for Student: must be requested in writing at least three (3) days before the absence. Documentation may be required. Ex post facto (after the fact) notice is not accepted.
- Death in Immediate Family: includes death of significant other, child, parent, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence.
- Medical: unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required. Extended absences due to COVID-related illness or quarantine may be required to follow different guidance at the discretion of the Program Director or Director of Clinical Education.
- Miscellaneous Extenuating Circumstances: unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the Program Director.

Any missed assignment or examination must be made up within one week of the excused absence or otherwise agreed upon deadline determined by faculty. If the student fails to complete the requirements of work missed due to absence within the designated time frame, they shall receive an automatic grade of zero for the missed work.

Unexcused Absence

An unexcused absence is defined as an absence, which does not qualify as excused absence or personal day (as defined above). An unexcused absence will result in a deduction of available personal day allotment. Any missed assignment or examination resulting from an unexcused absence shall earn an automatic grade of zero. There will be no opportunity to retake or submit later.

Rules on Attire

The PAI places a high value on professional appearance. The reason is rooted in concern for infection control, professional impression, and cultural sensitivity. Professional appearance helps build trust and confidence in both patients and fellow health care providers. This manual describes the minimum standards of dress. We encourage students use good judgment and project a professional appearance. During attendance at clinical sites or off-campus programs, students must wear professional attire and meet the required dress or standards set forth by the clinical site.

General Dress Requirements

- Personal hygiene must be maintained. Clothing should be clean, pressed and in good condition.
- Hair should be always neat and clean. Students with long hair who participate in patient care should wear hair tied back to avoid interfering with performance of procedures or hair coming into contact with patients. Beards and mustaches should be short, clean, and well groomed. Students are expected to follow the facial hair recommendations for proper fit for N95 mask use.
- Fingernails should be clean and short to allow for proper hand hygiene, use of instruments and prevention of glove puncture and injury to others. Acrylic nails are prohibited at most clinical sites.
- Clothing- avoid dress or attire that could be potentially offensive or distracting to the public, preceptors, patients and/or faculty. Clothing must be conservative, clean and in good repair.
- Fragrance- avoid strong fragrances: perfumes or cologne. Many people are sensitive to fragrances that may cause allergies or headaches.
- Jewelry- There should be no visible jewelry, facial or body piercings except for earrings. In the case of religious requirement, certain piercings may be acceptable; students should consult with the Program Director.
- Tattoos- tattoos should be appropriately covered when possible.
- No sweatpants, pajama pants or slippers.
- No tank tops/halter tops/midriff tops.
- No form fitting garments or dress.
- No short skirts/shorts, low necklines, or sheer tops.
- No hats.

Classroom Attire

- Jeans- neat, clean, no rips, fitted.
- Shirts- neat, clean, no rips, no offensive or distracting words or images

Scrubs are prohibited outside of the hospital or lab

Lab Attire

Appropriate attire will enable the student to adequately perform a detailed physical examination and identify anatomic landmarks necessary to distinguish normal from abnormal findings. Specific lab attire requirements will be specified in the syllabi of each course.

Clinical Attire

Appropriate attire for the clinical phase includes business casual attire, pressed and neat. Examples can include button up shirts or blouses and dress pants. Jeans are not permitted in the clinical phase. Closed-toed shoes must be worn. Short white coat with UB logo and nametag must be always worn.

Students must follow the PAI attire policy, unless superseded by clinical site or hospital requirements. Scrubs are not permitted unless required by the clinical clerkship. If the clinical clerkship requires scrubs, the student must maintain identification through use of name tag and white coat with logo. If permitted, scrubs must be of solid color, pressed, and free of stains or damage. Students should enter in appropriate business attire and change into the required scrubs, not in street clothing.

Disciplinary Action for Dress Regulations

Breaches of the dress code will be addressed individually with the student. Persistent breaches will be addressed by the ABC Committee for student conduct. ([Appendix 3 ABC Committee Purpose and Function](#)).

Identification and Badge Policy (A3.04)

Students must always have their University Student ID Badge in their possession while on campus. Students may need their badge to enter certain buildings on campus. A student who cannot enter the building because of a lost or missing badge must present to Campus Security for access to the building. Students participating in off campus events must visibly wear their University Student ID Badge or University PAI Nametag for verification.

PA students in the clinical setting must always be clearly identified by their ID badge/nametag in the clinical setting to distinguish them from other health profession students and practitioners.

Work Policy (A3.02; A3.03a-b; A3.14i)

Students are not required to work for the program or its clinical affiliates. Students may not substitute for or function as instructional faculty, clinical, or administrative staff. Should such a request be made of a student, it should be reported to the Program Director or Director of Clinical Education immediately.

The program strongly discourages outside employment during studies in the program due to the nature and demand of the program. PAI responsibilities are not negotiable and cannot be altered due to

student work obligations. Any student considering employment while enrolled in the PA program should meet with the Program Director to discuss the possible impact on their studies.

Students who choose to volunteer outside of the PAI or are paid employees during their PA training cannot use their affiliation with the PAI in any aspect of their employment. Any activity undertaken by the student, independent of the program, is not covered by the liability insurance associated with training at UB. Students may not use their UB PAI identification or represent themselves as UB PAI students through their white jacket and insignia, for any unauthorized bedside experiences or patient encounters not approved and designated by the program.

Student Teaching in PAI Curriculum

Some students may be particularly knowledgeable in an area of medicine or possess advanced clinical skills because of prior health care related experience. Although such expertise is commendable, PA students are not permitted to participate in the teaching of any component of the curriculum. Students cannot be substituted for regular staff or principal faculty. While enrolled in the PAI, no student can serve as instructor. Students may be eligible for university student work and tutoring programs.

PAI Faculty Providing Student Health Care (A3.06)

No faculty members, including the Program Director, Medical Director or Principal Faculty, are permitted to provide health care for UB PA Students, except in an emergency situation. Provision of health care includes giving medical advice. PAI faculty will refer students for medical and mental health care through institutional services, if needed. Students are also encouraged to use the University [Student Health Services](#) if needed.

E-Mail Policy

E-mail is the preferred mode of communication between the PAI faculty/staff and students. All students must use their UB e-mail account and must check this account daily, especially during the clinical phase of the program. Failure to check an e-mail account is not an allowable excuse for missing a PAI event or notification. Correspondence with faculty and staff are expected to be professional and respectful.

Change of Name, Phone Number or Address Policy

Any student who changes his or her name, address, telephone number or social security number must immediately notify the University of Bridgeport Registrar and complete Name Change paperwork provided by the Registrar. Communications may be sent to the address on file with the University.

The Impaired Practitioner

Students are required to be familiar with and comply with laws governing the conduct of licensed PAs. Specifically, the State of Connecticut Department of Public Health has adopted legislation addressing the reporting of impaired physicians and PAs. This impairment often is due to drug and alcohol abuse, among other factors. The Legislation is available at: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/PLIS/Mandatory-Reporting-of-Inability-to-Practice-With-Reasonable-Skill-and-Safety>.

Social Media Policy

Students who use social media are expected to do so responsibly, thoughtfully, lawfully, and in a manner befitting of a member of the PA profession. The following behavior is specifically prohibited:

- 1) Violating the intellectual property rights of the University or any third party.
- 2) Disclosing confidential, private information of third parties, patients, or the University (e.g., sharing diagnostic images or any patient data on a social media platform).
- 3) Violating any applicable PAI or University policy, including but not limited to:
 - (a) the professional and behavioral requirements contained in this Handbook and
 - (b) the University's Code of Community Standards (Chapter Four) and/or "Acceptable Use" guidelines (Chapter Six) of the [Key to UB](#).
- 4) Taking photographs of patients, including in the operating room, even if the patient is not identified. Similarly, the posting of diagnostic images or any form of patient data on a social media platform is strictly prohibited.

Students are strongly encouraged to think carefully about the comments they post in the public domain (including any personal social media sites), as such publicly available content may have serious academic and professional consequences. When posting on a personal social media site, students are prohibited from:

- 1) Using the University logo on their site without approval from a university administrator.
- 2) Using the University name or logo to promote or endorse any product, practice, or political views. Students are encouraged to clearly state that any views shared are her/his own and not made on behalf of the University. Students are personally responsible for the content published on their own social media accounts, and for acting in a manner that is responsible, respectful, and devoid of any threatening, intimidating, or ill-mannered content.

Any violation of this policy should be immediately reported to the Program Director for referral to the ABC Committee or other applicable University procedure.

Annual Trainings

Students are required to complete annual training assigned by the PAI for HIPAA, and Blood borne Pathogens. Additional training may be required.

SHINE (Self-Care, Harmony, Inspiration, Nurturing, and Empowerment)

SHINE (Self-Care, Harmony, Inspiration, Nurturing, and Empowerment) is a series of mandatory wellness-based lectures and activities interspersed throughout the didactic and clinical years. Students will learn self-care techniques such as mindfulness, discuss identifying personal strengths, and engage in reflective writing exercises.

Program Feedback

Students are asked to participate and provide timely and professional feedback to the program as needed. At the end of each course and periodically throughout the curriculum, surveys are sent to students for feedback. Survey data and feedback are used as part of the Program's continuous ongoing Program assessment. Students are encouraged to participate and submit constructive feedback for review. Surveys are collected anonymously, therefore any grievances or concerns regarding harassment, discrimination, disability grievances, sexual misconduct, mistreatment, and/or retaliation should be addressed with the procedures and policies within this handbook.

Student Advisement and Timely Referral (A3.07)

Each student is assigned a faculty advisor who is available for counsel on matters concerning academic performance, professional behavior, or personal issues that may impact their progress in the PA program. Students are expected to meet with their advisors once per term during the duration of the program.

Faculty advisors will provide timely access and timely referrals for students to the appropriate resource, which may include, but is not limited to, the [Office of Accessibility Services](#), [Counseling Services](#), and the [Tutoring and Learning Center](#), based on the students' concerns presented. Contact information for each service can be found through links provided.

Class Representatives

Each year students are elected to student government by their class to serve as liaison between the cohort and PAI administration. Class representatives convey concerns or information to and from the class. This is a voluntary position; students must be in good academic standing to serve as class representatives or officers.

Director Meetings

The Program Director regularly meets with each cohort to share valuable information about the Program. All students should make every effort to attend as important information may be discussed. All students are free to suggest topics to their class president to be addressed at these meetings. Students may discuss issues of a more personal nature with the Program Director privately if needed.

University Policies and Resources

The PAI adheres to all University policies as stated in the [Key to UB](#), unless otherwise stated in this Handbook. For the complete set of University policies, please refer to the current versions of the [Key to UB](#) and the Catalog. For excerpts of certain University policies, please see below:

COVID-19 Policies

All students within the PA program must abide by all policies and procedures for community safety in response to the COVID-19 Pandemic. Policies and procedures can be found in the [Key to UB](#) and main University site: <https://www.bridgeport.edu/covid-19/>.

Equal Opportunity and Non-Discrimination Policies (A1.02g)

University of Bridgeport is committed to fostering a diverse, inclusive, and equitable environment where all individuals are valued and supported. We are an affirmative action and equal opportunity educator and employer, dedicated to ensuring equal access and full participation in all educational programs, activities, and employment opportunities. We prohibit discrimination or harassment based on race, color, religious creed, sex, age, national origin, political affiliation, marital status, veteran status, sexual orientation, gender identity or expression, disability, HIV/AIDS or other communicable disease status, or any other consideration not directly related to effective performance.

This policy upholds federal and state laws, regulations, and executive orders, reinforcing our commitment to creating a respectful and welcoming environment for all members of the University community.

Our diverse community of staff, faculty, students, and administration is a cornerstone of our institution. University of Bridgeport believes that diversity enriches our educational experiences, programs, and interactions, and we strive to create a campus culture of mutual respect and positive engagement. Acts of discrimination, intolerance, or harassment will not be tolerated and will be addressed through our employee and student grievance and disciplinary procedures.

Sexual and Gender-based Interpersonal Violence and Harassment (A1.02g)

The University of Bridgeport is committed to providing an environment free from gender-based discrimination and harassment. Consistent with the University's commitment to equal opportunity and non-discrimination, the University strictly prohibits Sexual Assault, Sexual Exploitation, Dating, Relationship or Domestic Partner Violence, Stalking, Sexual or Gender-Based Harassment, or Retaliation against a person for the good faith reporting of these forms of conduct or participation in an investigation or proceeding under this Policy.

The University of Bridgeport's Title IX contact: <https://www.bridgeport.edu/title-ix/>. Please see the [Key to UB](#) for a complete version of this Policy.

Student Accessibility Services

The Office of Student Accessibility Services offers a private and confidential atmosphere for students to talk about their disabilities and accommodation requests. We are committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Connecticut state laws, we provide reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other life activities in the University setting.

To receive accommodation, students must register and provide appropriate documentation to Student Accessibility Services. The Student Accessibility Services office will determine whether a student legally qualifies and what accommodation may be needed. Students can obtain more information on registration requirements at <https://www.bridgeport.edu/student-accessibility/register> or contact Student Accessibility Services at (203) 576-4104 or email: accessibilityservices@bridgeport.edu. Please see the [Key to UB](#) for further information as well as the following website: <https://www.bridgeport.edu/student-accessibility/>.

Counseling Services

Counseling services are available for all University of Bridgeport students. Counseling services offers a supportive, confidential setting for students to talk about their personal concerns regarding college life or life in general. All services are designed to enhance our students' ability to fully benefit from the University environment and academic experience. Services for enrolled undergraduate and graduate students include short-term individual counseling, group counseling, mental health screenings, crisis intervention and outreach workshops. Further information can be found in the [Key to UB](#).

Counseling services is located at Carstensen Hall, 2nd floor. Contact: phone- 203-576-4454; email: counselingservices@bridgeport.edu. Please refer to the following website: <https://www.bridgeport.edu/student-affairs/counseling-services/>.

University of Bridgeport offers 24/7 virtual services in addition to on-campus counseling services, through TimelyCare. This is a free service for enrolled undergraduate, graduate, and online students. Students can register using their school email address by visiting <https://app.timelycare.com/auth/login?campaign=vanitylink> or by downloading the TimelyCare app. Available services include TalkNow, which offers 24/7 on-demand emotional support from licensed counselors; self-care content, a peer community for connecting with fellow students; and CrisisNow, a 24/7 phone-based mental health support line for urgent situations. These tools are designed to make mental health support accessible anytime, anywhere.

CARE Team

The University of Bridgeport CARE Team is a group of campus professionals appointed by the President. The CARE Team is chaired by the Dean of Students with representatives from athletics, University of Bridgeport counseling services, health services, Title IX, campus security, residential life, university counsel and academic affairs. The purpose of the CARE Team is to assess and address student behavior that is of concern to the community and to coordinate support and resources necessary to intervene. Behaviors of concern may include mental health and/or safety issues. The CARE Team meets regularly to support students via an established protocol and will serve as a proactive, centralized, caring and coordinated intervention for students in need prior to a crisis. Any member of the UB community may make a referral to the CARE Team via email to deanofstudents@bridgeport.edu or by submitting an electronic student of concern form available at www.bridgeport.edu/life/welcome-dean/.

Tutoring and Learning Center

The Tutoring and Learning Center (TLC) offers a variety of academic services to support undergraduate and graduate classroom instruction and to provide academic help to our students through tutoring and workshops. The TLC helps students develop effective study strategies and critical thinking skills, preparing them to be successful and active learners. All tutoring services are free for registered students.

Tutoring services are offered in multiple locations and modalities, ensuring that all students can access services at a time and place that works for them. STEM (Science, Technology, Engineering, Math) tutors work out of a center located in Charles Dana Hall, Room 16-18. Students may drop-in or make appointments to work with qualified peer tutors in-person by using our scheduling software, ConexED. For assistance with STEM tutoring, call (203) 576-4256.

Writing tutors, business tutors, and psychology tutors work out of The Heckman Center, located on the second floor of Wahlstrom Library. Students may make appointments by using our scheduling software, ConexED. Students are also welcome to drop-in as well; however, we cannot guarantee that a tutor will be available. For more assistance, please email TLC@bridgeport.edu.

In addition to our on-campus offerings, UB also offers students a convenient online tutoring option. Brainfuse online tutoring platform provides academic assistance in several disciplines, including math, business, writing, natural science, and more. Students can access Brainfuse with a link in the navigation panel of every Canvas course using their UB single sign-on credentials. Please refer to the following website: <https://www.bridgeport.edu/heckman-center/academic-success/tutoring-learning-center>.

Within the UB PAI Program, students have the opportunity to attend optional peer tutoring sessions to improve knowledge and performance in core didactic courses.

Student Health Services

University of Bridgeport's Student Health Services, managed by Hartford HealthCare, offers student health care for the treatment of acute illnesses and injuries. Serious medical problems are referred to the local hospital emergency room. Contact: phone (203)576-4712, email:

healthservices@bridgeport.edu. Please refer to the following website:

<https://www.bridgeport.edu/student-affairs/health-services/>.

Student Financial Services- Satisfactory Academic Progress Policy

Please see the following information regarding requisite academic progress to receive financial aid, as required by federal law: <https://www.bridgeport.edu/files/docs/policies/sap-satisfactory-academic-progress-policy.pdf>.

Family Education Rights and Privacy Act

In accordance with The Family Educational Rights and Privacy Act (FERPA) of 1974 and Accreditation Standards for PA Education, student materials, grades, records, and files are considered confidential. For the University's FERPA policy, please see the "Family Education Rights and Privacy Act" and "FERPA: Notice for Directory Information" in Chapter Six of the [Key to UB](#).

Infectious and Environmental Hazards Exposure Policy (A3.05a-c)

Refer to the University of Bridgeport Student Bloodborne Pathogens Exposure Control Plan, posted on the [PAI Student Portal](#).

Health Requirements and Vaccinations (A3.09a-b)

All students must provide the program and student health services with evidence of physical fitness including non-contagion to infectious disease. Students are required to keep a copy of their medical information readily available. Students should refer to <https://www.bridgeport.edu/student-affairs/health-services/health-requirements> for all health requirements and forms. Exemptions to the requirements should be submitted to student health services.

Students may be required to provide additional health requirements or documentation specific to the external clinical affiliates policies and procedures during the clinical phase.

Students who do not meet compliance with health requirements and vaccinations may not be allowed to participate at a clinical site due to their site-specific policies. This may delay or prevent the completion of the program and/or graduation requirements.

Requirements for Health Clearance

- Physical examination

- The physical examination is a part of the initial health clearance. Medical clearance must be renewed on or near the anniversary date for each year the student is enrolled in the program.
- Evidence of vaccination is mandatory:
 - Tetanus, Diphtheria, Pertussis (Tdap)
 - Meningococcal (if living on campus)
- Evidence of vaccination AND immunity through titer
 - Varicella
 - Measles, mumps, rubella (MMR)
 - Hepatitis B
- Tuberculosis
 - As there is no vaccine against tuberculosis, all students must obtain a negative two step PPD (Mantoux) or QuantiFERON test. Students who had a negative PPD or QuantiFERON test in the past, and who subsequently test positive will be required to meet with their provider regarding the need for chest x-ray and prophylactic treatment.
- Influenza vaccination
 - All PA students are required to provide evidence of annual influenza vaccination or exemption documentation.
- Recommended vaccination
 - COVID-19 (Please refer to the current COVID-19 Vaccine Policy available on the [PAI Program Portal](#)).
- NY Clinical Requirements
 - Students participating in the PA program are expected to fulfill additional NY state requirements which include evidence of Hep B surface antigen testing.

Requirements for International Travel (A3.09b)

Participation in the elective Global Community Outreach Program or elective international travel may involve additional health and/or vaccination requirements, which vary by location. For each country included in elective international travel, students are required to review the most current CDC Travel Health Notices and recommendations from the authoritative CDC Travelers' Health site (which can be found by visiting the [CDC's website](#)) including but not limited to:

- Required and recommended vaccines
- Medical prophylaxis for preventable diseases, if applicable
- Food and water precautions
- Traveler health risks and safety considerations

Students are required to comply with destination country entry requirements under International Health regulations, including any mandated proof of vaccination for entry.

Students must submit a Travel Health Attestation Form, available on the [student portal](#), which must be completed and signed by both the student and the healthcare provider who completes their pre-travel health evaluation. Students may utilize the University [Student Health Services](#) if needed. This form serves as written confirmation that the CDC Travelers' Health recommendations were reviewed for the destination country, the required pre-travel health visit was completed, and appropriate vaccines, medications, and preventive counseling were addressed.

All required attestation forms and supporting documentation must be submitted to the program prior to participation in elective international travel. Failure to comply with CDC Travelers' Health recommendations and applicable International Health Regulations may result in disqualification from participation in the international experience.

- Spring 2026 Global Community Outreach Program- [Peru](#)

Student Health Insurance

All students of the PAI are responsible for maintaining health insurance throughout the entirety of the program.

Student Grievance Procedures (A3.14g)

Both clinical and didactic students should refer to Chapter 6 for [student grievance policies](#) as seen in the [Key to UB](#).

Student Mistreatment (A1.02g)

Student mistreatment, as defined by the PA program, includes but is not limited to forms of mistreatment such as discrimination, harassment, sexual misconduct (sexual harassment, sexual assault, dating violence, and domestic violence), retaliation, unprofessional relationships, abuse of authority, bullying, sexual exploitation, stalking, abusive behavior, intimidating behavior, hazing and other civil rights offenses. Acts of student mistreatment that rise to the level of violation are outlined in the Discrimination, Harassment, Sexual Misconduct, and Retaliation policy.

The University of Bridgeport is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment, and retaliation. Clinical and didactic students should refer to Chapter 6 of the [Key to UB](#) for policies on reporting allegations of student mistreatment available at:

<https://www.bridgeport.edu/files/docs/policies/dhr-policy.pdf>

Students may file a report of allegations of student misconduct to the Office of Civil Rights Compliance: Title IX and Equity. Please refer to their website for further information:

<https://www.bridgeport.edu/title-ix/>. Upon review by the Title IX department any allegations of student

mistreatment which fall outside of the realm of Title IX department will be referred to [Reporting and Resolution of Complaints](#) and [Student Grievance](#) procedures and policies.

Disability Grievance Procedure (A3.14g)

Both clinical and didactic students should refer to Chapter 6 of the [Key to UB](#) regarding [accessibility grievance](#) procedures.

Campus Safety and Security

The Campus Security team is staffed through a collaboration with Securitas Security Services Inc. USA.

UB's patrol unit includes:

- A uniformed supervisor on patrol in a high visibility vehicle 24/7/365
- Uniformed patrol officers on foot and bicycle patrol 24/7/365

Campus security maintains a presence on campus, responds to requests for service and reports, supplies on-demand security for special events, and more. Shift supervisors are trained in first aid, CPR, AED, and Narcan administration. Shift supervisors serve as the designated first responders for the UB community 24/7/365.

Campus Security maintains a reporting system that includes statistics on crime. Campus Security also acts as a clearinghouse for informational crime in the neighborhood supplied by local police. Other services available to students include ID cards, monitoring of the *Campus LiveSafe program*, and providing personal safety (walking/driving) escorts on campus.

LiveSafe- Mobile Safety App

The University of Bridgeport takes security seriously. We utilize a mobile safety app called LiveSafe to enhance the personal safety of all members of the campus community.

Key Features of the LiveSafe App

- Real-time reporting with Report It: Instantly report concerns about suspicious activity to our Campus Security team.
- Virtual walking escorts with SafeWalk: Invite friends or Campus Security to virtually escort you to your destination.
- Immediate emergency response with Emergency Services: Gain direct access to emergency services with the touch of a button.
- Interactive campus map

Download the mobile app for free: <https://www.bridgeport.edu/campus-safety/emergency-broadcast-system> . All faculty, staff, and students should select the University of Bridgeport organization when

configuring the UB LiveSafe app.

Emergency Notification Protocols

The University of Bridgeport will remain open and will maintain regularly scheduled classes at its Bridgeport campus and satellite centers unless weather conditions or other problems cause a delay in opening, a cancellation of scheduled classes, or a campus-wide closing.

The University will send weather-related closure or delay notices from LiveSafe, the emergency text alert system. Other than weather-related announcements, LiveSafe text alerts will only be used to convey vital information during crisis situations.

In the event of a weather-related delay and/or closure, campus notifications will include:

Emergency Alert Notification (via LiveSafe): All members of the UB community with contact information on record will receive messages. If you have not already done so, go to myUB Portal and click on the Emergency Alert Notification Information and provide your contact information:

<https://webadvisor.bridgeport.edu/WA2/WA2?TOKENIDX=156066397&SS=2&APP=CORE&CONSTITUENCY=WBEMn>

Website: Go to <https://www.bridgeport.edu/> to see weather-related alerts in an orange banner on the home page.

Wahlstrom Library

The centerpiece of the campus, the Wahlstrom Library is located at the heart of the University of Bridgeport grounds. The library features a variety of spaces that encourages a diverse student body's learning. The library consists of three floors of the Wahlstrom Library Building, the first, third and fourth floor of the building. Wi-Fi is available to students throughout the library. Students have access to 80 desktop computers and 20 laptops to borrow. Within the Library, there are 10 group collaboration spaces available for students to reserve, as well as the Discovery Pavilion for presentations and lectures. The library also has an anatomical model room, a quiet floor, a café, four copier- printer-scanners, and a one-stop service desk located just within the front doors where students can ask any question and receive assistance. The second floor of the Wahlstrom Library building, the Heckman Center provides additional support services, and study spaces.

Contact: Phone (203) 576-4747, E-mail: reference@bridgeport.edu. Please refer to the following website: <https://library.bridgeport.edu/>.

Dining Services

Campus dining offers several convenient locations with a variety of menu choices that will satisfy every appetite and are walking distance from anywhere on campus. It is recommended that students open a

dining account and add funds (flex points) to their student card to access the dining hall at a discounted rate. Please refer to the following website: <https://www.bridgeport.edu/student-affairs/residential-life/dining>.

Wheeler Recreation Center

The Wheeler Recreation Center provides current UB students, faculty, and staff with recreational and fitness opportunities that are geared to increase an individual's overall health and well-being.

Separate locker rooms are provided for men and women and a co-ed steam room located on the pool deck. The Recreation Center offers a variety of recreational programming consisting of intramural sports and wellness programs.

Our facilities include:

- 6-lane 25-meter swimming pool
- 3 multipurpose courts for activities such as volleyball, soccer, flag-football, and basketball
- Weight room and cardio room
- Racquetball court
- Multi-Purpose room

Please refer to the following website: <https://www.bridgeport.edu/student-affairs/student-involvement/recreation>.

Appendix 1 PAI Curriculum



University of Bridgeport
PA Institute

| PA Institute Curriculum | | Credit |
|-------------------------|--|------------------------------------|
| Term 1 (Spring) | MSPA 511 Anatomy I with lab MSPA 521 Physiology I MSPA 551 History & Physical Exam I with lab MSPA 575 Global Health & Preventive Medicine MSPA 529 Clinical Medicine I MSPA 565 Integrative and Lifestyle Medicine | 3 3 3 2 5 2 (18) |
| Term 2 (Summer) | MSPA 512 Anatomy II with lab MSPA 522 Physiology II MSPA 552 History & Physical Exam II with lab MSPA 530 Clinical Medicine II MSPA 534 Correlative Medicine I MPAS 581 Pharmacology I | 3 3 3 6 2 3 (20) |
| Term 3 (Fall) | MSPA 533 Clinical Medicine III MSPA 556 Patient Education, Nutrition & Counseling MSPA 542 Correlative Medicine II MSPA 582 Pharmacology II MSPA 591 Technical Skills MSPA 574 Medical Ethics & Professional Practice | 8 2 2 3 2 2 (19) |
| Term 4 (Spring) | MSPA 602 Information Literacy & Medical Writing MSPA 671 Research Methods MSPA 610 Clinical Seminar MSPA 622 Internal Medicine Clerkship (1 of any of the 9 clerkships) | 2 2 4.5 4.5 (13) |
| Term 5 (Summer) | MSPA 611 Capstone Project I MSPA 623 Pediatrics Clerkship MSPA 624 Surgery Clerkship MSPA 625 Emergency Medicine Clerkship (3 of any of the 9 clerkships) | 4 4.5 4.5 4.5 (17.5) |
| Term 6 (Fall) | MSPA 626 Ob/GYN Clerkship MSPA 627 Family Practice Clerkship MSPA 628 Behavioral Health Clerkship (3 of any of the 9 clerkships) | 4.5 4.5 4.5 (13.5) |
| Term 7 (Spring) | MSPA 629 Elective Clerkship MSPA 630 Special Populations Selective Clerkship MSPA 662 Capstone Project II MSPA 695 Graduate Logistics (2 of any of the 9 clerkships) | 4.5 4.5 2 1 (12) |
| | | 113 |

Effective January 2026
Reviewed 12/31/2026

University of Bridgeport PA Institute



Professional Behaviors Assessment

Student Name: _____ Date: _____

Directions:

1. Read the description of each of the ten Professional Behaviors below.
2. Self-assess your performance relating to each of the ten Professional Behaviors, using the behavioral criteria.
 - a. Identify the level within which you have predominately functioned during the past year. Honest assessment will help you focus on areas that may need improvement and will give you the opportunity to compare your self-assessment to the faculty assessment, which will be performed separately. The maximum score is 3 points per attribute:
 - 1: Below Expectations
 - 2: Meets Expectations
 - 3: Exceeds Expectations
 - b. Document specific examples of when you demonstrated these behaviors.
 - c. For each Professional Behavior, list the areas in which you wish to improve.
3. Complete the Professional Development Plan on the last page of the document.
4. Your self-assessment of each of the ten Professional Behaviors, the faculty assessment, and your Professional Development Plan will be reviewed during an upcoming advising meeting.

**Should a student receive an average faculty score below benchmark (2) on more than two Professional Behaviors, a meeting between the student and the Program Director is required to discuss areas for improvement.*

Professional Behavior 1: Critical Thinking

| | | |
|--|---|---|
| <i>The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information.</i> | | |
| <p>Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Raises relevant questions • Considers all available information • Articulates ideas • Recognizes holes in knowledge base • Demonstrates acceptance of limited knowledge and experience in knowledge base | <p>Meets Expectations (2)</p> <ul style="list-style-type: none"> • Feels challenged to examine ideas • Critically analyzes the literature and applies it to patient management • Utilizes knowledge to formulate new ideas • Seeks alternative ideas • Critiques ideas at a level consistent with knowledge base • Acknowledges presence of contradictions | <p>Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Distinguishes relevant from irrelevant patient data • Infers applicability of information across populations • Exhibits openness to contradictory ideas • Justifies solutions selected • Recognizes own biases and suspends judgmental thinking • Challenges others to think critically |
| Student Self-Assessment Score (1-3): | | Faculty Assessment Score (1-3): |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

Professional Behavior 2: Communication

The ability to communicate effectively using different methods (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

| Approaches Expectations (1) | Meets Expectations (2) | Exceeds Expectations (3) |
|---|--|---|
| <ul style="list-style-type: none"> • Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting • Recognizes impact of non-verbal communication in self and others • Recognizes the verbal and non-verbal characteristics that portray confidence • Utilizes electronic communication appropriately | <ul style="list-style-type: none"> • Utilizes and modifies communication to meet the needs of different audiences • Restates, reflects and clarifies message • Communicates collaboratively with both individuals and groups • Collects necessary information from all pertinent individuals in the patient management process • Provides effective patient education | <ul style="list-style-type: none"> • Demonstrates ability to maintain appropriate control of the communication exchange • Presents persuasive and explanatory messages with logical organization and sequencing • Maintains open and constructive communication • Utilizes communication technology effectively and efficiently • Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning |

Student Self-Assessment Score (1-3):

Faculty Assessment Score (1-3):

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

Professional Behavior 3: Problem Solving

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

| Approaches Expectations (1) | Meets Expectations (2) | Exceeds Expectations (3) |
|--|--|--|
| <ul style="list-style-type: none"> • Recognizes problems • States problems clearly • Describes known solutions to problems • Identifies resources needed to develop solutions • Uses technology to search for and locate resources • Identifies possible solutions and probable outcomes | <ul style="list-style-type: none"> • Prioritizes problems • Identifies contributors to problems • Consults with others to clarify problems • Appropriately seeks input or guidance • Considers consequences of possible solutions | <ul style="list-style-type: none"> • Independently locates, prioritizes and uses resources to solve problems • Implements solutions • Reassesses solutions and evaluates outcomes • Modifies solutions based on the outcome and current evidence • Weighs advantages and disadvantages of a solution to a problem |

Student Self-Assessment Score (1-3):

Faculty Assessment Score (1-3):

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

Professional Behavior 4: Interpersonal Skills

| | | |
|--|--|--|
| <i>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally sensitive manner.</i> | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Maintains professional demeanor in all interactions • Demonstrates interest in patients as individuals • Communicates with others in a respectful and confident manner • Respects differences in personality, lifestyle and learning styles during interactions with all persons • Maintains confidentiality in all interactions • Recognizes the emotions and bias that one brings to all professional interactions | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Recognizes the non-verbal communication and emotions that others bring to professional interactions • Establishes trust • Seeks to gain input from others • Respects role of others • Accommodates differences in learning styles as appropriate | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Demonstrates active listening skills and reflects back to original concern to determine course of action • Responds effectively to unexpected situations • Demonstrates ability to build partnerships • Applies conflict management strategies when dealing with challenging interactions • Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them |
| Student Self-Assessment Score (1-3): | | Faculty Assessment Score (1-3): |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

Professional Behavior 5: Responsibility

| | | |
|--|--|--|
| <i>The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</i> | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Demonstrates punctuality • Completes assignments on time • Assumes responsibility for actions • Follows through on commitments • Recognizes limitations • Abides by all UBPAI policies | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Displays awareness of and sensitivity to diverse populations • Completes projects without prompting • Delegates tasks as needed • Collaborates with team members, patients and families • Provides evidence-based patient care | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Encourages patient accountability • Refers patients to other health care professionals as needed • Acts as a patient advocate • Promotes evidence-based practice in health care settings • Accepts responsibility for implementing solutions • Demonstrates accountability for all decisions and behaviors in academic and clinical settings • Recognizes role as a leader |
| Student Self-Assessment Score (1-3): | | Faculty Assessment Score (1-3): |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

Professional Behavior 6: Professionalism

| | | |
|--|--|---|
| <i>The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth and development of the PA profession.</i> | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Projects professional demeanor and appearance • Upholds dignity of the profession • Demonstrates cultural awareness, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Makes an effort to maintain high personal standards • Demonstrates a positive attitude • Identifies positive professional role models within the academic and clinical settings • Acts on moral commitment during all academic activities | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice • Provides patient/family centered care at all times • Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development • Demonstrates leadership in collaboration with both individuals and groups |
| Student Self-Assessment Score (1-3): | | Faculty Assessment Score (1-3): |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

Professional Behavior 7: Use of Constructive Feedback

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| <i>The ability to seek out and identify quality sources of feedback, reflect on, integrate the feedback, and provide meaningful feedback to others.</i> | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Demonstrates active listening skills • Assesses own performance • Actively seeks feedback from appropriate sources • Demonstrates receptive behavior and positive attitude toward feedback • Incorporates specific feedback into behaviors • Maintains two-way communication without defensiveness | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Critiques own performance accurately • Responds effectively to constructive feedback • Utilizes feedback when establishing professional and patient related goals • Develops and implements a plan of action in response to feedback | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Independently engages in a continual process of self-evaluation of skills, knowledge and abilities • Seeks feedback from patients, faculty and peers • Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities • Uses multiple approaches when responding to feedback • Reconciles differences with sensitivity • Engages in non-judgmental, constructive problem-solving discussions |
| Student Self-Assessment Score (1-3): | | Faculty Assessment Score (1-3): |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

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Professional Behavior 8: Effective Use of Time and Resources

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| <i>The ability to manage time and resources effectively to obtain the maximum possible benefit.</i> | | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Comes prepared for the day • Attends and is on time for all class and required activities • Determines when and how much help/assistance is needed • Identifies barriers to meeting productivity standards • Self-identifies and initiates learning opportunities during unscheduled time | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Utilizes effective methods of searching for evidence for practice decisions • Recognizes own resource contributions • Shares knowledge and collaborates with others • Discusses and implements strategies for meeting productivity standards | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Has the ability to set boundaries, negotiate, compromise, and set realistic expectations • Adjusts plans as schedule needs and circumstances dictate • Organizes and prioritizes effectively • Prioritizes multiple demands and situations that arise on a given day | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Student Self-Assessment Score (1-3):</td> <td style="width: 50%; padding: 5px;">Faculty Assessment Score (1-3):</td> </tr> </table> | | Student Self-Assessment Score (1-3): | Faculty Assessment Score (1-3): |
| Student Self-Assessment Score (1-3): | Faculty Assessment Score (1-3): | | |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | | |

Professional Behavior 9: Stress Management

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| <i>The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patients and their families, members of the health care team and in work/life scenarios.</i> | | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Recognizes own stressors • Seeks assistance as needed • Maintains professional demeanor in all situations | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Actively employs stress management techniques • Reconciles inconsistencies in the educational process • Maintains balance between professional and personal life • Accepts constructive feedback and clarifies expectations • Establishes outlets to cope with stressors | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Responds calmly to urgent situations with reflection as needed • Prioritizes multiple commitments • Reconciles inconsistencies within professional, personal and work/life environments • Demonstrates ability to defuse potential stressors with self and others • Demonstrates preventative approach to stress | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Student Self-Assessment Score (1-3):</td> <td style="width: 50%; padding: 5px;">Faculty Assessment Score (1-3):</td> </tr> </table> | | Student Self-Assessment Score (1-3): | Faculty Assessment Score (1-3): |
| Student Self-Assessment Score (1-3): | Faculty Assessment Score (1-3): | | |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | | |

Professional Behavior 10: Commitment to Learning

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| <p align="center"><i>The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</i></p> | | |
| <p align="center">Approaches Expectations (1)</p> <ul style="list-style-type: none"> • Prioritizes information needs • Analyzes and subdivides large questions into components • Identifies own learning needs based on previous experiences • Welcomes and/or seeks new learning opportunities | <p align="center">Meets Expectations (2)</p> <ul style="list-style-type: none"> • Researches and studies areas where own knowledge base is lacking in order to augment learning and practice • Applies new information and re-evaluates performance • Demonstrates concern for application of knowledge to patient care | <p align="center">Exceeds Expectations (3)</p> <ul style="list-style-type: none"> • Respectfully questions conventional wisdom • Demonstrates confidence in sharing new knowledge with others • Consistently takes initiative for own learning |
| <p>Student Self-Assessment Score (1-3):</p> | | <p>Faculty Assessment Score (1-3):</p> |
| <p><i>Examples of behaviors to support my self-assessment:</i></p> <p><i>Regarding this Professional Behavior, I would like to improve in the following ways:</i></p> | | |

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| <p>Professional Development Plan</p> |
| <p><i>Based on the self-assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:</i></p> |
| <p><i>To accomplish these goals, I will take the following specific actions:</i></p> |

Student's Signature: _____ **Date:** _____

Advisor's Signature: _____ **Date:** _____

University of Bridgeport College of Health Sciences

Academic, Background, and Conduct Committee
("ABC Committee")

Purpose: The Academic, Background, and Conduct Committee (ABC) provides an objective process for the formal review of appeals and surrounding circumstances and is convened for three purposes: (1) handling appeals of academic dismissals; (2) review of an adverse record on a criminal background check within the College of Health Sciences Schools and Institutes; and (3) handling violations of professional, ethical and/or behavioral student conduct as defined in the CHS Schools and Institutes Student Handbooks.

I. Academic Appeals

Academic Dismissal for Poor Academic Performance

- A. A student dissatisfied with the decision for academic dismissal may submit a written appeal to the Director of the School or Institute within seven (7) calendar days of receipt of the decision of academic dismissal.
- B. The student's appeal must specifically state the grounds for appeal which are limited to: (a) failure to follow Program's policy (e.g. GPA calculated incorrectly); or (b) extraordinary personal circumstances – determined in the absolute discretion of the ABC Committee – defined as extraordinary, unforeseen circumstances outside of a student's control which had a significant impact of the student's academic performance. *The student cannot appeal the grade earned in a specific class, as that is a matter properly handled through the University's Academic Grievance Procedure. The student cannot appeal the dismissal based on disability, discrimination, Title IX, or accommodations issues. Those appeals should follow the procedures in the Key to UB.*
- C. The student's appeal should include: a narrative of relevant facts, explanation for their performance, relief sought, and any other relevant documentation, evidence, or information.
- D. Upon review of the student written dismissal appeal, the Director of the School or Institute will notify the CHS Dean of the student appeal, provide a copy of the appeal, and proceed to convene an ABC Committee meeting. The ABC Committee convenes within ten (10) calendar days of receipt of the student appeal. The student will be notified of the committee meeting date, time and manner, and may participate in the meeting should they wish to do so.
- E. A range of sanctions and relevant documentation are provided by the Director to the ABC Committee based on the School or Institute Student Handbook.

- F. The ABC Committee shall consider the student's written appeal and any other documentation submitted. The ABC Committee may request additional information (either in writing or by interview at the absolute discretion of the ABC Committee) from the student, as well as any other person who may have relevant information.
- G. A majority of votes is required for approval of the ABC Committee decision.
- H. The ABC Committee is not bound by the rules of evidence and may consider any evidence presented for inclusion in the proceedings.
- I. The appeal review is not subject to the rules governing a legal proceeding and the student is not entitled to legal representation. The student may have an advisor (faculty member, friend, etc.) at the hearing, but the advisor may not participate. Due to the confidential manner of the proceedings, no personal recordings are permitted of any ABC Committee appeal meeting with exception of the University appointed note taker.
- J. Committee meeting minutes shall be transcribed and made available to the student upon written request to the Chair of the Committee.
- K. The Chair of the ABC Committee will notify the student in writing of the ABC Committee's decision (and the grounds therefore) within seven (7) calendar days post the Committee meeting.
- L. All copies of the letters to the student are forwarded to the Director of the School or Institute and the Dean of the CHS.
- M. The ABC Committee academic appeal decision is final and is not subject to appeal.

II. Procedures for Reviewing Background Checks

Some programs require background checks prior to admittance and/or during the program. The following procedures apply for review of adverse findings noted during background checks:

- A. If the Director or their designee determines that there is an adverse finding on the background check, the student will be notified, provided a copy thereof, and offered an opportunity to submit a statement and/or any documentation relevant to the adverse record. The student will have seven (7) calendar days to submit their materials.
- B. The Director or their designee shall notify the CHS Dean and convene an ABC Committee meeting within ten (10) calendar days of receipt of student materials. The ABC Committee shall conduct a thorough review of the background check, timely information submitted by the student, and any other information the Committee considers relevant. The ABC Committee may seek additional information about any incident listed in the background check.
- C. Committee meeting minutes shall be transcribed and made available to the student upon written request to the Committee Chairperson.

Each case shall be considered individually based on a number of factors, including without limitation:

1. Nature of the act and its relationship to professional practice, including nature and seriousness of incident (particularly whether it implicates clinical or licensure concerns), the surrounding circumstances and role of the student, whether isolated misconduct or part of a pattern, effect on victims;
2. Time frame in which the act was committed, including: the age of the student when committing the offense, length of time passed since incident;
3. Extent of rehabilitation demonstrated by the student;
4. Employment and educational history (particularly in related professional fields); and;
5. Any misrepresentation on the student's admission application and materials submitted to the ABC Committee regarding the adverse record.

- D. If a majority of the ABC Committee determines the adverse record: (i) violates University policy, (ii) violates the Program policy, (iii) may affect the student's ability to become licensed in their profession, and/or (iv) may preclude participation in certain clinical rotations, the ABC Committee shall present its findings to the Director of the Program and the CHS Dean. The Director, in consultation with the Office of the Provost, will determine appropriate next steps.
- E. The Director shall notify the student of any disciplinary proceedings that may include modification of clinical arrangements and extend to dismissal from the program.
- F. Appeal
 - 1. To appeal the decision of the ABC Committee regarding background check, the student must submit a written request in writing to the Office of the Provost within seven (7) calendar days of the decision being rendered. The request must specifically state the grounds for appeal, including a narrative of relevant facts and any other pertinent information. The Provost or their designee shall consider the matter, conduct any further review which may be deemed appropriate, and notify the student in writing of their decision (and the grounds therefore) within fifteen (15) calendar days following receipt of the appeal or conclusion of investigation (whichever is later).
 - 2. The Office of the Provost decision is final.

III. Student Conduct

- A. The Director of the School or Institute will investigate the charges and determine if an ABC Committee review is warranted or whether conduct falls under the purview of the Key to UB regarding student conduct. The respective director may consult with the university conduct officer if needed for clarification. If determined to be specific to the College of Health Sciences, then the following will take place:
- B. At least seven (7) calendar days before the ABC Committee hearing, the Chair will formally notify the concerned parties of the charges, as well as the date and location of the hearing.
- C. A range of sanctions are provided by the Director to the ABC Committee based on the School or Institute Student Handbook.
- D. At the ABC Committee meeting, the following rules apply:
 - a. The Chair shall state the charges brought against the student, and present any evidence provided to the ABC Committee in support thereof.
 - b. The student will have the opportunity to be heard in their own defense by presenting a statement (written or oral), testimony, and/or evidence.
 - c. The student will have the opportunity to hear and review all evidence brought against him or her, as well as to question all witnesses.
 - d. The ABC Committee shall have the right to question and cross-examine all witnesses, and to speak openly during the hearing.
 - e. The ABC Committee is not bound by the rules of evidence and may consider any evidence presented for inclusion in the proceedings.
 - f. The review is not subject to the rules governing a legal proceeding and the student is not entitled to legal representation. The student may have an advisor (faculty member, friend, etc.) at the hearing, but the advisor may not participate.
 - g. Committee meeting minutes shall be transcribed and made available to the student upon written request to the Committee Chair.
 - h. After reviewing the evidence and the testimony, the ABC Committee will vote with a majority required to approve the Committee decision.
 - i. The Chair of the ABC Committee will notify the student in writing of the ABC Committee's decision (and the grounds therefore) within seven (7) calendar days post the

Committee meeting at their university email address and/or last known address on record with the university. All copies of the letters to the student are forwarded to the Director of the School or Institute and the Dean of the CHS.

E. Appeal

1. To appeal the decision of the ABC Committee regarding student conduct, the student must submit a written request to the Office of the Provost within seven (7) calendar days of the decision being rendered. The request must include the date, and specifically state the grounds for appeal, including a narrative of relevant facts and any other pertinent information. The Provost or their designee shall consider the matter, conduct any further review which may be deemed appropriate, and notify the student in writing of their decision (and the grounds therefore) within fifteen (15) calendar days following receipt of the appeal or conclusion of investigation (whichever is later).
2. The Office of the Provost decision is final.

Membership:

The Committee is a three (3) member panel composed of

One (1) administrator from another program (Chair),

One (1) full-time faculty person or teaching administrator from the School/Institute submitting the charges, and

One (1) member at large from another School/Institute

Total Membership:

One (1) Chair and one (1) substitute chair and additional ad hoc members provided to represent each school's faculty and teaching administrators as needed based on school involvement.

If the Chair determines that there is a conflict of interest with any member, they have the right to replace that member prior to the start of the hearing.

Meetings: Scheduled as needed

References: The above-referenced policies are available in program handbooks for the College of Health Sciences (see chapters titled Academic Policies, Disciplinary Action, and Additional Program Policies). The Background Check Policy and College of Health Sciences program handbooks are available on the College of Health Sciences individual program portals.

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