



School of Medical Sciences

LINCOLN MEMORIAL UNIVERSITY

Physician Assistant Program
Tampa, Florida

TAMPA PHYSICIAN ASSISTANT PROGRAM HANDBOOK

**Policies and Procedures
Tampa PA Program (2026-2027)**

**The Program Handbook serves as a guide to the rules, policies, and procedures for LMU-Tampa PA Program Students, Faculty and Staff. The LMU-Tampa PA Program reserves the right to amend, modify, or change regulations, policies stated in this handbook throughout the year. In such a case, the Program will make reasonable efforts to promptly notify its faculty and staff of any changes via University issued e-mail accounts.*

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Contained herein are policies pertaining to students, faculty, and staff within the Lincoln Memorial University-Tampa Physician Assistant Program (LMU-Tampa PA Program). This Handbook is designed to provide policies, procedures, and information regarding Lincoln Memorial University (LMU), the LMU School of Medical Sciences (SMS), and the LMU-Tampa PA Program. Students in the Physician Assistant Program are bound to the policies within the LMU Student Handbook and in the Tampa PA Program Clinical Handbook and Program Handbook. The policies in this Physician Assistant Program Handbook and Clinical Handbook apply to all students and faculty at the Lincoln Memorial Tampa Physician Assistant Program regardless of their location or time in the program. In the clinical phase of the program, certain program policies may be superseded by those clinical site policies.

LMU TAMPA PA PROGRAM WELCOME LETTER

Welcome to the LMU-Tampa Physician Assistant Program!

On behalf of the entire faculty and staff, I am thrilled to extend a warm welcome to you as you embark on your journey at the Tampa Physician Assistant Program at Lincoln Memorial University. Congratulations on being selected to join our esteemed program!

Starting this new chapter in your academic and professional life is a significant milestone, and we are excited to have you as a part of our community. As you begin your studies, I want to assure you that you are not only joining a program but a community that is committed to your success and growth.

Our program is designed to provide you with a comprehensive education that encompasses both theoretical knowledge and practical skills necessary for your future career as a Physician Assistant. Throughout your time here, you will have the opportunity to learn from experienced faculty members who are dedicated to mentoring and guiding you every step of the way.

We understand that the journey ahead may seem challenging at times but always remember that you are not alone. Your classmates, faculty, and support staff are here to provide encouragement, support, and assistance whenever you need it. Together, we will celebrate your triumphs and navigate any obstacles that may arise.

As you immerse yourself in our program, I encourage you to embrace every learning opportunity with enthusiasm and determination. Take advantage of the resources available to you, engage in meaningful discussions, and actively participate in hands-on experiences to maximize your learning potential.

In addition to academic excellence, we also place great importance on fostering a sense of community and collaboration among our students. I encourage you to connect with your peers, build relationships, and take part in extracurricular activities that align with your interests and passions.

Once again, welcome to the Tampa Physician Assistant Program at Lincoln Memorial University. Your journey here promises to be transformative, rewarding, and filled with endless possibilities. We are excited to see all that you will accomplish and the positive impact you will have on the field of healthcare.

If you have any questions or need assistance, please do not hesitate to reach out to me or any member of our team. We are here to support you every step of the way.

Wishing you all the best as you begin this exciting chapter!

Warm regards,



Tiffany S. Maxwell, DHSc. MSA, PA-C
Assistant Dean and Program Director
Tampa Physician Assistant Program
Lincoln Memorial University

LMU SCHOOL OF MEDICAL SCIENCES (SMS)

THE LMU TAMPA PA PROGRAM IN RELATION TO THE LMU SMS

LMU established a PA program on the main campus in 2009, the online Doctor of Medical Science (DMS) program in 2016, and a second PA program at its Knoxville campus in 2018. With the rapid growth of these programs, the School of Medical Sciences (SMS) was established in 2019. The SMS offers guidance and oversight of several medical programs within the University.



LMU SMS MISSION STATEMENT

Improve access to high-quality healthcare by training medical providers who value excellence, have a desire to serve underserved populations, and have developed the skills to become leaders in medicine.

LMU SMS VISION STATEMENT

Maximize healthcare delivery to underserved populations by producing highly skilled medical providers who contribute to the innovative patient care models that increase healthcare access.

LMU SMS STRATEGIC PILLARS

1. Student Success

Strengthen the effectiveness of our academic programs and support the development of highly skilled graduates who are prepared to contribute through clinical practice, professional and community service, and teaching.

2. Clinical Education

Enhance clinical education through collaboration and streamlined processes to attract and retain sufficient preceptors and provide exceptional learning experiences to our students.

3. Faculty Development

Expand the knowledge and skills of our faculty through structured learning opportunities leading to more significant contributions in teaching, scholarship, and academic service

4. Student Admissions and Recruitment

Attract a sufficient number of students to our programs who possess the knowledge, abilities, and dispositions to become skilled professionals using research-based recruitment strategies.

5. Culture

Establish a culture of excellence, collaboration, and professionalism among faculty, staff, and students through education and mentoring, policy and practice, and administrative structure.

6. Innovation

Develop new programs, curricula, and practices that allow the school to reach new markets, improve access, and increase effectiveness in achieving its mission and goals

LMU SMS DIVERSITY STATEMENT {A1.11}

The SMS Director of Student Success (DSS) ensures that every student has the resources, opportunities, and support they need to thrive academically, socially, and personally regardless of their background and identity. The SMS DSS is a member of the SMS Dean's Council with a standing agenda at the monthly meeting to directly represent student success initiatives and present any concerns from the Program to SMS leadership. The DSS will participate in the recruitment, admissions, and retention of prospective students, faculty, and staff as necessary. The LMU-Tampa PA Program documented action plans for diversity, equity, and inclusion within the Program which are composed of initiatives and strategies aimed at encouraging a campus culture of respect and opportunity.

LMU SMS ADMINISTRATION

Paula Miksa, DMS, PA-C- Dean, School of Medical Sciences

Paul Miller, PhD- Assistant Dean of Academic Affairs, School of Medical Sciences

Michael Stephens, PA-C Assistant Dean of Clinical Affairs, School of Medical Sciences

Susan Owens Executive Administrative Coordinator, School of Medical Sciences

LINCOLN MEMORIAL UNIVERSITY AND SCHOOL OF MEDICAL SCIENCES INFORMATION

LMU UNIVERSITY MISSION AND PURPOSE

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enriching the lives of people and communities in the Appalachian region.

LMU ACCREDITATION

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

LMU TAMPA PHYSICIAN ASSISTANT PROGRAM ACCREDITATION STATUS

MISSION, VISION, AND GOALS

LMU TAMPA PA PROGRAM MISSION STATEMENT

The mission of the LMU-Tampa PA Program is to educate competent health care providers to deliver high-quality and inclusive care to medically underserved and culturally diverse communities.

LMU TAMPA PA PROGRAM VISION STATEMENT

The LMU-Tampa PA Program vision is to grow the workforce of Florida Physician Assistants, by graduating professional and highly competent PAs, to provide care for medically underserved communities within Florida.

LMU TAMPA PA PROGRAM GOALS

The LMU-Tampa PA Program seeks to achieve its mission by focusing on these goals:

1. Prepare graduates to provide competent, evidence-based care to diverse patient populations.
2. Cultivate a learning environment that fosters professionalism, equity and inclusion that enables students to serve as leaders in medically underserved and culturally diverse populations.
3. Provide graduates with the skills necessary to function in interdisciplinary healthcare teams.
4. Foster faculty development and engagement in teaching, scholarship, and service.

LMU TAMPA PA PROGRAM ARC- PA ACCREDITATION STATEMENT {A3.12A}

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

** **Accreditation-Provisional** is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation – Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Accreditation-provisional remains in effect until the program achieves accreditation-continued after its third review, closes, or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the Standards.*

LMU TAMPA PA PROGRAM ORGANIZATIONAL CHART {A2.02}{A2.03}{A2.03}

**PHYSICIAN ASSISTANT PROGRAM - TAMPA
ORGANIZATIONAL CHART**



LMU TAMPA PHYSICIAN ASSISTANT PROGRAM DIRECTORY 2026 – 2027

OFFICE OF THE DEAN – SCHOOL OF MEDICAL SCIENCES (SMS)	
<p>Paula Miksa, DMS, PA-C Dean, School of Medical Sciences (423) 869. 6821 Paula.Miksa@LMU.net</p>	<p>Susan Owens, MBA Executive Administrative Coordinator (423) 869.6669 Susan.Owens@LMU.net</p>

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<p>Name Clinical Recruiter (813) 331.9999 First.Last@LMU.net</p>	<p>Name Didactic Admin Assistant (813) 331.9999 First.Last@LMU.net</p>
<p>Name Admin/Admissions Assistant (813) 331.9999 First.Last@LMU.net</p>	

LMU TAMPA PA PROGRAM CURRICULUM

CURRICULUM {A.3.12d, e}

The program operates within The LMU School of Medical Sciences. The LMU-Tampa PA Program is a 24-month, full-time graduate professional medical sciences program designed to be taken over six consecutive semesters with a curriculum emphasis on primary care medicine and clinical methods. The program trains learners to become ethical, compassionate, and professional health care providers while preparing them for certification and licensing as graduate PAs. A Master of Medical Science Degree (MMS) degree is awarded upon successful program completion.

The LMU-Tampa PA Program consists of six (6) continuous semesters of rigorous graduate level training that covers all areas of medicine. The program has a total of 115 program credits hours (64 – Didactic Phase & 51 – Clinical Phase). The first 12 months of didactic study provide students with a strong foundation in basic medical sciences, emphasizing the importance of patient interaction and medical intervention through courses such as Clinical Medicine, Patient Evaluation, Pharmacology, Mechanisms of Disease, and Clinical Procedures.

The second phase of the program is 12 months in duration and will provide students with Supervised Clinical Practice Experiences (SCPEs). Students will be paired with practicing MDs, PAs, NPs, or Nurse Midwives serving as preceptors to enhance their education and training through hands-on patient encounters in team-based healthcare settings. Clinical rotations consist of rotations in family medicine, pediatrics, women's health, and behavioral/mental health rotation, general surgery, internal medicine, and emergency medicine; and two elective rotations. Students must pass each rotation individually. Students will learn more about the second phase of studies during the third didactic semester and in greater detail during the formal SCPE phase orientation. The PA Program Clinical Student Handbook will provide comprehensive information

CURRICULUM DELIVERY

Course content is delivered through both live and virtual lectures, case discussions, problem-based learning (PBL) and team-based learning (TBL) sessions, simulated patient encounters, laboratory sessions, and clinically supervised patient encounters, with approximately 25% of course material being delivered in virtual and asynchronous formats. Course content is communicated via the LMU Canvas Learning Management System.

ADVANCED PLACEMENT {A3.13c, A3.16}

All courses required for the Physician Assistant (PA) degree must be successfully completed within the LMU-Tampa PA Program. The program does not award advanced placement for prior coursework. Graduate-level courses taken prior to enrollment in the PA Program, including those completed during undergraduate studies, will not be accepted for credit towards the Master of Medical Science (MMS) degree. For example, if the required course "Applied Anatomy" is taken prior to the first semester of the PA Program, it cannot be applied towards the MMS degree, and the student must re-take the course as part of the PA curriculum. Courses taken at institutions other than LMU-Tampa will not be accepted for credit towards the MMS degree. Transfer credits are also not accepted.

LMU-TAMPA PA PROGRAM DIDACTIC PHASE CURRICULUM SCHEMATIC {A3.11, 3.12D}

Semester 1 Prerequisites: Matriculation into the program

SEMESTER 1 SPRING 2026		
Course #	Course Title	Credits
PAS 504	Health Promotion and Disease Prevention	2
PAS 514	Foundations of Clinical Practice	4
PAS 519	Patient Evaluation I	3
PAS 522	Essentials of Clinical Medicine I	5
PAS 526	Clinical Integration I	2
PAS 561	Pharmacology I	3
PAS 542	Mechanisms of Disease	3
Total Credits		22

Semester 2 Prerequisites: Successful completion of Semester 1 courses

SEMESTER 2 SUMMER 2026		
Course #	Course Title	Credits
PAS 509	Evidence-Based Medicine	2
PAS 520	Patient Evaluation II	3
PAS 523	Essentials of Clinical Medicine II	5
PAS 527	Clinical Integration II	2
PAS 529	Social & Cultural Aspects of Healthcare	2
PAS 562	Pharmacology II	2
PAS 572	Clinical Procedures I	2
PAS 579	Psychiatry/ Behavioral Health	2
PAS 547	Medical Spanish Terminology I	1
Total Credits		21

Semester 3 Prerequisites: Successful completion of Semester 2 courses.

SEMESTER 3 FALL 2026		
Course #	Course Title	Credits
PAS 524	Essentials of Clinical Medicine III	5
PAS 528	Clinical Integration III	2
PAS 534	Interprofessional and Population Healthcare	3
PAS 538	Special Populations (Pediatrics and Geriatrics)	2
PAS 563	Pharmacology III	2
PAS 576	Emergency Medicine	2
PAS 577	Surgery	2
PAS 578	OBGYN and Reproductive Health	2
PAS 573	Clinical Procedures II	2
Total Credits		22

LMU-TAMPA PA PROGRAM CLINICAL PHASE CURRICULUM SCHEMATIC {A3.11, A3.12D}

Clinical Phase Prerequisites: Successful completion of the Didactic Phase, including all summative exams.

SEMESTER 4		
Course #	Course Title	Credits
PAS 642	Transition to Clinical Practice	4
SEMESTER 4 - 6 SPRING, SUMMER, FALL 2027 CLINICAL ROTATIONS		
Course #	Course Title	Credits
PAS 623	Family Medicine Clinical Rotation	4
PAS 626	Behavioral Medicine Clinical Rotation	4
PAS 628	Internal Medicine Clinical Rotation	4
PAS 629	Surgery Clinical Rotation	4
PAS 632	Women's Health Clinical Rotation	4
PAS 633	Pediatrics Clinical Rotation	4
PAS 634	Emergency Medicine Clinical Rotation	4
PAS 624	Elective Clinical Rotation	4
PAS 627	Elective Clinical Rotation	4
SEMESTER 4 - 6 SPRING, SUMMER, FALL 2027 ASYNCHRONOUS COURSES		
Course #	Course Title	Credits
PAS 548	Medical Spanish Terminology II	1
PAS 549	Medical Spanish Terminology III	1
PAS 662	PANCE Preparation	5
PAS 663	Evidence Based Medicine Practice	3
Total Clinical Phase Credits		50
PROGRAM CONTACT HOURS BY PHASE		
Total Didactic Phase Credit Hours		65
Total Clinical Phase Credit Hours		50
TOTAL PROGRAM CONTACT HOURS		
Total (Didactic Phase + Clinical Phase) Credits		115

Supervised Clinical Practice Experiences (SCPE) completed during the Clinical Phase of the Program do not follow the semester calendar. Due to timing and complexity of evaluative measures incorporated, student performance is assessed by the CED at the completion of each SCPE to determine progression to the next rotation.

LMU Credit Hour Policy

Policy Lincoln Memorial University operates on the semester system and has adopted the federal definition of a credit hour. In accord with federal regulations. The credit hour policy can be found at: <https://www.lmunet.edu/academics/documents/RevisedLMUDefinitionofCreditHourPolicyApprovedbyAcademicCouncil03212024.pdf>

LMU-TAMPA PA PROGRAM COMPETENCIES {A3.12G}

The Program utilizes several measurable domains drawn from the ARC-PA accreditation standards to monitor students throughout the didactic and clinical phase to ensure that each student is making progress toward meeting the Program’s competencies prior to graduation and is remediating any deficits in a timely manner. The LMU-Tampa PA Program graduate competencies are as follows:

GRADUATES OF THE LMU-TAMPA PA PROGRAM WILL BE ABLE TO:
Medical Knowledge
<ul style="list-style-type: none"> • MK1- Integrate a broad knowledge of medical science to accurately interpret patient history findings. • MK2- Integrate a broad knowledge of medical science to accurately interpret physical examination findings. • MK3- Integrate a broad knowledge of medical science to accurately analyze and interpret diagnostic and screening tests. • MK4- Integrate a broad knowledge of medical science to accurately recommend medical care plan to include, pharmacological intervention, patient education, and patient counseling.
Clinical and Technical Skills
<ul style="list-style-type: none"> • CT1- Compile and document detailed patient histories and clinical encounters with clarity and accuracy. • CT2- Execute patient physical examinations using accurate technique. • CT3- Perform basic clinical procedures using accurate technique. • CT4- Access and interpret current evidence-based medical literature and integrate the findings into clinical decisions.
Clinical Reasoning and Problem-Solving Abilities
<ul style="list-style-type: none"> • CRPS1- Integrate clinical encounter findings with diagnostic study data to formulate and prioritize a differential diagnosis. • CRPS2- Correlate clinical data to recommend specific diagnostic studies that will aid in diagnostic evaluation of patients. • CRPS3- Interpret patients’ clinical data to formulate comprehensive patient management plans. • CRPS4- Identify and appropriately respond to life-threatening findings and potential health risks during clinical encounters.
Interpersonal Skills
<ul style="list-style-type: none"> • IS1- Gather information from and deliver clear, patient-centered, culturally sensitive counseling to patients and their families. • IS2- Collaborate and communicate effectively with the interprofessional health care team. • IS3- Demonstrate respectfulness during interactions with patients and the health care team through active listening.
Professional Behaviors
<ul style="list-style-type: none"> • PB1- Provide patient-centered care by showing sensitivity and responsiveness to patient needs and concern for patient welfare. • PB2- Demonstrate self-awareness by self-critiquing personal knowledge gaps and setting personal goals for improvement. • PB3- Demonstrate leadership, professionalism, and strong work ethic by exhibiting adaptability, reliability, and initiative. • PB4- Identify professional limitations as a PA and demonstrate the initiative to seek assistance when needed. • PB5- Demonstrate a knowledge of ethical and legal standards and of PA advocacy processes that guide the profession.

{A3.12b}. * *The Lincoln Memorial Tampa PA Program intends to publish evidence of goal achievement here after the initial cohort of students matriculates and graduates.*

LMU-TAMPA PA PROGRAM ADMISSIONS REQUIREMENTS {A3.11-A3.16}

LMU-TAMPA PA PROGRAM ADMISSION CYCLE (2025 - 2026)	
Event	Date (s)
Application Cycle Begins	January 1, 2025
Application Deadline	August 1, 2025
Candidate Interviews	March – August 2025
Admission Decisions	April - December 2025
New Student Orientation	December 14 - 17, 2024
Classes Begin	January 2, 2026

ADMISSION APPLICATION REQUIREMENTS & PREFERENCES {A3.13}

The LMU-Tampa PA Program will admit qualified candidates to matriculate through the MMS curriculum of study. The LMU-Tampa PA Program Admissions Committee selects students for admission based on the minimum criteria outlined in the Admissions Requirements section.

Equal Opportunity Statement

We welcome applications regardless of race, color, national origin, religion, gender, or age. Our commitment to equal opportunity includes nondiscrimination based on sexual orientation.

1. Application Submissions

The LMU-Tampa PA Program admissions application can be accessed through the Lincoln Memorial University Online Application Portal (<https://www.lmunet.edu/target-x/index.html>). All complete applications must be submitted by August 1st of the application year. All required materials must be included at the time of submission, except for degrees and up to two (2) remaining prerequisite courses. Applicants must complete all prerequisite coursework and meet minimum degree requirements by August 31st of the application year.

2. Mission-Match Admissions

The LMU-Tampa PA Program's mission and values are reflected in the following preferences. Meeting any or all these preferences does not guarantee an interview invitation or program acceptance.

- Applicants who have graduated from a Florida high school,
- Applicants from a Federally Designated Primary Care Health Personnel Shortage Area (HPSA) or Medically Underserved Area/Population (MUA/P). Please go to the following web address to verify shortage designation by address: <https://data.hrsa.gov/tools/shortage-area>
- Applicants who are members of groups and/or racial/ethnic populations that are underrepresented in the physician assistant profession.

3. Permanent residence in the Appalachian region of the United States: TN, KY, VA, NC, GA, AL, WV

4. Minimum Degree Requirements

Applicants must have earned a minimum of a bachelor's degree from a regionally accredited college or university prior to matriculation.

5. Minimum GPA Requirements

The minimum required GPA for admission into the LMU-Tampa PA Program is an overall cumulative GPA of at least 3.0 and overall Biology-Chemistry-Physics (BCP) Science GPA of 2.80 or greater on 4.0 scale at the time of application submission. Grades for any repeated course (original and repeats) will be included in the GPA calculations and used accordingly during the application and evaluation process. The program gives preference to candidates with a higher GPA.

6. International Applicants

For applicants who have earned degrees outside the United States, the following must be completed, in addition to the above admission requirements, prior to applying:

- Test of English as a Foreign Language (TOEFL) with minimum scores of 550 (paper based), 173 (computer based), or 61 (internet-based), if the applicant's native language is not English.
- Completion of the LMU-Tampa PA Program prerequisite coursework at an accredited institution of higher education in the United States, even if these courses were previously taken in the applicant's native country. **International coursework will not be acceptable for prerequisite requirements.**
- Evaluation of foreign transcripts by World Education Services, www.wes.org or a similar service to ascertain equivalencies to United States educational standards. The agency must find that the coursework is equivalent to at least a bachelor's degree. If the credentialing agency does not determine the education to be equivalent to a bachelor's degree, the applicant must complete a bachelor's degree from a regionally accredited United States school.

7. Screening Requirements

- Applicants must have no history of drug abuse or conviction of a felony and must be able to pass a background and drug test. Background and drug tests must be performed prior to admission to the LMU-Tampa PA Program and prior to the start of the clinical phase of the program.
- Applicants must have no history of dismissal from another PA program or any other medical program for academic or disciplinary reasons.

8. Student Transfers / Advanced Placement

Due to the nature of the program and its curriculum, the LMU-Tampa PA Program will not accept transfers from other PA programs nor will advanced placement be considered in the program. Prerequisite courses will NOT be considered as substitution of any content within the LMU-Tampa PA Program.

9. Prerequisite Course Requirements (20 credit hours)

- **Microbiology:** 3 - 4 credit hour course or equivalent
- **Organic Chemistry/Biochemistry with Lab:** 3- 4 credit hour course or equivalent
- **Human Anatomy & Physiology with Lab:** 7-8 credit hours or equivalent
 - -OR-
 - **Human Anatomy** (with lab) - 4 credit hours
 - **Human Physiology** - 3-4 credit hours
 - **Note:** Combined Anatomy and Physiology courses are acceptable if they total a minimum of 7 credit hours and include a lab component.
- **Statistics:** 3 credit hour course or equivalent
- **Psychology:** 3 credit hour course or equivalent
- **Medical Terminology:** 1 semester credit hour or an online certification course
- To fulfill the prerequisite requirement, a minimum final course grade of "C" is required for all applicable courses. All prerequisite courses must be completed prior to matriculation. If a candidate is selected for admission with incomplete prerequisite courses, it is a provisional acceptance, and the student must provide proof of successful completion of the courses prior to matriculation.
- Prerequisite course grades of Pass (P), Satisfactory (S), or equivalent for prerequisite

courses completed during the spring and summer 2020 semesters that were converted from a letter grade to Pass/Fail or Satisfactory/Unsatisfactory due to COVID adjustments are acceptable. Other courses taken as Pass/Fail will not be considered as a prerequisite course fulfillment.

- **Due to the intense nature of the program, science prerequisite courses that have been completed greater than seven years ago should be repeated prior to matriculating into the program.**

10. Required Admissions Application Packet Components

In order for complete application packets to be processed and reviewed, the LMU-Tampa PA Program must receive the following four (4) items on or before August 1st.

Required Admissions Application Packet Components

1. Electronic application

2. Official transcripts (sent via Parchment or National Student Clearinghouse (NSC))

3. Three letters of recommendation *must meet criteria listed below

4. Documentation of at least 500 hours of paid direct patient care experience

- Electronic applications submitted via the Lincoln Memorial University Online Application Portal (<https://www.lmunet.edu/target-x/index.html>).
- Official academic transcripts
 - Official transcripts must be sent to the Tampa Admissions Office at patampa@lmunet.edu via Parchment or National Student Clearinghouse (NSC).
- 3 letters of recommendation:
 - One (1) letter must be from your paid medical experience (for example: where you received your 500 hours of paid work experience)
 - One (1) letter must be from someone who can attest to your personal character and work ethic.
 - One (1) from an academic instructor who knows the applicant well and can attest to their potential for success as a PA student learner and practicing PA.
- **The program will only evaluate the first three letters that meet criteria submitted if more than three letters are received.**
- **Letters of Recommendation from family members or friends will not be accepted.**
- Documentation of 500 hours of paid direct patient care (DPC) experience.
 - **Hours must be direct patient care hours, such as obtaining manual vital signs, collecting detailed patient histories, assisting with minor procedures or treatments, administering medications, etc.** It is recommended that applicants obtain direct patient care hours in different medical settings, e.g., hospice, assisted living facility, hospital, underserved areas/countries, etc.
 - To obtain strong direct patient care experience, students are encouraged to obtain certification credentials, e.g., paramedic, certified nursing assistant, phlebotomist, medical assistant, radiologic technologist, EKG tech, EMT (I or Basic), LPN, dental hygienist, or clinical laboratorians/scientists (the applicant **MUST** be performing phlebotomy, assisting with bone marrow aspirations/biopsy and **must have direct patient interaction**, not just with their specimens), and behavioral health technician.

- All required direct patient care hours must be completed at the time of the application..

11. Technical Standard Requirements

Applicants must be able to meet all the Program's technical standards.

12. Application Review Process

- Applications are reviewed based on several factors, including undergraduate cumulative and prerequisite course GPAs, length and quality of paid direct patient care experience, personal statements, letters of recommendation, and extracurricular activities.
 - **Additional consideration is given to applicants who meet the following criteria:**
 - Graduated from a high school in a Health Resources and Services Administration (HRSA) designated Primary Care Health Personnel Shortage Area (HPSA) or Medically Underserved Areas/Populations (MUA/P)
 - Graduated from a high school within the state of Florida
 - Belong to groups underrepresented in medicine (URiM). *As defined by the Association of American Medical Colleges, "Underrepresented in medicine" refers to racial and ethnic populations underrepresented in the medical profession compared to their numbers in the general population. Applicants who meet these criteria are encouraged to apply and will receive preference
 - Permanent residence in the Appalachian region of the United States: TN, KY, VA, NC, WV, AL, and GA.
 - LMU undergraduate students enrolled in LMU's Guaranteed Professional Admission (GPA) will be guaranteed an interview if they meet the Program's criteria for application and admission. (see statement below).
- Statement regarding LMU GPA Program: LMU undergraduate students enrolled in LMU's Guaranteed Professional Admission (GPA) program who apply to the LMU-Tampa PA program are guaranteed an interview if they meet the Program's criteria for application and admission. Students enrolled in LMU's GPA Program must complete the same application process as all other student applicants. Completion of an interview does not guarantee an offer for admission.
- Upon receipt of the verified applications, LMU-Tampa PA staff will conduct an initial application review to ensure minimum requirements have been met. After that, LMU-Tampa PA Program admissions staff will complete a full application review. Following the complete review by admissions staff, at least two (2) LMU-Tampa PA Faculty will conduct a blinded review of the Letters of Recommendation (LORs) and personal statements using a standardized scoring rubric.

13. Interview Process and Criteria {A3.15}

- The LMU-Tampa PA Program Admissions Team carefully reviews all applications. Candidates who best meet the program's mission and admission requirements will be invited for an in-person interview at the LMU-Tampa campus. Interviews are typically held between March and August.
- Criteria used by the interviewers in their evaluations of candidates will include:
 - Understanding: The prospective student has an understanding of the history of the PA profession, including the role and scope of PA practice.
 - Appearance: The prospective student demonstrates emotional and intellectual maturity demonstrated during interview including through interpersonal skills, and communication skills, and along with the ability to establish rapport with others.
 - Cultural Competence: The competitive applicant prospective student should be aware of and understand the uniqueness of diversity, equity and inclusion, and health disparities. The applicant prospective student should also be able to

articulate an understanding of professionalism and cultural humility.

- Standardized interview scoring rubrics are used during the interview process. Following the interview, the Admissions Coordinator compiles all evaluation scores, including the applicant's overall application score, file review score, and interview score. This information is then reviewed by the Admissions Committee, who will recommend one of the following:
 - **Admission:** The applicant is offered a seat in the program with matriculation the following January.
 - **Hold:** The admission application is placed on hold for further consideration.
- **Rejection:** The applicant is denied admission into the program. In cases where the Admissions Committee cannot reach a unanimous decision, the LMU-Tampa PA Executive Committee will make the final determination.
- Applicants placed on "hold" will be re-evaluated after each subsequent interview session. The "hold" status remains even after all program seats are filled, creating an alternate list for the program.
- Please note that not all qualified applicants will be invited for an interview. The program will communicate admissions decisions, including interview invitations, via e-mail once the review process is complete. Final admissions decisions are based on a comprehensive evaluation of the applicant's qualifications, experiences, and personal qualities, as demonstrated in their application materials and interview

14. Available Seats and Wait List (Alternates)

- The program will offer seats to up to 100 applicants. Class size is determined by the Accreditation Review Commission on Education for the Physician Assistant (ARC- PA). A waitlist of qualified alternate candidates for admission to the program may be maintained to replace previously selected candidates who decline or do not matriculate.

LMU-TAMPA PA PROGRAM ACCEPTANCE AND MATRICULATION CRITERIA

ACCEPTANCE CRITERIA {A3.14}

1. Admissions decisions will be based on information contained in the candidate's application packet and the result of candidate interviews.
2. Admission decisions will be made no later than December 1st for the following Spring matriculation.
3. Upon acceptance to the LMU-Tampa PA Program, the candidate will be notified of acceptance and given two weeks to respond to their acceptance letter.
4. To secure a place in the program, a non-refundable seat deposit of \$1000.00 must be submitted upon receipt of the acceptance letter. This fee will be applied toward your PA Program fees.

The program reserves the right to rescind acceptance of any candidate offered or seated in the program who has submitted incorrect or false information or documentation.

MATRICULATION INTO THE LMU-TAMPA PA PROGRAM

To successfully matriculate into the LMU-Tampa PA Program, students must submit all required forms included in their matriculation packets by their respective deadlines.

Upon acceptance, each student will receive a matriculation packet containing:

1. Clearance forms (with instructions)
2. Important information about matriculation
3. Key deadlines

Students should review this packet carefully and submit all required documents on time.

The following requirements must be met prior to matriculating into the LMU-Tampa PA Program:

1. Completion of the application and interview process, including submission of the seat deposit.
2. Submission of the LMU-Tampa PA Program Health Clearance Form signed by a licensed medical provider.
3. Attestation that the student is able to currently meet all of the program's technical standards. Attestation can be found on the Student Signature Sheet at the end of this document.
4. CDC immunizations with the exception of the meningococcal vaccination
5. Completion of a background check.
6. Completion of a drug screen .
7. Completion of a tuberculosis (TB) screening test.
8. Attendance of the mandatory on-site orientation which will include completion of the Student Signature sheet (attestation agreement) and review the LMU-Tampa PA Program and Program Policies and Procedures (this will be completed during mandatory on-site student orientation).

LMU-TAMPA PA PROGRAM TECHNICAL STANDARDS {A3.13E}

Applicants to the Lincoln Memorial University School of Medical Sciences in Physician Assistant Studies-Tampa program are selected on the basis of their academic, personal, and extracurricular attributes. Applicants must also have the intellectual, physical, and emotional capabilities to meet the requirements of the program's curriculum and of a successful career in medicine.

These standards specify the attributes and behaviors considered essential for successfully completing PA training and enabling each graduate to enter clinical practice. Because these standards describe the essential functions that students must demonstrate to meet the requirements of PA training within a generalist education model, they are prerequisites for admission, continuation, and graduation.

Lincoln Memorial University School of Medical Sciences in Physician Assistant Studies-Tampa will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. The institution is committed to considering all qualified applicants without discrimination or based on any protected characteristics such as race, sex, age, religion, national origin, disability, sexual orientation, gender identity, or veteran status. It is the policy of the Lincoln Memorial University, the School of Medical Sciences, and the LMU/SMS-Tampa Physician Assistant program that all students must possess the intellectual, physical and emotional capabilities necessary to perform the essential functions of the curriculum, with or without reasonable accommodations, in a reasonably independent manner. All candidates for admission, those both with and without disabilities, are expected to be competitive with others in the applicant pool across defined cognitive and non-cognitive factors. The institutional policy states that admissions decisions are made on an individualized basis, considering each applicant's unique qualifications and their potential contributions to the educational mission of the LMU-Tampa PA Program. For purposes of this document and unless otherwise defined, the term "applicant" or "candidate" means applicants for admissions to the PA Program as well as enrolled PA students who are candidates for promotion and graduation.

TECHNICAL STANDARDS {A3.13E}

A candidate for the Master of Medical Science (MMS) degree must possess the abilities and skills necessary for success in the program. This includes physical and emotional stamina to function effectively in demanding environments, such as the classroom, clinical settings, and laboratories. These environments may involve heavy workloads, long hours, and stressful situations.

1. Observation

- Observe demonstrations and conduct experiments in basic sciences.
- Observe a patient accurately both at a distance and close at hand, noting both verbal and non-verbal communication. This requires functional vision, hearing, and somatic sensation to effectively interpret patient cues.

2. Communication

- Communicate effectively with patients, conveying a sense of respect, compassion, and empathy. This requires the ability to clearly communicate with and observe patients to elicit information, accurately describing changes in mood, activity, and posture, and perceiving both verbal and non-verbal communications. Communicate with patients, their family members, and the health care team through oral, written, and electronic forms.

3. Sensory and Motor Coordination or Function

- Demonstrate sufficient sensory and motor function to perform a physical examination utilizing

palpation, auscultation, percussion, and other diagnostic maneuvers.

- Execute prompt, precise, and appropriate responses to provide general and emergency care to patients.
- Demonstrate proficiency in the manipulation of medical equipment and instruments essential for achieving curricular goals and providing patient care (e.g., needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel).
- Perform basic laboratory tests (urinalysis, complete blood count, etc.), as well as diagnostic and therapeutic procedures (phlebotomy, arterial blood gas drawings, lumbar puncture, arthrocentesis, etc.).

4. Cognitive, Integrative and Quantitative Abilities

- Conceptualize, integrate, and qualitatively analyze information derived empirically and rationally for problem solving and decision-making. This includes abilities to reason, calculate, analyze, measure, and synthesize information in a variety of settings, including those that may be urgent with increased transient stress and distractions.
- Comprehend three-dimensional and spatial relationships of structures, including anatomical structures.
- Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings.

5. Behavioral and Social Attributes

- Demonstrate empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation as these personal qualities are all required during the educational training process and in patient care.
- Possess the emotional health required for full use of intellectual abilities that include the exercise of good judgment, execution of all educational and clinical responsibilities, and the development of mature, sensitive, and effective professional relationships with patients and members of the medical team.
- Possess adequate endurance to tolerate mentally and physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients.

PROCESS FOR ASSESSING THE APPLICANT'S COMPLIANCE WITH THE TECHNICAL STANDARDS

Applicants must attest to meeting the program's technical standards both at the time of application and upon acceptance of an offer to matriculate. This attestation must be maintained throughout their enrollment.

These standards are not intended to exclude any student who could successfully complete the curriculum with reasonable accommodation. However, accommodation will not be considered reasonable if it:

- Presents a direct threat to the health or safety of any individual.
- Requires substantial modifications to essential curriculum elements.
- Lowers academic standards.
- Imposes undue administrative or financial burdens on the program.

A designated university officer will review all requests for reasonable accommodation. Applicants are responsible for providing all necessary supporting documentation, at their own expense. This documentation must include, at minimum:

- Documentation of the disability from a licensed professional.
- The diagnosis of the disability using standard nomenclature.
- A description of the student's functional limitations due to the disability.

- Copies of the evaluation report(s), or a letter on the evaluating professional's letterhead accompanying the report(s).
- A description of the requested accommodation.

For additional information regarding the University's process for assessing an applicant's compliance with the technical standards, please contact the LMU-Tampa PA Program.

PROGRAM INFRASTRUCTURE

STEERING COMMITTEE (SC) {A1.02a, c, d, f}

Team Members

The SMS Dean, SMS Assistant Deans, Assistant Dean of Accreditation, Assistant Dean of Tampa PA Program, and Medical Director for Tampa PA Program

Program staff (minutes and agenda are the responsibility of the Program's Administrative Coordinator)

This committee is responsible for reviewing and making recommendations and approvals to all program curriculum, ARC-PA application materials, Program policies and procedures, and program founding documents. Committee members are responsible for knowing and understanding ARC-PA standards and University policies and procedures and develop the program with these in mind.

The Steering Committee meetings were held biweekly. After the program starts in January of 2026, meetings will be scheduled as needed.

CURRICULUM COMMITTEE (CC) {A2.05a, d, g, h}

Team Members

Program Director, Didactic Education Director: **Chair**

Director of Assessment: **Co-Chair**

Clinical Education Director, Didactic Administrator, Principal Faculty, and/or Ad-hoc guests

The CC reviews all didactic courses and clinical rotations and makes decisions regarding programmatic changes based on quantitative and qualitative data findings (and subsequent faculty discussion). The committee utilizes national benchmarks for comparison with the program's curricular content and sequence, and it prepares the ARC-PA's Self-Study Report (SSR), the role of the CC is to:

- Perform appropriate mapping of programmatic content with graduate outcome data.
- Review best practices to determine future trends for curriculum development.
- Initiate the development of curriculum, as indicated – Review, finalize, and approve proposals.
- Initiate the revision/updating of course objectives and curriculum content, as indicated - Review, finalize, and approve proposals.
- Program assessment-review aggregate data once completed at the data analytic committee level to make determinations regarding areas needing modification.
- Analyze student feedback on faculty, preceptors, and clinical sites, and make informed decisions based on the findings
- Assign workloads to core and adjunct faculty
- Implement a faculty-led academic advising system with assigned students to actively monitor student progress through formative and summative assessments, identify areas for improvement, and provide comprehensive support on academic matters. Set standards for the summative assessment process
- Minutes are taken by the Didactic Administrative Assistant or Administrative Coordinator as assigned

The CC meets once monthly to discuss issues of curriculum and assessments. A quorum is required for the committee to meet. Attendance by half of the required membership will constitute a quorum. The Didactic Education Director will chair this committee.

CLINICAL EDUCATION COMMITTEE (CEC) {B3, C2}Team Members

Clinical Education Director: **Chair**

Medical Director: **Co-Chair**

Program Director, Clinical Phase Faculty, Clinical Coordinator and Clinical Recruiter

The charge of the CEC is as follows:

- Review clinical phase policies and procedures
- Strategic planning and implantation of clinical site development
- Operationalizing clinical site review strategies
- Troubleshooting clinical student concerns and issues
- Tabulate and prepare clinical phase related data and transmission to the data analytic committee
- Placement of students into clinical sites
- Conduct appropriate public relations activity to promote the PA profession
- Study best practices related to PA clinical education
- Minutes are taken by the Clinical Coordinator

The CEC meets once monthly to discuss issues of curriculum and assessments. The Clinical Education Director will chair this committee.

DATA ANALYTIC COMMITTEE (DAC) {C1.01, C1.02}

Team Members

Director of Assessment: **Chair**

Program Director: **Co-Chair**

Didactic Education Director, Clinical Education Director, Associate Program Director, Admission Coordinator, Research Faculty

The charge of the DAC is facilitating the analysis of programmatic data. This includes the following objectives:

- Review data sets and prepare for statistical analysis
- Review trend data and make recommendations to the curriculum committee about areas needing further analysis
- Analyze and tabulate qualitative data from preceptors, graduates, student evaluations of faculty, student evaluation of courses, and faculty evaluation of the program
- Operationalize the programs assessment plan involving quantitative and qualitative analysis.
- Compile and analyze important trend data such as graduation rates, student attrition rates, faculty and staff attrition rates
- Compile and analyze data from the admissions cycle to determine appropriate metrics and recommendations to the admissions committee
- Analyze formative and summative data to determine student risk stratification
- Analyze graduate outcome such as PANCE scores and pass rate
- Review and analyze clinical phase data from preceptors and students
- Minutes are taken by the Admissions Coordinator or Clinical Coordinator as assigned.

The DAC meets at the end of each semester to discuss issues assessment and analysis. The Director of Assessment will chair this committee.

STUDENT PROGRESS COMMITTEE (SPC) {A3.02, A3.15a-d, B4}

Team Members

Assistant Dean and Program Director: **Chair**

Associate Program Director: **Co-Chair**

Medical Director, Didactic Education Director, Clinical Education Director and Principal Faculty Advisor, SMS representation, University member (ad hoc when addressing specific student concerns – i.e. (Director of Admissions), LMU Preceptor or higher administration, Didactic Administrative Assistant Coordinator and Clinical Coordinator)

The SPC is charged with:

- Analysis of formative and summative assessments of all students
- Determine Semester to Semester Progression and Mid-point Semester reviews.
- Determine student readiness to transition from one semester to the next, Didactic Phase to Clinical Phase, and ultimately from the Clinical Phase to graduation.
- Decision-making based on data findings and faculty discussion.
- Adjudicating issues that arise at any time during the program due to failure of a learner to maintain the standards set forth in the LMU-Tampa PA Program
- Attendance of half the members constitutes a quorum.
- Minutes are taken by the Didactic Administrative Assistant Coordinator and Clinical Coordinator as assigned.

SPC Committee Procedures

- A faculty member may refer a student to the SPC due to an academic and/or a professional concern. (Reasons to be referred to the SPC include, but are not limited to, cheating, violating student conduct expectations, course failure, dress-code violations, examination policy violations, unexcused absence, violating HIPAA policy, criminal activity, inappropriate self-identification, violating the student employment policy, lack of professionalism, and disruptive behavior in the classroom.)
- The SPC Co-Chair schedules the meeting and sends an invitation to the student via LMU email informing the student of the date, time, and location of the meeting, the reason(s) for the meeting, and all the SPC committee members who will be present at the meeting.
- Students are notified a minimum of three days prior to the meeting.
- Students are encouraged to meet with their faculty mentor to answer any questions or discuss concerns prior to the SPC meeting.
- If a student fails to appear before the SPC, the matter will be resolved in his/her absence.
- SPC meetings are closed to anyone other than the student, called witnesses or individuals relevant to the proceedings, and the SPC committee.
- All SPC proceedings are to remain confidential by all parties present.
- SPC minutes are recorded and kept in the student's file.
- During the first part of the meeting, the committee will discuss any concerns with the student and ask clarification questions of the student. The student will have the opportunity to answer questions and to submit any information they believe is relevant.
- Following the discussion, the student will be excused from the room while the SPC Committee deliberates. During this time, the committee will discuss the student's situation, make any necessary decisions, and determine the best course of action to support the student's academic success. All decisions are made by a simple majority vote. The SPC Chair does not participate in voting unless a tie occurs.
- Following a thorough review, the SPC will determine recommendations regarding student success, progression, or disciplinary action. These recommendations will be communicated directly to the

student by the SPC Chair. The Chair retains the authority to approve, disapprove, or request further information for clarification prior to finalizing any recommendation and/or action.

- The Co-Chair will also send a letter via e-mail to the student and a copy to the Program Director delineating all recommendations and any follow-up dates or actions that are to be taken.

Student Probation (Academic/Professional)

Students who are placed on probation by the SPC are required to adhere to any guidelines that have been determined by the SPC. This may include, but is not limited to:

- Refraining from participation in PA Student Society or other student events.
- Temporary removal from any student society leadership positions.
- Refraining from participating in student led extracurricular or service projects.

The SPC will reconvene with students who have been placed on probation within 45 days to reevaluate the student's progress and compliance with recommendations. The SPC may remove the student from probation and reinstate all privileges if the student has complied with the SPC recommendations and has met university and program academic/professional requirements.

The Appeals Process {A 3.15g} (see <https://www.lmunet.edu/school-of-medical-sciences/sms-policies>)

Students wishing to appeal a SPC decision must adhere to the established Academic or Non-Academic Grievance Policy outlined within this document. This policy can be accessed at the link above.

ADMISSIONS COMMITTEE {A2.05b, A3.11, A3.12b,A3.13a-e, A3.14}

Team Members

Admission and Recruitment Coordinator: **Chair**

Admission Administrative Assistant; Tampa PA Program Faculty

The Admissions Committee is charged with:

- Screening applicants and learner selection
- Review of admissions policies, procedures and assurance of the accuracy and consistency of admissions publications (website, brochure, catalog, etc.)
- Review and evaluate admissions requirements, including prerequisite courses, to assure adequate applicant preparation for the program's curriculum
- Analyze trends in the applicant pool and learner enrollment using national and/or regional benchmarks
- Review aggregate data involving the admissions process to ascertain whether changes need to be made to overarching requirements.
- Analyzes aggregate learner data related to attrition, deceleration, remediation, and performance/attrition data in the context of admission demographics.
- Minutes are taken by the Didactic Administrative Assistant or Administrative Coordinator as assigned.

PA PROGRAM EXECUTIVE COMMITTEE {A3}

Team Members

Program Director: **Chair**

Medical Director, Associate Program Director, Didactic Education Director, Clinical Education Director, Program Administrative Coordinator

The Executive Committee is charged with:

- Oversight of all operational aspects of the program – this is where information and conclusions brought from the other committees are analyzed.
- Program policy ratification and major decisions about strategic planning are voted upon.
- Review of ARC-PA requirements.
- Rollout of in-house in-service training, and meeting with learners (as a group to address needs or questions about the program).
- Implement orientation to the next phase of the program, update learners on projects.
- Encourage PA leadership opportunities and plan for community outreach.
- Minutes are taken by the Didactic Administrative Assistant or Administrative Coordinator as assigned.

This meeting involves all operational aspects of the program. This is where information and conclusions are brought from the curriculum committee, clinical phase committee, admissions committee, and other ad hoc committees. Program policies are ratified and major decisions about strategic planning are voted upon by this committee. Additional responsibilities include reviewing ARC-PA requirements, rollout of in-house in-service training, and meeting with learners (as a group to address needs or questions about the program). Implement orientation to the next phase of the program, update learners on projects, promote scholarship opportunities, encourage PA leadership opportunities, plan for community outreach, arrange for SPHP promotion initiatives, review promotional materials, share updates from the College, University, professional meetings, etc.

SCHOLARSHIP COMMITTEE

Team Members

Admission and Recruitment Coordinator: **Chair**

Medical Director, Associate Program Director, Principal Faculty

The Scholarship Committee is charged with:

- Evaluate applications of candidates who meet eligibility requirements.
- Vote and award scholarship recipients.
- Evaluate on-going scholarship disbursement based on eligibility criteria.
- Annual evaluation and review of scholarship requirements.

LMU-TAMPA PA PROGRAM ACADEMIC POLICES AND PROCEDURES

FACULTY ADVISING {A2.05d, e, f; A3.10; B4.01}

Policy and Procedure for Faculty and Students

Faculty advising is designed to be vertically progressive through the course of the curriculum. General advisement begins with such topics as transition to adult learning and differences between undergraduate and graduate education. Over time, there are greater discussions about such topics as readiness for clinical practice and professional development, including faculty and student self-assessment. Student-specific advisement topics will usually include discussion of current course grades and overall GPA, study habits, test-taking skills, and any other aspects of PA education that are particularly difficult for the student. It is critical that any weaknesses or academic problems be identified proactively, and interventions initiated to maximize each student's opportunity for success.

Each student is assigned a member of the faculty as his or her academic advisor. The role of the Faculty Advisor is to monitor student progress in the program and to serve as the student's advocate. Each student is encouraged to meet with his or her assigned Faculty Advisor at a minimum of once every semester. **However, when an academic problem arises, students are required to promptly meet with their Faculty Advisor.**

Within two weeks of the program's beginning, students are expected to meet with their faculty advisor to complete their Introductory Advisement Session. During the initial "in person" meeting, admissions data, and any potential areas of concerns about the student's pre-enrollment performance will be discussed with the student including study skills, learning styles, and the quality and quantity of study sessions. Additionally, the program will also provide group advisement sessions in the form of a study skills and time management seminar provided at the beginning of the didactic phase of the program.

Academic counseling will include a review of the student's progress in meeting the PA Program's academic and professional objectives, along with any other issues or concerns raised by the student. Prior to each scheduled advisement session, the advisor will collect comprehensive data concerning their advisee's performance including grades on various assessments, instructor feedback and any other relevant information. The students' study skills, learning styles, and the quality and quantity of study sessions will also be reviewed at advisory meetings to identify areas for potential improvement. After the Introductory Advisement Session, students are to formally meet at least once per semester in person with their advisor. The content of academic advisement will be documented on the Program's Student Advisement Form and maintained in the student's program file.

The Student Progress Committee will convene at key junctures throughout the academic year to comprehensively assess each student's progress. These key meetings include:

- **Mid-term:** To evaluate progress and identify any potential challenges.
- **End of each term:** To review academic performance and discuss any necessary adjustments.
- **End of the didactic phase:** To assess readiness for clinical experiences.
- **Prior to graduation:** To ensure all program requirements have been met.

At each meeting, the committee will:

- **Review student performance data:** Including grades, attendance, and other relevant metrics.

- **Gather input from course instructors:** To gain insight into student performance and identify any areas of concern.
- **Receive updates from student advisors:** On academic, personal, and professional development.

If a student is identified as experiencing academic or other difficulties impacting their well-being, the following will occur:

- **Advisor-student meeting:** The assigned advisor will meet with the student to discuss concerns and develop a plan for improvement.
- **Documentation:** All advisor-student meetings will be documented using the Student Advisement Form.
- **Academic Improvement Plans:** If necessary, Academic Improvement Plans will be implemented to support student success in accordance with program remediation policies.
- **Notification:** Advisors will notify the Director of Student Success (DSS) when they identify a student experiencing difficulties.
- **Consultation:** Advisors could consult with Director of Student Success (DSS) for guidance on developing and implementing support plans.
- **Referral:** If a student's needs are beyond the scope of the advisor's support, they will refer the student to the Director of Student Success (DSS) for more specialized assistance.
- **Follow-up:** Advisors will follow up with students to monitor their progress and provide ongoing support.

Students requiring remediation will be asked to meet with advisors more frequently. Advisors will frequently interact with advisees via email, especially those in the clinical phase of study. Advisors will follow students throughout the curriculum to integrate the didactic and clinical phases. Students on Learning Contracts will require longitudinal follow-up and assessment of subsequent progress.

Students seeking additional support may self-refer or be recommended by faculty to meet with the Director of Student Success (DSS). The primary role of the DSS is to provide guidance and resources to enhance academic success.

Meetings are primarily conducted via Zoom, with in-person appointments available upon request. Discussions may include strategies for managing test anxiety, improving time management skills, and identifying individual learning preferences.

FACULTY RESPONSIBILITIES

Each student is assigned a Faculty Advisor for the duration of the program. The role and responsibilities of the advisor include but are not limited to the following:

1. Provide communication between the student and faculty.
2. Meet with students at least once every semester.
3. Meet with students if problems arise, e.g., academic or professional difficulties.
4. Know the student advisee's grades, skills and professional conduct.
5. Assist the student in meeting the educational objectives of the program.
6. Discuss strengths and areas for improvement.
7. Suggest improvements in time management and study skills as needed.
8. Develop and implement, in collaboration with course instructors, remediation plans to address identified skills or knowledge deficiencies in students.
9. Analyze the various summative evaluations used to assess academic performance, clinical skills, and professional/behavioral competencies. This includes an exploration of how these evaluations

contribute to measuring students' overall proficiency, their ability to apply knowledge in practical settings, and their adherence to professional standards and ethical behavior.

10. Identify additional faculty member(s) who will be easily accessible if a student wishes to discuss a problem of a personal or professional nature.
11. Record meetings with student advisee in student file.
12. Refer to appropriate services including but not limited to the Counseling Services, Center for Access and Academic Success, Student Health Services etc., as needed.
13. Enable the student to identify the materials necessary to achieve the educational objectives and professional standards of the Program.

STUDENT RESPONSIBILITIES

1. Discuss areas of strength and areas for improvement with the advisor.
2. Complete a Student Self-Assessment.
3. Help plan a course of action to remediate deficiencies and capitalize on strengths.
4. Meet with his/her assigned advisor at least once every semester.
5. Meet with his/her assigned advisor on an as-needed basis when problems arise.
6. Make an honest effort to follow the plans derived from the session.

EXAMPLE OF OUTPUT FROM ADVISING SESSIONS (NOT COMPREHENSIVE)

1. Referral to Director of Student Success
2. Referral to Counseling Center
3. Referral to Health Care Provider
4. Student addresses time management skills/make changes to allow additional study time
5. Adjustment of Study Habits
6. Behavior Modification
7. Specific Remediation Program
8. Discuss Availability of Tutoring Services
9. Begin Exercise Program/Other Stress Reduction Techniques
10. Career Goal Reexamination

NON-ACADEMIC CONCERNS {A3.09, A3.10}

When appropriate, mentors will assist the student in locating helpful resources, and promptly initiate referrals. Both on-campus and off-campus resources may be utilized. Financial responsibility/insurance coverage for the cost of mental health or psychological counseling is solely the responsibility of the individual student. **The faculty advisor is precluded from assuming the role of a professional mental health or counseling provider for any student, under any circumstances. {A3.09}.**

Although program faculty maintain an “open door” policy for advising, students are encouraged to schedule in person or virtual appointments, when needed, to ensure faculty availability.

STUDENT ADVISEMENT FORM AND SCHEDULE

This form must be used when documenting the advising sessions described by this policy. The completed form should be included with copies of the students’ professionalism evaluations that were discussed during the corresponding advising session. All student advising/counseling sessions will be documented using the student advisement form and filed in the students’ program file. This form should also be used when documenting any additional non-scheduled advisement sessions or other meetings related to student performance, personal issues, or professionalism. The form may be filled out electronically but must be printed for inclusion in the student file.

LMU-TAMPA PA PROGRAM GRADING POLICY

POLICY AND PROCEDURES FOR GRADING {A3.02}

To remain in good academic standing, normal academic progress in the didactic phase of the LMU-Tampa PA Program requires all students to achieve a minimum of 3.0 G.P.A. each semester.

ASSESSMENT AND MINIMUM GRADE STANDARDS	
Letter Grade	Numerical Value
A	90-100%
B	80-89%
C	70-79%
F	≤ 69.99%

Grade Point Average (GPA) equivalents are as follows:

COMPUTATION OF GRADE POINT AVERAGE	
Letter Grade	Quality Points per Credit Hour
A	4.0
B	3.0
C	2.0
F	0.0

MINIMUM PASSING COURSE GRADES

Students must earn a final course grade of C or better to receive a course credit toward their degree and to continue in the program. Courses in which a student earns a grade below C do not count toward meeting MMS degree requirements and require an academic hearing by the faculty. Earning below a C in a course (< 70.0%) will prevent a student from being permitted to continue in the program. **As a policy, the LMU-Tampa PA Program does not round-up any grades, including course examination scores and course GPAs.**

ACADEMIC STANDING {A3.15a,b}

Students are considered in good academic standing if they have met all the following criteria:

- Receive a passing score of 70% (C) or higher in all courses.
- Maintain a cumulative GPA of 3.0 or higher.

Students who do not meet the above standards will be placed on academic probation and are no longer in good academic standing. Students who are not in good academic standing will be sent to the SPC for recommendations.

THE "C" GRADE POLICY

Students who earn a final course grade below "C" in any given semester will be sent to the SPC for recommendations.

DIDACTIC GRADE REPORTING POLICY

PURPOSE

A grade reporting policy provides clear, standardized guidelines for reporting student grades, serving key purposes such as promoting transparency, ensuring accountability, maintaining consistency and meeting compliance requirements. This policy ensures that grades are correct and available to vested parties in a timely and secure fashion.

POLICY STATEMENT

Once final grades are calculated, individual course directors must verify the scores in Canvas. The course director must also notify the Didactic Education Director who is then responsible for reporting the grades to the registrar. In the absence of a Didactic Education Director, the program designee should report the grades. It is also the responsibility of the Didactic Education Director or program designee to maintain a record of final grades and submit a copy to the Coordinator of Academic Operations, SMS.

DEFINITIONS

Didactic Education Director: The Didactic Education Director for the Physician Assistant programs.

Program Designee: If a program does not have a Didactic Education Director, this is the person responsible for submitting and maintaining grades for that program.

COMPLIANCE

Failure to comply with this policy may result in inaccurate scores reported to Registrar leading to unnecessary stress for the student and/or program. Failure of faculty to comply may result in disciplinary actions.

REMEDIATION, DISMISSAL, DECELERATION, WITHDRAWAL

REMEDIATION POLICY AND PROCEDURE {A3.15c}

Remediation is the process of addressing deficiencies in a student's knowledge and skills, so that the deficiencies are corrected. **Remediation is NOT Retesting.** The purpose of remediation is to identify areas of student weakness, assist the student in overcoming those weaknesses, and provide an opportunity for the student to demonstrate achievement in the area(s) of identified weakness. Course Directors may initiate remediation measures at any time when an area of weakness is identified in a student.

1. A student receiving an "F" in a didactic assessment or "F" grade in a SCPE assessment, a failed end of rotation exam or failed OSCE will remediate the identified area(s) of deficiency. The specific remediation plan developed is at the discretion of the course instructor in collaboration with the Didactic Education Director and faculty advisor for didactic courses and the Clinical Education Director with collaboration of the faculty advisor and clinical preceptor for SCPE courses and may include but is not limited to:
 - Reading assignments.
 - Written completion of selected course learning objectives with reference citations.
 - Written response to selected exam items with reference citations.
 - Problem-based learning exercises focused on the area(s) of weakness.
 - Written self-reflection exercise.
 - Individual faculty-led tutoring (especially skills related deficiencies). Skills review and assessment.
 - Repeating a portion of or the entire SCPE.
2. Students will be reassessed after completion of the outlined remediation plan with an emphasis on areas of poor performance. The assessment activity may vary depending on the nature of deficiency and degree of remediation necessary. A successful remediation plan will include:
 - Academic Improvement Form: Composition/nature of assessment and the student performance required for successful remediation of material.
 - Date on which assigned activities are due and follow-up.
3. The responsible course director or co-director must document remediation efforts and outcomes and submit documentation to the Program Administrator in the respective year to be filed in the student's official file.
4. The course instructor must notify the Didactic Education Director or the Clinical Education Director of any student needing remediation. The DED and CED will be responsible for notification to the Student Progress Committee (SPC) of any remediation plan. To ensure adequate rigor and consistency within the program, the SPC must approve remediation plans and remediation reassessments prior to implementation.
5. Unsuccessful remediation efforts will be forwarded to the SPC for review. The Committee may recommend appropriate courses of action, which may include the entire range of possible outcomes up to and including dismissal from the program.

DISMISSAL

POLICY AND PROCEDURES {A3.02, A2.05d,A3,B4.01}

In the Didactic Phase or Clinical Phase, the Didactic Education Director/Clinical Education Director will meet with the student to discuss the circumstances which contributed to the student's poor Academic or Professional performance. The student will be referred to the Student Progress Committee for review WITH A RECOMMENDATION FOR DISMISSAL FROM THE PROGRAM pursuant to departmental policy in response to a failed course, professional or administrative violation. The Student Progress Committee will review the student's overall progress, the instructors' evaluation of the student in the course(s) involved and all other applicable information. After completing its review, the Student Progress Committee will;

1. Formally dismiss the student from the program; or
2. Recommend deceleration;
3. Refer the student to the Director of Student Success (DSS) for academic retention, career, and mental health counseling.

DECELERATION

POLICY AND PROCEDURE

The LMU-Tampa PA curriculum is designed to be delivered on a full-time basis to students in a cohort.

DIDACTIC CURRICULUM

In the event a student fails one or more didactic courses, the SPC Committee may recommend a deceleration. This allows the student to repeat the failed course(s) with the next cohort. All skills and knowledge must be maintained through the Program. Therefore, a decelerated student will be required to repeat all Program courses. The student is responsible for all tuition costs incurred by deceleration. A second failure after deceleration WILL result in a dismissal from the Program. All program coursework is still required to be completed within 48 months from the original date of matriculation.

Deceleration from the program is not an alternative to disciplinary action. Disciplinary actions may include, but are not limited to academic probation, university suspension, or dismissal from the program due to any professional or ethical violation

Deceleration may only occur in the following situations:

1. A student in good standing may be granted a leave of absence by the PA program.
2. A student fails one or more courses during the **didactic phase** of the program.

To proceed with the option of deceleration students must notify the LMU-Tampa PA Program and the SMS in writing within one (1) week of their notification of dismissal. Students will receive a course of action once the declaration request is approved by the LMU-Tampa PA Program.

WITHDRAWAL FROM THE PROGRAM

If a student encounters difficulty meeting course objectives or maintaining acceptable grades due to unexpected illness or other significant problems or impairment. **IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE DIDACTIC EDUCATION DIRECTOR AND/OR THE PROGRAM DIRECTOR AS SOON AS POSSIBLE.**

The student must provide the PA Program Director with written notification via email and follow withdraw procedures through the LMU Registrar as outlined in the Student Academic Catalog for the LMU School of Medical Sciences. Any student who leaves the Program for any reason **MUST** go through the proper check-out procedure before their withdrawal is final. The check-out procedure is as follows:

1. Notify the registrar in writing and fill out all required paperwork
2. Complete an exit interview with financial aid
3. Return the student ID badge and parking sticker to security

RE-ADMISSION AFTER WITHDRAWAL

A student who withdraws from the program while in good academic standing may re-apply for re-admission into the program; however, re-acceptance after withdrawal is not guaranteed. The former student must re-apply in its entirety and compete with that cohort of applicants also seeking admission into the program.

LMU-TAMPA PA PROGRAM PROGRESSION REQUIREMENTS {A3.02; A3.12g A3.15a,b}

Students enrolled in the LMU-Tampa Physician Assistant Program must maintain adherence to the program's standard of academic performance and professionalism.

Prior to matriculation and after receiving an admission offer, students must fulfill the following requirements to progress in the LMU-Tampa PA Program:

1. **Admission Requirements:** Complete all admission requirements, including submitting required immunizations and proof of health insurance.
2. **Orientation:** Successfully complete the LMU-Tampa PA Program Orientation.

Curriculum Progression: The curriculum follows a sequential structure. Students must successfully complete all courses in a given semester before progressing to the next. Similarly, all didactic phase courses must be successfully completed before advancing to the clinical phase.

Clinical Phase Progression: Supervised Clinical Practice Experiences (SCPEs) within the clinical phase do not adhere to the traditional semester calendar. Student performance in each SCPE is evaluated by the Clinical Education Director (CED) upon completion of the experience to determine eligibility for the next rotation.

Student Progress Committee (SPC) Review: At the end of each semester (didactic and clinical phases), the SPC reviews each student's academic and professional performance. SPC recommendation for progression is required for students to enroll in subsequent semester courses and continue in the program. The SPC may convene more frequently, including during SCPEs, if a student is identified as being at risk for academic or professionalism probation or dismissal.

EXAMINATIONS {B4.01, B4.03, B4.04}

Students are expected to take all examinations on the scheduled dates. The course director determines the rescheduling of an examination if circumstances warrant (e.g., documented illness, previously identified religious holiday, or death in the family). If a student fails to take a scheduled examination without obtaining permission from the course director prior to the examination, the student will receive a "zero" on that scheduled examination. Examinations are timed and the examinee will be given no extra time to complete the examination unless the student at the start of the semester is assessed by the Office of Accessible Education Services.

All students that have accommodations to take an exam in another area will be scheduled with the Program Office to be taken in a designated room, which can be observed by Faculty and Staff members of the PA Program or a representative from the Office of Accessible Education Services.

PROGRAM SUMMATIVE EXAMINATIONS AND STUDENT ASSESSMENTS

At LMU's PA Program, we define competence as adequacy of performance. The purpose of program summative examinations and assessments is twofold: to assess the knowledge, skills, and attitudes developed throughout the program, and to evaluate readiness for entry-level clinical practice through the application of knowledge. We use multiple assessment methods longitudinally to assess learner knowledge, skills, and attitudes. This is a separate requirement for graduation as defined in the ARC-PA standards: *B4.01*. The program must conduct frequent, objective, and documented evaluations of student performance for both didactic and supervised clinical practice experience components. The evaluations must align with what is expected and taught, as defined by the program's instructional objectives, and learning outcomes.

Our assessment instruments include:

At LMU's Physician Assistant Program, competence is defined as the consistent demonstration of knowledge, clinical skills, and professional attitudes essential for effective, entry-level practice. Our evaluation framework serves a dual purpose: to measure the mastery of program curriculum and to ensure readiness for real-world clinical application. Through longitudinal, multifaceted assessments, including objective evaluations, skill-based simulations, and reflective practice, we track the progressive development of learners across cognitive, technical, and behavioral domains. These rigorous evaluations align with our program's instructional goals and national accreditation standards. Specifically, adherence to ARC-PA Standard B4.01 mandates systematic, objective, and documented assessments of student performance in both didactic and clinical phases, ensuring alignment with established learning outcomes. Successful completion of these assessments is a non-negotiable requirement for graduation, reflecting our commitment to producing PAs equipped to meet the demands of modern healthcare.

Our assessment instruments include:

1. PACKRAT I & II– End of first year and second year respectively. The scores are used to determine whether students require additional remediation and mentoring during the clinical phase. Students with the highest level of risk will be required to complete more extensive remediation assignments defined in the Academic Improvement Plan.
2. OSCE I & II – End of didactic phase and end of the clinical phase, respectively. This “hands-on” examination is designed specifically to test the PA student's clinical competence. This will be administered at LMU Tampa PA Program or at another designated location.
3. End of Didactic Phase Exam & End of Program Exam–This is a multiple-choice examination. This examination tests the student's knowledge base for all organ systems. Students will be able to meet with their advisor and discuss a study strategy that students can pursue to prepare for the PANCE.
4. Professionalism Development Assessment Tool (PDAT) I & II. End of didactic phase and end of Clinical Phase. Evaluation of professionalism is an on-going process throughout the program. Prior to graduation, students and their assigned advisor will complete the summative tool and discuss their strengths and weaknesses in this area.

To obtain the final signature for graduation, students must successfully complete all formative and summative assessments including summative evaluations (OSCE, End-of-Program Exam, PDAT) and PACKRAT I & II. Those identified as high-risk will be mandated to complete more extensive remediation assignments outlined in a study contract.

“PASSING GRADE” THE PROGRAM SUMMATIVE EXAMS

Students must achieve a passing score on each individual component of the Summative Assessment. Students may retake any component within one week of the initial attempt. A second failed attempt on any component will result in referral to the Student Progress Committee (SPC).

SUMMATIVE ASSESSMENTS, REQUIRED FOR PROGRAM COMPLETION

Consists of:

- Summative I: End of Didactic Phase- End of Didactic Phase Exam, Professionalism Development Assessment Tool (PDAT) I, OSCEs, PACKRAT I
- Summative II: End of-Program- PAEA End of Curriculum Exam, Professionalism Development Assessment Tool (PDAT) II, OSCEs, PACKRAT II
 - Students must achieve a minimum passing score of 70.00% on *each* section independently.
 - Retake Policy: Students who fail a section may retake it once within one week of the initial attempt. The Clinical Education Director will schedule the retake examination date.
 - Further Action: Students who fail a section a second time (after the retake) will be referred to the Student Progress Committee (SPC) for review

FAILURE AFTER TWO ATTEMPTS

Any student failing any section of the summative process after two attempts will be held from graduation and will be remediated for a period of four-six weeks. A diagnostic assessment of the deficiencies will be performed by the Didactic Education Director and/or the Clinical Education Director. The Program Director will assign a faculty member experienced in the remediation process to assist.

Any learner failing the second attempt at remediation will be referred to the Student Progress Committee for further action, which may include further remediation or dismissal.

SEMESTER TO SEMESTER PROGRESSION

ACADEMIC PERFORMANCE AND PROGRESSION {A3.15b}

Due to the sequential nature of the Didactic Phase curriculum, students must successfully complete all courses in each semester before becoming eligible to advance to the next semester during the Didactic Phase. This is usually the case during the clinical phase, please see clinical handbook as policies and procedures may differ in the clinical phase of the program. These determinations are made carefully by the Student Progress (SPC). At the mid-point and conclusion of the semester, the SPC reviews each student's academic and professional performance. Students must be recommended for progression by the SPC to be eligible to take courses in the subsequent semester.

Semester To Semester Progression - Didactic Phase

- Achieve a minimum cumulative 3.0 GPA
- No course grades below "C"
- Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- Achieve minimum established scores for all formative evaluations and examinations
- Demonstration of LMU-Tampa Program standard of Professionalism

Progression From Didactic Phase to Clinical Phase

- Achieve a minimum overall 3.0 GPA
- No course grade below "C"
- Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- Achieve minimum established scores for all formative and summative evaluations/examinations.
- Demonstration of the LMU-Tampa PA Program Standard of Professionalism

****Please note any grade below "C" within the didactic phase will result in dismissal from the program.***

Semester To Semester Progression - Clinical Phase

Supervised Clinical Practice Experiences (SCPE) completed during the Clinical Phase of the Program do not follow the semester calendar. Due to timing and complexity of evaluative measures incorporated, student performance is assessed by the CED at the completion of each SCPE to determine progression to the next rotation.

Clinical Phase to Completion

- Achieve a minimum overall 3.0 GPA.
- Successfully complete all Supervised Clinical Practical Experiences/SCPEs.
- Two (2) failed clinical rotations will result in dismissal from the program.
- No course grade below the level of "C".
- Obtain passing grades on all end of rotation examinations (EORE).
- Achieve minimum established scores for all formative and summative evaluations/examinations.
- Documentation of professionalism.
- Indicate successful completion of a minimum of 16 community service hours.

In the event that a student does not meet the above criteria, is remediating a course or course component, or may be on academic or professionalism probation, the student may progress to the subsequent semester at the discretion of the SPC Student Progress.

REQUIREMENTS FOR GRADUATION {A3.02, A3.15a-b, A3.17f}

To graduate from the LMU-Tampa PA Program and earn a Master of Medical Science degree, students must:

1. Successfully complete all course work according to program defined academic standards including demonstration of meeting all Program Learning Outcomes.
2. Successfully pass all components of the Summative Evaluations.
3. Demonstrate they have met program expectations and acquired the competencies needed for entry into clinical PA practice with patients seeking medical care across the lifespan, women's health, care for conditions requiring surgical management, care for behavioral and mental health conditions.
4. Submit a completed graduation application to the LMU-Tampa PA Program.
5. Demonstrate the ability to meet all the Program's Technical Standards and Competencies
6. Achieve good academic standing. In the event that a student is on academic probation as he/she enters the final semester, he/she must complete the final semester with the required overall G.P.A. of 3.0 to be awarded the degree.
7. Maintain good professional standing. If a student is placed on professionalism probation at the start of their final semester, they must fulfill the program's established requirements before the end of that semester to successfully transition off probation and be eligible for graduation.
8. Complete all requirements for graduation within 48 months of the original date of matriculation.
9. Approval of graduation by the Student Progress Committee (SPC).

TIME TO COMPLETION OF PROGRAM

Students are allowed a **maximum of 48 months** to complete the program. Any extensions that will cause a student to exceed the 48-month timeline will result in either dismissal or the need of the student to withdraw from the program.

****Students should apply for graduation during the initial part of their final semester before all requirements for the MMS degree are complete. The graduation application is available through your MyLMU account.***

LMU-TAMPA PA PROGRAM ACADEMIC STANDARDS

SUPPORTING STUDENT SUCCESS AND EARLY INTERVENTION {A2.05d-e, B4.01}

Course Instructor Role in Supporting Student Success – Didactic Phase

Course instructors play a key role in supporting student success by identifying at-risk students as early as possible during the semester. Students will not be allowed to remediate course assessments to improve their grade (see Remediation Policy). When students are deemed to be **“At Risk”**, **academic interventions** should be initiated by the course instructor to promote student success and provide students the support they need to earn a final passing course grade. Course instructors are responsible for providing initial contact with those students deemed to be at risk. It is then the responsibility of the student to schedule a meeting with the course instructor to discuss strategies for success. Failure to do so may be reflected in the student’s professional behavior evaluation.

Based on the individual student's strengths and weaknesses in learning course content, the student and course instructor will work together to determine the best strategies for the student to meet course objectives and outcomes. It is the responsibility of the student to implement the suggestions made by the course instructor in a way that best accommodates their learning style.

Process and Procedure

- The course director has the flexibility to determine when academic intervention is warranted. However, if a student earns a grade below 75% on more than one course assessment (exam and/or practicum), the course instructor should initiate an academic intervention to ascertain all possible factors contributing to the assessment scores. These factors may include foundational knowledge, ineffective study strategies, test-taking skills, reading comprehension, time management, and/or personal problems.
- A signed **Academic Improvement Plan** outlining proactive strategies for success will be completed and will be submitted to the Didactic Education Director for inclusion in the student’s official file and for review at the next scheduled Student Progress Committee (SPC) meeting.

The course instructor also has the ability, at any time, to initiate a referral for remediation if the issue requires intervention beyond minimal academic intervention that can be agreed upon between the student and the course instructor and requires reasonable time, resources, and support. Then, the student should be referred to the DED who will initiate, in collaboration with the faculty advisor and course instructor, a formal remediation plan which will be put in the students file for review at the next scheduled SPC Meeting.

Course Director Role in Supporting Student Success - Clinical Phase

Given the nature and complexity of educational activities on clinical rotations, a comprehensive, multifaceted process for evaluating student progress has been designed. The components each serve to assess different skills acquired by a student during clinical training. Therefore, academic intervention during the clinical phase will occur on a case-by-case basis including, but not limited to, unsatisfactory marks on mid-rotation evaluations, professionalism issues, and/or an unsatisfactory or below “meets standard” scores on an end of rotation examination. In the event that an academic intervention is initiated (Academic Improvement Form completed) by a course instructor or a student is referred to the Clinical Education Director by a Preceptor for intervention on academic/ skills deficiency during the clinical phase of the program, the Academic Improvement Form is completed and forwarded to the Clinical Education Director to be kept in the students file and reviewed by the SPC similar to the process outlined for the didactic phase.

At any time, the course instructor or Clinical Education Director can initiate a formal remediation referral if the academic intervention requires extended time, resources, and intervention. In this case, the Clinical Education Director in collaboration with the course instructor or preceptor will develop a formal remediation plan and forward a copy to the SPC for review at the next scheduled meeting.

Director of Student Success

Students seeking additional support may self-refer or be recommended by faculty to meet with the Director of Student Success (DSS). The primary role of the DSS is to provide guidance and resources to enhance academic success.

Meetings are primarily conducted via Zoom, with in-person appointments available upon request. Discussions may include strategies for managing test anxiety, improving time management skills, and identifying individual learning preferences.

LMU-TAMPA PA PROGRAM STUDENT CONDUCT & PROFESSIONALISM POLICIES AND PROCEDURES {A3.01, A3.02}

LMU-Tampa PA students must adhere to both University and PA Program policies. In certain circumstances, PA Program policies may be more stringent than University policies. PA Program policies, as outlined below, must be always adhered to by all students, regardless of location, including during clinical rotations and campus-sponsored events.

University conduct policies which can be found in the [Railsplitter Community Standards Guide](#).

STUDENT CONDUCT

Students must maintain high standards of conduct on campus, off campus, while at clinical rotations, and at all LMU-sponsored events. Students who do not abide by the Program's conduct expectations will be referred to the Student Progress committee (SPC) for disciplinary actions. The Program has conduct policies in the following areas:

PROFESSIONAL CONDUCT

The Program seeks to produce graduates with high moral, ethical, and professional standards, thus professional conduct while enrolled is deemed as important as academic success. To assist students in the acquisition of and growth in professional behaviors, the program nurtures professional behaviors and identifies and remediates unprofessional behaviors. Students found lacking professional conduct will be referred to the SPC for recommendations. Expected professional conduct includes:

Altruism (selfless concern for others)

- Responds to patients in a way that promotes patient-centered healthcare
- Advocates for policies and practices that benefit patients
- Shares knowledge, talent, and resources to help others

Integrity (maintaining strong moral principles)

- Maintains appropriate boundaries in professional relationships
- Upholds ethical standards in research and scholarly activity
- Maintains honesty, confidentiality, and straightforwardness in all interactions

Respect (courteous regard for feelings of others)

- Listens to the views and opinions of colleagues without interrupting
- Discusses grievances with the individual first and does not slander that individual
- Speaks of others without using inappropriate labels or comments

Excellence (maintaining an outstanding quality)

- Makes valuable contributions to class, clinicals, and group interactions
- Sets goals to achieve above what is expected
- Seeks feedback for performance improvement and makes appropriate corrections

Initiative (the ability to assess a situation and act dutifully)

- Organizes, participates in, and collaborates with peers and faculty when needed
- Inspires confidence in others by being properly prepared for all tasks

- Responds promptly and completes tasks in a timely manner

Resilience (the ability to recover quickly from difficulty)

- Assumes personal responsibility for mistakes and takes steps to prevent recurrence
- Understands personal limits and requests help when needed
- Remains flexible to changing circumstances and unanticipated changes

Accountability (taking responsibility in a situation)

- Intervenes when unprofessional behavior presents potential danger
- Facilitates conflict resolution while maintaining composure
- Advocates for lifelong learning to improve patient care

ACADEMIC CONDUCT

The LMU-Tampa PA program promotes authentic honesty and a high standard of academic integrity. This requires students to take personal responsibility for mastery of the knowledge and skills necessary to provide patient care. Academic misconduct undermines education, violates trust, and is a serious offense. Students suspected of academic misconduct are referred to the SPC for disciplinary action. Examples of academic misconduct include, but are not limited to, the following:

- **Abetting:** encouraging or assisting another student to cheat, sharing testing material with others
- **Cheating:** acting dishonestly to gain academic advantage (ex, unauthorized possession of examination questions, using notes during an examination, obtaining information during an examination from another student, altering grade records, or illegally entering an office)
- **Plagiarism:** claiming someone else's ideas, words, or data as your own; not citing the author
- **Fabrication:** presenting falsified work as genuine
- **Deceitfulness:** altering grade records, tampering with examination software, or entering a faculty or staff office without permission

Generative AI Policy

Unless noted within the course syllabus, or approved by a clinical preceptor or faculty, using generative artificial intelligence (Gen-AI), such as ChatGPT, to complete assignments, either in whole or in part, is a direct violation of the LMU-Tampa PA Program Academic Integrity Policy. As such, course directors will indicate within the course syllabi any permitted uses of Gen-AI in each respective course(s). Should students doubt whether Gen-AI use is allowed, students are responsible for discussing it with the course director before using it. Utilizing generative AI beyond the established course policy or assignment instructions or without the express permission of the course director will be deemed a violation of the Honor Code. Any suspected violations of the Gen-AI policy will result in the referral of the students involved to the Student Progress Committee (SPC) for disciplinary action, including potential dismissal from the program.

For any permitted use of Gen-AI tools, unless otherwise indicated in individual assignment instruction, student learners must acknowledge and document use in each assignment submission by outlining the Gen-AI tool(s) used, applicable prompts, and how outputs from the Gen-AI source were integrated into the assignment. The "AI Use Disclosure Statement" must include the following components:

- The AI tool(s) used * Proper source citation is required.
- 1-3 sentences outlining your rationale for using the tools
- A copy of the entire exchange, highlighting the most relevant sections (e.g., the full transcript of your ChatGPT chat, etc.)

- 1-3 sentences outlining how outputs from the Gen-AI source were integrated into the assignment

Student learners must critically evaluate all information produced by ChatGPT and other Gen-AI sources for accuracy and reliability. Generative AI content can be inaccurate and misleading. Given the nature of medical information, student learners are strongly encouraged to verify all AI generated output through additional reputable sources.

Any behavior during examinations that raises suspicion that the examination process is compromised will result in all involved students being referred to the SPC with the possibility of dismissal from the Program.

CLASSROOM CONDUCT

To maintain an environment conducive to learning, activities that distract from or interfere with classroom learning are prohibited. This includes but is not limited to engaging in discussions unrelated to classroom activities; using an electronic device for unrelated activities (ex. shopping, texting, playing games...); bringing animals or children to class; engaging in conversations that distract from the lecture; eating or smoking in class; or frequent entry or exit of the classroom. Students who violate classroom etiquette may be referred to the SPC for disciplinary action. Additional classrooms conduct policies:

- Cell phones are to be turned off while classes are in session so as not to interrupt learning. Students who violate this policy may be referred to the SPC for disciplinary action.
- Audio and Video Recording is forbidden during any lecture or small groups activity. Students who violate this policy will be referred to the SPC for disciplinary action.

COMPUTER BASED WRITTEN EXAM CONDUCT

The purpose of creating a computer-based written exam policy under the SMS is to maintain exam integrity, ensure compliance, manage risks, and mitigate software threats, and set appropriate expectations for students across all programs.

To maintain a secure and fair testing environment, the following policies apply on exam day:

- **Arrival and Entry:** Students are expected to arrive prior to the start of exams according to the guidelines set by the individual program. Students who do not arrive early for the exam may not be eligible to take the exam.
- **Required Materials:** Students must bring their testing device (laptop, etc.), power cord, and privacy screen (if applicable) with them on the day of the exam. Students must ensure the exam is downloaded (if applicable) to their device before exam day, as instructed per individual programs.
- **Permissible Items:** See individual program policies for permissible items and resources. Possession of unauthorized devices (e.g., phones, watches) will be considered cheating and is a violation of academic integrity policies.
- **Confidentiality and Integrity:** Exam content is confidential. Any discussion, dissemination, or congregation to discuss the exam is a violation of academic integrity and may result in a referral to the individual program's Student Progress Committee (SPC) or designated faculty committee according to the program's handbook.
- **Exam Conduct:** Students must remain silent in the exam area and are not permitted to communicate with others. Students should notify proctor(s) of any technical issues; students must not engage proctor(s) for exam content questions, if applicable.
- **Finishing the Exam:** Students must submit the exam when completed and show confirmation of the completed exam to the proctor or proctoring software. Failure to follow these submission procedures may result in penalties.
- **Academic Integrity:** Any attempt to disable exam software security or engage in dishonest behavior,

including unauthorized possession or duplication of exam questions, use of unapproved materials, or unauthorized collaboration, is strictly prohibited and will lead to disciplinary action.

Individual programs may establish instructions or guidelines according to their individual program needs. These additional programmatic guidelines would supplement this policy and not supersede it.

Definitions

- **Proctor:** Person(s) responsible for supervising students or test-takers during an examination to ensure it is conducted fairly and securely
- **Privacy screen:** Thin, removable filter that attaches to a laptop screen to limit the viewing angle; enhances privacy by preventing others from viewing the contents of the screen from the side
- **Exam software:** Digital platform or application designed to create, administer, and manage exams electronically

Compliance

Potential consequences or penalties for failing to comply with this policy will be determined by the individual program's Student Progress Committee (SPC) or designated faculty committee according to the program's handbook.

SOCIAL MEDIA CONDUCT

Students are required to maintain high standards of professionalism while using all forms of social media or online forums. Unprofessional postings which include profanity, discriminatory statements, alcohol abuse, sexually suggestive material, and/or breeches of patient confidentiality are forbidden and will be referred to the SPC for disciplinary action. Degradation of faculty, staff, fellow students, preceptors, or the Program will not be tolerated on social media or in any form. Students who do so are subject to dismissal from the program. Additional social media guidelines include:

- **Confidentiality:** Health care providers have a professional obligation to maintain the confidentiality of patient information. Posting information about named or nameless patients is a violation of The Health Insurance Portability and Accountability Act (HIPAA). When using social media, do not post any information or photos of a patient, patient encounter, or medical procedure.
- **Digital Footprint Awareness:** Be mindful of your social media footprint. All items you post on social media must be professional in every way. Prospective employers, residency directors, and patients review social networking sites to check out your background, interests, and professional standards.

STUDENT-PATIENT AND STUDENT-FACULTY RELATIONSHIPS {A3.02}

Students are not to engage in intimate or unethical relationships with patients, preceptors, or faculty. These relationships should always remain at a professional level. Students or Faculty engaging in unprofessional relationships will be referred to the respective disciplinary action committee and/or board.

PROFESSIONALISM POLICY {A3.02}

In addition to the Student Code of Conduct, Physician Assistant students shall not:

- Fail to conform his/her conduct to the ethical and moral standards of the physician assistant profession as articulated in the American Academy of Physician Assistants Statement of Values.
- Intentionally make misrepresentation on a resume or curriculum vitae concerning class rank, grades, academic honors, student organization involvement, work experience, or any other matter relevant to job placement.
- Purposely furnish false information.
- Engage in disruptive behavior in class.
- Violate the physician assistant program attendance policy.
- Violate the Dress code policy.
- Demonstrate inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, and staff/employees at SCPE sites or other community organizations.
- Engage in inappropriate or disrespectful interaction with patients.
- Unauthorized use or removal of prescription or nonprescription drugs, devices, or confidential information from the clinical sites.
- Perpetrate any form of theft, forgery, falsification, or fraudulent use of university or experiential practice site property.
- Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Professionalism Policy when the information is sought by the Physician Assistant Program faculty.
- Engage in the use and distribution of illegal drug.

CLINICAL CODE OF CONDUCT POLICY {A3.02}

The Clinical Education Director or designee will be charged with the responsibility of promptly investigating alleged infractions of this code.

The following code of conduct will guide the ethical behavior in hospitals, community clinics, research and production facilities, and various rotation sites. We feel that the magnitude of our responsibility as healthcare professionals necessitates the establishment of the highest standards of professional conduct.

RESPECT AND CONCERN FOR THE WELFARE OF PATIENTS

The student will:

- Treat patients and their families with respect and dignity both in their presence and in discussions with others.
- Recognize when one's ability to function effectively is compromised and ask for relief or help.
- Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or patient care.
- Respect for the rights of others

The student will:

- Interact professionally with staff and peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference, age, national origin, physical disability, marital status, political affiliation, or socioeconomic status.
- Respect the patient's modesty and privacy.

TRUSTWORTHINESS

The student will:

- Be truthful in communication with others.
- Maintain confidentiality of patient information.
- Admit errors and not knowingly mislead others to promote oneself at the expense of the patient.
- Not represent himself/herself as a physician, physician assistant, or other health professional.
- Accurately acknowledge the sources for all information reported. Failure to do so will be considered plagiarism.

RESPONSIBILITY AND SENSE OF DUTY**The student will:**

- Participate responsibly in patient care or research to the best of his or her ability and with the appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with his or her ability to perform clinical or academic tasks effectively.

PROFESSIONAL Demeanor**The student will:**

- Maintain a neat and clean appearance, and dress in attire according to the dress code policy.
- Be thoughtful and professional when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

ATTENDANCE POLICY

The LMU-Tampa PA Program requires mandatory attendance at all scheduled instructional periods and all scheduled assessments, reassessments, and extended learning periods.

The LMU-Tampa Physician Assistant Program has adopted a 'no fault' absentee policy. 'No fault' means that all absences are equal regardless of the reason. Tardiness is considered any time after class begins and is considered an absence. A student cannot have more than three absences within the Didactic or Clinical Phase. Attendance can be taken at any time during the day and may also be taken multiple times during a day. If an extended illness requires a student to be absent for more than three days, a medical note* must be provided specifying the reason for the absence for all days out, including the initial three days. Any other absences that might cause a student to miss more than three days (a personal emergency or emergency in the student's immediate family, attendance at a professional meeting, jury duty [see bullets below], military duty) must be approved by the Didactic Education Director and/or Clinical Education Director in writing two weeks in advance for a scheduled event or prior to the fourth absence for an emergency event. An absence documentation form can be obtained from the Program Administrator.

- A personal emergency or emergency in the student's immediate family (i.e., parent, guardian, spouse, child, or sibling of the student) such as death, hospitalization, extended illness, or other emergency situation. *
- Attendance at a professional meeting provided that the absence has been pre-approved by the CED or DED at least two weeks in advance. Each student must individually submit a request. If an excused

absence is granted, the student must submit a copy of an accepted registration.*

- Jury duty. The student must submit official documentation of the duty. *
- Military duty. The student must submit official documentation of the duty. *
- Students with prolonged illnesses or other personal issues that result in multiple absences should consult with the Didactic Education Director or the Clinical Education Director regarding taking a Leave of Absence. * (please see leave of absence policy and procedures).

**Absence documentation forms will be submitted to the Didactic Education Director or the Clinical Education Director, who will sign the absence documentation form and keep it on file in the student's records. Students should also notify the course instructor. Falsification of documentation is considered a violation of the School's Code of Conduct and will result in disciplinary action up to and including termination.*

ABSENCE FROM ASSESSMENT, REASSESSMENT, AND REMEDIATION PERIODS {A3.02}

A student who must miss an exam due to illness must contact the course instructor and didactic education director by email and/or voicemail (preferably before the exam or as soon as possible), seek treatment from a health-care provider, and provide documentation of the illness from the health care provider. By starting an exam, a student affirms that he/she is well enough to take the exam, and the exam will count in the student's grading. Requests for make-up exams for reasons other than illness must be approved by the course instructor in writing, prior to the original exam date.

If a student provides a documented doctor's note for an absence from a scheduled assessment or reassessment, their situation will be reviewed by the Didactic Education Director and/or Clinical Education Director to determine the appropriate next steps for assessment. In the event of an absence from a team assessment, the student will not be eligible to receive team points on any make up assessment.

Working with the student, the Didactic Education Director and/or Clinical Education Director should arrange for the student to take the assessment as soon as possible following the student's return to school. Every effort should be made to schedule the make-up assessment so that it does not jeopardize the student's performance on other scheduled assessments. The date and time of the make-up assessment will be communicated to the Program Director and may or may not be scheduled for regular school hours.

ATTENDANCE AT CLINICAL MENTORSHIP AND ROTATIONS {A3.02}

Attendance is required at all clinical rotations. Students are required to abide by the attendance policies outlined in the Program Handbook for Clinical Mentorships and the Clinical Handbook for Rotations.

CLASS START TIME, ASSESSMENT START TIME, AND CLASS HOURS

The stated class hours for the didactic portion of the curriculum are from 8:00 a.m. to 7:00 p.m. In observance of these posted times, students and all faculty who are scheduled to teach will be expected to be present at 8:00 a.m., except when otherwise approved by the curriculum committee and the faculty. This does not necessarily mean that faculty have no flexibility and must always begin lecturing at 8:00 a.m. Faculty have the latitude to allow students to study in their groups or work on special projects; however, that time must be defined and structured, faculty should be available to assist and facilitate students in their learning. Students will not be allowed “time off”, “comp time” or time to complete assignments intended as “homework,” or be off campus during these class days unless approved by the Didactic Education Director and faculty as part of the syllabus.

LEAVE OF ABSENCE {A3.02}

In the case where a student may need to take a leave of absence from the program for medical or personal emergencies. The request for a leave of absence must be submitted by the student in writing to the program director and a meeting must be scheduled with the program director to discuss the decision. The program director must first approve the leave of absence, for it to be official. If a student in the didactic phase takes a leave of absence, they will restart the Program with the next matriculating class and be required to retake all Program courses from the beginning at the sole cost of the student.

Leave of Absence in the Clinical Phase

If a student in the clinical phase takes a leave of absence, they will restart clinical rotations at the beginning of the semester where they left off and have a delay in graduation for the length of time the leave of absence has been granted; they will not be required to retake all previous Program courses. Students who take any extended leave of absence may be required to complete additional assignments to ensure they are well-prepared to continue in the program.

All students must complete the LMU-Tampa PA program curriculum within 48 months. If a leave of absence will cause the student to go over the 48-month allotted time frame for program completion, the student will need to withdraw permanently from the program and reapply at a later date when they are able to fulfill the academic requirements.

Leave of absence stipulations are as follows:

- The student **must be in good academic standing** according to program policy to be considered.
- The student **must submit a written request** for a leave of absence to the PA Program Director.
- The student **must discuss the reason** for the leave with the Program Director.
- The Program Director will be the one who approves or denies the request.
- The maximum amount of time allowed for a leave of absence is 12 months.
- The start date of the leave of absence, if granted, is the date the student’s written request was received. Any tuition refunds or outstanding balances will be based on this date.
- If a student is granted a leave of absence, will receive a letter from the PA Program Director outlining the requirements for the student’s return to the Program.
- Students returning from a leave of absence must complete all requirements related to the leave of absence and provide written notification of completion of requirements and desire to return to the program to the Program Director at least four (4) months prior to the anticipated date of return.

- Students seeking to return from a medical leave of absence must have a licensed healthcare provider certify in writing that the student's physical and/or mental health is sufficient to continue their training in a capacity consistent with the Program's technical standards. This letter must be submitted to the PA Program Director.
- Students seeking to return from a financial leave of absence must provide the financial aid office with sufficient documentation to demonstrate their financial capability to advance their education.

A leave of absence may be granted for the following reasons:

- Maternity/paternity leave
- Jury duty
- Medical emergency
- Financial emergency
- Call to active military service
- Personal or family emergency

OUTSIDE ACTIVITIES AND WORK POLICY {A3.04} {A3.05}

STUDENT EMPLOYMENT POLICY {A3.04}; {A3.05}¹⁵

This policy defines the permissible roles and responsibilities of Physician Assistant (PA) students within the Lincoln Memorial University Tampa PA program, ensuring compliance with accreditation standards and maintaining appropriate learning experiences.

Purpose: This policy clarifies the distinction between the educational role of PA students and the roles of faculty, clinical staff, and administrative staff. It emphasizes that students are learners and should not be used as substitutes for employed personnel.

Policy Statement: PA students enrolled in the Lincoln Memorial University Tampa PA program must not be required to work for the program, nor may they substitute for or function as instructional faculty, clinical staff, or administrative staff.

Permitted Activities: PA students may engage in the following activities as part of their educational experience:

- **Learning Activities:** Participating in supervised learning experiences, including classroom instruction, laboratory sessions, simulations, and clinical rotations.
- **Clinical Experiences:** Providing patient care under the direct supervision of qualified clinical preceptors, as defined by the program's clinical education policy. These experiences are designed to enhance clinical skills and knowledge, not to provide staffing for clinical sites.
- **Educational Support:** Assisting with program-related educational activities, such as peer tutoring, serving as standardized patients, or participating in program evaluation activities, *provided these activities do not constitute employment or replace the duties of paid staff.*
- **Research Activities:** Participating in research projects under the guidance of faculty members, in accordance with the program's research policy.
- **Professional Development:** Engaging in activities that promote professional growth, such as attending conferences, joining professional organizations, and participating in community outreach events.

Prohibited Activities: PA students are prohibited from:

- **Employment by the Program:** Students must not be required to work for the program in any capacity, whether paid or unpaid.
- **Substitution for Faculty:** Students may not teach courses, lead labs without faculty supervision, or assume the primary responsibility for instruction. Faculty members are responsible for all aspects of instruction.
- **Substitution for Clinical Staff:** Students may not function as or replace clinical staff, including but not limited to medical assistants, nurses, or other healthcare professionals. Clinical rotations are for learning purposes, not staffing solutions.
- **Substitution for Administrative Staff:** Students may not perform administrative duties that are the responsibility of paid staff, such as record keeping, scheduling, or office management.
- **Independent Practice:** Students may not practice medicine independently. All patient care activities must be performed under the direct supervision of a licensed healthcare professional.

Enforcement: Violations of this policy will be subject to disciplinary action, as outlined in the program's student handbook. Any student who believes they are being asked to perform prohibited activities should immediately report the concern to the Program Director.

Outside Employment: The rigorous, full-time nature of the Physician Assistant program, encompassing academic coursework, clinical rotations, and mandatory program events, requires students' full academic and professional focus. Therefore, outside employment during enrollment is strongly discouraged. Program schedules will not be adjusted to accommodate work obligations. Students are advised to prioritize their education and explore available financial aid resources, including scholarships, loans, and institutional aid. This policy ensures compliance with accreditation standards, safeguards patient safety, and maintains the integrity of the learning environment.

DRESS CODE POLICY {A3.02}

As a representative of the LMU-Tampa Physician Assistant Program, a student's personal appearance is an extension of the Program and will, to some degree, determine how customers, patients, and colleagues view the student, the program, and the profession of Physician Assistant.

The following standards for attire apply to all students enrolled in the LMU-Tampa PA Tampa PA Physician Assistant Program. These standards shall be followed during all hours in which the Program is open to the public (generally 8:00 A.M. to 6:00 P.M., Monday through Friday) and cover any Clinical site during the students shift and rotation.

GUIDE TO BUSINESS CASUAL DRESSING FOR THE LMU TAMPA PHYSICIAN ASSISTANT

In addition to the above guidelines, a more specific overview of appropriate business casual attire is provided below. Items that are not appropriate for the office are listed too. Both lists are all-inclusive, and both are open to change. The lists tell you what is generally acceptable as business casual attire and what is generally not acceptable as business casual attire.

No dress code can cover all contingencies so students must exert a certain amount of judgment in their choice of clothing to wear to the program. If you experience uncertainty about acceptable, professional business casual attire for the program, please ask the Program Director or Didactic Education Director.

Slacks, Pants, And Suit Pants

Slacks similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy Capri, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans (pants which contain rivets), sweatpants, athletic pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants people wear for biking or exercise. Pants must be worn properly on the hips. No student shall dress in such a way that his/her underwear is partially, or totally exposed and proper undergarments shall be worn.

Skirts, Dresses, And Skirted Suits

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. The length of the dress and skirt length shall be no shorter than one inch above the knee (when standing). Short, tight skirts that ride halfway up the thigh are inappropriate for the program. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the program.

Shirts, Tops, Blouses, And Jackets

Casual/dress shirts (for males, shirts must have a collar), sweaters, tops, tailored blouses, golf-type shirts, and turtlenecks are acceptable attire for the program. Most suit jackets or sport jackets are also acceptable attire for the program.

Unacceptable attire for PA students includes:

1. Short (mini) skirts
2. Any tee shirt
3. Halter tops
4. Midriffs
5. Excessively low-cut necklines
6. Tank Tops
7. Spaghetti straps
8. Sweat bands
9. Excessively tight clothing
10. Over-sized sagging pants/jeans/shorts
11. Any rips and/tears in any article of clothing
12. Caps or hats
13. Rubber thongs/Flip flops
14. Leggings
15. Attire that depicts profanity, hate speech, obscenity, the use of weapons, or violence
16. Attire that promotes use of tobacco, drugs, alcohol, or other illegal or harmful products
17. Attire that promotes, implies, or contains sexually suggestive messages
18. Attire that exposes or reveals the chest, midriff, pelvic/groin area, and buttocks

Shoes And Footwear

Conservative athletic or walking shoes, oxfords, loafers, clogs, boots, flats, dress heels, and leather deck-type shoes are acceptable for the program and shall be clean and in good condition. Flashy athletic shoes, thongs, flip-flops, slippers, platforms, work boots, hiking boots, and any non-dress shoe with an open toe are not acceptable in the program. Closed toe and closed heel shoes are required in laboratories.

Hats and Head Covering

Hats, caps, and other headgear are not permitted in the building during hours when the dress code is enforced. Exceptions are made only for headgear worn for genuine religious purposes or to honor cultural traditions.

General Personal Care Standards

Adequate precautions shall be taken to maintain good personal hygiene. These precautions include regular

bathing, use of deodorants and regular dental hygiene.

Hair Maintenance

Hair shall be neatly groomed and clean, styled off the face and out of the eyes. If close contact with patients occurs (e.g., physical assessment procedures); hair longer than shoulder length shall be secured. Hair may not be dyed any unnatural hair colors. Spiked hair, including but not limited to faux hawks and Mohawks, is not allowed. Mustaches and beards must be clean and well-trimmed.

Cologne, Perfume or Aftershave

The use of cologne, perfumes, body sprays, scented body lotions or aftershave shall be used with restraint. It is not recommended in the patient care setting due to patient allergies and sensitivities.

Cosmetics

Cosmetics shall be applied in good taste and moderation.

Nail Maintenance

Fingernails must be clean and short to allow for proper hand hygiene, use of instruments, and prevention of glove puncture in both the laboratory setting and during clinical rotations. Artificial nails and decorative nail designs are prohibited. Some clinics/hospital settings do not permit any colored polish.

Jewelry

Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. There should be no visible jewelry in body piercings with the exception of earrings. In the case of religious requirements, certain piercings may be acceptable. Please consult the Program Director or the Program Director's designee if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed.

Tattoos

Tattoos shall be appropriately covered when possible.

Dress-down Casual Days

At certain times the program director or designated member of the PA Faculty may declare a dress-down day. Clothing should be in good condition, not torn or worn out. On such days, the guidelines for Business Casual found above remain in effect except that jeans, T-shirts and sweatshirts may be worn. All other restrictions pertaining to casual clothes still apply. The prohibition of potentially offensive words and logos continues, as does the prohibition of tank-tops, shorts and flip-flops.

CLINICAL SETTINGS AND LABS

White Coats

Student-style white coats are required for clinical settings and during certain laboratory sessions, simulation exercises, competency evaluations and any other times as designated by the Course Director; they must be clean and neat. They will possess the LMU-Tampa PA Program Patch. Exceptions to this rule are at the discretion of the clinical preceptor/Lab Professor and must be approved by the Didactic Education Director or Clinical Education Director. If you wear scrubs outside the operating area, a clean white coat should be worn over scrubs.

Each student will be provided with two LMU-PA Program school patches for placement on white lab coats. The patch should be placed 3 inches down from the left shoulder seam of the white coat and centered from left to right. Name embroidery will be in “Black” and “Block Lettering” 2 inches above the left jacket pocket.

**Full Legal Name, PA-S
LMU-Tampa PA Program**

Scrubs

In general, scrubs should not be worn outside of the lab, hospital or clinic and may only be worn as specified by individual clinical sites or instructors. When in public areas, scrubs must be clean and covered by the student white coat. Scrubs should be navy blue and not tight or revealing. Avoid overly baggy or excessively tailored scrubs without excessive patterns or logos. Scrubs must be clean, wrinkle-free, and in good condition without stains, rips, or fading when worn in a public area and should be covered with a white coat. The ID Badge must be worn outside the white coat. Scrubs may be worn only as delineated by individual Labs/clinical sites.

STUDENT GRIEVANCE (ACADEMIC AND NON-ACADEMIC) {A3.15G}

This policy outlines the procedures for student grievances and appeals at the LMU-Tampa PA Program and the School of Medical Sciences (SMS), encompassing academic (grade and dismissal), non-academic (program) and SPC decisions matters. The policy ensures due process and protects student rights while maintaining a professional and respectful environment.

Purpose: To provide a clear and comprehensive process for students to address concerns and appeal decisions related to academic performance, program actions, and Student Progress Committee (SPC) outcomes.

Policy Statement: LMU and SMS are committed to fair and equitable treatment of all students. This policy establishes a structured process for addressing grievances and appeals, ensuring that established policies and procedures are followed, factual and procedural errors are addressed, and all relevant information is considered.

Scope: This policy applies to all students enrolled in the LMU-Tampa PA Program.

Definitions:

- **Grievance:** A formal complaint by a student regarding an academic matter (grade or dismissal) or a non-academic program action or decision.
- **Appeal:** A request for review of a decision made regarding a grievance or an SPC outcome.
- **Academic Grievance:** A grievance related to grades awarded or the process by which grades are determined.
- **Non-Academic (Program) Grievance:** A grievance related to program decisions or actions unrelated to grades or dismissal.
- **SPC Grievance/Appeal:** A grievance or appeal of a decision or disciplinary action originating from the Student Progress Committee (SPC).

General Principles:

- All grievances and appeals must be submitted in writing (electronic submissions must be from the student's LMU email account).
- Deadlines are strictly enforced. Non-written complaints or written complaints received after the stated deadlines will not be accepted.
- Professionalism is expected at all stages of the process.
- Meetings related to grievances and appeals are considered academic proceedings. Legal counsel is not permitted to attend or participate. Students may request participation by other students or non-program faculty with the approval of the Program Director. Proceedings may not be recorded in any manner (audio, video, digital, etc.).
- All decisions regarding grievances and appeals will be communicated to the student in writing via their University-issued email account and via U.S. mail.
- Only judgements or disciplinary actions originating from an SPC decision will be considered in initiating the SMS appeals process.

Procedures:

A. Academic Grievance/Appeal Process:

1. **Initial Appeal:** The student must submit a written, dated, and signed appeal to the Didactic Education Director (during the Didactic phase) or the Clinical Education Director (during the Clinical phase) within five (5) business days of the grade posting or notification of dismissal.
2. **Program Review:** The Didactic/Clinical Education Director, in collaboration with the relevant faculty/preceptor, will review the appeal and render a decision within five (5) business days.

3. Appeal to Associate Program Director: If the initial appeal is not resolved, the student may submit a written, dated, and signed appeal to the Associate Program Director within three (3) business days of the Director's decision.
4. Associate Program Director Review: The Associate Program Director will review the appeal and render a decision within five (5) business days.
5. Final Appeal: If the appeal is still not resolved, the student may submit a written, dated, and signed appeal to the Assistant Dean and Program Director within three (3) business days of the Associate Program Director's decision.
6. Assistant Dean Review: The Assistant Dean will review the appeal and render a final decision within five (5) business days.

B. Non-Academic Grievance Process:

1. Submission of Grievance: The student must submit a written grievance to the Didactic or Clinical Education Director within five (5) business days of the program action/decision being appealed.
2. Program Review: The grievance will be reviewed by the appropriate program or university committee, or if none exists, the Assistant Dean and Program Director. The student will be invited to attend the meeting to present their case. A decision will be rendered within five (5) business days of receipt of the appeal.
3. Appeal to Dean of the School of Medical Sciences: If the student wishes to challenge the program's decision, they may submit a written appeal to the Dean of the School of Medical Sciences within five (5) business days of the program's decision.
4. Final Decision: The Dean's decision is final.

C. SPC Grievance/Appeal Process (See SMS Appeals policy: <https://www.lmunet.edu/school-of-medical-sciences/sms-policies>):

POLICY STATEMENT

1. Only judgements or disciplinary actions originating from an SPC decision will be considered in initiating the SMS appeals process.
2. Appeal requests must fall into one of the following three categories and be specified by the student at the time the appeal is requested:
 - a. The SPC sanction imposed is disproportionate to the violation.
 - b. The processes utilized by the SPC were flawed.
 - c. New evidence exists that was not available at the SPC meeting AND the evidence would have likely altered the outcome.
3. The Assistant Dean of Academic Affairs (ADAA) will make the student aware of the Appeals Committee membership. A student should never contact a member to discuss the case while the appeal process is ongoing. The contacted member is obligated to report the timing and nature of the contact to the committee chair. Concerns should only be addressed to the ADAA, including concerns of conflict of interest. SMS Policy SMS:02 Date Effective: July 17, 2023
4. A student may submit a request to the ADAA to replace a committee member for a perceived conflict of interest. If allowed, the ADAA will arrange an alternate committee member who will sit for the assigned meeting only. Students will be made aware that committee member re-assignment may delay the meeting date/time.
5. In rare cases the Appeals Chair could ask the student to meet with the Appeals Committee. Only students will be allowed to attend if requested. No family members, friends, or legal entities will be allowed.
6. In all cases, the Appeals Chair will keep the meeting minutes. No other forms of recording shall be permitted by the student or committee members.
7. Appeals Committee members should not discuss the student or the case details before or after the meeting with each other or with noncommittee members. Only information presented in the

scheduled meeting may be considered in the appeals decision.

DEFINITIONS

The SMS Appeals Committee will review SMS student appeals regarding decisions made by program Student Progress Committees. The Committee consists of five to six full-time SMS faculty members, to include representatives from each PA program at minimum and other SMS programs when feasible. Limited/onetime reassignments may be made by the SMS ADAA should a conflict of interest arise. Members serve a two-year term or as needed assignments, and the Chair is assigned by the SMS Dean for a three-year term.

AUDIENCE

This policy applies to any SMS student called to a Student Progress Committee (SPC) meeting and has a summary action or judgement placed on them for academic and/or professional reasons

COMPLIANCE

SMS Policy SMS:02 Date Effective: July 17, 2023 If the policy and procedures found herein are not properly followed by the SMS student requesting an appeal, the appeal will not be considered.

ROLES AND RESPONSIBILITIES

The SMS Appeals Committee will review SMS student appeals regarding decisions made by program Student Progress Committees.

The SMS ADAA will initiate SMS Appeals Committee meetings based on student request and answer any questions regarding policy and procedure. The SMS ADAA may also call Appeals Committee meetings to discuss policy and procedure concerns and/or recommendations that would be sent to the Dean and/or the Leadership Committee for review. Minutes will be taken.

The SMS Associate Dean handles the Appeals process in the absence of the ADAA.

PROCEDURES

1. After a student has received official documentation of an SPC decision, a student may begin the appeals process by contacting the ADAA by email.
2. If a student appeals the SPC decision, they must submit a professional, succinct letter for the appeal to the SMS ADAA, or the SMS Associate Dean if the former is unavailable, within five (5) business days of receiving written notification of the SPC decision.
3. The student appeal letter submitted to the ADAA must outline the category of the student's appeal (see 'C' in policy section) and the student's rationale for the appeal. It should be focused on the facts of the case and/or procedural concerns. It should NOT be accusatory to any individual(s) or comparative to situations inside or outside of the institution. The content of the letter should be the student's alone and not written by other family members or lawyers.
4. The ADAA will review the student appeal letter and determine if the appeal meets criteria and merit. If approved, the ADAA will activate the SMS Policy SMS:02 Date Effective: July 17, 2023 Appeals Committee and contact the Appeals Committee Chair so that a meeting time can be scheduled. The date and time of the meeting will be relayed to the student by the ADAA as soon as it is available.
5. The ADAA will contact the student and/or set up a meeting to further discuss the details of the appeals process and to answer any questions but is not allowed to act as a counselor or give any advice regarding the specifics of the case.
6. The ADAA will inform the appropriate Program Director that the appeals process has been

activated. The ADAA will also request that all information used by the SPC to reach its decision be sent along with complete meeting minutes to the ADAA. The ADAA will compile this information and then pass it on to the Appeals Committee Chair.

- 7.** The Appeals Committee will review the case information as well as the student appeal letter to determine if any breaches of policy or procedure occurred and whether relevant precedent was considered in the SPC's decision. Detailed minutes will be kept for every meeting. The Committee will either uphold the SPC's decision or will uphold the student's appeal.
- 8.** Once the Appeals Committee has met and made its decision, the Chair will have 24 hours to inform the ADAA of the decision. Additionally, the Appeals Committee Chair forwards the decision(s) to the SPC Chair.
- 9.** Within three (3) business days following the Appeals committee meeting, the student will receive notification of the Appeals Committee's decision regarding the original SPC recommendation(s) and relevant instructions/expectations via the student's University-issued email account. The ADAA will pass this information to the student via email. Additionally, the Chair of the Appeals Committee will send an official letter through U.S. Mail to the student.
- 10.** The ADAA will inform the appropriate Program Director and the Chair of the appropriate SPC of the decision of the Appeals Committee to uphold the student's appeal or to uphold the SPC's decision. In the event the Appeals Committee decides to uphold the student's appeal, the SPC Chair will schedule a follow-up SPC meeting to reconsider the student SMS Policy SMS:02 Date Effective: July 17, 2023 case. If the Appeals Committee decides to uphold the SPC's decision, the student decision letter sent via email and U.S. Mail will instruct the student to complete instructions previously provided by the SPC.

VIII. Applicable Regulations, Statutes, and Related Policies: SACSCOC Standard 10.1, SACSCOC Standard 12.3, ARC-PA Standard A3.15g, LMU Title IX policies.

REPORTING MISTREATMENT/GRIEVANCES REGARDING PROGRAM FACULTY, THE PROGRAM, OR THE UNIVERSITY

This policy outlines the reporting process for non-academic grievances, including mistreatment, against LMU employees, the Program, or the University, and specifically addresses student mistreatment within the School of Medical Sciences (SMS). All allegations are taken seriously, and SMS is committed to maintaining an inclusive and respectful environment.

Purpose: To provide a clear reporting process for students experiencing mistreatment and to uphold the SMS commitment to a respectful learning environment.

Policy Statement: LMU and SMS expect all faculty, staff, and students to maintain the highest standards of professional conduct, free from abuse, humiliation, harassment, or exploitation. Mistreatment is considered detrimental to the mission, vision, and goals of the programs.

DEFINITIONS:

Mistreatment: Behavior that disrespects the dignity of others, unreasonably interferes with the learning process, or results in unfair treatment or use of a student in an unreasonable capacity. Examples include (but are not limited to): public belittlement or humiliation, threats of physical harm or punishment, inappropriate requests for personal services (e.g., shopping, babysitting), neglect during curriculum delivery, unfair grading practices, and favoritism.

Grievance: Any non-academic complaint against LMU employees, the Program, or the University, including abuse of authority, abusive or intimidating behavior, discrimination, unprofessional relationships, mistreatment, or harassment.

Examples of mistreatment include, but are not limited to, public belittlement or humiliation, threats of physical harm or punishment, inappropriate requests to do personal services (e.g., shopping, babysitting, or completing tasks/assignments), neglect during the conducting of the curriculum, unfair grading practices, and favoritism (unfair preferential treatment to a student or group of students at the expense of other student(s)).

Mistreatment as defined in this policy does not include allegations which fall under the institution's Title IX regulations

REPORTING PROCEDURES:

Mistreatment (see SMS specific policy on mistreatment <https://www.lmunet.edu/school-of-medical-sciences/sms-policies>):

All student allegations of student mistreatment are taken seriously by the individual programs housed within SMS. SMS expects faculty, staff, and students to demonstrate respect and professional concern by holding one another to the highest standards in learning, without abuse, humiliation, or harassment of any kind. This includes avoidance of exploiting a relationship for personal gain or advantage and demonstration of the highest ethical conduct in all settings. Mistreatment is considered destructive of the principles that guide the mission, vision, and goals of the programs.

All instances of student mistreatment must be reported promptly by the student. Students wishing to

report a concern are advised to seek out any faculty member, including the Program Director or Medical Director, to discuss the allegation of mistreatment. All encounters with students regarding concerns of mistreatment will be documented and a copy of the grievance maintained by the program. An informal resolution may be sought out in this matter. Students who experience mistreatment in a clinical setting should seek out a member of the Clinical Team. If the matter remains unresolved or if the mistreatment occurs again, the student may file a formal complaint via the Program's Student Progress Committee. This is considered the final step in the process. The Student Progress Committee will then review the matter and seek out appropriate consultation. The SPC will follow its policies and procedures regarding student notification of the meeting outcome(s).

General Grievances

Students should contact the Office of Institutional Compliance/Title IX Coordinator (titleix@LMU.net or 423-869-6315) as soon as possible for any grievance stemming from sexual harassment, racial discrimination, or any other discriminatory act. Updated contact information is available at <https://www.lmunet.edu/office-of-institutional-compliance/>. Each student can advise the Program of grievances with the assurance of fair treatment. The student, faculty, or staff member alleged to have caused the grievance must be fully informed of the allegations and provided the opportunity to respond fairly and reasonably.

Compliance and Disciplinary Actions: Proven mistreatment or other policy violations will result in appropriate disciplinary action against university employees, which may include remediation, retraining, or dismissal.

Confidentiality: All reports of mistreatment and grievances will be handled with appropriate confidentiality, to the extent possible while allowing for a thorough investigation and resolution.

Retaliation Prohibited: Retaliation against any individual who reports mistreatment or files a grievance is strictly prohibited.

Applicable Regulations, Statutes, and Related Policies: ARC-PA 5th Ed Standard A3.15f, LMU Title IX policies.

Document History: Original approval: SMS Dean's Council (May 9, 2024) and LMU Office of General Counsel (May 14, 2024).

PROFESSIONALISM POLICY VIOLATIONS {A3.02}

The Professionalism Policy includes standards for academic, non-academic, and clinical behavior. The Professionalism policy represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptors or faculty will be investigated with respect to both the magnitude and chronicity of incidents considered. It should also be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

EVALUATION OF PROFESSIONAL BEHAVIORS {A3.02}

The Student Progress Committee (SPC) evaluates students' professional behavior at the completion of every semester of the didactic and clinical phase of the program, by documented feedback from the

students designated faculty advisor, course instructors, Didactic Education Director and Clinical Education Director (including input from the clinical preceptors). During this evaluation, the committee will meet and assess each student's professional behavior using the following criteria:

Respect

Students are expected to treat all patients, faculty, program staff, clinical preceptors, and fellow students with dignity and respect. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be sensitive and tolerant with regard to diversity in the student and patient population. Physician Assistant training involves a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal information of a personal nature. These situations must be approached with respect for the privacy, confidentiality, and the feelings of fellow students. The program will not tolerate incivility by any member of the PA community. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful remarks or behavior, as well as verbal or physical threats, or damage to property.

- Sensitive/responsive to needs of others
- Sensitive/responsive to culture, age, gender, and disabilities of others
- Puts others interests before own
- Provides assistance/comfort to others

Flexibility

Physician assistant training involves instruction from practicing clinicians with unpredictable schedules. At times lectures or clinical sessions may need to be adjusted with short notice. We believe the advantages of utilizing practicing clinicians outweigh this inconvenience and require students to be flexible and tolerant of changes.

- Attends required activities/arrives on time
- Reliable, dependable, completes tasks fully and in a timely manner
- Accepts appropriate share of teamwork
- Self-motivated, organized, and prepared
- Accountable to patients, society, and the profession
- Adapts well to stressful/changing circumstances

Behavior

Students are expected to behave in a responsible, reliable, and dependable manner. The student must project a professional image in manner, dress, grooming, speech, and interpersonal relationships that are consistent with being a medical professional. The student should recognize his/her personal limitations and biases, whether they are intellectual, physical, or emotional and strive to correct them. He or she must demonstrate the professional and emotional maturity to manage tensions and conflicts and should seek professional help when necessary. Success in the Physician Assistant profession requires certain behavioral attributes including empathy, discipline, honesty, integrity, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner.

- Respectful, cooperative (team player), builds atmosphere conducive to learning
- Acknowledges and values diversity, talents, skills, contributions of others
- Communicates effectively (verbal and written)
- Good interpersonal skills (develops appropriate professional relationships with peers, faculty, physician supervisors and other health care providers)

- Recognizes/maintains appropriate boundaries
- Displays tact and self-control

Integrity

Integrity is the quality of consistency and steadfast adherence to a defined code of ethics. It includes honesty and soundness of mind and body. Students are expected to demonstrate integrity by following all policies in the LMU Student Handbook, including those pertaining to academic dishonesty and unethical behavior. Physician Assistant students are also expected to display the highest ethical standards commensurate with work as a health care professional. These are outlined in the Guidelines for Ethical Conduct for the Physician Assistant Profession published by the American Academy of Physician Assistants.

- Accurately portrays personal qualifications
- Displays professional presentation (dresses appropriately and good personal hygiene)
- Performs in accordance with regulatory and legal requirements (follow the rules), as well as the appropriate role of the physician assistant
- Committed to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Recognizes limitations and seeks, accepts, and incorporates constructive feedback
- Behaves honestly/appears trustworthy

This process will incorporate the following steps:

- Students are provided the opportunity to complete a self-assessment prior to meeting with their advisor to discuss the SPC assessment.
- Advisors will meet one-on-one with student advisees to provide feedback on SPC and student self-assessments.
- If there are any areas of concern, the faculty member and the student can together address ways of improving those areas.
- If there are any problem areas identified, the student may be required to meet with both the advisor and the Didactic Education Director, the Clinical Education Director, or Chair/Program Director to discuss specific steps for improvement. Such steps may include, but are not limited to, referral to appropriate resources, developing a contract regarding behavioral modification, on-going advisory meetings, and other means of assisting the student to improve problem areas.
- The form is reviewed with the student, signed and dated by both the Advisor and the student, and filed in the student's record. By the end of the didactic education phase of the program the student will have had three (3) "Behavioral and Professional Evaluations" and by the end of the clinical phase a total of at least two (2) Fall and Spring "Behavioral and Professional Evaluations".

PROFESSIONAL CITATIONS {A3.02}

Non-academic issues such as dress code or attendance policy violations may be resolved through the Didactic and/or Clinical Education Directors. Inappropriate professional or personal behavior includes but is not limited to the following: excessive absence or disruptive behavior in class; inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees at clinical practice sites; inappropriate or disrespectful interaction with patients; and, unprofessional dress, language, or conduct as defined by the PA Program, clinical site or the university.

Behavioral concerns observed throughout the program will be documented on a Professionalism Concern/Violation Form. A Professionalism Concern is indicated to identify and document concerns and

patterns of professional behavior violations. Professionalism Concerns do not constitute immediate adverse action. Professionalism Violation is indicated when the observed behavior constitutes a greater concern requiring a meeting of the SPC to determine the need for immediate intervention.

REPORTING AND INVESTIGATING MISCONDUCT {A3.02}

When issued a citation for unprofessional behavior, each student will be given an opportunity to defend his/her position regarding the matter. The SPC may recommend counseling, referral, and/or education to prevent subsequent episodes of unprofessional behavior; formal sanctions; or immediate dismissal from the PA Program.

If a student receives a third Citation for Unprofessional Behavior, the SPC will consider all citations and determine an appropriate response to the events identified. The response of the committee may include educational activities, formal sanctions, or dismissal from the Physician Assistant Program. Additionally, once a student receives a **third citation, they will be placed on Professional Probation and will require an intervention plan that will remain with them during the duration of the program and will be required to check in with their advisor as directed.** If the student does not comply with the intervention plan the student will be dismissed from the LMU-Tampa PA Program

Citations for unprofessional behavior will be kept in the student's PA Program records. All acts of unprofessional behaviors will be considered during the student's didactic and clinical phase summative evaluations.

PROFESSIONALISM EXAMPLES

Professionalism Concerns and Violations

- Tardiness or absence without appropriate notification/approval.
- Student verbal communication that indicates a lack of respect
- Student use of unprofessional language (swearing)
- Student use of potentially discriminatory or demeaning language (speak ill of a patient, use of joke that could reasonably be considered demeaning or discriminatory)
- Evidence of cheating on an assignment or test
- Student intoxication or presumed intoxication from alcohol, prescription, or other drugs
- Student communication or interaction that is openly discriminatory, demeaning, or could reasonably be physically or emotionally harmful to another

During the clinical phase, students are also assessed via preceptor evaluations and direct observation by faculty on clinical site visits.

PROGRAM COMMUNICATION {A3.02}

EMAIL

Upon acceptance to the LMU-Tampa PA Physician Assistant Program, each student will be issued a personal university email account (a “LMU account”) for his/her use while enrolled at LMU. All official university correspondence will be directed to these LMU accounts, and it will be the student’s responsibility to monitor this account regularly and to read all posted University correspondence. Students may use these LMU accounts as they wish, subject to restrictions of LMU’s Acceptable Use Policy. In addition, students are reminded that some of the LMU-generated correspondence to these accounts will contain confidential information, and it is important that they keep their passwords as secure as possible and change their password(s) at least twice each year.

The university recognizes that a student may wish to forward mail issued to his/her LMU account to another email account hosted off-campus, and LMU’s Information services provides instructions for doing this through its Help Desk. In the event that a student elects to forward email initially addressed to their LMU account, he/she still remains responsible for all important dates, events, billing deadlines, or other important forwarded information. In addition, LMU will not be held responsible for any breach of confidentiality that might occur while information is being forwarded to an off-campus location.

Students are required to check their LMU email accounts daily for correspondence from the PA Program, which may include program updates, class schedules, last minute class changes and other critical information. Students are responsible for keeping their email inboxes clean to prevent unsuccessful transmission of program correspondence due to insufficient space. Students are expected to check their LMU email account(s) while on vacation or away from campus. If you are traveling to a location without email access, please contact your advisor prior to departure. Please note that the LMU email server has very limited space. Large files (i.e., PowerPoint presentations, files with pictures, etc.) should not be sent nor stored in your LMU email account. Files should be saved to your hard drive, file space or personal folders. Please note not “checking your email” is not appropriate or acceptable as students are required to read and respond to all correspondence within a 24–48-hour time period. **Failure to communicate with the program within a timely response 24-48 hours will result in an unprofessional citation.**

CANVAS

Students will have access to Canvas, which will provide important information concerning their registered courses throughout their tenure in this program. Faculty and Staff will use Canvas to communicate with students in regard to courses, labs, and other schedule information.

SOCIAL MEDIA {A3.02}

The PA Program recognizes the prevalence and importance of social media in modern education. Social media, however, is not an appropriate or professional means of communication between students, preceptors, and the program and therefore is prohibited.

CONTACT INFORMATION

It is the responsibility of the student to provide the program with an accurate and up-to-date mailing address and telephone number(s). Any changes should be reported immediately to the Physician Assistant Program Administrator as well as the LMU Registrar’s Office. Student contact information must also be

entered and updated in the student portal.

TELEPHONE TREE

Each class of students generates a method of mass communication, usually in the form of a telephone tree, to disseminate information in the event of an emergency or schedule change. A copy of the class “phone tree” should be provided to the Physician Assistant Program Administrator and each Principal Faculty member so that last-minute notifications can be communicated.

STUDENT ORGANIZATIONS

THE LMU TAMPA PA PROGRAM STUDENT SOCIETY (LMU TAMPA-PASS)

The LMU-Tampa PA Program Student Society serves to promote academic achievement and clinical excellence, to advocate for PA students, to serve the community, and to advocate for the advancement of the PA profession. A student board will be elected at the end of the first semester, by the class, to include the minimum of a Class President, Vice President, Secretary, Treasurer, Social Coordinator and Diversity Belonging Chair. The class will also elect an AAPA student Academy Representative and a Florida Academy of PAs Student representative. The student society constitution and bylaws can be obtained by contacting the Appointed Faculty Advisor and the Program's Administrative Coordinator.

DUTIES AND RESPONSIBILITIES OF CLASS OFFICERS

President

This position requires a flexible, open-minded, and motivated person who possesses excellent time management skills. The main responsibility of the class President is to be a good communicator. The President represents the class at state and national meetings, helps with organizing projects and facilitates communication between the class, faculty, campus administrators and other professionals. This position also requires a person to be a team player, since most decisions that are made on behalf of the class are discussed with the Executive board (E-board) members and classmates.

The President will also serve as a liaison between students and faculty. The President will have the responsibility to coordinate schedule meetings with the faculty advisor and will have the responsible to relay announcement to the class when appropriate. Challenge Bowl for both FAPA/AAPA this is part of the PA Program requirements, and the President will assist in the coordination of these events.

Vice President

The main role of the Vice President is to assist the President and other E-board members in all matters that pertain to class issues. The Vice President coordinates special student projects and organizes the new class orientation.

Secretary

The class Secretary is responsible for keeping lecture notes, recording important dates for class events, creating a class email list and forwarding email announcements from faculty and staff to the class list, typing E-board meeting minutes, creating a "phone tree" for last-minute class announcements and organizing the PA Student Resource Room. The Secretary must be extremely organized and able to maintain a good working relationship with other class officers.

Class Treasurer

The class Treasurer is responsible for maintaining the class bank account, tax-free identification number and budget; collecting class dues; issuing checks for class functions; and arranging a representative to speak to your class regarding medical equipment in-service.

The Class Treasurer must have the ability to create Excel spreadsheets, balance a checking account, keep/manage a budget, and take a strong initiative to manage the budget and make reimbursements appropriately is required. The Treasurer also must have knowledge of (or willingness to learn) banking rules pertaining to clubs/organizations and appropriate (as outlined by the university) activities for your class to sponsor. This is by no means a time-consuming position once dues have been set, collected, and registered, and a budget determined.

FAPA/AAPA Representative

The FAPA representative works closely with FAPA on a variety of levels. The FAPA Representative's main duties are to attend FAPA meetings, vote on behalf of LMU-Tampa PA Program in the FAPA elections and update your classmates on current FAPA issues. FAPA meetings are usually held quarterly on a Saturday morning but occasionally have been scheduled bimonthly. Other optional duties are to provide newsletters to FAPA regarding your class activities and progress and assist in projects for the annual FAPA conference in October. The Representative will work closely with the Program Office for both FAPA and AAPA. The AAPA conference is to take place in May of the 2nd summer. The AOR or FAPA/AAPA Representative will need to attend the conference and all student activities. Will also help and support the quiz bowl team that will be participating the AAPA conference.

Social Coordinators

The Social Coordinators are responsible for planning fun activities to give classmates a reprieve from the stresses of PA student life. Examples of past years' activities include a summer picnic for both Didactic Phase and Clinical Phase students, Halloween party, Christmas party, cohort mission trips, community service events and cohort projects.

The Social Coordinators will take pictures of class parties, outings, community service projects and other events. The Social Coordinators are also responsible for assembling a scrapbook at the culmination of the program, which can be entered in an annual AAPA contest. The Social Coordinator will also assist in the organization of blood pressure clinics or blood drives in the community and disseminating health information to the community.

COMMUNITY SERVICE REQUIREMENT {A3.02}

During the course of the student's tenure in the PA Program, he/she will be required to complete a **minimum of 16 hours** of verified community service or volunteer work in the local community. This community service will be completed as part of the clinical phase of the program.

It is the student's responsibility to track these hours and report them to the designated faculty member for inclusion in the student's professional file.

- Excel spreadsheet: calculate the total community service hours.
- Faculty advisor: monthly check-in

These community service hours may be coordinated by the LMU-Tampa Physician Assistant Student Society (PASS) organization for group participation or may be done individually.

- Complete service hours request from prior to completing service hours.
- Training should be provided before the activity if needed.
- Community service may include health and non-health services.
- Community health service is recommended.

The community service should be focused on meeting the medical needs of the local community or community improvement/activities, examples of service opportunities include hosting a medical screening event, volunteering in the medical tent of a charity run/walk event or blood drive, offering education or screenings to attendees of local senior centers. Status on the completion of service hours will be intermittently reported to faculty advisors to ensure that students have appropriate plans to complete required hours before the end of the program.

PROFESSIONAL PHYSICIAN ASSISTANT ORGANIZATIONS

[Florida Academy of Physician Assistants \(FAPA\)](#) exists to empower, represent, and advocate for PAs in Florida and fully integrate PAs into every aspect of healthcare. FAPA provides students with access to their annual symposium, networking opportunities, and information about PA advocacy in FL. Student pricing is available.

[American Academy of Physician Associates \(AAPA\)](#) is the national professional society for PAs, representing more than 150,000 PAs. AAPA advocates and educates on behalf of the profession and the patients PAs serve. AAPA works to ensure the professional growth, personal excellence, and recognition of PAs and to enhance their ability to improve the quality, accessibility, and cost-effectiveness of patient-centered healthcare. Student pricing is available.

[National Physician Assistant Honor Society \(Pi Alpha\)](#) is the national PA honor society of PAEA which was organized for the promotion and recognition of PA students and graduates who have excelled academically, in research, in publishing, in community service, in professional service, and/or in leadership activities. Students who are awarded with this honor will be inducted into the society at the Program's graduation banquet.

[National Commission on Certification of Physician Assistants \(NCCPA\)](#) is the only organization in the United States that certifies physician assistants (PAs). The NCCPA is a non-profit organization that was established in 1974 and offers certification programs that reflect the standards for a PA's clinical knowledge, clinical reasoning, and other medical skills. The NCCPA also sets the passing standards for initial certification, periodic recertification, and other conditions.

[Physician Assistant Education Association \(PAEA\)](#) is the only national organization representing PA educational programs. PAEA works to ensure quality PA education through the development and distribution of educational services and products specifically geared toward meeting the emerging needs of PA programs, the PA profession, and the health care industry.

CEREMONIES FOR THE PA PROGRAM

White Coat Ceremony

The program will hold a ceremony to mark the end of the didactic phase. The program will announce the date and time of this event.

Graduation Ceremony

This is a Ceremony that will take place at end of the final semester. The Program will determine the date and time this event will take place.

LMU TAMPA PA PROGRAM HIPAA AND CONFIDENTIALITY POLICY {A3.18, A3.19}

LMU-Tampa PA Program faculty, staff and students who access electronic PHI are reminded that they are responsible for maintaining the security of their personal account and of their workstation. Violations of LMU-Tampa PA Program policies regarding the security of PHI are punishable by disciplinary steps up to and including termination from the program.

HIPAA Certified or Labeled computers hold access to electronic PHI, such as medical records/health information and are designated for use only for charting or review of PHI. Only “pre-approved” software is to be installed on HIPAA computers in coordination with your department’s information tech representative. If you do not have a technical representative, call the Help Desk for guidance regarding which HIPAA technician is assigned to assist your department. In order for the LMU-Tampa PA Program to comply with federal HIPAA regulations, remember:

To maintain the security of your account

- All users must change their password at least 3 times per year.
- Use a strong password that includes a mix of letters, both upper and lowercase, numbers, and special characters.
- Never write down your password unless it is to be kept in a securely locked area for disaster recovery/emergency purposes.
- Do not give your password to anyone else or let someone work under your account/password—each account can be tracked, and the designated user will be held responsible for privacy violations.
- Report to your supervisor any problems with an account, such as an account that has been locked out for multiple incorrect login attempts without your knowledge.

To maintain the security of your workstation

- Always lock your workstation when you are away from it.
- Log out of the application and/or computer after completing PHI work.
- LMU policy prohibits storing PHI on removable media, such as floppy disks or CDs, or on your computer’s hard drive, such as the “My Documents” folder. PHI may only be stored within the appropriate primary system (SAP, Pyramed, etc.) or in the HIPAA protected network.
- Ensure that only pre-approved software is installed on the workstation.
- Report to your supervisor any new or suspicious software installed without your knowledge.

Additionally, Students will receive HIPAA training at the beginning of both the didactic and clinical phases and must always follow HIPAA regulations. Students must respect the confidentiality of their classmates, patients, standardized patients, patient’s families, Program faculty and staff, and Clinical Preceptors. The

following HIPAA regulations apply:

- Students are NOT permitted to discuss or post on social media any protected health information.
- Students are NOT permitted to obtain or post any pictures of patients or patient encounters.
- Students must “scrub” patient names from any case presentations or other program assignments

Additionally, academic records and FERPA protected information about other students must always remain confidential. Students are only informed of their own performance in the Program. The results of student assessments and of SPC decisions are not posted and are only accessible to the Program faculty and staff with a legitimate need to know. These records are to be kept confidential. Students who violate HIPAA or confidentiality policies will be referred to the SPC for disciplinary action.

LMU TAMPA PA STUDENT DRUG SCREEN, CRIMINAL BACKGROUND CHECK & POLICY AND PROCEDURES

Background Checks/ Drug and Alcohol Testing {A3.02}

Continued enrollment in the LMU-Tampa PA Program is based upon satisfactory results on background checks and drug screenings. The student is responsible for all costs related to background checks.

Once admitted to the PA Program you will be given paperwork that instructs the student on what requirements are mandated prior to the first day of class. This includes a favorable background check and drug screen without detection of any tested substances. During the clinical phase, some sites may require repeat or additional testing of students, such as additional background checks, drug testing, and/or fingerprint screening. In the event a student has an unsatisfactory finding on a background check, such information will be forwarded to the Office of Institutional Equity and Compliance, to review. A student may be denied enrollment or continued matriculation depending on the circumstances regarding the offense. Failure to submit to a background check will result in dismissal from the program.

DRUG SCREEN BACKGROUND AND PURPOSE

The purpose of this policy is to provide a safe treatment, working and learning environment for patients, students, clinical and institutional staff, and protection of property during enrollment in the LMU-Tampa Physician Assistant Program. Health care accreditation organizations mandate that hospitals and other health care agencies require students, who participate in the care of patients, be subject to the same compliance and work standards as their employees. Accordingly, submitting a negative drug screen is a condition for participation in certain clinical experiential learning opportunities offered during the didactic phase of the LMU-Tampa PA Program curriculum, as well as certain Supervised Clinical Practice Experiences (SCPE) offered during the clinical phase of the program.

POLICY STATEMENT

As a prerequisite to participating in patient care, LMU-Tampa PA students may be required to undergo one or more random drug screens. Such randomized testing is necessary in order to adhere to the requirements of our clinical affiliates. When required by clinical facilities, students must complete drug screening prior to the onset of the given clinical experience. Students are financially responsible for services related to urine drug screening. Depending on the specific clinical site requirements, this may need to be repeated annually or more frequently.

Drug screening results that limit the Program’s ability to secure clinical experiences may prevent a student from being promoted within the program or recommended for graduation. By accepting admission into the

LMU-Tampa PA program, students agree to submit to a drug screening, and also agree to pay expenses associated with these requirements.

Acceptance into and successful completion of the LMU-Tampa PA Program does not imply or guarantee that the student will be able to obtain state licensure upon graduation.

PROCESS

1. Process For Obtaining the Required Drug Screen

- Upon enrollment in the program, the LMU-Tampa PA program will instruct students in the process of contacting the vendor with which the program has established a reporting relationship.
- The approved vendor will notify students via e-mail of the deadline for completion of any required drug screens throughout the course of the program.
- The approved vendor will provide students with instructions regarding obtaining and authorizing release of all required drug screen results.
- The required drug screen will consist of but not be limited to: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and MDMA (Ecstasy).
- Results of all student drug screens will be provided by the approved vendor to the Program Director and/or the Clinical Education Director of the PA Program. Results will only indicate whether the test result is “negative” or “non-negative”. No additional information will be provided to the program.
- The approved vendor will ensure that all “non-negative” results are reviewed by a medical review officer/physician (MRO). A test is not considered “non-negative” until the MRO determines that the results are not due to a legally prescribed prescription medication being used as directed by their health care provider, or due to some other plausible reason. In these cases, students will receive a complete report and will have the opportunity to provide additional information/ documentation to the MRO for consideration. The LMU-Tampa PA Program Director will be notified that the drug screen is undergoing review by the MRO. Following review, the program will receive notification of whether the results are deemed to be “negative” or “nonnegative”.

2. Program Examination of Urine Drug Screen Results

- The LMU-Tampa PA Program Director and the Clinical Education Director will review all required drug screen reports for enrolled PA students.
- Because of the mandate to comply with health system policies, and the serious implications of a “non-negative” test, disciplinary actions against students may be imposed without the customary mechanisms of warning and probation.
- Students may not begin or continue coursework (clinical or non-clinical) immediately after a “non-negative” urine drug screen is received. As a result, the student will not be able to complete the requirements of the education program and will be dismissed from the program following final review by the LMU-Tampa PA Program Director.

3. Appeals Process

A PA student dismissed from the program may initiate the appeals process within five (5) business days of receiving written notification of a nonnegative drug screen result and subsequent dismissal.

If a student chooses to appeal, they must submit a letter explaining the reason for the appeal to the School of Medical Sciences (SMS) Assistant Dean of Academic Affairs (ADAA). The SMS Associate Dean handles the appeals process without the Assistant Dean of Academic Affairs.

The Appeals Committee comprises SMS faculty members from each of the School's PA programs. The SMS ADAA may make Limited, one-time reassignments should a conflict of interest arise. All Appeals Committee meeting proceedings are confidential and closed to anyone not part of the Appeals process. In rare cases, the Appeals Chair may ask the student to meet with the Appeals Committee. In such cases, only the student will be allowed to attend; no family members, friends, or legal entities are allowed. Meeting minutes are recorded and maintained by the Appeals Committee Chair. No other forms of recording shall be permitted by the student or committee members. Appeals Committee members should not discuss the student or the case details before or after the meeting with each other or with non-committee members. Only information presented in the scheduled meeting may be considered in the appeals decision.

Appeals must fall into one of the following three categories and be specified in the student's letter:

1. The sanction imposed is disproportionate to the violation;
2. The processes utilized were flawed; or
3. New evidence exists that was not available, and the evidence would have likely altered the outcome.

The SMS ADAA reviews the student's letter of appeal. If, after investigation, the SMS ADAA determines if the student's appeal meets the above criteria, all materials reviewed by the SPC, the student's letter, and any new evidence is forwarded to the Appeals Committee.

The Appeals Committee reviews the student's letter of appeal, and any new evidence provided by the student (if applicable) and determines if the original recommendation(s) should be upheld or if an alternate recommendation is needed. The Appeals Committee does not meet with or consider testimony from representatives for the student or entertain any information not relevant to the reason for the dismissal.

Within three (3) business days following the Appeals Committee meeting, the student will receive notification of the Appeals Committee's decision regarding the original recommendation(s) and relevant instructions/expectations via the student's University-issued email account. The ADAA will pass this information to the student via email. Additionally, the Chair of the Appeals Committee will send an official letter to the student through U.S. Mail.

Once the Appeals Committee has met and made its decision, the Chair will have 24 hours to inform the ADAA of the decision. The Appeals Committee Chair also forwards the decision(s) to the SPC Chair.

MAINTENANCE OF RECORDS AND CONFIDENTIALITY {A3.18, A3.19}

Drug screen results will be retained by the LMU-Tampa PA Program Director and will remain separate from other student educational and academic records. Confidentiality will be maintained in compliance with the Family Educational Rights and Privacy Act (FERPA) and any other appropriate requirements and/or guidelines.

STUDENT HEALTH AND IMMUNIZATION POLICY {A3.07a}

BACKGROUND AND PURPOSE

The purpose of this document is to define policies, procedures and availability of health services for students enrolled in the Physician Assistant Program.

POLICY STATEMENT

1. All students **MUST** provide proof of health insurance prior to matriculation. Each student's personal health insurance policy must remain active throughout their participation in the program.
2. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g., TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment).
3. The following health requirements are mandatory and must be fully complied with prior to matriculation.

A. Tuberculosis

One of the following completed within the past 12 months is required:

- Two-step TB skin test (administered 1-3 weeks apart)
- QuantiFERON Gold blood test (lab report required)
- If positive results, submit a clear chest x-ray (lab report required)

B. Immunizations

Students must be current on all required immunizations. Either record of immunization or serologic proof of immunity must be provided for all listed conditions recommended by the Centers for Disease Control and Prevention for health care personnel, to include, but may not be limited to:

- **Hepatitis B: BOTH of the following are required:**

- A complete vaccination series AND
- A positive antibody titer (lab report required)
- If your titer was negative or equivocal, you must repeat the series and provide a 2nd titer.

- **Measles, Mumps & Rubella (MMR)**

One of the following is required:

- 2 vaccinations: The first vaccination **MUST** be administered **AFTER** the age of 1 regardless of vaccination type. Vaccinations can be a combined MMR vaccination, however if individualized vaccinations are submitted you **MUST** submit 2 vaccinations for Mumps and Measles and 1 vaccination for Rubella OR
- Positive antibody titer (lab report required) for all 3 components. If your titer was negative or equivocal, you must receive 1 booster vaccine (administered after your titer) and provide a 2nd titer.

- **Varicella**

One of the following is required:

- 2 vaccinations OR
- Positive antibody titer (lab report required)
- If your titer was negative or equivocal, you must repeat the series.

- **Tdap (Tetanus/Diphtheria/Pertussis)**

One of the following is required:

- Documentation of a Tdap (Tetanus, Diphtheria & Pertussis) vaccination administered within the past 10 years OR
- Documentation of a Tdap vaccination administered from any time AND a Td (Tetanus & Diphtheria) booster administered within the past 10 years. Renewal will be set for 10 years from the most recent vaccination. Upon renewal, a Td booster is required.

- **Influenza**

Students will be required to obtain influenza immunization annually while enrolled in the program.

- **COVID-19**

For those receiving updated mRNA COVID-19 vaccines, persons aged ≥ 5 years without immunocompromise are recommended to receive 1 updated COVID-19 vaccine dose, irrespective of previous COVID-19 vaccination history. For those receiving updated Novavax COVID-19 vaccines, persons ages ≥ 12 years without immunocompromise are recommended to receive 2 updated COVID-19 vaccine doses if previously unvaccinated and 1 updated dose if previously vaccinated with any COVID-19 vaccine. For those who have received previous COVID-19 vaccines, the updated vaccine should be administered ≥ 2 months after receipt of the most recent dose.

A. Other Immunizations

Students may occasionally be involved in patient care activities that require additional immunizations or disease prophylaxis (e.g., international rotations). It is the responsibility of the student to consult with the PD/CED to determine if any additional precautions are necessary.

Clinical sites may require additional vaccinations and documentation.

Students who have a medical contraindication for specific vaccinations may have additional requirements mandated (e.g., students who have a medical contraindication for influenza vaccination may be required to wear a mask during the entire influenza season). Some clinical facilities do not permit students who have not had the influenza vaccination or Covid-19 vaccination for medical reasons, even with use of a mask. Changes in clinical site requirements may necessitate changes in clinical rotation assignment or the inability to be placed on clinical rotations.

4. Historical documentation without primary source evidence of tuberculosis screening, immunizations and/or serologic proof of immunity will not satisfy the program's documentation requirements.

The following qualify as legitimate proof of immunization/TB testing status:

- Copies of the applicant's medical record(s) on which administration and results of tuberculosis screening data is recorded.
- Copies of the applicant's medical record(s) on which administration of the immunization series is documented by the immunization provider (including immunization cards signed by the administering health care professional/agency).
- Copies of the laboratory report(s) documenting results of serologic testing for immunity (antibody test results).
- Copies of the applicant's medical record(s) or a letter from the applicant's health care provider documenting immunization non-conversion and explaining the process by which that

conclusion was reached.

- Immunization records must be submitted to the CORE compliance tracking system, NOT to the Physician Assistant Department.
- The PA program will access CORE to ensure completion of required immunizations and TB screening of all students.
- Students will be provided access to CORE online files.
- **Program Director, principal program faculty, medical director, or program staff WILL NOT participate as health care providers for students enrolled in the program and WILL NOT have access to any student health information other than that defined in this policy.**

All costs associated with meeting the above immunization requirements are the sole responsibility of the student.

STUDENT HEALTH INFORMATION CONFIDENTIALITY STATEMENTS {A3.07a, A3.19}

Student health records are confidential and are not accessible to or reviewed by Program Faculty or staff except for immunization and tuberculosis screening results.

STUDENT HEALTH TREATMENT STATEMENTS {A3.07a, A3.09}

Except in an emergency, the Program Director, Medical Director, and Principal Faculty may not participate as health care providers or behavioral health counsellors for students in the Program.

HEALTH INSURANCE REQUIREMENTS {A3.07a}

Students are required to maintain personal health insurance during enrollment in LMU Physician Assistant Program. Proof of insurance coverage must be provided prior to orientation. Students are responsible for all personal health care costs incurred while enrolled in the PA Program. These costs may include but are not limited to immunizations, illness, PPD testing, health evaluation post exposure to a communicable disease, or other accidental injuries sustained during program mandated training activities. Due to the potential for exposure to infectious materials, insurance should cover screenings, diagnostics, treatments, and short- and long-term disability compensation that may result from any potential exposure. All screening, treatment, or disability maintenance costs that insurance does not cover will be the sole responsibility of the student. All covered, uncovered, or related costs are the exclusive responsibility of the student and not the responsibility of the Lincoln Memorial University.

STANDARD PRECAUTIONS {A3.08a}

Definition

Standard precautions are the minimum safety and infection prevention practices that apply to all patient care, laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in Standard Precautions early in the program during orientation and throughout the didactic phase of the program.

Compliance with all safety practices is not just a good procedure - it is a mark of your professionalism. **Persistent failure to observe and practice Standard Precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Student Progress Committee.**

Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations.

Standard Precautions

Standard precautions are the minimum safety and infection prevention practices that apply to all patient care, laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in Standard Precautions early in the program during orientation and throughout the didactic phase of the program.

Standard Precautions include:

- **Hand hygiene**

Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea, in which cases soap and water should be used. Key situations where hand hygiene should be performed include:

 - Before touching a patient, even if gloves will be worn.
 - Before exiting the patient's care area after touching the patient or the patient's immediate environment.
 - After contact with blood, body fluids or excretions, or wound dressings.
 - Prior to performing an aseptic task (e.g., placing an IV, preparing an injection).
 - If hands will be moving from a contaminated-body site to a clean-body site during patient care.
 - After glove removal.

- **Use of personal protective equipment (PPE):**
 - Exam gloves will be worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
 - Facial masks, protective eyewear, and/or gowns (as well as gloves) will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.

- **Safe injection practices**
 - No recapping of needles unless required by the specific procedure being performed.
 - Use of self-sheathing needles and/or needleless systems when available.
 - All needles and other disposable sharps will be placed in designated puncture resistant containers as soon as possible after their use.

- **Safe handling of potentially contaminated surfaces or equipment**
 - Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity as outlined by the laboratory course director/instructor.
 - Medical equipment safety. Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process the device may not be suitable for multi-patient use.

- **Respiratory hygiene/Cough etiquette**
 - Cover mouth/nose when coughing or sneezing.
 - Use and dispose of tissues.
 - Perform hand hygiene after hands have been in contact with respiratory secretions.
 - Consider using a mask to prevent aerosol spread. Consult with your clinical preceptor regarding specific clinical policy on when masks must be used.
 - Sit as far away from others as possible when ill with respiratory symptoms.

Compliance with all safety practices is not just a good procedure - it is a mark of your professionalism. **Persistent failure to observe and practice Standard Precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the SPC.**

SAFETY TRAINING {A3.08a}

Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations.

Student safety and security is of utmost importance while on clinical rotations. The program conducts routine site visits to evaluate the safety of students at clinical sites. If an incident occurs where the student feels themselves in immediate danger, they are required to clearly communicate distress by any means possible, remove themselves from the situation, and call 911. If at any time while on clinical rotations a student feels that the rotation site is unsafe, the student must contact the Clinical Education Director or Clinical Coordinator immediately by telephone, text, or email. This includes any form of harassment or bullying behaviors. The program investigates all concerns or allegations promptly.

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA) PRECAUTIONS {A3.08}

Working in a clinical setting can expose the student to a wide variety of health risks, including infectious disorders. Health care professionals and students can also act as vectors for infectious illnesses to patients who are already ill and sometimes immune-compromised. Safety of the student, patients, and other healthcare providers is critical to the health and well-being of all. Health care practitioners can reasonably anticipate that they will come in contact with blood and/or other potentially infectious materials. **Therefore, all students will complete OSHA training** prior to the clinical mentorship and clinical rotation and must be compliant with OSHA and universal precaution requirements, including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures while on clinical mentorship and clinical rotations. The program provides this training, and any certificates obtained must be uploaded to CORE by the student. Some institutions may require that a student complete HIPAA and OSHA training through their educators. If that is a requirement for a student to rotate in that institution, then the student must repeat their training.

Failure to comply with these requirements will result in removal or declination from the site as well as a referral to the SPC for any further disciplinary proceedings.

Post-Exposures {A3.08}

The Physician Assistant Program recognizes that as students begin to interact with patients as part of their clinical training, they will encounter the risk of exposure to infectious diseases. Recognizing that there is no way to totally eliminate this risk and continue to provide a meaningful and quality medical education, the LMU PA Program provides all students appropriate training in universal precautions and other risk reduction behaviors before entering the patient care environment.

The accidental exposure policy is composed of three prongs, which are designed to 1) reduce the incidence of exposure, 2) protect others from being exposed to infected students, and 3) train students what to do in the event of an accidental exposure.

Before a clinical rotation begins - Most hospitals and/or healthcare systems have set protocols and a contact person for accidental exposure cases. Students are responsible for making themselves aware of both the protocol and contact person BEFORE the rotation begins. **Many students will receive this information during a hospital orientation. However, some sites may not provide such information and therefore students need to be proactive in asking ahead of time.**

Needle Stick and Blood Borne Pathogen Exposure

If a student experiences a needle stick, sharps injury or is otherwise exposed to bodily fluids of a patient while on a clinical rotation, the student should:

1. **Immediately** wash the area, scrubbing skin with soap and water.
 2. **Immediately** report the incident to the attending physician or other appropriate supervising physician. Prompt reporting is essential. In some cases, post-exposure treatment may be recommended and should be started as soon as possible. If there is potential exposure to HIV, it is imperative to initiate prophylactic treatment within two hours of the incident. Also, without prompt reporting, the source patient may be discharged or otherwise lost to follow up before testing for infectious disease can be conducted.
 3. **Seek post-exposure services.** Clinical sites will have a policy in place for blood borne pathogens, with a point of contact. The student should **follow the policy of the training site**. If on a core rotation, contact the Site Coordinator for instructions. If on a non-core rotation, contact the nursing supervisor or employee health service. If it is after hours or if the student cannot locate a person to guide them, he or she should go immediately to the emergency department and identify them self as a student who has just sustained an exposure.
 4. **Complete and submit the LMU Incident Report.** The student should report the incident to his or her LMU-SMS Clinical Education Director **and** complete **and** submit the LMU Incident Report **within 24 hours of the exposure**. The training site may require the student to complete a separate incident report for their facility. The LMU Incident Report can be obtained from the Director of Continuing Education Development. (norma.wells@lmunet.edu).
- It is extremely important that students report incidents promptly to LMU-SMS to avoid problems that may occur later with payment for post-exposure treatment.***
5. **Costs Incurred.** Most training sites provide post-exposure treatment to students free of charge. If there are charges for services, the student must file all medical claims to his or her personal medical insurance first, then to the LMU intercollegiate policy.

The student **must**:

1. File a claim with his or her personal insurance policy
2. Complete the LMU intercollegiate claim form. This form can be obtained from the Director of Continuing Education Development..
3. Make a copy of the front and back of the insurance card
4. Collect all bills associated with the incident that has not been paid by the insurance company. Keep a copy of the Explanation of Benefits (EOB) provided by the insurance company.
5. Collect a UB4 or HCFA billing statement from the billing office of the facility where treatment was received.
6. Submit all items listed to:

Norma Wells, Director of Continuing Education Development
6965 Cumberland Gap Parkway

Harrogate, TN 37752
Phone: 423.869-7186
FAX: 423.869-7425
norma.wells@lmunet.edu

LATEX ALLERGY POLICY {A3.08a-b}

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. Although students with localized contact irritant dermatitis can be accommodated, those with a history of generalized reactions or true anaphylaxis need clearance from an allergist and may need to carry an Epi-pen.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences. Although the Program will do all it can to provide latex-free gloves during laboratory session, it cannot guarantee a latex-free environment because other students may not be using latex-free gloves and other materials. Furthermore, we cannot guarantee a latex-free environment at every clinical training site. If a student chooses to proceed with training in the face of significant risk, the student will be required to sign a waiver stating that he or she understands the risk. This waiver will be forwarded to each of the student's clinical sites.

SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY {A1.02g}

The Hillsborough County Sheriff's Office and the Lincoln Memorial University Police Department wish to welcome all new and returning students to all LMU campuses. The University strives to provide an environment that is as crime-free as possible in which you can live, work and study. Each officer is trained to manage and respond to the needs of the community in a professional and efficient manner. All crime or emergencies, including fire, hazardous materials spills, police emergencies, or anything that threatens imminent harm to people, must be reported to LMU Campus Security at (813)-331-4613, to 911, or to the Hillsborough County Sheriff's Office at (813)-247-0600. If the local authorities are contacted about criminal activity off-campus involving LMU students, they may notify the LMU Police and Security Department. Students in these cases may be subject to arrest by the local police and also may be subject to University disciplinary proceedings.

LMU TAMPA BUILDING ACCESS AND SECURITY {A1.02g}

During regular business hours, the LMU-Tampa PA Program building is open to students and employees. During non-business hours, access is not permitted. Typical business hours are 7:00 am-6:00pm. Additional access hours may be scheduled to allow students to study and practice clinical or physical examination skills. Students will be made aware of the study hours schedules when they become available. Students trying to enter the building during non-approved hours may be subject to disciplinary action.

CONTACT INFORMATION FOR REPORTING ON CAMPUS CRIME AND EMERGENCIES {A1.02g}

All crime or emergencies, including fire, hazardous materials spills, police emergencies, or anything that threatens imminent harm to people, must be reported to Campus Security at (813)-331-4613, to 911, or to the Hillsborough County Sheriff's Office at (813)-247-0600.

LMU EMERGENCY NOTIFICATION SYSTEM (LIVESAFE) {A1.02g}

LMU utilizes the FREE LiveSafe alert system to notify university members in the event of any emergency. All employees and students are automatically enrolled in LiveSafe by email and alerts are sent to their LMU email address. Students MUST download the LiveSafe App. If they wish to also receive alerts by phone:

LiveSafe App Download Instructions

1. Visit the Google Play or App Store and search for "LiveSafe."
2. Download the app, register with your email, and fill out your profile.
3. Search for and select "Lincoln Memorial University" as your school.

The LiveSafe notification system is initiated during severe weather, violent conditions, or hazardous incidents that pose danger to the safety of LMU students and employees. Notifications include a description of the situation, its exact location, and any emergency procedures that are to be followed. Local police and emergency responders are also alerted of any immediate threat, on-campus emergency. Immediate threats include but are not limited to active shooter incidents, mass acts of violence, tornadoes, terrorist attacks, or hazardous materials incidents.

LMU WEAPONS POLICY {A1.02g}

Visitors, students, and employees are prohibited from possessing weapons of any kind, including but not limited to firearms, fireworks, guns, explosives, bows and arrows, knives, paintball guns, etc. while on LMU property, at any university-sponsored activity, or while at any clinical site, even if the weapons are legally registered. Visitors, students, and employees are also prohibited from keeping weapons in their personal vehicles parked on LMU's premises. LMU reserves the right, based upon reasonable suspicion of a violation, to search an office, vehicle, or property of a visitor, student, or employee or require them to remove a jacket or sweater and to turn out their pockets. Individuals are permitted to carry mace, pepper spray, and pocketknives with blades no longer than three (3) inches as long as they are concealed in a pocket, purse, briefcase, or other personal belonging. Violation of this policy may result in disciplinary action or arrest. Some clinical sites may have additional weapons regulations that must be followed.

OFF CAMPUS CRIME INVOLVING LMU STUDENTS {A1.02g}

If the local authorities are contacted about criminal activity off-campus involving LMU students, they may notify the LMU Police and Security Department. Students in these cases may be subject to arrest by the local police and also to University disciplinary proceedings.

REPORTING STALKING {A1.02g}

The State of Florida criminalizes stalking. A person commits the crime of stalking if, with intent to harass another person, that person engages in conduct that is reasonably likely to harass that person and cause credible threat, threat made with the intent to cause a person to reasonably fear for his or her safety. In Florida, misdemeanor stalking is punishable by up to one year in jail, and felony or aggravated stalking is punishable by up to five years in State Prison. All stalking incidents or suspicions should be reported to the LMU Police and Security Department at 423.869.6911 or to 911.

SEX OFFENDER REGISTRY AWARENESS {A1.02g, j}

It is recommended that students visit the [Florida Sex Offender Registry](#) for information about registered sex offenders living near campus.

LMU ANNUAL SECURITY & FIRE SAFETY REPORT (THE CLERY ACT) {A1.02g}

The [LMU Annual Security & Fire Safety Report \(ASFSR\)](#) will be published online by October 1st of each year. The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA) To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752. Additional information on LMU Crime reporting and the Clery act can be found on the website.

TOBACCO AND E-CIGARETTE/VAPE POLICY{A3.02}

Because we recognize the health hazards caused by exposure to tobacco smoke and tobacco products, we aim to provide a tobacco-free environment. Use of tobacco products and e-cigarettes or other "vaping" devices is not permitted within the facilities, at clinical sites, on campus, or at University sponsored events.

ALCOHOL AND DRUG USE POLICY {A3.02}

Students are expected to behave in a manner that does not jeopardize the health or safety of themselves or others. With the understanding that improper alcohol or drug use can impact future licensing and credentialing of PAs, the program has established the following guidelines:

- Follow local, state, and federal laws regarding the use, possession, and distribution of alcohol/drugs
- Individuals are precluded from operating a motor vehicle, providing patient care, or participating in any educational or program-sponsored activity while under the influence of alcohol. Do not become involved in disruptive or disrespectful alcohol/drug-related behavior
- Do not provide alcohol to underage individuals
- Do not become involved in reckless/unsafe alcohol consumption

Alcohol or drug misuse that adversely impacts a student's health, academic status, or leads to inappropriate or unsafe behaviors will be evaluated by the SPC and can lead to a range of actions, from professional probation up to and including dismissal from the program. At any time during the program, the program may request that the student present for alcohol testing. A refusal to comply with a request to submit to alcohol testing may result in dismissal from the program

ARREST/CRIMINAL ACTIVITY/DUI POLICY {A3.02}

Students arrested or formally charged with any infraction of the law, other than minor traffic violations, while matriculated as an LMU-Tampa PA student, shall report such violation or charges to the Program Director within **two business days of the offense**. Students failing to report an arrest are subject to immediate dismissal. Enrolled students with criminal violations are subjected to the following:

- Students arrested for alcohol, illegal prescription, other illegal substance, or DUI charges will be sent to the SPC for disciplinary actions, which may include, but are not limited to probation, referral to appropriate treatment/counseling, or dismissal from the program.
- Students found guilty of alcohol, drug, illegal substance, or DUI charges will be dismissed from the program.
- Students arrested for charges other than alcohol or drugs will be referred to the Program Director, the SMS Dean, and/or LMU Administration to determine an appropriate plan of action based on university policy.

CLINICAL SITE SAFETY {A1.02g}

In the development of clinical sites, safety of these sites is evaluated by the Program prior to approval of the clinical site. To ensure student and faculty safety at clinical rotation sites, the Program also conducts site visits to evaluate the safety of each clinical site. Any clinical site deemed unsafe is immediately discontinued by the Program. Furthermore, students are never required to rotate at a site where they feel unsafe or where security seems inadequate.

Any student who fears that their safety is in immediate jeopardy must leave the immediate area, walk to a more populated area if possible, and call 911 to report the issue to the police.

If a student feels unsafe but is not in imminent physical harm at a clinical site, the student should immediately report this to the preceptor, the office manager, and/or security. If the situation is not handled immediately by on-site personnel, then the student is to report it to the Clinical Education Director. The

Program takes seriously any student allegation or concern regarding safety and will promptly investigate any safety concerns. The PA Program will address issues regarding safety and security. The student may be relocated to a new rotation site. Should this occur, there will be no penalty to the student.

To assist the Program in ensuring safety, all students must ensure that the Program has updated and correct contact and emergency contact information, and that absences are reported promptly to the clinical team. The Program should know where students are during all work hours for the rotation site.

Students at the clinical site should:

- Be aware of their surroundings at all times.
- Familiarize themselves with the safety procedures at the clinical site.
- Store all valuables, such as a wallet, checkbook, jewelry, or keys, out of sight.
- Travel with a friend or request a security escort if safety is of concern.
- Avoid shortcuts through isolated areas.
- Have a charged cell phone and car keys on them at all times.
- Park in well-lit areas.
- Lock doors and windows when going out and never prop doors open when entering/exiting.
- Do not store large amounts of money or credit cards.
- Report any burnt out entrance/hallway lights to the appropriate personnel.
- Call Security immediately with any unusual activity or loitering on hospital grounds.

HOUSING SAFETY DURING CLINICALS {A1.02g}

LMU does not provide housing to students enrolled in the LMU-Tampa PA program during their didactic or clinical phase. During the clinical phase, rotations may be such that the student will have to seek lodging alternatives during distant rotations. This is the student's responsibility to secure housing during such rotations. In the interest of our students' well-being and safety when securing these housing arrangements, we have provided a list of references to help ensure that the living arrangements students are secure in safe accommodations.

- [The Apartment Security Guide for Renters](#)
- [The Guide to Securing a Safe, Comfortable Apartment on a Budget](#)
- Google "safest areas to live in ____"
(This will bring up statistics on the surrounding neighborhoods.)
- If you ever feel you are in an unsafe environment, please make sure to reach out to the clinical team so we can help provide additional resources to improve your safety.

IDENTIFICATION AND COMMUNICATION

IDENTIFICATION AS A PA STUDENT (PA-S) POLICY {A3.06}

All students must clearly identify themselves as Physician Assistant Students (PA-S) in all academic, clinical, and professional settings. This policy ensures transparency, maintains professional boundaries, and upholds patient safety. Specific requirements include:

1. Prohibited Misrepresentation:
 - Students must never imply or state that they are physicians, residents, medical students, certified PAs (PA-C), or colleagues of clinical preceptors.
 - Titles earned prior to matriculation (e.g., RN, EMT, Ph.D.) may not be used in any capacity during Program activities.
2. Identification Standards:
 - A PA Student ID badge must be always worn in a visible location during:
 - Clinical rotations,
 - University-sponsored events,
 - Any activity representing the Program.
 - The program works with clinical sites to ensure that PA students are readily distinguishable from other learners and staff. This may involve specific dress code requirements, name tags, or other site-specific identification protocols.
3. Consequences for Non-Compliance:
 - Violations of this policy will result in referral to the Professional Progress Committee (SPC) for disciplinary action. Outcomes may include but are not limited to:
 - Formal probation
 - Suspension from the program
 - Dismissal from the program

IDENTIFICATION BADGE POLICY {A3.06}

A picture identification card (ID) will be issued to all students to be used throughout the Program. IDs are used to obtain entrance to campus activities and facilities and to identify the student. Students must have their ID visible on their body at all times while on campus and on clinical rotations. Students without their LMU ID Badge may be denied access to campus facilities. A student may be fined \$25.00 for not having their student ID on campus. A \$10.00 fee is charged for replacing lost IDs. Students may be also required to wear a separate security I.D. badge at clinical sites. The clinical site(s) will make any arrangements for this during orientation, prior to beginning the rotation.

STUDENT E-MAIL RESPONSE/COMMUNICATION POLICY {A3.02}

LMU e-mail is the official means for Program communication throughout both the didactic and the clinical phase. It is the student's responsibility to check LMU e-mail **at least every 24 hours**. Students who do not respond to faculty emails within 24 hours will be offered an initial warning, repeat offenses will be referred to the SPC for disciplinary action. Students are not permitted to use non-LMU email for LMU-related correspondence. Faculty will not respond to emails sent from personal accounts.

STUDENT E-MAIL SIGNATURE POLICY {A3.06}

Students are to set up their email signature for their LMU email account as follows:



Student Name, PA-S
Physician Assistant Student
Lincoln Memorial University,
School of Medical Sciences,
Tampa Physician Assistant Program

Student.name@LMU.net
Cell: 123.456.7891

Lincoln Memorial University
School of Medical Sciences
3102 E. 138th Avenue
Tampa, FL 33613

www.LMU.net

PROCEDURE FOR LEGAL CHANGE OF NAME OR ADDRESS NOTIFICATION {A3.06}

If a student legally changes their name, they must notify the Registrar, the Admissions Coordinator, Security, Information Services, Financial Aid Officer, and the Didactic Education Director (during the Didactic phase) or the Clinical Education Director (during the Clinical phase).

If a student changes their address and/or emergency contact information, they must notify the Didactic Education Director (during the Didactic phase) or the Clinical Education Director (during the Clinical phase).

POLICY ON ADDRESSING FACULTY AND STAFF

As a part of professionalism, all students are expected to address and refer to all program faculty, staff, and clinical preceptors by their professional title or Mr./Mrs. and their last name. For example, Dr. Maxwell, Professor Lawrence, and Ms. Nelson. Students who do not follow this policy may be referred to SPC for professionalism concerns.

PREGNANCY NOTIFICATION PROCEDURE {A3.08}

The potential for injury increases when a person is pregnant, lactating, or temporarily disabled. The greatest hazards exist while working directly with patients, which may result in serious injury to any person or fetus involved. Exposure to formalin, toxic drugs, abortifacients, infectious agents, inhalation anesthetics, radiation, and other agents presents additional hazards. Pregnant, lactating, or temporarily disabled students must complete the following requirements to continue to participate in the program's curriculum:

- Immediately notify the Program Director of pregnancy, lactation, or temporary disability.
- The Program Director will provide the student with the Title IX director's contact information and inform the student that the Title IX director can provide supportive measures.
- Contact their treating health care provider immediately to obtain recommendations for minimizing exposure to hazards that may be associated with participation in the program's curriculum.
- Provide the Program Director with a signed statement from the treating health care provider that defines permitted limits of exposure to possible hazards during the period of pregnancy, lactation, or temporary disability.
- Provide the Program Director with updated recommendations from the treating health care provider for each semester during which they are pregnant, lactating, or temporarily disabled.

- Notify the Program Director of any change in recommendation(s) from their treating health care provider.

The Program Director decides, in consultation with the Office of Accessible Education Services, whether accommodation for the treating health care provider's recommendations are possible while meeting the technical standards and academic requirements of the program. Time off due to pregnancy, lactation, or temporary disability may result in a delay in progression in the program including a delay in beginning SCPEs, a delay in graduation, and failure to complete the program curriculum within 48 months of initial matriculation.

The program recognizes that pregnant, lactating, and temporarily disabled students have rights and bear the responsibility for decisions concerning their health and should expect due consideration from program faculty and staff. At the same time, students must complete all requirements of the program's curriculum by following a schedule or plan that allows them to meet the minimum technical standards and academic requirements of the program and which deems the risks assumable by students and their treating health care provider. Program faculty and clinical preceptors may refuse to allow a pregnant, lactating, or temporarily disabled student to be actively involved in any learning or assessment activity whenever the potential for accidents or exposure to hazards is considered too high and the treating health care provider has not cleared the student

PROCESS AND PROCEDURES OF STUDENT HARASSMENT

REPORTING TITLE IX OFFENSES (DISCRIMINATION OR HARASSMENT) {A1.02J}

LMU has a zero-tolerance policy for sexual harassment, discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Individuals who experience, witness or are informed that an incident of sexual misconduct, harassment, or discrimination has occurred should report it as soon as possible. Reports should be directed to the LMU Title IX Coordinator at titleix@LMU.net; contact information and incident forms are located at <https://www.lmunet.edu/office-of-institutional-compliance/report-an-incident>

All LMU employees are Mandatory Reporters for sexual harassment on campus. This means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex-based discrimination, the employee is required to report the information to the Title IX Coordinator.

A prompt, thorough, and confidential investigation will be conducted by the LMU Title IX office. Investigations will include obtaining statements from involved parties and witnesses. Complainants and witnesses will be protected from retaliation for making a report or assisting in an investigation. Students should immediately report retaliation to the Title IX coordinator. If the investigation reveals that the complaint is valid, prompt corrective action designed to stop the harassment immediately and to prevent recurrence will be taken. If a complaint or report determined to be invalid, was made for an improper purpose, or individuals provided false information, disciplinary action may be taken against any individual who gave false information.

REPORTING MISTREATMENT/GRIEVANCES REGARDING PROGRAM FACULTY, THE PROGRAM, OR THE UNIVERSITY (A3.15F)

A grievance is defined as dissatisfaction with an action or inaction that is non-academic and perceived as unjust, inequitable, or creates undue hardship. **Students should contact the Office of Institutional Compliance/Title IX Coordinator** (titleix@LMU.net or 423-869-6315) **as soon as possible for any grievance stemming from sexual harassment, racial discrimination, or any other discriminatory act.** Updated contact information is available at <https://www.lmunet.edu/office-of-institutional-compliance/>. Each student can advise the Program of grievances with the assurance of fair treatment. The student, faculty, or staff member alleged to have caused the grievance must be fully informed of the allegations and provided the opportunity to respond fairly and reasonably.

If a student has a conflict with a Program faculty or staff member, the student should attempt to resolve the conflict in a direct and constructive manner with the faculty or staff member as soon as possible. If a resolution cannot be reached, the student may then request help from the Program Director. If the conflict remains unresolved, the student may then request help from the School of Medical Sciences Dean.

If a student has a conflict with a faculty or staff member from a different LMU Program, the student should attempt to resolve the conflict in a direct and constructive manner with the faculty or staff member as soon as possible. If the conflict remains unresolved, the student may then request help from the Program Director. If the conflict remains unresolved, the student may then request help from the School of Medical Sciences Dean.

LMU-TAMPA PA PROGRAM CLINICAL PHASE

CLINICAL PHASE OVERVIEW

The Clinical Phase has a separate Handbook as there are many policies and procedures that are unique to the clinical phase. However, this section provides a brief overview of the clinical phase structure and basic policies and procedures. **Students must sign a declaration prior to beginning the clinical phase stating they have read, understand, and agree to abide by all clinical phase policies.**

TERMINOLOGY FOR CLINICAL PHASE

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
- Supervised Clinical Practice Experience (SCPE).
- Standards associated with Clinical phase (B3.01, B3.02, B3.03, B3.04, B3.05, B3.06, B3.07).
- [Additional Standard: ARC-PA Standard A3.03 -Students must not solicit clinical sites or preceptors. The Program must coordinate Clinical Sites and preceptors for program-required rotations. Referrals are accepted. Student family members, including spouses, current or future family members, are also not permitted to solicit clinical sites or preceptors or be clinician instructors.]
- Place of Duty (POD) - Area or town assignment and the surrounding area (up to a 60-mile radius).
- Preceptor - Any instructional faculty member who provides student supervision during a SCPE. Students may train with multiple seasoned clinicians whether MD/DO, PA/NP, CNM, PhD, or any licensed clinician; LMSW, MALLP, MALPC, or LBSW.
- Rotation - Another term for SCPE.

CLINICAL PHASE TEAM

- Program Director (PD)
- Clinical Education Director (CED)

- Clinical Phase Faculty (CPF)
- Medical Director (MD)
- Clinical Coordinator (CC)
- Clinical Site Recruiter (CSR)

CLINICAL SITE RECRUITMENT POLICY AND PROCEDURES {A3.03}

The LMU-Tampa PA Program is committed to maintaining and developing excellent clinical rotation sites and preceptors. The Program assumes all responsibility for establishing clinical rotation sites. Under NO circumstance will a student be required or permitted to contact and/or obtain their own clinical rotation sites. Any student who contacts a potential preceptor directly to plan for their own clinical sites will be referred to the SPC for disciplinary action. Although it is the responsibility of the Program and not the students to arrange clinical rotation sites, a student may suggest a new clinical site. The clinical team will make students aware of this option and disperse appropriate forms at a designated time during the didactic phase. Until the clinical team has this discussion with students, the students are asked to refrain from requesting preceptors or clinical sites. If a student chooses to submit a request at the designated time, the program will determine if the site is adequate for students to meet program learning outcomes and legal requirements. All final decisions on site adequacy are made by the clinical team.

SPECIAL CIRCUMSTANCE PLACEMENT CONSIDERATION

Students with extenuating circumstances may apply for special consideration in placement when alternatives are available. All requests must be made to the Physician Assistant Program for referral to the Clinical Education Director prior to the match process. Requests should be made in writing, sent by e-mail and include a description of the extenuating circumstances. The Clinical Education Director will consult with the Clinical Phase Team on each request. Requests will be granted based on, but not limited to, personal need, professional conflict (patient-physician relationship; student-faculty relationship), site availability and educational capacity. Students granted special considerations placement are still expected to complete the match process.

PODS

SCPE sites are unique in comparison to other PA programs. As most programs are associated within one specific health system, LMU-Tampa PA Program relies on multiple health systems and independent clinical sites for its SCPE's. Because of this unique set up, the program creates areas or PODS based on the number of resources it can provide. The number of PODS varies per cohort and is not necessarily the same every cohort. Efforts are made to decrease the student commuting time by keeping assigned PODS within a 60-mile radius.

****A note about PODS: Although the program strives to place students within their preferred POD for all SCPEs, the program reserves the right to place students in SCPEs outside of the generalized 60-mile radius POD if necessary. The program also may reassign a student to a new POD altogether during the course of the clinical phase.***

MATCH PROCESS FOR SCPE ASSIGNMENTS

The match process is an exciting rite of passage for PA graduate students that is a culmination of years of hard work, dedication, and matriculating from the didactic to the clinical phase. This process will align students within a POD in which they will train for the majority of the clinical phase. Utilizing the online

survey tool, the program will do its best to match students with their top preferences.

- The program makes all decisions with regard to rotation assignments, content, and sequencing. The PA Program reserves the right to modify the above referenced rotation assignments in accordance with accreditation standards, preceptor availability, clinical site resources and program need.
- Students are at times permitted to identify and suggest a potential preceptor outside of the established PA Program network. Students are asked to provide contact information for the potential preceptor. The Clinical Phase Team will contact the site to inquire about the interest and appropriateness of the site. Once the site is vetted via phone, a site visit will be made by a member of the clinical team to determine if the site meets the expectations for servicing as acceptable clinical experiences.
- Students are not allowed to have a relative serve as a preceptor for himself or herself. The provider (relative) may serve as a preceptor to a classmate.
- Students are not allowed to have clinical rotations with a current employer. If a student has a signed contract to work with a particular office or preceptor after graduation, the student may not use that provider as a preceptor during the clinical phase- this includes the elective rotation.

LIABILITY INSURANCE

Student Credentialing for SCPEs: Clinical affiliates have various requirements for student credentialing that must be completed prior to beginning the SCPE. The Clinical Team provides students with the student credentialing requirements for each assigned SCPE. Students are responsible for all costs associated with student credentialing except for malpractice insurance. LMU provides students with liability insurance coverage throughout the program. Failure to complete credentialing requirements by clinical affiliate and program deadlines will result in a delay or cancellation of the SCPE (which may also result in a delay in graduation and failure to complete the program curriculum within 48 months of initial matriculation). If a SCPE is cancelled due to the student's failure to complete credentialing requirements, the student will be referred to the SPC for progression and/or disciplinary action recommendations.

REQUIRED CLINICAL SCPE ROTATIONS {B3.02} {B3.03} {B3.04}

- Family Medicine
- Pediatrics
- Women's Health
- Mental and Behavioral Health
- Internal Medicine
- Emergency Medicine
- General Surgery
- Elective (1)
- Elective (2)

LMU-TAMPA PHYSICIAN ASSISTANT PROGRAM TENTATIVE ACADEMIC CALENDAR CLASS OF 2026

Didactic Phase

SEMESTER 1: SPRING 2026 (16 WEEKS)	
Event	Date (s)
Student Orientation	December 14-18, 2025
Class Begins	January 12, 2026
Martin Luther King Holiday – No Class	January 19, 2026
Good Friday – No Class	April 3, 2026
Last Day of Class	April 24, 2026
Finals Week	April 27 – Apr 30, 2026
Spring Break	May 4 – May 8, 2026
SEMESTER 2: SUMMER 2026 (17 WEEKS)	
Event	Date (s)
Class Begins	May 11, 2026
Memorial Day – No Class	May 25, 2026
Juneteenth – No Class	June 19, 2026
Independence Day – No Class	July 3, 2026
Last Day of Class	August 14, 2026
Finals Week	August 17 – August 20, 2026
SEMESTER 3: FALL 2026 (17 WEEKS)	
Event	Date (s)
Class Begins	August 31, 2026
Veterans Day – No Class	July 4, 2026
Labor Day – No Class	September 7, 2026
Thanksgiving Break – No Class	November 27 – 29, 2026
Last Day of Class	December 11, 2026
Finals Week	December 14 – December 16, 2026
New Student Orientation	December 14

Clinical Phase

SEMESTER 4: SPRING 2027 (16 WEEKS)	
Event	Date (s)
Boot Camp	January 4 – January 29, 2027
Martin Luther King Holiday – No Class	January 18, 2027
Rotation 1	February 1 – February 25, 2027
Rotation 2	March 1 – March 26, 2027
Good Friday – No Class	March 26, 2027
Rotation 3	March 29 – April 22, 2027
SEMESTER 5: SUMMER 2027 (17 WEEKS)	
Event	Date (s)
Rotation 4	April 26 – May 20, 2027
Rotation 5	May 24 – June 18, 2027
Memorial Day – No Class	May 31, 2027
Juneteenth – No Class	June 18, 2027
Rotation 6	June 21 – July 16, 2027
Independence Day – No Class	July 5, 2027
Rotation 7	July 19 – August 13, 2027
SEMESTER 6: FALL 2027 (17 WEEKS)	
Event	Date (s)
Class Begins	August 16, 2027
Rotation 8	August 30 – September 24, 2027
Labor Day – No Class	September 6, 2027
Rotation 9	September 27 – October 22, 2027
Veterans Day – No Class	November 11, 2027
Thanksgiving Break – No Class	November 25 – 26, 2027
Graduation	December 17, 2027

Clinical Phase by Week

SEMESTER 4: SPRING 2027 (16 WEEKS)		
ONLINE COURSES RUN THE ENTIRE SEMESTER: CAPSTONE (Jan 4 – Apr 23, 2027)		
Week	Date (s)	Event
Week 1	Jan 4 - 8, 2027	Boot Camp
Week 2	Jan 11 - 15, 2027	Jan 4 – 29, 2027
Week 3	Jan 18 - 22, 2027	
Week 4	Jan 25 - 29, 2027	No Callback
Week 5	Feb 1 - 5, 2027	Rotation 1
Week 6	Feb 8 - 12, 2027	Feb 1 – 25, 2027
Week 7	Feb 15 - 19, 2027	
Week 8	Feb 22 - 26, 2027	Callback Feb 26, 2027
Week 9	Mar 1 - 5, 2027	Rotation 2
Week 10	Mar 8 - 12, 2027	Mar 1 – 26, 2027

Week 11	Mar 15 - 19, 2027	
Week 12	Mar 22 - 26, 2027	Presentation / No Callback
Week 13	Mar 29 - Apr 2, 2027	Rotation 3 Mar 29 – Apr 22, 2027 Callback Apr 23, 2027
Week 14	Apr 5 - 9, 2027	
Week 15	Apr 12 - 16, 2027	
Week 16	Apr 19 - 23, 2027	
SEMESTER 5: SUMMER 2027 (16 WEEKS)		
ONLINE COURSES RUN THE ENTIRE SEMESTER: CAPSTONE (Apr 26 – Aug 13, 2027)		
Week	Date (s)	Event
Week 1	Apr 26 - 30, 2027	Rotation 4 Apr 26 – May 20, 2027 Callback May 21, 2027
Week 2	May 3 - 7, 2027	
Week 3	May 10 - 14, 2027	
Week 4	May 17 - 21, 2027	
Week 5	May 24 - 28, 2027	Rotation 5 May 24 – Jun 18, 2027 No Callback
Week 6	May 31 - Jun 4, 2027	
Week 7	Jun 7 - 11, 2027	
Week 8	Jun 14 - 18, 2027	
Week 9	Jun 21 - 25, 2027	Rotation 6 Jun 21 – Jul 16, 2027 Presentation
Week 10	Jun 28 - Jul 2, 2027	
Week 11	Jul 5 - 9, 2027	
Week 12	Jul 12 - 16, 2027	
Week 13	Jul 19 - 23, 2027	Rotation 7 Jul 19 – Aug 13, 2027 Callback Aug 13, 2027
Week 14	Jul 26 - 30, 2027	
Week 15	Aug 2 - 6, 2027	
Week 16	Aug 9 - 13, 2027	

SEMESTER 6: FALL 2027 (18 WEEKS)		
ONLINE COURSES RUN THE ENTIRE SEMESTER: CAPSTONE (Aug 16 – Dec 10, 2027) PANCE Preparation (Aug 16 – Dec 10, 2027)		
Week	Date (s)	Event
Week 1	Aug 16 - 20, 2027	Summative – Week 1 Service Project – Week 2
Week 2	Aug 23 - 27, 2027	
Week 3	Aug 30 - Sep 3, 2027	Rotation 8 Aug 30 – Sep 24, 2027 No Callback
Week 4	Sep 6 - 10, 2027	
Week 5	Sep 13 - 17, 2027	
Week 6	Sep 20 - 24, 2027	
Week 7	Sep 27 - Oct 1, 2027	Rotation 9 Sep 27 – Oct 22, 2027 No Callback
Week 8	Oct 4 - 8, 2027	
Week 9	Oct 11 - 15, 2027	
Week 10	Oct 18 - 22, 2027	
Week 11	Oct 25 - 29, 2027	All students return to campus

Week 12	Nov 1 - 5, 2027	Oct 25 – Dec 17, 2027 Week 11 – Last EOR-E October 25 (Clinical Phase Wrap-Up) Week 12 – Capstone Presentations GRADUATION
Week 13	Nov 8 - 12, 2027	
Week 14	Nov 15 - 19, 2027	
Week 15	Nov 22 - 26, 2027	
Week 16	Nov 29 – Dec 3, 2027	
Week 17	Dec 6 – 10, 2027	
Week 18	Dec 13 – 17, 2027	

**Please note that dates are only estimates and could change depending on the needs of the program and site availability.*

HOUSING, TRANSPORTATION, AND MEALS {A3.02, A3.12f}

Students are responsible for all housing, transportation, and meal arrangements associated with clinical rotations as well as any costs incurred from those arrangements.

CLINICAL SITE SAFETY {A1.02G} (SEE SAFETY AND SECURITY OF THE CLINICAL HANDBOOK SECTION)

LMU STUDENT SERVICES {A3.12H}

This section describes the student services available to all LMU students regardless of location and during both the clinical and didactic phase.

LMU FINANCIAL SERVICES {A3.10}

LMU Financial Services provides students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. [Accepted and enrolled students can receive assistance and information.](#) Services include, but are not limited to, financial aid application and eligibility requirements, loan programs, understanding cost of Program attendance, and seeking scholarships.

LMU ACCESSIBLE EDUCATION SERVICES {A3.10}

LMU is committed to providing reasonable [accommodations](#) to assist students with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades, please contact the Director of Accessible Education Services to discuss your specific needs at jason.davis@LMU.net or 423.869.6587 (800-325-0900 ext. 6587). Students are responsible for requesting services through the Office of Accessible Education Services prior to matriculation or as soon as possible after any condition that may qualify arises. The LMU-Tampa PA Program will attempt, to the best of its ability, to develop mechanisms by which students can be accommodated; however, the integrity of the curriculum must be maintained. Our affiliate organizations, such as outpatient clinics and hospital systems, that administer the clinical portion of program curriculum expect students to perform their duties in a timely and efficient manner as is critical for patient care. Therefore, extra time will generally not be granted during clinical rotations or clinical performance assessments. Similarly, the use of trained intermediaries will generally not be approved in clinical situations.

PROGRAM TECHNOLOGY REQUIREMENTS

Each student is required to have a laptop computer that supports the latest Windows or MAC operating system to function with testing software and to complete coursework. It is the responsibility of the student to ensure that personal laptops are fully operational prior to the class and each exam. The following minimum system requirements will ensure that your personal learning device can access the various learning management systems and resources necessary to participate in all program curriculum.

MINIMUM LAPTOP COMPUTER REQUIREMENTS

Operating System	Windows (10 or newer) macOS (10.9 or later) Linux (newer versions)
Internet	Broadband ethernet; Ideally, a wired connection of 40.0Mbps+ is recommended.
Browser	Edge 87+, Safari 13+, Firefox 78+, or Chrome 87+
Hardware	CPU: i3, i5, i7, i9, or M1 (+) RAM: 4GB+ RAM/ Drive: 500GB+ (cloud and local storage)
Software	To ensure access to LMU learning environments, we recommend a computer that can run the following software: Canvas LMS, CORE, Microsoft Office, SharePoint, OneDrive, Zoom, and Teams

LMU COUNSELING SERVICES {A3.10}

LMU Counselling Services are provided to help students with any non-academic issue that is impeding a student's progress. At student mentee meetings, problems may be identified for which a student's mentor will provide timely referral to services. Students may also self-initiate an appointment. Common reasons to seek services or to be referred for counseling include but are not limited to sadness; personal situations that are causing social or academic difficulties; roommate or dating issues; stress or anxiety; eating disorders; low self-esteem; family issues; social anxiety; alcohol/drug issues; anger control or just having a safe place to discuss life's challenges and identify healthy ways to deal with them.

Counseling appointments are confidential and free of charge to all LMU students. Appointments are conducted via message, chat, phone, or video depending on student preference. To initiate an appointment, use one of the methods below:

StudentLife App Download Instructions

1. Download the StudentLife app and sign in using the password LMU1
2. Text "Hello" to 61295
3. Go to www.StudentLifeServices.com Search for and select "Lincoln Memorial University" as your school.
4. Call 1-855-695-2818

To access counseling after business hours, call 866-640-777. If students have difficulty initiating services, please contact LMU Counseling at [423.869.6277](tel:423.869.6277). If students are experiencing a mental health emergency and need immediate assistance and are not able to access counselling services, they are encouraged to immediately call 911 or the National Suicide Prevention number at 1-800-273-TALK (8255).

LMU TRANSCRIPT SERVICES

Students may obtain, or have forwarded to designated parties, copies of his/her academic transcript by submitting a written request to the Office of the Registrar for a minimal processing fee. The student's account with the Finance Office must be paid in full, and student loans must be in a non-defaulted status before the release of official academic transcripts. LMU follows FERPA guidelines in fulfilling all transcript requests.

THE LMU BOOKSTORE

The [LMU Bookstore](#) is hosted online. Here, students can purchase new or used textbooks and other materials necessary for classes.

THE LMU MEDICAL LIBRARY

LMU's [Health Sciences Library](#) provides students with access to medical texts and 158 databases.

LMU CAREER SERVICES

The [LMU Office of Career Services](#) provides career counseling, career exploration, interest assessments, and

other resources such as resume construction, cover letters, and interview preparation.

LMU EMAIL AND INTERNET SERVICES

All students are given an LMU e-mail address and an LMU account which grants the student access to University network resources and the Internet.

LMU INFORMATION SERVICES (IS)

[LMU Information Services](#) helps ensure that students can access LMU teaching resources successfully. The IS help desk strives to respond to each inquiry in a timely manner and will ask for information about the caller and the problem so that calls can be logged, and problems tracked to resolution. IS will strive to resolve the issue during the initial call, or if not feasible, within a reasonable timeframe. Certain problems may need to be researched or referred to the next level of support in order to be resolved and thus may take longer. IS will correct emergency issues as quickly as possible. Software/hardware/technology that is not required by LMU and maintenance of student's personal devices are outside the scope of Help Desk support parameters. Email the IS help desk, or call 423.869.7411/ 800.325.0900

INFORMATION SERVICES HOURS

Phone/Walk-in Support Hours: Monday - Friday - 8:00 AM to 4:30 PM

Phone/Web-Based Extended Hours: Monday - Friday - 4:30 PM to 9:30 PM

Phone/Web-Based Weekend Hours: Saturday - 8:00 AM to 9:30 PM, Sunday - 12:30 PM to 9:30 PM

OFFICIAL UNIVERSITY HOLIDAYS

Lincoln Memorial University holidays include Martin Luther King Jr. Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Holiday (Thursday & Friday), December 24 and 25 and January 1. On these days, all campus buildings will be closed, and no class will be held on campus. Holidays during clinical rotations are dependent on the schedule of the student's preceptor and may not follow the official university holiday schedule.

FERPA, TITLE IX POLICIES, UNIVERSITY SERVICES, EMPLOYMENT INFORMATION

The University maintains an employee handbook to help the faculty and staff in understanding University policies and expectations. The handbook includes complete information on FERPA, Title IX Policies, University services, employment information.

Procedure for Inclement Weather Notification

Campus closure due to inclement weather will be communicated to students via email.

STUDENT SIGNATURE SHEET: RECEIPT OF THE STUDENT HANDBOOK AND CATALOG {A3.02}

I attest that I have received, read, fully understand, and agree to comply with all policies and procedures set forth in the **LMU-Tampa PA Physician Assistant Academic Catalog and Program Handbook (2026- 2028)**.

I understand the following:

1. I acknowledge that I have received and read the 2026-2028 LMU-Tampa Physician Assistant Program Handbook. I have had an opportunity to have any questions answered with regard to its content. I agree to abide by the policies and procedures contained therein.
2. I have been made aware that, as a student enrolled in the LMU-Tampa PA Program, I am required to comply with the Program's policies on Health and Immunization and Student Health Insurance.
3. I acknowledge that I must abide by the Academic Integrity Policy of the Lincoln Memorial University.
4. I attest that I meet the LMU-Tampa PA Program Technical Standards.
5. I have also been made aware that I am bound by policies and procedures contained in the LMU Student Handbook.

Printed Name

Student Signature

Date

THIS FORM MUST BE RETURNED TO PROGRAM ADMINISTRATIVE COORDINATOR.