



School of Medical Sciences

LINCOLN MEMORIAL UNIVERSITY

Physician Assistant Program
Tampa, Florida

Tampa Physician Assistant Program Academic Catalog

2026-2027

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** This catalog is designed to serve as a guide to the curriculum, academic policies and procedures, and services of the LMU-Tampa PA Program; therefore, it is not intended to establish a contract and the LMU-Tampa PA Program reserves the right to amend, modify, or change curriculum, academic policies and procedures, or services stated in this catalog throughout the year. In such a case, the LMU-Tampa PA Program will make reasonable efforts to notify its PA Students, in a timely manner, of any changes in policies and regulations. Notification shall be made via the student's LMU-issued e-mail account. This catalog/handbook is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.*

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GENERAL INFORMATION

HERITAGE

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln commented to General O. O. Howard, a Union officer, that when the Civil War ended, he hoped General Howard would do something for the people of this area. In the late 1800s, Colonel A. A. Arthur, an organizing agent of an English company, purchased the area where LMU is located. His company built a hotel of 700 rooms called "The Four Seasons," as well as a hospital, an inn, a sanitarium, and other smaller buildings. Roads were laid and the grounds planted with a wide variety of shrubs and trees. In 1895, the company was forced to abandon its project when a financial panic swept England. Reverend A. A. Myers, a Congregationalist minister, came to the Cumberland Gap in 1888. He succeeded in opening the Harrow School, established for the purpose of providing elementary education to mountain children. On a visit to the area to give a series of lectures at the Harrow School, General O. O. Howard remembered his commitment to fulfill Lincoln's request, and he joined Reverend Myers, M. F. Overton, C. F. Eager, A.B. Kesterson and M. Arthur in establishing Lincoln Memorial University. That group, along with Robert F. Patterson, a Confederate veteran, became a board of directors and purchased The Four Seasons property. In commemoration of Lincoln's birthday, the institution was chartered by the state of Tennessee on February 12, 1897, as Lincoln Memorial University. Throughout the years, many thousands of LMU alumni have entered careers in medicine, law, and education. LMU graduates have positively impacted the educational opportunities, economic expansion, and health of countless communities in the Appalachian region and beyond. LMU's strong heritage has propelled the growth of the University over the last decade, leading to the addition of professional schools: the DeBusk College of Osteopathic Medicine (DCOM), the Duncan School of Law (DSOL), and the College of Veterinary Medicine (CVM). Additionally, LMU has experienced growth at every degree level across the board. LMU has expanded its international reach by partnering with educational institutions in Japan, Mongolia, China, Brazil, and Thailand.

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.

Revised July 6, 2017; approved by Board of Trustees, November 10, 2017

Reviewed and reaffirmed by LMU Board of Trustees on May 3, 2024.

LMU INSTITUTIONAL GOALS

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals that are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all without reference to social status.
2. Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
3. Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.
4. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.
5. Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.
6. Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
7. Attract and retain a highly qualified faculty and staff, committed to teaching, research and service.
8. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
9. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
10. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.

11. Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.
12. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
13. Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

Reviewed and reaffirmed by LMU Board of Trustees on May 3, 2024.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, AND NONDISCRIMINATION POLICY

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits 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.

Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs; the Executive Vice President for Administration; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the LMU Student Handbook (ONLINE), the Lincoln Memorial University Catalog, other program catalogs and handbooks, and the Lincoln Memorial University Faculty/Staff Policy Manual. Compliance is monitored and reported annually through the offices of the

Executive Vice President for Academic Affairs, the Executive Vice President for Administration, and the Office of Human Resource

INSTITUTIONAL 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).

PROFESSIONAL ACCREDITATION

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 graduates must pass the Physician Assistant National Certifying Examination (PANCE) in order to practice in all states, the District of Columbia, and all American territories. PA graduates are only eligible to take the PANCE if they have graduated from a PA program accredited by the ARC-PA. The LMU- Tampa PA Program is responsible for obtaining and maintaining ARC-PA Accreditation and for complying with ARC-PA Standards and policies. The program will inform all matriculating and enrolled PA Students in person and/or via LMU-issued student email or U.S. mail to the mailing address provided by the student of any change in the program's ARC-PA Accreditation status in addition to posting this information on the program's website.

Florida PA State Licensure

PAs are licensed in Florida through Florida Board of Medicine.

Hyperlinks for rules and regulations governing the practice of PAs in Florida are posted on <https://flboardofmedicine.gov/licensing/physician-assistant-licensure/>

The program will monitor the NCCPA and the American Academy of Physician Assistants (AAPA) websites for changes in these requirements related to licensure.

<https://www.aapa.org/advocacy-central/state-advocacy/state-laws-and-regulations/>

Click [HERE](#) to view full Professional Licensure Disclosure.

LMU ADMINISTRATION, FACULTY AND STAFF

LMU Administration and Staff

- President of the University – Jason McConnell, DBA

President's Cabinet

- General Counsel, President's Office – Ryan Brown, J.D.
- Executive Vice President for Academic Affairs – Jay Stubblefield, Ph.D.
- Executive Vice President for Administration – Jody Goins, Ed.D.
- Vice President and Dean Duncan School of Law – Matthew Lyon, J.D., MPA
- Dean DeBusk College of Osteopathic Medicine – Christopher Loyke, D.O., FACOFP
- Dean College of Veterinary Medicine – Stacy Anderson, Ph.D., DVM, MS
- Executive Vice President for Finance - Debra Moyers, DBA
- Vice President of University Advancement - Frank Woodward, DPA
- Vice President of Facilities Planning, Management, and Safety Services - David Laws

Board of Trustees

- Chairman – Autry O. V. (Pete) DeBusk
- First Vice-Chairman – Brian C. DeBusk
- Second Vice-Chairman – Gary J. Burchett
- Third Vice-Chairman – James A. Jordan
- Secretary – Sam A. Mars, III
- Board Member – Roger A. Ball
- Board Member – Arthur (Art) Brill
- Board Member – Jerome (Jerry) E. Burnette
- Board Member – Nicole L. DeBusk
- Board Member – Frederick S. Fields
- Board Member – Robert W. Finley, Sr.
- Board Member – Richard A. Gillespie
- Board Member – Charles W. Holland
- Board Member – Terry L. Lee
- Board Member – Timothy B. Matthews
- Board Member – Alan C. Neely
- Board Member – Dorothy G. Neely
- Board Member – Mark M. Padgett
- Board Member - Noah Patton
- Board Member – Todd E. Pillion
- Board Member – Kenneth O. Rankin
- Board Member – Carroll E. Rose
- Board Member – James J. Shoffner

- Board Member – Joseph F. Smiddy
- Board Member – E. Steven (Steve) Ward
- Board Member – Michele Wilson-Jones
- Board Member – Jerry W. Zillion

Academic Administrators

- Dean School of Medical Sciences – Paula Miksa, DMS, PA-C
- Dean College of Dental Medicine – Qi Wang, DDS
- Dean Caylor School of Nursing – Tammy Dean, DNP
- Dean School of Mathematics and Sciences – Adam Rollins, Ph.D.
- Dean School of Engineering – Ryan Overton, Ph.D., P.E.
- Dean School of Business – Kelsey Metz, Ph.D.
- Dean Carter and Moyers School of Education – Teressa Bicknell, Ed.D.
- Dean Paul V. Hamilton School of Arts, Humanities, and Social Sciences – Martin Sellers, Ph.D.

Student Services

- Director of Counseling – Jason Kishpaugh, LPC-MHSP
- Title IX Coordinator & Institutional Compliance Officer - Rebekah Webb, M.Ed.
- Director of Accessible Education Services – Jason Davis
- Registrar – Helen Bailey, M.Ed.
- Executive Director of Student Financial Services – Tammy Tomfohrde

School of Medical Sciences (SMS) Administration

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

LMU-TAMPA PHYSICIAN ASSISTANT PROGRAM FACULTY AND STAFF

- Tiffany Maxwell, DHSc, MSA, PA-C-Assistant Dean and Program Director
- Mosha Peters-Harris, MD-Medical Director
- Paul Lawrence, DMS, MMS, PA-C-Associate Program Director
- Robert Nadratowski, MS, PA-C-Didactic Education Director
- Tasha Corinth, DMS, MMSc, PA-C-Assistant Professor-Didactic
- Sheena Brown, PhD, MSCR-Director of Assessment
- Deborah Mattson, MS, PA-C- Clinical Education Director
- Melanie Barriffe, DMSc, MS, PA-C-Assistant Professor-Clinical
- Danielle Garcia, MS, PA-C-Assistant Professor-Didactic
- Rachel Krackov, PA-C – Assistant Professor-Clinical
- Tiffany Nelson-Program Administrative Coordinator

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 to develop 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-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 INFORMATION

Family Education Rights and Privacy Act (FERPA) {A3.18}

LMU complies with the provisions of the Family Educational Rights and Privacy Act (FERPA). Thus, the Program will maintain confidentiality of student records. Identifiable information from a student's educational record will only be accessible to PA Program faculty, staff, or employees with a legitimate educational need for the information. Final course grades are recorded and stored securely with the LMU Registrar. All other student educational records are maintained by the Program. See www.LMUnet.edu for detailed information regarding FERPA.

LMU TITLE IX Policy (Discrimination, sexual harassment, and sexual misconduct)

The Office of Institutional Compliance oversees the University's compliance with federal law and handles all complaints of discrimination. The Title IX Coordinator is designated to oversee the University's compliance with Title IX of the Education Amendments of 1972. The Title IX Coordinator coordinates the University's response to alleged discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking, in accordance with the University's policies and procedures. Reports should be directed to the LMU Title IX Coordinator, Hannah Olberding at Hannah.Olberding@lmunet.edu or titleix@LMUnet.edu; contact information and incident forms are located at <https://www.lmunet.edu/office-of-institutional-compliance/title-ixpolicy-and-procedure>. Please see <https://www.lmunet.edu/titleix> for complete information on LMU's Title IX policies.

LMU Merchandise and Logo Policy

All student organizations must have approval from Shannan Ingram Director of outreach and alumni relations (Shannon.Ingram@lmunet.edu) before producing organizational merchandise or distributing information to students, employees, or the public. This ensures that appropriate style guidelines are followed. Approval forms may be obtained from the Program's Administrative Coordinator. Any student organization that produces merchandise which violates this policy may have the merchandise confiscated and will have to replace the merchandise at the organization's expense.

Official University Holidays

LMU holidays include Martin Luther King, Jr. Day, Good Friday, Memorial Day, and the 4th of July, Labor Day, Thanksgiving Day, the Day following Thanksgiving, December 24 and 25, January 1st. On these days all campus buildings will be closed and no class will be held on campus. Juneteenth has been determined to be a student holiday in the LMU School of Medical Sciences. Holidays during clinical rotations are dependent on the schedule of the student's preceptor and may not follow the official university holiday schedule.

Accreditation and Legal Related Complaints {A3.15g}

Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Secondary Schools (SACSCOC) <https://sacscoc.org/complaints-and-third-party-comments/>

Complaints related to the application of ARC-PA standards within the Program shall be referred to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) at complaints@ARC-PA.org.

Complaints related to Florida state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Florida Office of the Attorney General and shall be reviewed and handled by that Unit (<http://myfloridalegal.com>).

Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Florida State Government and shall be reviewed and handled by that licensing board (<http://floridasnursing.gov/licensing/>, and then search for the appropriate division);

Students who have other grievances can contact the Florida Department of Education- Commission on Independent Education (FL-CIE) at CIEINFO@fldoe.org/Fax: 850-245-3238

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

3. Minimum Degree Requirements

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

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.**

9. 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.**

10. Technical Standard Requirements

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

11. Application Review Process

- Applications are reviewed based on several factors, including 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, GA, AL, WV.
- 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 staff will conduct an initial application review to ensure minimum requirements have been met. After that, LMU 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.

12. 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 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 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 program, with matriculation the following January.
 - **Hold:** The applicant 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

13. 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:

- Clearance forms (with instructions)
- Important information about matriculation
- 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.

LMU-TAMPA PA PROGRAM FINANCIAL INFORMATION AND POLICIES

For a full up-to date cost of attendance and fees please visit: <https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>

Veterans Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

Cancellation and Policy {A1.02k}

Notification of cancellation of enrollment to any LMU program must be made in writing or by email to the Registrar and appropriate Program administrators and an official withdraw form must be submitted to the LMU registrar. Students who cancel enrollment prior to the semester start date will receive a full tuition refund excluding payment plan enrollment fees and book and supply costs, if applicable.

If a student withdraws or is dismissed for disciplinary, personal, or financial during a semester, the student's eligibility for a refund of tuition charges will be prorated as indicated below. If a student withdraws from the program for any reason, they must self-initiate the process by completing an LMU withdrawal form and submitting it to the Registrar's Office. Oral requests do not constitute official notification. Should the student fail to complete this process, all semester charges will become immediately due. The official date of withdrawal used to compute the refund is based on the date the Registrar receives the withdrawal form. Refunds are issued according to the following schedule:

During the first week of the semester	100%
During the second week of the semester	75%
During the third week of the semester	50%
During the fourth week of the semester.....	25%
After the fourth week of the semester	0%

No refunds are made after the fourth week of the semester. Specific dates affecting the schedule of

refunds appear on the Registration Policies page on the LMU website. If a refund is due to the student, it will be disbursed within 30 days of the withdrawal date. Email finaid@LMU.net.edu with any questions. Further information can also be found at: <https://www.lmunet.edu/student-financial-services/financial-aid/withdraws-and-adding-or-dropping-courses>

Return of Title IV Funds Policy {A1.02K}

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS/GRAD PLUS Loans, Perkins Loans and Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds available from the Registrar's Office - <https://www.lmunet.edu/student-financial-services/financial-aid/withdraws-and-adding-or-dropping-courses>.

The official date of a student's withdrawal is the date that the Registrar's Office receive the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester completed, there is no return of Title IV funds.

Student Financial Commitment Policy {A1.02k}

Students are responsible for paying to the order of Lincoln Memorial University the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, except balances due from approved third parties. The student is also responsible for paying attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks before graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/MASTERCARD/DISCOVER/AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma.

Outstanding Balance Collection Policy {A1.02K}

If a student account is referred to a third-party collection agency or collection by suit, the student will be charged reasonable collection costs or court costs or both. If this account becomes delinquent, the student will pay to LMU any principal amount as well as collection costs of 33.3% of the principal balance, including court costs, attorney fees, interest, and service charges.

Refund for Financial Aid Account Credit {A3.12F}

LMU graduate and professional program refunds for the student's financial aid exceeding charges may be eligible for a refund. Students can check to see if they have an account credit or balance by logging into their MyLMU account and going to the "Self-Service Menu" selecting WebAdvisor for Students and then View Account and Make Payments. If a direct deposit is not set up or account verification is not complete, a paper check will be mailed to the student's address on file. Students must ensure their mailing address is current.

LMU-TAMPA PA PROGRAM CURRICULUM

CURRICULUM {A3.12d, 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. 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 (65 – Didactic Phase & 50 – 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 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 Handbook will provide comprehensive information.

CURRICULUM DELIVERY AND NUMBERING

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. Course content is communicated via the LMU Canvas Learning Management System. Course numbering: Three letter prefix for the LMU-Tampa PA program is PAS followed by course numbers at the 500 and 600 level, which represent graduate level courses. The 500 level is for the didactic phase and the 600 level courses are for the clinical phase of the program.

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 CLINICAL PHASE OVERVIEW

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 oversight 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 student 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 design, 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.
- While students are not required to identify potential preceptors, the program welcomes suggestions for clinical rotation sites outside of the established network. Students who wish to suggest a preceptor are asked to provide their contact information to the Clinical Phase Team. The team will then contact the site to assess interest and suitability. If the initial assessment is positive, a member of the clinical team will conduct a site visit to determine if the site meets the program's requirements for 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.

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)

ADDITIONAL CLINICAL PHASE CURRICULUM REQUIREMENTS

In addition to the above clinical rotations, the following asynchronous courses are required during the clinical phase:

- PAS 642: Transition to Clinical Practice
- PAS 662: PANCE Preparation Course
- PAS 663: Evidence Based Medicine Practice (Capstone Project)
- PAS 548 Medical Spanish Terminology II
- PAS 549: Medical Spanish Terminology III

Testing modalities for PAS 662: PANCE Preparation Course {B4.01, B4.03, B4.04} will include:

- **PACKRAT II** : Students are required to take the PACKRAT II self-assessment. The PACKRAT (Physician Assistant Clinical Knowledge Rating and Assessment Tool) exam II is a self-assessment tool designed to evaluate a PA student's medical knowledge and readiness for clinical practice. It provides detailed insights into the student's strengths and areas for improvement across various medical disciplines. By analyzing PACKRAT results, educators and students can identify subjects where additional study is needed, track progress over time, and better prepare for high-stakes exams like the PANCE.
- **OSCE II & SOAP NOTE**: Students will be required to perform a Head-to-Toe and a focused OSCE and corresponding SOAP note.
- **Summative II (End of Program) Exam**: This is 700-question multiple-choice examination given over 2 days covering cardiology, pulmonology, gastroenterology/nutrition, orthopedics/rheumatology, HEENOT (head, ears, eyes, nose, oral cavity and throat), obstetrics/gynecology, endocrinology, neurology, psychiatry/behavioral medicine, urology/renal, dermatology, hematology, and infectious diseases. This examination tests the student's knowledge base for all organ systems. After taking the summative exam, the student will meet with their faculty advisor to discuss study strategies that can be used to prepare for the PANCE.
- **Professional Development Tool (PDAT)**: A student's professionalism is assessed with the PDAT. The PDAT rubric assesses the student's professionalism in areas such as interpersonal and communication skills, integrity and commitment to learning.
- **CME PANCE Preparation Course**: Students will be required to complete The CME 3-5 Day Live Review Course provided by CME resources. The CME 3-5 Day Live Review Course is a comprehensive 3–5-day program, featuring both In-Person sessions and Zoom-streamed topics.

It emphasizes high-yield content areas for the PANCE/PANRE/PANRE-LA exams.

END OF ROTATION CALLBACK {B4.01}

After the completion of rotations 1, 3, 4, and 7, students are required to return to campus for scheduled events. This is called an “end of rotation callback”. This is a **mandatory** component of the PA Program’s clinical phase {B4.01}. The end of rotation callback events include end of rotation testing as well various educational and professional events, seminars, ongoing review and assessment of clinical and presentation skills, student-advisor meetings, summative testing, and Capstone project presentations. Attendance is REQUIRED for end of rotation callback events and all scheduled events on those days. If a student chooses not to attend an end of rotation callback event or is tardy without advanced notice and approval from the Clinical Education Director, a referral will be made to the SPC for possible disciplinary action and the student will lose all percentage points for end of rotation callback of that rotation. **All travel and housing expenses for these seminars are the responsibility of the student.**

- All End of Rotation callback events are mandatory and require time on campus for End of Rotation Exams (EORE), continuing education, advising, assignments/case presentations, study time for EORE/PANCE and prep time for your next rotation.
- **It is strongly recommended you do not schedule vacations during end of rotation callback events; attendance is mandatory.**
- All evaluations, assignments, and documentation are due on the Friday of the last week of rotation by 8:00AM (Eastern Standard Time) or you will **NOT** be able to take your scheduled End of Rotation Evaluation.
- Your clinical phase allows for **two (2)** discretionary days.
- Students must inform the program and CED prior to starting the Clinical Phase of any observed religious holidays.

POLICIES GOVERNING THE CLINICAL PHASE {A3.02}

CLASS OF 2027 CLINICAL PHASE MENTORSHIP TIMELINE	
Date(s)	Event
July 2026	CORE Requirements Due (Matriculations documents, Immunizations, Background Check/Drug Screen, etc.)
Aug/Sep 2026	Survey for Clinical Sites Sent
Aug/Sep 2026	Clinical Team Review Survey, Make Placements, and Announce Clinical Placement Assignments
Aug/Sep 2026	Clinical Orientation Part 1 for Clinical Phase
Aug/Sep 2026	Requirements Due (Immunizations, Background Check, Drug Screen, etc.)
Aug/Sep 2026	TB Test Due (See Timeline for Clinical Requirements)
Aug/Sep 2026	Influenza Vaccine (See Timeline for Clinical Requirements)
Sep/Oct 2026	Mentorships Begin*

CLASS OF 2027 CLINICAL ROTATION TIMELINE ORIENTATION PART 2 – FOR CLINICAL PHASE	
Date(s)	Event
Dec 2026	Update Requirements for Clinical Phase in CORE
Dec 2026	Influenza Vaccine Due
Jan 2027	Clinical Rotation Starts
Dec 2027	Clinical Phase Ends
Aug/Sep 2026	Influenza Vaccine (See Timeline for Clinical Requirements)
*Failure to complete any request by due date will result in delay of Mentorship/Clinical Phase.	

Please note that times are only estimated; dates may change based on program needs and site availabilities.

HOUSING, TRANSPORTATION, AND MEALS

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

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 absences must be 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:

- Always be aware of their surroundings.
- 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

LMU does not provide housing to students enrolled in the LMU-Tampa PA program during their didactic phase or the 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 student's wellbeing and safety when securing these housing arrangements, we have provided a list of references to help ensure that the living arrangements students secure are in safe accommodations.

- [The Apartment Security Guide for Renters](#)
- [The Guide to Securing a Safe, Comfortable Apartment on a Budget](https://info.sdhda.org/the-guide-to-securing-a-safe-comfortable-apartment-on-a-budget) (<https://info.sdhda.org/the-guide-to-securing-a-safe-comfortable-apartment-on-a-budget>)
- <https://www.safewise.com/resources/apartment-security/>
- 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.

LMU-TAMPA PHYSICIAN ASSISTANT PROGRAM TENTATIVE ACADEMIC CALENDAR CLASS OF 2027

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)		
ONLINE COURSES RUN THE ENTIRE SEMESTER: CAPSTONE (Jan 4 – Apr 23, 2027)		
<u>Week</u>	<u>Date (s)</u>	<u>Event</u>
Week 1	Jan 4 - 8, 2027	Boot Camp Jan 4 – 29, 2027
Week 2	Jan 11 - 15, 2027	
Week 3	Jan 18 - 22, 2027	No Callback
Week 4	Jan 25 - 29, 2027	
Week 5	Feb 1 - 5, 2027	Rotation 1 Feb 1 – 25, 2027 Callback Feb 26, 2027
Week 6	Feb 8 - 12, 2027	
Week 7	Feb 15 - 19, 2027	
Week 8	Feb 22 - 26, 2027	
Week 9	Mar 1 - 5, 2027	Rotation 2 Mar 1 – 26, 2027
Week 10	Mar 8 - 12, 2027	
Week 11	Mar 15 - 19, 2027	Presentation / No Callback
Week 12	Mar 22 - 26, 2027	
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)		
<u>Week</u>	<u>Date (s)</u>	<u>Event</u>
Week 1	Apr 26 - 30, 2027	Rotation 4 Apr 26 – May 20, 2027
Week 2	May 3 - 7, 2027	
Week 3	May 10 - 14, 2027	Callback May 21, 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
Week 10	Jun 28 - Jul 2, 2027	
Week 11	Jul 5 - 9, 2027	Presentation
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)		
<u>Week</u>	<u>Date (s)</u>	<u>Event</u>
Week 1	Aug 16 - 20, 2027	Summative – Week 1
Week 2	Aug 23 - 27, 2027	Service Project – Week 2
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 Oct 25 – Dec 17, 2027 Week 11 – Last EOR-E October 25 (Clinical Phase Wrap-Up) Week 12 – Capstone Presentations GRADUATION
Week 12	Nov 1 - 5, 2027	
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.*

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 plans 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 ACADEMIC POLICES AND PROCEDURES

FACULTY ADVISING {A2.05 D, E, F }{A3.10}

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 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 twice per year 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 (SPC) 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 insights 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 advisor at least once every semester.
5. Meet with 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 AND PROCEDURES FOR GRADING

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.

LMU-TAMPA PA PROGRAM PROGRESSION REQUIREMENTS

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 instructor 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 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 didactic phase and end of the clinical phase, 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 –These multiple-choice examinations 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 and pass all formative and summative assessments including summative evaluations (OSCEs, End of Didactic Phase Exam, End-of-Program Exam, PDAT I & II) 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 Summative I and Summative II. 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

Consist of:

- (1) Summative I: End of Didactic Phase- End of Didactic Phase Exam, Professionalism Development Assessment Tool (PDAT) I, OSCEs, PACKRAT I
 - (2) 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 Committee (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

- a. Achieve a minimum overall 3.0 GPA
- b. No course grade below "C"
- c. Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- d. Achieve minimum established scores for all formative and summative evaluations/examinations.
- e. 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 Student Progress Committee (SPC).

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 Evaluation.
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 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.***

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 a "C" in a didactic course or "C" grade in a SCPE course, 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 the 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 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 in which assigned activities are due and follow-up.
3. The responsible course director or codirector 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 Program curriculum is designed to be delivered on a full-time basis to students in a cohort.

DIDACTIC PHASE

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 during 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.

CLINICAL PHASE

Failed end-of-rotation exams and preceptor evaluations indicate serious lapses in competency achievement and will result in the evaluation by the Student Progress Committee. Delays in graduation are considered for any competency domain that will not be achieved prior to graduation and will be considered even when numeric scores used for rotation/course purposes indicate a "passing" score.

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 Science. 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:

- Notify the registrar in writing and fill out all required paperwork
- Complete an exit interview with financial aid
- 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.

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 38-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

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 student(s) involved students 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

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 during each 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 another 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.*

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.

REGISTRAR

Course Registration Information

First Semester: The Program registers matriculating students.

Second - Sixth Semester: Students are responsible for completing registration for all courses. The Didactic Director or Clinical Education Director will notify students, via email, about registration and financial aid deadlines and provide instructions for Registration.

Change of Name, Contact Information, Emergency Contact(s) Information

Students must notify the faculty/staff/departments listed below as soon as possible with any change in name, contact information, or emergency contact(s) information in person or via telephone or email communication. Students must provide the Registrar, Admissions and Community Relations Coordinator, and Executive Director of Student Financial Services with their current name and physical address at graduation.

Student Name Change Notification		
Entity	Email Address	Phone Number
Registrar's Office	registrar@LMU.net.edu	423-869-6313
Campus Security: Robin Johnson	Robin.Johnson02@LMU.net.edu	423-869-6301
Student Financial Services	student.finance@LMU.net.edu	423-869-6336

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, <u>Microsoft Office, SharePoint, OneDrive, Zoom, and Teams</u>

LMU COUNSELING SERVICES {A3.10}

LMU Counseling 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. Visit the Google Play or App Store and search for "StudentLife"

2. Download the app, register with your email, and fill out your profile.

3. Search for and select "Lincoln Memorial University" as your school.

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 counseling 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 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.

LMU-TAMPA PA PROGRAM FACILITIES, DEGREE CONFERRAL AND ACCREDITATION

Facilities

The LMU main campus is located at 6965 Cumberland Gap Parkway, Harrogate TN 37752/Phone (423)869-6669. Campus Facilities at the LMU-Tampa Site houses the LMU-Tampa PA Program and is located at 3102 E 138th Ave, Tampa, FL 33613. This facility will be designed with state-of-the-art resources to promote 21st century medical education. The building will be fully equipped with classrooms, simulation labs, study areas, library resources, a computer lab, faculty offices, and conference rooms.

Academic Credits and Degree Conferred {A3.12 e}

The LMU-Tampa PA Program is a full-time 24-month, 115 credit hour graduate program that awards successful graduates with a Master of Medical Science (MMS) degree. Graduates are eligible to take the PANCE administered through the National Commission on Certification of Physician Assistants (NCCPA)*

*Please review the NCCPA's "PANCE Eligibility Requirements" documented on the NCCPA webpage.

PROGRAM ACCREDITATION {A3.12a, D1.02}

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.

In the event the LMU-Tampa PA Program is not granted Accreditation-Provisional status from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the Program will not commence and will not matriculate a student cohort in January 2026 as planned. If the Program is not granted Accreditation-Provisional status, applicants will be notified in writing and receive a full refund for any tuition and fees paid to the Program within 30 days of the Program receiving notification of the ARC-PA decision. Fees paid by applicants to the Centralized Application Service for Physician Assistants (CASPA) or other expenses associated with the admissions process, such as interview travel, are not included in the LMU refund policy.

Florida Licensure

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684

APPENDIX A: 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 (First MI Last)

Student Signature

Date (MM/DD/YYYY)

THIS FORM MUST BE RETURNED TO LMU-TAMPA PA PROGRAM ADMINISTRATIVE COORDINATOR.

APPENDIX B: LMU-TAMPA PA PROGRAM COURSE DESCRIPTIONS

SEMESTER 1 DIDACTIC PHASE COURSE DESCRIPTIONS

PAS 504 Health Promotion and Disease Prevention

COURSE DESCRIPTION

This course provides an overview of fundamental public health concepts, such as health promotion and disease prevention across the life span. It covers various aspects of public health, including health screening; disease surveillance, reporting and interventions; the responsibilities of healthcare providers in maintaining the health of the population; patient advocacy; and basic nutrition counseling. Additionally, the course will also cover topics such as safety in the workplace, pediatric and adult immunizations, health screening recommendations for pediatric and adult populations, cancer screening guidelines, dental health, and modifiable risk factors in preventive medicine

PAS 514 Foundations of Clinical Practice

COURSE DESCRIPTION

This course provides a historical perspective of the Physician Assistant (PA) profession and explores current trends in healthcare and medical ethics. It covers professional responsibilities related to the PAs and other healthcare provider roles within the healthcare team and the system. This course will introduce students to ethical and moral principles, biomedical and legal concepts, risk management strategies, legal definitions, provider responsibilities, informed consent, and confidentiality. The ethical principles of beneficence, non-maleficence, autonomy, and justice are also examined.

PAS 519 Patient Evaluation I

COURSE DESCRIPTION

This is the first course in a two-part series designed to introduce students to the art of patient history- taking, medical documentation and developing basic physical examination skills. Students will learn to properly obtain and document patient encounters, utilizing appropriate oral and written communication skills. The course content will include medical terminology, professional ethics, and patient interviewing. It will cover fundamental aspects of history taking and physical examination in adults, as well as variations related to newborns, children, and adolescents. Students will also be introduced to patient education and counseling. Students will develop skills in eliciting and documenting a comprehensive medical history and basic physical examination along with performing fundamental physical exam techniques to prepare them for authentic clinical practice.

PAS 522 Essentials of Clinical Medicine I

COURSE DESCRIPTION

This is the first course in a (3) three-part series where students will comprehensively study clinical medicine focusing on each body system in a modular format. Each module covers the anatomy, physiology, pathophysiology, etiology, clinical presentation, abnormal physical examination findings, patient assessment, differential diagnosis, diagnostic workup, and complete treatment plan for acute and chronic conditions including patient education and preventative care. The body systems covered in this semester include dermatology, ophthalmology, otolaryngology, rheumatology, immunology, and orthopedics.

PAS 526 Clinical Integration I

COURSE DESCRIPTION

This is the first course in a three-part series aimed at instructing students on applying critical thinking skills to assess patients effectively and deliver high-quality patient care. Students will apply the knowledge they gained in other courses to assess and provide care for patients of all ages. This encompasses the impact

of social and political determinants of health and the promotion of health and well-being through preventative care. The course utilizes a team-based learning approach to cultivate the critical thinking skills necessary for medical practice and encompasses the contributions of healthcare team members. This course covers dermatology, ophthalmology, otolaryngology, rheumatology, immunology, and orthopedics.

PAS 542 Mechanisms of Disease

COURSE DESCRIPTION

This course will provide a comprehensive overview of the pathophysiology of disease for all major organ systems. This course provides a comprehensive overview of the structural and functional changes that occur in the body because of disease or injury. Students will develop a strong foundation in the underlying mechanisms of disease processes, including cellular and molecular alterations, organ system dysfunction, and clinical manifestations. Emphasis will be placed on applying this knowledge to understanding the pathophysiology of common diseases and disorders.

PAS 561 Pharmacology I

COURSE DESCRIPTION

This is the first course in a three-part series introducing concepts of pharmacodynamic, pharmacokinetic and pharmacotherapeutic principles, laying the foundation for the study of pharmacology and pharmacotherapeutics. Students will understand how to formulate a drug management plan and how to write a prescription. This course focuses on pharmacology and therapeutics related to the autonomic nervous system, otolaryngology, ophthalmology, dermatology, orthopedics, immunology, and rheumatology.

SEMESTER 2 DIDACTIC PHASE COURSE DESCRIPTIONS

PAS 509 Evidence Based Medicine

COURSE DESCRIPTION

This course is designed to equip students with the essential skills to critically evaluate medical literature and apply evidence-based principles to patient care. In today's rapidly evolving healthcare landscape, clinicians must be able to effectively integrate the latest scientific evidence into their practice to deliver optimal, patient-centered care. Key objectives include interpreting evidence-based practice guidelines, critically evaluating medical research, applying evidence to practice, and integrating clinical knowledge. This course will prepare them to become lifelong learners who can stay abreast of the latest medical advancements and apply them effectively to improve patient outcomes.

PAS 520 Patient Evaluation II

COURSE DESCRIPTION

This is the second course in a series of two (2) courses. The course covers the foundational knowledge required to systematically perform a comprehensive physical examination. After establishing the foundation, the course then focuses on approaching and diagnosing diseases and disorders of various body systems such as the head, neck, otolaryngologic, ophthalmological, integumentary, musculoskeletal, cardiovascular, peripheral vascular, pulmonary, gastrointestinal, nervous, and genitourinary systems based on patient complaint, history, and presentation. Additionally, students will learn about conducting well-child pediatric history and physical examinations, general surveys, vital signs, pain assessment, behavioral evaluation, and mental status examination.

PAS 523 Essentials of Clinical Medicine II

COURSE DESCRIPTION

This is the second course in a (3) three course series where students will comprehensively study clinical medicine focusing on each body system in a modular format. Each module covers the anatomy, physiology, pathophysiology, etiology, clinical presentation, abnormal physical examination findings, patient assessment, differential diagnosis, diagnostic workup, and complete treatment plan for acute and chronic conditions including patient education and preventative care. The Body systems covered in this semester include hematology, oncology, cardiology (cardiovascular), pulmonology and gastroenterology.

PAS 527 Clinical Integration II

COURSE DESCRIPTION

This is the second course in a three-course series. This course is designed to cultivate critical thinking skills essential for providing high-quality patient care. Students will apply knowledge gained in other courses to provide care for patients across diverse populations and throughout the lifespan. This encompasses the impact of social and political determinants of health and the promotion of health and well-being through preventative care. The course utilizes a team-based learning approach to cultivate the critical thinking skills necessary for medical practice and encompasses the contributions of healthcare team members. This course covers Cardiology, Pulmonology, Gastroenterology

PAS 529 Social & Cultural Aspects of Healthcare

COURSE DESCRIPTION

This course will introduce students to the medical intervention skills required to provide care for special populations. Discussions during the course will emphasize the importance of culturally competent medical care, advocacy, patient counseling, and medical considerations for patients with disabilities or special healthcare needs. Attention will also be given to the impact of ethnicity, race, gender identity, religion, spirituality, sexual orientation, and social determinants of health. Students will be trained in cultural awareness and humility to help them address patient barriers to healthcare. Furthermore, there will be a strong emphasis on developing and demonstrating professional behaviors and qualities when interacting with patients and healthcare colleagues.

PAS 562 Pharmacology II

COURSE DESCRIPTION

This is the second course in a three-course series. In this course series students will solidify an understanding of pharmacology and pharmacotherapeutics principles learned in Pharmacology I (PAS 561). Students will become proficient in formulating a drug management plan and writing prescriptions. This course focuses on pharmacology and pharmacotherapeutics related to hematological, oncological, cardiovascular, pulmonary and gastrointestinal diseases.

PAS 572 Clinical Procedures I

COURSE DESCRIPTION

This course provides students with hands-on experience in applying foundational technical skills to clinical practice. Building upon theoretical knowledge acquired in previous coursework, students will master essential procedures including aseptic technique, intravenous insertion, injection administration and technique, wound care, and catheterization. Through practical application and simulation, students will develop the technical proficiency and clinical judgment necessary for safe and effective patient care.

PAS 579 Psychiatry/ Behavioral Health

COURSE DESCRIPTION

This course provides a clinical foundation in the field of psychiatry and behavioral health. Students will develop a strong understanding of behavioral science principles, psychological assessment, and psychopharmacological interventions. Emphasis will be placed on patient education, advocacy, and ethical practice across the lifespan. The course will also explore the unique challenges and considerations of behavioral health in special populations.

PAS 547 Medical Spanish Terminology I

COURSE DESCRIPTION

This is the first course in a 3-course series that allows students to apply medical Spanish terminology in various clinical settings. Focusing on commonly used medical terminology and cultural nuances impacting communication, the course equips students to conduct patient interviews, provide explanations, and build rapport with Spanish-speaking patient populations. Through immersive practice in simulated clinical situations, students will become familiar with Spanish words and phrases frequently utilized in conversations related to patient care and be prepared to interact more effectively with patients whose first language is not English.

SEMESTER 3 DIDACTIC PHASE COURSE DESCRIPTIONS

PAS 524 Essentials of Clinical Medicine III

COURSE DESCRIPTION

This is the third course in a (3) three course series where students will comprehensively study clinical medicine focusing on each body system in a modular format. Each module covers the anatomy, physiology, pathophysiology, etiology, clinical presentation, abnormal physical examination findings, patient assessment, differential diagnosis, diagnostic workup, and complete treatment plan for acute and chronic conditions including patient education and preventative care. The body systems covered in this semester include neurology, endocrinology and genitourinary/renal.

PAS 528 Clinical Integration III

COURSE DESCRIPTION

This is the third course in a three-course series. This course is designed to cultivate critical thinking skills essential for providing high-quality patient care. Students will apply knowledge gained in other courses to provide care for patients across diverse populations and throughout the lifespan. Emphasis is placed on preventive care, addressing social, psychosocial, and political determinants of health, and optimizing patient well-being. The course utilizes a team-based learning approach to cultivate the critical thinking skills necessary for medical practice and encompasses the contributions of healthcare team members. The course covers neurology, nephrology, and urology systems, while also exploring the roles of other healthcare professionals.

PAS 534 Interprofessional and Population Healthcare

COURSE DESCRIPTION

This course prepares students for interprofessional, patient-centered care across the lifespan. Students will learn to collaborate with diverse healthcare professionals in simulation settings, focusing on team dynamics, patient-centered approaches, and understanding the PA's role in relation to the roles of various members of the healthcare team.

PAS 538 Special Populations (Pediatrics and Geriatrics)

COURSE DESCRIPTION

This comprehensive course delves into the unique health challenges faced by both pediatric and geriatric populations. Students will explore the etiology, epidemiology, genetics, clinical manifestations, physical examination findings, diagnostic procedures, treatment options, and prognosis of a wide range of common and complex conditions. Key topics will include pediatric and geriatric health.

PAS 563 Pharmacology III

COURSE DESCRIPTION

This is the third course in a three-course series. In this course students will solidify an understanding of pharmacology and pharmacotherapeutics principles learned in Pharmacology I (PAS 561).and II (PAS 562). Students will master formulating a drug management plan and writing prescriptions. This course focuses on pharmacology and pharmacotherapeutics related to neurological, psychosocial/psychiatric, and endocrinological, diseases and disorders.

PAS 573 Clinical Procedures II COURSE DESCRIPTION

This course provides students with hands-on experience applying theoretical knowledge gained in previous coursework. The curriculum emphasizes the development of essential clinical skills, including sterile technique, suturing, joint injections, aspirations, X-ray interpretation, casting, splinting, airway management, lumbar puncture, and nerve blocks. Students will also receive instruction in common otolaryngological procedures.

PAS 576 Emergency Medicine

COURSE DESCRIPTION

This course provides a comprehensive overview of the diagnosis and management of traumatic injuries and medical emergencies commonly encountered in the emergency department (ED). Through a case-based approach, students will develop critical thinking skills and clinical decision-making abilities. Emphasis will be placed on life-threatening conditions, trauma assessment and management, diagnostic testing and therapeutic interventions. At the end of this course, students will be equipped to provide competent and compassionate care to patients in emergency situations.

PAS 577 Surgery

COURSE DESCRIPTION

This course provides a comprehensive overview of surgical principles and practices for Physician Assistant (PA) students. Building upon foundational knowledge acquired in earlier coursework, students will delve deeper into the surgical management of various medical conditions. The course emphasizes the PA's role as a vital member of the surgical team, focusing on preoperative assessment, intraoperative assistance, and postoperative care.

PAS 578 OBGYN and Reproductive Health

COURSE DESCRIPTION

This course provides a comprehensive overview of common obstetric and gynecological conditions affecting women throughout their lives. Students will explore the epidemiology, etiology, diagnosis, and treatment of a wide range of diseases, including reproductive health, family planning, pregnancy, mental health issues, and breast disorders.

CLINICAL PHASE COURSE DESCRIPTIONS

PAS 642 Transition to Clinical Practice

COURSE DESCRIPTION

This course is designed to transition students from their academic experiences to clinical experiences to clinical practice. Topics will include issues students will encounter during rotations, including medical ethics, patient safety principles, clinical setting communications, Advance Cardiac Life Support (ACLS), Basic Life Support (BLS) renewal, Pediatric Advance Life Support (PALS), professionalism, quality improvement, prevention of medical errors, risk management and an in-depth discussion of program and professional requirements for progressing through the clinical phase. Students will also prepare for formative examinations following most clinical rotations. Students will be introduced to continuing medical education activities.

PAS 662 PANCE Preparation Course

COURSE DESCRIPTION

This course prepares students for successful completion of the Physician Assistant National Certifying Exam (PANCE), necessary for entering medical practice. Students learn strategies for successful study and successful completion of board-style exams, as well as an intense overview of medical knowledge at the end of this course to help prepare them for the PANCE. This course provides a summative evaluation tool to measure cognitive, motor and affective domains at a point near a student's completion of the clinical portion of the program. Students perform an objective standardized clinical examination (OSCE) to demonstrate competencies in interpersonal skills, comprehensive physical examination skills and professional bearing. Students will complete an end-of-year written examination providing proof of medical knowledge and clinical competence.

PAS 663 Evidence-Based Medical Practice Capstone Projects

COURSE DESCRIPTION

Evidence-Based Medical Practice Capstone Projects is designed to enable PA student learner to put into practice the skills acquired in PAS 509: Evidence- Based Medicine and PAS 529: Social & Cultural Aspects of Healthcare by conducting a literature review and writing a thesis paper describing their findings. Under the guidance of a faculty research advisor, students will review how to search, interpret, and evaluate medical literature. They will then focus on a step-by-step approach to further develop and implement their group Capstone project. Regular meetings with their Capstone advisor will provide opportunities to discuss preliminary drafts of their scholarly work and associated assignments. Additionally, students will submit their work for poster presentation at the LMU-Tampa Research Symposium, allowing them to share their research findings with a broader audience.

PAS 548 Medical Spanish Terminology II

COURSE DESCRIPTION

This is the second course in a 3-course series that allows students to apply medical Spanish in various clinical settings. Focusing on commonly used medical terminology and cultural nuances impacting communication, the course equips students to conduct patient interviews, provide explanations, and build rapport with Spanish-speaking patient populations. Through immersive practice in simulated clinical situations, students will become familiar with Spanish words and phrases frequently utilized in conversations related to patient care and be prepared to interact more effectively with patients whose first language is not English.

PAS 549 Medical Spanish Terminology III

COURSE DESCRIPTION

This is the third course in a 3-course series that allows students to apply medical Spanish in various clinical settings. Focusing on commonly used medical terminology and cultural nuances impacting communication, the course equips students to conduct patient interviews, provide explanations, and build rapport with Spanish-speaking patient populations. Through immersive practice in simulated clinical situations, students will become familiar with Spanish words and phrases frequently utilized in conversations related to patient care and be prepared to interact more effectively with patients whose first language is not English.

PAS 623 Family Medicine Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed to provide the PA student with the basics necessary to build a solid foundation for the evaluation, documentation, diagnosis and treatment of problems common in primary care and family medicine. The student will develop proficiency in office procedures commonly performed in a family medicine office.

PAS 624 Elective I Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed to provide the PA student with the basics necessary to build a solid foundation for the evaluation, documentation, diagnosis and treatment of problems common in primary care and general medical practice.

PAS 627 Elective II Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed to provide the PA student with the basics necessary to build a solid foundation for the evaluation, documentation, diagnosis and treatment of problems common in primary care and general medical practice.

PAS 626 Behavioral Medicine Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed so students will develop the skills necessary to evaluate and manage patients with a variety of psychiatric problems. The rotation will provide students with the opportunity to develop an understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of the psychiatric patient. Students will learn the appropriate use of selected psychoactive pharmaceuticals. There will be ample opportunity for the student to practice the skills necessary to perform a psychiatric interview and mental status examination and make referrals for specialized psychiatric treatment.

PAS 628 Internal Medicine Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed to provide the PA student with comprehensive training in the evaluation and ongoing treatment of patients facing complex medical conditions and chronic illness. Students learn the skills necessary to evaluate and manage the effects of chronic disease on multiple body systems and to perform or assist in procedures commonly done in Internal Medicine. The Internal Medicine rotation exposes the Physician Assistant student to 4 weeks of clinical medicine in the field of Internal Medicine.. The Physician Assistant student will be able to obtain and record a complete problem-oriented medical history; perform a complete or problem-focused physical examination; formulate a diagnosis and problem list; order, obtain, and interpret indicated laboratory and diagnostic studies; and implement therapeutic procedures and treatment plans for internal medicine patients while under preceptor supervision.

PAS 629 Surgery Clinical Rotation

COURSE DESCRIPTION

This clinical rotation is designed to provide PA students with the skills necessary to evaluate and manage patients with a variety of surgical problems. Students will have the opportunity to develop an understanding of the role of the surgeon, anesthesiologist, assistant surgeon, circulating nurse, scrub nurse, scrub tech, recovery room and the surgery floor nurses, aids, and techs in the care of the surgical patient.

PAS 632 Women's Health Clinical Rotation

COURSE DESCRIPTION

This rotation is designed to provide the student with an outpatient experience in the care of the female patient, and the impact of disease processes on the reproductive system. The student will develop the skills and knowledge necessary to evaluate, manage, and educate the patient in areas such as annual exams, birth control, infertility, menstruation, sexuality, pregnancy, pre and postnatal care, menopause and relationships.

PAS 633 Pediatrics Clinical Rotation**COURSE DESCRIPTION**

This clinical rotation is designed to provide the student with a clinical experience in pediatrics focusing on newborn children through age 18. The student will learn how to perform a pediatric well child visit and recognize, evaluate and treat common pediatric illnesses and conditions. Additionally, the student will learn to identify and manage both pediatric growth and development issues and pediatric emergencies.

PAS 634 Emergency Medicine Clinical Rotation**COURSE DESCRIPTION**

This clinical rotation is designed to introduce students to the triage and stabilization of patients with life-threatening conditions, as well as the procedures commonly performed in the emergency department. Emphasis is placed on skills required to perform and document a problem-oriented history and physical; formulate a differential diagnosis; order and interpret the tests necessary to confirm or rule out a primary diagnosis and give appropriate patient education. The student will also learn strategies for interacting with patients and families in various levels of stress.

APPENDIX C: LMU-TAMPA PA PROGRAM DISCIPLINARY PROCESS

STUDENT PROGRESS COMMITTEE (SPC)

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 on all students
- Determine Semester to Semester Progression and Mid-point Semester reviews.
- Determine student readiness to transition from one semester to the next, year 1 to year 2, and ultimately from the program to graduation.
- Decision-making based on data findings and faculty discussion.
- Adjudicating issues that arise at any time during the year 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

1. A faculty member refers a student to the SPC due to an academic and/or 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.)
2. 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.
3. 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.
4. 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.

5. 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.
6. The Co-Chair will also send a letter via e-mail to the student and copied 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}

Students wishing to appeal a SPC decision must adhere to the established Academic or Non-Academic Grievance Policy outlined within this document.

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 policies (<https://www.lmunet.edu/school-of-medical-sciences/sms-policies>):

POLICY STATEMENT

A. Only judgements or disciplinary actions originating from an SPC decision will be considered in initiating the SMS appeals process.

B. Appeal requests must fall into one of the following three categories and be specified by the student at the time the appeal is requested:

1. The SPC sanction imposed is disproportionate to the violation.
2. The processes utilized by the SPC were flawed.
3. New evidence exists that was not available at the SPC meeting AND the evidence would have likely altered the outcome.

C. 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

D. 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.

E. 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.

F. 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.

G. 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.

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 NON-ACADEMIC 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 (SMS-Specific Policy - see [SMS Policies https://www.lmunet.edu/school-of-medical-sciences/sms-policies](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 (see SMS Policies <https://www.lmunet.edu/school-of-medical-sciences/sms-policies>): 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.

VI. 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.

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).

STUDENT GRIEVANCE REPORTING PROCEDURES {A1.02j; A3.15f-g}

The program aims to maintain the same level of professionalism that we expect from students. At times, students may not be satisfied with situations that have occurred; thus, they need to be able to report, receive assistance, and see that situations are addressed in a fair and timely manner. This section outlines the various grievance and reporting procedures to ensure that all issues are addressed in a timely manner.

Accreditation Grievances

Students wishing to file a complaint related to the accreditation standards should make these complaints in writing to the Dean of the School of Medical Sciences.

Academic Grievances

If a student has a grievance about an academic issue, the student must first discuss the matter with the Course Director. If the academic grievance is unresolved after meeting with the Course Director, the student may discuss the matter with the Didactic Education Director (during the Didactic Phase) or the Clinical Education Director (during the Clinical Phase). If the academic grievance remains unresolved, the student may bring the matter to the Associate Program Director. If the academic grievance is still not resolved, the grievance will be sent to the Program Director whose decision would be final.

Reporting Grievances or Misconduct Involving Another Student {A1.02J}

If a student has a conflict with another student in the Program, the student should attempt to resolve the conflict in a direct and constructive manner with the other student as soon as possible. If a resolution cannot be reached, the student should request help from the Director of Didactic Education (Didactic Phase) or the Director of Clinical Education (Clinical Phase). If the conflict remains unresolved, the student may then request help from the Program Director for final resolution of the conflict.

If a student has a conflict with a student from a different LMU Program, the student should attempt to resolve the conflict in a direct and constructive manner with the other student as soon as possible. If the conflict remains unresolved, the student may then request help from the Program Director for final resolution of the conflict.

Reporting Mistreatment/Grievances Regarding Program Faculty, The Program, Or the University {A3.15f}

Any non-academic grievance against LMU employees, the Program, or the University such as abuse of authority, abusive or intimidating behavior, discrimination, unprofessional relationships, mistreatment, or harassment, should be reported as follows:

- Direct program specific grievances to the **Program Director or the SMS Dean**.
- Direct any SMS specific grievances to the **Dean of the School of Medical Sciences**.

In each circumstance, the individual receiving the grievance will forward the grievance to the appropriate department or committee. Students should expect a response regarding the action taken on the grievance within five (5) business days. If the grievance involves title IX complaints, please follow the Title IX reporting procedures.

Clinical Rotation Grievances/Problems

The program makes every attempt to keep in close contact with each student and clinical site. If any problems occur during clinical rotations, whether academic, professional, or personal in nature, the Clinical Education Director (CED) is available for consultation whenever necessary. Students should use the following guidelines in dealing with any grievances or problems that occur during clinical rotations.

- If there is a safety issue, contact the clinical team immediately.
- For other issues, attempt to resolve the problem with the preceptor first and if not possible, contact the clinical team via email or call **the Clinical Education Director's office number**.

Clinical Rotation Preceptor Evaluation of Student Grievances

If the student is dissatisfied with a clinical rotation evaluation **and** has already met with the preceptor to discuss the evaluation, the student should contact the Clinical Education Director by writing a statement that outlines specific reasons why he/she disagrees with the preceptor's final evaluation. The statement needs to be submitted within **3 days** of the rotation completion. The statement will be reviewed by the Clinical Education Director. A meeting with the student will take place if further information is required. If no further action is necessary, a written decision will be sent to the student within seven days.

Reporting Title IX Offenses (Discrimination or harassment) {A1.02j}

LMU has a zero-tolerance policy for sexual harassment, discrimination based on 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.edu; contact information and incident forms are located at <https://www.lmunet.edu/office-of-institutional-compliance/report-an-incident>

LMU CODE OF STUDENT CONDUCT

The principle guiding the university regulation of student conduct will be that of responsible student freedoms. Students will be given the greatest possible degree of self-determination commensurate with their conduct and the consequences of their actions, in accordance with the stated purpose of Lincoln Memorial University.

Students are required at all times to maintain high standards of private and public conduct on campus and at university-sponsored events. To lie, cheat, steal or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations will not be accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible University administrative units, i.e., LMU Finance Office, Office of Security, Director of Housing, Dean of Students, Resident Directors, and Resident Assistants.

University officials reserve the right to bring a charge against any student through the Dean of Students with due process observed. Any student who presents a clear and present danger to other members of the university community or who impedes the academic process will be subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent suspension. Parents and/or legal guardians financially responsible for their LMU student will not necessarily be notified of any violations of the Code of Student Conduct.

Students have certain guaranteed rights as well as responsibilities as an enrolled student at LMU. Interestingly, the guarantee of these to all students is dependent upon all students' understanding and participation and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.).

Each university student will have the following rights and responsibilities:

1. to enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to race, national origin, creed, culture, gender, age, sexual orientation, or religion.
2. to attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources.
3. to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of LMU and the laws of Claiborne County, the State of Tennessee and the United States of America.
4. to have access to one's financial, academic and/or disciplinary files while being cognizant of one's financial, academic and disciplinary status with the university.
5. to register early for the next academic term by meeting one's financial obligations to the university by paying tuition, fees and assessed fines in a timely manner.
6. to receive a catalog at the beginning of one's enrollment to better one's understanding of the university and of academic programs.
7. to participate in the structured evaluation of instructors each year by honestly completing evaluations during the designated times.
8. to interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
9. to expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
10. to receive a Student Handbook each academic year to better one's understanding of the rules and regulations of LMU.
11. to drive and park on the campus by registering one's vehicle and understanding traffic policies.
12. to receive proper notice and due process in judicial situations as designated in the judicial procedures by checking one's mail and answering all summonses.
13. to expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
14. to be represented in Student Government Association by voicing opinions and ideas to SGA members and voting in campus-wide elections.
15. to join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
16. to participate in intramural and other student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities.
17. to benefit from all services provided by LMU to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.
18. to maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.
19. to maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

Hazing

All forms of hazing on the part of any individual, group of individuals or organizations are subject to civil and University disciplinary action. No initiation or other activity shall be undertaken which endangers the health and safety of an individual or demands an individual to engage in conduct of an unbecoming or humiliating nature, or in any way detracts from an individual's academic pursuits.

For purposes of this policy and University disciplinary action, LMU defines *hazing* to include any action taken or situation created, wherever it occurs, which induces mental or physical discomfort, embarrassment, harassment, or ridicule. Such actions including paddling, creation of excessive fatigue, physical or psychological shock, wearing apparel, which is conspicuous and not in good taste, public

ridicule of students, buffoonery, morally degrading or humiliating games or events, work sessions which interfere with regulations or policies of LMU or the laws of the State of Tennessee. Tennessee law [T.C.A. §47-7-123] prohibits hazing and offers the following definitions: (1) "Hazing" means any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization; and (2) "Higher education institution" means a public or private college, community college or university. (b) Each higher education institution shall adopt a written policy prohibiting hazing by any student or organization operating under the sanction of the institution. The policy shall be distributed or made available to each student at the beginning of each school year.

Hazing in Florida (<https://www.flsenate.gov/Session/Bill/2005/193/BillText/c1/HTML>)

In the State of Florida, hazing is a serious criminal offense with severe consequences. Under Florida Statute 1006.63, any act of hazing that intentionally or recklessly endangers the mental or physical health or safety of a student is strictly prohibited. Hazing includes, but is not limited to, pressuring or coercing a student into violating the law, any brutality of a physical nature (e.g., whipping, beating, branding), forced consumption of substances, or any activity that subjects the student to extreme mental stress. Notably, obtaining the victim's consent is not a defense against hazing charges. Any individual found guilty of hazing faces felony or misdemeanor charges, depending on the severity of the harm caused.

Complaint and Reporting Procedure

Students have the responsibility to bring any form of harassment or to haze that they experience or observe to the immediate attention of LMU. They need not complain first to the offending person. All complaints or reports should be directed to the Office of Institutional Compliance

([//www.lmunet.edu/office-of-institutional-compliance/non-title-ix-and-other-forms-of-discrimination-procedures-and-reporting](http://www.lmunet.edu/office-of-institutional-compliance/non-title-ix-and-other-forms-of-discrimination-procedures-and-reporting)). . A prompt, thorough, and fair investigation will be

conducted based on the individual's statement of what has occurred. In an effort to protect the individual who reports or complains of harassment, to encourage prompt reporting, and to protect the accused's interests during the pending investigation, access to information related to the investigation will be maintained on a strict "need to know" basis and all individuals involved in an investigation will be instructed not to discuss the matters in question outside of the investigation. LMU will retain confidential documentation of all allegations and investigations and will take appropriate corrective action to remedy all violations of this policy.

Investigations will normally include conferring with the parties involved and any named or apparent witnesses. Signed statements from the parties and witnesses will usually be requested, though complainants are not required to make a written complaint. All complainants and witnesses will be protected from coercion, intimidation, retaliation, interference or discrimination for raising a bona fide complaint or properly assisting in an investigation. If the investigation reveals that the complaint is valid, prompt and appropriate corrective action designed to stop the harassment immediately and to prevent its recurrence will be taken.

Retaliation against any complaining individual, any witness, or anyone involved in a complaint is strictly prohibited. LMU will follow up any complaint or investigation as appropriate to ensure that no retaliation occurs. Students should *immediately* report any perceived retaliation to the SMS Dean or the LMU Vice President for Enrollment Management and Student Services. The University will not tolerate retaliation and will take prompt and immediate steps to eliminate it.

Whether a particular act or incident produces a discriminatory employment or academic effect or amounts to harassment, or whether it otherwise violates this policy, requires a factual determination based on all the facts and circumstances. Given the nature of this type of discrimination, the University

recognizes that false accusations of sexual or other discriminatory harassment can have serious effects on innocent individuals. Therefore, if after investigating any complaint or report, it determines the complaint or report is not bona fide and was made in bad faith or for an improper purpose, or that an individual has provided false information regarding a complaint or investigation, disciplinary action may be taken against the individual who filed the complaint or who gave false information.

LMU trusts and expects that all students will continue to act responsibly to establish and maintain a pleasant and respectful community environment, free of discrimination or harassment, for all. LMU has a zero-tolerance policy for sexual or other discriminatory harassment. Thus, students are subject to discipline for any inappropriate behavior.

Questions or concerns about this policy or the complaint and reporting procedure should be directed to the Office of Institutional Compliance.

