



**Lincoln Memorial University – School of Medical Sciences
Tampa Physician Assistant Program**

CATALOG 2025-2026

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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.

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 suggested to General O. O. Howard, a Union Army officer, that when the Civil War ended, he hoped General Howard would organize a great university for the people of this area.

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 enrich 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 April 25, 2025.

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 Resources.

Lincoln Memorial University (LMU) - Tampa Physician Assistant (PA) Program

Accreditation

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 may also 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).

Lincoln Memorial University's off-campus instructional site in Tampa, Florida, is located at: 636 Grand Regency Blvd., Brandon, FL 33510. Phone: (813) 331-4619. This site is 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, or by calling the toll-free telephone number at (888) 224-6684.

Professional Accreditation

The ARC-PA has granted Accreditation-Provisional status to the Lincoln Memorial University – Tampa Physician Assistant Program sponsored by Lincoln Memorial University.

** **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.*

The ARC-PA Standards are available at (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>), or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 3325 Paddocks Pkwy, Suite 345, Suwanee, GA 30024, or call (770) 476-1224.

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

PA graduates must pass the Physician Assistant National Certifying Examination (PANCE) in order to practice in all U.S. states, U.S. territories, and the District of Columbia. 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 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.

CIE Statement

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Our facility is a three-story Class A office building with 120,756 square feet and approximately 800 parking spaces to accommodate faculty and students. The building has state-of-the-art classrooms, a sterile/non-sterile products lab, conference rooms, breakout rooms, office spaces for faculty, staff, administrators, simulation centers, an OSCE suite, a computer lab, patient care labs, a café, and student lounge spaces.

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 Goals

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

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

Leadership, Faculty and Staff Administration, Faculty, and Staff

LMU Administration and Staff

<https://www.lmunet.edu/presidents-office/administration>

Board of Trustees

<https://www.lmunet.edu/presidents-office/board-of-trustees>

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

School of Medical Sciences (SMS) Administration

- Dr. Paula Miksa, DMS, PA-C - Dean School of Medical Sciences
- Dr. Paul Miller, PhD. – Associate Dean of Academic Affairs
- Dr. Michael Stephens, DMS, PA-C – Associate Dean of Clinical Affairs

LMU-Tampa PA Program Administration, Faculty, and Staff

The Faculty of the Tampa PA Program

Paul Lawrence, 2023

Assistant Dean and Program Director, PA Program

Assistant Professor, PA Program

BS, PA-C, East Tennessee State University

MTh, Beacon University

MMS, PA-C, Lincoln Memorial University

DMS, Lincoln Memorial University

Mosha Peters-Harris, 2024

Medical Director, PA Program

Principal Faculty, PA Program

BS, University of Alabama, Birmingham

MD, University of South Alabama

Robert Nadratowski, 2024

Director of Didactic Education, PA Program

Principal Faculty, PA Program

BS, Boston University

MS, PA-C, Albany Medical College

Deborah Mattson, 2024

Clinical Education Director, PA Program

Principal Faculty, PA Program

BS, University of Detroit-Mercy

MS, PA-C, University of Detroit-Mercy

Sheena Brown, 2024

Director of Assessment, PA Program

Principal Faculty, PA Program

BS, Spellman College

MS, Emory University

PhD, Emory University

Melanie Barriffe, 2024

Principal Faculty, PA Program

BS, SUNY Downstate

MS, PA-C, SUNY Stonybrook

DMS, AT Still University

Tasha Corinth, 2023

Principal Faculty, PA Program

BA, University of Anchorage

MMSc, PA-C, Nova Southeastern University

DMS, Lincoln Memorial University

Danielle Garcia, 2024

Principal Faculty, PA Program

BS, Florida State University

MMS, PA-C, Barry University

LaBree Hans, 2025

Principal Faculty, PA Program

BS, University of South Florida

MPAP, PA-C, Rosalind Franklin University of Medicine and Science

The Staff of the Tampa PA Program

- Tori (TJ) Jordan, Clinical Coordinator
- Tiffany Nelson, Administrative Coordinator
- Munira Persad, Admissions Coordinator
- Keyla Rodriguez, Didactic Administrative Assistant

PA Program Curriculum

Curriculum Overview and Components

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.

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

The LMU-Tampa PA Program consists of six (6) continuous semesters of rigorous graduate-level training that covers all areas of medicine. The program has a total of 115 program credit hours (65 – Didactic Phase & 50 – Clinical Phase). All course reference numbers above the 500 level are reserved for graduate and professional programs. The first 12 months of didactic study provide students with a strong foundation in basic medical sciences, emphasizing the importance of patient interaction and medical intervention through courses such as clinical medicine, patient evaluation, pharmacology, mechanisms of disease, and clinical procedures.

The second phase of the program is 12 months in duration and will provide students with Supervised Clinical Practice Experiences (SCPEs). Students will be paired with practicing MDs, PAs, NPs, or Nurse Midwives serving as preceptors to

enhance their education and training through hands-on patient encounters in team-based healthcare settings. Clinical rotations consist of rotations in family medicine, pediatrics, women’s health, behavioral/mental health, general surgery, internal medicine, and emergency medicine, and two elective rotations. Students must pass each rotation individually. Students will learn more about the second phase of studies during the third didactic semester and in greater detail during the formal SCPE phase orientation. The PA Program Clinical Student Handbook will provide comprehensive information.

CURRICULUM DELIVERY

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

ADVANCED PLACEMENT {A3.12c, A3.15}

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 and examinations taken at institutions other than LMU-Tampa PA Program will not be accepted for credit towards the MMS degree. Transfer credits are also not accepted.

Academic Calendar

PA Class of 2027	
Semester I Spring 2026 (16 weeks)	
Student Orientation	December 15-19, 2025
Semester 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 27-29, 2026
Remediation Day(s)	April 30- May 1, 2026
Spring Break	May 4-8, 2026
Semester II Summer 2026 (17 weeks)	
Semester Begins	May 11, 2026
Memorial Day Holiday- 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 17-20, 2026
Remediation Day(s)	August 21, 24-28, 2026
*FAPA Conference dates to be determined.	
Semester III Fall 2026 (17 weeks)	

PA Class of 2027

Semester Begins	August 31, 2026
Labor Day- No Class	September 7, 2026
Thanksgiving Break- No Class	November 25-27, 2026
Last Day of Class	December 11, 2026
Finals Week	December 14-17, 2026
Remediation Day(s)	December 21-22, 2026
New Student Orientation	December 18, 2026
Semester IV Spring 2027 (16 weeks)	
Semester Begins	January 4, 2027
Boot Camp	January 4-29, 2027
Martin Luther King Holiday- No Class	January 18, 2027
Rotation #1	February 1-25, 2027
Callback Day	February 26, 2027
Rotation #2	March 1-26, 2027
Rotation #3	March 29 - April 22, 2027
Callback Day	April 23, 2027
Semester V Summer 2027 (17 weeks)	
Semester Begins	May 10, 2027
Rotation #4	April 26 - May 20, 2027
Callback Day	May 21, 2027
Rotation #5	May 24 – June 18, 2027
Rotation #6	June 21 – July 16, 2027
Rotation #7	July 19 - Aug 12, 2027
Callback Day	August 13, 2027
Semester VI Fall 2027 (17 weeks)	
Semester Begins	August 30, 2027
Students Return to Campus	August 16, 2027
Rotation #8	August 30 – September 24, 2027
Rotation #9	September 27- October 22, 2027
Students Return to Campus	October 25, 2027
Thanksgiving Break – No Class	November 24-26, 2027
Graduation	December 15

**Dates are subject to change*

Master of Medical Science (MMS) in Physician Assistant Studies

Degree Type

Master of Medical Science (MMS)

Level

100-400 Undergraduate Level Courses

500-600 Masters Level Courses

700 Professional and Doctoral Courses

Didactic Phase

Semester 1: Spring 2026

Semester 1 Prerequisites: Matriculation into the program

Item #	Title	Credits
PAS 504	Health Promotion and Disease Prevention	2
PAS 514	Foundations of Clinical Practice	4
PAS 518	Patient Evaluation I	3
PAS 522	Essentials of Clinical Medicine I	5
PAS 526	Clinical Integration I	2
PAS 561	Pharmacology I	3
PAS 539	Mechanisms of Disease	3

Semester 2: Summer 2026

Semester 2 Prerequisites: Successful completion of Semester 1 courses

Item #	Title	Credits
PAS 509	Evidence Based Medicine	2
PAS 519	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

Semester 3: Fall 2026

Semester 3 Prerequisites: Successful completion of Semester 2 courses.

Item #	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	OB/GYN and Reproductive Health	2
PAS 573	Clinical Procedures II	2

Clinical Phase

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

Semester 4: Spring 2027

Item #	Title	Credits
PAS 642	Transition to Care	4

Semesters 4-6: Spring, Summer, Fall 2027

Clinical Rotations

Item #	Title	Credits
PAS 623	Family Medicine	4
PAS 626	Behavioral Medicine	4
PAS 628	Internal Medicine	4
PAS 629	Surgery	4
PAS 632	Women's Health	4
PAS 633	Pediatrics	4
PAS 634	Emergency Medicine	4
PAS 624	Elective I	4
PAS 627	Elective II	4

Semesters 4-6: Spring, Summer, Fall 2027

Asynchronous Courses

Item #	Title	Credits
PAS 548	Medical Spanish Terminology II	1
PAS 549	Medical Spanish Terminology III	1
PAS 662	PANCE Preparation Course	5
PAS 663	Evidence-Based Medical Practice Capstone Projects	3

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>

Program Contact Hours by Phase

Total Didactic Phase Credit Hours	65
Total Clinical Phase Credit Hours	50
Total Credits	115

PA Program Learning Outcomes and Graduate Competencies

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

- MK1- Integrate a broad knowledge of medical science to accurately interpret patient history findings.
- MK2- Integrate a broad knowledge of medical science to accurately interpret physical examination findings.
- MK3- Integrate a broad knowledge of medical science to accurately analyze and interpret diagnostic and screening tests.
- MK4- Integrate a broad knowledge of medical science to accurately recommend medical care plan to include, pharmacological intervention, patient education, and patient counseling.

Clinical and Technical Skills

- 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

- 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

- 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

- 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.

{A3.11b}. * *The Lincoln Memorial Tampa PA Program intends to publish evidence of goal achievement here after the initial cohort of students matriculates and graduates.*

Admission Requirements

LMU-TAMPA PA PROGRAM ADMISSION CYCLE (2025 - 2026)	
Event	Date (s)
Application Cycle Begins	January 1, 2025
Application Deadline	October 1, 2025
Candidate Interviews	March – November 2025
Admission Decisions	April - December 2025
New Student Orientation	December 15 - 19, 2025
Classes Begin	January 12, 2026

ADMISSION APPLICATION REQUIREMENTS & PREFERENCES {A3.12, 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.

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 October 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 October 1st of the application year.

Mission-Match Admissions

The LMU-Tampa PA Program's mission and values are reflected in the following preferences. Meeting any or all of 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

Minimum Degree Requirements

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

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 an overall Biology-Chemistry-Physics (BCP) Science GPA of 2.80 or greater on a 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.

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.

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.

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 a substitution for any content within the LMU-Tampa PA Program. LMU-Tampa PA program does not accept credit from prior learning or by examination.

Prerequisite Courses

Prerequisite Courses (Minimum of 29 credit hours)

- **General Biology with Lab:** 4 credit hours or equivalent
 - **General Chemistry with Lab:** 4 credit hours or equivalent
 - **Microbiology:** 3 - 4 credit hour course or equivalent
 - **Organic Chemistry/Biochemistry with Lab:** 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, prerequisite courses are recommended to be completed no more than seven (7) years from the date of the application. Any prerequisites completed more than seven (7) years from the date of the application will be evaluated by the program on an individual basis.**

Patient Contact Hours

Documentation of any 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 documented at the time of application.

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.**

Reference Letters

3 letters of recommendation:

- One must be from a paid medical experience (for example, where you received your 500 hours of paid work experience)

or

- Someone who can attest to your personal character and work ethic.

or

- An academic instructor who knows the applicant well and can attest to their potential for success as a PA student learner, and a practicing PA

****The program will only evaluate the first three letters that meet the criteria submitted if more than three letters are received.****

English as a Secondary Language

An applicant whose native language is not English needs to submit scores from the TOEFL examination unless the applicant is a graduate of a U.S. college or university. The minimum scores of 550 (paper based), 173 (computer based), or 61 (internet-based) are required.

If you have any questions, feel free to contact us.

LMU-Tampa PA Admissions Office
[800.325.0900](tel:800.325.0900), ext. 6248 (toll-free)
[423.869.6248](tel:423.869.6248) (direct)
patampa@lmunet.edu

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 October 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 the criteria listed below
4. Documentation of any 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 must be from a paid medical experience (for example, where you received your 500 hours of paid work experience)
 - or
 - Someone who can attest to your personal character and work ethic.
 - or
 - An academic instructor who knows the applicant well and can attest to their potential for success as a PA student learner, and a practicing PA
- While not required, applicants are strongly encouraged to obtain a minimum of 500 hours of direct patient care experience (DPCE) prior to applying.
 - **Qualifying activities 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 paid direct patient care hours should be clearly documented in the application, including the type of duties performed and healthcare setting.

Technical Standards and Competencies

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 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, both those 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 the purposes of this document and unless otherwise defined, the term "applicant" or "candidate" means applicants for admission to the PA Program as well as enrolled PA students who are candidates for promotion and graduation.

TECHNICAL STANDARDS (A3.12E)

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 the ability to reason, calculate, analyze, measure, and synthesize information in a variety of settings, including those that may be urgent with increased transient stress and distractions.
- Comprehend three-dimensional and spatial relationships of structures, including anatomical structures.

- Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings.

5. **Behavioral and Social Attributes**

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

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

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

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

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

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

- Documentation of the disability from a licensed professional.
- The diagnosis of the disability using standard nomenclature.
- A description of the student's functional limitations due to the disability.
- Copies of the evaluation report(s), or a letter on the evaluating professional's letterhead accompanying the report(s).
- A description of the requested accommodation.

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

LMU-TAMPA PA PROGRAM COMPETENCIES {A3.11G}

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

GRADUATES OF THE LMU-TAMPA PA PROGRAM WILL BE ABLE TO:

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

{A3.11b}. * *The Lincoln Memorial Tampa PA Program intends to publish evidence of goal achievement here after the initial cohort of students matriculates and graduates.*

Semester to Semester Progression

ACADEMIC PERFORMANCE AND PROGRESSION {A3.14b}

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 the clinical handbook, as policies and procedures may differ in the clinical phase of the program. These determinations are made carefully by the Student Progress (SPC). At the mid-point and conclusion of the semester, the SPC reviews each student's academic and professional performance. Students must be recommended for progression by the SPC to be eligible to take courses in the subsequent semester.

Semester To Semester Progression - Didactic Phase

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

Progression From Didactic Phase to Clinical Phase

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

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

Semester To Semester Progression - Clinical Phase

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

Clinical Phase to Completion

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

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

REQUIREMENTS FOR GRADUATION { A3.14 a-b}

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

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

TIME TO COMPLETION OF PROGRAM

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

Academic/Professional Probation

Students who are placed on probation by the Student Progress Committee (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 the 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 3.14h} (see <https://www.lmunet.edu/school-of-medical-sciences/sms-policies>)

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

Cost of Attendance

Cost of Attendance Including Tuition & Fees for the Master of Medical Sciences in Physician Assistant Studies - Tampa may be found at <https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>

Class of 2027 Cohort COA

Spring Start Program

PA TERM 1 & 2 - Spring/Summer

Cost of Attendance		
COA Component	Cost	
Direct Costs:		
Tuition*	\$35,992	
Fees (\$785)	Student Activity Fee	\$250
	Comprehensive Fee	\$175
	Technology Fee	\$50
	Testing Fee	\$60
	Anatomy Lab Fee	\$250
Health Insurance	\$2,099	
Total Direct Costs	\$38,876	
Indirect Costs (Non-billable):		
Books, Course Materials, Supplies, & Equipment	\$3,900	
Food	\$6,400	
Housing	\$13,200	
Transportation	\$3,900	
Miscellaneous Personal Expenses	\$5,096	
Loan Fees	\$2,000	
Total Indirect Costs	\$34,496	
*Cohort-based tuition model		

PA TERM 3 & 4 - Fall/Spring

Cost of Attendance		
COA Component	Cost	
Direct Costs:		
Tuition*	\$35,992	
Fees (\$910)	Student Activity Fee	\$150
	Comprehensive Fee	\$350
	Technology Fee	\$50

COA Component		Cost
	Testing Fee	\$60
	Anatomy Lab Fee	\$300
Health Insurance		\$3,811
Total Direct Costs		\$40,713
Indirect Costs (Non-billable):		
Books, Course Materials, Supplies, & Equipment		\$1,000
Food		\$6,400
Housing		\$13,200
Transportation		\$3,900
Miscellaneous Personal Expenses		\$6,596
Loan Fees		\$2,000
Total Indirect Costs		\$33,096
*Cohort-based tuition model		

PA TERM 5 & 6 - Summer/Fall

Cost of Attendance

COA Component		Cost
Direct Costs:		
Tuition*		\$35,992
Fees (\$735)	Student Activity Fee	\$50
	Technology Fee	\$50
	Comprehensive Fee	\$175
	Testing Fee	\$60
	Graduation Fee	\$400
Health Insurance		\$1,485
Total Direct Costs		\$38,212
Indirect Costs (Non-billable):		
Books, Course Materials, Supplies, & Equipment		\$500
Food		\$6,700
Housing		\$14,900
Transportation		\$5,200
Miscellaneous Personal Expenses		\$6,600

COA Component	Cost
Loan Fees	\$2,000
First Professional Credential	\$550
Total Indirect Costs	\$36,450
*Cohort-based tuition model	

Advanced Placement Policy

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 from institutions other than LMU-Tampa will not be accepted for credit towards the MMS degree. Transfer credits are also not accepted.

Credential Awarded

Upon graduation from the LMU-Tampa PA Program, students are awarded the degree of Master of Medical Science (MMS) from Lincoln Memorial University. 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 (<https://www.nccpa.net/resources/sample-performance-profile/>)**

Supervised Clinical Practice Experiences (SCPEs)

Clinical Site Recruitment Policy And Procedures {A3.08}

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 circumstances will a student be required or permitted to contact and/or obtain their own clinical rotation sites. Any student who contacts a potential preceptor directly to plan for their own clinical sites will be referred to the SPC for disciplinary action. Although it is the responsibility of the Program and not the students to arrange clinical rotation sites, a student may suggest a new clinical site. The clinical team will make students aware of this option and disperse appropriate forms at a designated time during the didactic phase. Until the clinical team has this discussion with students, the students are asked to refrain from requesting preceptors or clinical sites. If a student chooses to submit a request at the designated time, the Program will determine if the site is adequate for students to meet program learning outcomes and legal requirements. All final decisions on site adequacy are made by the clinical team.

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

Clinical Rotation Sites, Housing, Transportation, and Meals

Supervised Clinical Practice Experience (SCPE) sites are unique in comparison to other PA programs. As most programs are associated with one specific health system, the LMU-Tampa PA Program relies on multiple health systems and independent clinical sites for its SCPEs. Due to this unique structure, the program establishes area or town assignments—referred to as Places of Duty (PODs)—based on the number of available resources. Each POD may include the surrounding area within a 60-mile radius. The number of PODS varies per cohort and is not necessarily the same for 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 may also reassign a student to a new POD altogether during the course of the clinical phase.***

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

Affiliation Agreements

Affiliation Agreements are legal documents that address issues such as HIPAA, FERPA, liability, and malpractice and formalize the relationship between the Program, the University, and the clinical rotation site/preceptor. Additionally, these agreements help to ensure the LMU-Tampa PA Students will receive a quality clinical education experience. These agreements must be established and approved by the Program, University, and the clinical rotation site/preceptor before student placement at a clinical rotation site can occur.

Students may only participate at the clinical site they are assigned to at the designated time. All clinical training sites are sent an Affiliation Agreement that formalizes the relationship between the school and the preceptor/site. It is unacceptable for a student to go to a clinical setting(s) in which they are not assigned and in which there is no affiliation agreement in place. Students are **not** allowed to negotiate an affiliation agreement with a clinical rotation site. Students may **not** contact an established clinical rotation site prior to their assignment to that clinical rotation site or unless directed to do so by the Clinical Team. **Students are not permitted to attend a clinical rotation site that does not have a signed Affiliation Agreement with the University.** Any student who is in violation of the Affiliation Agreement guidelines will lose professionalism points, have a professionalism violation documented, and will be referred to the Student Progress Committee (SPC) with the possibility of immediate dismissal from the Program.

Clinical Rotation Sites and Preceptors: Development and Evaluation

Clinical rotation sites are evaluated by the Program annually at minimum and more often if necessary. This provides an opportunity for feedback from the clinical preceptors regarding the clinical rotation experience and individual and aggregate student performance and assessment of the appropriateness and safety of each clinical site. Formal evaluations by Program representatives will be scheduled with the clinical rotation site/preceptor. Additionally, representatives of the Program may conduct formal evaluations of the student's progress in developing a comprehensive base of medical knowledge and procedural, clinical-decision-making, and interpersonal skills. The Lincoln Memorial University (LMU) - Tampa Physician Assistant Program will participate in an ongoing review of all sites and preceptors used for supervised clinical practice experiences to ensure that sites and preceptors meet program learning outcomes to properly supervise students. Every student will receive a site visit at their clinical setting twice during the clinical phase. The student will be contacted by the CED or clinical coordinator at least one week in advance to arrange the meeting. Students should monitor their email closely when a clinical site visit is scheduled, as last-minute changes or updates may occur. Clear and timely communication is crucial for the site visit coordinator to organize the visit.

End of Semester (EOS) Activities

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 as 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.**

Academic Policies and Procedures

Assessment of Student Performance

At LMU's Tampa 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 the LMU Tampa PA Program or at another designated location.

3. End of Didactic Phase Exam & End of Program Exam –These multiple-choice examinations test 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 ongoing 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.

Computerized Examinations

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

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

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 the proctor(s) of any technical issues; students must not engage the 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:** A 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 LMU-Tampa PA Program Student Progress Committee (SPC) or designated faculty committee according to the LMU-Tampa PA Program Handbook.

Summative Assessment

“PASSING GRADE” THE PROGRAM SUMMATIVE EXAMS

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

SUMMATIVE ASSESSMENTS, REQUIRED FOR PROGRAM COMPLETION

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

Dissemination of Examination Results

Students will be able to view their individualized examination scores on Canvas. The LMU-Tampa PA Program views examinations as assessment tools, not used as an instructional tool, therefore, students will not be able to view their individual examinations once completed. Students will instead receive a comprehensive examination report, which will alert each student individually to topics and medical task areas that need to be reinforced through additional studies.

Grading System

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 {A3.14 a,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 will no longer be 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.

Remediation Policies and Procedures {A3.14c}

REMEDIATION POLICY AND PROCEDURE {A3.14c}

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.

Faculty Advising {A2.05 D, E, F }{A3.07}

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 concern 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 the 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 the student's 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/makes changes to allow additional study time
5. Adjustment of Study Habits
6. Behavior Modification
7. Specific Remediation Program
8. Discuss the Availability of Tutoring Services
9. Begin Exercise Program/Other Stress Reduction Techniques
10. Career Goal Reexamination

NON-ACADEMIC CONCERNS {A3.06, A3.07}

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. {A3.06}.**

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 student’s 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.

Academic and Professionalism Curriculum and Professionalism Mentoring

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 Policy/Examination Honor Code/Gen AI Policy

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

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another Physician Assistant student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating and are violations of appropriate student conduct and professionalism. Students suspected of violating the Student Code of Conduct for the LMU-Tampa PA Program will be referred to the Student Progress Committee (SPC) for progression and/or disciplinary action recommendations which may include dismissal from the Program.

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.

Student Grievance (Academic and Non-Academic)

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 decision 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 Associate 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.

D. Grievances specific to the Tampa, Florida location:

1. 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 within the Florida State Government and shall be reviewed and handled the Florida Board of Medicine licensing board at <https://flboardofmedicine.gov/>

2. For students attending programs in Florida, complaints related to 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 (<https://www.myfloridalegal.com/how-to-contact-us/file-a-complaint>).
3. For students attending programs in Florida who have a grievance that has not been resolved through other avenues, they can contact the Florida Department of Education- Commission on Independent Education either by sending a letter to: Commission for Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, FL. 32399-0400, Or by email: CIEINFO@fldoe.org, Or Fax: 850-245-3238

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, including representatives from each PA program at a minimum and other SMS programs when feasible. Limited/one-time 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

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 requests 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 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's appeal letter and determine if the appeal meets the criteria and merit. If approved, the ADAA will activate the SMS 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 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's 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 the instructions previously provided by the SPC.

VIII. Applicable Regulations, Statutes, and Related Policies: SACSCOC Standard 10.1, SACSCOC Standard 12.3, ARC-PA Standard A3.14g-h, 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 that 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>): 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 will be 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](tel: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 A3.14g, LMU Title IX policies.

Applicable Regulations, Statutes, and Related Policies: ARC-PA 5th Ed Standard A3.14g, 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 {A1.02g; A3.14g}

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 will be final.

LMU Credit Hour Policy

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

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

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 {A3.14g}

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; contact information and incident forms are located at <https://www.lmunet.edu/office-of-institutional-compliance/report-an-incident>

Complaint Policies and Procedures for Certain Distance Education Students

The policies above apply to students who are:

- non-Tennessee residents in [State Authorization Reciprocity Agreement \("SARA"\) states](#) and who are enrolled in a distance education program/course or
- who are attending an out-of-state learning placement in a [SARA state](#).

The nature of complaints to be addressed through these policies includes violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to complaints concerning student grades or student conduct violations. For more information on complaint subject matter, see [SARA Policy Manual](#) Sections 4.2 and 4.3.

Family Educational Rights and Privacy Act (FERPA) {A3.17}

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.LMU.net for detailed information regarding FERPA.

Registrar Information

Course Registration

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 or Address

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, 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.

Type of Change	Notify
Name	Registrar - registrar@LMU.net , 423-869-6313 Admissions Coordinator - Munira Persad, Munira.Persad@LMU.net , 813-331-4628 Program Administrator - Tiffany Nelson, Tiffany.Nelson@LMU.net , 813-331-4619 Campus Security - LMUPD@LMU.net , 423-869-6911 Information Services - helpdesk@LMU.net , 423-869-6454 Student Financial Services - finaid@LMU.net , 423-869-6336
Mailing Address	Pre-matriculation Admissions Coordinator Munira Persad, Munira.Persad@LMU.net , 813-331-4628 Post-matriculation Program Administrator Tiffany Nelson, Tiffany.Nelson@LMU.net , 813-331-4619
Cell Phone Number	Admissions Coordinator Munira Persad, Munira.Persad@LMU.net , 813-331-4628 Program Administrator Tiffany Nelson, Tiffany.Nelson@LMU.net , 813-331-4619
Emergency Contact(s) Information	Admissions Coordinator Munira Persad, Munira.Persad@LMU.net , 813-331-4628 Program Administrator Tiffany Nelson, Tiffany.Nelson@LMU.net , 813-331-4619

Student Services

Academic Support Services

LMU-Tampa PA Students are assigned faculty advisors for academic guidance and student success. All faculty members and course directors are available for guidance and tutoring.

Accessible Education Services {A3.07}

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 the 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.

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 for those who qualify. [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 the cost of Program attendance, and seeking scholarships.

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 from 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 in email verification.

* GI Bill is a registered trademark of the US Department of Veterans Affairs.

Refund of Institutional Tuition

LMU operates with an annual budget developed through advanced planning built around the institutional mission and goals, including financial obligations to faculty and others who provide necessary services essential for operation. In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of tuition and/or room and board will be pro-rated as indicated by the refund policy. A student must complete a Change of Schedule form, obtained from the Office of the Registrar, in order to drop one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University.

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 withdrawal 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 reasons 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 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>

The Return of Title IV Funds (Federal)

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

Refund of Credit Balance

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” and 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.

Health Services

STUDENT HEALTH TREATMENT STATEMENTS {A3.04, A3.06}

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

HEALTH INSURANCE REQUIREMENTS {A3.09a}

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

LMU COUNSELING SERVICES {A3.07}

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

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

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

To access counseling after business hours, call [866-640-777](tel:866-640-777). If students have difficulty initiating services, please contact LMU Counseling at [423.869.6277](tel:423-869-6277). If students are experiencing a mental health emergency and need immediate assistance and are not able to access counselling services, they are encouraged to immediately call 911 or the National Suicide Prevention number at [1-800-273-TALK](tel:1-800-273-TALK) (8255).

After-hours mental health emergencies:

Call [423-869-6277](tel:423-869-6277)

After-hours calls to the LMU Office of Mental Health Counseling are forwarded to a call center staffed with professional mental health counselors who will assist callers. This service is also available at any time during the weekend, holidays, and when the campus is closed for inclement weather.

***Please note: In the case of a medical or psychological life-threatening emergency, call 911 immediately.**

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.

***The University does not guarantee job placement upon program completion or graduation.**

Verification of Program Completion/Degree Awarded

Many state licensing boards, and some hospital credentialing boards require verification of Program Completion/Degree Awarded. FERPA guidelines are followed when completing these forms. Students must submit all request for verification of Program Completion/Degree Awarded to the Program Administrative Coordinator.

Official Transcript Request

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.

Student Organizations

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

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

DUTIES AND RESPONSIBILITIES OF CLASS OFFICERS

President

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

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

Vice President

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

Secretary

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

Class Treasurer

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

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

FAPA/AAPA Representative

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

Social Coordinators

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

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

COMMUNITY SERVICE REQUIREMENT {A3.01}

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

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

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

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

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

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

Professional Physician Assistant Organizations

PROFESSIONAL PHYSICIAN ASSISTANT ORGANIZATIONS

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

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

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

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

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

Course Descriptions

Physician Assistant Studies

PAS 504 : Health Promotion and Disease Prevention

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

Credits 2

PAS 509 : Evidence Based Medicine

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.

Credits 2

PAS 514 : Foundations of Clinical Practice

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.

Credits 4

PAS 518 : Patient Evaluation I

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.

Credits 3

PAS 519 : Patient Evaluation II

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.

Credits 3

PAS 522 : Essentials of Clinical Medicine I

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.

Credits 5

PAS 523 : Essentials of Clinical Medicine II

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.

Credits 5

PAS 524 : Essentials of Clinical Medicine III

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.

Credits 5

PAS 526 : Clinical Integration I

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.

Credits 2

PAS 527 : Clinical Integration II

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

Credits 2

PAS 528 : Clinical Integration III

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.

Credits 2

PAS 529 : Social & Cultural Aspects of Healthcare

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.

Credits 2

PAS 534 : Interprofessional and Population Healthcare

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.

Credits 3

PAS 538 : Special Populations (Pediatrics and Geriatrics)

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.

Credits 2

PAS 539 : Mechanisms of Disease

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.

Credits 3

PAS 547 : Medical Spanish Terminology I

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.

Credits 1

PAS 548 : Medical Spanish Terminology II

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.

Credits 1

PAS 549 : Medical Spanish Terminology III

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.

Credits 1

PAS 561 : Pharmacology I

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.

Credits 3

PAS 562 : Pharmacology II

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.

Credits 2

PAS 563 : Pharmacology III

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.

Credits 2

PAS 572 : Clinical Procedures I

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

Credits 2

PAS 573 : Clinical Procedures II

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.

Credits 2

PAS 576 : Emergency Medicine

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.

Credits 2

PAS 577 : Surgery

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.

Credits 2

PAS 578 : OBGYN and Reproductive Health

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.

Credits 2

PAS 579 : Psychiatry/ Behavioral Health

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.

Credits 2

PAS 623 : Family Medicine

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.

Credits 4

PAS 624 : Elective I

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.

Credits 4

PAS 626 : Behavioral Medicine

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.

Credits 4

PAS 627 : Elective II

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.

Credits 4

PAS 628 : Internal Medicine

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.

Credits 4

PAS 629 : Surgery

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.

Credits 4

PAS 632 : Women's Health

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.

Credits 4

PAS 633 : Pediatrics

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.

Credits 4

PAS 634 : Emergency Medicine

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.

Credits 4

PAS 642 : Transition to Care

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.

Credits 4

PAS 662 : PANCE Preparation Course

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.

Credits 5

PAS 663 : Evidence-Based Medical Practice Capstone Projects

Evidence-Based Medical Practice Capstone Projects A 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.

Credits 3