

University of Tampa



The University Of

T A M P A®

PHYSICIAN ASSISTANT STUDENT HANDBOOK

2025-2026

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Introduction and Handbook Purpose

Welcome to the University of Tampa Physician Assistant Program. This handbook is intended to serve as the official guide to the policies, procedures, expectations, and resources that govern your experience as a student within the PA Program. It has been developed in alignment with the **ARC-PA 6th Edition Standards** and institutional policies as outlined in the [University Catalog](#).

The policies within this handbook apply to all enrolled PA students and are designed to support your academic success, professional development, and progression toward becoming a competent, ethical, and compassionate healthcare provider. While this handbook outlines PA Program-specific expectations, students are also responsible for understanding and complying with all policies of the University of Tampa and the College of Natural and Health Sciences.

This document is reviewed and updated annually. The PA Program reserves the right to make modifications at any time in response to changes in accreditation standards, university policy, or program needs. The most current version of this handbook will be maintained on the program's internal student portal and will serve as the official version of record.

All students are required to sign a formal acknowledgment indicating that they have read, understood, and agreed to comply with the policies contained within this handbook. This acknowledgment is a condition of enrollment and is retained in the student's academic file.

We look forward to supporting you on your path to becoming a highly competent and patient-centered physician assistant.

GENERAL INFORMATION

Contact information

University of Tampa Physician Assistant Program
401 W. Kennedy Blvd
Tampa, FL 33606-1490

Faculty and Staff

*Department of Physician Assistant Medicine (A1.02, **A1.07**; **A2.01** **A2.02**, **A2.03**, A2.11, A2.12, A2.18)*

Chair/Program Director: Mike Roscoe, PhD, PA-C (**A2.02**, A2.04, A2.06, A2.07, A2.08, A2.10)

Associate Chair of Physician Assistant Medicine: Vacant

Medical Director: Kimberly Mularoni MD, FAAP (A2.02; A2.04, **A2.11**, A2.12)

Director of Didactic Education (DDE): Roman Sereda DMSc, PA-C

Director of Clinical Education (DCE): Allison Kaczmarek PhD, MPH

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Mission Statements

University of Tampa Mission Statement

Mission Statement

The University of Tampa is a comprehensive, independent university that delivers challenging and high-quality educational experiences to a diverse group of learners. Four colleges offer about 200 areas of graduate and undergraduate study. The Spartan Studies general education curriculum helps to prepare students to be successful, contributing members of the global community. Graduate and continuing studies programs exemplify our commitment to the professions and community.

The University's 110-acre residential campus in downtown Tampa provides an exceptional setting for learning both on and off campus. Valuing the community's international heritage, the University attracts students, faculty and staff from around the world with diverse backgrounds to facilitate intercultural learning.

UT is committed to the development of each student to become a productive and responsible citizen. The University conducts classes in personalized settings in which learning is enhanced through application by balancing "learning by thinking" with "learning by doing." Students are taught by highly qualified faculty members dedicated to teaching, scholarship, advising and continued intellectual growth. Students participate in learning partnerships with faculty and the community through clinical and consulting assignments, internships and research experiences. Academic services and co-curricular activities support individual well-being and development, and provide leadership opportunities. UT

strives to provide a rich and inclusive learning environment for all students to prepare them for careers and lifelong learning.

Physician Assistant Medicine Program Mission, Vision and Values (A2.05a)

Mission

The mission of the University of Tampa's Physician Assistant Medicine (PAM) program is to engage in collaborative training to develop competent medical providers from **various backgrounds** who provide high-quality care to their communities.

Vision

The PAM program will provide excellence in medical education, advancing the **well-being** of our community and improving access to health care in the region and beyond.

Values (ICE-CAL)

Our six core values guide how we learn and care: **Integrity, Compassion, Excellence, Collaboration, Accountability, and Leadership.**

- **Integrity** – Be honest; do the right things in the best interests of patients.
- **Compassion** – Be kind; engage patients and families as partners in a culturally responsive way.
- **Excellence** – Strive to improve continuously and exceed expectations.
- **Collaboration** – Work as a team within the program and with community partners.
- **Accountability** – Be individually and collectively responsible for outcomes and experiences.
- **Leadership** – Model professionalism and serve the community through leadership and service.

Program Learning Outcomes and Program Competencies (A2.05, A3.11g, B1.01b, B1.03e, B3.05, B4.03)

The University of Tampa Physician Assistant Program is designed to ensure that graduates demonstrate the knowledge, skills, and professional behaviors necessary for entry-level clinical practice. At graduation, each student is expected to meet defined **Program Learning Outcomes (PLOs)**, which serve as measurable evidence of academic and professional achievement.

These PLOs are aligned with **five core competency domains** required by ARC-PA. While PLOs define **what** students must demonstrate by program end, the competency domains describe **how** graduates are expected to apply these abilities in clinical roles.

Competency/PLO 1: Clinical and Technical Skills (B4.03a)

Graduates will perform the clinical and technical skills necessary to evaluate, treat, and educate patients across the lifespan and in varied clinical settings.

Sub-competencies

1. Obtain, perform, and document histories and physical examinations across the lifespan
2. Perform diagnostic and therapeutic procedures safely and effectively
3. Select, order and interpret diagnostic tests appropriately
4. Provide patient education, counseling and referrals
5. Accurately document patient encounters and procedures

Competency/PLO 2: Clinical Reasoning and Problem-Solving Abilities (B4.03b)

Graduates will apply sound clinical reasoning to develop, implement, and evaluate evidence-informed care plans.

Sub-competencies

1. Formulate prioritized differential diagnoses and problem lists
2. Design individualized treatment plans using pharmacologic and non-pharmacologic interventions
3. Apply clinical reasoning across preventive, acute, chronic, emergent, rehabilitative, palliative and end-of-life care
4. Monitor, evaluate, and adjust management based on outcomes and evolving clinical information

Competency/PLO 3: Interpersonal and Communication Skills (B4.03c)

Graduates will communicate effectively with patients, families, and the health care team to facilitate shared decision-making and patient-centered care.

Sub-competencies

1. Demonstrate effective verbal, nonverbal and written communication across settings
2. Engage patients, families and caregivers in shared decision-making
3. Conduct difficult conversations (e.g., bad news, prognosis, errors) with honesty, sensitivity and empathy
4. Collaborate effectively with interprofessional team members to optimize patient care

Competency/PLO 4: Medical Knowledge (B4.03d)

Graduates will apply foundational and clinical medical knowledge to deliver safe and effective patient care.

Sub-competencies

1. Demonstrate knowledge of basic and clinical sciences underlying health and disease
2. Differentiate normal from abnormal states across the lifespan

3. Apply evidence-based guidelines and critically appraise literature to support clinical decisions
4. Demonstrate reflective practice by identifying learning needs and engaging in lifelong learning

Competency/PLO 5: Professional Behaviors (B4.03e)

Graduates will consistently demonstrate professionalism in patient care, team interactions and personal development.

Sub-competencies

1. Display integrity, honesty, empathy, respect and accountability
2. Adhere to ethical and legal principles in clinical practice and conduct
3. Protect patient privacy, confidentiality and autonomy
4. Engage in continuous self-assessment, quality improvement and risk management
5. Contribute to the community through service and reflect on its impact on professional growth

Competency Milestones (A2.05, B3.05, B4.03)

Progress toward these PLOs is tracked with program-defined milestones across didactic and clinical phases, culminating in summative evaluation before graduation.

Detailed course-level outcomes and objectives are published in student syllabi per ARC-PA B1.03.

Goals (A2.05a, A3.11b, B1.01a)

Effectiveness in meeting goals will be updated each June.

- 1. Prepare graduates for success on the PANCE and entry into clinical practice.**
Graduates are supported through a structured, competency-based curriculum and formative assessments to promote first-time PANCE pass rates that meet or exceed the national average.
- 2. Develop competent, compassionate, patient-centered providers who demonstrate proficiency in clinical, interpersonal and professional skills.**
Students demonstrate readiness for entry-level practice through progressive competency achievement and successful completion of summative evaluations.
- 3. Promote interprofessional collaboration and communication as essential to high-quality, team-based care.**
Students engage in interprofessional learning and demonstrate collaborative practice skills with peers and clinical colleagues.
- 4. Cultivate professionalism, leadership and community engagement among students and faculty.**

Students and faculty participate in service, leadership and professional development that promote ethical practice and social responsibility.

ADMINISTRATIVE (A1)

Accreditation

The University of Tampa (UT) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). UT is also externally accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The ARC-PA has granted **Accreditation-Continued** status to **The University of Tampa Department of Physician Assistant Medicine Program**, sponsored by **The University of Tampa**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2034**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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

Institutional Responsibilities and Student Rights (A1.02)

In accordance with ARC-PA Standard A1.02, the University of Tampa is committed to maintaining an educational environment that is safe, inclusive, and supportive of student success. The University assumes key responsibilities to support the Physician Assistant (PA) Program and its students. These include ensuring safety, protecting student rights, and providing clear access to institutional policies. This section summarizes these responsibilities and outlines how students may access applicable resources.

Student Safety and Security

Policy: The University and the PA Program will take reasonable steps to ensure the personal safety and security of students, faculty, and staff at all instructional sites, including classroom and clinical settings.

Procedure: Students will be oriented to site-specific safety procedures, including emergency protocols and security measures, at each instructional and clinical site. Any safety concerns should be reported to the PA Program Director or, Director of Clinical Education (DCE).

Harassment, Discrimination, and Mistreatment

Policy: The University maintains and enforces policies that prohibit discrimination, harassment, and mistreatment of students.

Procedure: Students and staff who experience harassment or discrimination, including sexual violence, dating violence, domestic violence, stalking, or protected class bias, should report using either the University's Title IX grievance process or the Student Code of Conduct procedures. Both Title IX and non-Title IX matters are handled through UT's Office of Student Conduct

Resources:

- University of Tampa Policy Links
 - Title IX Policy and Reporting Procedures
 - <https://www.ut.edu/about-utampa/university-services/human-resources/title-ix->
 - Office of Student Conduct and Community Standards
 - <https://www.ut.edu/campus-life/student-services/office-of-student-conduct>
 - Student Code of Conduct (University Policies)
 - <https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct-university-policies>

Refunds of Tuition and Fees

Policy: Students who withdraw from the University or are granted a leave of absence may be eligible for tuition or fee refunds in accordance with University policy.

Procedure: Tuition and fee refund eligibility is governed by the UT Refund Policy located under 'Dropping Courses, Withdrawals and Refunds' in the University Catalog. Questions should be directed to the Office of Student Accounts.

Resource:

- University of Tampa Policy Links
 - Refunds of Tuition and Fees (**UT Catalog**)

Additional Institutional Commitments

The University of Tampa is also responsible for:

- Maintaining compliance with all ARC-PA accreditation standards and policies
- Supporting the PA Program in curriculum design, self-assessment, and leadership
- Defining and applying policies related to faculty/staff grievances and harassment
- Providing documentation of security and safety measures at all PA Program instructional sites

Students are encouraged to review the full University policies in the UT Academic Catalog or consult their faculty advisor with any questions.

Academic Support and Student Services (A1.04)

Policy: Physician Assistant (PA) students at the University of Tampa are guaranteed access to academic support services and student resources that are equivalent to those offered to all other graduate students. These include, but are not limited to, academic advising, counseling, disability services, library access, and technology support.

Procedure:

1. **Orientation**

All PA students are introduced to available academic and student support services during program orientation.

2. **Access**

PA students may access institutional support services using the same processes as other graduate students. Program faculty will assist students in navigating services as needed.

3. **Program-Specific Support**

The PA program provides additional support, including faculty advising, mentoring, and academic remediation when necessary.

4. **Annual Review**

The Program Director reviews PA student access to services annually to ensure compliance with institutional parity and ARC-PA expectations.

5. **Feedback and Concerns**

Students may report issues or concerns regarding access to support services to their advisor or the Program Director. Formal complaints follow the PA program's student grievance policy.

A full listing of institutional services and policies is available in the UT Catalog.

(<https://www.ut.edu/academics/university-catalogs>)

Instructional and reference materials (A1.09)

Policy: The UT PA Program ensures all students and faculty have equivalent access to necessary educational and clinical reference tools to support evidence-based practice as required by Standard A1.09.

Procedure

- Access is provided through the UT Library to essential databases such as:
 - PubMed, Medline, CINAHL, Cochrane, UpToDate, ClinicalKey, AccessMedicine, among others.
- Required instructional platforms include Canvas, Panopto (lecture capture), secure testing systems (e.g., ExamSoft), and clinical tracking software (Evaluate).

- Orientation sessions introduce students to each platform; library orientation is integrated into the first semester.
- Technical support and troubleshooting are available via the UT Library helpdesk and PA Program staff.

Instructional Software and Learning Systems

Policy: The University of Tampa PA Program provides access to digital instructional systems required for successful completion of the curriculum, course content delivery, assessment, and clinical education tracking.

Procedure: Required instructional platforms include, but are not limited to:

- **Canvas** (Course Management System)
- **Learning Space** (Simulation software)
- **Clinical Management Software** (Evaluate)
- **ExamSoft** (Secure testing platform)

Students receive login credentials and instructional guidance for each platform during orientation and the first week of coursework. Faculty ensure course materials are consistently delivered using these systems. Additional support is available through program staff or UT IT Services.

Library and Supplemental Resources

Policy: The University of Tampa PA Program ensures all students and faculty have access to library services and supplemental instructional materials necessary to support teaching, learning, and evidence-based medical practice.

Procedure: UT PA students and faculty have full access to the UT Library's physical and digital collections, including interlibrary loan services. Key databases accessible to PA students include:

- **ClinicalKey**
- **AccessMedicine**
- **Up-To-Date**
- **PubMed**
- **Medline (EBSCO and/or Ovid)**
- Additional databases listed at: <https://utampa.edu/library>

Library orientation is integrated into orientation week, and students may request librarian consultations for help with database searching, citation management, and research support.

A3. Operations

Application of Program Policies (A3.01)

Policy: Program policies published in the University of Tampa PA Student Handbook apply to all students, principal faculty, staff, and the program director, regardless of geographic location. These

policies are consistently applied throughout the program's operations, including at any distant campuses or affiliated clinical sites.

Where applicable, a signed clinical affiliation agreement or memorandum of understanding may specify that certain institutional or program policies will be superseded by those of the clinical site. Any such exceptions will be clearly defined in the agreement and communicated to students.

Procedure: Clinical affiliation agreements are reviewed and approved by the program's clinical education team and institutional representatives to ensure clarity on the application or supersession of policies. Students are notified of any clinical site-specific policies.

Student Work for Program (A3.02)

Policy: PA students enrolled in the University of Tampa PA Program are not required to work for the program in any capacity, including but not limited to administrative, instructional, clinical, or technical support roles. Participation in voluntary student activities (e.g., class officers, student committees, or peer tutoring) does not constitute program-required work and is not a condition of enrollment or academic standing.

Procedure: This policy is communicated to students during orientation, documented in the PA Student Handbook, and reinforced during clinical year orientation. Any reports of students being asked or expected to perform work for the program will be reviewed by the Program Director and addressed in accordance with institutional grievance or student support procedures.

Student Substitution for Program Roles (A3.03)

Policy: PA students enrolled in the University of Tampa PA Program are not permitted to substitute for or function as:

- Instructional faculty
- Clinical staff
- Administrative staff

This policy applies regardless of a student's prior clinical experience, licensure, or work history. Students may engage in learning experiences and simulations that resemble faculty or staff roles (e.g., peer teaching, simulated clinical tasks) only under direct supervision and when clearly part of a formal instructional plan.

Procedure: This policy is reviewed with students during program orientation and included in the PA Student Handbook. Faculty and staff are also oriented to this policy to ensure that student boundaries are respected. Any concerns or violations are referred to the Program Director for review and corrective action in accordance with program and university policy.

Student Identification and Role Clarification in Academic and Clinical Settings (A3.04)

Policy: (Academic and Institutional Settings): All University of Tampa PA students are required to wear a clearly visible name badge at all times while engaged in program-related activities. This includes classroom instruction, on-campus events, interprofessional education (IPE), community engagement, in all clinical environments, and university-sponsored events.

Policy: (Clinical Settings): In all clinical environments, UT PA students must be clearly identified as physician assistant students to distinguish them from licensed providers and other health profession learners. A name badge that clearly displays their status as a PA student is required during all patient care activities.

Procedure: (Name Badges and Use)

- The UT PA Program will issue one retractable badge holder and institutional ID during orientation.
- Badges must be worn above the waist and in a position that is readily visible to patients, staff, and faculty.
- Lost or damaged badges must be replaced by the student. Replacement costs are as follows: \$25 for UT ID (subject to university policy).

Procedure: (Patient Communication)

During any clinical encounter, PA students must:

- Verbally introduce themselves to each patient as a physician assistant student, and
- Request the patient's permission to participate in care prior to initiating any treatment or assessment.
- Students must comply with any additional site-specific badge or ID requirements

Failure to adhere to this policy may result in a professionalism violation and will be addressed by the Program Director or the Director of Clinical Education

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

Policy: (General Expectations): All University of Tampa PA students are required to complete training and follow established safety protocols to minimize the risk of exposure to infectious and environmental hazards. These include:

- Proper immunization in accordance with CDC guidelines
- Adherence to universal precautions
- Compliance with UT PA Program and clinical site safety policies

Students may not begin clinical or laboratory activities that place them at occupational risk until these requirements are met.

The program's exposure protocol is reviewed annually by the Director of Clinical Education.

Methods of Prevention

Immunization Requirements

Policy: Prior to matriculation and annually thereafter, PA students must submit proof of required immunizations in accordance with **CDC recommendations for healthcare personnel**.

Procedure:

- Initial records are submitted to the PA Program.

- Annual updates are required by end of October or as otherwise designated by clinical affiliation agreements.
- Additional testing may be required prior to the clinical phase.
- Students participating in international rotations must comply with CDC travel immunization guidelines specific to the destination.

Procedures for Exposure Response

Accidental Exposure to Bloodborne Pathogens or Hazards

Policy: If a student experiences a needle stick, mucosal splash, or other exposure to potentially infectious material, they must follow institutional and clinical site protocols immediately.

Procedure: Off-Campus (Clinical Site)

1. Immediately cleanse the affected area (wash skin with soap and water; irrigate eyes or mucous membranes with water or saline).
2. Notify the clinical preceptor and follow the site's exposure protocol.
3. If the site lacks a protocol, the student should be directed to the nearest Emergency Department for baseline testing within 30 minutes of the exposure.
4. Submit an Exposure Incident Form to the PA Program within 48 hours.
5. The student is responsible for any testing or treatment costs.

Procedure: On-Campus

1. Cleanse the affected area immediately as above.
2. Notify the supervising faculty member or lab instructor without delay.
3. Faculty will assist in arranging emergency evaluation and documentation.
4. Submit an Exposure Incident Form to the PA Program within 48 hours.
5. Students may use UT Health Services for non-urgent follow-up.

Financial Responsibility

Policy: Students are financially responsible for all costs related to post-exposure evaluation, testing, prophylaxis, and treatment unless otherwise covered by the clinical site, or personal insurance.

Faculty Provision of Healthcare to Students (A3.06)

Policy: Principal faculty, the Program Director, and the Medical Director of the University of Tampa PA Program must not serve as healthcare providers for currently enrolled PA students **except in emergency situations**.

This policy is intended to preserve the integrity of the student-faculty relationship and to avoid conflicts of interest in academic and professional assessments.

Procedure

- This policy is reviewed with all faculty and students during orientation and is published in the PA Student and Faculty Handbooks.
- In the event of an emergency, faculty may render immediate care until emergency medical services (EMS) or alternate providers assume responsibility.

- If a student inadvertently seeks non-emergency care from a restricted faculty member (e.g., during a clinical event or informal consultation), the faculty member must redirect the student to appropriate university or external healthcare services.
- Any non-compliance or concerns should be reported to the Program Director and addressed following institutional policy.

Student Referral for Personal Issues (A3.07)

Policy: The University of Tampa PA Program is committed to supporting the well-being and academic success of its students. The program ensures that all students have timely access to university counseling, mental health, and wellness resources when personal issues arise that may impact academic performance or progression through the program.

Procedure

- Students experiencing stress, anxiety, emotional distress, or other personal difficulties may seek confidential support through University of Tampa Student Counseling Services.
- Contact information for counseling and related support services is provided to all students during orientation and is published in the PA Student Handbook and on the UT website.
- If a student discloses a need for support to a faculty or staff member, the student will be encouraged to contact the appropriate university resource directly. Faculty may facilitate the referral but will not provide counseling or therapy themselves.
- A UT Counseling Services representative will be invited to speak with each PA cohort at least once annually to review available services, referral procedures, and points of contact.
- In the event of a mental health emergency or crisis, students are instructed to contact campus safety or 911 and will be referred to the university's emergency response procedures.
- Faculty may consult the Program Director if there are any concerns regarding student wellness or fitness for duty.

Clinical Site and Preceptor Procurement Policy (A3.08)

Policy: All supervised clinical practice experiences (SCPEs) are arranged by the University of Tampa PA Program. At no time are prospective or enrolled students required to solicit or provide clinical sites or preceptors for their clinical education.

The PA Program is responsible for ensuring that all SCPEs meet ARC-PA accreditation standards and that sites and preceptors are appropriately vetted, qualified, and evaluated.

Procedure

- The Clinical Education Team coordinates the placement of students at approved clinical sites through formal affiliation agreements.
- If a student becomes aware of a potential clinical site or preceptor, they may voluntarily submit the lead to the Clinical Education Team for evaluation. There is no guarantee that the site will be used, and students may not contact potential sites directly.
- Clinical sites and preceptors are assessed through a formal review process to ensure they meet program standards for educational quality, supervision, and scope of practice.

- Students should not initiate conversations with potential clinical sites regarding SCPE placement on behalf of the program.

Student Immunization and Health Screening Policy (A3.09a-b)

Immunizations and Health Screening Requirements

Policy: All students enrolled in the University of Tampa PA Program must comply with the most current CDC recommendations for healthcare personnel regarding immunizations and health screenings. These requirements must be met prior to matriculation and maintained throughout enrollment.

Failure to maintain compliance with immunization or health screening requirements may result in delayed progression or removal from clinical activities.

Procedure: Submission and Verification

- Students must submit complete immunization records and health screening documentation to the PA Program before matriculation and as updated.
- Documentation must be submitted to the PA Program's designated clinical clearance platform or compliance coordinator.
- Additional immunizations or lab titers may be required based on clinical site requirements or public health guidance.
- Failure to submit required documentation may result in registration hold or administrative withdrawal from coursework.

CDC Healthcare Personnel Immunization Guidelines: https://www.cdc.gov/vaccines/hcp/imz-schedules/index.html#cdc_listing_intro-for-healthcare-providers

Public Program Information and Advertising (A3.10, A3.11)

Policy: The University of Tampa PA Program is committed to providing accurate, current, and transparent information about the program to all prospective and enrolled students. All public announcements, advertisements, and programmatic website content reflect the actual structure, status, costs, and outcomes of the program.

Required program information is made readily available on the PA Program's official website.

Procedure

The PA Program website includes the following:

- Accreditation status, as provided by ARC-PA (A3.11a)
- Program goals and evidence of effectiveness in meeting those goals (A3.11b)
- PANCE pass rate summary reports (A3.11c)
- Curriculum and course components, including clinical rotations (A3.12d)
- Academic credit awarded (A3.11e)
- Estimated tuition, fees, and other costs (A3.11f)
- Program-defined competencies for graduation (A3.11g)
- Information about campus-specific resources, if applicable (A3.11h)
- Annual student attrition data using ARC-PA's required table (A3.11i)

The program updates its website regularly and conducts additional annual audits prior to the ARC-PA required April 1 deadline for PANCE and attrition reporting.

Students may access this information at: <https://www.ut.edu/graduate-degrees/department-of-physician-assistant-medicine/physician-assistant-medicine-program>

Students are encouraged to notify the Program Director if any public program information appears out of date or inconsistent with their experience.

Admissions Requirements and Process (A3.12a-e, A3.13)

Admissions Requirements and Process (A3.12)

Policy: The University of Tampa Physician Assistant Medicine Program uses a holistic admissions process grounded in the principles of equity, transparency, and alignment with ARC-PA Standards. All applicants are required to apply through the Central Application Service for Physician Assistants (CASPA) and meet all published minimum eligibility criteria in order to be considered for interview and matriculation. All applicants are evaluated using the same published academic and technical standards. There are no guaranteed seats or reserved populations.

At a minimum, applicants must:

- Hold a bachelor's degree from a regionally accredited institution (by time of matriculation)
- Meet all prerequisite course requirements as published on the program website at the time of matriculation.
- Achieve a minimum cumulative GPA of 3.0 (as calculated by CASPA)
- Meet published technical standards
- Optional Holistic Review Factors

In addition to the minimum requirements, the program may consider other holistic review factors that align with the mission of the program, such as:

- Direct patient care experience
- Community service or mission-based experiences
- Leadership roles
- Military service
- Academic achievements beyond a bachelor's degree

These factors are not required and do not guarantee interview selection.

All criteria used in holistic review are published on the program website. No applicant is offered admission or denied based solely on any single factor.

Special Populations (A3.13a)

Policy: The PA Program offers a UTampa2UTampa Interview Pathway for high-performing current undergraduate students and alumni. This pathway provides a guaranteed interview to applicants who:

- Have earned or are completing a bachelor's degree at the University of Tampa,

- Meet all minimum published admissions requirements,
- Submit a complete and verified CASPA application, and
- Meet additional academic performance criteria set annually by the program.

Participation in this pathway does not guarantee admission. Final selection decisions follow the same holistic review process applied to all applicants. The program will reserve no more than 24 seats for these students.

Prior Healthcare Experience or Education (A3.13b)

Policy: Prior healthcare experience or education is not required but may be considered as part of holistic review.

Advanced Placement (A3.13c / A3.15)

Policy: The program does not offer advanced placement for any applicant based on prior education, certification, or experience. All matriculants must complete the full curriculum in sequence.

Academic Standards for Enrollment (A3.13d)

Policy: All applicants must meet the program's academic admission requirements, including GPA and prerequisite coursework as published. No exceptions are made for any applicant or institutional affiliation.

Technical Standards (A3.13e)

Policy: All applicants must review and attest to the program's Technical Standards prior to matriculation and again prior to participating in Supervised Clinical Practice Experiences. All admitted students must report any changes in their ability to meet the program's Technical Standards to the Program Director for review.

Academic Standards and Graduation Requirements

Policy: To remain in good academic standing within the University of Tampa PA Program, students must meet the following criteria:

1. Maintain a minimum cumulative GPA of 3.0 on a 4.0 scale
2. Earn a minimum final grade of 70% (C or better) or S (Satisfactory) in all didactic and clinical courses
3. Pass all components of the summative exam
4. Complete the program within 150% of the published program length (i.e., within 41 months for a 27-month program)
5. Meet all professional behavior expectations as outlined in the PA Student Handbook
6. Successfully meet all program-defined competency benchmarks in didactic and clinical phases

Procedure – Academic Standing and Monitoring

- Student academic performance is monitored each semester by the PPP Committee and the Director of Didactic Education.
- A student who falls below a 3.0 GPA or earns a course grade below 70% will be subject to remediation, probation, deceleration or dismissal based on program policies.
- Students failing to meet academic standards will be referred to the PPP Committee for a holistic review and disposition which could include probation, deceleration or dismissal.

Graduation Requirements

To be eligible for graduation and conferral of the Master of Physician Assistant Medicine (MPAM) degree, a student must:

1. Successfully complete all didactic and clinical courses
2. Achieve a final cumulative GPA of **3.0** or higher
3. Meet the minimum level of competence in all required program competencies
4. Complete all non-academic requirements, including program evaluations, end-of-program summative assessment, professionalism standards, and university exit procedures
5. Fulfill all financial obligations to the University

Procedure - Graduation Clearance

- The Program will verify all academic and non-academic graduation requirements in collaboration with the Registrar's Office and UT Graduate Studies.
- Students are responsible for completing all required forms and financial clearance for graduation.

Program Endorsement for the PANCE

Policy: In accordance with NCCPA guidelines, the UT PA Program must endorse each graduate before they are permitted to sit for the Physician Assistant National Certifying Examination (PANCE).

Procedure:

Students will be endorsed for the PANCE once they have:

- Completed all academic and clinical coursework
- Demonstrated satisfactory professional conduct and judgment
- Successfully passed all components of the program's summative evaluation
- Been reviewed and approved by the Program Director and Medical Director as eligible for certification

Program Completion and Progression (A3.14b)

Policy : Students enrolled in the University of Tampa PA Program must complete all program requirements within 150% of the published program length. For a 27-month program, this equates to a maximum completion time of 41 months from the date of matriculation.

Program	Program Credit Hours	Min Cumulative GPA	Expected Time Frame	Maximum Time Frame
Master of Physician Assistant Medicine (MPAM)	112	3.0	7 terms (27 months)	11 terms (41 months)

Procedure

- Students who leave their original cohort for any reason (academic, personal, or health-related) must complete all remaining coursework within the 41-month limit from the initial matriculation date.
- Leaves of absence, deceleration, or repeated coursework may delay graduation, but the student must still meet the overall time-to-completion requirement unless granted an approved extension due to extraordinary circumstances.

Program Progression

Successful progression through the PA Program is based on the following criteria:

1. **Completion of all didactic and clinical courses** with a minimum passing grade ($\geq 70\%$)
2. **Maintaining a cumulative GPA of 3.0 or higher**
3. **Demonstration of professional and ethical behavior** as outlined in the Professionalism Policy
4. **Successful completion of summative assessments** and demonstration of program-defined competencies

Department Grading Scale

Policy: The minimum course grade for progression in the curriculum is a “C” (70%). All courses (unless stated otherwise within the course syllabus) will have a standard grading scale for determining minimum progression scores/course grades.

Procedure: The grading scale for the PA program:

90%-100%	=A
80%-89%	=B
70%-79%	=C
60%-69%	=D
<60%	=F

^ = Any grade below 70% is a non-progression grade

Course-specific requirements for successful completion will be detailed in the course syllabus and may include exams, practicals, written assignments, professionalism scores, or participation requirements.

Remediation, Probation, Deceleration, and Dismissal

General Items:

Definitions

- **Remediation:** A structured intervention designed to address academic or professional deficiencies without removing a student from their original cohort.
- **Deceleration:** The process by which a student is removed from their original cohort and required to restart or repeat a portion of the curriculum with the next incoming cohort.
- **Probation:** A formal status indicating that a student has failed to meet one or more program expectations. Students on probation remain enrolled but must meet the conditions of a written remediation or improvement plan. Failure to meet these conditions may result in dismissal.

General Academic Standards

- **Didactic Phase:** A final grade below 70% in any didactic course constitutes a failure and will result in dismissal from the program. No deceleration is permitted for didactic course failures.
- **Clinical Phase:** Students who fail to meet performance standards during a supervised clinical practice experience (SCPE) may be eligible for remediation, which could include reassignment, supplemental assignments, or repeating the rotation. Failure of more than one clinical course will result in dismissal from the program.

Policy: Each course instructor or coordinator defines successful completion in the course syllabus. Students are responsible for reviewing all course expectations, grading criteria, and evaluation methods.

Students who do not successfully complete a course will be referred to the Progression, Promotion, and Professionalism Committee for a holistic review to recommend deceleration or dismissal per program policy.

Probation (A3.14a)

Policy: Students may be placed on academic probation following a holistic review by the Progression, Promotion, and Professionalism (PPP) Committee. Probation serves as a warning and includes structured support and oversight. Academic probation status must be disclosed to licensure or credentialing bodies upon request.

Triggers

- Semester GPA is less than 3.0.
- Cumulative GPA is less than 3.0
- Two or more final course grades of "C."
- A score of "1" on any category of professionalism assessment.
- Failure of two end-of-rotation exams on the first attempt.
- Failure of a supervised clinical practice experience (SCPE).
- Two or more professional conduct reports (PCRs)
- PPP Committee Decision

Procedure

- Academic probation status is reported to the Associate Dean of Graduate and Continuing Studies.
- **Removal from Probation (Didactic):** Probation may be lifted after one semester if the student:
 - Achieves a cumulative GPA ≥ 3.0
 - Successfully completes the assigned remediation or improvement plan
 - Avoids any new probation triggers
- **Clinical Phase Note:** Probation due to multiple failed EOR exams or one supervised clinical practice experience (SCPE) will remain in effect throughout the clinical year.

Remediation (A3.14c)

Policy: Remediation may be offered to students who do not meet required academic or clinical performance standards. The purpose of remediation is to provide a timely, targeted opportunity for students to demonstrate required competence.

- Remediation is not available during the didactic phase for students who **fail** a course; such students will be subject to dismissal
- Failure of any one didactic course will result in dismissal from the program.
- Students who fail to meet performance standards during a supervised clinical practice experience (SCPE) may be eligible for remediation.
- Failure of more than one clinical course will result in dismissal from the program.

Procedure

- Students eligible for remediation will meet with their faculty advisor and the Director of Didactic Education (DDE) or Director of Clinical Education (DCE) to develop a written remediation plan that includes clear objectives, timelines, and methods of assessment.
- The plan may include reassignment to a future SCPE, supplemental evaluations, simulation-based training, or additional clinical documentation.
- All remediation activities must be completed successfully and documented in the student's academic file.

Deceleration (A3.14d)

Policy: The UT PA Program does not permit deceleration during the didactic phase due to fixed cohort size and instructional design. Deceleration may be granted once in the clinical phase, subject to availability and faculty approval.

Procedure:

- Students who fail a clinical course and are eligible for deceleration will meet with the Program Director and Director of Clinical Education.
- A written deceleration plan will be developed and submitted to the PPP for review.
- Deceleration does not reset the program completion clock; all students must graduate within 150% of the published program length (41 months).
- Students are not permitted to repeat courses in which they earned a passing grade.

Withdrawal, Leave of Absence, and Dismissal Policies (A3.14e-f)

Withdrawal (A3.14e)

Policy: Students enrolled in the professional phase of the University of Tampa PA Program are not permitted to withdraw from individual courses. Withdrawal from any required course is considered a withdrawal from the PA Program. Students may withdraw from the program at their discretion, but doing so without an approved leave of absence will require reapplication through the standard admissions process for future consideration.

To avoid academic penalties, students are advised to review University withdrawal timelines and policies published in the academic calendar. Withdrawal after institutional deadlines may result in a grade of “WF” and no refund of tuition or fees.

Students may not request withdrawal after the final summative assessment or exam has been delivered in any course during the semester in which the request is made (see course syllabi for assessment schedules).

Procedure:

- Students must submit a formal written withdrawal request to the Program Director or the Chair of the Progression, Promotion, and Professionalism (PPP) Committee.
- The withdrawal will only become official once processed through the University of Tampa Registrar’s Office.
- The effective date of withdrawal will determine transcript notation and financial implications per University policy.
- Students withdrawing without an approved leave of absence must reapply through CASPA and meet all current admissions criteria to be considered for re-entry.
- The program does not guarantee readmission following a voluntary withdrawal.

Related Resources:

- UT Withdrawal from the University Policy

Leave of Absence (LOA)

Policy: A Leave of Absence (LOA) is defined as a formal, temporary break from the entire PA Program curriculum due to significant personal, medical, or other extenuating circumstances that may impede a student’s ability to successfully continue. Students may request an LOA only if they are in good academic and professional standing at the time of the request.

A leave of absence does not pause the maximum time allowed to complete the program (150% of the published program length). Withdrawal from a single course is not permitted; a student must be absent from the *entire* curriculum during an LOA.

Procedure:

- Students must submit a written LOA request to the Chair of the Progression, Promotion, and Professionalism (PPP) Committee prior to the final assessment or exam in any course during the term in which the request is made (refer to syllabi for assessment schedules).

- The request must clearly state the reason for the LOA and the anticipated duration. Supporting documentation (e.g., physician letter, military orders) must be included.
- The PPP Committee will review the request and determine whether to grant the LOA. If approved:
 - The committee will document the conditions for return and the approved return date in writing.
 - The student must complete institutional withdrawal procedures through the UT Registrar's Office to formalize the LOA.
- Prior to returning:
 - The student must submit written documentation verifying their readiness to resume full participation in the program and meet all technical standards.
 - For medical LOAs, this may include a letter from a treating physician explicitly stating the student can return without restrictions.
 - The student must meet any institutional requirements for reenrollment (e.g., updated background check, immunizations).
- Upon return:
 - Didactic-phase students may be required to pass a re-entry knowledge exam to resume at the point they left off.
 - Clinical-phase students will be scheduled into SCPEs by the Director of Clinical Education (DCE). Students with an LOA ≥ 6 months must pass a re-entry exam before beginning or resuming SCPEs.

Failure to return on the approved date or failure to meet return conditions will result in dismissal from the program.

Appeals:

- Students may appeal the PPP Committee's decision regarding the LOA request or denial in writing to the Program Director within five (5) business days of receiving the decision.

Dismissal (A3.14f)

Policy: The University of Tampa PA Program faculty reserves the right to recommend dismissal of any student who fails to meet academic, professional, or progression standards. Dismissal may be the result of failure to remediate deficiencies, breaches in professionalism or conduct, or other violations of University or program policy.

Students will be recommended for dismissal under the following circumstances:

Automatic Dismissal Triggers:

- Earning a final grade below 70% in any didactic course
- Failure to return from an approved LOA
- Failure of more than one clinical course
- Violation of academic integrity, honor code, or conduct standards
- Two or more major professionalism violations
- Inability to complete the program within 41 months

Discretionary Dismissal (PPP review required):

- Repeated or unresolved professionalism concerns
- Unprofessional behavior endangering patient safety or program integrity

- Failure to meet the terms of probation, remediation, or deceleration plan
- Two consecutive terms on probation
- Failure of any component of the didactic or senior summative.

Appeals:

Students have the right to appeal a dismissal decision in accordance with the University of Tampa Graduate Academic Appeal Policy. The student will submit a letter of appeal with documented rationale to the graduate program director/coordinator within 5 working days of dismissal notification

Link: [UT Graduate Academic Dismissal Policy](#)

Note: The University of Tampa requires a minimum cumulative GPA of 3.0 for graduation from all graduate programs, including the PA Program. GPA is not subject to rounding.

Grade Appeal

Policy: The University of Tampa PA Program is committed to ensuring students have access to a fair and structured process for appealing grades. Students may appeal individual assessment grades or final course grades if they believe an error or an unfair evaluation has occurred. Grade appeals must be submitted within established timelines and follow the procedures outlined below. All final course grade appeals are ultimately governed by the University's Graduate Grade Appeal Process.

Procedure:

1. Individual Assessment Grade Appeals (e.g., exam, assignment, quiz)

- Students must submit the **Grade Petition Form** (located on the cohort's Canvas site) within **2 business days** of grade posting.
- The appeal should clearly describe the basis for the request and any supporting documentation.
- The course instructor will review the appeal and respond in writing within **5 business days**.
- If unresolved, the student may escalate the matter to the Director of Didactic Education (DDE) or Director of Clinical Education (DCE), depending on course phase.
- The decision made at the program level for individual assessment grades is final and not subject to further appeal.

2. Final Course Grade Appeals

- Students must first meet with the **course instructor** and the **Program Director** in an effort to resolve the dispute informally.
- If unresolved, the student may initiate a formal appeal through the **University of Tampa Graduate Grade Appeal Process**, which is outlined in the University's academic policies.
- Appeals must be submitted in writing and follow the required timeline as specified in the UT Graduate Catalog.

Student Grievance (A3.14g)

Policy: The University of Tampa PA Program is committed to maintaining a respectful, supportive, and fair learning environment. A student may file a grievance at any time regarding a perceived injustice,

unresolved conflict, or complaint related to an individual course, faculty member, clinical experience, or the PA Program as a whole.

Procedure

Students are encouraged to address concerns promptly and at the lowest appropriate level through direct communication.

Step 1: Informal Resolution

- The student should first attempt to resolve the issue through direct discussion with the individual involved (e.g., course director, instructor or clinical preceptor).
- If not resolved verbally, the student may submit the concern in writing to that individual for further consideration.

Step 2: Escalation

- For didactic coursework, unresolved concerns should be escalated to the Director of Didactic Education (DDE). If still unresolved, the concern may be referred to the Program Chair.
- For clinical coursework, unresolved concerns should be brought to the Director of Clinical Education (DCE). If still unresolved, the concern may be referred to the Program Chair.

Step 3: Formal Grievance - Due Process

If the concern remains unresolved after informal steps:

- The student may file a formal written grievance to the PA Program Director/Chair, documenting the issue and previous resolution attempts.
- If the issue remains unresolved after meeting with the Program Director/Chair, the student may appeal in writing to the:
 1. Dean of the College of Natural and Health Sciences
 2. The appeal should include:
 - A detailed written statement of the grievance
 - Dates and documentation of all previous resolution attempts
 - Any supporting materials

Additional Guidance

Students are encouraged to refer to the University of Tampa Student Handbook and Graduate Catalog for full institutional grievance procedures, including appeals related to academic decisions, Title IX, or discrimination complaints.

Student Appeals (A3.14h)

Policy: A student has the right to appeal any decision made by the University of Tampa PA Medicine Program that relates to a policy outlined in this Student Handbook. This includes, but is not limited to, decisions regarding progression, remediation, deceleration, dismissal, professionalism, or academic integrity.

Procedure

- The student must submit a formal written appeal (Academic Petition) within 5 working days of being notified of the decision they wish to contest. This is sent to the Program director and Dean of the College of Natural and Health Sciences.
- Appeals proceed to the Academic Appeals Committee, and if procedural fairness is questioned, to the assistant VP and executive director of Graduate and Continuing Studies
- The written appeal should clearly state:
 - The decision being appealed
 - The specific reason(s) for the appeal
 - Any supporting documentation
 - The resolution or action requested by the student

Student Employment (A3.14i)

Internal Employment

Policy: Students in the University of Tampa PA Program are not permitted to be employed by the program in any capacity. While students with specific prior knowledge or skills may be invited to assist in learning activities, such participation is voluntary, non-compensated, and must occur under direct faculty supervision.

- Students may not serve as the primary instructor for any component of the curriculum.
- Students may not substitute for clinical or administrative staff during supervised clinical practice experiences (SCPEs).
- Students may not receive financial compensation for performing any instructional, clinical, or administrative roles related to the PA Program.

External Employment

Policy: The PA Program strongly discourages students from engaging in outside employment during the professional phase due to the academic rigor and time commitment required.

- Students may work outside the program at their own discretion, provided that employment does not interfere with coursework, required clinical experiences, or professional expectations.
- Work obligations will not be accepted as an excuse for absence, tardiness, or missed assignments.
- No curricular accommodations will be made for external employment.
- Students may not represent themselves as a PA-S or Student Physician Assistant (SPA) in any context outside of official UT-sponsored clinical experiences.
- The University's liability insurance does not cover students during external employment. Students are personally responsible for any liability or risk incurred during outside work.

Student Travel to Clinical Rotation Sites (A3.14j)

Policy: Students in the University of Tampa PA Program are responsible for all costs and logistics associated with travel to and from assigned supervised clinical practice experiences (SCPEs), regardless of the site's geographic location.

This includes:

- Personal transportation (fuel, tolls, vehicle maintenance, parking)
- Lodging or housing during rotations away from campus
- Meals and incidental expenses during travel or at remote sites
- Any associated relocation costs for distant or rural clinical assignments

The program does not reimburse students for travel-related expenses and does not guarantee that clinical sites will be within daily commuting distance from campus or from the student's residence.

Risk and Liability

- Students assume full personal responsibility for the safety and condition of their chosen method of transportation.
- Students are expected to carry appropriate automobile insurance and abide by state laws related to travel and vehicle operation.
- Travel time and logistics do not exempt students from attending scheduled clinical shifts, didactic sessions, or required program activities.
- The University of Tampa and the PA Program are not liable for any accidents, injuries, tickets, or vehicle-related issues incurred during travel to or from clinical sites.

Additional Notes

- Clinical assignments may occur in evenings, weekends, holidays, or across non-traditional schedules. Students are expected to plan accordingly.
- Failure to attend or arrive on time at a clinical site due to transportation issues may be considered a professionalism or academic violation.

Student Records, Access, and Privacy (A3.16a-f, A3.17, A3.18)

Student Academic Records

Policy: The University of Tampa PA Program maintains secure student records that document each student's eligibility for admission, progression, and graduation. These records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and University policies.

Each student's record will include, at a minimum:

- **A3.16a** – Evidence that the student met published admissions criteria
- **A3.16b** – Documentation of institutional and program health screening and immunization compliance
- **A3.16c** – Performance evaluations and grades throughout the program
- **A3.16d** – Documentation of remediation efforts and their outcomes
- **A3.16e** – Summaries of any formal academic or behavioral disciplinary actions
- **A3.16f** – Confirmation that the student met all requirements for program completion

Records are stored on secure, access-controlled servers or in locked physical cabinets accessible only to authorized PA program personnel.

Access to Records (A3.17)

Policy: Students have the right to review their own academic records in accordance with FERPA. However, students are not permitted to access or review the academic records or confidential information of other students or of faculty members.

Requests to review one's own educational records must be submitted in writing and will be fulfilled in a timely manner, not to exceed 45 calendar days.

Student Health Records (A3.18)

Policy: Student health records are considered confidential and are not maintained by the PA Program, with the exception of immunization and tuberculosis screening documentation required for clinical compliance. These records are securely stored by the appropriate University department (e.g., Student Health Center).

- The PA Program does not accept physical examination forms or other HIPAA-protected health data. A program form is provided.
- Students must submit an attestation of a physical exam that acknowledges that the candidate meets the technical standards for admission.
- The release of any health-related information to the program requires the student's written, signed, and dated consent.
- Clinical affiliates may request additional HIPAA attestations or confidentiality agreements as part of onboarding.

FERPA Compliance

Policy: The University of Tampa complies fully with FERPA. Directory information may be released without prior consent unless a student submits a written request to withhold such information.

- Non-directory information, including grades, academic standing, or disciplinary action, will not be released without the student's written, signed consent.
- Consent must specify what is to be released, to whom, and for what purpose.

HIPAA Education and Compliance

Policy: All PA students must demonstrate competency in the Health Insurance Portability and Accountability Act (HIPAA) prior to participating in any experiential learning or supervised clinical practice experience (SCPE).

Procedure

- HIPAA training will be delivered prior to starting clinical rotations.
- Students must also adhere to clinical site-specific HIPAA protocols, which will be reviewed as part of site orientation or onboarding.

Background Check and Drug Screening

Policy: All PA students must complete a criminal background check and drug screen prior to matriculation and as required thereafter for clinical education compliance.

Procedure

- The program will designate an approved third-party vendor for these screenings.
- Students are financially responsible for the cost of all screenings.
- Students will be informed of their results and must disclose any new legal charges that arise during enrollment to the Program Director immediately.
- Failure to report legal issues or positive drug screens may result in disciplinary action, including dismissal from the program.

Overall Curriculum and Instructional Expectations (B1)

The professional phase of the University of Tampa PA Program includes both didactic and clinical components that are intentionally structured to prepare students for entry-level PA practice. The curriculum emphasizes the integration of biomedical and clinical sciences, development of clinical reasoning, and patient-centered care across diverse populations and settings.

The program promotes interprofessional collaboration, use of health information technology, evidence-based medicine, and the development of professional behaviors required in contemporary clinical practice. Students are expected to engage actively with faculty, peers, and the broader healthcare community.

All students are introduced to instructional expectations, attendance policies, and professional conduct standards during orientation and in each course syllabus.

Curriculum Mapping (B1.01)

Policy: The University of Tampa PA Program curriculum is intentionally designed and mapped to align with the program’s mission, goals, ARC-PA Standards, and program-defined competencies. The curriculum integrates core biomedical and clinical sciences, emphasizes the development of clinical reasoning, and ensures students are prepared for diverse patient populations and healthcare environments. Instruction is further aligned with evolving medical knowledge, interprofessional education, professionalism, and evidence-based medicine

Procedure

The curriculum is mapped in a central platform across the following elements:

- Competency Domains and Subdomains
- Program Learning Outcomes (PLOs)
- Course Learning Outcomes (CLOs)
- Instructional Objectives (IOs)
- ARC-PA Standards
- Bloom’s Taxonomy Levels (three-level)
- Content Areas (e.g., organ systems, patient populations)

Curricular maps are maintained by the Curriculum Committee/DDE and DCE and are reviewed regularly for quality assurance and alignment. Students may request access to curriculum mapping data by submitting a formal request to the program director.

Course Sequencing (B1.02)

Policy: The sequencing of courses within the University of Tampa PA Program is intentionally designed to promote cumulative learning. Course content builds upon prior knowledge and skills to foster progressive development in medical knowledge, clinical reasoning, and professional competencies.

Procedure:

- The Director of Didactic Education in collaboration with the program director, reviews curriculum mapping data and student performance trends annually to ensure that content and sequencing are pedagogically appropriate and scaffolded for optimal student learning.
- Objective Student input is collected through:
 - End-of-course evaluations (which include specific questions on content clarity and sequencing),
 - End-of-program evaluations, and
 - Feedback to faculty advisors and/or class officers.
- These data points are reviewed during the annual PA Faculty Curriculum Retreat, where faculty evaluate:
 - Sequencing logic across the curriculum
 - Integration between didactic and clinical components
 - Course prerequisites and dependencies
 - Impact of any curriculum revisions
- Adjustments to sequencing, if needed, are approved by faculty vote and documented as part of the annual PA Program Assessment Report.

Note: Any substantial changes to course sequencing that impact program length, credit hours, or progression timelines will be communicated to currently enrolled and incoming students per university policy.

Course Syllabi (B1.03)

Policy: Each didactic and clinical course in the University of Tampa PA Program must include clearly stated Course Learning Outcomes (CLOs) and Instructional Objectives (IOs) to ensure alignment with program competencies, educational goals, and ARC-PA standards.

Procedure

- All courses must utilize the University of Tampa PA Program Master Course Syllabus Template.
- Each syllabus must, at a minimum, include the following components:
 - a) course name
 - b) course description
 - c) faculty instructor of record
 - d) course goal(s)
 - e) course *learning outcomes* in measurable terms that guide student acquisition of required *competencies*

- f) *instructional objectives* in measurable terms that can be assessed
- g) outline of topics to be covered that align with *learning outcomes* and *instructional objectives*
- h) detailed description of the student assessment(s) and evaluation(s)
- i) plan for grading

This requirement applies to both didactic and supervised clinical practice experience (SCPE) courses.

Faculty are responsible for ensuring that all course syllabi are updated annually and submitted to the Curriculum Committee for review and archival prior to the beginning of each academic term. All syllabi are retained in a centralized electronic repository accessible to program faculty and relevant university administrators.

Didactic Curriculum (B2)

Prerequisite Course Content (B2.01)

Policy: The University of Tampa PA Program ensures that all required instructional content, learning objectives, and competency assessments are delivered during the professional phase of the curriculum. Prior academic coursework, including prerequisite classes, may not substitute for any required element of the PA curriculum to include any previously held certificates or licenses.

Procedure:

- All required program content (as defined by ARC-PA Standards B2.02–B2.20 and the UT PA Program competencies) will be delivered during the 7-semester, 27-month professional phase.
- Admissions criteria ensure that students have foundational prerequisite knowledge prior to matriculation; however, this content will not be used to satisfy or replace professional-level content, assessment, or instructional time.
- The curriculum committee and course directors review content and instructional design annually to ensure that all competencies are taught and assessed explicitly within the PA curriculum and not presumed based on prior education.

Required Didactic Curriculum Content (B2.02 – B2.20)

Policy: The University of Tampa PA Program ensures that the didactic curriculum includes all required content areas as outlined in ARC-PA Standards B2.02 through B2.20. These include biomedical sciences, patient assessment, clinical medicine, pharmacology, ethics, health systems, and other foundational topics necessary for the clinical practice of medicine. Content is delivered through sequenced, integrated coursework designed to support program competencies.

The PA Program Curriculum Committee and Assessment Committee jointly review curriculum content annually to verify alignment with ARC-PA standards and student outcomes. Curriculum mapping may be made available to students upon request.

A summary table mapping required ARC-PA content areas to specific courses and instructional locations may be requested from the Program Office.

Informed Consent for Laboratory Participation

Policy: Students are expected to actively participate in laboratory experiences both as learners and as simulated patients. These experiences may include, but are not limited to, physical examination, palpation, auscultation, simulated procedures, and therapeutic interventions.

All students are required to sign informed consent for:

- Participation in lab activities,
- Being audio/video recorded for educational or promotional purposes,
- Declining to act as a simulated patient when medically necessary or due to sincerely held religious beliefs, with appropriate documentation.

Procedure

- Students should wear appropriate lab attire and maintain professional behavior.
- Students are expected to treat peers with professionalism and respect during all lab activities.
- Unsafe or inappropriate behavior will be addressed by the course director(s) and may result in programmatic disciplinary review as per UT PAM policies.

Laboratory Assignments

Policy: Lab assignments may be adjusted by faculty to ensure educational equity, safety, and an inclusive learning environment.

Laboratory and Equipment Safety

Policy: Faculty and students are jointly responsible for ensuring safety in all laboratory environments.

Procedures

1. Labs remain locked when not in use. They are badge accessible, but doors to these restricted areas must be closed upon exit.
2. Equipment is never used for self-treatment.
3. Role-play exercises require professional conduct and proper supervision.
4. Gloves and closed-toe shoes are required in dissection labs.
5. Safety equipment (e.g., eye wash stations, emergency numbers) must remain accessible.
6. Equipment must be checked before use and immediately reported if damaged.
7. Equipment and task trainer maintenance and calibration are conducted as needed.
8. All lab spaces must be cleaned and restored to their original condition immediately after use to maintain a professional and safe learning environment.

Use of Research Subjects

Policy: All research involving human or animal subjects, whether conducted as part of a formal research project, course assignment, or capstone, must have Institutional Review Board (IRB) approval and comply with federal and institutional regulations.

Procedure

- Research proposals must be submitted to the UT Institutional Review Board (IRB).
- No data may be collected until IRB approval is secured.
- Questions regarding IRB compliance should be directed to the Program Director or IRB Chair.

Clinical Curriculum (B3)

This section reflects ARC-PA Standards B3.01–B3.06 and guides students in meeting required supervised clinical practice experience (SCPE) expectations.

Clinical Education Structure and Telehealth Use Policy (B3.01)

Policy: The University of Tampa PA Program ensures that each clinical student has access to sufficient and appropriately structured clinical experiences to achieve all SCPE learning outcomes. This includes ensuring an adequate number of qualified preceptors and clinical sites, regulating the extent of telehealth/telemedicine exposure, and maintaining a minimum level of in-person, direct patient care.

Procedures:

ARC-PA Substandard	Heading	Brief Label
B3.01a	<i>Preceptor and Clinical Site Sufficiency</i>	Ensure enough qualified sites/preceptors
B3.01b	<i>Telehealth per SCPE (Max 50%)</i>	No more than 50% per SCPE via telehealth
B3.01c	<i>Telehealth Across SCPEs (Max 20%)</i>	No more than 20% overall telehealth
B3.01d	<i>In-Person Experience Requirement</i>	Must include direct in-person care
B3.01e	<i>Behavioral Health Exception</i>	Behavioral health may be 100% telehealth

1. Preceptor and Clinical Site Sufficiency (B3.01a):

- The Clinical Team, under the direction of the Director of Clinical Education (DCE), maintains an active database of pre-approved clinical sites and preceptors.
- Annual reviews will ensure that the number of sites/preceptors meets projected student placement needs across all SCPE categories (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, etc.).
- All preceptors must meet the qualifications as outlined in ARC-PA Standard C2.01.

2. Telehealth/Telemedicine Limitations (B3.01b–c):

- No individual SCPE may have more than 50% of its clinical hours fulfilled through telehealth or telemedicine encounters, except in behavioral health.
- Across the entire clinical year, no more than 20% of total SCPE hours for any student may be fulfilled through telehealth/telemedicine experiences.

3. In-Person Clinical Experience (B3.01d):

- All SCPEs (excluding behavioral health) must include direct, in-person patient care.

- Telehealth is permitted only as a supplemental mode of care delivery and must not fully replace in-person experiences in these specialties.
- 4. **Behavioral Health SCPE Exception (B3.01e):**
 - Behavioral Health SCPEs may be completed entirely (up to 100%) via telehealth/telemedicine, provided that:
 - All program-defined SCPE learning outcomes are met.
 - Preceptor evaluations support that clinical competencies were achieved.
 - A structured plan is in place to ensure meaningful student-patient interaction and preceptor supervision.
- 5. **Monitoring and Documentation:**
 - All students will document the mode of care delivery (in-person vs. telehealth) for each patient encounter in EValue.
 - The DCE or designated staff will review cumulative reports monthly to ensure compliance with the 50%/20%/100% rules and address any variances.
- 6. **Noncompliance Response:**
 - If a student's SCPE is at risk of exceeding the telehealth threshold, the Clinical Team will proactively arrange a supplemental in-person rotation or extend the SCPE to meet the standard.

Clinical Phase Overview and Policies

Overview

During the clinical phase of the University of Tampa PA Program, students complete supervised clinical practice experiences (SCPEs) in a variety of disciplines, settings, and populations in accordance with ARC-PA Standards. These experiences are essential to achieving program-defined learning outcomes in medical knowledge, clinical and technical skills, clinical reasoning, and professional behavior. Students are expected to engage fully in clinical learning activities and maintain compliance with all policies outlined below. Additional site-specific expectations and course objectives are outlined in the SCPE syllabi and the Clinical Year Manual.

SCPE Attendance Policy

Policy: Students are required to attend all scheduled SCPE activities according to the clinical site's operational hours. Each SCPE requires full participation to meet clinical hour requirements.

Procedure:

- Students are expected to follow the assigned preceptor's schedule (typically 32 hours/week minimum).
- If unable to attend due to illness or emergency, students must notify their preceptor before the clinical day begins and must notify the Director of Clinical Education (DCE) within 24 hours.
- Students are not permitted any absences from any clinical day, unless formally approved by the director of clinical education.
- Missed time may require make-up at the discretion of the DCE in consultation with the preceptor.
- Unexcused absences may result in course failure and/or professionalism violations.

Transportation and Housing

Policy: Students are responsible for securing and funding their own transportation and housing during clinical rotations.

Procedure:

- Students should anticipate rotations outside the immediate Tampa area.
- The program encourages early planning and discussion with the DCE about potential locations.

Student Right to Decline Participation

Policy: Students may request to decline participation in specific clinical procedures that conflict with sincerely held religious or cultural beliefs. This request must be made in writing to the DCE and may require documentation. Approved requests will not affect course grades or progression, though students must still meet all learning outcomes.

Procedure:

- Students should notify the DCE in writing as early as possible.
- If a conflict arises unexpectedly during a rotation, the student must notify the preceptor in a professional manner and follow up with the DCE.

Patient's Right to Decline Participation

Policy: Patients may refuse to participate in clinical education encounters with students without penalty.

Procedure:

- Preceptors and students must respect patient autonomy and document refusals when required by the site.

University Closure and SCPE Attendance

Policy: University closure due to weather or emergency does not automatically cancel clinical rotations.

Procedure:

- Students are expected to attend SCPEs unless the clinical site is closed or personal safety is at risk.
- Students must notify the DCE and preceptor if they cannot safely attend.
- Make-up time may be required.

Required SCPE Documentation

Policy: Students must maintain and present required documentation to clinical sites as part of onboarding and compliance.

Required Documents Include:

- Biographical sketch or resume
- Immunization record and proof of physical examination
- BLS certification
- Background check results
- Urine drug screen (as required by site)
- Skills/procedure log or letter of competency (as needed)

Procedure:

- Students must upload and maintain current documentation in the program's designated tracking system.
- Sites may refuse access if documentation is incomplete or out of date.

NOTE: Students are responsible for reviewing the Clinical Year Manual and SCPE syllabi for additional policies, expectations, and course-specific procedures.

Supervised Clinical Practice Experience (SCPE) Patient and Setting Diversity Policy (B3.04 and B3.06)

Policy: The University of Tampa PA Program ensures that all students complete supervised clinical practice experiences (SCPEs) that collectively provide exposure to a comprehensive range of patient populations, healthcare settings, and clinical disciplines. These experiences are designed to support program-defined learning outcomes and prepare students for the breadth of entry-level PA practice.

Procedure:

The Clinical Education Team, under the direction of the Director of Clinical Education (DCE), intentionally develops and monitors SCPE assignments to ensure that students encounter:

- **Patients across the lifespan:** including infants, children, adolescents, adults, and elderly individuals
- **Diverse populations:** including those from varied cultural, socioeconomic, and geographic backgrounds, and medically underserved communities
- **A range of clinical settings:** such as outpatient clinics, inpatient hospitals, emergency departments, and surgical suites.
- **Required core clinical disciplines,** as outlined in ARC-PA Standard B3.06:
 - Family Medicine
 - Emergency Medicine (including emergent care)
 - Internal Medicine (including care for elderly patients)
 - Surgery (including pre-operative, intra-operative, and post-operative care)
 - Pediatrics (including infants, children, and adolescents)
 - Women's Health (including prenatal and gynecologic care)
 - Behavioral and Mental Health Care

Monitoring and Compliance:

- Student case logs and encounter documentation are regularly reviewed by the DCE and clinical faculty to verify that each student is meeting the expected diversity of experiences.
- If gaps are identified in a student's exposure to required disciplines or populations, the program will arrange supplemental rotations or reassignment to ensure compliance.

Summative Evaluation Requirement (B4.03)

Policy: All University of Tampa PA students must successfully complete a comprehensive summative evaluation within the final four months of the program. This evaluation confirms that each student has achieved the program-defined competencies required for graduation and entry into PA practice. Completion of this summative experience is a graduation requirement and a prerequisite for endorsement to take the Physician Assistant National Certifying Examination (PANCE).

Procedure:

- The summative evaluation is administered during the final semester and includes both written and practical components.
- The evaluation assesses core program competencies, including:
 - Clinical and technical skills
 - Clinical reasoning and problem-solving abilities
 - Interpersonal and communication skills
 - Medical knowledge
 - Professional behaviors
- Students will receive scheduling instructions and preparatory materials from the Director of Clinical Education (DCE) or designee.
- Students who do not pass one or more components of the summative evaluation will be given one opportunity to remediate and retake the deficient component(s), following a review with program faculty.
- Failure to pass the summative evaluation after remediation may result in delayed graduation and referral to the PPP Committee for further action.

Student Absences and Medical Clearance Policy

Policy: To ensure the safety of all students, faculty, patients, and staff, any Physician Assistant (PA) student who is absent from didactic or clinical activities for three (3) or more consecutive days due to illness must provide medical clearance from an in-person healthcare evaluation prior to returning to any program-related activities.

Rationale:

With the increasing availability of telemedicine and online documentation services that do not involve a formal evaluation, the PA Program requires verification through an in-person assessment to reduce misuse of medical absence policies and uphold public health standards in all instructional environments.

Acceptable Forms of In-Person Medical Clearance Include:

- Primary care or specialty provider office visit
- Urgent care or walk-in clinic
- Emergency department visit
- Minute Clinic or similar retail health clinic evaluation

Unacceptable Forms of Medical Clearance Include:

- Online-only or telemedicine notes (including services that do not involve a real-time evaluation)
- Emails, self-certifications, or forms generated without medical provider documentation

Procedure:

1. Students who anticipate being absent for three or more days must notify course faculty and/or the Director of Didactic or Clinical Education as applicable. A medical provider note may be required.
2. Upon return, students must submit documentation of medical clearance from an in-person provider visit.
3. Documentation should include the provider's name, date of service, and a statement indicating fitness to return to school or clinical activities.
4. Medical documentation must be submitted to the Program Office and will be reviewed by program leadership prior to allowing re-entry into class or clinical activities.
5. Any delay in providing appropriate documentation may result in unexcused absences and referral to the PPP Committee.

Special Circumstances:

- Students with chronic health conditions or disabilities requiring individualized accommodation should consult the Program Director and the Office of Student Accessibility Services for advance planning.
- In the event of a public health emergency (e.g., COVID-19), additional or alternate requirements may apply based on institutional, local, or CDC guidance.

Professionalism

Overview

Professionalism is a cornerstone of the University of Tampa PA Program and a prerequisite for successful progression and eventual entry into clinical practice. Students are expected to demonstrate the highest standards of professional behavior in all academic, clinical, and community settings. These expectations include ethical conduct, respectful communication, personal responsibility, and adherence to institutional and programmatic policies. Professionalism is continuously assessed throughout the program and may influence course performance, progression decisions, and graduation eligibility.

Core Domains of Professionalism

The following domains are foundational to professional conduct:

- Respectful interpersonal communication
- Timely submission of assignments and required documentation
- Punctuality and reliability
- Ethical behavior and academic integrity
- Accountability, initiative, and follow-through
- Collegiality, collaboration, and civility
- Adherence to dress and appearance standards
- Protection of privacy and confidentiality (FERPA, HIPAA)

Examples of Unprofessional Behavior

The following behaviors may trigger documentation, remediation, or disciplinary action:

- Disrespectful communication with peers, faculty, staff, or patients
- Unauthorized contact with clinical sites or preceptors

- Inappropriate attire or repeated violations of the dress code
- Tardiness, unexcused absences, or failure to notify appropriate personnel
- Sleeping, texting, or browsing the internet during class or clinical hours
- Disruptive classroom or lab behavior
- Inappropriate physical contact or misconduct during labs
- Offensive or derogatory remarks, jokes, or gestures

Professional Appearance and Dress Code

- **Minimum Standard:** Business casual attire or program-approved scrubs
- **Identification:** Student ID badge must be visible at all times
- **Not Permitted:** Jeans (except on approved casual days), shorts, t-shirts, open-toed shoes, or gym attire
- **Grooming:** Hair, nails, body art, and jewelry must reflect professional norms and maintain clinical hygiene standards
- **Casual Days:** Jeans are allowed but must be clean, free of holes, and paired with appropriate footwear and tops

Attendance and Punctuality

- Students must be present and on time for all didactic, clinical, and program-related obligations
- Required availability is typically Monday through Friday, 8:00 AM to 5:00 PM, unless otherwise specified
- Unexcused tardiness or absences will be reviewed as potential professionalism concerns

Communication Standards

- Use respectful, professional tone and language in all written and verbal communication
- Address faculty and staff using appropriate titles (e.g., Dr., Professor, PA) unless directed otherwise
- Respond promptly (within 24-48 hours) to program communication
- Sensitive matters should be discussed in person rather than through email or text

Civility and Collegiality

- Students are expected to contribute to a supportive, collaborative, and inclusive learning environment
- Gossip, sabotage, or exclusionary behavior is considered unprofessional and will be addressed
- Disrespect toward faculty, peers, patients, or staff will not be tolerated

Academic Integrity

- Students must comply with the University's Honor Code ([Spartan Code](#)) and demonstrate academic honesty
- Examples of violations include plagiarism, unauthorized collaboration, exam misconduct, or falsification of documentation
- Any act of academic dishonesty may result in referral to PPP Committee for escalating response.

Professional Concern Report

The program uses a professional concern report (PCR) to document events that are considered unprofessional. These events may occur individually or between two students or may be observed by a faculty member. (For incidents that involved faculty mistreatment of student(s), refer to the student mistreatment policy.) The PCR report is used to notify the program of the concern. The report is on the student Canvas home page, where students or faculty can report a problem. The concern must be reported within seven days of the event or seven days of notification of the discovery of the event.

- The first PCR will trigger a meeting with the faculty advisor to discuss the issue and develop a professional remediation action plan.
- A second PCR may result in a meeting with the Progression, Promotion and Professionalism committee. The student may be placed on academic probation and must complete professional remediation.
- Continued lapses in professionalism or an egregious lapse may result in dismissal from the program.

PA Social Media Policy

PA students are expected to be mindful while using social networking websites and applications, as they are held to the highest standard keeping with the ideals of the institution and the profession of medicine. Each student is responsible for their own posting on the internet and social media. Therefore, they should be aware of the risks associated with such use. Violation of the social media policy may result in dismissal from the program.

Professionalism Evaluation and Accountability

Monitoring and Documentation

- Faculty review professionalism during each academic term and advising meeting
- Major violations (e.g., harassment, dishonesty, patient safety issues) may result in immediate referral to the PPP Committee

Remediation and Disciplinary Action

- Minor concerns may be resolved through informal advising and self-reflection
- Major violations require formal remediation and may result in:
 - Probation
 - Professionalism development plans
 - Suspension or dismissal
- All actions are documented in the student's file

Appeals

Students may appeal any formal professionalism-related action through the grievance or appeal procedures outlined in the Student Handbook.

Summary

Professionalism is essential to success in the UT PA Program and the PA profession. Students are expected to uphold professional standards at all times. Violations will be addressed promptly and may impact progression, graduation, or eligibility for certification. The Program reserves the right to take

disciplinary action for conduct that jeopardizes learning, clinical safety, or the professional reputation of the program or University.

Miscellaneous Items

White Coat and Hooding Ceremonies

Policy: The University of Tampa PA Program will host a White Coat Ceremony to formally welcome students into the clinical phase of their education. A Hooding Ceremony will occur prior to commencement to recognize graduating students.

Selection of Class Representatives and Faculty Class Advisor

Policy: Each PA student cohort will elect class representatives to serve as liaisons between the student body and program faculty/administration. Class officers help gather, summarize, and communicate feedback related to academic and non-academic matters.

Officer Roles and Responsibilities:

- **President:** Leads class meetings and serves as the primary representative for the class
- **Vice President:** Supports the President and assumes duties in their absence
- **Secretary:** Maintains records of meetings and manages official communication
- **Treasurer:** Manages class funds and coordinates fundraising activities
- **Social Chair/Outreach:** Organizes student social events and community service initiatives

Elections: Class officers are elected by majority vote. Faculty or program leadership may provide guidance or facilitate elections during the second semester.

Chain-of-Command for Issues:

Academic Issue

Group Academic Concerns

1. Submit concern to Class Officers.
2. If unresolved, the Class Officers should contact the Course Instructor or Course Coordinator.
3. If unresolved, escalate to the Faculty Class Advisor.
4. If unresolved, the Faculty Class Advisor will contact the Director of Didactic Education (DDE).
5. The DDE will collaborate with the Associate Program Director.
6. If still unresolved, the issue will be brought to the Program Director.
7. If no resolution is achieved at the program level, the concern may be elevated to the Dean of the College of Natural and Health Sciences.

Individual Academic Concerns

1. Contact the Course Instructor directly.
2. If unresolved, contact your Faculty Academic Advisor.

3. If unresolved, escalate to the Director of Didactic Education (DDE).
4. If unresolved, the DDE will involve the Associate Program Director.
5. If still unresolved, the concern will be reviewed by the Program Director.
6. Issues not resolved at the program level may be elevated to the Dean.

Non-Academic Issue

Group Non-Academic Concerns

1. Class Officers raise the concern to the Faculty Class Advisor.
2. If unresolved, the Class Advisor and/or Class Officers contact the Associate Program Director.
3. If unresolved, the issue is escalated to the Program Director.
4. If further action is needed, the matter may be referred to the Dean.

Individual Non-Academic Concerns

1. Contact your Faculty Academic Advisor.
2. If unresolved, escalate to the Associate Program Director.
3. If unresolved, the issue is reviewed by the Program Director.
4. If necessary, the matter may be brought to the Dean.

Student Organizations and Leadership Opportunities

- **Physician Assistant Student Society (PASS):** Fosters student engagement, leadership development, and service. Facilitates collaboration with national PA organizations.
- **Student Ambassadors:** Represent the PA Program during campus tours, admissions events, and other outreach activities. Ambassadors must be in good academic and professional standing.
- **Pi Alpha National Honor Society:** Students may apply to Pi Alpha if they meet eligibility criteria based on leadership, community service, and academic excellence. Details: [PAEA Pi Alpha](#)
- **SAAAPA Membership:** All students will be members of the Student Academy of the American Academy of Physician Assistants (SAAAPA), supported by the program. This includes access to leadership opportunities, advocacy resources, and national networking. Details: [Student Academy](#)
- **FAPA Membership:** All students will be members of the Florida Academy of Physician Assistants (FAPA), the state's professional PA organization. The program will cover the cost of student membership. FAPA provides legislative advocacy, networking, educational conferences, and leadership opportunities specific to PAs practicing in Florida. Details: [FAPA](#)

Certification Exam Resources

NCCPA Blueprint Resources:

- Task and Organ Area Content: <https://www.nccpa.net/examscontentblueprint>

PAEA End-of-Rotation Exam Blueprint:

- Content areas and resources: <https://paeaonline.org/assessment/end-of-rotation/content>

Professional Organizations

- **ARC-PA:** <https://www.arc-pa.org>
- **NCCPA:** <https://www.nccpa.net>
- **PAEA:** <https://www.paeaonline.org>
- **AAPA:** <https://www.aapa.org>
- **FAPA (Florida Academy of PAs):** <https://www.fapaonline.org>
- **Florida Medical Board (PA Licensing):** <https://flboardofmedicine.gov/physician-assistant>

University Resources* (locations and extensions numbers may be subject to change)

University Office/Department	Location	Phone
Bookstore	Vaughn Center (VAUG), 1 st floor	(813) 253-6230
Career Services	Southard Family Building (SFB), Room 117	(813) 253-6236
Graduate Advising	Jenkins Health Building (GHS), 6 th floor	(813) 253-6249
Registrar	Plant Hall (PH), Room 90	(813) 253-6251
Financial Aid	Plant Hall (PH), Room 427	(813) 253-6219
Medical Services	Dickey Health Center (HC)	(813) 253-6250
Counseling Services	Dickey Health Center (HC)	(813) 257-4114
Library	Macdonald-Kelce Library (LIB)	(813) 257-3056
IT Service Desk	Jenkins Technology Building (TECH), 1 st floor	(813) 253-6293
Parking Services	Daly Innovation and Collaboration Building (ICB), 1 st floor	(813) 257-7777
Campus Safety	Daly Innovation and Collaboration Building (ICB), 1 st floor	(813) 257-7777
Student Accounts (Bursar)	Plant Hall (PH), Room 428	(813) 253-6202
Student Affairs	Plant Hall (PH), Room 124	(813) 253-6204
Veterans Educational Benefits	Registrar's Office – PH 90	(813) 257-3975
Saunders Writing Center	Plant Hall (PH), Room 323	(813) 253-6244
Academic Success Center	Jenkins Technology Building (TECH), 2 nd floor	(813) 257-5757

*Students can find information about additional campus resources in the [Navigate360 Student app](#) or visit the UTampa's [Student Services](#) page.

Permissions and Acknowledgments

By signing below, I acknowledge the following:

1. I have thoroughly read and understand the contents of the University of Tampa PAM Student Handbook. I agree to abide by all policies and procedures.

Signature: _____ Date: _____

2. I give my permission for UT personnel to disclose personal information for academic or professional purposes (e.g., references, licensing, clinical placements).

Signature: _____ Date: _____

3. I grant permission to be videotaped, photographed, or recorded for educational and recruitment purposes.

Signature: _____ Date: _____

4. I grant the PA faculty permission to use my academic work (papers, exams, projects) for internal educational and accreditation purposes, with my name redacted when appropriate.

Signature: _____ Date: _____

5. I consent to participate in laboratory sessions as both a student PA and a patient-simulator. I will follow all participation expectations and notify faculty of any limitations.

Signature: _____ Date: _____