



TAYLOR
UNIVERSITY

Taylor University
Physician Assistant Program
Student Handbook
2025-2026

Psalm 103:2-3 "Praise the Lord, my soul, and forget not all his benefits—who forgives all your sins and heals all your diseases."

Table of Contents

Introduction.....	7
Taylor University General Information	8
Taylor University Mission Statement	8
Taylor University Heritage	8
Taylor University Purposes.....	8
Taylor University Anchor Points	9
Foundational Documents	9
Taylor University PA Program General Information	13
Taylor University PA Program Mission Statement	13
Taylor University PA Program Heritage and Vision	13
General Program Information.....	13
Accreditation (A3.12a)	13
Administrative	15
Institutional Requirements (A1.02)	15
Program Goals (A2.05a, A3.12b, B1.01a)	15
Program Competencies (A3.12g)	16
Fair Practices and Admissions.....	17
Admission to the Physician Assistant Program	17
Program Academic Admission Requirements (A3.13b).....	18
Prerequisites	18
PA Program Non-Academic Admission Requirements	19
Prior Healthcare Experience or Education (A3.13b).....	19
Admission Decisions (A3.14).....	19
Interview.....	19
Non-Discrimination Policy.....	19
Technical Standards (A3.13e)	20
Evidence of Effectiveness in Meeting Goals (A3.12b).....	20
PANCE Pass Rate Report (A3.12c).....	20
Student Attrition Rates (A3.12i)	20
Advanced Placement (A3.13c, A3.16).....	20
Additional Requirements Upon Admission (A3.15).....	21

Physical Exam	21
Intercultural Relations (DEI) (A1.11)	23
Program Cost and Financial Aid	25
Tuition & Fees (A3.12f)	25
Refunds of Tuition and Financial Aid Policies (A1.02k)	25
Program Curriculum (B1).....	27
Online Lecture Attendance/Professionalism.....	27
Curriculum Mapping (B1.01).....	28
Course Sequencing (B1.02)	28
Course Learning Outcomes and Instructional Objectives (B1.03).....	28
Required Courses/Content Within the Curriculum (B2.02-B2.20)	28
Teaching Out (A1.02h).....	29
Didactic Phase	29
Exam Reviews.....	29
Punctuality, Attendance, and Absences.....	29
Cancellation or Delay of Classes	30
Laboratory Participation	30
Standard Precautions.....	31
Clinical Phase (B3)	31
Structured Clinical Practice Encounters SCPEs (A1.01, A2.15)	31
Obtaining Clinical Sites and Preceptors (A3.03).....	32
SCPE Attendance	33
Student Requested Distant “Away” Rotations	34
Transportation and Housing.....	34
International Clinical Sites (B3.02).....	34
Required SCPEs (B3.07)	34
Required SCPE Documentation	35
Student Safety at Rotation Site (SCPEs) (A1.02g).....	35
SCPE/Rotations and University Closure	36
Preceptor Requirements	36
End of Rotation (EOR) Days.....	36
Student Schedule During Clinical Phase	36
Summative Evaluation (B4.03)	37

Health Insurance During Clinical Phase.....	37
Additional Immunizations for Clinical Phase	37
Additional Immunizations for International Travel/Rotations	37
Drug Screen and Criminal Background Check	37
Review of End of Rotation Examinations During Clinical Phase.....	38
Identification as a PA Student at SCPEs (A3.06).....	38
Required Equipment/Materials	39
Instructional and reference materials (A1.09).....	39
University Reference Material and Program Required Databases	39
Other Required Programs	39
Student Medical Equipment.....	39
Student Services (A1.04)	40
Campus Location and Facilities	40
Student Support Services	40
Academic Standards (A3.15a, A3.15b).....	42
Satisfactory Academic Progress / Good Academic Standing	42
Competency Minimum Standard Requirement	42
Grading	43
Calendar and Program Timeline	44
Program Completion Timelines (A3.15b)	44
Continuous Enrollment Policy.....	44
Program Progression	45
Program Progression (A3.15b)	45
Academic Probation (A3.15c)	45
Deceleration (A3.15c)	46
Delayed Forward Progress	46
Remediation (A3.15c)	47
Dismissal (A3.15d)	48
Withdrawal From a Course (A3.15d).....	48
Leave of Absence (LOA)	48
Graduation Requirements (A3.17f)	49
Program Completion Endorsement	49
Credential and Degree (A1.02e, A3.17c, A3.17f).....	50

Student Rights and Responsibilities	50
Grievances and Harassment	50
Grievances and Appeals (A1.02i, A3.15g).....	50
Harassment (A1.02i, A1.02j, A3.15f)	51
Professionalism	53
Professionalism Review	53
Minor Professionalism Concern	53
Major Professionalism Breach	54
Student Code of Conduct	56
Punctuality.....	57
Communication Between Faculty/Staff and Students.....	57
Sleeping in Class	58
Collegiality/Civility	58
Honesty and Accountability.....	58
Professionalism Competency Review.....	58
Academic Integrity.....	58
Professional Dress and Dress Code.....	59
Change in Personal Information	60
Taylor University Brand Use	60
Social Media Use	60
Student Schedule during the week	61
General Program Policies.....	61
Internal Student Employment (A3.04, A3.05, A3.15e).....	61
External Student Employment (A3.15e).....	61
Student Records (A3.17, A3.18, A3.19)	62
Media and HIPAA	62
Privacy and Confidentiality – FERPA	62
Privacy Education – HIPAA	63
Student Safety (A1.02g)	63
LOCKED DOORS AND BADGING IN.....	64
Emergency Medical Care (A3.09)	64
Health Status	64
Substance Use/Abuse	65

Professional Associations	66
Technology Requirements	66
Potential Health Risks for Students (A3.08)	67
Accidental Exposure Policy (A3.08).....	67
Operational Policies	69
Application of Program Policies (A3.01, A3.02).....	69
Announcements and Advertising (A3.11).....	69
Program Information (A3.12)	69
Student Referral Process for Personal Issues (A3.10)	70
Miscellaneous	71
White Coat Ceremony	71
Hooding Ceremony	71
Class Officers and Faculty Class Advisor	71
Chain-of-Command	71
Non-Academic Issues	71
Academic Issues	72
Student Organizations.....	72
NCCPA Exam Content Blueprint Task and Organ Areas.....	73
PAEA EOR Exam Content Blueprint Task and Organ Areas.....	73
Professional Organizations and Regulatory Bodies	73
Permission for Disclosure.....	75

Introduction

The purpose of the student handbook is to provide pertinent information and guidance regarding various policies and expectations for the Taylor University Physician Assistant student. It is the student's responsibility to read and utilize the information contained therein as a reference throughout their involvement in the program.

The student handbook will apply for the current academic year; the program reserves the right to amend the handbook throughout the year based on continuous evaluation/review of its policies and procedures. Enrolled students will be notified of any changes made to the handbook via their Taylor student email accounts. Students can access the updated/current handbook on the [PA program website](#).

During the student's clinical rotation phase, some program policies may be superseded by certain policies at clinical rotation sites. The student is expected to be familiar with and comply with these policies.

All enrolled students must sign the signature form acknowledging the receipt and review of this handbook at the beginning of each academic year. In addition, students must make a profession of faith and sign the Life Together Covenant (LTC) on an annual basis. Your signature denotes your understanding and compliance with the content and policies. Any questions regarding information in this handbook should be directed to the faculty advisor.

"The LORD bless you and keep you; the LORD make his face shine on you and be gracious to you; the LORD turn his face toward you and give you peace." Numbers 6:24-26

Taylor University General Information

Taylor University Mission Statement

To develop servant-leaders marked with a passion to minister Christ's redemptive love, grace, and truth to a world in need.

Taylor University Heritage

Founded in 1846, Taylor University is an evangelical, independent, interdenominational Christian liberal arts university in which all programs are shaped by a biblical, Christian worldview and the integration of faith, learning, and living within a community of intentional Christian nurture and relationships.

Taylor is distinctive in its commitment to both spiritual and intellectual development. As a Christian institution, Taylor University has highly capable, supportive faculty who recognize that all truth has its source in God.

The University's location in the pastoral, small town environment of Upland, Indiana, seventy miles north of Indianapolis and fifty miles south of Fort Wayne, complements a commitment to foster interpersonal relationships that edify, enrich, and value all members of the University community. The proximity to metropolitan areas provides numerous benefits, including access to specialized healthcare and cultural and entertainment opportunities including music, theater, art, professional athletics, and commerce. There are also several nature preserves, state parks, and outdoor recreational areas reachable within two hours or less.

The University offers focused graduate programs that expand and complement curricular and institutional strengths. Graduate education was a part of Taylor University beginning in the late 1800s with its affiliation with the Ft. Wayne College of Medicine, which later merged with the IU School of Medicine. The early part of the 20th century saw a wide variety of other graduate programs and degrees including the Ph.D. The World War II years saw the end of graduate education until graduate offerings were reinstated and approved by the Higher Learning Commission in 2003. The graduate school was founded in 2008 to oversee existing programs and initiate new graduate programs. In 2021, the University renewed its commitment to developing Christian healthcare providers, including the launch of a physician assistant program starting in 2025.

Taylor University Purposes

To advance the University's mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional, and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.

- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.

Taylor University Anchor Points

Taylor University seeks to accomplish its mission through the following anchor points:

- Biblically Anchored
- Christ Centered
- Faith Learning Integrated
- Liberal Arts Grounded
- World Engaging
- Whole Person Focused
- Servant-Leader Motivated

For a more detailed description of the Taylor University anchor points, visit the website page [here](#).

Foundational Documents

Taylor University Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe that:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the only Creator, Redeemer, and Sustainer of all things in heaven and on earth.
- The Bible is the only inspired, authoritative written word of God, true and trustworthy in all it affirms.
- Jesus Christ is the eternal, living Word of God. Through his incarnation he revealed God’s plan of redemption by his virgin birth, sinless life, atoning death, bodily resurrection, and ascension. He will return in power and glory to judge the living and the dead.
- The Holy Spirit is present in the life of every believer, testifying to the lordship of Christ, illuminating the Scriptures, and empowering believers for fruitful service and obedience to God's commands.

- Humankind, though uniquely created in God’s image, rebelled and stands in need of redemption. God, by his grace, extends salvation, reconciliation, and eternal life to anyone who comes to Christ by faith.
- The Church is the global body of believers across time who affirm that Jesus Christ is Lord and demonstrate their faith and unity in Christ by loving and serving him and all people.

Sanctity of Life Statement

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: So, God created man in His own image, in the image of God He created him; male and female He created them. Therefore, human life must be respected and protected from its inception to its completion.

Multicultural Philosophy Statement

Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. From Genesis through Revelation, the Scriptures testify to God’s reconciling and redemptive work to restore broken relationships. Accordingly, the University is committed to fostering healthy relationships in our community – regardless of differences in race, ethnicity, or national heritage. We affirm that every person is made in the image of God and has immeasurable worth (Gen. 1:27).

We proclaim our commitment to act justly, love mercy, and walk humbly with our God (Micah 6:8). We acknowledge that the Gospel calls us to live and love as citizens of Christ’s kingdom. We embrace diversity as we live out the Good News of Jesus Christ in the world and pursue the University’s mission. Indeed, our Life Together Covenant calls us to be an intentional community based on the Gospel, which transcends ethnic, cultural, socio-economic, and national divisions. Jesus’ love compels us to practice true friendship by loving our neighbors as ourselves, extending hospitality, forgiving one another, defending the persecuted, and living in peace with everyone.

This is a high calling that is often difficult to achieve. In this spirit, we acknowledge that our individual and community actions do not always demonstrate our commitment to treat one another as equal image bearers of Jesus Christ. When any of us falls short of obedience, God calls us to come before him in repentance and to be reconciled with one another. When we harm one another, we are expected to forgive one another, restore relationships and make restitution (Matthew 5:23-24; 18:15-17). We pledge to live out this commitment in repentance, forgiveness, and grace.

We aspire to be a welcoming place where we show respect and love for all people. We want to honor one another and celebrate our diverse ethnic, racial, cultural, socio-economic, and national backgrounds in all dimensions of our life together. Through our relationships and programs, we actively strive to increase multicultural diversity in our community. We commit that Taylor University will emulate the beautiful, diverse multitude from every language, ethnicity, and nation who will gather in eternal praise to Christ in the Kingdom of Heaven (Rev. 7:9).

Human Sexuality Statement

Biblical Standards

As Christians we are called not only to right belief, but good conduct. In fact, Scripture tells us that obedience is essential to the life of faith (Jn. 14:23-24; Jm. 2:20-24). This is critically important in the area of sexuality, as the body is the “temple of the Holy Spirit.” Thus, we are called to honor God with our bodies and “flee from sexual immorality” (1 Cor. 6:18-20). Taylor University therefore affirms the following biblical standards for human sexuality, which constitute the consensus of the Christian church, both East and West, for nearly 2000 years.

All human beings are created in God’s image and are, therefore, of immeasurable value (Gen. 1:26-27). Our male and female genders are also a part of God’s original good creation, and our sexuality is to be celebrated. The God-ordained context for virtuous sexual expression and procreation is marriage, a sacred covenant between one man and one woman (Gen. 2:24; Mt. 19:4-6; Heb. 13:4). For Christians, the sanctity of the marital covenant is further reinforced by the New Testament use of marriage as a metaphor of Christ and the church (Eph. 5:31-33).

The biblical design for human sexuality demands sexual faithfulness for married couples (Exod. 20:14; 1 Cor. 6:13-20) and chastity for those who are single (1 Thess. 4:3-8). All premarital and extra-marital sexual activity (e.g., fornication, adultery, incest, prostitution, homosexual behavior, and all sexual activity involving children) is immoral. And all use or involvement with pornographic materials is sinful, as are all forms of sexual abuse, exploitation, and harassment (1 Cor. 6:9-10; 1 Tim. 1:9-10).

Applications

We endorse compassion, care, and mercy for all of us who struggle with sexual sin (James 3:17). We strive to follow the model of Christ, who did not condemn but called for repentance (John 8:1-11). In all of these matters we recognize the critical distinction between sexual orientation and behavior. The former pertains to attraction or desire, which are not necessarily of a person’s own choosing. Behavioral conduct, however, is under one’s control and thus reasonably subject to biblical standards governing sexual expression.

The biblical call to sexual purity is challenging. Therefore, we encourage rigorous, sensitive, biblically informed discussion of sexuality, whether in the classroom, outside the classroom, or in the context of scholarly research. We pledge a principled and loving response to those who disagree with the university’s stance on these issues, whether those within or outside of the Taylor University community. And in this matter, as with all others related to the Christian life, we depend upon and pray for God’s wisdom and mercy as we seek to do his will and proclaim his Gospel to a world in need.

Life Together Covenant

Found on the Taylor Graduate Catalog on pages 9-11, [Graduate Catalog \(taylor.edu\)](#), the Life Together Covenant describes fundamental and integral elements of the Taylor University community. Students are expected to be familiar with this document and will be asked to sign an agreement to abide by its parameters prior to matriculation and annually thereafter.

Life Together Covenant Implementation Guidelines for Graduate Students

The following implementation guidelines have been developed to clarify graduate student responsibilities in relationship to Life Together Covenant (LTC).

1. The LTC identifies the expectations for living in community as we seek to fulfill our mission. While it is helpful to specify responsibilities and expectations for the benefit of the larger community, it can be a challenge to create a community with expectations that are totally acceptable to every member. When individuals join the Taylor community, they willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University expectations are not intended to measure spirituality or to promote legalism. Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14; 1 Corinthians 8, 10:23-33) It is within this framework that the following implementation guidelines have been developed.
2. As a condition of enrollment all students must affirm their willingness to abide by the Biblical Responsibilities and University Expectations contained in the LTC. Affirmation occurs with the signing of the application for admission.
3. Application – degree-seeking graduate students are encouraged to follow the LTC - Biblical Responsibilities at all times. In addition, graduate students are required to adhere to the University Expectations of the LTC when they are on campus, during off-campus class sessions, actively participating in university-sponsored events, and in the presence of Taylor undergraduate students.
4. Graduate students who choose to live in any non-University owned housing (properties otherwise not owned, operated, or affiliated with Taylor University), whether located in the town of Upland, Indiana, or elsewhere, are encouraged to follow the LTC- Biblical Responsibilities and University Expectations at all times. In addition, graduate students will adhere to the University Expectations of the LTC when they are on campus, during off-campus class sessions, actively participating in university sponsored events, and in the presence of Taylor University undergraduate students. The University advises careful discernment of graduate students' personal alcohol use in private, personal settings.

Taylor University PA Program General Information

Taylor University PA Program Mission Statement

To develop competent servant-leaders who deliver compassionate whole-person healthcare from a Christ-centered focus.

Taylor University PA Program Heritage and Vision

Founded on scientific principles and guided by biblical truths, the PA Program will develop competent and committed servant-leaders who provide whole-person healthcare in the communities they serve. As a reflection of the importance of whole-person care, the program will include a targeted focus on Lifestyle Medicine throughout our curriculum. We believe the greatest example of a faithful servant-leader exemplifying whole-person care is Jesus Christ. His heart will drive our program and be the standard for all we seek to accomplish.

We seek to matriculate, educate, and graduate students who not only embrace academic excellence but also value community service and lifelong learning and professional growth.

Our faculty have been prayerfully chosen to provide our students with educational expertise as well as spiritual guidance and support. Your journey and transformation from PA student to a successful, practicing healthcare provider is our priority.

Taylor Towel

The Taylor Towel has been provided by the University to students, faculty, and staff as a symbol of servant-leadership for years. It serves as a reminder to follow Christ's example in serving others, even when serving and relationships are messy. The towel serves as a congruent vision the PA Program shares with the University. As an enduring symbol of servant-leadership, the Taylor Towel will be given to each student at graduation.

"...Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave— just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." Matthew 20:26-28

General Program Information

Accreditation (A3.12a)

The PA Program has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Taylor PA Program anticipates matriculating its first class in August 2025, pending achieving Accreditation-Provisional status at the March 2025 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. In the event the program does not earn provisional accreditation, students will not matriculate, and the admission deposit will be refunded.

This program will not commence unless and until both ARC-PA and the Higher Learning Commission have approved the program.

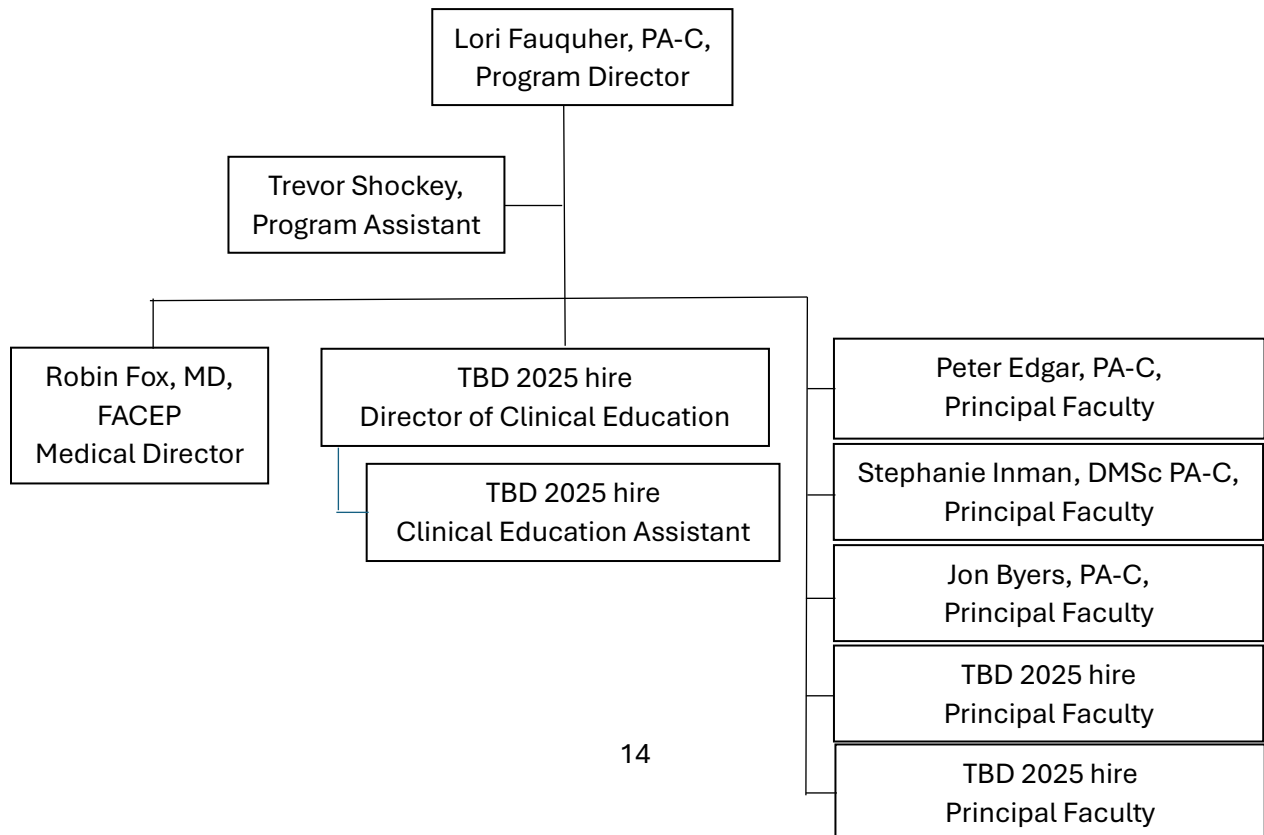
Location and Contact Information

Taylor University Physician Assistant Program
1846 Main Street
Upland, IN, 46989
paprogram@taylor.edu
765-998-4272

Faculty and Staff (A2.01, A2.02, A2.03, A2.04, A2.13, A2.14)

- Lori Fauquher, PA-C, Program Director (A2.07)
- Robin Fox, MD, FACEP Medical Director (A2.07)
- Peter Edgar, PA-C, Principal Faculty (A2.02a, A2.03)
- Stephanie Inman, DMSc PA-C, Principal Faculty (A2.02a, A2.03)
- Jon Byers, PA-C, Principal Faculty (A2.02b, A2.03)
- Principal Faculty TBD 2025 hire (A2.02b, A2.03)
- Principal Faculty TBD 2025 hire (A2.02b, A2.03)
- Trevor Shockey, Program Assistant (A2.18)
- Director of Clinical Education TBD 2025 hire
- Clinical Education Staff TBD 2025 hire

Department Chain of Supervision and Command (A2.02, A2.10)



Administrative

Additional Taylor University general information is available via the [University Student Handbook](#).

Institutional Requirements (A1.02)

Taylor University is accredited by the Higher Learning Commission 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800.621.7440, info@hlcommission.org. Taylor University is responsible for (A1.02):

- Supporting the planning by program faculty of curriculum design, course selection, and program assessment
- Hiring faculty and staff
- Ensuring effective program leadership
- Complying with ARC-PA accreditation standards and policies
- Conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program
- Ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules, and regulations
- Documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs
- Teaching out currently matriculated students in accordance with the institution's regional accreditor or federal law in the event of program closure and/or loss of accreditation
- Defining, publishing, making readily available and consistently applying to faculty, its policies and procedures for processing faculty grievances and allegations of harassment
- Defining, publishing, making readily available and consistently applying to students, its policies, and procedures for processing student allegations of harassment
- Defining, publishing, making readily available and consistently applying to students, its policies, and procedures for refunds of tuition and fees

Program Goals (A2.05a, A3.12b, B1.01a)

GOALS:

1. Provide high-quality education to equip learners with knowledge and skills to deliver competent care.

The goal of our program is each student's completion of the PANCE and entry into the workforce. Our program supports students during the 27 months by monitoring and aiding the growth of student abilities by tracking progress through the competencies. Attract and support a diverse population of faculty, staff, and students (additional DEI information is located in the Admissions section).

2. Attract and support a diverse population of faculty, staff, and students.

The program understands and values the multitude of differences our students, faculty, and staff bring to our profession.

3. Promote the qualities of professionalism, servant-leadership, and service among students and faculty.

The program desires to develop professional, competent, and committed servant-leaders who provide whole-person healthcare in the communities they serve.

4. Prepare students to competently utilize interpersonal skills and effectively communicate within the healthcare environment.

The program affirms that effective and respectful interpersonal communication skills are essential foundational elements of quality healthcare delivery and interprofessional collaboration.

5. Equip students with an integrative approach to patient care through various, unique components of the curriculum.

As a reflection of the importance of whole-person care, the program will include a targeted focus on Lifestyle Medicine and biblical integration throughout the curriculum. We believe the greatest model exemplifying whole-person care is Jesus Christ. His example will drive our program and be the standard for all we seek to accomplish.

Program Competencies (A3.12g)

Medical Knowledge (B4.03d)

1. Explain the etiologies, risk factors, underlying pathophysiologic processes, signs and symptoms, differential diagnosis, and management for medical and surgical conditions across all organ systems and across the lifespan.
2. Apply foundational knowledge of basic medical sciences to guide compassionate clinical decision-making.
3. Demonstrate knowledge of the six pillars of Lifestyle Medicine and their importance in whole-person care.

Clinical and Technical Skills (B4.03a)

1. Obtain a complete and accurate medical history, perform an applicable PE, and order appropriate diagnostic studies for patients across the lifespan.
2. Document an accurate patient encounter that includes all pertinent components of the medical record.
3. Perform clinical and procedural skills effectively and safely.

Professional Behaviors and Interpersonal Skills (B4.03e)

1. Collaborate with interdisciplinary teams while maintaining a climate of mutual respect, diversity, integrity, and trust.
2. Demonstrate professional conduct, self-awareness, resilience, and the ability to receive and give constructive feedback.
3. Demonstrate interpersonal and communication skills that result in the effective exchange of information with a Christ-centered focus across a broad range of socioeconomic and cultural backgrounds.
4. Engage in effective, sensitive, and respectful relationships with patients and families to accurately obtain and use essential information to construct a patient-centered management plan.

Problem-Solving and Clinical Reasoning (B4.03b)

1. Integrate understanding of social determinants of health into medical decision making and the development of individualized care plans.
2. Formulate health-management strategies including pharmacologic and non-pharmacologic therapies and patient education in the prevention and treatment of acute, chronic, and emergent conditions.
3. Consider current scientific evidence, patient's preference, value-based care, and clinical judgment while making clinical decisions.

Christ-Centered care

1. Develop strategies for growth in spiritual vitality and resilience with an emphasis on personal reflection, self-awareness, and self-care practices to sustain spiritual and emotional well-being amidst the challenges of medical training and practice.
2. Utilizing a Christian worldview, integrate principles of servant-leadership, such as empathy, compassion, and humility, while interacting with colleagues and patients.
3. Formulate clinical approaches that promote healing and wholeness in patients, recognizing the interconnectedness of body, mind, and spirit.

Patient Management

1. Formulate plans for patient education related to lifestyle modification, disease prevention, and psychosocial effects of life changes.
2. Recommend appropriate clinical testing and intervention based on the information gathered during the history and physical examination.
3. Propose treatment plans based on current scientific knowledge adapted with consideration of the patient's determinants of health.

Fair Practices and Admissions

Admission to the Physician Assistant Program

Admission into the PA Program requires an undergraduate degree and prerequisite courses in the sciences. Most prospective PA students will pursue a science-based bachelor's degree; however, any undergraduate major is acceptable if the prerequisites are completed.

The PA Program uses a holistic application review process with a focus on a candidate's service experience, leadership experience, recommendation letters, CASPA essay responses, and healthcare experience hours. Entry into the PA program is a very competitive process based on both quantitative and qualitative variables. Competitive candidates will often exceed the minimum requirements below.

Program Academic Admission Requirements (A3.13b)

The PA Program will use the Central Application Service for Physician Assistants (CASPA). Any content within the CASPA application may be used to make admissions decisions.

Policy: All applicants must have a minimum overall GPA of 3.0 on a 4.0 grade scale. All applicants must also have a minimum overall science GPA of 3.0 on a 4.0 grade scale.

Procedure: The GPAs used for this policy are based solely on GPAs as calculated by CASPA.

Policy: The Taylor PA Program does not use nor require any standardized academic admissions exams during the admissions process.

Policy: The PA Program requires a minimum of a bachelor's degree to be awarded prior to matriculation into the PA program.

Prerequisites

All prerequisite science courses must be designed for science majors; other courses will not be accepted. A grade of C or higher is required in all prerequisite coursework. A grade of C– does not meet the requirement. (A3.13d) Completion of all but two prerequisite courses are required at the time of application submission. The remaining prerequisites must be completed by the end of the Spring term (May) prior to starting the program.

1. General/Inorganic Chemistry (with lab), minimum 8 semester credits/12 quarter credits
2. Organic Chemistry (with lab), minimum 4 semester credits/6 quarter credits
3. General Biology (with lab), minimum 4 semester credits/6 quarter credits
 - a. Additional Biology Course 200 level or higher, minimum 4 semester credits/6 quarter credits
4. Anatomy and Physiology (with lab) minimum 8 semester credits/12 quarter credits
 - a. May include 4 semester credits of anatomy plus 4 semester credits of physiology or a minimum of 8 semester credits of combined anatomy and physiology
5. General/Introductory Psychology—minimum 3 semester credits
6. Additional Psychology/Sociology Course—minimum 3 semester credits

Special consideration will be given to the following (A3.13a)

- Taylor University graduates
- First-generation college students
- Military service background
- Mission service background
- Third culture students

PA Program Non-Academic Admission Requirements

Policy: The PA Program will use a holistic evaluation of the CASPA application.

Policy: Two letters of recommendation must be submitted through CASPA (up to five are allowed).

Prior Healthcare Experience or Education (A3.13b)

Policy: The PA Program strongly recommends a minimum of 250 hours of healthcare experience to apply. Experience can include paid, volunteer, and shadowing hours. Preference will be given to hands-on patient care hours and paid experience.

Procedure: Faculty will utilize a holistic admissions rubric to determine ranking for invitation to interview.

Admission Decisions (A3.14)

Policy: The Program will make student admission decisions in accordance with clearly defined and published practices of the institution and program.

Procedure: The admissions process is a multi-step process based on a combination of cognitive and non-cognitive markers. The pre-interview phase focuses on the determination of applicant eligibility and producing a rank order for invitations to interview. The interview phase is predominantly a non-cognitive evaluation guided by the program's mission statement and philosophy. The post-interview phase combines the scores from the pre-interview and the interview phases to produce a final rank order. This final rank order receives a final vetting by the PA Program faculty and then determines the order for offers of admission.

Interview

Students invited for an on-campus interview will participate in a traditional behavioral interview. In addition, the program will use the Multiple Mini Interview (MMI) process. This is a series of short, structured interview stations to assess non-cognitive qualities such as communication skills, empathy and compassion, ethical reasoning, critical thinking, and teamwork. The MMI is designed to provide a comprehensive evaluation of candidates' readiness for medical practice by assessing their interpersonal and problem-solving skills in a dynamic and interactive format.

Scores from each station will be calculated and combined for each candidate. The interview score is converted to an integer scale (max 100 points). The PA Admissions Committee will review all MMI scores and comments. Candidates will be ranked based on a combination of their individual interview and MMI scores.

If a candidate is unable to either participate in the MMI or travel to campus, then a standard interview process will be allowed.

Non-Discrimination Policy

All applications are reviewed without regard to race, color, national origin, sex, disability, or age. Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. From Genesis through Revelation, the Scriptures testify to God's reconciling and redemptive work to restore broken relationships. Accordingly, the University is

committed to fostering healthy relationships in our community—regardless of differences in race, ethnicity, or national heritage. We affirm that every person is made in the image of God and has immeasurable worth (Gen. 1:27). For more information, see the University’s Foundational Documents on the University website [here](#).

Technical Standards (A3.13e)

Taylor University maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission to our physician assistant program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Admitted candidates with disabilities who are seeking reasonable accommodations should contact the Coordinator of Accessibility and Disability Services by emailing AEC@taylor.edu. The Coordinator for Accessibility and Disability Resources will determine whether there are any reasonable accommodations or alternative mechanisms that would permit the candidate to satisfy the standards. This process is informed by the knowledge that students with varied types of disabilities can become successful health professionals. If you are an applicant with a disability who may require accommodations in our program, you can contact the Coordinator of Accessibility and Disability Resources at AEC@taylor.edu.

Functional Technical Standards are found at [pa-program-technical-standards.pdf \(taylor.edu\)](#).

Evidence of Effectiveness in Meeting Goals (A3.12b)

Policy: The Taylor PA Program Goals and effectiveness in meeting the goals are found on the Taylor PA Program website: [Goals & Competencies | Taylor University](#).

PANCE Pass Rate Report (A3.12c)

Policy: The *NCCPA PANCE Exam Performance Summary Report (5-years)* is found on the Taylor PA Program website: [Program Outcomes | Taylor University Upland, IN](#).

Master of Physician Assistant Science Curriculum and Credit (A3.12d,e)

Policy: The Taylor PA Program current curriculum and credit hours are found both in the Taylor PA Program Student Handbook and the PA Program website: [PA Program Curriculum | Taylor University](#).

Student Attrition Rates (A3.12i)

Policy: The PA Program student attrition rates are found on the Taylor PA Program [website](#).

International Students

Policy: The PA Program is currently not accepting international student applicants.

Advanced Placement (A3.13c, A3.16)

Policy: The PA program does not recognize or accept any advanced placement credits or courses for matriculating.

Additional Requirements Upon Admission (A3.15)

Admitted students must pay a \$1000 deposit to secure their seat in the upcoming cohort. This deposit will be applied to the student's tuition upon matriculation. In the event the program does not earn provisional accreditation, students will not matriculate, and the admission deposit will be refunded.

As a condition of enrollment all students must affirm their willingness to abide by the Biblical Responsibilities and University Expectations contained in the Life Together Covenant. Affirmation occurs with the signing of the Taylor University application for admission and annually thereafter.

Background Check and Drug Screen

Policy: At their own expense, admitted students will be required to complete a criminal background check and drug screen which are conducted by approved third-party vendors.

Procedure: A background check that includes a positive drug screen or any felony conviction will result in rescission of admission or dismissal from the University. Certain misdemeanor convictions, including but not limited to those involving drugs, theft, violence, or crimes against a person, may also result in rescission of admission or dismissal from the University. Any felony conviction while enrolled as a student at Taylor University will result in dismissal from the program, while certain misdemeanor convictions may also result in dismissal from the program. If a drug screen results in a positive finding for any substance, the student will be subject to additional investigation and further testing. Costs related to any additional testing or investigation will be the student's responsibility. A positive drug screen may result in rescission of admission or dismissal from the University at the discretion of the University.

Procedure: The student is responsible for the financial cost associated with the background check and drug screen. The student will be provided with relevant details to initiate this background check through a university-approved third-party vendor. The student will be notified and have access to the results of the background check.

If new legal charges arise at any point in the program, the student is required to disclose information relevant to new legal charges to the Program Director. Failure to report these behaviors will be considered a breach of professional conduct and may result in student dismissal from the program.

Physical Exam

Taylor University health policy requirements for admission can be found on the Taylor University website at the following link: [taylor-health-center-policy.pdf](#).

Policy: PA students are required to have a physical exam and proof of immunizations prior to matriculation into the program. The physical exam must have been completed within one year of matriculation.

Policy: Students must demonstrate overall physical and mental health and maintain their personal appearance and hygiene to safely participate in classroom and clinical courses to avoid presenting health hazards to themselves, their classmates, and patients. Students have a responsibility to inform the PA

Program Director of any condition that could impact their ability to perform the essential functions of the PA student, with or without accommodations.

Procedure: Students must submit an attestation that a physical examination determining eligibility for enrollment was performed. The PA Program will NOT accept any HIPAA protected information (actual physical forms). Attestations will be sent to the Director of Clinical Education (DCE).

Required Immunizations (A3.07a)

Policy: The PA Program will define, publish, and make readily available and consistently apply a policy on immunization and health screening of students which is based on the current CDC recommendations for health professionals and state specific mandates.

Procedure: PA students are required to have proof of immunization or an approved exemption as appropriate prior to matriculation into the program based on the current Center for Disease Control Recommendations for Health Professionals. Students must submit completed immunization records to the PA program. Additionally, students are required to submit updated immunizations as appropriate annually or as requested by the clinical staff. State law and health center policy provide for an exemption from these requirements if the student provides a signed and dated statement expressing objection on religious grounds. An exemption may also be granted for the following reasons: if a student presents written documentation that she is pregnant, if a student is in the process of completing a course of immunizations, or if the student submits a signed statement from a health care provider documenting a medical contraindication to an immunization. Additional information regarding the process for requesting immunizations can be found on the University's [website](#).

The current required vaccinations are available at: <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>.

Release for Student Immunization Records

Policy: Students are required to sign and submit a release for immunization records so the program may keep a copy of the required immunizations in the student folder and release information as needed per clinical affiliation agreements.

Additional Immunizations for International Travel and Clinical Rotations (A3.07b)

Policy: Students will be required to have either a two-step TB skin test OR a QuantiFERON-TB Gold (QFT-G) blood test prior to clinical rotations, followed by annual screening. Students will be required to have a flu shot annually during clinical rotations. Students may need to have a serum titer to check immune status for varicella, rubella, rubeola, mumps and hepatitis B and hepatitis C antibodies prior to clinical rotations. There may be additional requirements based on clinical affiliation agreements and/or regional requirements.

Policy: Students participating in international clinical experiences or service opportunities are required to meet CDC immunization recommendations for international travel to specified regions. The program does not currently offer international rotation opportunities.

Health Insurance

Policy: In accordance with PA Program policy, all students are required to have health insurance, or an equivalent alternative such as a cost-sharing plan.

Procedure: Students must provide proof of health insurance, or equivalent to the PA program.

Intercultural Relations (DEI) (A1.11)

In accordance with Taylor University, the Taylor PA program believes students are better prepared for the future by interacting with a diverse global community. The program is committed to this philosophy. The Spiritual Life and Intercultural Leadership (SLIL) Department supports multicultural efforts on and off campus. Within the SLIL department, all students have access to resources and support through the Office of Intercultural Programs (OIP). The Office of Intercultural Programs (OIP) exists as part of the Intercultural Leadership & Church Relations Division to meet the specific needs of American ethnic students, international students, missionary kids (MKs), and third-culture kids (TCKs) at Taylor University.

Included in Taylor's multicultural philosophy is the excerpt below:

Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. From Genesis through Revelation, the Scriptures testify to God's reconciling and redemptive work to restore broken relationships. Accordingly, the University is committed to fostering healthy relationships in our community regardless of differences in race, ethnicity, or national heritage. We affirm that every person is made in the image of God and has immeasurable worth (Gen. 1 :27)

We aspire to be a welcoming place where we show respect and love for all people. We want to honor one another and celebrate our diverse ethnic, racial, cultural, socio-economic, and national backgrounds in all dimensions of our life together. Through our relationships and programs, we actively strive to increase multicultural diversity in our community. We commit that Taylor University will emulate the beautiful, diverse multitude from every language, ethnicity, and nation who will gather in eternal praise to Christ in the Kingdom of Heaven (Rev 7:9)

The SLIL department has developed five pillars for developing intercultural effectiveness. These pillars are intentionally ordered and prioritized to maximize the impact on intercultural awareness and relationships. Consistent with the SLIL mission, the PA department strives to foster/grow students' understanding and integration of multicultural diversity both in the classroom and through program experiences and service. These five pillars will serve as the anchor points for the PA program's action plan to integrate learning in diversity, equity, and inclusion.

Pillars for Intercultural Effectiveness

- Keep God at the center of the work we are doing
 - At Taylor, we approach diversity with God at the center. We are all made in God's image, yet we are all unique. In God's image, all people are created with equal value.
- Build on strengths of the individuals and the organization
 - Effective multicultural relationships are built by focusing first on strengths of the individuals and the organization and will lay the foundation for healthy intercultural cohesion.
- Celebrate and engage in intercultural and church relations efforts
 - We foster correct perspective on God's beauty of multicultural diversity by celebrating and engaging in intercultural activities to effectively build relationships.
- Recognize the struggles experienced by others
 - Recognizing struggles experienced by other cultures allows us to engage in and build deeper relationships with those with different backgrounds.
- Provide amazing hospitality as we care for each other
 - The early church gathered regularly to break bread as a practical expression of their fellowship in Christ. We seek to emulate this practice to nurture multicultural relationships.

Action Plan: (A1.11a)

Students will be encouraged to:

- Attend Chapel regularly, as the program schedule allows.
- Attend multicultural events on or off campus 1-2 times per year.
- Attend lectures featuring speakers addressing multicultural relationships and issues.
- Participate in activities to get to know fellow students and celebrate their unique strengths.
- Compose journal entries reflecting on their growth and understanding in recognizing struggles encountered in diverse populations.

The PA program will with the help of the University:

- Engage speakers from the Spiritual Life and Intercultural Leadership Office to speak to PA students at various times during the program.
- Support a student-led multicultural activity at least once during each cohort's didactic year.
- Provide service opportunities specifically designed to engage with multicultural populations.
- Provide opportunities for students to share patient education on topics specific to multicultural disparities in healthcare to be published in the student newspaper, the Echo, at least once annually for each cohort.
- Organize opportunities for students to provide healthcare education and services to multicultural populations in the community

Institutional Support/Recruitment: (A1.11b, A1.11c)

- The Taylor SLIL department is available for faculty, staff and students in person and online. This center includes time, space, and activity resources to help sustain retention.
- SLIL is involved in regular recruitment outreaches at multicultural events where the PA program is discussed.

Website: [Intercultural Leadership and Church Relations at Taylor University \(tuilcr.org\)](http://tuilcr.org) (A1.11d)

Program Cost and Financial Aid

Tuition & Fees (A3.12f)

The cost of attendance for the PA Program may vary slightly from year to year, as the tuition rate and other expenses for full-time graduate students may change.

Term	Direct Costs*
Year 1 (Fall, January Term, & Spring)	\$32,000
Year 2 (Summer, Fall, January Term, & Spring)	\$42,500
Year 3 (Summer & Fall)	\$25,500
Total:	\$100,000

*Direct costs include tuition, general fees, university fees, and lab fees. The direct costs do not include living expenses and personal expenses.

Students are also responsible for the following expenses (not included in the direct costs):

- Program Deposit for accepted students (\$1,000—will be applied to first semester payment upon matriculation)
- Background Checks (approximately \$60, at matriculation and before the clinical year)
- Drug Screen prior to matriculation and prior to the clinical year
- End of Rotation exam retake, if needed (\$35)
- PACKRAT, if third exam is needed (\$45)
- End of Curriculum exam retake, if needed (\$99)
- Board review course, if needed (\$190-\$350)
- International Travel for service opportunities or electives

Refunds of Tuition and Financial Aid Policies (A1.02k)

All tuition and refunds are based on the date of official drop, withdrawal, or disenrollment from the University. Please see the Taylor University Graduate Catalog For the [Withdrawal and Refund](#) policies.

Withdrawal from a course (A3.15d)

Policy: Students within the Taylor PA Program are not permitted to withdraw from a PA program course and remain an active PA student. A student withdrawal from any course for any reason other than an approved leave of absence is considered a withdrawal from the PA Program.

Policy: Per University policy, the option of withdrawing from a course and receiving a grade of "W" on the academic transcript is possible within the withdrawal period listed on the academic calendar each semester.

Procedure: A student may elect to withdraw from any PA program course at any time, however, if the student wishes to return to the PA Program they must reapply.

University Refund Policy

Policy: The University policies for financial aid, cost (tuition and fees), and refunds are readily accessible in the University's [Graduate Catalog](#) and can also be found on the Taylor [PA Program website](#).

Financial Aid Policies

The following information regarding financial aid is accurate at the time of the handbook publication but is subject to change due to changing federal and state regulations, institutional policies, and budgetary constraints. For the most current information, please refer to the financial aid section of the University website at [Tuition & Funding | Taylor University](#) or contact the Financial Aid Office.

Financial aid programs offer assistance to students in need in the form of scholarships, assistantships, loans, and employment. To determine the student's eligibility for federal loans, Taylor uses the Free Application for Federal Student Aid (FAFSA).

Satisfactory academic progress for financial aid applicants/recipients who are graduate students shall be measured both qualitatively and quantitatively. Specifically, in order to be eligible to receive financial aid, students must meet the following criteria:

1. Maintain a minimum cumulative grade point average based on the student's cumulative credit hours completed in accordance with the academic standards set for the particular academic graduate program.
2. For PA students, successfully complete at least 100% of cumulative attempted credit hours.
3. Complete the graduate degree program in a maximum number of credit hours not to exceed 150% of the program length (e.g., if the program length is 30 credit hours then the student must complete the program within 45 cumulative credit hours attempted).

How to Apply for Financial Aid

You must be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.

You must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>, listing Taylor University 001838 as a recipient of data.

The FAFSA must be completed each year (July 1-June 30 for federal aid purposes) and should be completed 2-3 months before the student needs the loan(s).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

1. The Federal Direct Unsubsidized Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <https://myfa.taylor.edu> by July 1. The loan provides a maximum of \$20,500 per year. Repayment begins six months after the student leaves school.

2. The Federal Direct Grad PLUS Loan is a loan for graduate students provided directly from the federal government, and a separate application must be completed online at <https://studentaid.gov/>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period.

Program Curriculum (B1)

The PA Program is a 27-month, 112 credit hour, cohort-based program with students matriculating in August of each year. The didactic phase constitutes four semesters of full-time coursework followed by three semesters of clinical rotations. The didactic phase must be completed before proceeding to clinical rotations.

Online Lecture Attendance/Professionalism

Policy: For all synchronous online instruction (Zoom, Teams, etc.), student cameras must always be on, and professional attire is expected. It is expected that students are in an upright, attentive position, as if in a classroom. Driving is not permitted while participating in virtual meetings.

Procedure: Failure to meet these expectations will result in a minor professionalism violation. Restroom breaks and other personal matters that require a student to temporarily turn off his/her camera are certainly allowed but should only occur when necessary. If a student cannot attend an online lecture, he/she should make every effort to let the instructor know of this absence ahead of time. If advance notice is not feasible, then the student should contact the instructor as soon as possible. In cases of program-approved excused absences, the student may receive a link to the recorded lecture(s) at the instructor's discretion. This link will be for that student only and shall not be shared with any other student or electronically posted for others to view. Unauthorized sharing of these links will result in a major professionalism violation.

NOTE: This policy does not apply to asynchronous online instruction (e.g., pre-recorded videos). Individual faculty retain the right to make exceptions to this policy for his/her course if deemed appropriate for the instructional format they are using.

Curriculum Mapping (B1.01)

Policy: The PA Program curriculum must be consistent with the mission and goals of the program while ensuring each student can meet the program's defined competencies. It must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care and be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.

Procedure: The Taylor PA Program will map the entire curriculum to include instructional objectives (IOs), course learning outcomes (CLOs), program competencies, NCCPA blueprint content and task categories, and ARC-PA standards. The results/data may be made available to any student upon the request and approval by the PA Assessment Committee.

Course Sequencing (B1.02)

Policy: The curriculum design will reflect content and course sequencing that builds upon previously achieved student learning.

Procedure: The PA Program will collect data from curriculum mapping and student performance and present the material initially to the PA Curriculum Committee, and then at one of the PA Faculty and staff retreats. Cohort performance, course content, and sequencing will be part of the annual PA Program Self-Study Report. The PA faculty will meet annually, at a minimum, to review curriculum performance.

All students will complete an end-of-program evaluation that provides student feedback on course content and sequencing. Additionally, all courses are required to have student evaluations with a portion of the survey based on course content. Students are encouraged to share opinions on course sequencing with their class faculty advisor and/or class officers.

Course Learning Outcomes and Instructional Objectives (B1.03)

Policy: For each didactic and clinical course, there will be course learning outcomes (CLOs) and instructional objectives (IOs).

Procedure: All courses within the PA Program require the use of the PA Course Syllabus, which contains at a minimum: course name, course description, instructor of record, instructor office hours, instructor contact methods, course goal/rationale, course meeting time/location, teaching format, course learning outcomes, instructional objectives, assessment methods, grading scale, plan for grading, requirements to pass the course, and the course schedule.

Prerequisite Course Content (B2.01)

Policy: No prerequisite courses or material will substitute for any component of the PA Curriculum.

Required Courses/Content Within the Curriculum (B2.02-B2.20)

Policy: The PA didactic curriculum will cover all required content found in the ARC-PA B2 standards. The didactic curriculum will also include evidence-based, approved curricular content from the American College of Lifestyle Medicine Introductory Curriculum for Medical Students.

Procedure: The PA Curriculum Committee, in conjunction with the PA Assessment Committee, will review the B standards, student outcomes, and student feedback data at least annually to evaluate the curriculum. The curriculum will be mapped and linked with ExamSoft Assessments to facilitate this process. The program will also work with the American College of Lifestyle Medicine to ensure compliance with the approved Lifestyle Medicine course objectives and update any recommended revisions annually.

Teaching Out (A1.02h)

Policy: It is University policy to offer courses required for graduation in the case of discontinuation of any program while students are still enrolled.

Procedure: The institution would provide a teach-out plan as approved by the University's regional accrediting agency, the Higher Learning Commission, in any of the following circumstances: (a) the U.S. Department of Education notifies the Commission of an emergency action, or a limitation, suspension or termination or similar action against the institution; (b) the Commission acts to withdraw, terminate or suspend the status of an institution; (c) the institution notifies the Commission that it intends to cease or suspend operations or permanently close a site where it offers at least 100% of either a Certificate or degree program before all students have completed their program of study; or (d) a state licensing or authorizing agency notifies the Commission that an institution's license or legal authorization to provide an educational program in that state has been or will be revoked.

If the Commission approves a teach-out plan that includes a program accredited by a specialized or professional accreditor, the accreditor will be notified by the Commission or the program.

If the PA Program were to lose its ARC-PA accreditation after students were enrolled, the University would not matriculate a new cohort of students and would teach-out all current matriculated students prior to closure of the program.

Didactic Phase

Exam Reviews

Students may have the opportunity to review completed course examinations outside of the class period at the discretion of the course instructor. Examinations must not be removed from the PA Program office suite and must be returned to the administrative assistant. Under no circumstances may the student take pictures, screenshots, or copy any of the questions or answers. The student shall not share any information regarding the examination with anyone else. Doing so will result in a professionalism breach and may result in dismissal from the program.

Punctuality, Attendance, and Absences

Students are expected to be on time and attend all lectures and laboratory experiences. Failure to do so may result in a professionalism violation and further disciplinary action. It is expected that a student will notify the course instructor (and other applicable faculty) via email at least one week prior to any expected absence and within 24 hours of an emergent/unexpected absence. Specific attendance policies can be found within the syllabus for each course.

Cancellation or Delay of Classes

Students will be notified of any cancellation or delay of in-person classes in a timely manner by the Taylor University alert email, the PA Program email, and/or by course faculty.

Laboratory Participation

Informed Consent for Laboratory Participation

Policy: Each student is expected to participate in laboratory experiences as a student PA and as a patient simulator. These laboratory activities may include but are not limited to examination, manual palpation, visual inspection, mobilization, manipulation, therapeutic exercises, and application of physical agents. Each student is required to sign an informed consent for these experiences. A student has the right to refuse to be a subject in lab activities, with legitimate reason, and as approved by the Program Director. Each student also signs an informed consent for being videotaped, audio recorded, and photographed as part of the educational experience and for student recruitment purposes.

Procedure: The student must be respectful of the person acting as the patient simulator and protect their modesty at all times by utilizing appropriate draping procedures. A student who has reservations regarding or chooses to decline to be a patient simulator for any lab activity must request this in writing to the Course Director within the first week of the course.

Procedure: Any student who does not demonstrate appropriate respect, language, and behavior to a patient simulator will initially be counseled by the appropriate faculty member. If the problem is not resolved, and/or additional instances are noted, the student will be dismissed from the laboratory and referred to their advisor and/or the Program Director. Further disciplinary action as applicable will be determined per the professionalism policies and procedures. Any student aware of another student not following these guidelines for respectful and safe behavior in a laboratory situation should report the incident to the appropriate faculty member, their advisor, or the Program Director. The student may report the situation verbally or in writing.

The student will utilize the laboratory equipment in a safe manner. The student will follow guidelines for use of equipment given in the appropriate textbooks, course manual, and faculty instructions to ensure safety.

Laboratory Assignments

Policy: When applicable, student lab group assignments will be completed by the PA Program.

Procedure: PA faculty or staff will assign students to a lab group once they have registered for the course. Students will be notified by the PA program of their group assignments.

Laboratory and Equipment Safety

Policy: Student safety during laboratory experiences is the responsibility of the student and the faculty involved in the educational experience. Proper storage of all equipment is the responsibility of faculty and students. Equipment will be kept in good, safe working order to decrease the risk of personal injury.

Procedure: Students will follow guidelines for use of equipment given in the appropriate textbooks, course manual, and faculty instructions to ensure safety. The appropriate faculty member will counsel

any student using equipment in an unsafe manner. If the student continues to utilize equipment in an unsafe manner, they will be dismissed from the laboratory activity and referred to their advisor and/or the Program Director.

General Laboratory and Equipment Procedures:

1. All laboratories will be kept locked except when in use for scheduled class sessions.
2. Under no circumstances is a student to use laboratory equipment for self-treatment.
3. Students participate in role-playing as both a patient and a provider as part of course requirements. The safety of the students during these simulations is the responsibility of the students and course instructors.
4. Students are required to wear gloves (when required) and closed-toe shoes in lab settings.
5. All laboratory equipment is to be checked by the instructor prior to student use.
6. Any damaged equipment is to be reported immediately to the laboratory supervisor or to the course instructor.

7. Preventive equipment maintenance, including any necessary or required equipment calibration, will be tracked on an equipment maintenance log which will be stored in the appropriate electronic file.

Standard Precautions

Policy: Students will be familiar with standard precautions prior to going to a health care facility for any experiential learning activity. Students are responsible for reviewing and complying with facility specific policies and procedures associated with clinical course work.

Procedure: Education on standard precautions will be provided to the students in the PA program prior to the start of any clinical experiential learning. If a student is unable to attend the mandatory class, the student must contact the instructor to arrange to make up missed material. Standard precaution procedure will be reviewed prior to the start of the clinical year rotations.

Use of Research Subjects

Policy: All research using human or animal subjects requires approval by the Taylor University Institutional Review Board. All research in the PA Program will comply with the policies of the U.S. Department of Health and Human Services and Taylor University.

Procedure: Research proposals involving human or animal subjects must be submitted to the Taylor University Institutional Review Board.

Clinical Phase (B3)

Structured Clinical Practice Encounters SCPEs (A1.01, A2.15)

The clinical phase consists of nine rotations and begins in February of the year following successful completion of all didactic phase courses and program components. Each clinical rotation, officially referred to as Supervised Clinical Practice Experiences, or SCPEs, is approximately one month in length. There are seven required rotations: family medicine, emergency medicine, internal medicine, surgery, pediatrics, women's health, behavioral/mental health. In addition, there are two elective SCPEs that the

student may choose in an area of his/her interest, subject to availability of rotation. The clinical year phase has a formative, summative, and three core review courses that provide additional instruction and assessment of the student's progress toward meeting the program competencies.

There are specific affiliation agreements between the PA Program/sponsoring institution and each affiliate for clinical rotations which defines the responsibilities of each party related to the educational program for students.

Policy: There will be written and signed agreements between the PA Program/sponsoring institution and the clinical affiliates used for rotations that define the responsibilities of each party related to the educational program for students.

Policy: The primary instructor/preceptor for didactic or clinical education (SCPEs) may not be a resident physician. Resident physicians may participate in the education of PA students under the supervision of either a PA Program principal faculty or a board-certified physician who is the primary instructor of record.

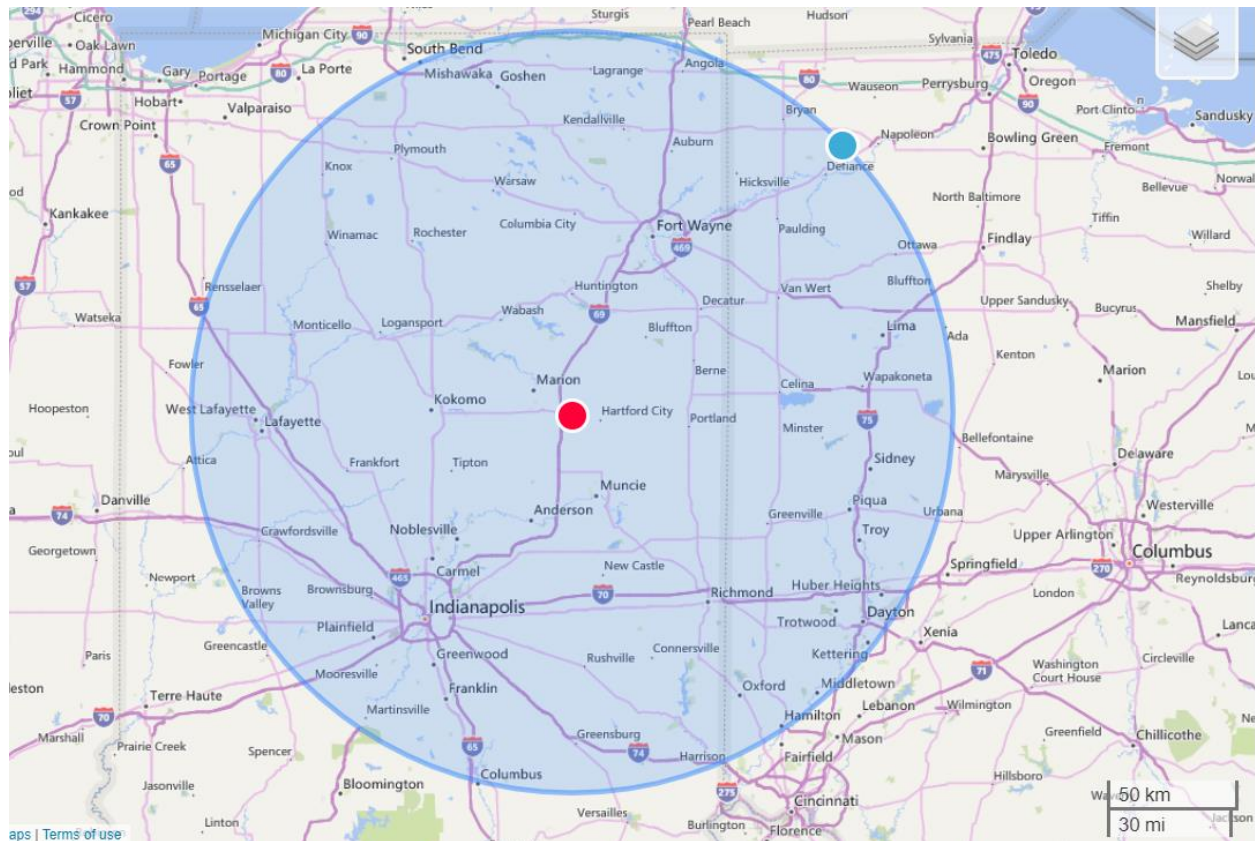
Obtaining Clinical Sites and Preceptors (A3.03)

The program does not require students to provide or solicit clinical sites or preceptors. All required and elective clinical rotations are elicited, evaluated, and organized by the program. However, a student may provide the program with suggestions of preceptors and/or clinical sites if the student has a preexisting relationship. The student must discuss this recommendation with the Director of Clinical Education (DCE). The program is then responsible for reviewing, evaluating, and gaining approval of educational suitability of the site. There are no guarantees that the program will be able to provide a SCPE at the suggested site/clinical preceptor. Students are prohibited from individually contacting sites or preceptors without approval from the Clinical Team.

Policy: The PA Program will provide all required rotations (SCPEs) and will make every effort to keep these within a 90-mile radius from campus, which is defined as the catchment area. Housing, transportation, and other costs of daily living associated with SCPEs within the catchment area, are the student's responsibility.

Policy: Students will not be required to provide or solicit clinical sites or preceptors. The DCE will attempt to establish clinical rotation assignments within the closest distance to the campus or the student's primary residence. If students would like to request a specific clinical site or preceptor, they must first submit a written request on the PA Program Clinical Site Request Form to the DCE for consideration of approval. These requests must be received no less than 6 months prior to the requested rotation. Students are prohibited from individually contacting sites or preceptors without approval from the DCE.

Procedure: The DCE is responsible for ensuring that there are signed agreements with all clinical affiliates/sites. They will also ensure that the PA Program provides student SCPE opportunities within a 90-mile radius of campus. If a site is required, not a student request, and beyond this radius, the PA Program will arrange housing. The DCE, in conjunction with faculty input, will evaluate and discuss all SCPE sites/preceptors to determine effectiveness of the education opportunity. This includes determination of primary instruction.



SCPE Attendance

Policy: Clinical attendance is required per the clinical faculty's work schedule for the total hours specified in the course syllabus. Students are expected to keep hours no less than that of their preceptor, no more than 80 hours per week. This may include evenings, weekends, holidays, and rotating shifts. A student is allowed no more than 4 excused absences during the clinical year, as approved by the DCE or clinical team. Absence or repeated tardiness may result in grade deduction or course failure.

Procedure: The student will be expected to assume the work schedule of assigned clinical faculty. In the event of illness or other unexpected event resulting in absence or tardiness, the student is responsible for immediately notifying the appropriate clinical supervisor. The student is also responsible for notifying the DCE within 24 hours of any absence during the clinical rotation. Any absence during a clinical rotation may require make-up time scheduled at the discretion of the clinical faculty. This will be coordinated by the DCE and clinical preceptor. Absences or tardies are considered unexcused if they are not reported to the DCE and clinical supervisor as outlined in program policy. Unexcused absences could result in possible failure of the rotation and/or violation of professionalism standards. Special circumstances will be considered on a case-by-case basis by the DCE and Program Director.

Unexcused absences include but are not limited to:

- Absences, tardiness, or leaving early without permission
- Vacations or trips not previously approved as excused
- Attending events or activities not sanctioned by the school and not previously approved

Student Requested Distant “Away” Rotations

Students may elect to participate in rotations outside the catchment area provided that the student is in good academic standing within the program. All housing and transportation costs are the student’s responsibility for these rotations.

Policy: Students may complete a rotation (SCPE) outside of the catchment area with approval from the Director of Clinical Education (DCE).

Procedure: Students must submit a written request for the potential distant clinical site, including preceptor information, to the DCE at least 6 months before the desired rotation. The PA Program will evaluate the suitability of the clinical site and preceptor and attempt to complete an affiliation agreement with the requested distant site. Students are responsible for transportation, housing, and all associated costs of a distant SCPE rotation.

Transportation and Housing

Policy: Throughout the PA Program, each student is responsible for the arrangement and cost of housing (unless otherwise provided) and transportation associated with didactic and clinical coursework.

International Clinical Sites (B3.02)

Policy: The PA Program does NOT allow clinical sites and/or preceptors located outside of the United States to be used for any required rotation/SCPE. International clinical sites/preceptors may only be used for elective rotations. The program does not currently offer international rotation opportunities.

Required SCPEs (B3.07)

Policy: Supervised clinical practice experiences must occur with preceptors who enable students to meet program defined learning outcomes for required clinical rotations.

Procedure: The PA Program has nine (9) supervised clinical practice experiences (SCPE) required for program completion. Two (2) are elective rotations and determined by the director of clinical education. Students may submit elective rotation preferences, but final placements will be made by the DCE. The following seven (7) SCPEs are specifically required:

- Family medicine (B3.07a)
- Emergency medicine (B3.07b)
- Internal medicine (B3.07c)
- Surgery (B3.07d)
- Pediatrics (B3.07e)
- Women’s health including prenatal and gynecologic care (B3.07f)
- Behavioral and mental health care (B3.07g)

Procedure: The Director of Clinical Education will work with the clinical team to ensure that all PA students have a SCPE in each of the seven required areas and two electives. There is no mandate to the order of the experiences. Additional data used to evaluate each site will include items such as site visit observations, review of credentials, and student feedback.

Sufficiency of exposure is measured through each student's progression on the competency milestones and completion of the Course Learning Outcomes (CLOs). Students are required to log patients and patient contacts are monitored. Student exposures will be monitored regularly to ensure they are on track to meet competencies. Students falling below the threshold of -2 z-scores may be required to complete additional work to satisfy this requirement.

Required SCPE Documentation

Policy: During the clinical year, all students will be expected to have the following items readily available at the start of each rotation:

- Biographical Sketch/CV/Resume
- List of procedures taught
- Documentation of current physical exam
- Immunization record
- Background check
- ACLS/BLS certification
- Urine Drug Screen

Risk-Free right of patients to refuse to participate in clinical education

Policy: Patients have a risk-free right to refuse to participate in clinical education. During clinical rotations, patients may refuse to allow a student to participate in their care.

Risk-Free right of students to refuse to participate in specific clinical education experiences

Policy: Students have a risk-free right to refuse to participate in or prescribe anything that violates their religious or cultural beliefs.

Procedure: When possible, a student should inform the DCE of any clinical procedures or potential situation that may arise that would violate their religious or cultural beliefs. The DCE will work with the clinical site/preceptor to accommodate the situation. If a situation arises, the student must communicate with the preceptor in a professional manner indicating their desire to be excused from the clinical activity due to personal beliefs. The student should also notify the DCE of the event within 24 hours.

Student Safety at Rotation Site (SCPEs) (A1.02g)

Policy: The PA Program will provide appropriate training to students regarding Occupational Safety and Health Administration (OSHA) standards prior to clinical site participation.

Policy: The facility at which the rotation/experience takes place shall provide students access to the facility's rules, regulations, policies, and procedures with which the PA students are expected to comply, including: the facility's OSHA standards, personal and workplace security, and personal safety policies and procedures. The facility shall address all appropriate safety measures for all PA students and any instructors on site.

Policy: The Director of Clinical Education (DCE)/faculty will evaluate a clinical site for student safety prior to allowing a student to be assigned to that location. The PA Program will take reasonable steps to ensure personal safety and security of students during the rotation/experience.

Procedure: The DCE or faculty member assigned to that rotation/SCPE will review available safety/security documents for each clinical facility and/or talk with the clinical preceptor regarding student safety and security. The preceptor/clinical site is responsible for distributing all safety/security information.

SCPE/Rotations and University Closure

Policy: In the event of closure of Taylor University due to inclement weather, students on clinical rotations (SCPEs) are still expected to attend the clinical rotation. The exception to this policy is if the student believes that it is not safe to proceed to the clinical site, or the clinical site is closed.

Procedure: The priority is student safety. Students who believe it is not safe to attend the clinical rotation must contact the preceptor and the Director of Clinical Education (DCE) to inform them of the missed day. Failure to inform the DCE will result in an unexcused absence.

Missed clinical days may require “make up” additional days to ensure adequate student exposure. This will be at the discretion of the DCE in collaboration with the preceptor.

Preceptor Requirements

The primary preceptors for clinical education (SCPEs) may include physicians (MD or DO), physician assistants, or, in some cases, other licensed healthcare providers qualified in their area of instruction and approved by the PA faculty. Resident physicians may not be the primary preceptors for SCPEs but may participate in the education of PA students under the supervision of a board-certified physician who is the primary instructor of record.

End of Rotation (EOR) Days

At the end of each SCPE block during the clinical phase, each student is required to return to campus for end of rotation assessments and activities. If the student plans away rotations during the clinical year, the student is still required to return to campus during these days. Any additional costs associated with travel or housing are the student’s responsibility. Failure to attend EOR days may result in a professionalism violation.

Student Schedule During Clinical Phase

The clinical phase of the program does not follow the University’s academic calendar. Students may be expected to be at their clinical site on weekends, holidays, or during evenings and nights depending upon that rotation site to provide the student with the best possible experience. The clinical year schedule, including all scheduled EOR dates, will be finalized at least a year in advance of the start of clinical rotations, and will be communicated with students through the LMS (Brightspace), the clinical year manual, and during clinical orientation. Note that all dates are subject to change.

Summative Evaluation (B4.03)

Policy: The PA Program will conduct and document a summative evaluation for each student within the final four months of the program to verify that each student meets the program competencies required to enter clinical practice. This evaluation requires a student to meet a minimum of a “level 3 – competency” on the milestone document for each of the program’s sub-competencies.

Procedure: Within the final four (4) months of the program each student will begin activities associated with the Capstone Project and Summative course. Most assessment activities will be held during the summative exam week in September. Each student must meet “level 3 – competent” on the program’s milestone rubric for EVERY sub-competency. See Program Competencies section above.

Procedure: The requirement is primarily assessed through the PA 695: Capstone Project and Summative course. However, there may be items in addition to this course that will be used to satisfy this policy. These will be described in detail in the Capstone Project and Summative course syllabus.

Health Insurance During Clinical Phase

Students are required to have health insurance, or equivalent health coverage, while enrolled in the clinical phase of the PA Program. Each student must demonstrate proof of health insurance coverage during the clinical year of the program. A copy of your health insurance card must be submitted to the program by December 31 prior to the start of the clinical year.

Additional Immunizations for Clinical Phase

PA students will be required to have either a two-step TB skin test OR a QuantiFERON-TB Gold (QFT-G) blood test prior to start of clinical rotations. Students will be required to have a flu shot (or approved exemption) annually during clinical rotations. Students may need to have a serum titer to check immune status for Varicella, Rubella, Rubeola, Mumps and Hepatitis B and Hepatitis C antibodies prior to clinical rotations. There may be additional requirements based on clinical affiliation agreements and/or regional requirements.

Additional Immunizations for International Travel/Rotations

Students participating in international clinical experiences or service opportunities are required to meet CDC immunization recommendations for international travel to specified regions. The program does not currently offer international rotation opportunities.

Drug Screen and Criminal Background Check

Students are required to complete a urine drug screening prior to beginning of any clinical experiences. The clinical site or the program may mandate additional drug screens to maintain a safe and healthy workplace environment. Completion of this screening and approval of results will be required for participation in the clinical course. Students may be required to have additional drug screens if mandated by the clinical site. Specific types of testing and the required time frame will be articulated. Students should complete testing at laboratory facilities identified by the academic program or approved by the clinical site. The student is responsible for the cost of this screening. The results of this testing will be provided to the program representative. The results of drug screenings are placed in the student’s file.

Although marijuana is legal in some states, a student with a positive marijuana drug screen may be subject to investigation under PA program policy.

Policy: Background checks and drug screens are required to comply with the clinical education agreements between Taylor University and clinical sites.

Procedure: The student is responsible for the cost associated with the background check. The student will be provided with relevant details to initiate this background check through a university-approved third-party vendor. The student will be notified and have access to the results of the background check.

Policy: A background check that includes any felony convictions will result in rescission of admission or dismissal from the University. Certain misdemeanor convictions, including but not limited to those involving drugs, theft, violence, or crimes against a person, may also result in rescission of admission or dismissal from the University.

If new legal charges arise at any point in the program, the student is required to disclose information relevant to new legal charges to the Program Director within 24 hours. Failure to report these behaviors will be considered a breach of professional conduct and may result in student dismissal from the program.

Review of End of Rotation Examinations During Clinical Phase

Students will not be allowed to review any examination questions during the clinical phase of the program. When available, students will be given access to individual performance reports for the exam.

Identification as a PA Student at SCPEs (A3.06)

Policy: PA students must be clearly identified in the clinical settings to distinguish them from physicians, medical students and other health profession students and graduates.

Procedure: Students will be required to wear name tags, white lab coat, and other appropriate attire while in the clinical setting. Students are required to legibly sign written chart notes with their full name and "PA-S".

Policy: All PA students are required to wear name badges while involved in any Taylor related activity. This includes participating in community interactions, participating in clinical rotations, and attending Interprofessional Education (IPE) events.

Procedure: A Taylor ID name badge will be provided by the PA Department. Badges must be worn above the waist in a location that can be easily viewed. The student is responsible for replacing the lost or broken badges. A separate badge may be required for clinical rotations and will be provided by the hospital systems.

Policy: Within the clinical setting, all PA Students are required to introduce themselves to patients as PA students and are required to ask each patient for permission to treat prior to initiating treatment.

Required Equipment/Materials

Instructional and reference materials (A1.09)

University Reference Material and Program Required Databases

Policy: The University provides access to databases and supplemental learning materials required for PA students through the Taylor Library.

Procedure: Databases required for PA students include 1) Access Medicine textbook database, 2) Case Files Collection 3) UpToDate. All students will be granted access to these databases. Other databases most relevant to PA students that could be helpful throughout the program include the following:

- DynaMed
- Cochrane Database of Systematic Reviews
- PubMed
- Medline – EBSCO
- Medline - Ovid
- CINAHL Plus with full text
- ProQuest
- Web of Science
- Clinical Trials
- Digital Commons Network: Medicine and Health Sciences
- Finding Answers Intervention Research (FAIR) Database

Other Required Programs

Policy: The PA Program will provide full access to the following instructional software: 1) Brightspace, 2) ExamSoft, and 3) Typhon Clinical Education Tracking software.

Procedure: The program provides access and instructions for use of these systems to students during orientation and the first week of coursework. Students may request additional assistance for access at any time through the department.

Student Medical Equipment

Policy: The PA Program will provide students with the following required medical equipment. This includes at a minimum: 1) stethoscope, 2) otoscope/ophthalmoscope, 3) white coat, 4) tuning fork(s), 5) reflex hammer, 6) Snellen chart, and 7) blood pressure cuff.

Procedure: Students will be provided with information for a medical equipment package during the first semester of the program. Students may opt out of receiving the package at their request. Also, if students prefer different or additional medical equipment, they will be responsible for covering all additional costs. Students will not be refunded if they opt out of receiving the program-issued equipment.

Student Services (A1.04)

Campus Location and Facilities

Taylor is a lively campus community nestled in America's heartland. Located approximately halfway between Indianapolis and Fort Wayne, Taylor's hometown of Upland, Indiana, offers a pastoral setting for students to study and live. Taylor's beautiful campus affords students the chance to enjoy their college years in an inspiring location where lives are transformed every single day. And Taylor's creative student body and storied traditions ensure that the Taylor campus is a place of great fun, exciting school spirit, and deep friendships.

See TU [Maps & Directions | Taylor University](#) for a map of the campus and the description of buildings at [Graduate Catalog](#), pp. 13-16.

Student Support Services

The Taylor PA program will offer several methods of support for enrolled students. The University already has many necessary student services available, and the PA program supports the use of these resources. Reference to the "Support Services" is available within each Brightspace course which directs students to several academic support resources (e.g., library, writing center, tutoring, Academic Enrichment Center Title IX, Counseling, and ADA).

Policy: All students at Taylor receive the same academic and student support regardless of the program of enrollment.

Procedure: All Taylor University students receive equivalent academic and student support regardless of the program of enrollment. A variety of programs are available to support student success:

To **contact Campus Police** with a non-emergent need, please call: 765-998-5555.

If there is a **life-threatening situation**, please call 911.

The Academic Enrichment Center, located in the northwest area of the library, exists to help all students succeed academically. The AEC has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills, and individual help for achieving academic success. All students are encouraged to visit the AEC for their academic needs. For academic needs, contact the Academic Enrichment Center: aeccenter@taylor.edu.

- Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library. For disabilities/learning disabilities support services, contact Scott Barrett, Coordinator of Accessibility and Disability Resources: scott_barrett@taylor.edu.
- **The Writing Center**, located in the Academic Enrichment Center, serves all students in all classes at Taylor, providing one-on-one and small group writing consultations. For writing assistance, contact the writing center: [Writing Center | Taylor University](#).

Faculty Advising: A faculty advisor from the PA faculty is assigned to each student to advise on academic matters as well as assist in professional development. The faculty advisor will meet frequently with their assigned students, no less than once each semester and additionally as needed. The faculty advisor will be assigned to the student throughout the entirety of the program.

The IT Help Desk is located in the basement of Nussbaum Science Building. It is devoted to supporting faculty, staff, and students with support for all their technology needs. This includes support of computer technology, classroom technology, learning management system support (currently Brightspace), teaching applications, wireless connections and registration, and many other technical support functions. For IT/computer questions, contact the TU IT helpdesk at helpdesk@taylor.edu or call the helpdesk at 765-998-4040.

The Zondervan Library sits in the center of campus, representing its centrality to the mission of the University and the success of academic pursuits. The library provides information resources, services, and connections for students, faculty, and staff while striving to support curricular needs, to nurture intellectual curiosity, and to promote spiritual development. Through the library's website users can discover resources both within the library and beyond. In addition to books, periodicals, and DVDs within the library's walls, it provides a vast range of electronic resources including full-text databases and eBooks. Virtually all of these electronic resources are available both on- and off-campus to students, faculty, and staff with a valid Taylor network username and password. Zondervan Library provides even more resources through Interlibrary Loan. Walk-up research assistance is available from the Ask desk, which is situated directly inside the library's main entrance. Librarians can also be reached via email (zonlib@taylor.edu), website (<https://library.taylor.edu/home>), and phone (765-998-4357).

Counseling Services: The Counseling Center enhances the mission of Taylor University by supporting students' mental health as they navigate academic, personal, and spiritual growth. The goal of each of our clinicians is to be culturally competent, trauma-informed and spiritually sensitive as we engage with students. The Counseling Center provides care through intervention, prevention, and crisis intervention. All services are free of charge to students. For counseling needs, students can visit the Taylor Counseling Center in the Boren Student Center or contact the center via phone: 765-998-5222 or email: counselingcenter@taylor.edu. For harassment or Title IX related situations, students can email titleix@taylor.edu or call the office at 765-998-5338 to reach the title IX coordinator.

Student Health Services: For health services, Taylor University is partnered with the clinic across Main Street from the University. Open hours are from 9am-5pm Monday through Friday unless otherwise posted by the clinic.

Student Wellness: Students also have access to the University fitness center, the Well, located in the KSAC (Keslar Student Activity Center) on the West side of campus.

Bursar's Office: The Student Accounts Office (Bursar) handles billing, posting loans, 1098-T statements, refunds, and payments. The Bursar can provide information to students regarding payment plans and refund preferences. The Student Accounts Office can also provide receipts upon request. Phone contact: 765-998-4799. For tuition or other financial questions, students can contact the Student Accounts Office at billing@taylor.edu or 765-998-5123.

Career Services: The Calling and Career Office, located in the LaRita R. Boren Campus Center, connects students to people and experiences that equip them to live a faithful response to God's call. Staff members assist students in exploring how their values, interests, personality, and skills connect to potential career paths and assist students in creating a plan to achieve their goals. The staff reviews resumes and cover letters, prepares students for professional interviews, conducts workshops, and facilitates networking opportunities to connect students with alumni and employers. The calling and career staff encourages students to begin using the services of the office early in their graduate careers in order to expand the choices they will have upon completion of their degrees. Taylor University does not guarantee employment, and completion of the degree program is not a guarantee of employment. Taylor's calling and career resources are available to serve students, faculty, and alumni. Resources include self-assessment tools, online resources, books, graduate school information, and employer and alumni contact information. For information, students can contact the Calling and Career Office at 765-998-5382.

Parking passes are required to park a vehicle on campus. Students can visit Campus Police in the Boren Student Center to register a vehicle anytime between Monday through Friday, 8 am–5 pm (closed during chapel and noon–1 pm for lunch). Visit the Taylor University website for more information on vehicle policies and registration fees: [Police | Taylor University](#).

Students can log into my.Taylor.edu to access course information, email, campus announcements, class schedules, financial aid, billing information, grades, transcripts, and more. The Brightspace course management system is widely used by professors to supplement class activities and provide online resources for students. Personally owned student devices can be registered on the University network with wireless network access available throughout the campus. General-purpose and discipline unique computer labs are available for students.

For racial/discrimination-based harassment situations, [make a report](#), or contact Nathan Chu at 765-998-4393 with any questions, Boren OIP office, nathan_chu@taylor.edu.

Academic Standards (A3.15a, A3.15b)

Satisfactory Academic Progress / Good Academic Standing

Good academic standing refers to a student who has obtained at least 73% in each completed course and maintained a cumulative GPA of at least 2.75 or higher as calculated at the end of each semester. **Procedure:** Students who do not meet either or both of these criteria will be considered to be on Academic Probation. Further action will be determined by the Academic Probation policy as listed below.

Competency Minimum Standard Requirement

Policy: Taylor PA Students must achieve a minimum of Level 3 (competent) in each sub-domain of the program listed competencies (sub-competencies) to meet program completion requirements.

Grading

Department Grading Scale

The minimum course grade for progression in the curriculum is a “C” (73%). All courses (unless stated otherwise within the course syllabus) will have a standard grading scale for determining minimum progression scores/course grades. The grading scale for the PA program is below:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	60%-69%
F	<60%

Extra Credit

Policy: The PA Program does not award program-wide extra credit. Extra credit points may be awarded in individual courses at the discretion of the course instructor.

Rounding of Grades

Policy: In accordance with PA Program policy, no grades are rounded other than the final course grade.

Procedure: The final grade percentage will be rounded to the nearest whole number using standard rounding technique. If the final grade percentage is not a whole number, the percentage is rounded to the nearest whole number. When a number is .50 or greater, the score is rounded to the next highest whole number. When the number is .49 or less, the score is rounded to the next lowest whole number.

Successful Completion of a Course

Each course instructor/coordinator has the responsibility for determining successful completion in their assigned course. Each course instructor/coordinator has the authority to determine individualized remediation plans, if necessary. Course coordinators must have all requirements for successful completion of a course within the posted syllabus. All criteria for successful completion of a course must be articulated within the course syllabus provided to the student in written or electronic form. Every student is responsible for reviewing these criteria, including the methods of evaluation and grading. Any PA student who does not successfully complete a course is subject to remediation or deceleration per remediation and deceleration policies and at the discretion of the principal faculty.

Clinical Year Academic Probation

Students who fail a Supervised Clinical Practical Experience or three EOR examinations (including retakes) will be placed on academic probation for the remainder of the clinical year. This may result in a delay in graduation. The student should note that a delay in graduation may result in additional tuition.

Calendar and Program Timeline

Program Completion Timelines (A3.15b)

Policy: The Taylor PA Program requires that the maximum timeframe in which a student must graduate is 150% of the published length of the program as evaluated by the maximum terms. A PA student must complete the program within 42 months (approximately 3.5 calendar years) of matriculation to the program. The typical progression permits completion of the program within approximately 27 months (approximately 2.5 calendar years).

Procedure: A student may leave their original cohort for any reason, if approved by the Program Director and University administration, but must be able to complete the entire program within the above timeframe (42 months from matriculation). Any student who leaves their cohort will have a delayed progression and be subject to the deceleration and remediation policies below.

Program	Program Credit Hours	Min Cumulative GPA	Expected Time Frame	Maximum Time Frame
Master of Science in Physician Assistant Studies (MSPAS)	112	2.75	7 terms (27 months)	11 terms (42 months)

Continuous Enrollment Policy

Policy: In accordance with Taylor PA Program policy, all degree-seeking students are required to maintain continuous enrollment from the time they first enroll in the program until degree completion.

Procedure: Each term, students must either be registered for courses or on an approved, official leave of absence.

Policy: The PA Program does not offer any part-time enrollment within the program and requires all students to be enrolled full-time. Any student not able to meet this policy is required to request a leave of absence or withdraw from the program.

Procedure: The Program Director and faculty advisor will work with the student to monitor enrollment within the program. Any student who is either at risk or unable to meet this policy will meet with the faculty advisor and Program Director to create an academic plan for the student.

Program Progression

Program Progression (A3.15b)

The PA Program makes decisions regarding a student's progression through the professional program. Successful progression through the program depends on the following factors:

- Successful completion of all didactic and clinical courses
- Demonstration of professional behavior and adherence to the professionalism policies as outlined by the program

Student infractions involving any of the above areas will result in disciplinary action. Depending upon variables such as the frequency, nature, and severity of the infraction a student may (1) complete an individual remediation plan, (2) be decelerated, (3) be delayed in forward progress, or (4) be dismissed from the program. These actions may occur at any time based upon the event. Any student required to repeat a course/rotation must anticipate a delay in the timing of their graduation and accepting the responsibility for additional tuition and fees required to repeat curriculum.

Policy: Good academic standing refers to a student who has obtained at least 73% in each completed course and maintained a cumulative GPA of at least 2.75 or higher as calculated at the end of each semester.

Procedure: Students who do not meet either or both of these criteria will be considered to be on Academic Probation. Further action will be determined by the Academic Probation policy as listed below.

Academic Probation (A3.15c)

Policy: In accordance with PA Program policy, a student who receives a grade below 73% in any course in the first three terms will result in deceleration of forward progress, as detailed in the deceleration policy. If a student fails a course after the first three terms, their progress will be delayed. All students failing a course will be placed on Academic Probation.

Procedure: The following will apply to students who are decelerated for a course grade below 73%:

- When retaking the course, the student must receive a grade of C (73%) or above to progress academically.
- If the student receives a grade below a C (73%) on the course retake, the student will be dismissed.
- When a grade of C (73%) or above is achieved on the retake, and the student's cumulative GPA is at or above 2.75, the student will be removed from academic probation. If the student's GPA remains below or falls below the acceptable program level of 2.75, the student will remain on academic probation but will be permitted to move forward with a remediation plan in place.

Policy: A student who fails to maintain a cumulative GPA of 2.75 or higher as calculated at the end of each semester will be placed on Academic Probation.

Procedure: Following placement on probation, the student is required to submit a remediation plan to the course instructor or assigned principal faculty member and their advisor to explain how he or she plans to increase the GPA to the program's acceptable level. The Program Director reviews all study plans. The student will follow the remediation plan process as defined in the PA program policies. If a student fails to increase his or her GPA to the acceptable program level (2.75) within the calendar year, the student is dismissed from the program.

A student may not be permitted to progress to the clinical stage of the program while on probation at the discretion of the principal faculty and Program Director.

Procedure: The PA Program principal faculty will monitor student progress and may require additional activities to meet program and/or University graduation requirements.

Deceleration (A3.15c)

Policy: Any PA student who receives a final course grade below C (73%) in any course within the first three terms of the program will be decelerated to the next cohort.

Procedure: The PA Program defines deceleration as a student moving to the following/next cohort. A student who receives a final course grade below 73% (non-progression grade) will immediately stop forward progress with the current cohort and will be required to leave the program. The student will complete (with program help) the leave of absence process with the University. The student will meet with their faculty advisor and the PA Program Director to determine if the student will return with the next cohort.

Policy: All students who are decelerated within the first three semesters (during the didactic portion) are required to restart/repeat the entire program.

Procedure: Students who are decelerated will be given an admission seat within the next cohort (August the following year). Restarting the program is allowed only **once**.

At the discretion of the principal faculty and Program Director, the program completion timeline may or may not be reset with restarting the program.

Delayed Forward Progress

Policy: A student who fails a course after the first three semesters of the program will have forward progress delayed.

Procedure: A student who fails a course in the fourth semester of didactic instruction will be required to remediate the failed course prior to moving forward to the clinical year. The student will be required to develop a remediation plan with the course instructor or assigned principal faculty member and their advisor. The student must successfully complete all course remediation expectations in an allotted time as determined by the instructor. The Program Director reviews all remediation plans. The student will follow the remediation plan process as defined in the PA program policies. The student must receive a grade of C (73%) or above on the remediation material to progress to the clinical year. If the student receives a grade below a C (73%) on the course retake, the student will be dismissed.

Policy: A student who fails a clinical rotation (SCPE) will be subject to course remediation as outlined in the clinical year policies. A student who fails a SCPE (receives a final course grade of fail) will be required to repeat the course/SCPE. This will delay program completion. The student will meet with their faculty advisor and the DCE to determine when the course will be repeated within the clinical phase of the program.

Policy: All clinical rotations are graded on a pass/fail basis.

Procedure: During the clinical phase, any student not meeting a minimum competency score from their preceptor or not passing the SCPE course will meet with the DCE. The DCE and program director will investigate the causes for failure to determine the validity of the non-progression grade. Remediation is based on which competency is cause for concern. If the area of concern is medical knowledge as determined by an End-of-Rotation (EOR) exam grade (outlier more than -1 standard deviation below the mean on z-score), the student will be allowed to remediate the material and repeat the assessment (EOR exam) within eight weeks. The student will be allowed to continue forward progress and progress to the next rotation with this one outstanding failed EOR exam. A second failure (score below threshold) will result in a failure of the SCPE, requiring repeat of the rotation and remediation, which could delay the student's graduation. Failure of more than one SCPE will result in dismissal. There are no academic decelerations during the clinical year. Students can have delayed forward progress. A passing score on the second attempt of the EOR exam will result in a passing grade for the rotation, given the student has met all other rotation requirements for passing.

Remediation (A3.15c)

Policy: The PA Program defines remediation as an additional opportunity to learn material which was not sufficiently mastered during normal curricular progression. This will be assigned after grades or performance fall below specific thresholds and will be determined by the principal faculty.

Procedure: The student is required to submit a remediation plan to the course instructor or assigned principal faculty member and their advisor for approval. The Program Director reviews all study plans. The student will follow the remediation plan process with the guidance of the course instructor or faculty member. The student must successfully complete all remediation material in the allotted time frame as determined by the faculty member or Program Director.

The decision to refer a student for remediation will be determined by the principal faculty for one or more of the following criteria:

- Failing a cumulative final exam
- Failing large sections of a course at the discretion of the course coordinator
- GPA below 2.75 on a 4.0 scale at the end of any semester
- Failure to meet progression standard of a grade of C (73%) or above at mid-term
- Failing an end of rotation exam
- Failing a preceptor final evaluation
- Failing to complete all SCPE requirements
- Score less than -1 standard deviation on the overall PACKRAT score
- Being identified by faculty and/or preceptors as deficient in one or more program competencies

Dismissal (A3.15d)

Policy: The PA Program makes final decisions regarding a student's progression through or dismissal from the PA Program.

Procedure: The following conditions WILL be cause for the PA Program to dismiss a student from the program:

- The student receives a non-progression grade (<73%) in two courses within the program (Including a grade below C (73%) when retaking any course).
- The student does not meet the conditions outlined in a leave of absence agreement (re-admission criteria) or in a remediation plan.
- Does not return to active status after an approved leave of absence period
- A student who is accused of and denies academic dishonesty will be referred to the Graduate Council. If the charge is affirmed, the student will be dismissed from the program. A student found guilty of a violation may appeal that decision to the University as described by the appeals process in the [Graduate Catalog](#).
- Two major violations of professional conduct.
- While on probation, a student does not improve academic performance to program-level GPA (2.75 minimum) within the prescribed calendar year
- Fails to comply with University Academic Integrity Policy as stated in the Graduate Catalog
- Fails to complete the program requirements within the prescribed timeframe.
 - An extension of the program enrollment timeline for extenuating circumstances may be requested in writing to the Program Director who presents the request to the principal faculty for review.

The following conditions MAY be cause for dismissal from the program:

- A student is accused of and admits to academic dishonesty.
- Major violation of professional standards of conduct.

Academic Appeal: A student may appeal the decision of the PA Program regarding progression and/or dismissal from the PA Program. Taylor University appeals policy in the [Graduate Catalog](#).

Withdrawal From a Course (A3.15d)

Policy: Students within the PA Program are not permitted to withdraw from a program course and remain an active PA student. Any student withdrawal, other than an approved leave of absence, from any course is considered a withdrawal from the PA Program.

Procedure: A student may elect to withdraw from any program course at any time, however, if the student wishes to return to the PA Program they must reapply.

Policy: In accordance with university policy, the option of withdrawing from a course and receiving a withdrawal grade (W, WP, or WF) on the academic transcript is possible within the withdrawal period listed on the academic calendar each semester.

Leave of Absence (LOA)

Policy: In accordance with policy, students may request/take a voluntary leave of absence from the PA Program for extenuating circumstances.

Procedure: Any student wanting to take a voluntary leave of absence must submit their request in writing to the PA Program Director. The PA Program Director will take the request to the PA principal faculty, who will decide by majority to approve or deny the request. Students must be in good academic and professional standing to be granted a voluntary leave of absence. If approved by the department, a LOA form must be submitted to the University Registrar. If the LOA is not approved by the PA Program the student may withdraw from the program.

Upon returning from an approved leave of absence during the didactic phase (first four semesters within the program), the student will have to take and meet a minimum score on a program knowledge exam. If successful, the student will be able to re-start at the beginning of the semester they left. Failure to complete this requirement will result in deceleration and re-starting the program with the next cohort.

With an approved leave of absence during the clinical phase, the student will follow the remediation policy and be allowed to continue rotations per an agreed upon time of absence. All students granted a leave of absence are still subject to the PA Program timeline completion policy.

Graduation Requirements (A3.17f)

For a student to be eligible for graduation from the program, the student must meet all the following requirements:

- Demonstrate a cumulative grade point average (GPA) of at least 2.75/4.00 at the time of graduation.
- Satisfactory completion of all PA Program curriculum requirements (including academic, clinical, medical writing, clinical logging, professionalism, experiential learning, interprofessional learning and service requirements).
- Satisfactory completion of all PA Program coursework and course requirements (didactic and clinical) in the stated time frame.
- Satisfactory completion of the PA Program exit interview with summative evaluation review and professionalism evaluation with a PA Program faculty member.
- Satisfactory completion of the Capstone project.
- Demonstration of achievement of all program competencies.
- Completion of at least 10 service hours prior to program completion.
- Completed the entire program within 42 months from original matriculation date.

Program Completion Endorsement

Policy: The National Commission on the Certification of Physician Assistants (NCCPA) requires that the accredited PA Program endorses a student prior to being allowed to sit for the Physician Assistant National Certification Exam (PANCE). Endorsement consists of validation of completion of all didactic components, required competencies, and vetting of a student's professionalism.

Procedure: The Taylor PA Program will endorse a student to sit for the PANCE exam when the student has successfully demonstrated the ability to pass the PANCE exam, as determined by successfully meeting program competencies, completing the summative/capstone program requirement, and demonstrating professional behavior through faculty and Medical Director endorsements and review of records.

Credential and Degree (A1.02e, A3.17c, A3.17f)

Policy: After successful completion of all didactic and clinical coursework the student will be awarded the Master of Science in Physician Assistant Studies (MSPAS) degree.

Policy: The PA Program will monitor and document student progression toward satisfactory completion of the PA Program educational program. The office of the Registrar will complete a formal audit toward requirements needed to earn the academic degree (MSPAS). Taylor will award the degree. The PA Program Director in conjunction with the principal faculty will confirm program completion with the NCCPA for PANCE eligibility.

Procedure: At the end of each term, the academic faculty advisor will evaluate each advisee for meeting all program and University progression requirements. This includes course completion, GPA evaluation, and a check on competency milestone progression. After the summative experience course, the faculty will formally endorse all qualified students to the registrar and the NCCPA.

Student Rights and Responsibilities

All students enrolled in the PA program are accorded the rights and responsibilities as outlined in the Taylor University Life Together Covenant.

Grievances and Harassment

Grievances and Appeals (A1.02i, A3.15g)

In an instance where an allegation is made or an allegation is being appealed, the Taylor PA program will follow the University policy on these matters. For specific instructions for such situations, please refer to page 20-21 of the [Graduate Catalog](#).

Faculty Grievances (A1.02i)

Policy: The Taylor University Life Together Covenant summarizes biblical principles for the University community. The grievance policy is in effect as a means of protecting the rights of the individual faculty member within the context of proper University expectations. A grievance is defined as a complaint about an action that is judged by a faculty member (or group of faculty members) to affect directly and adversely the faculty member's academic freedom, professional standing, or economic position. This grievance procedure does not apply to a complaint about conduct subject to the University's policies against discrimination and harassment, which have their own complaint procedures.

Procedure: The University defines, publishes, and makes readily available to faculty institutional policies and procedures for processing faculty grievances in the Taylor Faculty Handbook. The Taylor principles for handling faculty grievance are assurance of fairness and understanding to all parties, attempt of prompt and final settlement of the matter, and promotion of an atmosphere of mutual confidence in the University committee. The grievance procedure for Taylor faculty can be found in the University [Graduate Catalog](#).

Student Grievances and Appeals (A1.02j, A3.15g)

Policy: Taylor University is committed to preserving a climate of openness and justice in all areas of academic life. To that end, procedures have been established to provide fair treatment of both any student who registers an academic complaint and any faculty member who has been accused of unfairness toward a student. These procedural guidelines are not contractually binding on the University. Whenever a student has a basis for believing that he or she has been unfairly treated in such matters as grades, course policies or expectations, false accusations of cheating, or inappropriate penalties, he or she may be said to have an academic grievance.

Additional information and instructions for filing a complaint can be found on the Taylor University website at the following link: [Student Consumer Info | Taylor University](#).

Procedure: The steps in the process of resolving a grievance, based upon the biblical standard of caring confrontation which should be the first step in any dispute, have been identified as necessary for consistency in the grievance process. Any student who feels that unfair treatment may be taking place in his or her academic experiences should follow the established process in sequential steps until there is satisfactory resolution of the program or until the procedures have been exhausted. The informal process outlined in the Graduate Catalog should be completed within one month of the alleged unfair treatment. If a formal grievance is deemed necessary, the procedure is also outlined in the Graduate Catalog. The full procedure can be reviewed in the [Graduate Catalog](#).

Procedure for Appeal: Either party has an opportunity to appeal the grievance decision to the president of the University within one week of the notification by the appropriate dean. Within another week, the president should review the case and render a decision to be transmitted to both parties. The full procedure can be reviewed in the [Taylor Student Handbook](#).

Harassment (A1.02i, A1.02j, A3.15f)

Faculty Allegations of Harassment (A1.02i)

Policy: Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need. We believe that it is imperative to provide a safe and nurturing environment for all students, employees, and guests. Harassment, discrimination or bias due to race, color, religion, nationality, citizenship status, or any other condition made unlawful by relevant law in matters of admissions, employment, housing, or any aspect of the educational programs or activities it offers is prohibited. Responding to issues of discrimination, harassment, or bias requires a unique response.

Procedure: The University does not tolerate and prohibits racial and ethnicity-based discrimination, harassment or bias. The University will take prompt and equitable action to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. A violation of this policy or inappropriate conduct that threatens to violate this policy may result in disciplinary action up to and including, suspension, or expulsion.

Procedure: A protocol outlining the investigation of racial harassment can be found at the Office of Intercultural Leadership and Church Relations. This protocol is based on our Biblical conviction that all humans are created in God’s image and are therefore of immeasurable value and worthy of protection. The purpose of this policy is to protect our community from harm, respond to race and ethnicity-based harassment and comply with Federal Law (Title VII).

Policy: Taylor University seeks to provide a safe, nurturing environment free from sexual harassment, assault, and any form of sexual violence. The biblical reality that all humans are created in God’s image and are, thus, of immeasurable value and worthy of respect and protection drives our efforts. Ensuring a safe environment free from sexual violence is essential to our commitment to foster spiritual and personal development in our students.

Procedure: The University defines, publishes, and makes readily available to faculty institutional policies and procedures for processing faculty allegations of harassment. Taylor University will complete a thorough and unbiased investigation and adjudication of all reported allegations of sexual harassment, dating violence, domestic violence, sexual assault, and stalking. All participants will be treated equally and equitably. Additional information on harassment can be found at: [Title IX | Taylor University](#).

Student Allegations of Mistreatment/Harassment (A1.02j, A3.15f)

Policy: Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ’s redemptive love and truth to a world in need. We believe that it is imperative to provide a safe and nurturing environment for all students, employees, and guests. Harassment, discrimination or bias due to race, color, religion, nationality, citizenship status, or any other condition made unlawful by relevant law in matters of admissions, employment, housing, or any aspect of the educational programs or activities it offers is prohibited. Responding to issues of discrimination, harassment, or bias requires a unique response.

Procedure: The University does not tolerate and prohibits racial and ethnicity-based discrimination, harassment or bias. The University will take prompt and equitable action to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. A violation of this policy or inappropriate conduct that threatens to violate this policy may result in disciplinary action up to and including, suspension, or expulsion.

Procedure: A protocol outlining the investigation of racial harassment can be found at the Office of Intercultural Leadership and Church Relations. This protocol is based on our biblical conviction that all humans are created in God’s image and are therefore of immeasurable value and worthy of protection. The purpose of this policy is to protect our community from harm, respond to race and ethnicity-based harassment and comply with Federal Law (Title VII).

Policy: Taylor University seeks to provide a safe, nurturing environment free from sexual harassment, assault, and any form of sexual violence. The biblical reality that all humans are created in God’s image and are, thus, of immeasurable value and worthy of respect and protection drives our efforts. Ensuring a safe environment free from sexual violence is essential to our commitment to foster spiritual and personal development in our students.

Procedure: The University defines, publishes, and makes readily available to students the institutional policies and procedures for processing faculty allegations of harassment. Taylor University will complete a thorough and unbiased investigation and adjudication of all reported allegations of sexual harassment, dating violence, domestic violence, sexual assault, and stalking. All participants will be treated equally and equitably. Additional information on harassment can be found at: [Title IX | Taylor University](#).

Professionalism

Professionalism is defined as an individual's conduct both within and outside the workplace. The Taylor PA Program considers professionalism to be part of its culture and critical to successful completion of the program. The NCCPA also requires the Taylor PA Program to endorse each student's professionalism prior to being allowed to take the Physician Assistant National Certification Exam (PANCE).

The PA Program considers all activities involved with the PA Program to be a "workplace". The program also considers all PA students to be professionals and are held to the standards within this section.

Mastering professionalism in the workplace is critical for anyone hoping to sustain a long and successful medical career. Acting, dressing, and communicating professionally helps the employer, coworkers and patients view the student as a trustworthy and hardworking individual. Not acting professionally can damage reputation and cause people to view the student as sloppy and unprepared.

Professionalism is a learned skill and takes time to cultivate and master especially if a student has not experienced professional workplace environments. Breaches in professional behavior including any unsafe, unethical, or unprofessional activity may prevent a student from successfully completing a didactic or clinical course even if the student successfully completes other course requirements. Breaches in conduct may result in course failure, delayed progression, and/or other disciplinary actions, including dismissal from the program.

Professionalism Review

Policy: The PA Program continually reviews each student's professional behavior as a standard agenda item during PA all department meetings.

Procedure: If a professional behavior concern is identified, a minor professionalism violation form may be issued, and the faculty advisor may set an appointment to discuss a student's progression toward the program's competencies.

Minor Professionalism Concern

Policy: Any faculty or staff may complete a professionalism violation form for observed minor professionalism concerns when observed. Three (3) minor professionalism concerns will be considered a major professionalism breach.

Procedure: The faculty or staff member will complete a professionalism violation form when a student displays professional conduct that is concerning and potentially inappropriate. The student will be notified that a professionalism concern was initiated and placed in the student file. The student is encouraged to meet face-to-face with their faculty advisor, or the initiator of the concern. Upon the

student receiving three (3) minor professionalism concerns, a major breach of professional concern form will be initiated and considered a major professionalism breach.

Minor Professionalism Violations

- Inappropriate communication, by any means, with academic and clinical faculty, staff, patients, classmates, and colleagues. This includes contacting clinical facilities to arrange clinical course placements without prior permission.
- Disrespectful/disparaging comments to academic and clinical faculty, staff, patients, classmates, and colleagues.
- Consistently late arrival to or early departure from: class, experiential activities, clinical courses, scheduled individual or group meetings or any other required event.
- Late completion of program non-academic forms/requirements (e.g., health documents, HIPAA forms, background checks, releases, evaluations, etc.).
- Late completion of any course assignments.
- Lack of preparation or participation in academic or clinical courses, including but not limited to sleeping in class, not being prepared to participate in class discussions or demonstrations, or not providing clinical faculty with the appropriate forms/documentation on the first day of the clinical experience.
- Consistent lack of initiation/responsibility in communication about academic and clinical issues.
- Consistent disruption of class or clinical experiences and rotations by use of electronic and non-electronic devices.
- Inappropriate touching during laboratory or practical experiences (e.g., unnecessary palpation near genitals or breasts).
- Offensive jokes or comments (e.g., those based on ethnic background, gender, or religion).
- Inappropriate or disruptive use of laptop computer in class.
- Consistent violation of dress code policy.
- Repeated failure to respond to faculty or Program Director emails.
- Any other concerning behavior brought forward by program faculty deemed inconsistent with the mission and values of the University or PA program (violations of the Life Together Covenant).
- Failure to use laboratory equipment in a safe manner.

Dependent upon the severity of the violation, any minor violation can be considered a major violation at the discretion of the principal faculty and/or Program Director.

Major Professionalism Breach

Policy: Any faculty or staff may complete a professionalism violation form for observed major professionalism breaches. Any singular major professionalism violation may be grounds for dismissal from the program, however, two (2) major violations will result in dismissal from the program.

Procedure: A faculty or staff member who observes the behavior, or was notified of the behavior, will complete a professionalism violation form with the student's faculty advisor regarding the professional

violation. The student and the faculty advisor ARE required to meet regarding the violation. Below are the steps regarding a major professionalism breach:

1. The professionalism violation form will be completed by the faculty/staff member who is reporting the incident. This will be done in conjunction with the student's faculty advisor. The student will meet with the faculty advisor and the author of the form. If they are the same, another faculty will attend the meeting. The results of the meeting will be added to the professionalism violation form.
2. The PA faculty will review the professionalism violation form and results from the advisor meeting (as above) to determine severity (i.e., if dismissal warranted). The faculty recommendation will be added to the "action" section of the professionalism violation form. The student will be advised of the faculty recommendations: If dismissal is recommended, the dismissal policy/process will be followed. If dismissal is not recommended, then an intervention plan is formulated during a second formal discussion with the faculty advisor, second faculty member, and the Program Director.
3. The student's faculty advisor is responsible for monitoring any corrective action and documenting as appropriate. This will be placed in the student's file. If a student disagrees with the intervention plan, he/she may lodge a formal complaint (appeal) and follow the steps outlined in the PA Student Grievance Policy. If there is a second documented case of misconduct, the student will be dismissed from the PA program.

Major Professionalism Violations

- Academic integrity policy violations
- Felony or legal charges incurred during the program
- Three minor professionalism violations

TAYLOR PA PROFESSIONALISM VIOLATION FORM

STUDENT _____ DATE _____
COURSE _____
FACULTY/STAFF _____

TYPE OF VIOLATION

- Major Professionalism Violation
- Minor Professionalism Violation

EXPLANATION OF VIOLATION:

Student Code of Conduct

Policy: The Life Together Covenant (LTC) identifies Taylor’s expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. Students are expected to conduct themselves in a professional manner, which upholds the integrity of their profession and the University.

Admittance to the Taylor PA program carries with it an obligation and responsibility to abide by federal, state, and local laws, respective county and city ordinances, as well as all University rules, regulations, and procedures. Admission to the University is a privilege, not a right, and is extended to those individuals who meet all admission criteria. All students, faculty, guests, patients, and staff of the University have a responsibility to report violations of the Student Code of Conduct to the appropriate officials. As a student, you will be asked to read and acknowledge this as part of the enrollment process.

Procedures: The following behaviors are to be adhered to at all times while on university property or using university facilities or when associated with the University in any manner:

- The University is a tobacco and e-cigarette free, drug-free, and alcohol-free environment; therefore, no smoking or being under the influence of banned substances or intoxicants is permitted.
- The use of profane, vulgar, or discriminatory language is not acceptable.
- Weapons are not permitted
- Violence, or the threat of violence in any form, is not tolerated.
- Sexual or other forms of harassment will not be tolerated.
- The Internet Acceptable Use Policy must be adhered to at all times.
- It is expected that students will:
 - conduct themselves with professionalism, courtesy, and respect for others in all dealings with institution staff, faculty, and other students both on and off campus;
 - present qualifications and background truthfully and accurately for admission and other academic-related documentation to the institution;
 - observe the institutional policies and rules on submitting work, taking examinations, participating in online discussions, and conducting research;
 - never turn in or present another person’s work or ideas or scholarship as one’s own;
 - never ask for, receive, or give unauthorized help on graded assignments, quizzes, or examinations;
 - never divulge the content of or answers to quizzes or examinations to fellow students;
 - never improperly use, destroy, forge, or alter the institution’s documents, transcripts, or other records; and
 - never divulge one’s online username and password.

For further information refer to the [student-handbook.pdf \(taylor.edu\)](https://www.taylor.edu/student-handbook.pdf).

Students and graduates of the University are expected to display and present a positive and respectful attitude to their patients/clients, colleagues, supervisors, faculty, staff, community, and to the University. This attitude is a key ingredient to the successful completion of studies at the University and to excel as healthcare professionals. The following interpersonal behaviors are expected at all times:

- Utilize titles and surnames when addressing University and clinical personnel;

- Respect the worth and individuality of every person (e.g., listen/pay attention while others are speaking and promote constructive feedback);
- Refrain from disruptive and/or discriminatory behavior;
- Refrain from proselytization (proselytization is defined as aggressively and/or harassingly trying to convert, recruit, or induce someone to join one's own political cause or to espouse one's own doctrine); and
- Respect confidentiality.

Any violations of the Code of Conduct or any evidence of cheating, plagiarism, or improper conduct on the part of any student of the institution when there is direct knowledge of these activities should be reported to the appropriate institutional official. Failure to follow the Student Code of Conduct may result in a professionalism violation.

Punctuality

Students are expected to be on time for required events. This includes all classroom, lab, and SCPE activities. Repeated offenses may result in a minor professionalism violation.

Communication Between Faculty/Staff and Students

Students will use a faculty and staff's professional title (Mr./Mrs./Ms./Professor/Doctor) in both oral and written communication unless otherwise directed by the individual faculty member. E-mail is an appropriate way to share or notify a faculty member of general information. E-mail is not to be used for discussion of important student, course, or programmatic issues. Students should schedule an individual meeting with the involved faculty member for these types of discussions. Professional communication should be used when corresponding by e-mail. This includes the use of proper spelling, grammar, punctuation, etc. All e-mails must include the identification of a subject in the subject line. It is not appropriate to express anger or significant disdain in an email. A face-to-face meeting with the involved faculty member should occur.

Policy: Taylor PA Students will check their Taylor email a minimum of once a day. All University related communication (including PA Program communication) will occur via the Taylor email address.

Written Communications

Policy: Students are expected to communicate using clear, grammatically correct English with appropriate greetings/titles and salutations. Students should also be judicious in "reply all" and mindful of tone when responding to email or other forms of electronic communication.

Procedure: Being professional in communication is essential. Having an email riddled with typos, slang and emoticons can damage reputations and discredit professional image. Taking time to pause and proofread is recommended. Failure to meet this policy may result in a minor professionalism violation.

Verbal Communications

Policy: Students are expected to be respectful in all verbal communications. Yelling, swearing/cursing/cussing is considered unprofessional. Derogatory terms toward race, religion, beliefs will not be tolerated.

Procedure: Medical professionals rely on good, respectful communication with patients and their peers in all situations. Poor communication leads to bad outcomes and a breakdown of trust. There is rarely a situation as a professional that requires yelling, cursing, or belittling somebody. Passion is a great quality, but often unfiltered emotion can lead to issues. Failure to meet this policy may result in a professionalism violation.

Sleeping in Class

Policy: Students are expected to not sleep during class or on a rotation.

Procedure: Sleeping during class is distracting to your peers and the instructor. It is acceptable to stand up in the back of class intermittently as needed. Failure to adhere to this policy may result in a professionalism violation.

Collegiality/Civility

Policy: PA students are expected to be collaborative not competitive. Supporting peers is an expectation.

Procedure: Failure to adhere to this policy may result in a professionalism violation.

Honesty and Accountability

Policy: Students are always expected to be honest and accountable.

Procedure: Failure to adhere to this policy may result in a professionalism violation.

Professionalism Competency Review

Policy: The PA Program will formally review each student's professional behavior at least once each term with their academic advisor.

Procedure: The student and faculty advisor will set an advisor appointment to discuss a student's progression toward the program's competencies, and specifically the student's professional behavior. This will be documented on a programmatic advising form.

Academic Integrity

Policy: The Taylor PA program treats academic dishonesty as both a professionalism issue and an academic issue. Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Academic integrity is expected of all students and faculty. Academic dishonesty in any form is unacceptable.

Policy: The Taylor graduate student academic integrity policy is found in the [Graduate Catalog](#) on p. 21.

Procedure: The PA Faculty will discuss any potential academic integrity violations with the involved student. If the student accepts responsibility for the alleged violation, a document outlining the occurrence and the disciplinary action taken will be placed in the student's personal file. If the student does not accept responsibility for the occurrence, and the PA faculty continues to believe that an infraction took place, the faculty member will report the incident in writing to the Graduate Council. Formal investigation will occur in accordance with the TU Academic Grievance policies found in the Graduate Catalog (see link above). Students who are determined, through confession or due process, to have violated the policies, but are not dismissed from the professional program, will be placed on an individual corrective program as determined by faculty discussion.

Below are some examples of potential serious violations of academic Integrity, and therefore may result in a major professionalism violation:

- Copying another's exam
- Copying another's assignment, including online discussions
- Plagiarizing a substantial amount of text in an assignment or assessment
- Enabling someone else to copy your material during an exam
- Using books, notes, or other forbidden aids during an examination
- Giving or receiving information about the content of an exam
- Stealing or distributing a copy of an examination
- Submitting the work of someone else as your own
- Using purchased or copied manuscripts
- Removing posted or reserved instructional material, or otherwise preventing access to it
- Inventing material (this includes citing artificial sources)
- Using illegal or unethical means of acquiring information
- Utilizing an instant messenger or a cell phone while taking an online exam
- Repeated offenses of academic dishonesty
- Discussing specific questions with classmates, or writing down questions, following an exam.
- Receiving or distributing to anyone else a copy of previous examination
- Utilizing unauthorized electronic resources on an exam
- Sharing any details regarding your experience during a practical examination.

Professional Dress and Dress Code

Policy: Each student is expected to maintain a professional appearance when involved in any PA Program activity to include (but not limited to) didactic courses, experiential activities (SCPEs) and any University related service-learning activities. This includes end-of-rotation activities.

General Attire: General attire during most on-campus activities, unless otherwise specified, includes jeans, modest tops, modest shorts, and sandals. Crop tops, spaghetti straps, tank tops, shorts that are shorter than finger-tip length, pajama pants, slippers, hats, and sagging pants are NOT acceptable.

Lab Attire: Lab attire is generally defined as program specific scrubs and close-toed shoes. Only scrubs with the approved Taylor PA program or Taylor University logo are considered appropriate for the dress code. These scrubs must be free from stains or the appearance of excessive wear.

Business Casual: During the program, some activities may require business casual attire. Business casual is the generally accepted minimal attire for the medical workplace. Acceptable examples include dress pants/khaki pants, closed-toed shoes, and knee-length skirt/dress, blouses, and shirts with collars. Leggings may be worn with a dress or skirt if the buttocks is covered. Jeans, shorts, T-shirts, sandals are not generally considered to be business casual appropriate.

During the clinical phase of the program, scrubs provided by the healthcare facility are also approved. As optional attire for warmth, students who wear scrubs may wear undershirts or jackets. Sweatshirts or hoodies are not permitted.

Additionally, nametags or student IDs must always be worn for any program activities. Body jewelry is limited to discrete earrings and/or nose rings. Tongue studs are not appropriate. Body art should not be visible when possible; nails must be short and clean with conservative color or clear nail polish only. Hair must be within a naturally occurring color range.

Procedure: A student that is not within dress code policy will be verbally notified of non-compliance. Repeated violation will result in a minor professionalism violation. Repeated violations may result in a major professionalism violation.

Change in Personal Information

Any change of legal name, address, phone number or other personal information is to be reported promptly to the PA Program Assistant, the Taylor University Registrar, Bursar, and the student's faculty advisor.

Taylor University Brand Use

Policy: The Taylor University logo/brand may not be used for any unofficial University business. Any use of the brand/logo must be approved prior to use and must follow the University marketing guidelines found at: www.taylor.edu/brand.

Procedure: If the Taylor University name, logo, or brand is needed for business purposes, a written request will be made to the PA Program Director. If approved, the use will follow the marketing guidelines listed on the website within the policy. Any unauthorized use of the brand or logo may result in disciplinary action via the University.

Social Media Use

Policy: Students should use good judgment when using social media and avoid unprofessional language, images, and behavior that reflect poorly on themselves, the Program, the University, and the PA profession.

Policy: Students should not "friend" patients, preceptors, faculty or staff, and should not accept "friend requests" from these individuals.

Procedure: No material posted on social media is entirely private and should be considered public and permanent. Posting of any patient images, diagnostic study images, patient information, protected health information, clinical site images or information, and photos of preceptors or site staff without their permission is prohibited. Violation of this policy may result in a professionalism violation and/or dismissal from the PA Program.

Student Schedule during the week

Policy: Students are expected to be available for any program curriculum event between 8:00am and 5:00pm Monday through Friday during the didactic year. This is regardless of any posted schedules.

Procedure: Students will be provided an overall schedule for program related events at the beginning of each semester (for that term). Additionally, students will be provided with the planned schedule for each course within the respected syllabi. However, understanding that this is a graduate professional program, there are often opportunities or events that may occur based on availability of external speakers, classroom availability, off-campus events, IPE opportunities that can cause a need to move scheduled events or fall outside of the 8a-5p timeframe. Students are required to consider M-F, 8a-5p as the standard “work-day” and be available for any potential adjustments. Every effort will be made by the program to provide advanced notice for any schedule changes or additions.

The PA Program will make every effort to not schedule any events outside of these times mandatory unless provided on the original term program calendar.

General Program Policies

Internal Student Employment (A3.04, A3.05, A3.15e)

Policy: Students are not permitted to work for the program. Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share knowledge and skills but they will not be reimbursed for this.

Policy: Students are not to be the primary instructor of any component of the curriculum and may not substitute for clinical or administrative staff during the program including SCPEs.

External Student Employment (A3.15e)

Policy: Outside employment is strongly discouraged for PA Students.

Policy: A student may not use work as an excuse to miss program activities nor as a reason for late or deficient coursework.

Policy: A student may not represent himself/herself as a PA-S (PA Student) except during official Taylor University sponsored clinical affiliations. The professional liability coverage provided by Taylor University does not apply to student employment situations.

Student Records (A3.17, A3.18, A3.19)

Policy: Electronic Student files are kept on a secure server with password access for the Taylor PA Department only. Paper student files/folders are kept in a locked file cabinet within a secured locked office.

Policy: Student files/folders minimally include the following:

- Documentation that the student has met published admission criteria (A3.17a)
- Student Medical Record Form demonstrating the student has met institution and program health screening and immunization requirements (A3.17b)
- Student performance while enrolled (A3.17c)
- Remediation efforts and outcomes (A3.17d)
- Summaries of any formal academic/behavioral disciplinary action taken against the student (A3.17e)
- Student has met requirements for program completion (A3.17f)
- Student acknowledgment of receipt and reading of Student Handbook

Policy: PA students do NOT have access to the academic records or other confidential information of other students or faculty.

Policy: Student health records are confidential and must not be accessible to or reviewed by program, principal, or instructional faculty or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.

Procedure: A student must obtain a current physical exam within 12 months prior to matriculation into the PA Program. This record is to be given and kept with the Director of Clinical Education. The PA Program WILL NOT accept any portion of the health record. The program will only verify that a current physical exam is on file. Any sharing of the physical exam or health record will be coordinated by the student, not the PA program.

Media and HIPAA

Policy: Students are expected to maintain confidentiality and professionalism at all times related to patient care. Students are prohibited from disclosing Health Insurance Portability and Accountability Act (HIPAA)-protected and other confidential patient information in any medium, including via social media.

Procedure: Violation of this policy may result in a professionalism violation and dismissal from the PA program.

Privacy and Confidentiality – FERPA

Policy: TU complies with the provisions of Public Law 93-380, the Family Educational Rights and Privacy Act (FERPA) of 1974, in reference to student records. Students must consent to the release of any student information other than directory information to any person or agency.

Procedure: Consent must be in writing, signed, and dated. The consent must specify the information to be released, the reason for the release, and the names of the individual or agency to whom the information is to be released. The Registrar's Office is responsible for fulfilling requests for student

information. The opportunity to complete this form will be available at student orientation, but also from the faculty advisor.

All permanent PA student records are either secured on an electronic server or filed in a locked record room in the PA Office. Access to these records is limited to program personnel. Each faculty member has access to a private space that can be used to ensure maximum privacy in conversations with a student. Confidential information includes but is not limited to health status, student counseling and advising sessions, clinical performance, and grades. Release of any medical/health information will require the written informed consent of the student for each inquiry.

Privacy Education – HIPAA

Policy: Competency in the Health Insurance Portability and Accountability Act (HIPAA) must be demonstrated prior to a student going to a health care facility for any experiential learning activity or clinical course.

Procedure: Education on HIPAA will be provided to students during the first semester of the PA Program and again reviewed prior to the start of any experiential learning activity or clinical course. If for some reason a student is unable to attend the mandatory class, the student must acquire the necessary information from the instructor and/or from audiovisual aids.

Each student is required to review this information independently on an annual basis prior to his/her clinical internship. Written materials are available for this review on request.

It is the responsibility of the clinical faculty to instruct the student in the appropriate facility specific information about HIPAA prior to the student beginning his or her clinical course work at the health care facility.

Student Safety (A1.02g)

Policy: The Vice President responsible for Emergency Management and the Chief of Police are responsible for providing faculty members, staff, and students with safety and security information and updates annually.

Procedure: Safety and Security information is disseminated to faculty, staff, and students at the beginning of fall term during orientation sessions. This includes general campus safety and security information as well as building specific issues such as evacuation sites for disasters. It is the responsibility of the Program Director to assure that students are provided safety information upon matriculation into the program. This information can also be found on the Taylor.edu website at the following link: [Safety & Emergency Information | Taylor University](#).

Taylor University Police Department provides a variety of services to the students, faculty, and staff of Taylor University. The University employs full- and part-time police officers and security officers to provide around-the-clock law enforcement and security services year-round. As the chief law enforcement office for Taylor, the Chief of Police works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. Taylor University Police Department, located in the LaRita Boren Campus Center, also oversees the identification card system and lost and found, as well as the after-hours telephone, motor vehicle registration, and parking programs.

Emergency situations involving a threat to life or property should be reported to the police by calling 911. For non-emergent purposes or to report a crime contact campus police at 765-998-5555. More information about the Taylor University Police Department can be found here: [Police | Taylor University](#).

The TU Alert emergency messaging system will allow Taylor University to immediately notify students and employees of impending life-threatening or life-altering situations including rapidly developing, life-threatening criminal activity on campus and imminent severe weather activity. TU Alert will never be used for advertising or spam. To sign up for the TU Alert system, visit the website at: [TU Alert System Sign-Up](#). Instructions can also be found here: <https://helpdesk.taylor.edu/help/article/314757>.

LOCKED DOORS AND BADGING IN

Policy: Designated areas on campus will require badge access.

Procedure: Faculty, staff, and students will be required to swipe their badges at designated locked locations with badge-only access.

Emergency Medical Care (A3.09)

Policy: Principal Faculty, the Program Director, and the Medical Director will not participate as health care providers for students in the program, except in an emergency.

Policy: Students participating in scheduled off-campus educational experiences who experience a medical emergency should go to the nearest location that provides access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services.

Procedure: Written agreements exist between the University's PA Program and all clinical centers providing approved off-campus educational experiences for students. This agreement states the clinical center will provide the student access to emergency medical care in the event the student becomes ill or impaired while participating in sanctioned educational experiences.

Health Status

Policy: Students must demonstrate overall physical and mental health and maintain their personal appearance and hygiene to safely participate in classroom and clinical courses to avoid presenting health hazards to themselves, their classmates, faculty and staff, and patients. Students have a responsibility to inform the PA Program Director of any condition that could impact their ability to perform the essential functions for the PA student, with or without accommodations.

Procedure: Each student will submit documentation of a physical exam upon matriculation into the program. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the PA Program must inform all instructors and his/her academic advisor immediately. Students should report emergency surgeries or medical procedures to their academic advisors as soon as possible.

Surgery/Other Medical Conditions - Discussion with course instructors and the student's academic advisor is strongly encouraged **prior** to a planned surgical or medical procedure. In the case of emergency procedures, discussion should be made prior to resumption of classroom or lab activities or clinical course work. Following a change in health status, a letter from the student's medical provider

giving medical clearance to return to activity must be submitted to the PA Program before the student will be allowed to participate in class activities.

Pregnancy - A pregnancy should be reported to the PA Program Director immediately upon medical confirmation. Learning experiences will be modified to ensure maximum safety for mother and baby. Medical clearance is necessary to resume activity following a delivery. Pregnancy may result in delayed graduation and/or cohort deceleration, depending upon the timing within the curriculum and the individual students' curriculum sequence.

Substance Use/Abuse

Controlled Substance Policy

Policy: The TU Controlled Substance policy is found in the [LTC](#).

Policy: The PA Program reserves the right to request drug screening when substance abuse is suspected. Students will also be required to successfully complete a negative drug screen prior to matriculation and prior to the clinical coursework. Students may also be required to complete additional drug screens during the clinical year as requested in compliance with the clinical facility's policy. Although marijuana is legal in some states, and/or can be medically prescribed, Taylor PA students are still required to comply with all substance use policies and the [Life Together Covenant](#) and the [Taylor Student Handbook](#).

Procedure: Violation of any of the controlled substance policies may result in a professionalism violation at the discretion of the faculty. Any student arriving at a classroom, lab, or SCPE visibly under the influence of controlled substances will be denied entrance to the activity. Further disciplinary action in addition to the professionalism violation may be imposed at the discretion of the faculty. Students in violation of these policies may also be referred to the Office of Student Development and/or Graduate Council for further investigation and disciplinary action if deemed appropriate.

Procedure: If a drug screen results in a positive finding for any substance, the student will be subject to additional investigation and further testing. Costs related to any additional testing or investigation will be the student's responsibility. A positive drug screen may result in rescission of admission or dismissal from the University at the discretion of the University.

Alcohol Policy

Policy: The general TU alcohol policy is found in the LTC. [Life Together Covenant](#), p. 9-11.

Policy: Graduate students who choose to live in any non-university owned housing (properties otherwise not owned, operated, or affiliated with Taylor University), whether located in the town of Upland, Indiana, or elsewhere, are encouraged to follow the LTC- Biblical Responsibilities and University Expectations at all times. In addition, graduate students will adhere to the University Expectations of the LTC when they are on campus, during off-campus class sessions, actively participating in university sponsored events, and in the presence of Taylor University undergraduate students. The University advises careful discernment of graduate students' personal alcohol use in private, personal settings.

Policy: No alcohol shall be consumed by any PA student, faculty, or staff before or during any academic event (class, lab, SCPEs).

Procedure: Violation of any of the alcohol policies may result in a professionalism violation at the discretion of the faculty. Any student arriving at a classroom, lab, or SCPE visibly intoxicated will be denied entrance to the activity. Further disciplinary action in addition to the professionalism violation may be imposed at the discretion of the faculty. Students in violation of these policies may also be referred to the Office of Student Development and/or Graduate Council for further investigation and disciplinary action if deemed appropriate.

Tobacco Policy

Policy: In accordance with the LTC, TU is a smoke- and tobacco-free environment. Smoking is not permitted on any University campus. Smokeless tobacco and e-cigarettes are not permitted in any University building. This includes any clinical education site (SCPE) and while identified as a TU student.

Procedure: Violation of any the tobacco policy may result in a professionalism violation at the discretion of the faculty.

Prohibited Weapons Policy

Policy: Taylor University students are prohibited from possessing or storing on campus (including vehicles on Taylor University property) ammunition, detonating and explosive devices, bows, crossbows and arrows, open blade knives, knives with blades greater than four inches, firearms and other edged weapons, devices that utilize aerosol or compressed air canisters to shoot projectiles of any type, sling shots, BB guns, pellet guns, paintball guns and martial arts weapons.

Procedure: Any student who stores a firearm/weapon in any location on campus (including vehicles) makes a public display of a weapon or replica weapon and/or discharges a firearm/weapon on the property of Taylor University, is subject to immediate 30 dismissal from the University. This policy is intended for the protection of Taylor University community members and is not intended to interfere with academic instruction or provided services.

Professional Associations

Policy: The PA program recommends that all students be members of their respective state and national professional associations (IAPA and AAPA).

Procedure: Students will be given registration information for the American Academy of Physician Assistants (AAPA) and Indiana Academy of Physician Assistants (IAPA) during orientation. The PA Program will support the fee for IAPA if there is a budget available.

Technology Requirements

Policy: Each PA student is required to have a laptop computer or portable computer device that can access the university's wireless network for course notes, exams, and the online course platform.

Procedure: Most new or recently manufactured computers will easily meet or exceed the requirements.

Minimum recommended Computer Specifications: RAM: 16GB+ Processor: i5+, M1+, or Ryzen 5+ Drive: 500GB+

Any Windows, Mac, Android, iOS, Chromebook, or Linux computer or tablet that is still supported by its manufacturer should be able to connect and use the internet. Windows and Mac computers can access all of Taylor's key academic resources. Android, iOS, Chromebook, and Linux devices will have some limitations when connecting to academic resources on campus due to their design.

Microsoft Office is the preferred office suite. Students can access Microsoft Office Online apps and Microsoft OneDrive using their Taylor email login. Students can quickly create and save new Office documents when signed into Office 365.

Students must be sure the computer has reliable antivirus software installed.

Potential Health Risks for Students (A3.08)

Policy: Being a student in a PA Program does not markedly elevate the risk of illness or injury above the background rate, but certain activities that are required do pose unique risks. The faculty endeavors to minimize these risks by incorporating safeguards into the activities, advising students of the potential for injury or illness, and providing students with the cognitive information necessary to be safe. Students are responsible for protecting themselves by following directions, using standard precautions, asking for help if uncertain as to the safest manner of accomplishing a task, and being aware of hazards.

Procedure: Principal faculty, Program Director and the Medical Director must not participate as health care providers for students in the program, except in an emergency.

Accidental Exposure Policy (A3.08)

Policy: The program will define, publish, make readily available and consistently apply policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities which would place them at risk. These policies will: address methods of prevention, address procedures for care and treatment after exposure, and clearly define financial responsibility.

Procedure: The PA Program will provide all students appropriate training in universal/standard precautions and other risk reduction behaviors prior to any educational activities that pose a risk of exposure. This is mitigated by students following the required CDC immunization policy found in this document. All students will pass a bloodborne pathogens safety training program prior to potential exposures.

Procedure (Off-Campus) Exposure: If a student experiences a needle stick or biohazard exposure during his/her rotation, the following steps shall be taken:

1. Per affiliation agreements, the student will immediately notify the preceptor and determine what procedures exist at that site to deal with needle sticks/biohazard situations.
2. Based on the services provided at the site, the student should have the appropriate steps taken based on the site's protocol for needle sticks/biohazard exposure. Otherwise, follow appropriate blood screening.
3. The student will be responsible for any cost associated with testing provided by the site.

4. If the site does not have a protocol in place for accidental exposures, the student and preceptor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected within 30 minutes of exposure.
5. Students must submit an exposure incidence form within 48 hours to the DCE or the clinical staff.

Procedure (On-Campus) Exposure: If a student experiences a needle stick or biohazard exposure on the Taylor University campus location, the following steps shall be taken:

1. Notify the instructor immediately.
2. The student and instructor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected within 30 minutes of exposure.
3. The student will be responsible for any cost associated with testing provided by the site.
4. Students must submit an exposure incidence form within 48 hours to the program (DCE).
5. Students can use an affiliated urgent care for treatment of all non-critical, on-the-job injuries.

Accidental Exposure Reporting Form

Student Name: _____

Date of Exposure: _____

Site and Supervisor: _____

Exposure description and action taken: _____

Submission Date: _____

Operational Policies

Application of Program Policies (A3.01, A3.02)

Policy: Program policies will apply to all students, principal faculty and the Program Director regardless of location. PA Program personnel are responsible for items in the Policy and Procedure Handbook, PA Program Student Handbook and University Handbooks.

Procedure: Program policies, as published in the PA Program's Policy and Procedure Manual and in the PA Student Handbook, apply to all students, principal faculty and the Program Director. These manuals are provided to all faculty and students electronically. New faculty receive an electronic copy of the University's Faculty Handbook upon beginning employment at the University. Students are provided the most current edition of the PA Student Handbook during student orientation. The most current Student Handbook is available on the [PA Program website](#).

The program's policies and procedures are reviewed dynamically as data are collected throughout the year. Department manuals will be formally analyzed by the Program Director and principal faculty annually. All recommendations for changes (Actions) will be completed annually, prior to the new cohort of students entering the program. The new manuals will be made available in the fall to all current students and faculty.

Policy: The program will define, publish, make readily available and consistently apply its policies and practices to all students.

Procedure: All students receive a copy of the PA Student Handbook upon matriculation into the program. Students are required to sign a document attesting to the fact that they have received, read, and understand the contents of the handbook. Signed copies of this document are collected by the Program Assistant and maintained in the student files. Each year the handbook is reviewed and updated, and students receive notice of its availability on the program's website.

Policy: A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

Announcements and Advertising (A3.11)

Policy: Taylor University and the PA Program announcements and advertising must accurately reflect the program offered.

Procedure: The PA Program will conduct a formal review of all sections of the program website at the start of each semester to ensure accuracy in content related to the program being offered.

Program Information (A3.12)

Policy: The PA program will define, publish, and make readily available to enrolled students and prospective students the following item list on the program's website:

- Program's ARC-PA accreditation status (A3.12a)
- Evidence of the program's effectiveness in meeting its goals (A3.12b)

- First time PANCE pass rates for the five most recent graduating classes with a link to a PDF as published by the NCCPA PANCE Pass Rate Summary Report (from program portal) no later than April first each year (A3.12c)
- All required curricular components including required rotation disciplines (A3.12d)
- Academic credit offered by the program (A3.12e)
- Estimates of all cost (tuition, fees, etc.) related to the program (A3.12f)
- Program required competencies for entry level practice, consistent with the competencies as defined by the PA profession (A3.12g)
- Any services or resources that are only available to students/faculty on main campus (A3.12h)
- The most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year (A3.12i).
- Policies and procedures for refunds of tuition and fees (A3.12f)
- Policies about student employment while enrolled in the program (A3.15)
- Admission and enrollment practices that favor specified individuals or groups (A3.13a)
- Admission requirements regarding prior education or work experience (A3.13b)
- Any practices for awarding or granting advanced placement (A3.13c)
- Any required academic standards for enrollment (A3.13d)
- Technical standards (Essential Functions) for enrollment (A3.13e)

Procedure: The website will be ongoingly reviewed by the Program Assistant and reviewed and updated by the faculty at the beginning of each semester and during one of the PA faculty and staff retreats.

The curriculum section will include all academic credit offered and all components, including all SCPEs related to the clinical year.

Student Referral Process for Personal Issues (A3.10)

Policy: The program will define, publish, make readily available and consistently apply written procedures that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

Procedure: Counseling services are available to any student experiencing concerns related to any personal issue which may impact their progress in the PA Program. The Counseling Center enhances the mission of Taylor University by supporting students' mental health as they navigate academic, personal, and spiritual growth. The goal of each of our clinicians is to be culturally competent, trauma-informed and spiritually sensitive as we engage with students. The Counseling Center provides care through intervention, prevention, and crisis intervention. All services are free of charge. More information on the Counseling Center can be found on the website at the following link: [About the Counseling Center | Taylor University](#).

Counseling Center contact information:

- Email: counselingcenter@taylor.edu
- Phone: [765-998-5222](tel:765-998-5222)
- Follow us on Instagram: [@tucounseling](https://www.instagram.com/tucounseling)
- Taylor University Campus Police: [765-998-5555](tel:765-998-5555) – for after-hours emergencies

Miscellaneous

White Coat Ceremony

The PA Program hosts a White Coat Ceremony each year. Typically, the ceremony is held during the fall semester prior to entering rotations. PA students and their families will be invited to attend.

Hooding Ceremony

The PA Program hosts a private hooding ceremony outside of graduation and thus students will not be hooded at the University graduation. Each graduating student and their guests are invited to attend.

Class Officers and Faculty Class Advisor

Policy: PA student cohorts will select class officers who will serve as liaisons between the student cohort and PA faculty and administration. The role of the class officers will be to gather input from classmates on both academic and non-academic issues. The class officers will represent the class.

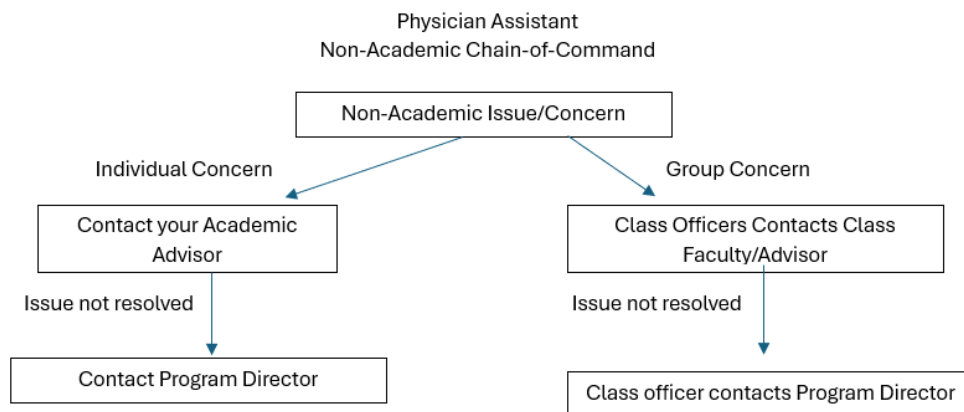
Class officer positions are:

- President – represents the class, organizes the class leadership
- Vice President – assist class president, assumes duties of president when president not available
- Secretary – records notes/votes/discussion
- Treasurer – manages class finances and organizes any fundraising activities
- Social Chair/outreach – organizes activities outside of the PA Program

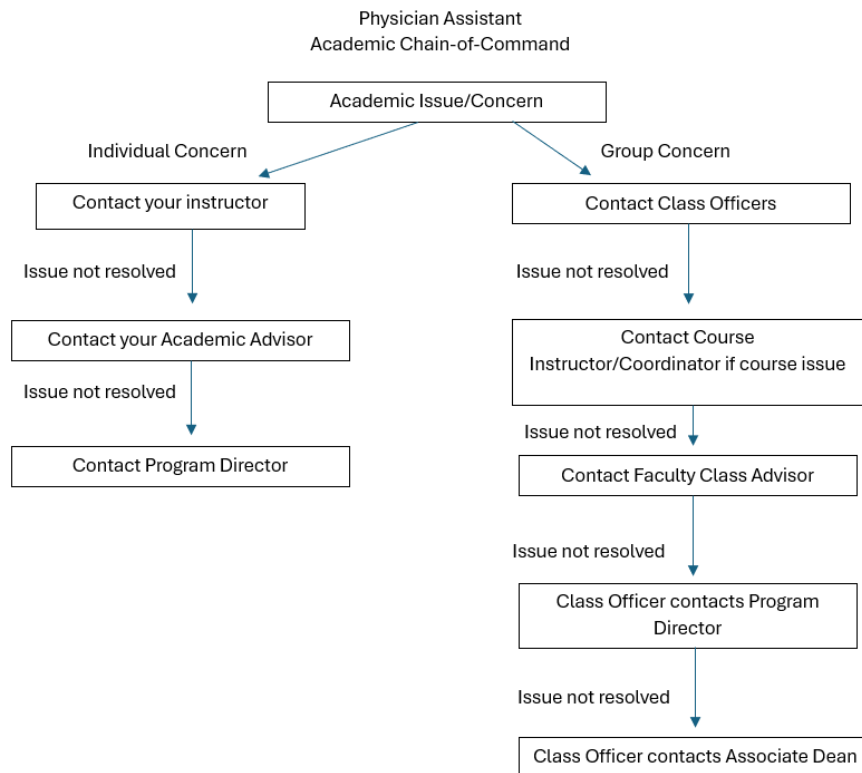
Each class will select what their class views as a majority. A majority vote is needed prior to movement of any assessments or activities not initiated by the faculty.

Chain-of-Command

Non-Academic Issues



Academic Issues



Student Organizations

Physician Assistant Club (PAC)

The mission of the Physician Assistant Club is to meet the needs of students in the field of physician assistant through identification, coordinated action, communication, and fellowship. The club provides a conduit for information regarding a variety of aspects related to the profession and educational aspects of the field of physician assistant. Additionally, the club provides opportunities for its members to experience leadership roles and a large portion of the club's activities are volunteer and service oriented within the community. This club acts as the student organization/representation to the Indiana Academy of Physician Assistants (IAPA) and the Student Academy of the American Academy of Physician Assistants (SAAAPA).

Physician Assistant Student Ambassadors (PASA)

The mission/goal of this group is to represent the PA Program in various community and University activities. Students must be in good academic and professional standing to be eligible. Students then must be recommended by a faculty member. Some activities may include tour guides, student shadows, panelists, and participation in admissions activities.

Pi Alpha (PA National Honorary Society)

This is the only National Honorary Society for PAs. Students may apply for membership if they meet the minimum entrance criteria. Society recognizes excellence in research/publishing or community/professional service or leadership activities.

<http://www2.paeaonline.org/index.php?ht=d/sp/i/191/pid/191>

Student Academy of the American Academy of Physician Assistants (SAAAPA)

This is the student association of the American Academy of Physician Assistants (AAPA). The AAPA is a membership organization representing PAs, all students are encouraged to be members of AAPA (and SAAAPA). SAAAPA is the governing body for students enrolled in PA Programs. They offer a student's resources, leadership opportunities, activities, advocacy and more. <Http://www.aapa.org/saaapa>

NCCPA Exam Content Blueprint Task and Organ Areas

This is a list of tasks that include knowledge and skill areas that were identified as important to physician assistants practice through an intensive practice analysis. Many of these knowledge areas and cognitive skills are covered on NCCPA's examinations.

[NCCPA 2025 Blueprint Link](#)

The NCCPA also provides a list of content blueprint organ areas for its examinations. The link below provides approximate exam percentages and disease states that will be covered on NCCPA examinations.

<https://www.nccpa.net/examscontentbporgans>

<http://www.nccpa.net/examscontentblueprint>

<http://knowledgeplus.nejm.org/understanding-the-nccpa-blueprint-for-pance-panre>

[http://www.nccpa.net/Uploads/docs/Sample Questions and Critiques.pdf](http://www.nccpa.net/Uploads/docs/Sample_Questions_and_Critiques.pdf)

PAEA EOR Exam Content Blueprint Task and Organ Areas

This is a list of tasks that include knowledge and skill areas that were identified as important to physician assistants practice through an intensive practice analysis. Many of these knowledge areas and cognitive skills are covered on PAEA's examinations.

<https://paeaonline.org/assessment/end-of-rotation/content>

Professional Organizations and Regulatory Bodies

Accreditation Review Commission on the Education for the Physician Assistant (ARC-PA)

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. <https://www.arc-pa.org/>.

National Commission on Certification of Physician Assistants (NCCPA)

NCCPA is the only certifying organization for physician assistants in the United States. Established as a not-for-profit organization in 1974, NCCPA is dedicated to assuring the public that certified physician assistants meet established standards of clinical knowledge and cognitive skills upon entry into practice and throughout their careers. All U.S. states, the District of Columbia and the U.S. territories have decided to rely on NCCPA certification as one of the criteria for licensure or regulation of physician assistants. As of Dec. 31, 2014, there were approximately 102,000 certified PAs. <http://www.nccpa.net>.

Physician Assistant Education Association (PAEA)

PAEA is the only national organization representing physician assistant educational programs in the United States. Currently, all the accredited programs in the country are members of the Association. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. The Association was founded in 1972 as the Association of Physician Assistant Programs. Member programs voted to adopt the current name in 2005. <http://www.paeaonline.org>.

American Academy of Physician Assistants (AAPA)

Founded in 1968, the American Academy of Physician Assistants is the national professional society for physician assistants. It represents a profession of more than 100,000 certified PAs across all medical and surgical specialties in all 50 states, the District of Columbia, the majority of the U.S. territories and the uniformed services. AAPA advocates and educates on behalf of the profession and the patients PAs serve. The AAPA works to ensure the professional growth, personal excellence and recognition of physician assistants. The AAPA also enhances their ability to improve the quality, accessibility, and cost-effectiveness of patient-centered healthcare. <https://www.aapa.org>.

Indiana Academy of Physician Assistants (IAPA)

The Indiana Academy of Physician Assistants is a steadily growing non-profit organization. IAPA was founded in 1974 and our vision is the same now as it was then – "IAPA shall be the definitive and authoritative representative for the PA profession in Indiana. It shall foster enhanced practice environments for physician assistants and support on-going professional development and intellectual enrichment. IAPA shall promote quality healthcare that is cost-effective and accessible in the state of Indiana. IAPA strives to be a representative of all physician assistants within the State of Indiana." <http://www.indianapas.org>.

Indiana Professional Licensing Agency (IPLA)

This is the State Licensing agency for Indiana. This site provides all licensing information for Indiana. It also provides current statutes/laws and additional resources. <https://www.in.gov/pla/professions/physician-assistant-home/>.

Permission for Disclosure

I have thoroughly read and understand the contents of the Taylor University Physician Assistant Student Handbook. I agree to abide by the policies and procedures within the handbook.

Signature

Date

I give my permission to Taylor University personnel to disclose personal information needed for references, clinical affiliations, honors, awards, financial aid, continuing education, transferring to another school, employment, and licensure.

Signature

Date

I grant permission to Taylor University personnel to videotape, audiotape or photograph me and to use these materials for recruitment or educational purposes.

Signature

Date

I grant Taylor University PA faculty permission to use academic materials I have produced (examinations, papers, projects) for faculty evaluations including promotion and tenure and accreditation activities, and to assist other students in their academic pursuits. I understand that my name will either be removed, or proper attribution will be given for any material used.

Signature

Date

I consent to participating in laboratory sessions with my classmates as both a patient-simulator as well as a student PA. These laboratory activities may include but are not limited to examination, manual palpation, visual inspection, mobilization, manual therapy/manipulation, therapeutic exercises, and application of physical agents. I agree to dress suitably for laboratory experiences. I understand that as a patient simulator, I have the right to be always treated with respect and that the student PA will protect my modesty by utilizing appropriate draping procedures. I also agree to behave with respect toward my fellow students when acting in the role of student PA. I agree to be responsible for reporting any actual or perceived medical conditions to the laboratory instructor that may interfere with my ability to participate in a laboratory experience as either the patient-simulator or as the student PA.

Signature

Date

