



LARKIN UNIVERSITY CATALOG 2025-2026

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NOTIFICATION MUST BE GIVEN TO ALL STUDENTS WITH A NEW COPY OF THE CATALOG.

UPDATED: NOVEMBER 5, 2025



Larkin University is a nonprofit institution directed by a Board of Trustees and is registered with the Florida Department of State to do business as Larkin University.

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Inquiries, Applications, and Credentials:

Larkin University

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Web address: www.larkin.edu

Accreditation (Southern Association of Colleges and Schools Commission on Colleges – SACS-COC) Larkin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's and doctoral degrees. Questions about the status of Larkin University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The University is licensed by the **Florida Department of Education Commission for Independent Education, License # 5133**. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, or toll-free telephone number **(888) 224-6684**.

Disclosures:

College of Biomedical Sciences

The Master of Biomedical Sciences at Larkin University is accredited through LU's institutional accreditation with SACS-COC. Credits earned at Larkin University are transferable to other institutions or universities. Please be advised that most medical or dental schools do not accept Master level graduate courses as transferable credits into health professions school curriculum. However, they may be used to demonstrate completion of admission requirements.



College of Pharmacy

Larkin University College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603-3446, 312/664-3575; FAX 866/228-2631, website www.acpe-accredit.org.

School of Physician Assistant Studies

The ARC-PA has granted **Accreditation-Provisional** status to the **Larkin University School of Physician Assistant Studies Program** sponsored by **Larkin University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from the matriculation of the first class.

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



Notices

Larkin University does not discriminate in the admission or progression policies of students, scholarship and loan programs, or other activities administered by the university on the basis of race, religion, national or ethnic origin, gender identity or expression, sexual orientation, marital status, non-disqualifying disability, age or military or veteran status. We are committed to providing a diverse and inclusive environment for students, faculty, staff, and others in the Larkin community.

Larkin University considers applicants that are US citizens or Immigrants holding a valid Permanent Resident/Resident Alien (green) card effective for the year of matriculation. A Nonimmigrant may be considered if the visa is both valid and falls within a category permitted to study in the United States. If admitted, the Non-immigrant visa status must be maintained throughout enrollment at Larkin University.

Larkin University reserves the right to change requirements or fees at any time during the student's period of study. Larkin University will notify students of any changes made at the University, including but not limited, to changes in requirements or fees, at any time during the student's period of study through written communication.

Larkin University also reserves the right to dismiss, suspend or impose probation on any student who does not conduct academic affairs with honesty and integrity. Students who are suspected of cheating, plagiarism, falsification of records or otherwise misrepresent themselves and/or their work will be subject to procedural due process. Each College within Larkin University provides more detailed information in this catalog. The information in this catalog supersedes all previous regulations, including tuition and fees previously published.



President's Message



Dear Students:

Welcome to Larkin University! Founded in 2013, Larkin University is one of Florida's leading private, not-for-profit universities dedicated to graduate education in the health professions. In 2025, we proudly celebrate our **12th anniversary** of empowering students who reflect the diversity and healthcare needs of the communities we serve.

From its beginnings as the small Larkin Health Sciences Institute, our institution has grown—thanks to the vision, commitment, and passion of our Board of Trustees, dedicated faculty and staff, and supportive community—into today's Larkin University. Licensed by the State of Florida and accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Larkin continues to rise as a leader in health sciences education.

At Larkin, you will find a dynamic environment designed to prepare you for the challenges and opportunities of today's society. Our innovative learning model integrates the latest technologies, evidence-based science, and the dedication of faculty who care deeply about student success and about shaping the future of healthcare and related industries.

Our three academic units, the **College of Biomedical Sciences**, the **College of Pharmacy**, and the **School of Physician Assistant Studies**, offer a growing range of opportunities. The Doctor of Pharmacy program achieved full accreditation in 2023 by the American Council on Pharmaceutical Education (ACPE), and this year, its curriculum and course delivery were redesigned to better serve our students. The College of Biomedical Sciences continues to expand pathways for its graduates, while the Physician Assistant program proudly welcomes its inaugural class this year. Together, these colleges reflect our commitment to preparing graduates for meaningful and successful careers in the health sciences. Looking ahead, I am confident that Larkin University will continue to strengthen its reputation as a center of excellence in research and education, and as one of South Florida's leading universities in the health sciences.

We are proud of what we have achieved and even more excited about what lies ahead. As you explore this catalog, you will discover the depth, quality, and promise of our programs. If you are a new student, welcome to our growing community—we wish you success in your academic journey, professional growth, and personal enrichment. If you are considering enrollment, I warmly invite you to learn more about our mission, vision, and values, and to discover the remarkable opportunities that await you at Larkin University.

With best wishes for your academic success in the academic year 2025/2026 at Larkin University!

Rudi H. Ettrich, RNDr. MSc. PhD.
President & Chief Executive Officer



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General Information

History

Larkin University was founded as Larkin Health Sciences Institute (LHSI) in August of 2013 with the official filing of the Bylaws and first Board of Directors with the State of Florida, as well as the application for 501c3 nonprofit status with the US Internal Revenue Service. In the establishment of LHSI, the vision of the Founder, Dr. Jack Michel, was to create a health sciences university devoted to interprofessional education, serving the educational needs of underrepresented minorities of South Florida, and helping to fill the gap in the shortage of highly trained health care experts locally and nationally.

Shortly after founding Larkin Health Sciences Institute, the College of Biomedical Sciences sought and received approval from the Florida Department of Education's Commission for Independent Education (CIE) to offer the first degree from LHSI, the Master's of Biomedical Sciences. The College has since graduated over 50 alumni of that program. In 2015, the State of Florida approved the Doctor of Pharmacy Program.

Simultaneously with the founding of the College of Biomedical Sciences, was the beginning of a two-year process to begin the College of Pharmacy programmatic accreditation with the Accreditation Council for Pharmacy Education (ACPE). The first step in the process is to request a site visit for Pre-Candidate Status. Pre-Candidate status allowed the College of Pharmacy to enroll its first cohort into the Doctor of Pharmacy Program. Pre-Candidate status was awarded in July 2016, leading to the matriculation of the first class of student pharmacists in August 2016. The College of Pharmacy was awarded Candidate Status in July 2017, which allows all students graduating with a Doctor of Pharmacy Degree to apply for licensure as a pharmacist with any Board of Pharmacy in the United States or U.S. territory. The first class of pharmacy students graduated in May 2019.

In March 2017, the State of Florida approved the name change from Larkin Health Sciences Institute to Larkin University in recognition of its commitment to graduate education.



Purpose

Larkin University is organized for the purpose of operating as a scientific, charitable, and educational not-for-profit organization that provides the following services:

1. To provide licensed educational programs, including but not limited to the areas of health sciences, specifically in the areas of pharmacy, osteopathy, nursing, biomedical science, and dentistry.
2. To advance the health and well-being of the people of South Florida through pioneering advances in education, research, and health care delivery.
3. To do any and all lawful activities which may be necessary, useful, or desirable for the furtherance, accomplishment, fostering, or attaining of the foregoing purposes, either directly or indirectly, and either alone or in conjunction or cooperation with others, whether such others be persons or organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental entities.

Our Mission

Larkin University is a private non-profit higher education institution focusing on master's and doctoral level programs in health professions to empower graduates who reflect the demographics of the healthcare needs of the communities we serve.

Our Vision

To become a nationally and internationally recognized university through our educational programs, research and scholarly activity, and development of solutions that promote the common good of health care and society.



Our Core Values

Larkin University is committed to:

- Accountability
- Community Service
- Excellence
- Integrity
- Research

Admissions

Anyone wishing to pursue studies at Larkin University must complete an application to the desired College. Specific application requirements are available for each individual program in the appropriate section of the Catalog.

All documents submitted to support admission to Larkin University become the property of the University and cannot be returned or photocopied. Any misrepresentation or concealment of previous registration or coursework, academic or disciplinary record, both in undergraduate or graduate programs, may immediately cancel and nullify the application or admission to Larkin University. Students should refer to the program-specific information for policies, procedures, and program requirements throughout their program of study. At this time, Larkin University does not accept credit for work experience or credit by examination to meet course requirements in degree-granting programs.

International Applications

Larkin University is eligible to issue Form I-20 for international students. International students applying to Larkin University are required to obtain a student (F-1) visa. To apply, international students should contact the College/Program of interest's admissions office.



Financial Services

Financial Student Aid Private Education Loans

At Larkin University (LU) our Office of Financial Aid and Student Access is designed to provide financial assistance

to students who need financial support in order to continue working toward their educational goals. LU works closely with all students in order to make the cost of education affordable. At this time, LU does not offer Federal Student Aid; however, private student loans and scholarships are the primary sources for funding your education.

Students at LU typically secure funds from a variety of sources to finance their education. Sources include loans and scholarship awards. Graduate/doctoral students may also participate in tuition reimbursement plans if offered through their place of employment. A graduate/doctoral student at LU may receive financial assistance combining aid from more than one of these sources. Aid from all sources may not exceed the cost of education.

General Eligibility for Financial Assistance

To be considered for Financial Assistance, a student must:

- Be accepted and enrolled at least half time each semester.
- Maintain satisfactory academic progress (SAP) as determined by the school.
- Apply within designated deadlines.



How to Apply for Financial Assistance *Scholarship Awards*

The Office of Financial Aid and Student Access has compiled a list of scholarship resources that are offered outside of LU. You can find a full list of scholarships on our [website](#). Browse each link to determine eligibility requirements and application deadlines. Students can conduct additional scholarship search on their own. If a student is awarded a scholarship, it is the student's responsibility to provide the Office of Financial Aid and Student Access the necessary information to be awarded accordingly.

Private Student Loans

LU offers Private Student Loans through various lenders. Private Student Loans are applied for on an annual basis, at the beginning of the academic year. Private Student Loans are based on the creditworthiness of the borrower. You can increase your chances of getting approved and receiving a lower interest rate by applying with a credit worthy co-borrower. Repayment begins after graduation or after a student falls below less than half time or the student's last date of attendance, whichever comes first. Private Student Loan interest rates are different for all lenders, depending on the borrower's credit history.

Please visit our [website](#) for a current list of lenders working with LU.

Understanding your rights and responsibilities is extremely important when considering Private Student Loans. Choose the loan that is most suitable for you by considering each lender's terms and conditions. Borrow only what is needed and what you can reasonably repay. The loan amount cannot exceed the cost of attendance (COA).



Cost of Attendance

The Office of Financial Aid and Student Access established a standard allowance for your direct and indirect expenses. The direct expenses are tuition and fee charges to the student's account made by the institution. Included in the Cost of Attendance (COA) budget are expenses indirectly related to your education, such as an estimate for housing, food/household supplies, transportation, and personal miscellaneous expenses. In keeping with common practice among financial aid administrators, the cost for indirect expenses is intended to provide a "modest but adequate" standard of living. It is our recommendation that students borrow only what is needed and what they/can reasonably repay. All mandatory fees are due in the first semester of enrollment.



LARKIN UNIVERSITY **COLLEGE of BIOMEDICAL SCIENCES** *Life Changing*

Cost of Attendance / Tuition and Fees

	Tuition & Fees	**Miscellaneous Cost	Total Fall/ Sp/Sum COA
Fall 2025 Tuition \$9,280 (12 credits @ \$770 per credit) *Mandatory Fees \$1,500	\$10,740.00	\$8,200.00	\$18,940.00
Spring (Sp) 2026	\$9,240.00	\$8,200.00	\$17,440.00
Summer (Sum) 2026	\$6,930.00	\$8,200.00	\$15,130.00
Total	\$26,910.00	\$24,600.00	\$51,510.00
*Mandatory Fees			
Library & Technology Fee	\$900.00		
Clinical Application Fee	\$350.00		
Graduation Fee	\$250.00		
Total Fees	\$1,500.00		



LARKIN UNIVERSITY
COLLEGE of PHARMACY
Changing Lives

Cost of Attendance / Tuition and Fees

FIRST YEAR STUDENTS (P1) CLASS OF 2028

	Tuition & Fees	**Miscellaneous Cost	Total Fall/Sp/Sum COA
Fall 2025 Tuition \$18,561.00 *Mandatory Fees \$6,092.00	\$24,653.00	\$11,420.00	\$36,073.00
Spring (SP) 2026	\$18,561.00	\$11,420.00	\$29,981.00
Summer (Sum) 2026	\$9,280.00	\$5,710.00	\$14,990.00
Total	\$52,494.00	\$28,550.00	\$81,044.00
*Mandatory Fees (P1)			
Technology Fee	\$2,520.00		
Computer & Software Licensing (Year 1 only)	\$1,650.00		
Course & Lab Fees	\$1,000.00		
Student Activity Fee	\$250.00		
Student Government Fee	\$230.00		
Professional Organization Membership	\$59.00		
Professional Liability Fee	\$100.00		
Student Services Fee	\$175.00		
IPPE Fee	\$108.00		
Total Fees	\$6,092.00		



LARKIN UNIVERSITY
COLLEGE of PHARMACY
Changing Lives

Cost of Attendance / Tuition and Fees

SECOND YEAR STUDENTS (P2) CLASS OF 2027

	Tuition & Fees	**Miscellaneous Cost	Total Fall/ Sp/Sum COA
Fall 2025 Tuition \$23,201 *Mandatory Fees \$3,315	\$26,516.00	\$11,420.00	\$37,936.00
Spring (SP) 2026	\$23,201.00	\$11,420.00	\$34,621.00
Total	\$49,717.00	\$22,840.00	\$72,557.00
*Mandatory Fees (p2)			
Technology Fee	\$2,520.00		
Course Fee	\$125.00		
Student Activity Fee	\$250.00		
Student Government Fee	\$230.00		
Professional Org Membership	\$39.00		
Professional Liability Fee	\$100.00		
Student Services Fee	\$175.00		
APPE Fee	\$168.00		
Total Fees	\$3,607.00		



LARKIN UNIVERSITY
COLLEGE of PHARMACY
Changing Lives

Cost of Attendance / Tuition and Fees

THIRD YEAR STUDENTS (P3) CLASS OF 2026

	Tuition & Fees	**Miscellaneous Cost	Total Fall/ Sp/Sum COA
Summer (SUM) 2025 Tuition \$9,280 *Mandatory Fees \$3,618	\$12,898.00	\$5,710.00	\$18,608.00
Fall 2025	\$18,561.00	\$11,420.00	\$29,981.00
Spring (SP) 2026	\$18,561.00	\$11,420.00	\$29,981.00
Total	\$50,020.00	\$28,550.00	\$77,642.00
*Mandatory Fees (p3)			
Technology Fee	\$2,520.00		
APPE Fee	\$1080.00		
Graduation Fee	\$600.00		
Course Fees-708 (RxPrep, MPJE Book, & Practice NAPLEX & MPJE)	\$1,707.00		
Student Government Fee	\$150.00		
Professional Org Fee	\$38.00		
Professional Liability Fee	\$100.00		
Student Services Fee	\$30.00		
Total Fees	\$5,254.00		



LARKIN UNIVERSITY
PHYSICIAN ASSISTANT PROGRAM
Impacting Lives

Cost of Attendance / Tuition and Fees

Year 1	Tuition	Fees	Total
Fall (Program Term 1)	\$11,504.00	\$7,804.00	\$19,308.00
Spring (Program Term 2)	\$11,504.00	\$1,804.00	\$12,588.00
Summer (Program Term 3)	\$11,504.00	\$1,804.00	\$12,588.00
Total Year 1 Tuition and Fees			\$44,484.00

Year 2	Tuition	Fees	Total
Fall (Program Term 4)	\$11,504.00	\$5,180.00	\$16,684.00
Spring (Program Term 5)	\$11,504.00	\$2,160.00	\$13,664.00
Summer (Program Term 6)	\$11,504.00	\$2,810.00	\$14,314.00
Total Year 2 Tuition and Fees			\$44,662.00

Year 3	Tuition	Fees	Total
Fall (Program Term 7)	\$11,504.00	\$3,000.00	\$14,504.00
Total Year 3 Tuition and Fees			\$14,504.00



LARKIN UNIVERSITY
PHYSICIAN ASSISTANT PROGRAM
Impacting Lives

Cost of Attendance / Tuition and Fees

Fee Charges Details Per Term							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
Didactic Fees	\$500	\$500	\$500				
Clinical Fees				\$500	\$500	\$500	\$500
Advanced Didactic Fees	\$500						
Graduation Fees						\$650	
Technology Fees	\$2,520			\$2,520			\$840
Laptop Fees	\$1,650						
Medical Instruments	\$800						
Book/Supplies	\$584	\$584	\$584	\$584	\$584	\$584	\$584
Criminal Background/drug test	\$650						
Student Accident	\$ —	\$ —	\$ —	\$175	\$175	\$175	\$175
Clinical Travel				\$900	\$900	\$900	\$900
Student Service Fees	\$600						
NCCPA Review Course				\$500			
Total Per Term Fees Charges	\$7,804	\$1,084	\$1,084	\$5,180	\$2,160	\$2,810	\$3,000



LARKIN UNIVERSITY
PHYSICIAN ASSISTANT PROGRAM
Impacting Lives

Cost of Attendance / Tuition and Fees

**Miscellaneous Costs				
	Total	Fall	Spring	Summer
Additional Books or Supplies	\$1,200.00	\$400.00	\$400.00	\$400.00
Transportation	\$2,000.00	\$666.67	\$666.67	\$666.67
Room and Board	\$20,400.00	\$6,800.00	\$6,800.00	\$6,800.00
Personal	\$1,000.00	\$333.33	\$333.33	\$333.33
Total	\$24,600.00	\$8,200.00	\$8,200.00	\$8,200.00



How to Borrow Wisely

- Look into alternate methods of financing (e.g. scholarships, employee tuition reimbursement, savings, family, etc.). Carefully compare repayment incentives.
- Repay debts as soon as possible; the longer you owe, the more you will pay.
- To help secure your financial future, stay in touch with your lender.
- Borrow as little as possible. ONLY borrow what you need.

Renewal of Awards

Financial Aid awards are not automatically renewed. A student must reapply each year.

Satisfactory Academic Progress (SAP)

A student applying for Financial Assistance must maintain Satisfactory Academic Progress as determined by the University. For more details, please click on the link below.

View our Satisfactory Academic Progress policy (SAP)

<https://ularkin.policystat.com/policy/12336961/latest/#autoid-p4x9x>

Withdrawal

The awarded funds are intended to help meet educational expenses while enrolled. If you withdraw, drop below half-time, change enrollment status or leave without notice in any given enrollment period, your financial award may be reduced or canceled, and you may be required to return a portion of the financial assistance. You should consult with the Office of Financial Aid and Student Access prior to withdrawing to avoid unnecessary financial hardship.



Return to Title IV Policy (R2T4)

Title IV funds are awarded to students under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws, the student may no longer be eligible for the full amount of title IV funds that the student received or was scheduled to receive. When the student withdraws from all classes, after beginning attendance, a return to Title IV calculation is completed.

If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, then the student is eligible for a post-withdrawal disbursement of the earned aid that was not received.

Earned and unearned portions of Title IV aid are determined by the date the student ceased attendance based on the amount of time the student attended or was scheduled to attend if a clock hour program. A pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal up through the 60% point in the payment period or period of enrollment. After, the 60% point, the student has earned 100% of the Title IV funds that the student was scheduled to receive during the period. The institutional refund policy has no impact on the R2T4 calculation.

An R2T4 is completed by the FA department when a student withdraws either as an official withdrawal or an unofficial withdrawal. If the student comes to the college to withdraw, they meet in person with the financial aid officer who provides information regarding the student's grace period, loan repayment beginning date and amount, as well as consequences of withdrawing both financially and academically.

The student earns Title IV aid equal to the amount of attendance in a payment period (PP) or period of enrollment. The percentage of aid earned is equal to the percentage of the PP completed up to 60%. If the percentage of the PP completed is greater than 60% then the student earns 100% of the Title IV aid in the PP.



All refunds are made within 45 days and refunds are made in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Graduate Federal PLUS Loan
- Federal Direct PLUS Loan

Student Responsibilities

- Students are responsible for supplying complete, accurate, and current information in an application for financial assistance.
- Students are responsible for monitoring their credit report and maintaining a healthy credit history.
- Students have the responsibility of providing all additional documentation, corrections, and/or new information requested by the Office of Financial Aid and Student Access.
- Students are expected to read, understand, and keep copies of all forms they are asked to sign.
- Students have the responsibility of planning for moderate spending.
- Once financial assistance is accepted, students are responsible for notifying the Office of Financial Aid and Student Access if they:
 1. Receive a loan, scholarship, work or other additional aid.
 2. Change their attendance status (e.g. half-time, three-quarter time, or full-time).
 3. Withdraw from the institution.
- Students are responsible for using student funds awarded to them for educationally related expenses only.
- It is the students' responsibility to know and comply with the deadlines for application or reapplication for assistance.



- Be aware of and comply with rules governing the funding you received including enrollment requirements and satisfactory academic progress.
- Financial assistance is awarded by semester for periods up to one academic year.
- Complete the Loan Exit Interview prior to graduation or separation from school. Students are responsible for understanding the conditions and repayment terms of all their loans.
- Pay any tuition, fees, room, board or other expenses not covered by financial services.

Tuition Management

University Payment Agreement

The student will complete an enrollment agreement upon acceptance to Larkin University outlining the tuition and fees, method of payment, cancellation and refund policy, refund from dropping individual courses (when applicable) or registration, refund schedule, grounds for termination, and graduation requirements.

Any student that defaults on the agreed method of payment and payment schedule is immediately responsible for the entire balance. Delinquency in payment may result in assignment to a collection agency, an attorney, or both. The student agrees to waive demand, notice of non-payment, and protest. The student is required to pay the full balance plus any late payment fees, collection agency fees, attorney's fees (including a reasonable hourly attorney's fee for time spent by a for-hire or in-house attorney), court costs, and all other charges associated with the collection of this debt. Any student who defaults on the debt authorizes Larkin University to disclose any relevant information to a credit bureau organization and collection agencies. The student also authorizes Larkin University to contact a student's employer.



Statement of Responsibility

In consideration of acceptance for enrollment at Larkin University, the student and/or guarantor guarantee the payment of all costs for tuition, fees, and all other financial obligations incurred while in attendance at the school. Payment for all programs begins on the first day of matriculation into a program and must be completed at the time the degree is awarded. In addition, all financial obligations to the school must be met as a condition of graduation and participation in commencement ceremonies.

At Larkin University, the purpose of the Senior Director of Financial Aid and Student Access is to act in partnership with students to provide the necessary guidance in financial planning related to enrollment. Students are encouraged to contact the Senior Director of Financial Aid and Student Access for information and assistance.

The following terms and conditions are financial requirements of your education related to registration:

Once you formally register for classes, you assume the responsibility for understanding Larkin University official policies concerning schedule changes, satisfactory academic progress and the financial policies of the University as described in the catalog.

Registration constitutes a financial agreement between you and the school. Tuition, fees and other charges you incur, including but not limited to health insurance ("Charges"), may be added to your student account as appropriate in the University-specific fees. All fees are stated in the respective sections of this catalog. Any Charges are the responsibility of the student and shall be paid within the term in which the Charges incurred. Students assume responsibility for all costs incurred as a result of enrollment at Larkin University. It is always the student's responsibility to be aware of their account balance to and maintain current valid postal address information to ensure receipt of all school correspondence in a timely manner. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with school-related communications. The school reserves the right to cancel registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

*The University reserves the right to recover all costs related to the collection of delinquent accounts, including attorney's fees.



Florida Prepaid College Program

If you wish to apply Florida Prepaid to your semester's charges, you must bring an updated copy of your Florida Prepaid card to the Senior Director of Financial Aid and Student Access at the time of registration. The Senior Director of Financial Aid and Student Access will assist you in filling out the necessary paperwork required and bill Florida Prepaid on your behalf.

Sponsor of Third-Party Billing

Students who are eligible to receive third party sponsorship are required to submit proof of sponsorship at the time of registration. This paperwork must be submitted with each registration. It is the student's responsibility to make sure that payment is made upon submission of third-party billing.

Refund Policy

Refund for Dropping Individual Classes

Larkin University refunds in full tuition for classes dropped by the last day of the Drop/Add period. There is no refund of tuition for individual courses dropped after the last day of the Drop/Add period. The Drop/Add period is the first eight business days of the semester.

Refund for Withdrawing from Registration

Withdrawal is defined as the dropping of one's entire program in a given semester, as differentiated from dropping some, but not all, of one's courses. Refunds will be made within 30 days. Application fees, late fees, and research fees are not refundable.



Refund Policy for all students

Tuition and fees shall also be refunded in full, for the current semester, under the following circumstances: (I) courses canceled by the College and/or University; (II) involuntary call to active military duty; (III) extraordinary circumstances, with approval by the President of the University.

Refund Schedule

Week	Percentage
1 & 2	100% tuition and fees
3 & 4	75% tuition refunded
5 & 6	25% tuition refunded
7 & 8	0% tuition refunded



Terms of Payment

Credit Balances

When there are credit balances on student accounts due to overpayment of charges, the Bursar will contact the student to issue a refund, unless the student wants the refund applied to future charges.

Debit Balances

If there is a debit balance after calculation of all anticipated charges and payments, students should make payments for the balances by the appropriate deadline. Payments can be made electronically or in person with the Business Office.

After the payment due date is past, a one-time late payment charge (\$150) and late payment fees may be assessed on the unpaid balance. Students may also be dismissed.

Fellowships and loan proceeds are credited to student accounts following the registration period. Late payment charges or late fees may be assessed on remaining charges not covered by fellowship.

The Business Office has automated the process of issuing refund checks. All credit balances generated by supplemental monies will be automatically issued and mailed to your preferred address in Anthology (formerly CampusNexus). Please make sure your address is correct with the Office of the University Registrar to ensure you receive your checks. To simplify the disbursement of your funds, direct deposit is available. Refunds are disbursed within 14 calendar days from when the credit balance has been created or 14 calendar days from the start of the term whichever date is later.



University Academic Policies and Regulations

Enrollment

Students are enrolled into courses each semester by the University Registrar's office and agree to the terms of their enrollment by completing the Enrollment Agreement form provided during Orientation. Students will be able to view their enrollment status through the Anthology (formerly CampusNexus) student portal. Any questions about enrollment should be directed to the University Registrar's office.

FERPA and Confidentiality of Student Records

The university ensures the confidentiality of student records in adherence to the provisions of state and university regulations, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, also known as the Buckley Amendment. FERPA affords each student certain rights with

respect to their education records. A student's education records are defined as files, materials, or documents, including those in electronic format, that contain academic information directly related to the student and are maintained by the institution, except as provided by law. These rights include:

- The right to request a review of their education records by submitting a written request to the University Registrar. The review will be allowed during regular school hours under appropriate supervision. Students are not permitted to make copies of their educational records or to remove the records from the University Registrar's office.
- The right to request the institution amend any of their education records, if they believe the record contains information that is inaccurate, misleading or in violation of their privacy rights. The request for change must be made in writing and delivered to the University Registrar, with the reason for the requested change stated fully.
- The right to request some or all his or her directory information not to be released to third parties without his or her consent. The student must present such a request by completing the FERPA Non-Disclosure of Designated Directory Information form to the University



Registrar within 10 days after the date of the student's initial enrollment or by such later date as the institution may specify. The written consent of the student is required before personally identifiable information from education records of that student may be released to a third party, except for those disclosures referenced above, disclosures to accrediting commissions and government agencies, and other disclosures permitted by law. LU has defined directory information as the student's name, address(es), telephone number(s), e-mail address, program enrollment, dates of attendance, honors and awards, credential awarded, most recent educational institution attended, full-time/part-time enrollment status, or photo.

- The right to file a complaint with the U.S. Department of Education concerning alleged violations of his or her rights concerning the release of or access to education records. The name and address of the office that administers FERPA is:

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Students have the right to access information in their file with the following exceptions:

- Transcripts- Students must request a copy of the transcript from the originating institution.
- Health records
- Confidential recommendations, if
 - The student has waived the right to see the recommendations, and/or
 - The person making the recommendation has noted on the form that the student is not to see the comments.

Students are not entitled to inspect and review the financial records of their parents. Parental access to a student's records will be allowed without prior consent if the student is a dependent as defined in Section 152 of the Internal Revenue Code of 1986.

Larkin University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. School officials who have a legitimate educational interest in the records, such as for purposes of recording grades, attendance, advising and determining financial eligibility. Appropriate parties, including parents, whose knowledge of the information is necessary to protect the health or safety



of a student or another individual if there is a significant and articulable threat to the health or safety of a student or other individual, considering the totality of the circumstances.

Students may not review sole possession records which are defined as a personal record of LU employees/agents which meets the following test:

- It was created by the LU employee/agent as a personal memory aid; and
- It is in the sole possession of the LU employee/agent who created it; and
- The information contained in it has never been revealed or accessible to any other person, including the student, except the LU employee's/agent's "temporary substitute." "Temporary substitute," as used herein, means an individual who performs on a temporary basis the duties of the LU employee/agent.

Enrollment Verification Letters

Students who need an enrollment verification letter must complete the Enrollment Verification form and submit the form to:

Office of the University Registrar Larkin University

18301 North Miami Avenue, Suite 1

Miami, FL 33169

Note: If money is owed to Larkin University, release of transcripts, diplomas or other official documents are prohibited.



Transcript Request

To request an official transcript, students must pay \$10 for each transcript, payable on the larkin.edu website and complete the Transcript Request form which includes:

- Student current name and complete address.
- Name under which student attended Larkin University, if different from student's current name.
- If currently enrolled, request to hold transcript for current semester grades or degree conferral, if applicable.
- Type of transcript required (e.g., student copy, official transcript to be sent to student in a sealed envelope, official transcript to be sent directly to a third party). If the transcript is for third party use, the name and complete address of the person or institution must be provided.
- The number of transcripts required.

Additional Information:

Signatures must appear on [Transcript Request form](#).

Transcript request from anyone other than the student will not be honored. When requesting transcripts in person, identification is required.

Transcripts are processed within 3-5 business days upon approval from the Business Office. Transcripts are sent by first class mail. Larkin University assumes no responsibility for final delivery. Transcript requests should be submitted to:

Office of the University Registrar

Larkin University

18301 North Miami Avenue, Suite 1

Miami, FL 33169

Note: If money is owed to Larkin University, release of transcripts, diplomas or other official documents are prohibited.



Request to Register at Another Institution

Larkin University does not allow students to complete required courses for graduation at another institution at this time.

Change of Program or Major

Students who contemplate a change from one program or major to another should discuss this possibility with the Dean to determine the effect such a change would make on the student's satisfactory academic progress. This institution defines satisfactory academic progress as completion of the total program in no more than 1.5 times the number of semesters described but within 2 times of the published completion time indicated in this catalog for the specific program. All credits attempted count toward the total program length of 1.5 times the number of semesters required for completion of the major program. If a student changes his/her major or program only the credits that are common to both programs may be accepted toward the new degree program.

Change of Name

Prospective and current students are responsible for informing the University Registrar, in writing, of any name change. This information must be supported by official documentation (e.g., marriage license, court documentation).

Change of Personal Information

Prospective and current students are responsible for updating any changes in address, email, or telephone number with the University Registrar. All changes must be submitted, in writing, and sent to the University Registrar. Larkin University does not accept responsibility for communication sent to an incorrect address if no change of address has been submitted in a timely manner.



Academic Standing

Good Academic Standing

Students are in good academic standing if they meet the minimum cumulative grade point average (GPA). Students must not be on Probation nor subject to Suspension or Dismissal.

Probation

A student placed on Probation is considered at risk of not completing a program and thus is no longer considered in good academic standing. The status of “Probation” will be indicated on the student’s transcript during the time they are actively on probation. Once the student returns to good academic standing, the transcript will no longer reflect the probation status. Please refer to your respective college section of the University catalog to see any college level restrictions imposed due to being placed on Probation.

Suspension

Suspension is considered a non-active status. A student in a non-active status is considered enrolled in a program of study but not actively attending and participating in coursework and is eligible to return to active status. To return to active status, the student must meet the specific requirements under which re- entry will allow. The status of “Suspension” will be permanently indicated on the student’s transcript. Please refer to your respective college section of the University catalog and student handbook to see any college level restrictions imposed due to being placed on Suspension.

Dismissal

If a student is dismissed, they may choose to re-apply to the program of which they were dismissed. Students who are dismissed enrollments are terminated and registration privileges are denied. Please refer to your respective college section of the University catalog or student handbook to see any college level restrictions imposed due to being placed on Dismissal.



Voluntary Leave of Absence

The student must begin the process by informing their respective college administrator. Once a voluntary leave request is granted, specific requirements for return will be communicated to the student. If the student does not return in a timely manner, they will be withdrawn from the program. A voluntary leave of absence will delay the expected graduation date. Please refer to your respective college or program's section of the University catalog to see any college level requirements imposed due to Voluntary Leave of Absence(s). The student must follow the Leave of Absence Procedure as outlined in their student handbook.

Voluntary Withdrawal

Voluntary withdrawal is defined as the dropping of one's entire program in a given semester as differentiated from dropping some, but not all, of one's courses. The student must inform their respective college or program to initiate the withdrawal. Withdrawal is a permanent out status, and the student must reapply if they wish to return to the program. Please refer to your respective college or program's section of the University catalog to see any college-level requirements imposed due to voluntary withdrawals. The student must follow the Voluntary Withdrawal Procedure as outlined in their student handbook.

Administrative Withdrawals

Administrative withdrawals are initiated by a University or college-level administrator due to failure to comply with University and/or college-specific requirements. A student may be administratively withdrawn, and their registration revoked at any time during the semester. Students will be notified of the Administrative Withdrawal by the University Registrar.



Code of Conduct

The Code of Conduct is defined as the written document outlining the requirements of student conduct related to academic honesty and professional behavior. Each college's student handbook contains the code of conduct that is applicable to the students in that college.

Disclosure of Graduation Rates

Larkin University has established a process to track and measure graduation outcomes. Graduation outcomes may include the measurement of passing individual fields of study, performance on board exams, job placement and successful entrance into health professions, doctoral, post-doctoral or residency programs.

Employment Assistance

Although employment assistance may be offered, the University does not guarantee employment.



Transfer Courses

Transferability of Credits

Students seeking to transfer credits earned at Larkin University to other institutions should note that the transferability of credits is at the discretion of the accepting institution. Larkin University does not accept transfer credits at this time.

Course Numbering System

The course numbering system consists of an alpha prefix followed by a digit course number. The alpha prefix identifies an academic discipline, and the first digit specifies whether the course belongs to an upper or lower division.

Credit Hour Definition

Larkin University's policy on the calculation of credit hours aligns with accreditation and federal standards. It ensures that academic credit is awarded consistently across all graduate and professional programs, regardless of how the instruction is delivered.

View our Policy on Calculation of Credit Hours

https://ularkin.policystat.com/policy/token_access/2f1bf94b-3ac9-499d-b0b9-bebfa9731f3c/



Commencement

Commencement Ceremony

Commencement is a time to celebrate our graduates. Commencement ceremonies are held for each program, depending on the timing of the conclusion of coursework. All graduating students at Larkin University campuses are invited to participate. Please see the Graduation Requirements section of the student handbook of your respective college for additional information regarding commencement.

Graduation Requirements and Graduation Fee

Each student has to meet specific graduation requirements of their College and the University. Each potential graduate must meet each requirement to be eligible to graduate. The process begins once a student completes the Graduation Application as provided to them by the University Registrar. The graduation fee applies to all graduating students regardless of whether or not they attend the ceremony. The fee covers the cost of the diploma, cap & gown, printing of programs, rental of the ceremony site, and other items associated with the graduation. Please see the Graduation Requirements section of the student handbook of your respective program for additional information regarding the graduation requirements and fees.

Degree Conferral

Upon approval from the College, the student moves through the University process for degree conferral. The date of degree conferral will be on the date that all graduation requirements are met. This date will appear on both the transcript and diploma as the official date of graduation.

Diploma

The diploma will not be awarded at the time of Commencement. Students will receive their diplomas approximately six weeks after the date of graduation, either through the mail or by picking it up at the Office of the University Registrar.



Credentials

Program	Credits	Credential
Pharmacy*	141	Doctorate
Clinical and Translational Reserch	102	Doctorate
Biomedical Sciences*	33	Master of Science
Clinical Anatomy	36	Master of Science
Clinical Cellular and Molecular Biology	35	Master of Science
Physician Assistant Studies	128	Master of Science

**At this time, only the Doctor of Pharmacy, Master's in Biomedical Sciences, Master's in Physician Assistant Studies are offered at Larkin University*



Student Services

Wellness and Counseling

In studying the health professions, students should be aware of the importance of holistic health and wellness. Students have the responsibility of promoting healthy behaviors in themselves and others. The LU Office of Student Affairs and Wellness (OSAW) offers a series of activities and workshops to promote holistic health and wellness in students, as well individualized coaching and counseling services. Please see your program's Student Handbook for more information.

Advising

The University is committed to quality advising and mentoring of students. Each student will be assigned a faculty advisor from their program who will assist the student in attaining educational and professional goals. Please see the Advising section of the student handbook of your respective program for additional information.

Student Organizations

Larkin University encourages students to become involved with professional and social student organizations as a means of developing leadership skills and professional networking opportunities. Opportunities for involvement are introduced to incoming students during Orientation each year.

Disability Services

Larkin University (LU) operates in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Qualified individuals with a disability will not be excluded from or denied access to or benefits, or subjected to discrimination in any LU activity, service, or program based solely on the reason of a disability.



Individuals with a disability who meet the academic and technical requirements for enrollment shall be provided with equal access to Larkin University and its programs through reasonable accommodations.

LU does not discriminate in the admission or progression policies of students, scholarship and loan programs, or other activities administered by the college on the basis of race, religion, national or ethnic origin, gender identity or expression, sexual orientation, marital status, non-disqualifying disability, age, or military or veteran status. We are committed to providing a diverse and inclusive environment for students, faculty, staff, and others in the Larkin community.

Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Policy for Students with Disabilities

Students with disabilities are provided services and reasonable accommodations through the Office of Student Affairs and Wellness (OSAW) as directed by the Director of Student Services. Services and reasonable accommodations are made to permit equal access to otherwise qualified students with disabilities to all curricular and co-curricular opportunities. In addition, the Director of Student Services provides leadership and guidance to the campus community to ensure compliance with legal requirements for equal access while enhancing understanding and support of students with disabilities.

Eligibility

A student is not legally required to disclose a disability to Larkin University; it is voluntary. However, in order to obtain disability services, it is the student's responsibility to start the process by contacting the Director of Student Services, disclosing the disability and requesting reasonable accommodations. The student shall provide the Director of Student Services with verifiable information from a qualified physician or licensed clinician who diagnoses disabilities and sets



forth recommended accommodations. A request for accommodations will be considered on an individual basis. A student must be enrolled in Larkin University to request disability services.

Definition of an Individual with a Disability

To be covered by the following procedures, students must have a disability as defined in the Americans with Disabilities Act as:

- A person who has a physical or mental impairment, which substantially limits one or more major life activities
- A person who has a record of such impairment
- A person who is regarded as having such impairment

The ADA also covers:

- Protection from discrimination for individuals based on their relationship or association with a person with a disability
 - Retaliation or coercion against individuals who opposed any act the ADA makes unlawful, participated in the enforcement process, or encouraged others to exercise their rights under the ADA
 - All individuals, regardless of national origin or status
-

Procedures for Obtaining Accommodations

Students with disabilities who are requesting accommodations must meet with the DIRECTOR OF STUDENT SERVICES for an intake interview.

- Students may submit a written request for accommodations at any time; however, the DIRECTOR OF STUDENT SERVICES requires four weeks to process the request after receiving all required documentation. It is suggested that requests for accommodations be submitted at least four weeks prior to the beginning of the academic year. Late requests for accommodations may cause a delay in reviewing and providing the requested services.



Accommodations are not provided retroactively, and accommodations will be instituted as of the date of the final, approved letter from retroactively, Director of Student Services. Larkin University programs will not expunge or re-examine coursework submitted before the student was reviewed and approved for accommodations.

- Along with the written request, students must present:
 - Documentation of the disability (dated within the last three years) from a qualified provider.
 - A history of prior accommodations if available.
 - Specific accommodation requests as determined by the qualified provider.
- Documentation must be recent (within the last 3 years), relevant, comprehensive, and where appropriate, should contain test scores and interpretation. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, Larkin University has the discretion to require additional documentation. See General Guidelines for Documentation below.
- Any cost incurred in obtaining additional or initial documentation is borne by the student. Until appropriate documentation is provided, the DIRECTOR OF STUDENT SERVICES cannot support the student's request for services.
- A letter outlining the appropriate accommodations will be provided to the student and, after review and discussion with the DIRECTOR OF STUDENT SERVICES, the appropriate faculty will be notified of the required accommodations.
- Approved accommodations will be in effect for an entire academic year, or the remainder of the academic year in which the student has made the request.
- The Director of Student Services will provide ongoing support to faculty to implement and sustain the necessary accommodations for students with disabilities.
- Students requesting to renew their accommodations should notify the DIRECTOR OF STUDENT SERVICES within four weeks of the beginning of the term for which they require accommodations.



- Students should schedule an appointment with the Director of Student Services if they need to modify their accommodation requests, they need assistance, or have questions or concerns.
- Reasonable accommodations for students with disabilities are granted on a case-by-case basis, in accordance with medical and professional information in the student's record, legal precedent, the program's Technical Standards, Federal and State laws, and the national standards for services for students with disabilities. Appeals of accommodation requests may be made through the Disability Appeals procedure, detailed at the end of this document.

General Guidelines for Documentation

To evaluate requests for accommodations or auxiliary aids, Larkin University will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability. The documentation should include the following seven elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used.
- A description of the current functional impact of the disability, which includes specific test results and the examiners narrative interpretation.
- Treatments, medications, or assistive devices/services currently prescribed or in use.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- The credentials of the diagnosing professional if not clear from the letterhead or other forms.
- The diagnosing professional may not be a family member.



Board Examinations

Students or graduates who seek accommodations for board exams must contact the board directly for information regarding how to access disability accommodations. In general, boards require documentation from a health care provider, dated within the last three years. Please contact the board directly for information pertaining to the documentation required.

If a student/graduate received disability accommodations during their enrollment at Larkin University, the Director of Student Services will provide appropriate documentation for the board application, at the student's/graduate's request. Accommodations approved by a licensing board do not make a student automatically eligible for accommodations at Larkin University.

Service Animal Information

According to the Americans with Disabilities Act (ADA), a service animal is defined as:

“A service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.”

Providing comfort or support does not qualify an animal as a service animal. If there are any questions about whether an animal qualifies as a service animal, the student should contact the Director of Student Services.

Appeal Process

The student may appeal any decisions related to their request for accommodations to the President/CEO in writing within 10 days of receiving notification from the Director of Student Services. Any position, paper, brief, medical documentation, or other written materials the student wants reviewed must be submitted along with the notice of appeal. The President will investigate and respond in writing to the notice of appeal, stating his or her decision along with the reasons for either affirming or overturning previous decisions regarding an accommodation or auxiliary aid.



LU Student Code of Conduct

LU expects health professions students to uphold professional standards and ethical conduct. This list is not comprehensive, and individual programs may have additional requirements related to their curriculum. Please review your program's Student Handbook for more details. Violating the LU Student Code of Conduct Policy will lead to disciplinary actions for any student or employee found, after investigation, to have engaged in such conduct. Disciplinary measures for students may include educational programs, academic probation, leave of absence, or dismissal from the program. For faculty and staff, consequences may involve a written warning, educational programs, or termination of employment as determined by human resources.

Professional Expectations

Professional Conduct: Health professions students are expected to demonstrate professionalism, integrity, and respect in all interactions with patients, peers, faculty, and staff.

Confidentiality: Students must adhere to strict confidentiality standards, including compliance with HIPAA regulations, to protect patient privacy.

Competence and Accountability: Students should strive for excellence in their academic and clinical responsibilities, taking accountability for their actions and decisions.

Cultural Sensitivity: Students must respect and accommodate diverse cultural, religious, and personal values in their professional practice.

Adherence to Ethical Standards: Students are required to follow the ethical guidelines set forth by their respective health professions, including avoiding conflicts of interest and maintaining honesty in all academic and clinical work.

Commitment to Patient Safety: Students must prioritize patient safety and well-being, avoiding any actions that could harm patients or compromise care quality.

Larkin University promotes an environment free from any type of discrimination, including harassment. All students, faculty, and staff of LU are expected to uphold the non-discrimination statement. There is no tolerance, under any circumstance, for any form of harassment or discrimination, which includes threatening, offensive, or intimidating behavior or remarks; demands



for sexual favors; or behavior that creates a hostile or intimidating environment because of another person's gender/gender identity, age, race, ethnicity, national origin, religion, creed, sexual orientation, and/or disability.

Harassment

Harassment may include bullying, cyberbullying, verbal, or physical behavior or conduct that denigrates or shows hostility or aversion toward an individual because of his or her gender, gender identity, age, race, ethnicity, national origin, religion, creed, sexual orientation, and/or disability. It is conduct that aims to create an intimidating, hostile, or offensive working or academic environment or has the effect of doing so. Additionally, it may unreasonably interfere with an individual's academic work or performance, or otherwise negatively impact their academic or employment opportunities.

Harassing behavior or conduct includes, but is not limited to, the following:

Epithets, slurs, negative stereotyping; threatening, intimidating or hostile acts that relate to gender/gender identity, age, race, ethnicity, national origin, religion, creed, sexual orientation, and/or disability and writing or graphic material that denigrates or shows hostility or aversion toward an individual or group because of gender/gender identity, age, race, ethnicity, national origin, religion, creed, sexual orientation, and/or disability that is shared through any electronic medium, placed on walls, bulletin boards, or elsewhere on the University's premises or circulated in the classroom or workplace.

Hazing

Hazing is considered a form of harassment and is defined as an abusive, often humiliating form of initiation into or affiliation with a group, including any willful action taken or situation created which recklessly or intentionally endangers the mental or physical health of another. Hazing will not be tolerated and will be considered a form of harassment and managed accordingly.



Sexual Harassment

Larkin University is committed to maintaining a safe and healthy educational and work environment. The University firmly believes that sexual harassment and discrimination undermine the integrity of human relationships. Accordingly, LU does not tolerate any behavior that subjects any member of the University community to discrimination or harassment on the basis of sex, sexual orientation, or gender identity or disability.

Sexual harassment, including sexual violence, is a form of sex discrimination, which illegally denies or limits an individual's ability to participate in or benefit from programs or activities. LU will not tolerate the exclusion of any individual from participation in or the benefit of any program or activity based on discrimination.

The following standards are designed to foster a safe environment in accordance with the governing federal regulations, Title IX of the Education Amendments of 1972 and the relevant sections of the Violence Against Women Reauthorization Act. These standards apply equally to all regardless of the sex, gender, sexual orientation, gender identity, or gender expression of any of the individuals involved.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, or other physical expressible behavior of sexual nature where:

- Submission to such conduct is made explicitly or implicitly as a condition for an individual's employment or education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting an individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance; or creates an intimidating hostile or offensive work or academic environment even if the person engaging in the conduct does not intend to interfere, intimidate, or be hostile or offensive.

Florida Statute 553.865(4) and (5) - Safety in Private Spaces Act



Florida legislation requires that post-secondary schools designate restrooms for exclusive use by males or females, as defined in Section 553.865(3), and/or that there are unisex restroom. Larkin University designates restrooms for males, females, and all gender/unisex restrooms on the first floor, which are private single stall restrooms that anyone may use.

Visitors to campus with needs to accompany another person to the restroom may use the all gender/unisex restroom on the first floor, to maintain privacy.

Disciplinary action may be taken for any student who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuses to depart when asked to do so by any administrative personnel, faculty member, security personnel, or law enforcement personnel.

Exception for Custodians and or maintenance specialist: Custodians and/or Maintenance specialist(s) are granted an exception to enter restrooms designated for the opposite sex for cleaning or repair(s) purposes. However, they must adhere to the following protocol:

1. Knock on the door and ensure there is no one present inside the area before entering.
2. Place a sign outside the restroom indicating that cleaning or repair/construction work is in progress to prevent anyone from entering while cleaning or repair/construction is underway.

Custodians or Maintenance specialist who fail to follow this protocol or who misuse their access to opposite-sex facilities will be subject to disciplinary action as outlined in LU's policies and procedures.

Beginning July 1, 2024, a person may submit a complaint to the Attorney General alleging that a covered entity failed to meet the minimum requirements for restrooms and changing facilities under subsection (4) or subsection (5)." Fla. Stat. § 553.865. Please see the LU Student Complaint Policy and Procedure for further information.



Reporting Procedure

Larkin University will not tolerate harassment or discrimination by any member of the University community. Students with specific concerns or complaints regarding the LU Code of Conduct, harassment or discrimination should be brought to the attention of the Director of Student Services who will promptly, fully, and objectively investigate the complaint. Any student who believes he or she has been or is being harassed or is experiencing discrimination in violation of this policy, or witnesses what he or she believes to be a violation of this policy, has an obligation to report such issues to the Director of Student Services. Complaints will be processed either informally or through the formal procedure as described below.

At the informal level, the primary goal will be to resolve the situation to the mutual agreement of all parties. At this stage, students who believe there has been a violation of the Student Code of Conduct can consult the Director of Student Services to resolve the matter without the necessity of a full investigation. An informal resolution may include a meeting between the affected parties or a personal letter by the complainant to the alleged violator that outlines the problematic behavior, describes the effect of the behavior on the writer, and expresses a wish for the behavior to stop. At this level, a full report will be created to document the steps taken to resolve the issue(s).

If the complaint is not or cannot be resolved at the informal stage, the student can request an investigation, in writing, to the Director of Student Services. The complaint will be investigated through mechanisms including, but not limited to, interviews of the necessary parties, including the accused, the complainant, and any witnesses or others deemed necessary to complete the investigation, or review of written or other evidence related to the complaint. After completion of the investigation, the Director of Student Services will meet with the complainant and the accused (if appropriate) separately, to review the investigation findings and possible resolution to the claim. If a student is found in violation of the LU Student Code of Conduct, disciplinary procedures will commence. If the student who made the complaint or is found in violation of said complaint is not satisfied with the outcome, he or she may appeal the decision to the President/CEO.

Any student who is found to be in violation of LU's Student Code of Conduct will be subject to sanctions as determined by the Director of Student Services in conjunction with other University administrators, and/or an administrator from the student's program/College, up to and including dismissal from the program and University.



Complaints

Larkin University (LU) is committed to continuous quality improvement of all programs and the University. Students have the opportunity within their respective Programs and Colleges to provide feedback regarding courses, faculty, and student support services. Additionally, each College/Program has processes in place to address appeals for grades and disciplinary actions. Please see your student handbook for program specific complaint and grievance procedures. Students must complete their programs' grievance process, as appropriate, before submitting an informal or formal complaint at the university level.

At the University level, students have the opportunity to bring forward concerns and file formal complaints including but not limited to; due process, harassment by students, faculty administrators, or staff, campus safety, FERPA violations, etc.

In all instances, anonymity and confidentiality will be maintained to the extent that such information is not necessary to the processing of the complaint or is likely to be known through the nature of the complaint. As the Student Ombudsperson, the Director of Student Services is available to counsel students through the Complaints process. Students will not be subject to retaliation by any member of the LU community for submitting a complaint.

Unresolved Complaints – Agencies and Accreditors

For unresolved matters, students may contact the following agencies as appropriate to their complaint.



State of Florida

To file a complaint against a non-public, postsecondary educational institution in Florida, contact the Florida Department of Education, Commission for Independent Education (CIE), <https://www.fldoe.org/policy/cie/student-concerns.shtml> in writing. Documentation required includes, name of complainant, complainant address, phone number, name of institution, location of the institution, dates of attendance, a full description of the problem and any supporting documentation such as enrollment agreements or correspondence. The complaint process involves contacting the institution to obtain their response to your complaint. If you do not want the Commission to contact the institution you must state so in your complaint, however, doing so will greatly hinder the Commission's ability to assist you with your complaint.

Commission for Independent Education,

325 West Gaines Street, Suite 1414,

Tallahassee, FL 32399-0400

Phone number - 888-224-6684

Email – cieinfo@fldoe.org

Fax – 850-245-3238

ACPE (Accreditation Council for Pharmacy Education) Complaints (College of Pharmacy)

The Accreditation Council for Pharmacy Education (ACPE) is the national agency for the accreditation of professional degree programs in pharmacy. ACPE is required by the U.S. Department of Education to assure that pharmacy programs have a policy to record and address student complaints regarding a school's adherence to the ACPE Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree hereinafter referred to as the "ACPE Standards." ACPE Standards may be accessed at, <https://www.acpe-accredit.org/>.



Students may submit a complaint directly to ACPE by visiting the ACPE website, <https://www.acpe-accredit.org/complaints/> and follow the student link to access the procedures for filing a complaint.

The College of Pharmacy would prefer to address ACPE complaints prior to them being submitted to ACPE. Students may complete the ACPE Complaint Form and submit it to the Assistant/ Associate Dean of Academic Affairs (ADAA). The student will receive acknowledgement of the complaint through email within three (3) business days. The student will be asked to meet with the ADAA to attempt to resolve the matter. If the matter can't be resolved in this meeting, an ad hoc committee will be formed within five (5) business days, which will include a COP administrator from the Executive Council, three COP faculty, and a student leader, none of whom are involved in the matter. The committee will review the complaint and make a recommendation to the Dean within ten (10) business days of the committee's formation. The student may be invited to meet with the committee to answer questions. Minutes will be taken at all committee meetings.

The student will receive a written response to the complaint from the Dean within five (5) business days of the conclusion of the committee's deliberations. The response will include an evaluation of the complaint and the decision of the Dean. Should the committee find that a violation of an ACPE Standard has occurred, a proposal for corrective action and a corresponding timeline will be outlined. If the student is not satisfied with the decision of the Dean, he/she may appeal to the President of LU.

All written complaints related to ACPE standards, including investigations, committee meeting minutes, reports, and correspondence related to the complaint will be retained in a confidential file in the Office of the Dean. No records will be maintained in the official student record.

Department of Education (FERPA)

A student who believes that LU has violated his or her rights concerning the release of or access to his or her records may file a complaint with the U.S. Department of Education at: 400 Maryland Avenue, S.W., Washington, DC20202, <https://studentprivacy.ed.gov/file-a-complaint>



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

The ARC-PA only investigates concerns about a program when submitted in writing, signed, and related to the program's compliance with the Standards. Concerns may be sent by email to Complaints@arc-pa.org.

Regional Accreditation - SACSCOC

Larkin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is held to SACSCOC accreditation standards. Information for filing a complaint regarding non-compliance with a SACSCOC standard is below, <https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>

An individual may make an inquiry regarding complaint procedures or about issues and concerns that could be considered complaints; however, the Commission's response and its obligations to meet the specific timetables outlined in the procedures (referenced later in this document) will begin only after the complainant submits a formal written complaint. A formal complaint is one that is

- 1) submitted in writing using the SACSCOC "Complaint Form"

<https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>

- (2) signed by the person submitting the complaint (complainant),
- (3) two print copies of the form and any supporting documentation, and
- (4) sent via ground mail to:

President Southern Association of Colleges and Schools Commission on Colleges

1866 Southern Lane

Decatur, GA 30033-4097



SACSCOC will not consider the following to be formal, written complaints: (a) complaints that are not in writing, (b) anonymous complaints, (c) complaints submitted electronically, (d) complaints submitted through facsimile transmission, (e) complaints submitted on behalf of another individual, or (f) complaints forwarded to SACSCOC. In addition, SACSCOC does not accept voice recordings, such as recordings of meetings and conversations, as evidence in support of a complainant's allegations. To submit information from voice recordings, the complainant should have the tape transcribed, provide a signature page for the complainant to attest to the accuracy of the transcription, and have the signature page notarized. If a complainant has a demonstrated disability that prevents submission of a formal complaint in accordance with the guidelines above, he or she should contact the SACSCOC Public Relations and Data Specialist for assistance.

Student Responsibility

Students are responsible for compliance with the school's regulations and should familiarize themselves with the provisions of this catalog, which is distributed by the University Registrar's Office, as well as official notes and instructions provided to students. While Larkin University provides academic advising, the responsibility for planning individual programs rests with the students. Students are expected to become familiar with the requirements of the university, of the schools in which they are enrolled, and of their major disciplines.



Library Services

Library Mission

The Mission of the Library at Larkin University (LU) is to support the diverse information needs of our academic community by promoting academic excellence, enhancing research and discovery and by fostering scholarship and success; by facilitating student and faculty access to collections of scholarly resources, and providing quality assistance in an environment which stimulates and supports academic inquiry, accomplished through the delivery of relevant library resources and services, partnerships with faculty and staff in the education of our students and the development of information competence and research skills that will prepare students for lifelong success in the digital age.

Resources and Services

The Larkin University Library (LU) supports the needs of our academic community with a robust and well-appointed collection of print and electronic resources, subject-specific scholarly journals, and a library website with a 24/7 gateway to an extensive compendium of knowledge to promote professional and educational achievement. In addition to the print collection, the campus library is ADA compliant, maintains computers with software for scholarly writing and presentations, offers Wi-Fi access to the Internet for academic endeavors and scholarship, houses a printer, an electronic Smartboard, and provides a quiet study environment to cultivate learning and encourage accomplishment. Professional library personnel, accredited by the American Library Association and certified by the Medical Library Association as an Association of Health Information Professionals (AHIP), provide students, faculty, and staff with reference consultation and assistance, interlibrary loan services, and information literacy instruction for a successful and enriching educational experience.



Library Hours

Monday-Friday, 8 am-4 pm. Hours are adjusted to meet the needs of the campus community.

Reference Services

The library provides reference services to support education, research, and general information.

Library instruction is offered on using print and electronic resources in several ways:

- In the reference area
- Via telephone
- Via electronic mail
- By appointment

Through bibliographic instruction classes scheduled by the faculty

The print and online reference collection provides extensive information resources that support the education, research and general information needs of students, faculty, and staff.

Reference services are provided during most the library's hours of operation.



Information Technology

The Larkin University (LU) Office of Information Technology department provides support for the computers to students.

Electronic Communication Policy

In general, Incidental use of Larkin University (LU) e-mail and internet is at the student's risk, and the user should not have a sense of privacy. The Internet is in the Public Domain.

The following summarizes the responsibilities/policies that students who use LU-provided Internet services and e-mail must follow:

- LU students have an obligation to use their access to the Internet and e-mail in a responsible and informed way, conforming to network etiquette, customs, courtesies and any or all applicable or regulations;
- Students are responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights;
- As with other forms of publications, copyright restrictions/regulations should be observed;
- Students should be aware that the conduct/information they publish can reflect on the reputation of LU. Therefore, professionalism in all communications is of the utmost importance; and
- Students shall represent themselves accurately and honestly through electronic information or service content.



Unacceptable Uses

Since the Internet and e-mail constitute an uncensored worldwide network of networks that provides for peer- to-peer communications between participants, they also have great potential for misuse.

Use of LU Internet and e-mail resources is a privilege that may be revoked at any time for inappropriate conduct. Any abuse of acceptable use policies may result in revocation of access, notification of LU management, and disciplinary action up to and including referral to Student Progression and Professionalism Committee (SPPC).

Under no circumstances is a student at LU authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing LU-owned resources.

Abuse of the Internet access provided by LU in violation of law of LU policies will result in disciplinary action, up to and including referral to SPPC. Students may also be held personally liable for any violations of this policy.

The use of enterprise-provided access to the Internet is intended exclusively for academic use.

Students who use Internet access capability for personal business must adhere to the same policies and guidelines applicable to the organization as a whole. Violation of this policy may be grounds for referral to SPPC.

Internet users must report all security problems or suspected violations to the Director of Information Technology as soon as it is known.

Internet users must abide by all software licensing agreements, copyright laws, and other applicable regulations. The following behaviors are examples of actions and activities that are prohibited and can result in disciplinary action.

This list is not intended to be all-inclusive:

- Sending or posting discriminatory, harassing, or threatening messages or images. Using the organization's time and resources for personal gain.
- Stealing, using, or disclosing someone else's code or password without authorization.



- Engaging in unauthorized transactions that may incur a cost to LU or initiate unwanted Internet services and transmissions.
- Sending or posting messages or material that could damage LU's image or reputation.
- Participating in the viewing or exchange of pornography, obscene materials, or other sexually explicit materials.
- Sending or posting messages that defame or slander other individuals. Attempting to break into the computer system of another organization or person. Refusing to cooperate with a security investigation.
- Sending or posting chain letters, solicitations or advertisements not related to business purposes or activities.
- Using the Internet for political activities, religious activities, or any sort of gambling. Jeopardizing
- the security of the organization's electronic communications systems.
- Gaining access to the Internet by using any access-control mechanism not assigned to the particular user, or permitting another person to have access to the Internet by using the student's assigned access-control mechanism.
- Using, transmitting, changing, or deleting another user's files or software without permission. Sending anonymous email messages.
- Using access for any reason, violating the Institute rules and regulations, or engaging in other illegal activities.

Access to the Internet has been provided to students for academic purposes. It allows students to connect to information resources around the world. Every student has a responsibility to maintain and enhance the company's public image and to use the Internet in a productive manner. To ensure that all students are responsible, productive Internet users and are protecting the company's public image, the following guidelines have been established for using the Internet.



Acceptable Uses of the Internet

Students accessing the Internet at LU are representing the University. All communications should be for academic or professional reasons. Students are responsible for seeing that the Internet is used in an effective, ethical, and lawful manner. Internet Relay Chat channels may be used to gain technical or analytical advice. Databases may be accessed for information as needed. E-mail may be used for educational and professional contacts.

Communications

Each student is responsible for the content of all text, audio, or images that they place or send over the Internet. Fraudulent, harassing, or obscene messages are prohibited. All messages communicated on the Internet should have the student's name and year of graduation (e.g., Class of 2020) attached. The use of the LU seal and banner in email signature lines is encouraged. No messages will be transmitted under an assumed name. Users may not attempt to obscure the origin of any message. Students are required to check their larkin.edu email accounts daily and respond within 2 business days to communication from faculty or administrators. Information published on the Internet should not violate or infringe upon the rights of others. No abusive, profane or offensive language is transmitted through the system. Students who wish to express personal opinions on the Internet are encouraged to obtain their own usernames on other Internet Systems.

Software

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software. All software downloads will be done through the Information Technology Department.



Copyright Issues

Students may not transmit copyrighted materials on the Internet belonging to entities other than LU. One copy of copyrighted material may be downloaded for the user's own personal use in education or research. Users are not permitted to copy, transfer, rename, add, or delete information or programs belonging to other users unless given express permission to do so by the owner. Pirated materials may not be downloaded or used. Failure to observe copyright or license agreements may result in disciplinary action from the company or legal action by the copyright owner.

Students must request permission from faculty, in advance, to record any part of the didactic lecture or lab. Each faculty member has discretion regarding what information may be recorded and in what mode (e.g., photo, audio, or video). Due to patient confidentiality and HIPAA regulations, no recording of any kind is permitted during patient encounters.

IT Security

All messages created, sent, or retrieved over the Internet are the property of LU, and should be considered public information. The Institute reserves the right to access and monitor all messages and files on the computer system as deemed necessary and appropriate. Internet messages are public communication and are not private. All communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Students may receive a copy of their records except for the above-listed documents, at the discretion of the university official.

Knowledge of Regulations Release of Information

Larkin University makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and staff respect confidential information about students, which they acquire in the course of their work. At the same time, Larkin University tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.



Original documents submitted by or for students in support of an application for admission or for transfer credit cannot be returned to the student, photocopied, nor sent elsewhere at his/her request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty, copies may be prepared and released to prevent hardship to the student. The student should present a signed request to the Office of the University Registrar. Usually, a certified copy of what is in the student's file is released. In rare instances, the original may be released, and the copy retained, with a notation to this effect being placed in the file.

Students have the right to access information in their file (per the Buckley Privacy Act, 1974), with the following exceptions:

- Transcripts- Students must request a copy of the transcript from the originating institution.
- Health records
- Confidential recommendations, if
 - The student has waived the right to see the recommendations, and/or
 - The person making the recommendation has noted on the form that the student is not to see the comments.

Students may receive a copy of their records except for the above-listed documents, at the discretion of the university official.



Facilities

The campus, located in Miami, FL, near the Golden Gate exchange, offers easy access to the Palmetto Expressway (SR 826), I-95, and the Florida Turnpike. The campus houses the appropriate academic and administrative support for the programs of the College of Pharmacy, Biomedical Sciences, and Physician Assistant Studies, a library/learning resource center, classrooms, study rooms, and a student break area. Although Larkin University does not provide on-campus housing, Larkin has partnered with Florida International University Bayview Housing to offer housing opportunities to our students.

Student Right to Know

Larkin University follows the Student Right-to-Know and Campus Security Act (PL 101-542). The act governs disclosure of information about graduation or completion rates and campus security statistics to current and prospective students.

Campus Security

The Facilities Office, in conjunction with campus security, provides services that safeguard people, facilities, and property. Campus security is to serve, protect, and enhance the quality of life in the University community by providing a healthy, safe, and secure environment for students, faculty, and staff. The University is secured with an alarm system and surveillance cameras 24 hours, every day of the year.

Campus security surveils the parking lot throughout the hours of operation, and the parking lot is equipped with LED lights. Safety on campus is a shared responsibility involving everyone in the University community. Students, faculty, and staff are asked to exercise reasonable caution on campus and to be alert to suspicious persons or activities and report them to Security personnel. The University follows the guidelines of the “Campus Crime Awareness and Campus Security Act Of 1990.”



Parking

Any person operating an automobile on campus must display a valid registration decal and park only in those areas appropriately designated. Parking spaces are assigned to students, faculty, and staff; visitor and handicap parking spaces are available as well. Parking permits are to be displayed on the left bottom side of the rear window.

Identification Badges

Every University student, faculty, and staff will be issued a LU identification badge. These badges will serve as official University identification and must always be carried. These badges serve as the entry card into the building. Badge holders are not permitted to allow unknown persons into the building and should notify Security if visitors wish to enter the building.

Drug Free Campus

Larkin University is a drug free campus. The College is committed to fostering an education experience and environment free from illegal drugs, legal substances intended to mimic the effects of illegal drugs, and misuse or overuse of controlled substances.

The use, consumption, possession, sale, manufacture, trafficking or transfer of any illegal drug as defined by Florida Statutes and Federal Law, is strictly prohibited.

The use, consumption, possession, sale, manufacture, trafficking, or transfer of any controlled substance, as defined by Florida Statutes and Federal Law, is illegal and prohibited except when legally prescribed, taken by the individual named on the prescription, and consumed for its intended use.

The use, consumption, possession, sale, manufacture, trafficking, or transfer of any legal substance that mimics the effects of illegal drugs is prohibited.

Use, display and/or possession of drug paraphernalia is also prohibited. This includes but is not limited to bongs, pipes, hookahs, water pipes or any item modified or adapted for planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing,



processing, preparing, testing, analyzing, packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body.

Smoking Policy

Per Florida State Statute, Florida Clean Indoor Act, smoking is prohibited inside all buildings. In compliance with state law and in an effort to promote health care and wellness, the LU campus is designated as non- smoking.

Smoking is not permitted inside buildings, in parking lots or around the perimeter of the building. Students seeking to smoke must leave the campus entirely; there are no designated smoke zones. Vaping and using electronic cigarettes is considered smoking and prohibited on campus.

Graduate Student Status

The number of credit hours attempted in a given semester as follows determines a graduate student's status:

Full-time	6 credits or more
Part-time	1 to 5 credits



Academic Programs

College of Biomedical Sciences

Mission Statement

To develop an academic community engaged in teaching, research, scholarship, and service that provides an opportunity for individuals aspiring to health science careers to prepare for professional studies in medicine, dentistry, pharmacy, physician assistant, anesthesiology assistant, clinical medicine, addiction medicine and research.

Admissions

Admission Requirements

Applicants for the **M.S. in Biomedical Sciences**:

- Must have a bachelor's degree from a regionally accredited or internationally recognized college or university with a record of satisfactory academic work at the baccalaureate and/or graduate level.
- Should have an undergraduate GPA of 2.7 or better on a 4.0 scale.
- A personal statement of educational/professional goals.
- Students enrolled in remote learning must submit a government-issued ID to verify identity.

Not Required, but may submit if available:

- Standardized test scores such as MCAT, DAT, PCAT, GRE
- Letters of recommendation

Applicants for the M.S. in Biomedical Sciences should fulfill the preferred requirements of prerequisites*



Prerequisites*

MD/DO/DMD Pathway

- Biology: 2 semesters (or equivalent) 6 credits
- Biochemistry: 1 semester (or equivalent) 3 credits
- General Chemistry: 2 semesters (or equivalent) 6 credits
- Organic Chemistry: 2 semesters (or equivalent) 6 credits
- Physics: 2 semesters (or equivalent) 6 credits
- Mathematics (college level): 1 semester (or equivalent) 3 credits. Calculus is not required. Statistics is acceptable.
- Humanities/Social Sciences: 1 semester (or equivalent) 3 credits

PA Pathway

- Biology: 2 semesters (or equivalent) 8 credits
- Biochemistry: 1 semester (or equivalent) 3 credits
- General Chemistry: 2 semesters (or equivalent) 8 credits
- Inorganic or Organic Chemistry with Lab: 1 semester (or equivalent) 4 credits
- Microbiology with Lab: 1 semester (or equivalent) 4 credits
- Mathematics (college level): 1 semester (or equivalent) 3 credits
- Statistics or Calculus: 1 semester (or equivalent) 3 credits
- Humanities/Social Sciences: 1 semester (or equivalent) 3 credits

*Students with questions regarding a course substitution in lieu of a prerequisite course, should contact the admissions advisor directly at biomedadmissions@Larkin.edu.



Admission Procedures

Applicants applying to our master's-level program will apply online using the PostBacCAS application <https://PostBacCAS.liaisoncas.com>.

The following items can be submitted in the PostBacCas application:

- Completed Application
- Personal Statement
- Letters of recommendation
- Prerequisites
- Official Transcripts

All Official Transcripts will need to be sent to:

Larkin University
Office of Admissions
18301 N. Miami Avenue
Miami, FL 33169

Schedule of Application for Admissions Cycle

Applications are reviewed on a rolling admission basis; therefore, it is recommended that the application to the program and supporting documents are received as soon as possible.



Academic Calendar

FALL 2025

Registration	Monday, August 4
New Faculty	Friday, August 1
Student Orientation	Friday, September 5
Classes Begin	Monday, September 8
Drop/Add Period	Mon - Fri., September 8-19
Last Day to Withdraw	Friday, October 24
Thanksgiving Break	Thurs-Fri, November 27-28
Classes End	Friday, December 12 Mon-
Final Exams	Wed, December 15-17
Commencement Ceremony	Friday, December 19

SPRING 2026

Registration Opens	Monday, December 1
New Faculty Orientation	Friday, December 5
Student Orientation	Friday, January 2
Classes Begin	Monday, January 5
Drop/Add Period	Mon-Fri, January 5-16
Last Day to Withdraw	Friday, Feb 27
Classes End	Friday, April 10
Final Exams	Mon-Wed, April 13-15



SUMMER 2026

Registration Opens	Monday, March 2
New Faculty Orientation	Friday, March 6
Classes Begin	Monday, April 20
Drop/Add Period	Mon-Fri, April 20-24
Memorial Day Holiday	Monday, May 25
Last Day to Withdraw	Friday, May 15
Classes End	Friday, June 19
Final Exams	Mon-Wed, June 22-24
Commencement Ceremony	Friday, June 26



Academics

Grade Reports Grading System

The grading system for academic performance in the College of Biomedical Sciences appears below. Unless otherwise indicated, each grade earned is calculated into the student's cumulative grade point average (CGPA) and the credits assigned for the course taken are included in the calculation.

All final grades will be recorded by the University Registrar.

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	75 – 79%
F	0 – 74%

Repeated Course

The new grade for a failed course that has been repeated will not replace the prior grade. Both the grade earned, and the credits taken for the repeated course will be included in the CGPA for satisfactory academic progression (SAP) calculations.

Incomplete (Grade of I)

At the discretion of the instructor, a student may be assigned a temporary grade of incomplete (I) to allow the student more time to complete missing coursework or to take a required exam. Upon completion of the work or exam, the earned grade replaces the grade of "I" and is calculated into the grade average for the level and for the CGPA. If the missing work or exam is not completed within two weeks from the last day of the course, a grade of "F" will be assigned and computed into the final grade average for the course and into the CGPA.



W Grade

A student who formally withdraws from the institution before the mid-point (50% or half-way point) of a course will be assigned a grade of W for the course. The W grade is not included in the calculation of the CGPA and the credits for the course are not included in the determination of total credits attempted.

Recording of Final Grades

All course grades will be recorded as a letter grade in Anthology (formerly CampusNexus). Each transcript will report the letter grade earned in the course.

Grade Appeals

A student wishing to challenge a grade will proceed in the following manner:

- a. Discuss concerns related to the grade with the faculty member of record in the presence of your faculty advisor or other faculty member.
- b. If the grievance is not settled with the faculty member, the student must write a letter to the Dean of the college stating the grievance no later than thirty days after the date on which the grade was due in the Office of the University Registrar's.
- c. The Dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The Dean will render a decision within thirty calendar days and inform the student and faculty member in writing.
- d. The Dean will make the final decision on the appeal of a grade.

Recognition of Honors

A cumulative 4.0 each semester will be recognized on transcripts as Dean's List.

A cumulative 4.0 for the program will be recognized as Summa Cum Laude



Academic Dishonesty Policy

Cheating and Plagiarism Definitions

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

Incident of Cheating or Plagiarism

An incident upon which a faculty member may take action will be an event that the faculty member witnesses or has written evidence to support. A faculty member or a designated representative must observe this evidence directly and may not take action solely on the report of another party.

Procedures for Handling Cheating or Plagiarism

Any faculty member discovering a case of suspected cheating or plagiarism should make a responsible effort to confront the student with the evidence within five working days. If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.

If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the Dean.

The Dean will hold a hearing in which the faculty member will present evidence against the student. The Dean will decide who, in addition to the above, may be present at the hearing.



Graduation Requirements

The following are the requirements for graduation for all students expecting to graduate from a degree program in the College of Biomedical Sciences at Larkin University:

- Must meet specified academic requirements (i.e., GPA) for graduation from the specific program.
- Complete all degree requirements specified for the appropriate degree program.
- Submit a Degree/Diploma Application form with the Office of the University Registrar no later than the date specified by the University Registrar.

A student must complete the total number of credit hours of graduate coursework, with a minimum grade point average of 3.0 (B), to graduate with a degree in the College of Biomedical Sciences. Courses with F grades must be repeated and replaced with grades of B or better.



Degree Programs

Master of Science, Biomedical Sciences (33 Credit Hours)

Master of Science, Biomedical Sciences *Program Objective*

The educational objectives for the Program correlate with the pillars for educational programs of Larkin University. These include critical thinking, communication, professionalism, teamwork, and social responsibility.

Upon completion of the MBS Program, the graduate shall have acquired knowledge, skills and competence related to the Program Learning Outcomes as evidenced by the ability to:

- MBS graduates will demonstrate the use of critical thinking and problem-solving skills needed for progression into health professions and/or research fields of work. (Critical Thinking).
- MBS graduates will demonstrate effective communication skills expected by professionals at the individual and group level. (Communication)
- Students will participate in patient care and/or clinical experiences to strengthen application to health professions school. (Professionalism)
- Students will participate in health-related research and scholarship. (Professionalism).
- MBS graduates will demonstrate the ability to work independently and in collaboration with others. (Teamwork)
- Demonstrate collaboration by actively engaging in local and global community outreach efforts for health promotion. (Social Responsibility)



Program Description

The master's in biomedical sciences program has been designed to prepare students to advance as healthcare professionals and/or biomedical scientists. Specifically, the curriculum has been designed to educate students through rigorous, graduate level science courses to strengthen their application for graduate and professional school. The core basic science courses parallel those found in the first year of health professions school. The master's degree in biomedical sciences consists of a total of 33 credit hours taken over a one-year period. The curriculum is designed with a core science curriculum course plus additional courses specific to the pathway the student plans to pursue for their chosen career. This allows a more individualized and focused preparation program designed to meet specific needs of students.

The program offers three unique pathways detailed below:

1. Health Professions Pathway is for students planning to enter fields such as medicine, dentistry, pharmacy, physician assistant, anesthesiology assistant, etc. The pathway focuses on increasing the GPA through advanced science coursework, preparation needed for a competitive exam score (MCAT, DAT, PCAT) and gaining clinical, research or community service experiences to make them a competitive applicant to health professions school.
2. Research Pathway is for students pursuing an emerging career in clinical or translational research or planning to pursue a PhD in research. The pathway includes research in cellular & molecular medicine and laboratory research. In addition to research certification, the curriculum combines active research investigation with international faculty and culminates in participation in a conference presentation or symposium.

The MBS program consists of a total of 33 credit hours of didactic, laboratory, or clinical instruction. These include 27 core credit hours plus 6 credit hours from the courses identified in the "Course of Study" to prepare the student to be a competitive applicant for their future career.



Course of Study

Curriculum Outline

***Core Curriculum (27 Credit Hours)**

Course Number	Credits	Credits
MSB 504	Medical Biochemistry	3
MSB 551	Human Anatomy	3
MSB 561	Human Physiology	3
MSB 541	Human Pathophysiology	3
MSB 515	Immunology I	3
MSB 521	Genetics	3
MSB 531	Neuroscience	3
MSB 516	Micobiology	3
MSB 580	Introduction to Research	2
MSB 589	Professional Development Seminar	1
Total		27

**Required or Core Courses may be substituted for other courses offered within the program, only after review by the faculty and approval by the Dean of competency and equivalency in the course content.*



In addition to the core credit hours, the following courses (up to 6 credit hours) are available to provide focused areas of study that align with the student's pathway/career goal.

Concentration Electives

Course Number	Credits	Credits
MSB 590	Clinical & Scientific Presentation	1
MSB 505	Frontiers in Clinical Medicine	1
MSB 583	US Healthcare System	2
MSB 584	Medical Spanish	2
MSB 542	Knowledge of Scientific Principles, Reasoning, and Problem-Solving I	3
MSB 543	Knowledge of Scientific Principles, Reasoning, and Problem-Solving II	3
MSB 544	Community Service and Civic Engagement I	3
MSB 545	Community Service and Civic Engagement II	3
MSB 592	Research 1	4
MSB 593	Research 2	4
MSB 581	Applications of Medical Science in Diagnosis, Treatment & Disease	4
MSB 582	Clinical Applications of Medical Science	4
Total		34



Master of Science, Physician Assistant Studies

Mission Statement

The Mission of the Larkin University School of Physician Assistant Studies is to educate passionate and highly skilled Physician Assistants dedicated to serving the health and wellness needs of South Florida's urban and rural areas. Grounded in a commitment to excellence, integrity, equity, diversity, and inclusion, our program strives to educate PAs who understand the unique challenges faced by individuals in urban settings. We promote a learning environment that emphasizes cultural competencies, community engagement, and collaboration with healthcare teams through rigorous academic and clinical training. Our graduates are prepared to provide quality healthcare, address health disparities and contribute to the overall wellbeing of the South Florida population.

Vision Statement

The Vision of the Larkin University School of Physician Assistant Studies is to graduate competent physician assistants who will uphold the standards of the PA profession and practice evidence-based medicine in an interprofessional and collaborative team.

Degree Programs

Master of Science, Physician Assistant Studies (MPAS) (128 Credits)

Program Overview

Larkin University's School of Physician Assistant Studies strives to provide opportunities to students of diverse backgrounds to become leaders in medicine with a commitment to make a transformational difference in improving healthcare in their community. We provide a nurturing



environment that will foster collegiality, leadership, and professionalism. Located in Miami, Florida, the Master of Science in Physician Assistant Studies focuses on an innovative, rigorous curriculum working collaboratively in an interdisciplinary format to respond to the health needs of our culturally diverse patients and communities. Our Program prepares students to become responsible healthcare professionals who will provide holistic care, promoting inclusiveness and compassion. Our L.I.O.N promise of Leadership, Innovation, Opportunity and Nurturing is what differentiates us from other Physician Assistant programs.

Program Goals

PA PROGRAM GOALS (w. Objectives)

- 1. Educate Physician Assistants who acquire, comprehend, and can demonstrate the knowledge and skills necessary to diagnose and treat patients in primary care settings.**
 - a. Maintain PANCE first time pass rate at or above national average.
 - b. Maintain 5-year performance rate at or above national average.
- 2. Develop a dynamic Physician Assistant program that integrates research and evidence-based practice.**
 - a. 90% of students will demonstrate competency in Evidence-based Medicine and Research I and II courses by meeting or exceeding the minimum passing grade of 75%.
 - b. 90% of students will demonstrate competency in evidence-based practice by meeting or exceeding the minimum passing grade of 75% for objective structured clinical examinations (OSCEs) and supervised clinical practice experiences (SCPEs).
- 3. Foster Community Engagement and Service Learning through interprofessional collaboration.**
 - a. 100% of the Cohort will participate in at least one (1) community service or outreach activity per year that addresses identified community needs.
 - b. 90% of PA students will participate in these community projects collaborating with students from other health disciplines.



4. **Enhance student retention through supportive interventions.**
 - a. Maintain a 90% graduation rate.
 - b. Maintain a remediation rate below 10%.
 5. **Promote a student population representative of central and south Florida.**
 - a. 70% of students enrolled in the program will be from central and south Florida.
-

Competencies

Medical Knowledge (MK)

Graduates of the Larkin PA Program will have a comprehensive understanding of medical sciences and the ability to apply that knowledge to patient care in various medical settings and across the life span.

Competencies

MK1: Knowledge and understanding of anatomy, physiology, biochemistry, microbiology and other basic sciences to comprehend normal and abnormal bodily functions.

MK2: Proficiency in diagnosing and managing common medical conditions across the lifespan.

MK3: Understanding of pharmacological principles and safety in prescribing practices that includes drug interactions, side effects, contraindications, and educating and counseling patients on the safe use of prescribed and non-prescribed medications.

Interpersonal and Communication Skills (ICS)

Graduates of the Larkin PA Program will communicate with patients, families, and members of the healthcare team. This includes verbal, non-verbal, written, and electronic communication.



Competencies

ICS1: Communicating medical information, treatment plans, and instructions to patients, family members and other healthcare professionals while considering cultural nuances.

ICS2: Actively listening to patients while utilizing verbal and non-verbal cues, such as body language, facial expressions, and allowing them to express concerns and preferences to enhance communication and establish rapport.

ICS3: Developing proficiency in telehealth communication including conducting virtual consultations, and ensuring patient comfort and understanding in remote settings.

Clinical and Technical Skills (CTS)

Graduates of the Larkin PA Program will show clinical and technical skills in patient assessments, documentation of health records, and proficiency in medical equipment and technology.

Competencies

CTS1: Conducting comprehensive patient assessments, including medical history, physical examination, and formulation of differential diagnosis.

CTS2: Ordering, performing, and assisting with medical procedures and utilizing medical equipment and technology.

CTS3: Managing data efficiently by using electronic health records and other health information technologies to document patient information accurately.

CTS4: Working collaboratively with physicians, nurses, and other healthcare professionals to optimize patient care and enhance the overall quality of healthcare delivery.

Patient-Centered Care (PCC)

Graduates of the Larkin PA Program will show the ability to provide patient-centered care including diagnosing, treating, and managing of medical conditions under a licensed physician's supervision.



Competencies

PCC1: Communicating medical information clearly and understandably avoiding jargon and ensuring patient comprehension of diagnosis, treatment options, and care plans.

PCC2: Engaging patients in the decision-making process regarding healthcare, while considering patient's values, preferences, and goals.

PCC3: Ensuring patients are informed of treatment options, benefits, and obtains informed consent before implementing interventions.

PCC4: Assisting patients in making informed decisions on preventive measures and lifestyle changes to improve their health.

PCC5: Prioritizing patient safety, recognizing potential risks, and addressing errors in healthcare.

Interprofessional Collaboration (IPC)

Graduates of the Larkin PA Program will understand and navigate a larger healthcare system and effectively collaborate with other members of the healthcare team.

Competencies

IPC1: Maintaining a high standard of ethical behavior, integrity, and accountability in all interactions with patients, colleagues, and the healthcare system.

IPC2: Working effectively with healthcare professionals and support staff to ensure the delivery of effective and comprehensive interdisciplinary care.

Professionalism and Ethics (PE)

Graduates of the Larkin PA Program will maintain a high standard of professional behavior and accountability. This includes a commitment to lifelong learning and staying current in medical knowledge. They will exhibit professionalism by demonstrating integrity, honesty, awareness, and sensitivity to social, legal, and ethical issues.



Competencies

PE1: Adhering to professionalism, such as appropriate dress code, punctuality, and professional decorum.

PE2: Demonstrating commitment to patient confidentiality and advocacy.

PE3: Understanding medical ethics and exhibiting knowledge of laws and regulations governing the practice of medicine.

PE4: Adhering to licensure requirements and scope of practice guidelines.

PE5: Committing to lifelong learning and staying updated on advancements within the profession and medical knowledge.

PE6: Providing medically sound and ethically grounded patient-centered care within the scope of practice of the profession.

Clinical Reasoning and Problem-Solving abilities (CRPS)

Graduates of the Larkin PA Program will integrate medical histories, interpret diagnostic tests, diagnose, and formulate therapeutic management plans for preventative, emergent, acute, and chronic health conditions across the lifespan (prenatal, infant, child, adolescent, and elderly).

Competencies

CRPS1: Integrating medical histories, physical examination findings, ordering and interpreting diagnostic tests to accurately diagnose acute, chronic, and emergent health conditions across the life span.

CRPS2: Synthesizing information acquired through all aspects of patient encounters and the medical literature to develop appropriate differential diagnoses and determine appropriate next steps, assessments, and prognoses, and management plans for acute, chronic, and emergent health conditions.



CRPS3: Formulating health management plans, including pharmacologic and non-pharmacologic therapies, and patient education, in the prevention and treatment of acute, chronic, and emergent conditions.

Practice-based Learning and Quality Improvement (PBL)

Graduates of the Larkin PA Program will commit to self-improvement and the ability to critically evaluate one's own practice and incorporate new knowledge into patient care.

Competencies

PBL1: Engaging in hands-on real-world clinical experiences and applying knowledge and skills acquired during academic coursework.

PBL2: Encouraging reflection on experiences, identifying strengths and weaknesses, and setting goals for continuous improvements.

PBL3: Continuously assessing and evaluating clinical practice to identify areas of improvement.

PBL4: Using evidence-based approaches to make informed decisions and implementing changes that contribute to better patient outcomes.

PBL5: Encouraging self-assessment by fostering a sense of responsibility for one's own professional growth.

Cultural Competency (CC)

Graduates of the Larkin PA Program will be aware and respectful of the diversity of patients, understanding the impact of culture on health and healthcare delivery, and providing care that is sensitive to cultural differences.



Competencies

CC1: Understanding and acknowledging cultural backgrounds, biases, and values, while recognizing and appreciating the diversity of cultures within the patient population.

CC2: Demonstrating awareness and sensitivity to variations in language, tone, and non-verbal cues across diverse cultures.

CC3: Acquiring knowledge of cultural practice beliefs and health related behaviors of various patient populations to enhance the quality of care.

CC4: Staying informed on cultural factors that impact healthcare decisions and outcomes.

CC5: Maintaining a humble attitude and willingness to learn from patients and colleagues from diverse backgrounds.

Admissions

Admission Requirements

- **Bachelor's Degree:** Applicants must have completed a bachelor's degree from an accredited institution.
- **Minimum GPA:** Applicants must have a preferred minimum cumulative GPA of 2.9 and a minimum science GPA of 3.0 on a 4.0 scale.
- **Application through CASPA**
- **GRE (Graduate Record Examination) and/or PACAT (Physician Assistant College Admission Test)** are recommended but not required.
- **Patient Care Experience:** Although not required, prior healthcare experience is highly recommended. Consideration will be given to applicants who have a minimum of 1,000 hours of direct patient care experience. This can include registered nurse, paramedic, EMT, physical therapist, nursing assistant, medical assistant, or clinical research coordinator, health educator scribe. These hours must be completed by the time of submission of the application.



- **Letters of recommendation:** Applicants must submit 3 letters of recommendation. These should come from professionals who can speak to the applicant's qualifications, such as healthcare professionals (e.g. physician assistant, physician, nurse practitioner, registered nurse) professors, or supervisors. **Recommendations submitted by relatives, personal healthcare providers, friends are not acceptable.**
- **Personal Statement:** Applicants are required to submit a personal statement in which the applicant explains their motivation for becoming a Physician Assistant, their understanding of the PA role, and their career goals.
- **Interview Process:** Qualified applicants who meet all the requirements will be invited to participate in an interview process.
- **Technical Standards:** Applicants must meet the technical standards required to complete the program, which include physical, cognitive, and behavioral abilities.
- **Background Check and Drug Screening:** Applicants that have been granted a seat in the Larkin PA Program will be required to have a background check and drug screening prior to admission.
- Applications who meet or exceed the program's requirements and demonstrate one or more of the following attributes will be given favorable consideration:
 - Applicants with Masters or Doctoral degrees
 - Larkin University graduates
 - Residents of Central and South Florida



Prerequisites

Prerequisite Coursework: Applicants must have completed the following prerequisite courses with a grade of “C” or better. All science prerequisites must have been completed within the last five years.

- **Biological Sciences**
 - Human Physiology with lab
 - Human Anatomy with lab
 - General Biology with labs I and II
- **Chemistry**
 - General Chemistry with labs I and II (two semesters)
 - Inorganic Chemistry or Organic Chemistry with lab (one semester)
 - Biochemistry with or without lab (one semester)
- **Microbiology**
 - Microbiology with lab
- **Mathematics and Statistics**
 - College Math
 - Statistics or Calculus
- **Humanities and Social Sciences: (One of the following:**
 - General Psychology
 - Developmental Psychology
 - Abnormal Psychology
 - Anthropology
 - Sociology



Patient Care Experience: Although not required, prior healthcare experience is highly recommended. Consideration will be given to applicants who have a minimum of 1,000 hours of direct patient care experience. This can include registered nurse, paramedic, EMT, physical therapist, nursing assistant, medical assistant, or clinical research coordinator, health educator scribe. These hours must be completed by the time of submission of the application.

Admissions Procedures

Applicants applying to the Physician Assistant Studies program will apply online using the CASPA application.

The following items can be submitted in the CASPA application

Completed application

- Personal statement
- Letters of recommendation
- Prerequisites
- Official transcripts

All Official Transcripts will need to be sent to:

Larkin University

18301 N. Miami Avenue

Miami, FL 33169



Schedule of Application for Admissions Cycle

The Admissions Committee will select applicants based on a rubric of the above-mentioned qualities, including but not limited to academic performance, personal motivation, interpersonal skills, knowledge of the PA profession, prior healthcare experience, letters of recommendation, and health-related activities.

Qualified applicants who meet all the requirements listed above will be invited to participate in the interview process.

Post-interview, the Admissions Committee will review the full application and interview evaluations for each applicant to determine admissions status to the Physician Assistant Studies program.

The applicant will be notified of the committee's decision following the Admissions Committee meeting.

Applicants will have to accept the offer within a week of admission and place a \$1,000 deposit, which is non-refundable and applied to tuition in the first semester.



Academic Calendar

FALL 2025

New Student Orientation	Monday, September 29th- Friday, October 3rd
Classes Begin	Monday, October 6th
Drop/Add Period	Monday, October 6th – Friday, October 10th
Last Day to Withdraw	Friday, October 10th
Thanksgiving Break	Thursday, November 27th -Friday, November 28th
Winter Break	Wednesday, December 24th – Thurs, January 1st
Martin Luther King Jr. Day	Monday, January 19th
Classes End	Thursday, January 29th

SPRING 2026

Classes Begin	Monday, February 9th
Drop/Add Period	Monday, February 9th -Friday, February 13th
Last Day to Withdraw	Friday, February 13th
Classes End	Thursday, May 21st

SUMMER 2026

Classes Begin	Monday, June 1st
Drop/Add Period	Monday, June 1st -Friday, June 5th
Last Day to Withdraw	Friday, June 5th
Independence Day Observed	Friday, July 3rd
Classes End	Friday, September 4th



Academics

Grade Reports Grading System

The grading system for academic performance in the School of Physician Assistant Studies appears below. Unless otherwise indicated, each grade earned is calculated into the student's cumulative grade point average (CGPA), and the credits assigned for the course taken are included in the calculation.

All final grades will be recorded by the University Registrar.

Didactic Phase

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	75 – 79%
F	0 – 74%

Clinical (SPCE) Phase

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	75 – 79%
F	0 – 74%



Minimum Passing Course Grades

Students must earn a minimum grade of C (below 74.49%) to receive credit for a course toward their degree and to remain in the PA program. Grades below a C do not meet the minimum requirements for the Larkin MMS-PAS degree and will necessitate a meeting with the faculty advisor.

Final Grade Calculation

The student **MUST** achieve a minimum grade of 75% in each of the following clerkship performance assessments **AND** achieve a passing (satisfactory) grade in professionalism to pass the clerkship:

- End-of-Rotation Exams
- Preceptor Evaluation

Incomplete (Grade of I)

An incomplete grade (I) is a temporary symbol given at the discretion of the program for work not completed due to serious interruption, not caused by the student's own negligence. An (I) grade may also be assigned in matters of alleged academic misconduct.

Students receiving an incomplete grade must complete the appropriate coursework within one (1) semester (including summer). If the coursework is not completed within this time frame, the incomplete grade (I) will automatically default to a failing grade (F). Students cannot graduate with an (I) grade.

W Grade

A student who formally withdraws from the institution before the mid-point (50% or half-way point) of a course will be assigned a grade of W for the course. The W grade is not included in the calculation of the CGPA and the credits for the course are not included in the determination of total credits attempted.



Recognition of Honors

The top 10% of students each semester (non-cumulative) will be included in Dean's List.

Academic Standing and Progress

Progression and continuance in the Larkin University PA program is not only based on scholastic achievement, but also on professional performance and the ability to meet all requirements of the program. To be in good academic standing, students must meet the following requirements:

- Successfully complete each required course with a grade of 75 percent or higher
 - Successfully complete assessments (written, quizzes, practicums/focused clinical skills assessments, simulation, and labs) with a 75 percent or higher
 - Successfully complete summative assessments (Objective Structured Clinical
 - Exams, End-of-Didactic Summative, and End-of-Curriculum examinations) with a
 - 75 percent or higher
 - Maintain a 2.5 overall GPA in each semester
 - Maintain a cumulative GPA of 2.5
 - Comply with standards for ethical conduct and professional behavior. Non-compliance with any of the above Academic Standing and Progress requirements will result in referral to the Student Progress Committee (SPC) for hearing and recommendations.
-

Academic Warning

A student whose cumulative graduate GPA falls below a 2.5 will be placed on academic warning indicating academic difficulty.



Academic Probation

A student placed on academic warning whose GPA remains below a 2.5 for the subsequent semester, will be placed on Academic Probation indicating serious academic difficulty. Academic Probation designation will be reported on the student's transcript. The program will indicate the conditions which must be met to continue enrollment.

Academic Dismissal

A student on probation whose cumulative semester GPA falls below a 2.5 will be automatically dismissed from the program. A student who fails more two courses in the didactic year will be referred to the Student Progress Committee for academic dismissal.

Academic Appeal

- The appeal must be made in writing to the program director.
- The student must contact the Program Director to initiate the appeals process.
- Dismissal from the university is for a minimum of one (1) year and prohibits the student from registering for any other courses.
- After one (1) year, the student may reapply for readmission to the University in a different program.



Program Curriculum Description

The Master of Science in Physician Assistant Studies at Larkin University's 28 month is a structured and intense program offering a patient-centered interdisciplinary curriculum that will prepare physician assistants for the practice of Medicine. We provide a nurturing environment that will foster collegiality, leadership, and professionalism. Located in Miami, Florida, the program focuses on an innovative, rigorous curriculum working collaboratively in an interdisciplinary format to respond to the health needs of our communities. Our Program supports students to become responsible healthcare providers. Those that are culturally diverse professionals who will provide holistic care, promoting inclusiveness and compassion. The program consists of two distinct phases.

Didactic Year

The initial 15 months of classroom instructions in the basic medical and behavioral sciences, clinical medicine specialties are dedicated to didactic education, commonly known as "the didactic phase." The didactic phase is grounded in a comprehensive curriculum and will offer a total of 69 credits. Courses are conducted at the Larkin University Campus.

Clinical Year

In the subsequent 12 months, referred to as "the clinical phase," students engage in nine (9) supervised clinical practice experiences (SCPE), also known as clinical clerkships or rotations. These clerkships give students the opportunity to apply the knowledge and skills acquired during the didactic phase into healthcare practice. Students must complete clinical rotations in seven (7) core disciplines and two (2) electives. This will amount to over 2,000 hours of clinical clerkships and 124 credits in primary care in various settings including but not limited to private physician office, community health clinics, ambulatory clinics, urgent care, acute/long term care facilities and hospitals. Each clerkship course spans a minimum of five (5) weeks with physicians who are specialty board certified in their area of instruction, NCCPA certified PAs, or other licensed health care providers qualified in their area of instruction.



The clerkships will cover various medical disciplines, including Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology (Women's Health), Pediatrics, Psychiatry (Behavioral Health), and Surgery. These experiences offer the kinds of patient encounters (acute/chronic, emergent, and preventative) essential in the preparation of students for meeting program expectations and acquiring the competencies needed for entry into clinical practice. The types of settings include inpatient, outpatient, surgical (operating room) and emergency department. Each clinical setting is unique, serving communities of diverse cultural and economic backgrounds.

Upon completion of the clinical year, students return to campus for a one-month period (1 month) dedicated to final evaluations and presentations. During this time, they complete their end-of-program comprehensive exam and final summative evaluation, which are critical in assessing their overall competencies. Additionally, students present their capstone project, a culmination of their learning that integrates research, evidence-based practice, and clinical experience. To further support their success; students are offered a PANCE board review during this month. Successfully completing these evaluations certifies the students' competencies for graduation and establishes their eligibility to sit for the national certification examination. This final phase ensures that they are well-prepared to embark on their professional careers.

Academic Integrity

Students are expected to be honest and trustworthy in their academic, communications with others, and professional endeavors. The PA program is committed to maintaining the highest standards of academic integrity. Any incidents of academic dishonesty, including cheating, falsification in exams, and plagiarism, will be addressed seriously.

If a student is suspected of academic dishonesty, the matter will be referred to the academic director for initial investigation. If the issue remains unresolved or persists, it will be escalated to the Academic Progress Committee, which will review the case and make a recommendation to the program director. The program director will then make a final decision, which may result in consequences including probation or even dismissal from the program.



Graduation Requirements

The following criteria are requirements for graduation from the PA program:

Completion of Coursework

- Successfully complete all required didactic courses.

Clinical Rotations

- Complete required rotations in required specialties (e.g., family medicine, internal medicine, surgery, pediatrics, emergency medicine).

Minimum Grade Requirements

- Achieve a minimum passing grade (typically “C” or higher) in all courses.
- Maintain a cumulative GPA of at least 2.5.

Supervised Clinical Practice Hours

- Accumulate the required number of supervised clinical practice hours.

Examinations

- Pass all required comprehensive examinations or assessments.

Capstone Project or Thesis

- Complete a capstone project, research paper, or similar academic requirement.

Professional Conduct

- Adhere to the program’s code of conduct and demonstrate professionalism.

Certification Exam Eligibility

- Meet requirements to sit for the Physician Assistant National Certifying Exam (PANCE).

Background Checks and Health Requirements

- Complete background checks, health screenings, and immunizations.

Financial Obligations

- Settle any outstanding tuition or fees.



Course of Study

Curriculum Outline

Didactic Year – 1

YEAR 1 FALL SEMESTER		
Course Number	Course Title	Credit Hours
PA 5010	Human Anatomy/Physiology Incl 1hr Lab	2
PA 5011	Biomedical Sciences (Genetic Biochemistry)	1
PA 5012	Microbiology/Immunology	1
PA 5001	Introduction to the Profession	1
PA 5101	Pathophysiology 1	4
PA 5111	Pharmacology and Pharmacotherapy I	4
PA 5102	Behavior Medicine	1
PA 5121	Physical Diagnosis 1	4
PA 5122	Health Policy and Delivery System	1
Total Credits:		19



Course of Study

Curriculum Outline

Didactic Year – 1

YEAR 1 SPING SEMESTER		
Course Number	Course Title	Credit Hours
PA 5201	Pathophysiology 2	4
PA 5211	Pharmacology and Pharmacotherapy II	4
PA 5231	Clinical Medicine 1 • Cardiovascular System • EKG • Pulmonary System • Infectious Diseases • Hematologic System	6
PA 5221	Physical Diagnosis 2	4
PA 5222	Clinical Reasoning/Integration I	2
PA 5223	Evidence-Based Medicine and Research I	2
Total Credits:		22



Course of Study

Curriculum Outline

Didactic Year – 2		
YEAR 2 FALL SEMESTER		
Course Number	Course Title	Credit Hours
PA 5431	Clinical Medicine 3 • General Surgery • Eyes, Ears, Nose, and Throat • Genitourinary System (Urology) • MS (Orthopedic) • Neurologic System • Renal System • Pediatric	8
PA 5412	Medical Informatics	2
PA 5421	Clinical Medicine 3 • General Surgery • Eyes, Ears, Nose, and Throat • Genitourinary System (Urology) • MS (Orthopedic) • Neurologic System • Renal System • Pediatric	5
PA 5420	Point of Care Ultrasound	1
Total Credits:		16
Total Didactic Credits:		73



Course of Study

Curriculum Outline

Clinical Year – 2

YEAR 2 SPRING SEMESTER			
Course Number	Course Title	Credit Hours	Length of Clerkship Weeks
PAS 6110	Family Medicine	10	10
PAS 6120	Emergency Medicine	5	5
PAS 6130	Internal Medicine	5	5
Total Credits:		20	

Clinical Year – 2

YEAR 2 SUMMER SEMESTER			
Course Number	Course Title	Credit Hours	Length of Clerkship Weeks
PAS 6210	Surgery	5	10
PAS 6220	Pediatrics	5	5
Total Credits:		10	



Course of Study

Curriculum Outline

Clinical Year – 3

YEAR 3 FALL SEMESTER			
Course Number	Course Title	Credit Hours	Length of Clerkship Weeks
PAS 6310	Women's Health	5	5
PAS 6320	Behavioral and Mental Health	5	5
PAS 6330	Elective Rotation #1	5	5
PAS 6340	Elective Rotation #2	5	5
Total Credits:		20	

Clinical Year – 3

YEAR 3 SPRING SEMESTER			
Course Number	Course Title	Credit Hours	Length of Clerkship Weeks
PAS 6440	Exponential Experience	3	2
PAS 6500	Summative	2	2
Total Credits:		5	
Total Clinical Year:		55	

Total Program Credits:	128	
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College of Pharmacy

Mission Statement

We are an innovative college of pharmacy engaged in teaching, scholarship, and service preparing compassionate healthcare professionals to practice in current, emerging, and diverse settings.

Vision Statement

We strive to be a catalyst for innovation to further advance health care.

Core Values

- Integrity
- Learner-Centered
- Accountability
- Professionalism
- Innovation
- Empathy
- Collaboration

Degree Programs

Doctor of Pharmacy (Pharm.D.) (141 Credits)



Doctor of Pharmacy (Pharm.D.)

Program Objective

To develop an academic community engaged in teaching, research, scholarship and service that prepares pharmacists for compassionate, evidence-based and interprofessional practice in diverse settings.

Program Description

The curriculum will be offered via a three-year block program. Although the curriculum will be offered in a time shorter than 4-calendar years, it is estimated the actual program will have approximately 25-30% more contact time than a traditional 4-year program. Students will spend approximately 6 hours on most weekdays in educational settings. This will allow for didactic and laboratory experiences to include a large proportion of time for student group learning, formative, and summative assessments. Basic and skills- based laboratories will complement didactic in-class activities where applicable. There will be daily formative assessment tools to determine formative outcomes and every other week there will be a summative assessment of the material from the block.

Introductory Pharmacy Practice Experience (IPPE) will be a total of 320 hours of education over two sessions (160 hours each) and Advanced Pharmacy Practice Experience (APPE) will be seven six-week rotations for a total of 42 weeks or 1680 hours.

Program Learning Outcomes

Foundational Knowledge

The professional program leading to the Doctor of Pharmacy degree (hereinafter “the program”) develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.



Key Element:

Foundational knowledge – The graduate is able to develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Essentials for Practice and Care

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

Key Elements:

Patient-centered care – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

Medication use systems management – The graduate is able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

Health and wellness – The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Population-based care – The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.



Approach to Practice and Care

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

Key Elements:

Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Education – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.

Patient advocacy – The graduate is able to represent the patient's best interests

Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

Personal and Professional Development

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.



Key Elements:

Self-awareness – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

Leadership – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.

Innovation and entrepreneurship– The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

**Adapted from the American Association Pharmacy's Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes, 2013.*

Admissions

Admission Requirements

- Completion of 60 semester credit hours of prerequisite coursework with a minimum 2.5 overall GPA on a 4.0 scale
- Two letters of recommendation. It is highly recommended that at least one letter of recommendation is written by a faculty member or a supervisor.
- Personal statement
- If selected, an on-site interview
- Criminal background check and drug screening, if admitted



Prerequisites

Subject	Course Title	Credits
Biology	Biology I w/Lab and Biology II w/Lab	8
Chemistry	General Chemistry I and II w/Lab, and Organic Chemistry I and II w/Lab	16
Anatomy & Physiology	Anatomy and Physiology	6
Math	Calculus or Business Calculus or Physics w/Calculus	3
Statistics	Statistics or Informatics or Digital Technology or Data Analysis or Computer Programming	3
English	English Composition I	3
Advanced Sciences	Any combination of the following: Cellular or Molecular Biology, Microbiology, Biochemistry, Genetics, Immunology, , or other advance science coursework	6
Humanities and Social Sciences	Any combination of the following: Psychology, Sociology, Social and Behavioral Sciences, Anthropology, Humanities, Ethics, or similar coursework	6
Electives	Other Coursework in Math and/or Science, and/or Humanities: Public Speaking, Communications, Health-Care Related Sciences, Economics, English, Technology, Business, or similar coursework	9
Total Hours:		60



1. The College of Pharmacy only accepts completion of coursework with a grade of C- or better. Any courses in which you received a D+, D, or D- must be retaken.
2. Larkin University (LU) College of Pharmacy (COP) Admissions Office will consider coursework taken at foreign institutions on a limited basis. The coursework must be evaluated for U.S. institution equivalence by an approved National Association of Credential Evaluation Services (NACES) organization such as World Education Services, Educational Credential Evaluators, Inc. and/or Josef Silny & Associates, Inc. For more information about foreign coursework please contact the COP Office of Admissions.
3. An applicant who has previously attend a Pharmacy program and applies to Larkin, will be reviewed by the Chair of the Admissions Committee, the Associate Dean of Student Affairs and Admissions (ADSAA) and the Director of Admissions. In lieu of a Dean's Letter, a phone call will be scheduled with the applicant, the ADSAA and the Chair to discuss the applicant's perspective on their previous attendance and how they have prepared to begin another pharmacy program.
4. All required pre-requisite coursework is based on semester credit hours. If your institution uses a quarter system, please note that 1 semester hour equals 1.5 quarter hours, or 1 quarter hour equals .6667 semester hours. To convert semester hours into quarter hours, divide the quarter credit hours by 1.5 or multiply the semester credit hours by 0.6667.



Admission Procedures

The procedure for applying for admission to Larkin University Doctor of Pharmacy program is as follows;

- Complete the application through PharmCAS and indicate that your application should be sent to Larkin University College of Pharmacy

Schedule of Application for Admissions Cycle

July	PharmCAS opens
August	Admissions Committee begins initial review of fapplications
October	Applicants begin to be invited for interview Admissions Committee begins review for admissions decisions
June	PharmCAS deadline to complete application
June	Pre-requisites must be completed
July	Orientation Week
July	First day of class
August	Final transcripts due to the Office of Admissions



The Admissions Committee of the College of Pharmacy will review completed applications on a regular basis. The initial review of completed applications will determine whether to invite the applicant for an on-campus interview.

- The initial review decision will be communicated to the applicant by email within five (5) business days of the Admissions Committee meeting.
- Applicants invited for an interview must accept or decline the request within two weeks (14 calendar days) of notification of the decision.
- Post-interview, the Admissions Committee will review the full application and interview evaluations for each applicant to determine admissions status to the Doctor of Pharmacy program.
- The applicant will be notified of the committee's decision within seven (7) business days following the Admissions Committee meeting.
- Applicants will have two weeks (14 calendar days) to accept the offer of admission and place a \$500 deposit, which is non-refundable and applied to tuition in the first semester.



Academic Calendar

FALL 2025	
New Student Orientation	July 21 st to July 25 th
First Day of Instruction	July 28 th to July 25 th
Labor Day Holiday	September 1 st
Midpoint Remediation Week	September 22 nd to September 26 th
Thanksgiving Holidays	November 24 th to November 28 th
End of Semester Remediation Week	December 15 th to December 19 th
APhA Immunization Certificate Training -P1	a. Friday, August 15th : Immunization Self Study access opens. b. Friday, September 19th : Immunization in class activity, 1:00pm – 5:00pm. c. Monday, September 21st : Immunization Live and Technique Demo, 8:00 am-3:00pm
Winter Break	December 22 nd to January 5 th

SPRING 2026	
First Day of Block Courses (P1 & P2)	January 5 th
Martin Luther King, Jr. Holiday	January 19 th
Midpoint Remediation Week	March 2 nd to March 6 th
End of Semester Remediation Week	May 11 th to May 15 th
IPPE 1 (P1) *	March 23 rd to April 17 th
IPPE 2 (P1) *	April 20 th to May 15 th



SUMMER 2026	
First Day of Instruction (P1)	May 18 th
Memorial Day Holiday	May 25 th
4 th of July Holiday Observance	July 4 th
Remediation week	July 20 th to July 24 th

*Each rotation block starts on . Students will report to their assigned sites on the dates indicated above. Attendance is mandatory.

Implementation of approved updates or changes from Academic Affairs to the student handbook during the academic year will be communicated to the Office of Student Affairs and Admissions. These updates will be included as an addendum to this handbook and will be shared with all LU-COP students and faculty.



Academics

Grading System

All final grades will be recorded by the University Registrar.

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	75 – 79%
F	0 – 74%

Block Didactic Courses

The cumulative course grade for block didactic course is dependent upon graded formatives (weighted content 25%) and the (weighted content 75%). The minimum score to demonstrate competency in cumulative course grades is 75%. The maximum grade that can be achieved in cumulative course grade is 100%.

ALL students must attain at least an overall 75% course grade to prove competency and pass the course. Students unable to attain an overall 75% course grade to prove competency will receive an “F” letter grade and will be offered an opportunity for remediation during this course’s remediation week.

All students MUST fulfill the following 1 (one) criterion to be eligible for the 2% bonus points.

1. Complete the Course and faculty evaluations survey.

Student who does not fulfill the above criteria will not be awarded the two (2%) bonus points.

In remediations, students must meet the minimum competency of at least 75% individually to pass the course. Students are not eligible for the two (2%) bonus points and formative I and II scores to be added to their remediation score. The maximum grade allowed for a remediation will be 75%. The Appeals process is only applicable for remediation exams. Please refer to Larkin University College of Pharmacy Remediation Grade Posting and Appeal Process from the Office of Academic Affairs.



Longitudinal Didactic Courses

Clinical Longitudinal Courses

The cumulative course grade for clinical longitudinal didactic courses can be a combination of the summative assessment and/or other required assessment(s) (e.g., quizzes, presentation, simulation, demonstration of clinical skills etc.). Each component in the course should have the specific percentage of the course grade indicated in the respective course syllabus. The minimum score to demonstrate competency in cumulative course grade is 75%. For students that do not achieve competency of 75% in cumulative course grade will receive an “F” letter grade and will be offered an opportunity of comprehensive summative remediation at the end of the semester, which requires a 75% to achieve competency. The maximum grade a student can obtain in remediation is 75%.

Introductory Pharmacy Practice Experiences (IPPE)

The course grade for IPPE courses are a combination of rotation assignment completion and preceptor evaluations. IPPE grades are pass/fail.

Advance Pharmacy Practice Experiences (APPE)

The course grade for APPE courses are a combination of rotation assignment completion and preceptor evaluations. APPE grades are percentage based. The highest percentage that can be achieved in an APPE is a 100%. To successfully pass an APPE, students must earn a minimum of 80% and complete all necessary assignments.

Grade Reports

All course grades will be recorded as a percentage in Anthology (formerly CampusNexus). Each transcript will report the percent earned in the course. Students may view final percentage earned online through their student portal at the end of each semester. Any error in grading, the omission of a course, etc. should be reported to the University Registrar within two weeks following the end of the semester. For employment, corporate reimbursement or other needs, a comprehensive registration statement may be requested from the University Registrar.



Repeated Course

Students in the COP are not allowed to take a course once they have successfully achieved competency.

W Grade

A student who formally withdraws from the institution before the mid-point (50% or half-way point) of a course will be assigned a grade of W for the course. The W grade is not included in the calculation of the CGPA and the credits for the course are not included in the determination of total credits attempted.

Incomplete (Grade of I)

At the discretion of the Dean, a student may be assigned a temporary grade of incomplete (I) to allow the student more time to complete missing coursework to take a required exam. Upon completion of the work or exam, the earned grade replaced the grade of "I" and is calculated into the grade average for the level and for the CGPA. If the missing work or exam is not completed within the semester that the course is in, a grade of "F" will be assigned and completed into the final grade average for the course and into the CGPA.

Recording of Final Grades

All course grades will be recorded as the letter grade earned in Anthology (formerly CampusNexus). Each transcript will report the grade earned in the course.

Recognition of Honors

The top 10% of students each semester (non-cumulative) will be included in the Dean's List.



Remediation Exam Grade Appeals

Didactic Coursework

Only those students that did not meet competency (75%) in remediation are eligible for the appeals process. Grades for remediation exams may be appealed by 5PM the next business day following posting of the grade by means of an email communication addressed to the faculty, with the Course Director copied on the communication.

Only those students that did not meet competency (75%) in Remediation are eligible for the appeals process. Criteria to be eligible for appeal: 1. secured 70% or above as an individual grade in Remediation. 2. maximum of three (3) questions only (after securing at least 70% as individual grade in Remediation). The student must include details that include why the student believes the correct answer is not the only correct answer with support by information provided ONLY in the course, required or recommended reading.

The Course Director must respond with a decision about the appeal by 5PM the next business day following receipt of the original appeal (level I). The student can appeal the decision of the Course Director to the AD by 5PM the next business day (level II) following receipt of the Course Director's decision. The AD must respond to the student appeal with a decision about the appeal by 5pm the next business day following receipt of the level II appeal.

Experiential Coursework

A student may appeal an assigned grade within 3 business days of the posting of that grade in experiential courses, by means of written communication addressed to the ADPPA. The ADPPA will provide a response within one week. If the appeal is denied by the ADPPA, the student may appeal to the AD within 24 hours of the decision.



Academic Standing

To be in good academic standing in Pharmacy (COP) a student must not be on academic probation or be subject to academic dismissal.

A student is considered to be “not in good academic standing” when any one of the following apply:

- The student is on academic probation;
- The student withdraws while on academic probation;
- The student is subject to a required LOA, suspension or academic dismissal.
The latter can occur due to any one of the following circumstances:
- The student did not attain competency on two remediation assessments;
- The student did not attain competency on one introductory pharmacy practice experience (IPPE);
- The student did not attain competency on three advanced pharmacy practice experiences (APPE);
- The student did not attain competency upon remediation of any one APPE.

Probation

A student placed on probation is considered at risk of not completing the program and thus is no longer in good academic standing. Students on probation are not permitted to run for an elected office within any COP student organization. If the student currently holds an office, it may be in their best interest to resign from the position in order to focus on the probation concerns. Students on probation are not permitted to receive travel funding from the COP. Any other restrictions or requirements will be determined on an individual basis and described in the Student Progression and Professionalism Committee (SPPC) letter.

Student progress will be monitored, and additional actions may be required to increase the probability of the student’s success. The status of “Probation” will be indicated on the student’s transcript during the time they are actively on probation. Once the student returns to good academic standing, the transcript will no longer reflect the probation status.



The SPPC will review probation cases based on the time parameters indicated in the SPPC letter. Any additional early alerts or documented concerns will be reviewed to determine the students' academic standing

Suspension

If a student is suspended, SPPC will specify the requirements under which re-entry into the program will be allowed. The status of "Suspension" will be permanently indicated on the student's transcript. A student who was suspended from the program may request re-entry to the program at the same semester in which they were suspended of the next academic year. The student must submit an Intent to Return form to the University Registrar. If the SPPC letter indicates documentation is required, it must be submitted with the intent to return form.

The timely submission of required documents after suspension does not guarantee re-entry. Re-entry will be considered by the Assistant/Associate Dean for Academic Affairs (ADAA) in consultation with the Assistant/Associate Dean for Student Services and Admission (ADSAA) and SPPC. Decisions will be made on a case-by-case basis.

Students who re-enter the program after suspension will be on probation for at least 1 semester. Academic, professional, and behavioral compliance in accordance with the Technical Standards and Code of Conduct will be closely monitored by the student's faculty advisor, the ADAA and the ADSAA.

Dismissal

If a student is dismissed, they may choose to re-apply to the program. There is no opportunity for re- entry through the SPPC.



Policy on Leave

Required Leave of Absence

While a student may request a voluntary Leave of Absence (LOA), the SPPC may also require a student to take a LOA if, in the judgment of the SPPC, the circumstances warrant such leave. Situations that may be considered for a required LOA include, but are not limited to, substance use/abuse, mental health issues, or other impairment that would require treatment and/or outside resources. There will always be specific requirements by which the student must abide to return to the program. Whether a required LOA or voluntary LOA, the student's transcript will reflect "Leave of Absence" to protect the student and to serve as an alternative to suspension, which is a more significant sanction.

Readmission Requirements for Required Leave of Absence

The SPPC Chair or Vice Chair and the ADPPA will jointly meet with the student to convey this decision verbally and in writing. The SPPC letter will outline the necessary requirements to be taken in order to be considered for re-entry to the program the following year. If the student does not comply with all requirements, or if they do not indicate their intent to return in a timely manner, they will be withdrawn from the program. However, completion of the requirements does not guarantee re-entry into the program, as the matter has to be evaluated by SPPC.

SPPC will specify the requirements under which re-entry into the program will be allowed. The student must submit an intent to return form to the University Registrar. If the SPPC letter indicates documentation is required, it must be submitted with the intent to return form. The student is only required to retake the courses in which they did not obtain competency.

Students who re-enter the program after a required leave of absence will be on probation for at least 1 semester. Academic, professional, and behavioral compliance in accordance with the Technical Standards and Code of Conduct will be closely monitored by the student's faculty advisor, the ADAA and the ADPPA.



Violation of the Code of Conduct

Academic Dishonesty

Academic Dishonesty is defined by the following actions:

- Cheating: when a student, who does not do his or her own work on an academic exercise, except when clearly defined by the instructor as a group exercise, or when a student otherwise gains an unfair advantage over his or her peers. This includes, but is not limited to:
- Bringing to an assessment any books, notes, scraps of paper or information in any format that is intended to unfairly aid the student (or other students) during the assessment/remediation;
- Receipt of unauthorized material from another student;
- Passing of unauthorized material to another student;
- Bringing into the assessment/remediation any unauthorized electronic device, such as a cellular phone or smart watch;
- Any communication with another student during an individual assessment/remediation;
- Any communication with another student about the individual assessment following completion of the individual assessment and prior to the group assessment;
- Any communication with another student or between assessment groups about assessment questions prior to or during the group assessment;
- Reference to notes, books etc. while on a bathroom break;
- Intentionally seeking information from another student's computer screen or notes on scratch paper;
- Intentionally positioning your computer or scratch paper to allow viewing by another student.



Definition of Plagiarism

Defined by Webster's dictionary as "to steal and pass off words of another as one's own; to use another's production without crediting the source." Plagiarism can be either intentional or unintentional. An unintentional violation can occur when a student is unaware of correct citation practices in the writing of a paper, project, or presentation. To avoid such unintentional plagiarism, students must familiarize themselves with the appropriate process for crediting sources. This process must be maintained in all facets of the professional program. This includes preparation and submission of any course related documents (i.e. written documents), presentations (including PowerPoint slides), and electronic submissions to a student's portfolio. It should be noted that this includes all activities associated with performance in the experiential education, co-curricular, and extra-curricular environments. Academic honesty and integrity also apply to all other programmatic activities. This includes, but is not limited to, award applications, scholarship applications, or any document or submission related to a student's involvement in the program (e.g., academic appeal). Areas that require special attention include the following:

- While proper citation methods will be taught, students are responsible for understanding how to avoid plagiarism. Students must properly acknowledge and cite all use of the ideas, data and conclusions of other authors. Failure to do so is considered plagiarism.
- All contributors to a piece of work must be acknowledged.
- When the exact words of another person are used, these must be stated within quotation marks and a reference provided. Failure to do so is considered plagiarism. In the internet age, it is easy to cut and paste another person's writing, but it is wrong to do so without proper acknowledgement, as described above. Failure to do so may also be illegal in that the copyright laws may have been infringed.
- Not using duplicate submissions such as turning in a paper for more than one class or using the same journal club for multiple rotations



Falsification and Fabrication

Fabrication is considered to be consciously manufacturing or manipulating information in a false manner. Falsification is considered to be willfully providing false, misleading, or incomplete information.

- Failing to Respect Confidentiality - Students will respect the privacy of all members of the LU community and maintain patient confidentiality and dignity.
- Discrimination – Discrimination and harassment will not be tolerated. Students are not permitted to treat persons or patients differently because of race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other classification that deprives the person of consideration as an individual.
- Incivility – Behaviors and language that willfully disrupt the learning environment, are discriminatory or unprofessional by the standards of the College or other students, may be in violation of the Code of Conduct.

Graduation Requirements

The following are the requirements for graduation with a Doctor of Pharmacy degree from the Larkin University College of Pharmacy (COP):

- Completion of pre-pharmacy course requirements (63 credit hours) as described in the Admission Requirements.
- Completion of all Doctor of Pharmacy courses, including didactic courses, elective courses, and introductory and advanced pharmacy practice experiences (IPPEs and APPEs), as described in the curriculum (141 credit hours).
- Completion of required co-curricular components of the program.
- Demonstrate competency in the required knowledge and skills prior to starting APPEs.
- Meet the technical standards of the COP which include requirements for maintaining professionalism, mental and emotional health, and ethical standards in didactic and experiential settings.



- Pay all fees and financial obligations to LU.
- Complete the requirements of the Doctor of Pharmacy degree within 5 years of initial enrollment at the college.
- In keeping with pharmacy tradition, be recommended for the degree by the faculty of the COP.

In order to become a licensed pharmacist, the graduate must pass both the national pharmacy licensing examination and a state licensing examination for the state in which the graduate desires to practice.



Course of Study

Curriculum Outline

YEAR 1 – FALL SEMESTER		
Course Number	Course Title	Credit Hours
PH 501-B1	Introduction to Pharmacy	2.5
PH 503-B2	Molecular Biology and Genetics	2.5
PH 502-B3	Medical Biochemistry	2.5
PH 505-B4	Ethics and Law	2.5
PH 507-B5	Medicinal Chemistry, Pharmacology and Toxicology I	2.5
PH 504-B6	Pharmaceutics I with extemporaneous compounding	2.5
PH 509-B7	Pharmacy Practice and Interprofessional and Patient Communications	2.5
PH 506-B8	Pharmaceutics II with Aseptic Technique	2.5
PH 512-B9	Biopharmaceutics and Pharmacokinetics	2.5
PH 522	Immunization Certification	0.5
Total Credits:		23



Course of Study

Curriculum Outline

YEAR 1 – SPRING SEMESTER		
Course Number	Course Title	Credit Hours
PH 513-B1	Medicinal Chemistry, Pharmacology and Toxicology II	2.5
PH 508-B2	Nonprescription Medicine and Self-Limiting Diseases	2.5
PH 514-B3	Pulmonary Disorders	2.5
PH 515-B4	Endocrine and Metabolic Disorders	2.5
PH 516-B5	Research Methodology and Literature Evaluation I	2.5
PH 510-B6 (and B9)	Introduction to Pharmacy Practice Experiences I Community	4
PH 511-B8 (and B9)	Introduction to Pharmacy Practice Experiences II Health Systems	4
Total Credits:		20.5



Course of Study

Curriculum Outline

YEAR 1 – SUMMER SEMESTER		
Course Number	Course Title	Credit Hours
PH 517-B1	Bone and Joint Disorders, Dermatology, EENT	2.25
PH 518-B2	Men's and Women's Health (Gynecological, Obstetric, Urologic Disorders)	2.25
PH 521-B3	Practice Management and Informatics	1
PH 519-B4	Renal Disorders	2.25
PH 520-B5	Cardiovascular Disorders I	2.25
PH 540-L	Integrated Pharmacotherapy Course Sequence I	1
Total Credits:		11



Course of Study

Curriculum Outline

YEAR 2 – FALL SEMESTER		
Course Number	Course Title	Credit Hours
PH 601-B1	Cardiovascular Disorders II	2.25
PH 602-B2	Cardiovascular Disorders III	2.25
PH 609-B3	Pharmacoeconomics, Pharmacoepidemiology, Policy and Outcomes	2.25
PH 618-B4	Literature Evaluation II and Doctoral Seminar	2.25
PH 603-B5	Neurologic and Psychiatric Disorders I	2.25
PH 604-B6	Neurologic and Psychiatric Disorders II	2.25
PH 605-B7	Neurologic and Psychiatric Disorders III	2.25
PH 608-B8	Gastrointestinal Disorders	2.25
PH 610-B9	Nutrition and Nutritional Disorders	2.25
PH 640-L	Integrated Pharmacotherapy Course Sequence II	2.0
Total Credits:		22.25



Course of Study

Curriculum Outline

YEAR 2 – SPRING SEMESTER		
Course Number	Course Title	Credit Hours
PH 611-B1	Microbiology, Immunology and Infectious Origin Disorders I	2.25
PH 612-B2	Infectious Origin Disorders II	2.25
PH 613-B3	Infectious Origin Disorders III	2.25
PH 614-B4	Infectious Origin Disorders IV and APhA Immunization Training Module	1.25
PH 606-B5	Hematologic and Oncologic Disorders I	2.25
PH 607-B6	Hematologic and Oncologic Disorders II	2.25
PH 615-B7	Treatment of Special Populations and Critical Care	2.25
PH 616-B8	Elective I	2.25
PH 617-B9	Elective II	2.25
PH 641-L	Integrated Pharmacotherapy Course Sequence III	2.0
Total Credits:		21.25



Course of Study

Curriculum Outline

YEAR 3 – SUMMER, FALL, AND SPRING SEMESTER		
Course Number	Course Title	Credit Hours
PH 701	APPE – Ambulatory Patient Care	6
PH 702	APPE – General Medicine Patient Care	6
PH 703	APPE – Hospital/Health Systems Pharmacy	6
PH 704	APPE – Community Practice	6
PH 705	APPE – Patient Care Elective I	6
PH 706	APPE – Patient Care Elective II	6
PH 707	APPE – Elective	6
PH 708	NAPLEX Preparation	1
Total Credits:		43



Course Descriptions

CMB 505 Laboratory Techniques & Equipment (3)

The course examines the theory and methods used in a clinical laboratory to analyze biological specimens. Techniques and automated equipment are studied relative to biochemical, biological and molecular tests.

CMB 510 Detection of Bacteria, Viruses, Fungi & Parasites (3)

The course investigates the numerous techniques used to differentiate micro-organisms, pathogens and parasites. Methods used to detect include microscopy, tissue culture and cytopathic effects, DNA and RNA amplification, microarrays, sequencing, serology and immunoassays.

CMB 520 DNA, RNA and Immunological Methods (3)

The course immerses the student in the world of molecular diagnostics with a focus on DNA, RNA and antibody-based methods. Principles of DNA amplification (Polymerase chain reaction or PCR) are studied in detail including reverse-transcription PCR, quantitative PCR and real-time PCR. Western methods, ELISAs and Immunological methods are also studied and compared to DNA and RNA methods

CMB 530 Molecular Biology of Cancer (3)

The course is an in-depth study of the molecular mechanisms that lead to different types of cancer. Gross changes in chromosomal translocations are studied along with single-nucleotide polymorphisms and how each are detected and used to identify cancer risks. Viruses and oncogenes are also examined along with alterations in the normal cell cycle. The latest molecular techniques used to screen for cancer and to diagnose cancer are also evaluated and compared to traditional methods.



CMB 540 Hematology & Histology (3)

The course examines the staining methods and techniques used to identify cellular structures and functions of the cell. Blood and specific tissues are analyzed at the microscopic level to examine morphological features and identify organelles that function in the role of the cells or tissues. Pathological effects on the cells are also examined relative to infectious disease.

MSB Biochemistry (

Biochemistry provides an introduction to the fundamental aspects of Biochemistry. It gives an overview of the structure, function and metabolism of biologically important molecules, carbohydrates, fatty acids, proteins and nucleic acids. Enzyme kinetics, allosteric inhibition, enzyme inhibition and control are considered in detail. The course concludes with a review of amino acid metabolism. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease etiology, diagnosis and treatment. Cell membranes and the structure, function and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed, and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease, atherosclerosis, hyperlipidemia, obesity and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited.

MSB 505 Frontiers in Medicine (1)

This course covers contemporary topics in medicine with guest lecturers who are experts in their field of study.

MSB 513 Immunology (3)

This course presents fundamental concepts of immunology and the role of the immune system in health and disease, and the use of serological and antibody-based methods in the clinical lab. A Review of the biological effects of immunologic reactions, antibody formation and interactions, and immunological specificity of normal and diseased cells and tissues will be discussed.



MSB 514 Medical Microbiology (3)

The fundamentals of microbial physiology, genetics and immunology are presented with important bacterial, viral, parasitic and mycotic infections discussed from the standpoint of etiology, epidemiology, and pathogenesis and laboratory diagnosis. Treatment, prevention, and control of microorganisms are also discussed.

MSB Molecular Genetics (3)

This course discusses the genetic influences that affect the course of human development from reproduction through the prenatal, neonatal, pediatric, adolescent, and adult periods. Screening protocols, gene therapy, and new treatment modalities are covered including pharmacogenomics and epigenetics.

MSB Pathophysiology (3)

This course is designed to promote understanding and application of fundamental disease processes in clinical settings. It is a systematic study of disease processes involving relationships between pathophysiological changes and clinical manifestations. Students will study the essential mechanism and sequence of events leading to the development and functional changes associated with disease process. General concepts of diseases, including etiology, pathogenesis, morphology and biochemistry will be discussed. General pathophysiology concepts including cell injury, necrosis, inflammation, wound healing, and neoplasia will be explored.

MSB Human Anatomy (3)

An intensive study of the human anatomy that emphasis the gross structural anatomy of the human body and correlation to clinical medicine. The human body will be correlated with surface anatomy, radiology, osteology and other relevant clinical information.



MSB Human Physiology (3)

This course is a comprehensive study of the function and regulation of human organ systems of the body and physiological integration of the systems to maintain homeostasis. Course will include neural & hormonal homeostatic control mechanisms, and study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, endocrine systems and fluid electrolyte balance.

MSB 589 Professional Development Seminar (1)

This course will prepare students to develop and compose applications, personal statements, curriculum vita/resumes, and cover letters necessary for successful application and matriculation to professional schools. Students will identify their strengths, skills and experiences that are most beneficial to their personal school professional choices. Practice presentations and interviews will be conducted to allow students to improve chances of acceptance

MSB 590 Clinical and Scientific Presentation (1)

This course culminates in the demonstration of student learning outcomes in critical thinking, communication and professionalism by development of patient or scientific poster and oral presentation of topic in their field of study.

MSB 591 Research 1 (4)

A research project under the guidance of an advisor with input from a Thesis Committee. The committee will consist of Advisor, Dean and one other faculty member. Prior to the start of the project the committee must approve specific guidelines and protocols. The research student is expected to commit 160 hours or more a term to the research project documenting experiments, data and data analysis in a laboratory notebook or tablet. The project may occur in a laboratory, in the medical field, or clinic.



MSB 592 Research 2 (4)

Research project continuing from 591 Research 1. Again, the research student is expected to commit 160 hours or more a term to the research project documenting experiments, data and data analysis in a laboratory notebook or tablet. The research student is expected to commit 160 hours or more a term to the research project documenting experiments, data and data analysis in a laboratory notebook or tablet. The project may occur in a laboratory, in the medical field, or a clinic. Data analysis will be presented as a poster or presentation, and a final thesis will be written and evaluated by the Thesis Committee.

MSB 595 Biostatistics (4)

The course in Biostatistics is essential to ensuring that findings and practices in public health and biomedicine are supported by reliable evidence. This course covers the basic tools for the collection, analysis, and presentation of data in all areas of public health.

MSB 680 Fundamentals of Addiction (3)

This course includes the history, epidemiology, diagnosis and classification of addiction.

MSB 681 Neuro-biology of Addiction (3)

This course includes the neuro-imaging, neuro-biology and role of the brain in addiction. It also includes a review of current research with the addiction field through clinical presentation.

MSB 682 Clinical Aspects of Addiction (3)

This course will identify numerous addictions in both the U.S. and worldwide and how they are recognized. A review of behavioral addictions will be included in this course.



MSB 683 Addiction Treatment & Clinical Management (3)

This course will focus on addiction treatment and application and include behavioral treatment , group treatment and specific settings as well as pharmacotherapy.

MBSC 583 US Healthcare System (2)

This course will provide a comprehensive overview of the US healthcare system, components, how it is funded as well as services provided. It will explore various operations and components of the healthcare system, as well as the overall functions within points of care. The overview will continue with an overview of careers within the variety of healthcare settings including management, budget, legal, patient care, diagnosis, etc. A comparison of healthcare across the world to the US healthcare system will be incorporated into study. The course will conclude with an examination of the economic impact of healthcare and healthcare training on the overall economy of a city, state and country.

MSBC 584 Medical Spanish (2)

This course will focus on developing the skills to complete a patient interview and patient communication in Medical Spanish to enhance the doctor-patient relationship.

PA 5001 Introduction to the Profession (1cr)

This 7-week course traces the history, development, and status of the physician assistant (PA) profession including an exploration of the PA role as members of health care team. Students investigate and research national and state legislative aspects governing the profession including political and legal factors impacting practice, biomedical ethics, patient confidentiality, and professionalism.



PA 5010 Human Anatomy and Physiology/Lab (2crs)

The comprehensive course is organized via a body systems approach including knowledge of anatomical and physiological mechanisms by which the human body functions in health and disease. Experiences in state-of-the-art visual spatial (3D) virtual dissections enhance anatomic and physiological concepts with clinical applications in addition to complementing lectures focusing on the structure, form, and function of the human body.

PA 5011 Biomedical Sciences (Genetics Biochemistry) (1cr)

An 8-week course providing a foundational understanding of genetic and molecular mechanisms of diseases and genetic inheritance. Following introduction of basic principles of molecular biology and genetics, the course focuses on derangements in structure and function of genes, chromosomes, the human genome, and biological variations resulting from recombination, mutations, or chromosomal abnormalities.

PA 5012 Microbiology/Immunology (1cr)

The course introduces basic concepts of microbiology and immunology with an emphasis on the application of microbiological/immunological principles to clinical practice. Microbiology covers bacterial, fungal, viral, and protozoan growth and associations with specific diseases. Immunology centers on the immune system, resistance to disease, serology, serological testing and associations with infections, diseases, and disorders.

PA 5101 Pathophysiology I (4crs)

First of a two-part series, the course explores the causes and mechanisms of disease and associated alterations in the structure and function of tissues with an emphasis on cell, tissue, and organ changes related to dysfunction leading to injury and disease. Using systems-organ based format, specific topics and diseases are studied in relation to causation, evaluation, and morphological changes.



PA 5102 Behavior Medicine (1cr)

An 8-week course addressing behavioral, social, and psychological basis of patient and health care provider and the relationship between these three factors on health, illness, and the practice of medicine. Course focuses on practitioner's ability to apply behavioral principles to major health issues and conditions, such as death/dying, human sexuality, normal/abnormal development, substance use disorders, response to illness/stress, and identify domestic violence.

PA 5111 Pharmacology and Pharmacotherapy I (4crs)

The course provides a comprehensive understanding of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics principles and applications to clinical medicine. Using evidence-based medicine to formulate patient-specific treatment plans, students are exposed to recognizing possible adverse reactions, toxicities, and management while applying pharmacological knowledge in clinical settings to enhance quality of patient care.

PA 5121 Physical Diagnosis I (4crs)

The course provides, equips, and prepares students with essential medical, technical, and clinical skills needed to enter clinical practice. First of a two-part series, the first part of the course is devoted to physical examination, history taking, medical documentation, and formulation of diagnoses from the head to the lungs, including breast examinations. The course focuses on the application of critical thinking skills to formulate diagnoses by utilizing hands-on-lab sessions and simulated case-based scenarios. Emphasis is placed on essential clinical skills for PA practice, which require performing and taking medical interviews, documenting history, physical exam findings, conducting appropriate physical examinations, and use of medical equipment.



PA 5122 Health Policy and Delivery Systems (1cr)

Designed to expose students to general principles and concepts related to healthcare delivery systems and health care policy issues within the United States, the course highlights the principal features, characteristics, organization, financing, and function of health care delivery systems. With a focus on the diverse types of health care delivery systems, students comprehend the PA role related to costs, access, quality of care, and ethical issues impacting underserved populations.

PA 5201 Pathophysiology II (4crs)

Second of the series and in the previous course, major principles of pathophysiology related to alterations in normal structure and function of cells, tissues, and organs including relating dysfunction to processes of injury and disease were covered. This course utilizes clinical-case and research-based systems focused approach to evaluate common alterations in health states encountered in primary care settings. Emphasis is placed on the identification of alterations according to etiology, epidemiology, pathogenesis, clinical manifestations, and signs and symptoms to include treatment, management, and health promotion and disease prevention.

PA 5211 Pharmacology and Pharmacotherapy II (4crs)

Second of a two-semester series, this course focuses on the pharmacology and therapeutics of cardiovascular, endocrine, metabolic, gastrointestinal, respiratory/pulmonary, dermatologic, and pain conditions, on men's and women's health, and cancer chemotherapy. The course emphasizes the mechanisms of actions, therapeutic uses, major side effects, warnings and precautions, contraindications and interactions of drugs used for these conditions. Clinical case studies and problem-based instructional strategies are used to supplement knowledge in and application of pharmacological principles using evidenced-based guidelines.



PA 5221 Physical Diagnosis II (4crs)

The sequel to Physical Diagnosis1, which devoted attention to the examination, history taking and development of diagnoses from the head to the lungs, including breast examination. Physical Diagnosis II continues in the same venue providing essential clinical skills for PA practice which consists of performing and taking medical interviews, documenting histories, physical exam findings, writing complete, focused, and SOAP notes, conducting appropriate physical examinations, and appropriate use of medical equipment. Physical examination II course continues to provide students with essential skills for history taking and examination from the abdomen to the complete physical examination of the body. The course supplements and enriches learning with the use of real surrogate and simulated patients for examinations of the male and female genitalia, breast, and rectal examination. Both PD 1 and II utilize real hands-on lab sessions for the examination of the body, conducting interviews and medical documentation writing skills, use of medical equipment, and application of critical thinking skills in simulated case-base and problem-based learning scenarios.

PA 5222 Clinical Reasoning/Integration I (2crs)

The course is designed to transform theoretical knowledge into practical, real-world clinical scenarios to prepare and provide students with essential tools to develop critical thinking and clinical reasoning skills. Clinical cases presented are assigned in tandem and parallel topics covered in the Clinical Medicine Lecture I modules. Using small group discussions and assignments, problem-based oral presentation lab sessions, and simulated patients, students apply and combine medical knowledge with critical thinking and clinical reasoning skills to enhance both diagnostic and communication skills, the formulation of appropriate medical diagnoses, and development of effective patient management treatment plans.



PA 5223 Evidence-Based Medicine and Research I (2crs)

This course is the first of a two-semester series in evidence-based medicine and research. It introduces students to the principles of human research methodology and basic biostatistical concepts necessary to understand clinical research data and evaluate medical literature. Throughout the course, students become knowledgeable of different research study designs and of the ethical, legal, and regulatory issues involved in human-subject research. Students learn to perform data analysis and develop skills necessary to critically review and evaluate medical literature and information resources.

PA 5231 Clinical Medicine I (6crs)

Clinical Medicine I is an intensive medicine course that covers the etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology, pulmonology, electrocardiography, pulmonary, infectious diseases, and hematologic systems. The pathophysiology of the organ systems in relation to the various disease processes is integrated with clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is on the pathophysiological relation of disorders, conditions, and disease processes and integration with problem-based clinical scenarios, historical and physical findings, and diagnostic and radiographic correlations to test results.

PA 5322 Clinical Reasoning/Integration II (2crs)

Clinical Reasoning/Integration II is designed to extend the knowledge and experience in using problem-based learning case scenarios and clinical reasoning skills to transform theoretical knowledge into practical, real-world clinical scenarios. Clinical cases presented will be assigned in tandem and parallel topics covered in the Clinical Medicine II Lecture modules. Using small group discussions and assignments, problem-based learning and oral presentation lab sessions, and simulated patients, students apply and combine medical knowledge with critical thinking and clinical reasoning to supplement and enhance diagnostic, therapeutic, and patient management skills related to gastrointestinal, nutritional, dermatological, endocrinological, psychiatric, and reproductive system clinical presentations.



PA 5323 Evidence-Based Medicine and Research II (2crs)

This course is the second of a two-semester series in evidence-based medicine and research. The course builds upon biostatistics and clinical research concepts learned in the previous course PA5223. Students learn the structure of a research project and the components of manuscripts for publication in a peer-reviewed journal. In preparation for the Capstone Project, students are prepared to develop a research study, formulate research questions, perform literature research, evaluate the quality of medical research, collect, analyze, and present data, discuss findings, drawing conclusions, and produce an annotated bibliography. This course prepares students for conducting a Capstone research project and compiling a manuscript of publishable quality.

PA 5331 Clinical Medicine II (8crs)

Clinical Medicine II is the second intensive medicine course that covers the etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of gastrointestinal, nutritional, dermatological, endocrinological, psychiatric, and reproductive systems. The pathophysiology of organ systems in relation to various disease processes is integrated with clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is on the pathophysiological relation of disorders, conditions, and disease processes and integration with problem-based clinical scenarios, historical and physical findings, and diagnostic and radiographic correlations to test results.

PA 5340 Medical Ethics and Professional Practice (2crs)

Medical ethics and professional practice is designed to cover fundamental principles of medical ethics and professionalism. The course emphasizes basic ethical principles such as, understanding medical ethics and adherence to professional standards; the exhibition of professionalism, the demonstration of patient confidentiality, advocacy, and knowledge of laws and regulations governing practice; adherence to licensure requirements and scope of practice issues; dedication to life-long learning on advancements in medical knowledge; participation in continuing medical educational activities and the provision of care that is medically sound, ethically grounded, and patient-centered. The course also focuses on patient safety, risk management, quality improvement, and the prevention of medical errors.



PA 5341 Principles of Radiology and Imaging (2crs)

The course provides students with diagnostic skills to order and understand the utility, limitations, indications, and contraindications for the most common diagnostic testing and use of various radiological tests including the plain X-ray, cat scans, magnetic resonance imaging, nuclear and pet scans, sonograms, and interventional radiology.

PA 5412 Medical Informatics (2crs)

The course introduces physician assistant (PA) students to the field of medical informatics and its applications in healthcare. Medical Informatics focuses on the effective use of data, information, and technology to improve healthcare delivery, patient outcomes, and healthcare system efficiency. The course emphasizes the role of Clinical Decision Support Systems (CDSS) in promoting evidence-based practices and improving patient safety. Students explore the impact of telemedicine and remote patient monitoring on access to care, particularly in underserved populations. Through discussions on ethical and legal considerations, students gain insight into the responsibilities of managing health information while ensuring patient confidentiality. Students also learn how to integrate informatics into clinical practice to enhance patient care, improve quality of healthcare delivery, and clinical workflows.

PA 5420 Point of Care Ultrasound (1cr)

This course provides students with foundational knowledge and hands-on skills necessary for using bedside ultrasound in clinical settings. Students learn to perform the FAST exam and basic ultrasound examinations in the emergency setting for various organ systems including heart, lung, abdominal aorta, and vasculature, and in the outpatient setting for musculoskeletal assessments, obstetric evaluations, and soft tissue examinations. Lecture modules also cover the utilization of ultrasound for vascular access guidance, such as central line and peripheral IV placements, and for procedures like thoracentesis and pericardiocentesis.



PA 5421 Physical Diagnosis III : Skills Lab (5 crs)

This skills lab course is designed to provide hands-on experience in essential clinical procedures commonly seen in clinical settings, such as chest tube insertion, venous puncture, foley catheter placement, intubation, suturing techniques, incision and drainage (I/D), wound care, and splinting/casting. Students develop proficiency in performing clinical skills procedures safely and effectively through guided practice, hands-on stimulations, and continuous simulation.

PA 5431 Clinical Medicine III (8crs)

Clinical Medicine III is the third intensive medicine course that covers etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of general surgery, eyes, ears, nose, and throat, genitourinary system, musculoskeletal system, neurological system, renal system, and pediatrics. The pathophysiology of organ systems in relation to various disease processes is integrated with clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is on the pathophysiological relation of disorders, conditions, and disease processes and integration with problem-based clinical scenarios, historical and physical findings, and diagnostic and radiographic correlations to test results.

Clinical Year

PAS 6110 Family Medicine (Credits 10)

This ten -week course provides the physician assistant student with experience practicing the principles of family medicine through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills in an outpatient evaluation of preventative, acute, and chronic medical presentations dealing with pediatrics, adolescents, adult, and elderly patient populations. Emphasis is placed on the primary care needs of patients in inner-city communities, as well as geriatric and long-term care patients. This clerkship will include the delivery of health promotion, patient education, and disease prevention.

Prerequisite: *Completion of didactic (first) year of the physician assistant program.*



PAS 6120 Emergency Medicine (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of emergency medicine through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills with hands-on experience in the emergency room setting. This includes triage, evaluation, and management of patients across all age groups. Students will acquire skills necessary for triage, stabilization, diagnosis, and management of patients with a range of conditions, from significant traumatic injuries and acute illnesses to acute complications of chronic illnesses and less life-threatening problems.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6130 Internal Medicine (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of internal medicine through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills in environments that concentrate on managing acute and chronic diseases in either an inpatient and/or outpatient setting. The focus will be on the care of adult and elderly patient populations. This core clerkship places emphasis on handling intricate acute and chronic medical conditions in the context of hospitalized, acute, and non-surgical adult and elderly patients, and tracking their daily progress.

Prerequisite: Completion of didactic (first) year of the physician assistant program.



PAS 6210 Surgery (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of surgery through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills in all stages of patient care in surgery, from diagnosis to treatment, including pre-operative, intra-operative, and post-operative care. Students will get the chance to scrub into the operating room, where they observe and assist in a range of surgical procedures under the direction of their assigned preceptor(s).

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6220 Pediatrics (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of pediatrics through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills to identify and manage prevalent childhood diseases, evaluate normal growth and development variations, and deliver preventive healthcare services such as immunizations, routine screenings, counseling for parents and interventions.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6310 Women's Health (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of women's health through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills evaluating OB-GYN patients. They will gain practical skills in managing ante-partum and postpartum patients. Students may occasionally assist with deliveries. Kindly be aware that our focus is on gaining experience and training in women's health.

Prerequisite: Completion of didactic (first) year of the physician assistant program.



PAS 6320 Behavioral and Mental Health (Credits 5)

This five -week course provides the physician assistant student with experience practicing the principles of behavioral and mental health through collaboration with preceptors who have expertise in this field. The physician assistant student will be provided opportunities to acquire and develop skills in applying a biopsychosocial approach to psychiatric, cognitive, and behavioral issues. During this clinical clerkship, students will focus on evaluating and managing patients, with an emphasis on developing strong communication skills, demonstrating empathy, and utilizing behavioral therapies.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6330 Elective Rotation #1 (Credits 5)

This five-week clinical course is chosen from a variety of surgical, family medicine or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6340 Elective Rotation #2 (Credits 5)

This five-week clinical course is chosen from a variety of surgical, family medicine or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists.

Prerequisite: Completion of didactic (first) year of the physician assistant program.



PAS 6440 Exponential Experience (Credits 5)

This course is a continuation of the first-year course (Evidence-based Medicine and Research I & II) and is designed to allow PA students to complete a master's degree project under the guidance of a faculty adviser. This course emphasizes critical thinking, clinical decision-making, and evidence-based practice. Students will identify evidence-based medicine questions, conduct appropriate literature searches, analysis selected articles and develop a comprehensive paper of publishable quality. The student will prepare and present an oral presentation on their topic at the conclusion of the year.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PAS 6500 Summative (Credits 4)

The Summative Evaluation course is multifaceted and designed to evaluate a student's overall competency. The evaluation will take place within the final four (4) months of the program completion. Evaluation instruments will be used to correlate both didactic and clinical components of the program's curriculum and measure if the student has achieved the necessary knowledge, interpersonal, clinical, technical, and patient care skills, interpersonal collaboration, professionalism, clinical reasoning and problem-solving abilities, practice base learning, and cultural competency to enter clinical practice.

Prerequisite: Completion of didactic (first) year of the physician assistant program.

PCTB 520: Research Design, Ethics, and Implementation (3)

This course covers topics on the different phases of experimental design, developing a question, developing surveys, determine sampling strategies, and techniques and technologies to implement into the studies of both quantitative or qualitative nature. The course also compares the advantages and disadvantages of different qualitative and quantitative study designs, and how to integrate different quantitative and qualitative approaches in different studies. It also discusses the importance of research ethics and its implementation at different stages of a study.



PCTB 541: Grant Writing in Human Health Research (3)

Elaborates on the different aspects of grant writing and the how to write successful grant proposals.

PTCB 570 Introduction to Clinical Informatics (4)

Covers and compares different health care systems, including how they were developed, modified, and currently being implemented.

PH 501-B1 Introduction to Pharmacy (2.5)

This course orients the student to core areas of the Pharmacists' Patient Care Process, career pathways and the regulation of pharmacy profession. The students become knowledgeable about Larkin University programs and are engaged in learning foundational mathematical concepts that are applied to medication therapy management and patient care. Students are introduced to the historical perspectives of the evolution of pharmacy, the impact of technology on practice, and the role of pharmacists in the health care team. Students begin the development of their professional identity in this course.

PH 502-B3 Medical Biochemistry (2.5)

This course introduces students to foundational basic science knowledge of biomacromolecules, enzymology and enzyme kinetics, metabolic pathways, nucleic acid metabolism and protein synthesis. This course also emphasizes bioanalysis and clinical chemistry.

PH 503-B2 Molecular Biology and Genetics (2.5)

The goal of this course is to provide students with principles of basic molecular biology, genetics, and biochemical basis of human diseases. The students are introduced to processes occurring within cells, such as DNA synthesis, protein synthesis, and regulation of gene activity that affect disease states.



PH 504-B6 Pharmaceutics I with extemporaneous compounding (2.5)

This course introduces students to the theory and principles of dispensing pharmacy, which includes formulating, designing, compounding, and evaluating dosage forms and drug delivery systems in a laboratory setting. Pharmacy calculations as required for compounding and patient dosing is examined. The course also introduces the concepts of good manufacturing practice, quality control, stability, and drug compendial standards.

PH 505-B4 Ethics and Law (2.5)

This is an introductory course describing health care laws that impact pharmacy at the state and federal levels. The student learns the role of ethics in professional practice and its application in Pharmacists' Patient Care Process. This course carries on the development of professional identity.

PH 506-B8 Pharmaceutics II with Aseptic Technique (2.5)

This course introduces students to advanced dosage forms for specialized drug delivery, and formulations of sterile dosage forms (e.g., injections and eye drops). The sterile admixture techniques are explained including United States Pharmacopoeia Chapter 797 (USP 797), stability and sterility testing and dating, clean room requirements and infusion devices and catheters.

PH 507-B5 Medicinal Chemistry, Pharmacology/Toxicology I (2.5)

This course introduces basic principles and functional aspects of a drug molecule that can alter the activity of a medication leading to changes in metabolic pathways. The students are educated on dose response curves, quantitative characteristics of drug-receptor interactions including chemical and physiological factors of drug's absorption, distribution, metabolism, and excretion.



PH 508-B2 Nonprescription Medicine and Self-Limiting Diseases (2.5)

This course introduces the students to concepts surrounding the assessment of patients with self-limiting diseases and discusses the utility of nonprescription medications in this patient population. The course includes case based clinical paradigms and inter-professional aspects necessary for pharmacists to facilitate Pharmacists' Patient Care Process for this specific patient population.

PH 509-B7 Pharmacy Practice and Interprofessional and Patient Communications (2.5)

This course introduces students to communication and leadership strategies necessary to facilitate interactions between pharmacists, patients, and other members of the healthcare team. The course involves simulation experiences that will expose students to clinical scenarios that occur in daily professional practice. Students continue to develop their professional identity and practice incorporating these techniques into their daily activities of the course.

PH 510-B6 Introduction to Pharmacy Practice Experiences I Community (4)

This course provides the students with the basic knowledge needed to participate in the drug distribution process in a community pharmacy. Students apply the didactic information to adapt themselves to real- world, off-campus community pharmacist activities, assignments, and reflections. This course allows them to enhance and develop their professional maturity and communication skills. Successful completion of IPPEs is required for progression through the scheduled curriculum and leads towards the next phase of experiential education, advance pharmacy practice experience (APPE).



PH 511-B8 Introduction to Pharmacy Practice Experiences II Health Systems (4)

This course provides the students with the basic knowledge of the drug distribution process in an institutional/health systems pharmacy. Students apply the didactic information to adapt themselves to real-world, off-campus institutional/health systems pharmacist activities, assignments, and reflections. This course allows them to enhance and develop their professional maturity and communication skills. Successful completion of IPPEs is required for progression through the scheduled curriculum and leads towards the next phase of experiential education, advance pharmacy practice experience (APPE).

PH 512-B9 Biopharmaceutics and Pharmacokinetics (2.5)

This course is an introduction to basic principles of in vivo drug kinetics (pharmacokinetic-pharmacodynamic interface). It engages students to understand principles of bioavailability/bioequivalence, physiologic determinates of drug onset and duration in absorption, distribution, metabolism, and excretion of a drug.

PH 513-B1 Medicinal Chemistry, Pharmacology and Toxicology II (2.5)

This course material covers the general mechanisms of action and the role of pharmacology in selection of a particular drug for treating the disease. It provides understanding of toxicity, drug-drug interactions, and the role of enzyme induction and inhibition in absorption, distribution, metabolism, and excretion of a drug molecule. Students gain understanding of the role of transporters and pharmacogenomic principles in drug response.



PH 514-B3 Pulmonary Disorders (2.5)

This is an integrated course that introduces students to the principles of pharmacotherapy for Pulmonary disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics for pulmonary disorders in Pharmacists' Patient Care Process.

PH 515-B4 Endocrine and Metabolic Disorders (2.5)

This is an integrated course that introduces students to the principles of pharmacotherapy for endocrine and metabolic disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics for endocrine and metabolic disorders in Pharmacists' Patient Care Process.

PH 516-B5 Research Methodology and Literature Evaluation (2.5)

This course engages students in application of basic biostatistical concepts to evaluate studies published in medical and pharmacy journals. It emphasizes the conduction and interpretation of statistical tests as applied in clinical research.

PH 517-B1 Bone and Joint Disorders, Dermatology and EENT (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for bone and joint; dermatology; and eye, ears, nose, and throat (EENT) disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for bone and joint, dermatology, and EENT disorders in pharmacists' patient care process.



PH 518-B2 Men's and Women's Health (Gynecological, Obstetric and Urologic Disorders) (2.25)

This course introduces students to the principles of pharmacotherapy for disorders related to men's and women's health. It integrates the concepts of foundational science, clinical, and social and behavioral sciences to learn pharmacotherapy. The goal is to facilitate the application of pharmacotherapy topics for Gynecological, Obstetric and Urologic Disorders in pharmacists' patient care process.

PH 519-B4 Renal Disorders (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for renal disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for renal disorders in pharmacists' patient care process.

PH 520-B5 Cardiovascular I (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for cardiovascular disorders. This is the first of a series of three cardiovascular courses with emphasis on hypertension and dyslipidemia. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for hypertension and dyslipidemia in pharmacists' patient care process.

PH 521-B3 Practice Management and Informatics (1)

This course introduces the students to concepts of innovation and entrepreneurship, leadership and management, and informatics and automation in pharmacy practice. It emphasizes the skills required to effectively lead or manage personnel in pharmacy practice settings.



PH 522 - APhA Immunization Certificate Training (0.5)

This course is a certification training program to prepare pharmacists with comprehensive knowledge, skills, and resources necessary to provide immunization services to patients across the life span. The course requires students to complete the immunization-training module provided by the American Pharmacists Association (APhA) based on national educational standards from the Centers for Disease Control and Prevention.

PH 540-L Integrated Pharmacotherapy Course Sequence I (1.0)

This course is the first in a series (PH540, PH640, and PH641) that incorporates topics from across the entire curriculum. It includes activities and weekly assessments on topics in pharmacy practice (i.e., law, calculations, pharmacology, pharmacotherapy, etc.). Students work individually and/or in teams on activities like journal clubs, case presentations, Interprofessional Education events, patient interviews, patient counseling, and the Pharmacists' Patient Care Process (PPCP) notes. The goal of this longitudinal series is to build on foundational knowledge by integrating therapeutic insight, and problem-solving skills to improve decision making for PPCP.

PH 601-B1 Cardiovascular II (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for cardiovascular disorders. This is the second of a series of three cardiovascular courses with emphasis on arrhythmias, venous thromboembolism, peripheral artery disease, and atherosclerotic cardiovascular disease. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for cardiovascular disorders in pharmacists' patient care process.



PH 602-B2 Cardiovascular III (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for cardiovascular disorders. This is the third of a series of three cardiovascular courses with emphasis stroke, acute decompensated heart failure, chronic heart failure, acute coronary syndromes, and cardiac arrest. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for cardiovascular disorders in pharmacists' patient care process.

PH 603-B5 Neurologic and Psychiatric Disorders I (2.25)

This course introduces students to the principles of pharmacotherapy for neurologic and psychiatric disorders. It integrates the basic foundational science, clinical, and social and behavioral science content. The goal is to facilitate the application of pharmacotherapy topics for disorders related to neurology and psychiatry in pharmacists' patient care process.

PH 604-B6 Neurologic and Psychiatric Disorders II (2.25)

This course builds upon the previous course "PH 603- Neurologic and Psychiatric Disorders I". The students learn the application of knowledge by integrating basic foundational science, clinical, and social and behavioral science content. The goal is to facilitate the application of pharmacotherapy topics for disorders related to neurology and psychiatry in pharmacists' patient care process.

PH 605-B7 Neurologic and Psychiatric Disorders III (2.25)

This course builds upon the previous two courses (PH 603, and PH 604) of Neurologic and Psychiatric Disorders. The students apply the knowledge by integrating basic foundational science, clinical, and social and behavioral science content. The goal is to facilitate the application of pharmacotherapy topics for disorders related to neurology and psychiatry in pharmacists' patient care process.



PH 606-B5 Hematologic and Oncologic Disorders I (2.25)

This is an integrated course that introduces students to the principles of cancer treatment and chemotherapy for hematologic and oncologic disorders. This is the first of a series of the two courses. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for solid cancers (colon, breast, prostate, lung cancers and melanoma) chemotherapy toxicities and palliative/supportive care within the framework of malignancies.

PH 607-B6 Hematologic and Oncologic Disorders II (2.25)

This is an integrated course that emphasizes on application of the concepts of cancer treatment and chemotherapy for hematologic and oncologic disorders. This is the second of a series of the two courses. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics for anemia, coagulation disorders, sickle cell disease, and hematologic malignancies (leukemia, lymphoma, and multiple myeloma).

PH 608-B8 Gastrointestinal Disorders (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for gastrointestinal disorders. This course emphasizes constipation, diarrhea, irritable bowel disease, Crohn's disease, gastroesophageal reflux disorder (GERD), peptic ulcer disease (PUD), nausea and vomiting, pancreatitis, cirrhosis, and hepatitis. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for gastrointestinal disorders in pharmacists' patient care process.



PH 609-B3 Pharmacoeconomics, Pharmacoepidemiology, Policy and Outcomes (2.25)

This course provides students with a framework for understanding the impact of pharmacotherapy on various components of society. It includes course work that addresses the financial impact of medication therapy on both micro and macro economical environments. The impact medication use has on disease prevention and progression are explored, as well as the health outcomes (i.e., economic, clinical, and humanistic) that are associated with pharmacotherapy.

PH 610-B9 Nutrition and Nutritional Disorders (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for nutrition and nutritional disorders. This course emphasizes enteral nutrition, parenteral nutrition, eating disorders, and obesity. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy for nutrition and nutritional disorders in pharmacists' patient care process.

PH 611-B1 Microbiology, Immunology, and Infectious Origin Disorders I (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for infectious diseases. This is the first in a series of four courses of infectious origin disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to provide an overview of microbiology and immunology concepts required for pharmacists' patient care process in infectious diseases.



PH 612-B2 Infectious Origin Disorders II (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for infectious diseases of bacterial origin. This is the second in a series of four courses of infectious origin disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics related to bone and joint infections, skin and soft tissue infections, meningitis and CNS infections, respiratory infections, urinary tract infections, prostatitis, sexually transmitted diseases, intrabdominal infections, infective endocarditis, bloodstream infections and tuberculosis.

PH 613-B3 Infectious Origin Disorders III (2.25)

This is an integrated course that introduces students to the principles of pharmacotherapy for infectious diseases. This is the third in a series of four courses of infectious origin disorders emphasizing viral, fungal, and protozoal infections. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics related to HIV, viral hepatitis and viral infections, superficial and invasive fungal infections, sepsis, septic shock, parasitic infections, and antimicrobial prophylaxis.

PH 614-B4 Infectious Origin Disorders (1.25)

This is an integrated course for application of the principles of pharmacotherapy for infectious diseases. This is the last course in a series of four courses of infectious origin disorders. It builds upon the concepts of foundational basic science, and social and administrative sciences. The goal is to facilitate the application of pharmacotherapy topics related to the use of vaccines, toxoids, and immunobiologics, and clinical pharmacokinetic applications.



PH 615-B7 Treatment of Special Populations, Critical Care and APPE Preparedness (2.25)

This course integrates foundational science concepts with application of pharmacotherapy for patient populations that include geriatrics, pediatrics, palliative care and critically ill. The course includes case based clinical paradigms, inter-professional aspects, and population-based healthcare concepts as a part of pharmacists' patient care process.

PH 616E-Two (2) DCAS Didactic, & Independent Research I & II Elective (2.25)

This course sequence is a two-course offering of research electives (Independent Research I and II). This elective course is designed to provide a select group of pharmacy students with the opportunity to begin to develop knowledge and skills as laboratory or clinical researchers. Individual faculty members will take limited number of students and based on their personalized interest and expertise, will engage students in various types of research activities, which include but are not limited to, laboratory work, computational work, literature review and synthesis, as well as and clinical and outcome research.

PH 617E-Two (2) DPS Didactic, & Independent Research I & II Elective (2.25)

This course sequence is a two-course offering of research electives (Independent Research I and II). This elective course is designed to provide a select group of pharmacy students with the opportunity to begin to develop knowledge and skills as laboratory or clinical researchers. Individual faculty members will take limited number of students and based on their personalized interest and expertise, will engage students in various types of research activities, which include but are not limited to, laboratory work, computational work, literature review and synthesis, as well as and clinical and outcome research.



PH 618-B4 Advanced Literature Evaluation and Doctoral Seminar (2.25)

This course emphasizes the use of primary, secondary, and tertiary literature in pharmacy practice and strategies used to evaluate literature and information resources. It is designed to build upon biostatistics and clinical research concepts learned in previous coursework. During this course, students will develop skills to critically evaluate medical literature and to respond to questions related to drug therapy.

PH 619E-2 Leadership and Advocacy in Healthcare Elective (2.25)

This course is focused on developing leadership and advocacy skills in pharmacy students to use in professional and personal settings. The course will build on leadership theory and application of skills to advocate for patients and the profession of pharmacy. Topics include conflict resolution, motivating others to create successful teams, interprofessional leadership, and advanced communication skills. The course will require personal reflection, development of vision, goals, and plans for advocacy and leadership, as well as guided group discussion.

PH620E-2 Maximizing APPE Readiness and Post Graduate Preparation Elective (2.25)

This course is a graded elective course offered to second year pharmacy students who are applying to maximize their APPE experience and post-graduate process such as residencies and fellowships. The course will focus on maximizing student experiences during APPEs and improving a student's interviewing and presentation skills. The course will also allow for developing their Curriculum Vitae and action plan to compete for post graduate opportunities (e.g., residencies, fellowships).



PH 622E-2 Pediatric Pharmacotherapy Elective (2.25)

The course is designed to introduce pharmacotherapy issues related to pediatric patients. The course will introduce the physiological and developmental differences that impact medication uses in the pediatric patient in common pediatric illnesses and disorders. The course will prepare the student with the knowledge base and problem-solving skills necessary to provide pharmaceutical care to this population in most practice settings.

PH 623E-2 Nuclear Pharmacy Elective (2.25)

Nuclear pharmacy (also referred to as radio pharmacy) represents a special practice area within the profession of pharmacy. Nuclear Pharmacy is a team-taught course that explains the theoretical foundations of the profession of nuclear pharmacy. This course aims to assist students in understanding the fundamentals of radiation, radioactivity and radiobiology, and to develop an appreciation and respect for the application and role of radiation in promoting health care, and to recognize the value of radiation safety as it applies to the day-to-day activities of nuclear pharmacists. It seeks to discuss the principles of instrumentation used in nuclear pharmacy as well as use of these instruments as related to daily practice. In addition, this course will also provide a brief overview of the concepts of diagnostic imaging as well as clinical applications of radiopharmaceuticals for the diagnosis and treatment of various diseases.

PH 640-L Integrated Pharmacotherapy Course Sequence II (2.0)

This course is the second in a series (PH540, PH640, and PH641) that incorporates topics from across the entire curriculum. It includes activities and weekly assessments on topics in pharmacy practice (i.e., law, calculations, pharmacology, pharmacotherapy, etc.). Students work individually and/or in teams on activities like journal clubs, case presentations, Interprofessional Education events, patient interviews, patient counseling, and the Pharmacists' Patient Care Process (PPCP) notes. The goal of this longitudinal series is to build on foundational knowledge by integrating therapeutic insight, and problem-solving skills to improve decision making for PPCP.



PH 641-L Integrated Pharmacotherapy Course Sequence III (2.0)

This course is the third and final course in a series (PH540, PH640, and PH641) that incorporates topics from across the entire curriculum. It includes activities and weekly assessments on topics in pharmacy practice (i.e., law, calculations, pharmacology, pharmacotherapy, etc.). Students work individually and/or in teams on activities like journal clubs, case presentations, Interprofessional Education events, patient interviews, patient counseling, and the Pharmacists' Patient Care Process notes. The goal of this longitudinal series is to build on foundational knowledge by integrating therapeutic insight, and problem-solving skills to improve decision making for PPCP.

ADVANCED PHARMACY PRACTICE EXPERIENCERS (APPE)

These are seven six-week courses to assist the student in applying didactic knowledge toward the practice of pharmacy. It includes four (4) core courses and three (3) electives.

PH 701 APPE – Ambulatory Patient Care (6)

This course provides experiential opportunities to enhance students' ability to function as a clinician and demonstrate understanding of common disease states, treatment options, and medication management within an outpatient practice setting. It emphasizes on development of skills related to communications with patients and healthcare professionals, problem-solving skills, and self-assessment skills.



PH 702 APPE - General Medicine Patient Care (6)

This course provides experiential opportunities to enhance students' ability to function as a clinician and demonstrate understanding of common disease states, treatment options, and medication management within an inpatient practice setting. It emphasizes on development of skills related to communications with patients and healthcare professionals, problem-solving skills, and self-assessment skills.

PH 703 APPE – Hospital/Health System Pharmacy (6)

This course provides experiential opportunities to demonstrate understanding of Pharmacists' Patient Care Process in the inpatient setting such as pharmacy operations, drug distribution, formulary management, legal requirements, reviewing patient profiles for pharmacotherapy management, sterile product preparation, and communication with other health care professionals.

PH 704 APPE – Community Pharmacy (6)

This course provides experiential opportunities to demonstrate understanding of Pharmacists' Patient Care Process in a community setting such as filling and dispensing functions, proper medication labeling, controlled drug procedures, prescriber communication, and patient counseling.

PH 705 APPE Patient Care Elective I (6)

This elective course provides opportunities for students in specialty areas of practice such as hematology and oncology, nutrition, pain management, critical care, geriatrics, pediatrics, infectious disease.



PH 706 APPE Patient Care Elective II (6)

This elective course provides opportunities for students in specialty areas of practice such as hematology and oncology, nutrition, pain management, critical care, geriatrics, pediatrics, infectious disease.

PH 707 APPE Non-Patient Care Elective III (6)

This non-patient care elective provides opportunities for students to participate in areas where patient care is not the primary focus (e.g., research, academia, administration).

PH 708 Pharmacy Preparedness and Application (1)

This course aims to prepare students to successfully pass NAPLEX (North American Pharmacist Licensure Examination) by participating in supplemental instruction sessions as conducted during each APPE rotation. This is a year-long course administered in the third year and it counts towards 25% of each APPE rotation grade.

THE FOLLOWING DEGREE PROGRAM HAS BEEN APPROVED BY THE FLORIDA DEPARTMENT OF EDUCATION, COMMISSION ON INDEPENDENT EDUCATION (CIE). HOWEVER, AT THIS TIME LARKIN UNIVERSITY IS NOT OFFERING THIS PROGRAM NOR ARE WE ACCEPTING APPLICATIONS FOR THIS DEGREE PROGRAM. THERE ARE NO STUDENTS ENROLLED IN THE PROGRAM AT THIS TIME.

Doctor of Philosophy, Clinical and Translational Research

The Clinical and Translational Research Program has been designed to train biomedical science students and health care professionals in translational biomedical research. The curriculum provides a core of coursework with select electives to allow students to tailor their coursework to their research interests.



Program Objectives

The educational objectives for the Doctor in Clinical and Translational Research Program correlate with the three (3) goals of the curriculum: critical thinking, communication, and professionalism.

- Upon completion of the Program, the graduate shall have acquired knowledge, skills and competence related to the Program goals as evidenced by the ability to:
- Analyze clinical or biological problems in healthcare (Critical Thinking).
- Design experiments and analyze data (Critical Thinking).
- Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism).
- Participate in health-related research and scholarship (Professionalism).
- Correlate principles of molecular and cellular pathology to selected health and disease states (Critical Thinking, Communication).
- Demonstrate technology skills to enhance overall lifelong learning through peer-reviewed publications (Communication, Professionalism).
- Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a dissertation and a scientific presentation (Critical Thinking, Communication, and Professionalism).



Course of Study Curriculum Outline

Course Number	Course Title	Course Hours
PCTB500	Foundations of Clinical and Translational Research	3
PCTB510	Principles of Epidemiology	3
PCTB511	Statistics in Clinical and Translational Research	3
PCTB549	Clinical Pharmacology	3
PCTB520	Research Design, Ethics, and Implementation	3
PCTB522	Regulatory Policies in Clinical and Translational Research	3
PCTB530	Seminar in Clinical and Translational Research	1
PCTB540	Strategies in Scientific Writing	3
PCTB600	Comprehensive Exam and Preliminary Proposal	8
PCTB602	Dissertation	54 (600 hours in lab /semester)
Total	*Core Courses	84



Electives (Select 18 credit hours from the following)

PCTB512	Advanced Epidemiological Methods	3
PCTB513	Genetic Epidemiology	3
PCTB550	Principles of Drug Development and Pharmaceutical Science	3
PCTB570	Intro to Clinical Informatics	3
PCTB552	Introduction to Clinical Trials and Intervention Studies	3
PCTB560	Immunology and Toxicology	3
PCTB572	Evidence-Based Medicine	3
PCTB514	Precision Medicine	3
PCTB515	Computational Science in Data Analysis	3
PCTB562	Principles of Environmental Health Studies	3
PCTB574	Case Studies in Biotech Entrepreneurship	3
PCTB516	Intro to Systemic Reviews and Meta-Analysis	3
PCTB564	Health Disparities and Population-Based Research	3
PCTB517	Outcomes in Patient-Oriented Studies	3
PCTB575	Cost-effectiveness in Scientific Research	3
PCTB541	Grant Writing in Human Health Research	3
PCTB563	Systems Biology and Human Health	3
Total		102



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Master of Science, Clinical Cellular and Molecular Biology

Program Objective

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication and professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual cases and evaluate clinical outcomes (Critical Thinking).
2. Design appropriate laboratory procedures with a thorough understanding of Molecular and Cellular Biology and the present health status of the individual(Critical Thinking).
3. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism).
4. Participate in health-related research and scholarship(Professionalism).
5. Correlate principles of molecular and cellular pathology to selected health and disease states (Critical Thinking).
6. Demonstrate technology skills to enhance overall lifelong learning through peer-reviewed publications (Communication, Professionalism).
7. Develop a laboratory operation manual according to inventory and CLIA policies (Communication, Professionalism). Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (thesis) and a scientific presentation or by passing a comprehensive examination (Critical Thinking, Communication, Professionalism).



Program Description

The Clinical Cellular & Molecular Biology Program has been designed to thoroughly train biomedical science students and healthcare professionals in the clinical diagnosis and laboratory detection of cancer, cellular biology, infectious disease, and molecular disorders. The curriculum has been developed to educate and train students through rigorous, graduate level science courses along with hands on training using clinical and laboratory equipment.

Course of Study

**Curriculum Outline*

****Thesis Track**

Course Number	Course Title	Course Hours
CMB505	Laboratory Techniques & Equipment	3
MSB501	Biochemistry 1	3
MSB511	Immunology/Intro to Med Micro	3
MSB512	Medical Microbiology 2	3
MSB520	Molecular Genetics	3
CMB510	Detection of Bacteria, Viruses, Fungi & Parasites	3
CMB520	DNA, RNA and Immunological Methods	3
CMB530	Molecular Biology of Cancer	3
CMB540	Hematology & Histology	3
CMB550	Clinical Laboratory Practicum I	4
CMB650	Clinical Laboratory Practicum II	4
MSB600	Thesis	CR/NC*
Total		35



****Non-thesis Track**

Course Number	Course Title	Course Hours
CMB505	Laboratory Techniques & Equipment	3
MSB501	Biochemistry 1	3
MSB511	Immunology/Intro to Med Micro	3
MSB512	Medical Microbiology 2	3
MSB520	Molecular Genetics	3
CMB510	Detection of Bacteria, Viruses, Fungi & Parasites	3
CMB520	DNA, RNA and Immunological Methods	3
CMB530	Molecular Biology of Cancer	3
CMB540	Hematology & Histology	3
CMB550	Clinical Laboratory Practicum I	4
CMB650	Clinical Laboratory Practicum II	4
MSB593	Comprehensive Exam	CR/NC*
Total		35

*CR = Credit/NC = no credit

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Master of Science, Clinical Anatomy

Program Objective

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication, and professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual surgeries and evaluate procedural and clinical outcomes (Critical Thinking).
2. Design appropriate surgical procedures with a thorough understanding of Anatomy & Physiology and the present health status of the individual (Critical Thinking).
3. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism).
4. Participate in health-related research and scholarship (Professionalism).
5. Correlate principles of molecular and cellular pathology to selected health and disease states (Critical Thinking, Communication).
6. Demonstrate technology skills to enhance overall lifelong learning through peer-reviewed publications (Communication, Professionalism).
7. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (thesis) and a scientific presentation (Critical Thinking, Communication, Professionalism).

Program Description

The Master's in Clinical Anatomy program has been designed to thoroughly train biomedical science students and health care professionals in the art of surgical anatomy and anatomical sciences. Specifically, the curriculum has been designed to educate and train students through rigorous, graduate level science courses along with hands on training using human cadavers and shadowing surgical residents and hospital surgeons



Course of Study

**Curriculum Outline*

Course Number	Course Titles	Credit Hours
MCA530	Neuroanatomy with Surgical Techniques	6
MCA550	Human Anatomy with Surgical Techniques	7
MCA560	Cardio Anatomy & Physiology	4
MCA591	Research 1	5
MCA592	Research 2	5
MSB600	Thesis	CR/NC*
Total		27

Electives (Select 9 credit hours from the following)

MSB501	Biochemistry 1	3
MSB502	Biochemistry 2	3
MSB505	Frontiers in Medicine	1
MSB511	Immunology/Intro to Med Microbiology	3
MSB512	Medical Microbiology 2	3
MSB520	Molecular Genetics	3
MSB550	Human Anatomy	4
MSB560	Human Physiology	4
CMB505	Laboratory Techniques & Equipment	3
CMB510	Detection of Bacteria, Viruses, Fungi & Parasites	3



CMB520	DNA, RNA and Immunological Methods	3
CMB530	Molecular Biology of Cancer	3
CMB540	Hematology & Histology	3
Total		36

THE FOLLOWING COURSES HAVE BEEN APPROVED BY THE FLORIDA DEPARTMENT OF EDUCATION, COMMISSION ON INDEPENDENT EDUCATION (CIE). HOWEVER, AT THIS TIME LARKIN UNIVERSITY IS NOT OFFERING THESE COURSES.

CMB 505 Laboratory Techniques & Equipment (3)

The course examines the theory and methods used in a clinical laboratory to analyze biological specimens. Techniques and automated equipment are studied relative to biochemical, biological and molecular tests.

CMB 510 Detection of Bacteria, Viruses, Fungi & Parasites (3)

The course investigates the numerous techniques used to differentiate micro-organisms, pathogens and parasites. Methods used to detect include microscopy, tissue culture and cytopathic effects, DNA and RNA amplification, microarrays, sequencing, serology and immunoassays.

CMB 520 DNA, RNA and Immunological Methods (3)

The course immerses the student in the world of molecular diagnostics with a focus on DNA, RNA and antibody-based methods. Principles of DNA amplification (Polymerase chain reaction or PCR) are studied in detail including reverse-transcription PCR, quantitative PCR and real-time PCR. Western methods, ELISAs and Immunological methods are also studied and compared to DNA and RNA methods.



CMB 530 Molecular Biology of Cancer (3)

The course is an in-depth study of the molecular mechanisms that lead to different types of cancer. Gross changes in chromosomal translocations are studied along with single-nucleotide polymorphisms and how each are detected and used to identify cancer risks. Viruses and oncogenes are also examined along with alterations in the normal cell cycle. The latest molecular techniques used to screen for cancer and to diagnose cancer are also evaluated and compared to traditional methods.

CMB 540 Hematology & Histology (3)

The course examines the staining methods and techniques used to identify cellular structures and functions of the cell. Blood and specific tissues are analyzed at the microscopic level to examine morphological features and identify organelles that function in the role of the cells or tissues. Pathological effects on the cells are also examined relative to infectious disease.

CMB 550 Clinical Laboratory Practicum I (4)

The course is a hands-on experience at a clinical laboratory. Students will spend 20 hours a week actively engaging in the clinical laboratory and documenting their experiences with a laboratory notebook.

CMB 650 Clinical Laboratory Practicum II (4)

The course is a continuation of Clinical Laboratory Practicum I in a subsequent semester where the student will continue to actively participate in the clinical laboratory with laboratory notebook documentation.



MCA 530 Neuroanatomy with Surgical Techniques (6)

The course is an in-depth study of the Gross Anatomy of the human central nervous system and its location relative to surgical procedures. The use of a fresh-frozen cadaver provides the student the opportunity to practice surgical techniques and to dissect a cadaver to study Neuroanatomical structures.

MCA 550 Human Anatomy with Surgical Techniques (7)

The course is an in-depth study of Human Anatomy relative to surgical procedures. The use of a fresh- frozen cadaver provides the student the opportunity to practice surgical techniques and to dissect a cadaver to study Anatomical structures.

MCA 560 Cardio Anatomy & Physiology (4)

The course is a detailed analysis of the heart structures and functions and how they relate to organ physiology and the physiology of the whole body. Data obtained from electrophysiology studies and echocardiograms will also be analyzed and used to differentiate normal heart function from aberrations. The Pathophysiology of the cardiac system will also be examined in fresh frozen cadavers.

MCA 591 Research 1 (5)

A research course addressing a topic in Clinical Anatomy. The student will commit to 160 hours in a laboratory or clinic to study the topic. Reports and data will be generated for the student thesis.

MCA 592 Research 2 (5)

A continuation of research where the student will continue to generate and collect data for the thesis.



MSB 505 Frontiers in Medicine (1)

This course covers contemporary topics in medicine with guest lecturers who are experts in their field of study.

PCTB 500: Foundations of Clinical and Translational Research. (3)

This course provides a high-level introduction to the clinical and translational aspects of research. This begins elaborating from the basic research (T0 translational research nomenclature) to carrying research in human populations (T1 to T5). The course also expands on the relevance to understand how the different T's in Clinical and Translational Research overlap each other to contribute better patient care.

PCTB 510: Principles of Epidemiology. (3)

This course emphasizes the approaches and principles implemented in epidemiological studies in human populations. These include how to summarize and display epidemiological data and implement traditional statistical test to illustrate population health outcomes. Other topics covered in the course include disease prevalence, health risks, ratios, and implementing the Bradford-Hill criteria. It also covers study designs in epidemiological studies to investigate relationships between risk factors and health outcomes, and how epidemiological findings impact the different levels of decision-making in populations, including health care, screening, and policy.

PCTB 511: Statistics in Clinical and Translational Research. (3)

This course introduces the basic methods of statistics to design clinical and translational studies. Among the concepts covered in the course include the epicycles of statistical analysis, including elaborating the question, exploring and describe the data, elaborate models, and carry out inferences after implementing the models on the current or new datasets. The statistical tests discuss in the course address comparison of proportions, means, and medians; inter- and intra-



group difference of variance; statistical analysis in paired and unpaired groups, and introduction to regression analysis.

PCTB 513: Genetic Epidemiology. (3)

Integrates from PCTB 510 and 514 to design epidemiological studies addressing the genetics of different human diseases.

PCTB 514: Computational Sciences in Data Analysis. (3)

Integrates computational approaches and languages (e.g. R, SAS, Python) in the analysis of data generated in human health studies.

PCTB 515: Precision Medicine. (3)

Elaborates on the benefits of integrating computational approaches in the diagnosis and therapy of human disease.

PCTB 516: Intro to Systemic Reviews and Meta-Analysis. (3)

Describes the study designs to investigate the current knowledge within a scientific field or human health topic.

PCTB 517: Outcomes in Patient-Oriented Studies. (3)

Integrates epidemiology to evaluate prevalence and risks in patient-oriented studies.



PCTB 520: Research Design, Ethics, and Implementation. (3)

This course covers topics on the different phases of experimental design, developing a question, developing surveys, determine sampling strategies, and techniques and technologies to implement into the studies of both quantitative or qualitative nature. The course also compares the advantages and disadvantages of different qualitative and quantitative study designs, and how to integrate different quantitative and qualitative approaches in different studies. It also discusses the importance of research ethics and its implementation at different stages of a study.

PCTB 522: Regulatory Policies in Clinical and Translational Research. (3)

This course discusses the different policies and regulation in both clinical and translational research, including the rationale of its implementation and the events that lead to development of each policy and regulation. It also covers the governing agencies or organization in charge of implementing differing policies and regulation, and the procedures investigators and institutions must fulfill in each policy and regulation.

PCTB 530: Seminar in Clinical and Translational Research. (1)

This course provides an opportunity for students in search for relevant scientific literature in clinical and translational research to be presented to different audiences (lay and technical audiences). Different approaches on how to present a scientific talk and workshops, among others are discussed. It also introduces the “elevator-talk” and the “1-minute pitch” strategies for students to practice concise speaking often implemented in networking events.



PCTB 540: Strategies in Scientific Writing. (3)

This course prepares students prior to engaging in writing the dissertation proposal. In this course, students also learn the purpose of each section within a peer-reviewed manuscript, strategies on how to write a peer-reviewed manuscript, and the different steps involved during a publication. Writing structure within a peer-reviewed manuscript is also discussed.

PCTB 541: Grant Writing in Human Health Research. (3)

Elaborates on the different aspects of grant writing and the how to write successful grant proposals.

PCTB 549: Clinical Pharmacology. (3)

This course integrates general aspects of clinical pharmacology together with drug prescribing, and evidence-based decisions in pharmacotherapeutics. The course addresses the genomics, biochemical, and physiological changes following pharmacotherapy, the legal and ethical aspects of prescription pharmacotherapeutics, and how implementation of pharmacotherapeutics can be influenced with evidence-based decisions.

PCTB 550: Principles of Drug Development and Pharmaceutical Sciences. (3)

Introduces the principles and methods (including experimental design and laboratory methods) in the development of drugs human health interventions.



PCTB 552: Introduction to Clinical Trials and Intervention Studies. (3)

Combines designing studies that integrated pharmaceutical, environmental health, and epidemiology to reduce incidence of a human disease or health outcome.

PCTB 560: Immunology and Toxicology. (3)

Describes the different immunological and toxicological approaches, including experimental design, in clinical and translational research studies.

PCTB 562: Principles of Environmental Health Studies. (3)

Describes the integration of exposure science and biomedical sciences to study environmental risk factors for human disease.

PCTB 563: Systems Biology and Human Health. (3)

Describes experimental designs in system-based levels and how they are integrated in human health studies.

PCTB 564: Health Disparities and Population-Based Research. (3)

Discuss the study designs to evaluate how different non-biological factors affect diverse populations.



PCTB 600: Comprehensive Exam and Preliminary Proposal. (8)

The comprehensive exam integrates a series of questions (in verbal and oral formats) developed by the faculty mentor in collaboration with the dissertation committee. The preliminary proposal is the proposed research the student, in consultation with the faculty mentor and the dissertation committee, seeks to carry out during the dissertation. The student must pass the comprehensive exam, and successfully presents the preliminary proposal to the dissertation committee. Once both are passed, the student earns the title of Ph.D. candidate.

PCTB 602: Dissertation (54)

The dissertation represents the original scholarship activity of the Ph.D. candidate in consultation with the faculty mentor and the dissertation committee. Once the student has presented evidence that he successfully published at least 2 papers as a first author in a peer-reviewed journals and is co-authoring at least one additional paper in peer-reviewed journals and upon the approval of the dissertation committee, the students presents the scholarship activity to a public audience. A formal dissertation will be prepared and defended to a dissertation committee. The public presentation is then followed by a closed-door interview by the faculty mentor and dissertation committee.

PCTB 570: Intro to Clinical Informatics. (3)

Covers and compares different health care systems, including how they were developed, modified, and currently being implemented.

PCTB 572: Evidence-Based Medicine. (3)

Discuss the interdisciplinary collaboration to diagnosis and therapy of human disease based on data gathered from previous studies and different experimental designs in basic sciences and clinical studies.



PCTB 574: Case Studies in Biotech Entrepreneurship. (3)

Presents case studies of the interplay between scientific discoveries and business to develop biotech companies.

PCTB 575: Cost-effectiveness in Scientific Research. (3)

Describes strategies to design cost-effective scientific projects, and how to manage budgets.

PCTB 512: Advanced Epidemiological Methods. (3)

Expands on the epidemiological knowledge from PCTB 510. It presents scenarios for students to evaluate the suitability of epidemiological methods for different population studies.



Faculty and Staff

Faculty

Professor	Credentials
Sultan Ahmed, MD	M.D.- Sir Salimullah Medical College, Dhaka, Bangladesh American Board Certification in Internal Medicine
Rose Anderson, MA	MA- University of Birmingham, Birmingham, AL
Dean Arneson, Pharm.D., PhD.	Pharm.D.-University of Nebraska Medical Center-Omaha, NE Ph.D.- University of Nebraska Medical Center-Omaha, NE
Bernard Ashby, M.D.,MPP, RPVI,FACC	M.D.- Cornell University-Weill Medical College, New York, NY
Debasish Basak, Ph.D.	Ph.D. in Pharmaceutical Sciences – Texas Tech University Health Sciences Center, Amarillo, TX
Carlos J Bidot, M.D.	M.D.—Escuela Latino Americana de Medicina, Havana Cuba
Makeba Burke, M.P.H, PA-C	M.P.H-Florida International University, Miami, FL
Madge Cemelus, DMSc, PA-C	DMSc- University of Lynchburg, Lynchburg, VA
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