

Academic Standards

The program must define, publish, consistently apply and make readily available to students upon admission:

- a) any required academic standards to maintain enrollment and progression
- b) requirements and deadlines for progression in and completion of the program,
- c) policies and procedures for remediation and deceleration,
- d) policies and procedures for withdrawal and dismissal,
- e) policy for student employment while enrolled in the program,
- f) policies and procedures for allegations of student mistreatment,
- g) policies and procedures for student grievances and appeals,
- h) and student travel to required rotation sites

Evaluation, Grading, and Remediation

To pass a course, a student must earn a final grade of 70% (C) or higher and have no substantial incomplete coursework (meaning they have not missed assignments totaling 20% or more of the final grade).

Grades are not rounded and reported as:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- F = < 70%

For the LMU-SMS Chattanooga PA Program:

- A minimal 3.00 cumulative GPA is required for progression between semesters and graduation.
- The student may be allowed to progress in a single semester with less than a 3.0 GPA at the discretion of the Student Progress Committee. If the student does not raise their cumulative GPA to a 3.0 within one semester, then they will be dismissed.
- Minimal assessment scores and criteria to pass a course or rotation are outlined in the syllabi.

b) requirements and deadlines for progression in and completion of the program,

Progression, Deceleration, and Graduation

This is a lockstep, 24-month curriculum (January–December of the following year) requiring students to progress with their cohort and complete courses as scheduled. In cases of extenuating circumstances, students may be granted extensions for progression or graduation.

The maximum time allowed to complete the program is 48 months from the original date of matriculation.

Requirements for Progression Between Semesters

- Earn a grade of “C” or better in each course or rotation.
- 3.0 Semester GPA (may progress one time with less than a 3.0 GPA by the discretion of the SPC, the student will have one semester to raise their semester and cumulative GPA to a minimum of 3.0).

Requirements for Progression to the Clinical Phase

- Earn a grade of “C” or better in every didactic-phase course.
- Maintain a cumulative GPA of 3.0 or higher.
- Pass all didactic summative assessments

Requirements for Graduation

- Complete all coursework in compliance with program academic standards, including demonstration of all Program Learning Outcomes.
- Earn a cumulative GPA of 3.0 or higher.
- Pass all components of the Summative Evaluation.
- Submit a complete graduation application to the LMU-SMS Chattanooga PA Program.

- Maintain good academic/professional standing: If on academic/professional probation entering the final semester, the student must meet all requirements to return to good standing before the end of that semester.
- Complete all degree requirements within 48 months of matriculation.
- Receive SPC approval for graduation.
- Clear all financial obligations and institutional requirements for graduation.

c) policies and procedures for remediation and deceleration,

Remediation Policy

Definition: Remediation- The program-defined process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

Didactic Triggers for Remediation

The triggers for remediation were developed to ensure early identification of student deficiencies across multiple domains: academic, professional, and personal.

(1) Students will be identified as needing remediation through any one of the following events:

- a. Failure of the orientation science exam.
- b. Running Average in two or more courses of less than 74%.
- c. Four failed major assessments (OSCE/Major Exam/Practical Exam) within a semester.

(2) Students will be identified as needing remediation if any of the following are identified by two individual faculty or staff members within a 2-4 week period, with the following behavioral cues:

- a. Time management concerns
- b. Marginal academic performance (less than 80% average in more than one course)
- c. Difficulty meeting or understanding expectations
- d. Peer or informal concern ("hallway chatter")
- e. Professionalism red flags

Process for Didactic Remediation

(1) Once the concern has been noted (by a triggering event), the remediation referral form will be completed by the appropriate faculty or staff member and sent to the Director of Didactic Education (DDE), Associate Program Director (APD), or Program Director (PD).

(2) The DDE, APD, or PD will meet with the student within two business days of receiving the remediation referral form to discuss the concerns. Based on the conversation, the student may be referred to success coaching, an individualized remediation plan (IRP)* may be developed for the student to complete, or both.

(3) If the student meets with the Success Coach, they will create a mandatory individualized remediation plan for the student.

(4) The individualized remediation plan may include:

- a. Referral for counseling if needed.
- b. Educational testing or neuropsychiatric testing for learning concerns.
- c. Life skills remediation to improve time management, professionalism, emotional maturity, resilience, etc.
- d. Academic skills remediation to improve study skills, critical thinking, and test-taking skills.
- e. Tutoring for improvement in content knowledge.
- f. Participation in educational clarification labs.

(5) The IRP plan will be documented with timelines and must be completed as a progression requirement. The plan will be communicated to the Director of Didactic Education and advisor.

(6) Once the student has completed the IRP and shown improvement in his or her academic performance as specified on the plan, he or she will be removed from remediation status. Measures of improvement will be included in the plan to show that remediation has been effective.

*If an IRP is developed by both the program faculty and the Success Coach, the plans will be merged with a single plan with specified expectations and clear measure(s) of improved performance.

Clinical Triggers for Remediation

The triggers for remediation were developed to ensure early identification of student deficiencies across multiple domains: academic, professional, and personal.

(1) Week One Check In: Concerns raised during the first week's check-in (Any score less than two is considered concerning).

(2) Preceptor evaluation. A final score of $\geq 70\%$ is required to pass. Remediation is required for a final score of $< 70\%$ and for a score of < 3.0 on a 5-point Likert scale (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree) for any CLO assessed on the Clinical Preceptor Evaluation of Student Performance.

(3) End of Rotation Exam. A final score of $\geq 70\%$ is required to pass the End-of-Rotation multiple-choice question examination. Remediation is required for a final score of $< 70\%$.

(4) Professionalism Assessment. Failure to complete all administrative tasks constitutes a deficit in professional conduct. It may result in referral to the Program's Student Progress Committee (SPC) for consideration of disciplinary action(s) and determination of progression in the curriculum. This may result in a delay in graduation and failure to complete the program within 48 months of initial matriculation.

(5) Clinical Competency Gap Analysis Tracker. Any competency noted to be deficient on the tracker will be remediated.

Process for Clinical Remediation

(1) The Director of Clinical Education (DCE) or designee will meet with the student within two business days of receiving the remediation referral form to discuss the concerns. Based on the conversation, the DCE may refer the student to success coaching, develop an individualized remediation plan (IRP) for the student to complete, or do both.

(2) If referred to a Success Coach, they will create a mandatory individualized remediation plan for the student.

(3) The individualized remediation plan may include:

- a. Referral for counseling if needed.
- b. Educational testing or neuropsychiatric testing for learning concerns.
- c. Life skills remediation to improve time management, professionalism, emotional maturity, resilience, etc.
- d. Academic skills remediation to improve study skills, critical thinking, and test-taking skills.
- e. Tutoring for improvement in content knowledge.

f. Participation in educational clarification labs.

(4) The IRP plan will be documented with timelines and must be completed as a progression requirement. The plan will be communicated to the Director of Clinical Education and advisor.

(5) Once the student has completed the IRP and shown improvement in his or her academic performance as specified on the plan, they will be removed from remediation status.

*If an IRP is developed by both the program faculty and the Success Coach, the plans will be merged with a single plan with specified expectations and clear measure(s) of improved performance.

Remediation of Failed Assessment Policy (Assessment Retake)

The following assessment failures require remediation:

- (1) Major exams (failure is <70%). Major exams are noted as “major exam” on the syllabus.
- (2) OSCEs (<70%)
- (3) Final head-to-toe physical exam (less than 70%)
- (4) Core technical skills
- (5) End of rotation exam
- (6) Preceptor Evaluation of Student (less than 70% overall or less 3/5 on any individual CLO)
- (7) Failure of any part of the didactic or senior summative

No other assessments may be repeated or retaken. This includes quizzes, problem-based cases, active learning worksheets, etc. The first grade on these assessments will be recorded as the final score.

The process for remediation is as follows:

- (1) The student and their advisor will be notified of the failure and must meet within one week of the failure.
- (2) The remediation discussion will include discussing the missed material, the students’ study habits, and personal concerns. The advisor may recommend tutoring or participation in the educational clarification labs.
- (3) The student will be given one week to study before the retake for everything other than the summative EOC, which requires 60 days between initial and retake.

(4) A second assessment will be completed, which is consistent with the initial assessment; this may be additional exam questions, a case study, a practical exam, or skill completion with a documented score.

(5) The remediation must be successfully completed by scoring 70% or better.

(6) Failure of the retake remediation will result in referral to the Student Progress Committee for final disposition, which may include further remediation, deceleration or dismissal.

(7) The retake remediation will be documented on a retake remediation form and stored in the student's academic record.

The final score on the assessment will be raised to 70% if the retake is successful. If not, the original score will be recorded.

Remediation through Retake Limits

Didactic Phase:

- No more than (6) total remediation assessments/assignments are permitted for retake.

Clinical Phase:

- No more than two (2) total remediation assessments/assignments are permitted for End-of-Rotation written multiple-choice examinations.
- No more than one (1) remediation assessment/assignment is permitted for a final score of less than 70.00% on the Clinical Preceptor Evaluation of Student Performance.
- There is no limit for the number of remediation assessments/assignments for a score of < 3.0 on individual evaluation items on the Clinical Preceptor Evaluation of Student Performance.

If a student reaches the maximum number of retakes or remediations, they will be referred to the Student Progress Committee for a deceleration or dismissal decision.

Deceleration/Delay

Deceleration: An officially recognized adjustment to a student's original program of study that extends the time required for degree completion. In the instance of deceleration, the student will take a leave of absence and return with another cohort.

Delay: An officially recognized adjustment to a student's original program of study that extends the time required for degree completion. In the event of a delay, the student will graduate after their original cohort but before the next cohort.

In both instances, additional tuition may be required and will be communicated at the time the delay/deceleration is offered.

The Student Progress Committee (SPC) may, at its discretion and after a holistic review of the **student's** performance, offer a delay or deceleration option. Such options are not guaranteed and may not be offered for academic, professional, or personal circumstances that result in academic difficulty. If a delay or deceleration is offered and the student declines, **the decision will be treated as** a voluntary withdrawal from the program.

d) policies and procedures for withdrawal and dismissal,

Leave of Absence, Withdrawal, & Dismissal

[Official Policy – SMS: Leave of Absence, Withdrawal, and Dismissal Processes and Procedures Policy](#)

Dismissal

The LMU-SMS Chattanooga PA Program reserves the right to dismiss any LMU-SMS Chattanooga PA student at any time while enrolled in the program.

- Circumstances warranting such action may be of an academic, professional, or legal nature.
- Any student who is dismissed from the LMU-SMS Chattanooga PA Program by the SPC will be notified by the SPC Chair and will be advised to complete the check-out procedure.
- The SPC Chair will create a memorandum stating the change in the student's status and notify the appropriate faculty and staff.
- Failure to complete this checkout procedure will cause the LMU-SMS Chattanooga PA Program to withhold all records about the student's attendance.

- Any student who is dismissed from the LMU-SMS Chattanooga PA Program will NOT be eligible for re-admittance to the program.
- The check-out procedure is as follows:
 - Complete an exit interview with financial aid
 - Return their student ID badge and parking sticker to security
- Refund of tuition or fees related to the timing of dismissal are reported on the LMU Financial Aid page, [Course Withdrawal & Adding/Dropping Info | LMU Financial Aid](#)
- Failure of a single course or rotation may result in dismissal unless the Student Progress Committee determines that deceleration with course/rotation retake is a reasonable alternative after holistic review of the student's overall performance. In that case, the failed course must be retaken, and any additional failure would result in dismissal.
- Refusal to attend an assigned rotation will result in dismissal from the program.

e) policy for student employment while enrolled in the program

Outside employment is strongly discouraged while enrolled in the program, as it may interfere with the academic and professional conduct requirements of the program. LMU's malpractice coverage for PA students does not cover any employment activities. Absences from any component of the program curriculum due to employment commitments are not allowed (except for military service requirements). Students are not required to work for the program. Students must not substitute for or function as faculty, clinical or administrative staff, regardless of prior knowledge, experience, or skills, at any time throughout the program (Didactic or Clinical Year). The Clinical Team advises clinical affiliates of this policy.

f) policies and procedures for allegations of student mistreatment

Mistreatment

[Official Policy – SMS: Student Grievance Policy: Mistreatment](#)

Mistreatment includes conduct that is perceived as disrespectful, humiliating, or unfair but may not meet the legal definition of discriminatory harassment.

If a student perceives mistreatment (disrespectful, humiliating, or unfair behavior not rising to discriminatory harassment), they should follow the reporting process in the SMS Student Grievance Policy: Mistreatment.

Discrimination, Harassment, Sexual Misconduct (Title IX)

[Official Policy – LMU Office of Institutional Compliance](#)

Discrimination and harassment involve unwelcome conduct based on a person's protected status (e.g., race, color, sex, religion, disability, etc.) and all forms of sexual misconduct.

Any grievances related to discrimination, sexual harassment, or sexual misconduct must be reported directly to the LMU Office of Institutional Compliance/Title IX Coordinator.

These issues are handled exclusively under official university policies, not through program grievance procedures or the SPC.

g) policies and procedures for student grievances and appeals.

Appeals Process

This pathway is only for students who wish to appeal a formal, written decision from the Student Progress Committee (SPC)

Only judgements or disciplinary actions originating from an SPC decision will initiate the SMS appeals process if the student submits written notification to the Associate Dean of Academic Affairs.

SMS Student Grievance Policy: <https://www.lmunet.edu/school-of-medical-sciences/sms-resources/sms-policies>

SMS Appeals Policy: <https://www.lmunet.edu/school-of-medical-sciences/sms-resources/sms-policies>

h) Travel to Clinical Sites

Students are responsible for securing housing, transportation, and meals during the Clinical Phase. Students should expect several rotations to be located outside a 50-mile radius of Chattanooga. Students are encouraged to discuss housing options with other students who will be completing or have completed Supervised Clinical Practice Experiences (SCPEs) in the same geographic area. Students are responsible for all costs associated with housing, transportation, and meals during the Clinical Phase.