

LMU-SMS Chattanooga PA Program

Academic Standards

Evaluation, Grading, and Remediation

How Students are Evaluated

A student's academic performance is evaluated through various course-specific assessments, such as written and recorded assignments, problem-based cases, activity learning sheets, discussion boards, live discussions, quizzes, and both written and practical examinations. Specific rubrics may be available in the learning management system or included as an appendix to the syllabus.

Grading Scale and Passing a Course

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 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.

Temporary Grades (In Progress & Incomplete)

In certain circumstances, a grade of “in progress” or “incomplete” may be awarded. In this case, the student will be notified of the reason and the process for converting it to a final course score.

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 remediation triggers 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 (defined as scoring in the 3rd, 4th or 5th quintile).
 - 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 their academic performance as specified on the plan, they 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 into a single plan with specified expectations and clear measures of improved performance.

Clinical Triggers for Remediation

The remediation triggers 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 Academic Director and advisor.

(5) Once the student has completed the IRP and shown improvement in their 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 into a single plan with specified expectations and clear measures 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- overall failure is less than 70% overall
- (7) Preceptor Evaluation of Student is less than 3 out of 5 on any individual CLO
- (8) Failure of any part of the didactic or senior summative

No other assessments may be repeated or retaken. This includes quizzes, problem-based cases, and active-learning worksheets. 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, and the preceptor evaluation.
- (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 (greater than 70%) for the remediation to be successful.

(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 students' academic record.

***Global Failure of the Preceptor Evaluation**

The preceptor evaluation is considered a critical assessment of the student's overall clinical competence, professionalism, communication skills, and readiness for supervised clinical practice. Failure of the entire preceptor evaluation indicates that the student did not demonstrate satisfactory performance in multiple areas.

If a student fails the global preceptor evaluation for a Supervised Clinical Practice Experience (SCPE), the following remediation and retake process will occur:

1. **Rotation Repeat Requirement to Remediate Failed Preceptor Evaluation**
The student must repeat the entire clinical rotation at the same clinical site, if feasible, or at a comparable approved clinical site designated by the program. The purpose of the repeat rotation is to allow the student sufficient opportunity to demonstrate competency in the areas identified as deficient.
2. **Retake Assessment Parameters**
During the repeat rotation, only the preceptor evaluation will be reassessed for remediation purposes. Previously completed assessments associated with the original rotation (e.g., assignments, presentations, examinations, or other graded activities) will not be repeated unless otherwise required by the Student Progress Committee (SPC).
3. **Successful Remediation Outcome**
If the student successfully passes the repeat preceptor evaluation, the preceptor evaluation will be recorded as a grade of 70%, regardless of the numerical performance achieved during the repeat evaluation. The original failing grade will be replaced in accordance with program grading policies.
4. **Failure of the Retake Evaluation**
If the student fails the repeat preceptor evaluation, the student will be referred to the Student Progress Committee (SPC) for further review and determination of appropriate action, which may include additional remediation, deceleration, dismissal, or other actions consistent with program policy.
5. **Impact on Progression and Graduation**
Repetition of a clinical rotation due to failing the preceptor evaluation will delay progression and graduation. The final rotation will typically be completed during the spring semester following the student's originally anticipated graduation date.
6. **Financial Responsibility**
Students who repeat a clinical preceptor evaluation are responsible for all associated tuition

and applicable fees for the additional semester and the repeated SCPE experience.

Remediation through Retake Limits

Didactic Phase:

- No more than (6) total remediation assessments/assignments are permitted for retake during the entire didactic phase.
- The student may remain enrolled but will not be allowed to retake a failed assessment for grade change once they have met the limit.

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 an escalated decision, including probation, deceleration, or dismissal.