

# Remediation & Deceleration

## Remediation

Student progress is monitored and documented in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation. Remediation is the program defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented. Remediation provides students with opportunities to correct unsatisfactory performance and meet established learning outcomes.

Remediation, in the form of a formalized **Focused Learning Plan (FLP)**, is required in the pre-clinical phase for any failed written examination, skills assessment, or didactic course key assignment. FLPs are required for students in the clinical phase for reasons as outlined in the Remediation section of the Clinical Phase Manual.

FLPs are established to provide the greatest opportunity to achieve success in meeting the learning outcomes of a course or program competencies when an initial attempt has been unsuccessful. The FLP is developed at the discretion of the Course Director, with input from the Director of Student Success as necessary, and must be approved by Director of Student Success before implementation. FLPs are individualized for each student, however for a given deficiency, remediation plans will be developed in a consistent manner. Each plan clearly documents the nature of the deficiency, the remediation plan, timeline for monitoring and completing the remediation (to include re-assessment) and expected outcomes.

Remediation activities may include, but are not limited to:

- Reading and study assignments
- Written self-reflection exercises
- Written response to selected exam items with reference citations
- Individual skills-training or faculty led tutoring
- Substituting one or more elective rotation(s) for a rotation(s) in a faculty-designated medical discipline
- Additional supervised clinical practice experience including repeating an entire rotation
  - Repeating an entire rotation will necessitate an 11th SCPE, resulting in a delayed graduation and additional tuition/fee expenses.

Students must sign the FLP acknowledging the steps and timeline for completing the plan. The student is responsible for documenting the remediation efforts on the FLP with oversight by the course director. FLP documentation must detail the completed learning activities and faculty must assess and document the student's ability to meet the learning outcome(s) within the designated time frame as outlined on the FLP

- Each FLP is part of the student's academic record and is stored in the student's file.
- If a student has multiple FLPs in one course, one reassessment covering the combined deficiencies may occur.
- For any given remediation plan, it is the PA SPC that confirms successful/unsuccessful remediation.

- Failure to fulfill all terms of the FLP may result in adverse action including placement on academic probation or dismissal from the program as determined by the PA SPC after holistic review of the student's PA Program academic record.
- Successful completion of a FLP does not alter course grades.
  - Course grades are only altered for remediation activities relating to the Core Competency Evaluation and Summative Program Evaluation. See the corresponding sections below.
- Most students are reassessed during the last week of the semester in which the FLP was developed. However, there may be few instances, such as performance on a key assignment submitted at the end of the semester, that necessitates remediation and reassessment the following semester if the student is in good academic standing otherwise.

#### Remediation of Core Competency Evaluation Required to Progress to Clinical Phase

The Core Competency Evaluation (CCE) is taken at the end of the pre-clinical phase of training and consists of two sections: a written exam and an objective structured clinical exam (OSCE) that are both comprehensive in nature. This evaluation must be passed (score of at least 70% on each of the two components) to progress into the clinical year. Students earning a grade of less than 70% on any component will be reviewed by the PA SPC. It is at the discretion of the PA Program (by way of PA SPC recommendation and PA Program Director approval) that a student may have ONE attempt to remediate the failed portion(s) of the CCE. If remediation occurs, the student must successfully complete previously failed component(s) of the CCE, earning a maximum score of 70% to pass the PA550 Pre-Clinical Seminar course to be eligible to progress in the program if all other requirements are met. See the "Requirements for Progression and Completion" for more details. Timing of this remediation process may delay the start of supervised clinical practice experiences and thus delay graduation.

#### Remediation of the Summative Program Evaluation Required for Graduation

The Summative Program Evaluation is taken within four months of graduation and consists of two sections: a written exam and a practical assessment (OSCE) that are both comprehensive in nature. The PAEA End of Curriculum Exam will serve as the written component. Students must achieve an EOC exam scale score of 1460 to pass the written portion of the SPE and must also earn at least a 70% on the OSCE portion of the SPE to pass and graduate from the program. Students who achieve an EOC exam scale score below 1460 OR earn a grade of less than 70% on the OSCE component of the SPE will be reviewed by the PA Student Progression Committee (SPC). It is at the discretion of the PA Program (by way of PA SPC recommendation and PA Program Director approval) that a student may have ONE attempt to remediate the failed portion(s) of the SPE. If remediation occurs, the student must successfully complete previously failed component(s) of the SPE to pass the PA570 Clinical Seminar course and be eligible to graduate from the program if all other course and program requirements are met. See the "Requirements for Progression and Completion" in the Austin

College PA student handbook and the PAED570 Clinical Seminar course syllabus for more details. Timing of this remediation process may delay graduation.

**Deceleration**

ARC-PA defines deceleration as “the loss of a student from the entering cohort, who remains matriculated in the physician assistant program.”

The PA Program is designed for full-time students who are admitted as a part of a cohort. Due to the nature of the curriculum and academic demands, the PA Program does not offer a part-time option to students. Similarly, it does not offer a reduced educational (course) load. All PA students must take the required course load in its entirety each semester and they must take the courses in the order in which they are throughout the program.

The Austin College PA program does not offer academic deceleration as a component of academic intervention or remediation. Students who have an extended program length due to leave of absence, academic intervention, or remediation must meet the program's time-to-completion requirement (30 months) and are considered part of the cohort they entered the program with.

A student who has previously enrolled, but did not complete the PA program, must reapply. The application will be treated in the same manner as all other applications. In this instance, the applicant will not be considered for advanced placement, regardless of the student's previous time in the program.