

# Disclaimer

- The academic standards in this document supersede any catalog policies regardless of the program's entry date.
- These academic policies apply to all currently enrolled PA students.
- See the following statement in the catalog: “More information about the PA program policies can be found on the Department of Physician Assistant Medicine Program's website. Policies and procedures outlined on the website may supersede those outlined in this catalog. See the website for further details.”
- This document is your **primary source** for current academic standards related to your enrollment in the PA Program.
- *Revised and posted: August 2024*

# Academic Standards

In Compliance with ARC-PA A3.15

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

- a) any required academic standards,
- 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 and
- g) policies and procedures for student grievances and appeals.

# A3.15 A: Required Academic Standards

## Grading Scale

- The grading scale is set by each course director and is displayed in the syllabus.
- Final course grades will be rounded (0.5 or greater).  
Example: 89.50% will be rounded to 90%; 89.49% will not be rounded.
- Clinical phase courses and rotations are graded as Satisfactory/Unsatisfactory.

## Minimal GPA Requirement

- A cumulative 3.0 GPA is required to graduate from the UT PA program.
- A passing score on all courses and rotations is required to graduate.
- **The Institution does not round GPAs up.**

## Course/Rotation Failure

- A final course grade of less than “C” is a failure.
- The final rotation grade of “unsatisfactory” is a rotation failure.

# A3.15A- Academic Probation

Students who meet the academic probation criteria will be referred to the PPP committee. Academic probation status must be reported to licensure or credentialing board if requested. Students on academic probation status will be enrolled in the educational support program.

## Triggers

- The semester GPA is less than 3.0.
- Two or more final course grades of "C."
- A score of "1" on any category of a professionalism assessment.
- Failure of two end-of-rotation exams on the 1st attempt.
- It may be applied to two professional conduct reports after the PPP review.
- The PPP decision may apply this during the end-of-semester or meeting progress review.

## Outcome

- Academic probation status is reported to the Associate Dean of Graduate and Continuing Studies.
- Didactic: Academic probation will be removed at the end of the semester if you:
  - Complete the semester with a cumulative GPA of 3.0 or greater
  - Complete the designated probation plan and **do not** meet any new probation triggers.
- Clinical: Academic Probation due to failure of two end-of-rotation exams on the first attempt will not be removed.

If the student does not meet the criteria to come off probation in one semester, the PPP will complete a holistic review of the student's performance. The committee may recommend an additional semester of probation, deceleration, or dismissal.

# Academic Standard- Exam Review Process\*

- All students may participate in didactic exams and quiz reviews when offered.
- All students in the educational support program or on probation **MUST** participate in all offered exam and quiz reviews (even if they pass the individual exam or quiz).
- No questions will be answered during exam reviews.
- Remember, completing the student self-analysis of test performance is mandatory. It's a crucial part of the review process, and failure to complete the form and submit it to the review proctor at the end of the review will result in a Professional Conduct Report.
- The student self-analysis is an essential tool that allows you to identify areas for improvement and enables the course faculty to evaluate the effectiveness of instruction.
- After reviewing the self-analysis and exam results, the course director will review the high-value or misinterpreted content by the class.

Students who **FAIL** an exam may request to meet with the Course Director, Associate Director, or Success Coach. The Director/Coach may elect to review up to three equivalent exam questions to strengthen the students' clinical reasoning skills.

\*Course Directors may choose to exempt courses from this process. If that occurs, follow the procedure outlined by the Course Director.

## **A3.15B- Requirements and deadlines for progression in and completion of the program.**

The UT time limit for the completion deadline:

A student is allowed seven years from the time graduate work has begun.

Under certain circumstances, the student, with approval from the respective program director, may revalidate outdated courses by the time limit by examination.

See UT Catalog: Time Limit

<https://www.ut.edu/academics/university-catalogs>

# A3.15B- Requirements and deadlines for progression in and completion of the program.

Progress/Promotion	Requirements
Progress Semester to Semester	<ul style="list-style-type: none"><li>• Earned a 3.0 semester GPA.*</li><li>• Earned a passing score in every course/rotation.**</li><li>• Adhered to the UT Student Conduct requirements.</li><li>• Participated in all program-related events.</li></ul>
Promotion Didactic to Clinical Phase	<ul style="list-style-type: none"><li>• Earned a minimal cumulative GPA of 3.0***</li><li>• Has passed all didactic summative events.****</li></ul>
Promotion Clinical Phase to Graduation	<ul style="list-style-type: none"><li>• Earned a passing score in every course/rotation.</li><li>• Earned a minimal 3.0 GPA.</li><li>• Has passed all senior summative events.</li><li>• Participated in all program-related events.</li><li>• Has met all institutional graduation requirements</li></ul>

\*If a student is on probation with less than a 3.0 GPA, the PPP will determine the student's academic progress.

\*\*May progress in the clinical phase with a rotation failure by PPP decision, but the rotation must be retaken, which will delay graduation.

\*\*\*May progress with less than a 3.0 GPA by PPP decision.

\*\*\*\*May progress on remediation plan by PPP decision.

In all progression exceptions, the PPP will complete a holistic review of the student's academic performance to make a final recommendation to the program director.

**The University of Tampa REQUIRES a 3.0 GPA to graduate. The institution DOES NOT round up GPA.**

# A3.15 C: Policies and Procedures for Remediation.

The purpose of remediation is to support each student in reaching their ultimate level of success in PA education.

- Physician Assistant students undergo diverse evaluations, including formal exams that gauge their foundational knowledge, critical thinking, practical application, problem-solving, diagnostic reasoning, and technical and communication skills.
- Student performance is assessed through written exams, assignments, presentations, practical demonstrations, and professionalism.
- If students do not meet competency requirements, remediation is necessary to address deficiencies.
- The remediation process will identify to improve student characteristics needed for success in training. A holistic approach evaluates study skills, knowledge gaps, test-taking skills, resilience, emotional intelligence, educational distractions, and maturity.
- Remediation is achieved by placing students in an **educational support program** with **individualized improvement plans (IIP)**.
- *The IIP is the documentation of remediation for accreditation purposes.*
- *Participation in the educational support program is not reported for graduate licensure applications.*



# A3.15 C: Policies and Procedures for Remediation.

## The Educational Support Program- Didactic

### Indicators:

- The running average in two or more courses is less than 75%.
- Five or more assessment failures in a semester.
- Two or more assessment failures in a course.
- A “2” or less score on the professionalism assessment tool.

### Process- Once an indicator has been met:

- The Associate Director will email the students to inform them they have achieved “educational support status” and to set up a mandatory meeting.
- Students will self-reflect and must come to the meeting prepared with a written statement regarding their performance and self-identified concerns.
- During the meeting, the Associate Director will assess various student characteristics to determine the most effective remediation plan. This may include reviewing the student’s learning styles (VARK Questionnaire and Kolb’s Learning Style) and discussing distractions, resilience, and cognitive abilities.
- An Individualized Improvement Plan (IIP) will be created, including additional assignments, assessments, and referrals as required.
- The plan may include referral to a success coach to enhance clinical knowledge, clinical reasoning, and academic preparation.
- The IIP will include a timeline with improvement milestones and the consequences of not meeting these milestones.
- The IIP is a **collaborative and binding document that the student and Associate Director will sign to indicate their understanding of the remediation plan and their shared responsibility for its success.**

# A3.15 C: Policies and Procedures for Remediation.

## The Educational Support Program- Clinical

Identified By	Process	Confirmation of Successful Remediation
<p><b>Mid-Rotation Evaluation</b> A “1” on any task area</p>	<p>CD calls the student and preceptor to discuss the skill deficiency during the mid-week rotation.</p> <p>A plan of action* is developed to remediate and document the plan.</p>	<p>At the end of the rotation, the preceptor's evaluation of the student confirms that the student has met competency standards in the task area.</p> <p>If competency is not achieved, refer to the preceptor evaluation remediation plan.</p>
<p><b>Preceptor Evaluation</b> Less than “3” on any question on the evaluation</p>	<p>CD meets with the student to discuss the skill deficiency during back-to-campus days.</p> <p>A plan of action* is developed to remediate and document the plan.</p> <p>The student is placed in the educational support program (ESP) for the remainder of the clinical phase.</p>	<p>A student who earns a minimum of “3” on the deficient task area on the next rotation will have completed remediation.</p> <p>If the student earns less than “3” on the deficient task area on the next rotation, they will remain under review and be assessed on the next rotation.</p> <p>If the student receives a score of less than “3” on the deficient task area on a subsequent rotation (3rd score of less than “3”). They will be enrolled in PAM 799 Independent Study.</p>
<p><b>End of Rotation Exam</b> Semester 1- (Rot 1-3)</p> <p>The minimum score is 1.5SD of the concurrent national mean.</p> <p>Semester 2-3- (Rot 4-9)</p> <p>The minimal score is 1.0 SD of the concurrent national mean.</p>	<p>CD meets with the student to discuss the EOR failure and identifies a study strategy during back-to-campus days.</p> <p>The student is placed in ESP for the remainder of the clinical phase.</p> <p>For the second failure of the EOR on the first attempt, the student is placed on academic probation for the remainder of the clinical phase.</p> <p>For the third failure of the EOR on the first attempt, the student is referred to PPP for escalating response.</p>	<p>Repeat the exam:</p> <p>-if the student passes, they progress.</p> <p>-if they fail, they fail the rotation.</p>

# A3.15 C: Policies and Procedures for Remediation.

## The Educational Support Program- Clinical

Identified By	Process	Confirmation of Successful Remediation
<p><b>Professionalism Evaluation</b></p> <p>A score of less than “3” on the preceptor evaluation OR By the CD on the professionalism evaluation at the end of the rotation.</p>	<p>CD meets the student to discuss the skill deficiency during the mid-week rotation.</p> <p>An individualized improvement plan is developed to remediate the professionalism skill.</p>	<p>The student must complete the documented plan of action.</p> <p>If the student does not complete the individualized improvement plan, they will be referred to PPP for escalating response.</p>
<p><b>Skills and Procedures</b></p> <p>Preceptor evaluation as “not competent.”</p>	<p>CD will meet with the student, document which skill was identified as “not competent,” and create a plan of action for the student to complete the skill on another rotation.</p>	<p>If the student completes the skill on another rotation and is identified as “competent,” then the remediation is complete.</p> <p>If the student does not complete the skill to competence in a rotation, they will complete it in simulation with PA faculty.</p>
<p>*Plan of Action</p> <p>The remediation plan of action is individualized to the deficiency being remediated.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Additional study in deficiency.</li> <li>• Additional practice in a skill or procedure.</li> <li>• Creating high-impact notes.</li> <li>• Meeting with a faculty member to complete cases specific to the deficiency.</li> <li>• Completing a self-reflection.</li> <li>• Reading and reflecting on professional articles.</li> </ul>		

# **A3.15 C: Policies and Procedures for Remediation.**

## **PANCE Preparation- Academic Monitoring**

### **Indication**

The PANCE predictor process identifies at-risk students through statistical analysis of e-Packrat and EOR scores.

- Students in the three highest-risk categories will be placed into the educational support program

### **Process**

- Notified by the Program Director.
- Meet with the Program Director to develop an individualized improvement plan.
- The plan may include academic coaching, tutoring, additional PANCE preparation questions, or conferences.
- Other requirements will be defined in the IIP.
- It is highly recommended that students hire a PANCE tutor.

### **Outcomes**

- Status is removed when the student is no longer in a PANCE failure risk category.
- Status is not reported to the institution or placed in students' permanent file.

# RETAKE Policy (NOT REMEDIATION)

## Individual skill or procedure

If competence is not achieved, the program may require retaking some individual skills or procedures, including OSCEs, skill checks, physical exams, or procedures.

- Course directors will mark with an “\*” on their syllabi which skills or procedures must be retaken if failed and outline the process for a successful retake.
- The student must successfully retake the skill or procedure to pass the course.

## Exam, Quiz, or Project

The program does not require retakes of failed multiple-choice exams, quizzes, or projects.

- The grade earned on the first attempt is the grade recorded.
- The program will allow the student the choice to retake a single (one) failed exam or quiz for a change of grade to 70% per course per semester.

**If a student chooses to retake an assessment, the following rules apply:**

- Any exam or quiz may be retaken **EXCEPT** the final assessment in the course.
- The student must notify the course director at least one week before the **last lecture** which assessment they will retake.
- The retake assessment will be delivered in person during remediation week (without exception).
- The type of retake will be at the course director's discretion.
- The original assessment score will be revised to 70% **only if** the student **passes** the retake assessment.

# RETAKE Policy (NOT REMEDIATION)

## Didactic Summative Event

A required assessment completed at the end of didactic training includes two OSCEs, one multiple choice exam, a procedure assessment, and a head-to-toe physical exam practical exam.

- All didactic summative assessments must be passed to progress to the clinical phase.
- Successful retake of any failed assessment is required for progression.
- Failure to successfully retake a failed didactic assessment will result in referral to PPP for progression decision.

## Senior Summative Event

The senior summative is a required event. It consists of two OSCEs, the PAEA End of Curriculum Exam, a Senior Supplemental Exam, and a professionalism project.

- The program requires a retake of any failed senior summative assessment.
- The retake must be passed to pass PAM 800.

# A3.15 C: Policies and Procedures for Deceleration

Deceleration is an action that the Progression, Promotion, and Professionalism (PPP) Committee or Department Chair may recommend when the student cannot meet technical standards.

- Deceleration is losing a student from the original matriculating cohort who remains matriculated in the physician assistant program.
- The student would be removed from the current cohort and would return to the program later, resulting in a delay in graduation.
- The student will remain admitted to the program but may be required to re-apply to the institution. See graduate leave of absence policy.
- The conditions for deceleration and return to enrollment status will be defined when the deceleration is imposed or granted.
- At the discretion of the PPP or department chair, the student may be allowed to retake courses for grade forgiveness or grade average.
- An assessment of competency may be required before re-entry.
- Returning as a decelerated student may result in tuition and fees not covered by financial aid.
- Deceleration requires withdrawal from the institution; withdrawal after set deadlines results in a “WF” grade and no tuition reimbursement. This will be outlined in the deceleration plan.

Students who graduate between January and November after their original cohort will be considered “delayed.”

Students who restart the program with a new cohort and graduate with that new cohort will be considered “decelerated.”

# A3.15 C: Policies and Procedures for Leave of Absence

A leave of absence is a request to be absent from the entire program of study for a defined period.

- Students can request an absence when they face personal circumstances that could hinder their successful program completion.
- The leave of absence request must be made before the final assessment or exam is delivered in any course in the semester it is being requested (see course syllabi for assessment dates).
- The request must be made in writing to the PPP committee chair, and the reason for the requested leave must be verified.
- The PPP committee has the discretion to grant leaves of absence. If an absence is given, the committee will document the conditions for the student's return. It's crucial to note that failure to return on the specified date in the approval documentation will result in dismissal from the program.
- Students will be required to provide written documentation that explicitly addresses their readiness to return to the program, which includes meeting the technical standards and their ability to progress unimpeded in the program of study upon return. Examples of written documentation include, but are not limited to, a letter from the treating physician stating the student has been under their care and may return to full function, meeting the program's technical standards.
- Upon re-entry into the program, the student may be required to take a re-entry exam showing that they have maintained competence in the content learned to date.

Students who disagree with the PPP's decision have the right to appeal.

The appeal must be made in writing to the department chair within five days of receiving the decision from the PPP.



## A3.15 D: Policies and Procedures for Withdrawal

Students are permitted to withdraw from the entire program of study at their discretion following the university-defined procedure.

Withdrawal from a single course is not permissible.

- Students are advised to review institutional withdrawal timelines to avoid receiving a grade of “WF” for courses in which they are enrolled.
- Withdrawal after institutional deadlines will result in no tuition/fees refund.
- A withdrawal request to the PPP chair must be made before the final assessment or exam has been delivered in any course during the semester it is being made (see course syllabi for assessment schedule).
- The UT withdrawal policy can be found at [Withdrawal from the University](#).

## **A3.15 D: Policies and Procedures for Dismissal**

Dismissal is removal from the program such that re-application and re-admission are not allowed.

Failure of a single course/rotation will result in dismissal.

Students have the right to appeal a dismissal decision. See grievance policy.

# A3.15 D: Policies and Procedures for Dismissal

Dismissal is removal from the program such that re-application and re-admission are not allowed.

The following **May** result in a dismissal recommendation by the PPP:

- Cheating/Dishonesty/Violation of UT Policies related to Academic Honesty.\*
- Failure to meet any of the UT PA technical standards.
- Conviction of a felony.
- Positive drug screen.
- Refusal to submit to a drug screen.
- Social media policy violation.
- HIPAA/FERPA violation.
- Semester or Cumulative GPA less than 3.0.
- Failure of three end-of-rotation exams (on the first attempt).
- A score of “1” on any category of the professionalism assessment.
- Two or more professional conduct reports

**The University of Tampa REQUIRES a 3.0 GPA to graduate. The institution DOES NOT round up GPA.**

## **A3.15 E: Policies For Student Employment**

Training to become a PA demands a full-time commitment.

- Due to the rigorous nature of the curriculum, it is recommended that students avoid outside employment.
- If a student chooses to work during the academic year, the work schedule must not interfere with class performance or clinical rotation schedules and may not be cited for an absence request.
- Students are not required to work for the program or at clinical sites.

# A3.15 F: Policies For Student Mistreatment

The University of Tampa's Physician Assistant Medicine Program is committed to the principle that educational relationships should be one of mutual respect between teacher and learner. Because the school trains individuals entrusted with the lives and well-being of others, we have a unique responsibility to ensure that students learn as members of a community of scholars in an environment conducive to learning. Maintaining such an environment requires that the faculty, staff, and students treat each other with the respect due to colleagues.

## Exclusions to Policy

- This policy DOES NOT include issues related to sexual harassment, misconduct, and/or relationship violence- for those concerns, see: <https://www.ut.edu/about-ut/university-services/human-resources/title-ix->
- This policy DOES NOT include issues related to discrimination based on age, race, gender, sexual orientation, disability, religion, or national origin- for those concerns, see: <https://www.ut.edu/about-ut/university-services/human-resources/title-ix->
- This policy applies only to PA faculty mistreatment of PA students. If students are concerned about the professional behavior of another PA student, they may discuss this with their faculty advisor or file a professional conduct report with the PPP.

## Definition of student mistreatment

Mistreatment occurs when “behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.”

- Examples include:
  - Requiring learners to perform personal chores (e.g., running errands).
  - Verbal harassment, including humiliation or belittlement in public or private.
  - Use of grading and other forms of assessment in a punitive or self-serving manner.
  - Romantic or sexual relationships between a teacher and student.

## Informal Pathway for Resolution

- If the student feels comfortable doing so, the student may speak directly with the individual involved in the incident.
- If the behavior stems from a misunderstanding or a need for increased sensitivity, the individual involved in the incident will often respond positively and stop the offending behavior.
- Open communication may clarify any misunderstanding or issue(s) and lead to a successful informal resolution.
- Students may discuss an incident or concern with their advisor, who may be able to help them achieve an informal resolution.

## Formal Pathway for Resolution

- Students who make a formal report or complaint of an incident of possible mistreatment may do so by filing a complaint with the PA program PPP committee chair using the “Mistreatment Form.”
- If a student chooses to pursue a formal complaint, they must identify themselves on the complaint, which is shared with the faculty about which it was made.
- Only the aggrieved student may file the formal complaint. Complaints made “on behalf” of another student will not be accepted.
- Complaints must be made within **seven days** of the alleged mistreatment incident.

## Process for Resolution of Formal Complaint

- The PPP chair will review the complaint and assess whether it should be resolved through another UT process (Title IX) before pursuing the complaint.
- The PPP chair will further investigate the complaint, which may include speaking with other students who were present at the time of the complaint.
- The PPP chair will share their findings with the Department Chair.
- If their finding is that student mistreatment did occur, then the Department Chair will discuss with the Dean to determine the most appropriate course of action utilizing UT policy regarding faculty behavioral expectations.
- The Department Chair will discuss with the student once a resolution has been completed.
- The student may appeal the resolution to the Dean within seven days of notification.

## Notification

- Faculty are made aware of this policy during the annual summer retreat.
- Students are made aware of this policy during orientation.

# A3.15 E: Policies For Course Failure/Grade Appeal

## For individual assessment grade dispute

- To appeal an individual exam grade or course grade, use the Grade Petition form on your cohort's Canvas site.
- It must be submitted within two days of grade posting.

## Graduate Grade Appeal Process for Course Failure

- <https://ut.smartcatalogiq.com/en/current/catalog/graduate-and-continuing-studies/graduate-academic-policies/graduate-grade-appeal-process/>

## Graduate Academic Appeal Process

- For academic issues unrelated to grade disputes, the graduate student must meet first with the instructor and the program director/department chair to resolve the issue.
- If the matter remains unresolved- then follow this policy:
- <https://ut.smartcatalogiq.com/en/current/catalog/graduate-and-continuing-studies/graduate-academic-policies/graduate-academic-appeal-process/>

# Student Expectations

- If you do not understand any academic policy, you must seek clarification.
- You may ask your advisor, course director, or any program faculty a clarifying question about an academic policy at any time.
  - Not asking for clarification signals that you understand the policies comprehensively.
- Policies are reviewed during orientation, at the beginning of Fall 2 semester and during clinical orientation.