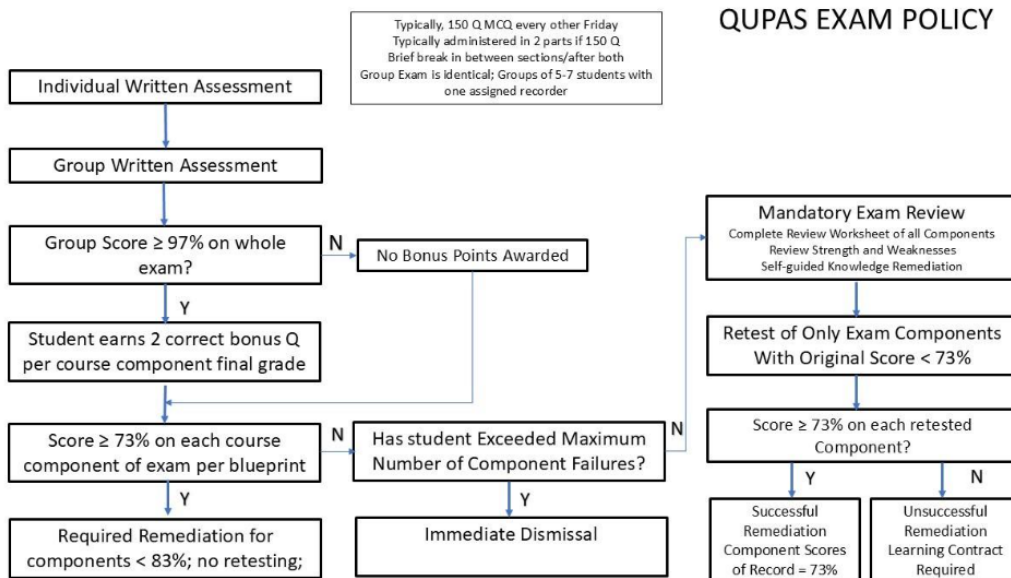


Quinnipiac University Physician Assistant Program Grading and Remediation Policies

EXAM ADMINISTRATION AND GRADING POLICY

During the didactic phase, the program will typically administer one written (computer-based) exam every other week. To account for vacations and holidays, exams may be given as often as once per week, and the first exam may be delayed to the 3rd week of a semester, but a typical semester will have 6 or 7 written exams. The exam will be administered electronically using ExamSoft. The typical exam will consist of 150 multiple choice questions and will be administered in two sections of 75 questions with a very brief break in between sections. The content of each exam will typically be the material covered in all the courses the cohort is enrolled in that semester. Typically, lab courses and discussion or project-based courses not having a written exam assessment in the syllabus will not be included in this exam. The exception is that PY521L Human Anatomy Lab osteology image questions will be included on the computer-based exam but will not be considered a component area for the following discussion (Refer to the PY521L syllabus for the grading scheme of the osteology questions).

Each question will be mapped using software categories so that it is easy for the faculty and student to see the performance for that component of the exam. The number of questions in each component will be indicated by faculty at the beginning of the semester with an approximate relationship to the number of predicted lecture (contact) hours represented by the corresponding instruction in that component. During shorter semesters such as the first summer and second summer, the exams may contain fewer questions.



As described below in the grading policy, the program considers an exam score of less than 83% a deficiency and a score of less than 73% a failing score.

All students scoring less than 73% on any exam component must do the following:

1. Meet with faculty immediately following the group exam to complete a focused exam review
2. Review the strengths and weaknesses report from the exam
3. Complete additional self-remediation of knowledge deficiencies
4. Within one week, take another version of the exam containing alternate questions in all the components with a score less than 73%

All students scoring less than 83% but at least 73% on any exam component must do the following:

1. Review the strengths and weaknesses report from the exam
2. Complete a written remediation assignment
3. Complete additional self-remediation of knowledge deficiencies

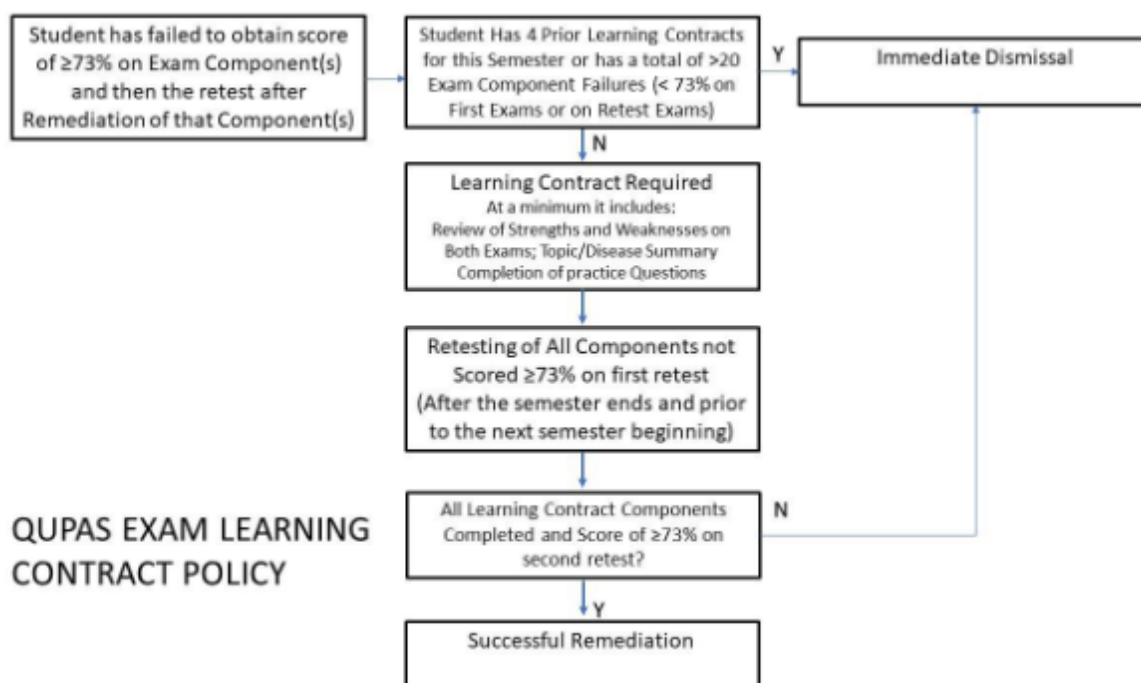
A student must attain a minimum of 73% on the retest for all components that they did not attain at least 73% on the first exam. If they do, the score of record for that test will be 73% (no further credit will be awarded for higher retest scores). **Group points do not apply to the retesting.** For each exam component that a student does not earn at least a 73% upon retesting of each component having scored < 73% initially, a learning contract will be created. **Group points do not apply to learning contract exams.** The learning contract will cover the material taught in that component course corresponding to the exam. Additional stipulations will be added to the contract to help the student successfully remediate. These might include but are not limited to referral to the student success coach, learning commons, mandatory topic outlines, and completion of practice exam questions. The student will also be required to retest one more time after completing the learning contract. This retesting will occur after the end of the semester and before the start of the next semester. The retest will include a similar number of questions to the component failed on the original exams. A student may have no more than four learning contracts in a semester. A student qualifying for a fifth learning contract is immediately dismissed from the program. All learning contracts and retesting must be completed before a student can progress to the subsequent semester courses. Failure to complete all components of a learning contract by the due date or failure to take and obtain a 73% on each component retest will result in immediate dismissal from the program.

A student may accumulate no more than 20 exam component failures on the initial or retest exams in any one semester. The student will be immediately dismissed upon the 21st exam component failure.

A student meeting any of the following criteria must meet with a QU PA Student Success Coach and/or Learning Commons Counselor and complete a Student Success Program:

- Repeat failure of the same exam course components on two exams (e.g., score < 73% on the pharmacology course portion of an exam two times)
- Failure to pass a remediation and retest (thereby earning a learning contract (e.g., < 73% on the medicine course portion of an exam, then < 73% on the retest of the same material)
- Three deficiencies or failures of the same exam course components (e.g., $73 \geq$ student score ≤ 82 on the pediatrics course component for three exams)

Students who have decelerated and are taking only some of the courses of their new cohort must take an exam containing the same questions that correspond to the course(s) they are enrolled in and at the same time as the remaining students. However, they are not required to and cannot participate in the group exam or earn group points.



Collaborative Group Exam: Immediately following the completion of each individual exam described above, the students will then take an identical copy of the exam in a collaborative group setting. Students will be assigned to their groups periodically and may not change groups on their own. Each group will typically have 5-7 student members. One student per group will be assigned by faculty to be the group recorder. This will rotate with exams. The group recorder will be notified the evening before an exam so they can download the appropriate group exam. During the group exam, no notes, texts or electronic resources may be used. Only the designated group recorder can have their computer on. Each group must work independently of other

groups. Students in different groups found conversing with each other will be assumed to be violating academic integrity and will forfeit all points for their respective groups. Group members are encouraged to work together to answer each question. This will serve as the first component of remediation of knowledge. The group recorder may submit comments about questions the group had concerns with. Group exam time will be limited to two hours or 1 minute per question, whichever is less.

When a group scores at least 97% on the entire exam, individual group members will be eligible for bonus questions. Bonus questions may be applied to the lowest scoring components and may not be doubled up.

The exam component of a course final grade will be according to the percentages listed in the course syllabus.

Students who have decelerated and are not taking all courses that the remaining members of the cohort are taking and are being evaluated in the exam, are not eligible to participate in the group or earn group points. This is because group points are calculated on the overall score of the exam and not individual course components; students not taking all courses could put a group at a disadvantage.

Students must remove everything (all computers, books, notes and personal items) from their desk at the time of an exam and place them at the front or the sides of the classroom. Students are required to silence then turn in their phones to the proctor at the start of the exam. Smart devices like iWatches, Fitbit, Meta glasses, and any other recording device must be removed and stored with personal belongings. Prior to starting the exam, each student must sign the attached academic integrity statement. Unless a student has pre-approved accommodations by the Office of Student Accessibility, **no student may leave the exam room during the testing time unless they have completed their exam and successfully submitted it; this includes leaving for bathroom breaks/phone calls/eating. After a student has completed both parts of the individual exam, they must remain in the testing room, except if they need to use the bathroom. Students who do not return promptly and/or congregate and/or communicate with other classmates during this time will not be eligible for group points.** In addition, no questions are allowed to be asked during the exam; if there is a question, the student may approach the instructor after the exam has been completed and the instructor will determine the most appropriate action. Students may not have electronic devices on their person during practical exams, OSCE/SPAC experiences or exam reviews; these devices as well as all notes and texts shall be kept in the student's personal belongings in a separate area. Headphones or other noise-canceling devices are not permitted in the testing room. Only QUPAS issued ear plugs may be used. Students may only use scrap paper provided by the proctor. Students may not write anything on the scrap paper prior to starting the exam, except to sign and date the academic integrity statement. The proctor has the right to assign seating for an exam.

Students are prohibited from discussing the exam with another student who has not yet taken the exam. A student who does this or any student soliciting information about an exam they have not yet taken, or students found sharing exam information will be referred to the university's Academic Integrity Committee.

If an exam is administered electronically students are prohibited from accessing any browser, internet site, resource, program, or document other than the exam. The use of AI software during the exam is prohibited.

Students are expected to take all examinations on the scheduled date and time. In the event of illness, personal crisis or religious reasons, the student must contact one of the PA educational coordinators and the course instructor prior to the scheduled examination. Students must typically take the exam on their **first day back**, or at the discretion of the instructor. Students who have multiple learning contracts may request to take the exams on different days, depending on the availability of the faculty and facilities. In this situation, all exams must still be completed by the first day back. Students are responsible for contacting their advisor to begin the process of rescheduling their makeup exams/quizzes. Students who miss a scheduled exam and have to retake it at another time are not eligible to take a group exam or earn group points for that exam. If a student fails to take a scheduled examination without obtaining permission from the didactic faculty prior to the examination, the student will receive a score of "zero" on that scheduled examination. Students who arrive late for an examination will not be granted additional time to complete the examination. Exceptions to this examination policy are at the discretion of the didactic faculty. Scheduling of exams for a student with a prolonged, excused absence will be done on a case-by-case basis.

Practical Exams

Students who do not pass a practical exam with a minimum score of 73% or the cut-score for minimal competency must remediate and retest. Should they not attain the necessary minimal score on re-testing they will be issued a learning contract and required to retest one more time to show competency prior to the next semester. These practical exams are associated with PY508L Diagnostics I Lab, PY521L Human Anatomy Lab, PY518/L Physical Diagnosis Lab, PY511L Principles of Surgery and Emergency Medicine Lab, and PY523 Transition to Clinical. Learning contracts from Practical Exams and Written Exams are counted together, and a student may not earn more than 4 learning contracts of any combination (Written or Practical Exams); upon qualifying for the 5th contract, they are immediately dismissed from the program.

Competency Exams

The program considers the following exams competency exams: SPAC I, II, III, IV, the Comprehensive Written Exam, the Comprehensive OSCE, Comprehensive Self-Reflections and Comprehensive Professionalism Evaluation. Cut Scores demarking Pass from Fail for these exams (except the Comprehensive Written) are determined by a faculty panel using a standard

technique such as the Angoff method. The cut-score of the Comprehensive written is determined by statistical analysis.

Any student not attaining a score of at least the cut score has failed the assessment and must remediate then retest. They must review their strengths and weaknesses report, develop and follow a self-remediation plan. The timing of retest varies due to several factors and is determined as follows:

<u>Competency Assessment</u>	<u>Course</u>	<u>Approximate Initial Date of Administration*</u>	<u>Approximate Date of Retesting*</u>	<u>Notes</u>
<u>SPAC I</u>	<u>PY 503</u>	<u>Summer I Wk. 7</u>	<u>Summer I Wk. 8</u>	<u>(Late June)</u>
<u>SPAC II</u>	<u>PY 503</u>	<u>Summer I Wk. 10</u>	<u>Summer I Wk. 11</u>	<u>(Late July)</u>
<u>SPAC III**</u>	<u>PY 518L</u>	<u>Fall Wk. 8</u>	<u>Fall Wk. 9</u>	<u>(Mid-October)</u>
<u>SPAC IV</u>	<u>PY 512</u>	<u>Late Spring</u>	<u>1 Wk. after 1st attempt</u>	<u>(Late April)</u>
<u>Comprehensive Written Exam</u>	<u>PY 676</u>	<u>Early July</u>	<u>September</u>	<u>Retesting will not occur for at least 60 days after administration and depends on the availability of faculty</u>
<u>Comprehensive OSCE</u>	<u>PY 676</u>	<u>Early July</u>	<u>Early August</u>	<u>Retesting time depends on the availability of SPAC and faculty. Refer to the PY676 syllabus.</u>
<u>Comprehensive Technical Skills Testing</u>	<u>PY676</u>	<u>Mid-July</u>	<u>Early August</u>	<u>Retesting time depends on the availability of lab space and faculty. Refer to the PY676 syllabus</u>
<u>Comprehensive Self-Reflections</u>	<u>PY 676</u>	<u>Mid – July</u>	<u>Late July</u>	<u>Refer to the PY676 syllabus</u>
<u>Comprehensive Professionalism Evaluation</u>	<u>PY 676</u>	<u>Late – July</u>	<u>Varies with the deficiency</u>	<u>Refer to the PY676 syllabus</u>

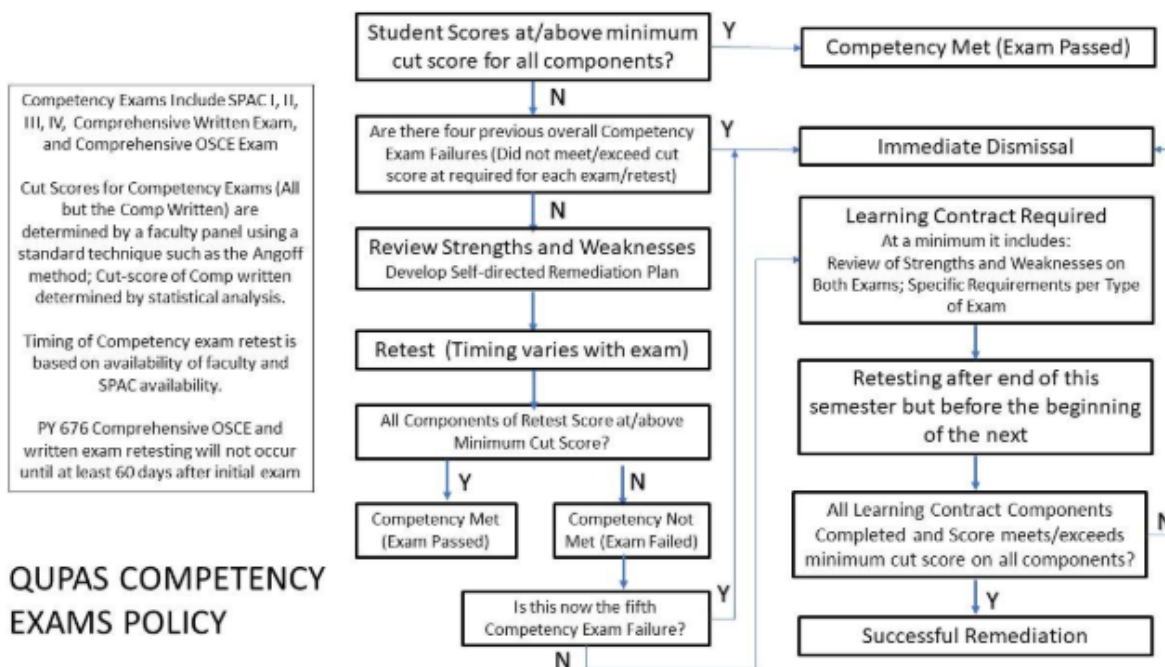
*These are approximate dates and are subject to change.

**Students who do not pass the original re-assessment of a failed SPAC III will be allowed and required to participate in pre-clinical during the fall semester as originally scheduled, but as part of their learning contract, the student will be required to do additional pre-clinical experiences.

The competency reassessment will be similar in format and taxonomy (but not identical) to the original assessment. New cases will be created for each practical reassessment. Retesting of a failed comprehensive written involves taking a repeat complete exam of similar length. Should a student fail the retest of the Comprehensive Written Exam they will be required to take a faculty-created exam, as PAEA does not have a third form of the End of Curriculum exam used for the Comprehensive Written.

Failure of a reassessment of a competency assessment will result in the creation of a learning contract and necessitates one more delayed retest. The learning contract includes a review of Strengths and Weaknesses from both attempts and will have additional requirements based on the type of assessment. The re-assessment will occur after the end of the semester but before the beginning of the next semester. A student who fails a reassessment of SPAC IV may be a late finisher. They will need to complete the requirements of their associated learning contract by a due date set by faculty. A student who fails to complete the requirements of the learning contract or fails to meet the minimum cut score for the reassessment will be immediately dismissed.

A student may only accumulate four overall competency exam failures, whether on initial attempt or retest. Upon the fifth competency exam failure, he/she will be immediately dismissed.



Learning Contract

A student who has failed a re-test of an assessment (written, practical, competency exam) after initial remediation must complete a learning contract. The learning contract is a formal remediation designed to assist the student in overcoming a significant gap in knowledge and/or skills. The learning contract will describe how the student has failed to meet expected standards and conditions to remain in and/or graduate from the program and define steps that must be taken to remediate a deficiency and improve performance. The learning contract is implemented with recommendations from the student's advisor, instructors and faculty. A learning contract may include (but is not limited to) any or all the following:

- Referral to a QU PA Student Success Coach and/or Learning Commons Counselor
- Recommendation that a student seek other university services for intervention of non-academic issues that were self-identified by the student as a component of the failure
- Practice testing: multiple choice question banks, practice oral exams, skills practice
- Written topic outlines (knowledge deficiencies)
- Assigned reading (knowledge deficiencies)
- Case studies
- Test-taking strategies, time management strategies, stress management strategies

The student, their academic advisor, and the Program Director will sign the learning contract. A learning contract will stipulate when the components must be completed. Failure to complete the components of a contract or failure to attain a passing score on the associated assessment leads to immediate dismissal from the program.

As part of the learning contract, the student will be required to complete a reassessment to demonstrate successful remediation. For a written-exam-related contract, the student must attain a score of at least 73% on each component failed; the grade of record for a passed test will be 73%.

GRADING POLICY

Course Grading Policy

The Physician Assistant graduate program is designed to integrate didactic and clinical learning experiences to optimize competency as a health care provider. Therefore, successful completion of all courses is necessary for continuance in the program.

As a graduate course of study, assimilation of necessary material, at the minimal level, is reflected by a grade of "B" or higher.

- An overall course grade of "B-", "C+" or "C" is considered a **deficiency**.

- Students receiving a grade of B-, C+ or C in any course should review their strength and weaknesses reports from all the semester exams for that course's exam components and develop a method of further self-remediation for the knowledge of that component. They are encouraged to meet with their course instructor/advisor. In addition, any student earning a C or C+ in a course will be referred to the APR Committee.
- An overall course grade of "C-" is considered a **critical deficiency**.
- Students with an overall course grade of C- in any course will be referred to the APR Committee.
- An overall course grade of "D" or "F" is considered a **failure**.
- Grades of "D" or "F" are considered a **failure** of a required course. The student will be immediately dismissed from the program.

Students are expected to maintain a cumulative grade point average (GPA) of 3.00/4.00 to progress to the next semester. Failure to achieve the minimum required semester and/or cumulative GPA may result in immediate dismissal from the program or referral to the APR Committee.

Course Letter Grade	Numerical Range	Quality Points
A	= 93-100	4.00
A-	= 90-92	3.67
B+	= 87-89	3.33
B	= 83-86	3.00
B-	= 80-82	2.67-deficiency
C+	= 77-79	2.33-deficiency
C	= 73-76	2.00-deficiency
C-	= 70-72	1.67-critical deficiency
D	= 60 - 69	1.00-failure
F	= 0 - 59	0.00-failure

Course Letter Grade	Numerical Range	Quality Points
A	= 93-100	4.00
A-	= 90-92	3.67
B+	= 87-89	3.33
B	= 83-86	3.00
B-	= 80-82	2.67-deficiency
C+	= 77-79	2.33-deficiency
C	= 73-76	2.00-deficiency
C-	= 70-72	1.67-critical deficiency
D	= 60 - 69	1.00-failure
F	= 0 - 59	0.00-failure

The methods of evaluation and grading policy are provided by individual instructors in each course. Typically, this information can be found on the course syllabus. Grades and assignments are distributed to students confidentially in their personal mailboxes or electronically through Blackboard/Canvas. Final grades are typically available to students within three to four days of the end of the final examination period/end of the grading period electronically via the

university's grading system. The following statements apply to all PA courses, including clinical courses:

- Test scores, ranges and final grades are not posted in a public domain and are not provided to students.
- Students may not fight with instructors about grades or negotiate for points, extra credit, or special projects to boost their grade.

Didactic Curriculum Methods of Evaluation

Methods of evaluation include but are not limited to:

- Written or electronic exams
- Oral exams
- Practical exams
- Proficiency checklists
- Writing assignments
- Individual or group class presentations
- Preceptor evaluations
- Written notes
- Oral presentations
- Standardized patient assessment
- Simulation exam
- Objective Structured Clinical Exam (OSCE)

Didactic Remediation

Remediation is the process of addressing deficiencies of a student's knowledge, skills, or behavior to help achieve academic or professionalism competencies and/or standards. As lifelong learners PAs must possess the ability to identify their weaknesses and in a self-directed way fill in knowledge gaps and improve clinical skills. It is expected that PA students will learn to do the same. Remediation and retesting are required when a student fails to attain a passing score (73% or pass (on pass/fail assessments)). In general, when a student successfully passes a retest, the grade of record will be 73% or pass (on pass/fail assessments).

Remediation is not punitive, but rather corrective and designed to improve the student's knowledge and or/skills in areas of deficiency so they may become successful clinicians. An introduction to remediation is provided at the start of the first semester.

- **Remediation of practical skills:** Students in the didactic year are required to perform many practical skills including but not limited to physical examination techniques, laboratory skills, and patient histories essential in the education of the Physician Assistant student. Deficiency of a practical component is defined as failure to meet the minimal competency required to successfully perform these procedures. Students who have a deficiency or failure in one of the competencies are remediated accordingly.
 - Failed laboratory/practical skill: Every class with a competency component has a checklist that is filled out by the instructor/Professor teaching that class/section. Students who fail to meet the technical minimal competency for that skill will meet with their instructor, develop a remediation plan and must successfully remediate at a later date (within 30 days). Failure to achieve competency in these skills will result in overall failure of the course and immediate dismissal from the program as outlined above.
 - Students should refer to their course syllabi for course specific competencies, grading methodology and requirements.
- **Remediation for course deficiencies (grade of B-, C+, or C):** The student is notified of their deficiency via a letter from the Department Chair/Program Director and is asked to develop a plan for remediation of their deficiency which should be a well thought out plan that addresses an understanding of the student's weakness. The student then meets with their academic advisor to review the plan. The student may be required to undergo further structured remediation. The meeting addresses the student's perceptions of their current failure, and any remediation assignments felt appropriate by the academic advisor.
- **Remediation for course deficiencies (grade of C+, or C):** The student will meet with the APR Committee to discuss their academic performance and deficiencies. Students must successfully complete all stipulations set forth by the Academic Progression and Retention Committee (APRC) to progress in the program.
- **Remediation for course critical deficiency (grade of C-):** The student will meet with the APR Committee to discuss their academic performance and deficiencies. Students must successfully complete all stipulations set forth by the APRC to progress in the program.
- **Course failures (grade of D or F):** There is no remediation for a course failure and the student will not be allowed to progress on in the program. A course failure results in immediate dismissal, by the Program Director, from the program.

Remediation of a Clinical Rotation/Clinical Curriculum Component Deficiency or Failure

If a student receives a deficiency of any component of a clinical rotation/clinical curriculum or a clinical year course, the student will need to complete a remediation to demonstrate competency. If a student receives a failure of any component of a clinical rotation/clinical curriculum or a clinical year course, the student will be required to complete a remediation including retesting (in the case of an EOR exam failure) and repeating the rotation (in the case of a preceptor evaluation failure). Examples of remediation include, but are not limited to:

- Oral presentations
- Oral or written clinical case scenarios
- SPAC cases
- Simulation clinical cases
- Group/class presentations
- Oral competency assessment by a clinical coordinator
- Repeating one or more of the following:
 - Clinical rotation
 - Elective rotations may not be used as remediation for failed core rotations
 - Students must receive a grade of 'pass' in nine (9) clinical rotations
 - EOR examination
 - EEE examination
 - Patient write-up
- Completion of additional course work such as
 - additional clinical rotations
 - additional EOR examinations
 - creating multiple-choice questions with explanation of answers
 - additional patient write-ups
 - research-based papers
 - written reflection paper
 - additional educational/clinical experience to obtain mandatory clinical skill competencies

Repeat or remediation assignment:

- The highest possible grade that can be obtained on a repeat or remediation clinical curriculum component or assignment is 73%.

Procedure for Failure of a Clinical Rotation/Clinical Curriculum Component

If a student fails a clinical rotation preceptor evaluation or EOR exam the following procedures will be followed. Diagrams of these procedures can be found in the appendix.

- Procedure for clinical rotation preceptor evaluation failures
 - First failure
 - Self-directed remediation of deficiencies
 - Learning contract
 - Repeat the clinical rotation with a different preceptor

- Second failure (failure of a remediation/repeat rotation, failure of a second rotation preceptor evaluation in any specialty, or failure to complete the remediation learning contract)
 - Automatic dismissal
- Procedure for core EOR exam failure (in any one specialty)
 - First failure (initial attempt)
 - Meet with clinical coordinator
 - Self-directed remediation of knowledge deficiencies
 - Repeat EOR exam
 - Second failure (failure of the remediation exam)
 - Meet with clinical coordinator
 - Learning contract
 - 1 rotation suspension
 - Repeat EOR exam
 - Third failure (failure of the second remediation exam or not completing the remediation learning contract)
 - Automatic dismissal
- Overall number of EOR exam failures
 - A student may not fail more than three (3) EOR exams during the clinical year. Failure of any 4 EOR exams (initial and/or repeat/remediation exams) will result in automatic dismissal from the program.
- Automatic dismissal
Automatic dismissal during the clinical year will result from any of the following:
 - Failure of a remediation/repeat clinical rotation preceptor evaluation
 - Failure of any 2 clinical rotation preceptor evaluations
 - Total of 4 EOR exams failures in any specialty
 - Failure of 3 EOR exams in the same specialty (the initial exam and 2 remediation exams)
 Students may appeal the dismissal to APRC.

Students must comply with all remediation meetings and assignment expectations and due dates. It is the student's responsibility to comply with required stipulations and due dates for contacting faculty and submitting assignments. Failure to do so is grounds for referral to the APRC committee and further disciplinary action.

Comprehensive Exam

PY 676 Comprehensive Examination is the final component of the Quinnipiac University Physician Assistant graduate program curriculum. The purpose of the exam is twofold. First, to ascertain if the student has attained all of the program competencies. Second, to determine whether the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the student's own specialization to their fields of study. The student is given a written exam, a clinical skills examination in the form of an Objective Structured

Clinical Examination (OSCE), technical skills testing, and a professionalism evaluation and a number of self-reflections. The comprehensive exam is typically administered and graded during the final didactic semester.