**Intention of the Remediation Policy**
The goal of remediation is to identify, based on course instructional objectives and evidenced by poor performance on examination(s), areas of weaknesses of material, and, once identified, to assist the student in overcoming those weaknesses and develop mastery of the material. Within courses that do not utilize Exams, course directors may allow remediation of other assessment tools/methods at their discretion. The maximum number of remediation still applies per semester as stated below.

**Didactic Year Examination Remediation**

1. As each examination is analyzed for exam item validity, students are not permitted to challenge examination questions for a grade change.
2. Unless otherwise noted in the course syllabus, students will not have the opportunity to submit “extra-credit” work or complete an alternative process offering an opportunity to receive a higher score than originally achieved on the examination.
3. A passing grade for any examination is represented by achieving a grade ≥73%. Any grade <73% constitutes failure of an examination and requires content remediation for students continuing in the program. As necessary, students will be given a grade of incomplete in the applicable course until the examination is successfully remediated.
4. All students are required to meet with their course director (assigned instructor) and is highly advised to meet with their advisor for all failed examinations.
5. The grade on a failed examination may be improved only as follows:
   a. In the first semester, students can improve a maximum of two failed exam grades per course by a maximum of 15 points or an examination grade of 73/100, whichever comes first.
   b. In the second and third semesters, students can improve a maximum of one failed exam grade per course by a maximum of 15 points or an examination grade of 73/100, whichever comes first.
6. In the didactic year, students will complete all remediation within two weeks of receiving their exam grade or the end of the semester, whichever comes first.
7. The course director (assigned instructor), after meeting and discussing with the student, will decide on the remediation plan.
8. Remediation for a failed examination involves a four step process including:
   a. Identification of weakness area
      i. At a time and location specified by the course director (assigned instructor), an opportunity will be provided for the student to meet with the course director (assigned instructor) to review the following:
         1. A student Test Score Report (an example of which can be found in Appendix II) of their failed examination, detailing their examination grade and any missed question items
         2. An Exam Item Review Sheet.
         3. Review of missed exam questions is intended only to identify weaknesses test-taking strategies and not to serve as a review of the course content.
      ii. Development of remediation study plan based on the identified area(s) of weakness (Appendix II)
iii. The self-study process for failed examinations will be formatted at the discretion of the course director and may include, but not be limited to:
   1. Reading assignments
   2. Review of lecture material (e.g., PPTs)
   3. Individually focused faculty-led tutoring (especially skills related deficiencies)

iv. Evidencing proficiency of failed material
   1. Students will be reassessed by the course director after completion of the outlined remediation plan with an emphasis on areas of poor performance. The assessment activity may vary, at the discretion of the course director and depending on the nature of deficiency and degree of remediation necessary. The activity may include, but not be limited to:
      a. Make-up written, oral, or practical examination
      b. Written completion of selected course instructional objectives with reference citations
         i. Written response to selected examination items with reference citations
         ii. Problem based learning exercise(s) focused on area(s) of weakness
         iii. Written self-reflection exercise(s)

Clinical Year Remediation
1. Clinical rotation grades are comprised of End-of-Rotation Examinations (EOREs), clinical write-ups, logging of patient cases and clinical experience hours, professionalism, and preceptor evaluations.
2. Remediation processes in the clinical phase mostly mirror the didactic phase policies and processes other than as noted below:
   a. Examination and clinical write-up grades can be remediated as follows:
      i. Students are permitted to remediate two End of Rotation Examinations (EORs), two incidences of failed clinical write-ups, one incidence of failed professionalism in the clinical year (only mild professionalism offenses can be remediated as determined by the Director of Clinical Education or the Program Director). Students failing more than two evaluation items (including unsuccessful remediation of any failed items) in a single clinical rotation will fail that course and have to repeat that course after graduation, delaying graduation.
      b. Failed items must be remediated within 2 weeks of completion of the rotation in which the failed item occurred. Students will be given a grade of incomplete in the applicable clinical rotation course until the items are successfully remediated.
         i. Failed items on the last clinical rotation may result in delay of graduation.
      c. Students will not be allowed to remediate preceptor evaluations or patient logging for an increase in grade. Students will need to log all patient encounters to advance to the next rotation.
3. Students must achieve a final rotation grade of at least 73%:
a. Students receiving <73% on the rotation final grade will be considered to have not achieved mastery on that particular rotation and will receive a failing grade for the rotation.
b. For students receiving a failing grade on a rotation, students may be given the opportunity to remediate the rotation by completing a second rotation of the same type (e.g. Emergency Medicine).
c. The decision to permit remediation of a rotation depends in part on the reasons behind the failure; such decisions will be made by achieving consensus between the Program Director and the Director of Clinical Education.
d. Students are permitted to remediate a maximum of two rotations. If a student is unsuccessful with passing a third rotation they will be dismissed from the program.
e. Failed rotations will be remediated after the end of the clinical phase and, therefore, will delay graduation for those students.

**Summative Phase Remediation**

a. Students must receive a grade of ≥73% on both their written and practical examination in the Summative Review Course regardless of the final course grade. Students receiving a grade <73% on these examination must remediate and successfully pass these examinations in order to graduate from the program.
b. Students failing the written and/or practical evaluation(s) will be permitted to remediate that examination to a maximum grade of 73% for a maximum of two attempts to be completed no later than two weeks following the posting of the initial grade for that examination.
   i. It is important to note that the need to remediate one or both examinations is likely to result in delay of graduation for those students.

**No Deceleration Policy**

Lynchburg College PA Medicine program’s curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis.