

Policy: 7.2 Remediation

The University of Texas at Tyler Physician Assistant Studies Program is committed to ensuring that all students achieve the competencies required for safe, effective, and professional practice. Remediation is an educational, supportive, and competency-based process designed to address deficiencies in knowledge, clinical reasoning, technical skills, communication, professionalism, or other required competencies. This policy applies to all students during both the didactic and clinical phases of the curriculum. Remediation is intended to facilitate competency attainment while maintaining the academic and professional standards of the program.

Remediation does not guarantee course completion, progression, promotion, or graduation. Successful remediation demonstrates competency only in the specific area(s) addressed and does not supersede progression requirements, cumulative academic performance, professional behavior expectations, or other program standards. Program faculty may require remediation whenever a student fails to demonstrate minimum competency. Remediation plans are individualized and may include additional study, written assignments, skills practice, simulation, Objective Structured Clinical Examinations (OSCEs), practical examinations, clinical evaluations, or other competency-based assessments appropriate to the identified deficiency. Students must successfully complete all required remediation before progressing in the curriculum. Failure to achieve program standards may result referral to the ASPC. No student will be dismissed from the Physician Assistant Studies Program without formal ASPC review and recommendation in accordance with the Student Progression Policy.

Didactic Phase Remediation

Students who fail to meet performance standards on summative assessments or in overall course performance during the didactic phase are subject to remediation. The specific methods and formats of remediation are determined by program faculty and outlined in the program's operational remediation procedures.

The following:

1. Failure of the first attempt of the demonstration of the Head-to-Toe examination
2. Failure of any high-stakes assessment in any didactic class (Refer to course syllabi).
3. Failure of the first attempt of any final and/or comprehensive exam in any didactic course (Refer to course syllabi).
4. A student may retake a maximum of 6 failed high-stakes assessments during the didactic phase. The highest score a student will be able to earn on the retake will be 75%.
5. Professional issues

Clinical Phase Remediation

Students who fail to meet Program standards during the clinical phase are subject to clinical remediation. Clinical remediation is evaluated against the competency domains. Successful completion of clinical remediation indicates minimum competency but does not guarantee advancement if broader progression concerns exist. Events necessitating remediation in the clinical phase include:

1. Failure of the first attempt of an EOR exam, up to a total of three (3) failed retakes (duration of clinical phase)
2. Indication of “at risk for failure of the clerkship” on the mid-rotation evaluation
3. Failure of a final student preceptor evaluation
4. Failure of a clinical clerkship
5. Failure of the first attempt of the Formative OSCE
6. Failure of the first attempt of the Summative OCSE
7. Failure of the first attempt of the EOC Examination
8. Failure of the Capstone project or any high-stakes assessment required for Advanced Clinical and Technical Skills II, III, IV, Quality and Safety in Health Care and Professional Practice, PA Professional Practice and Ethics.
9. Failure of any high-stakes assessment in Advanced Clinical and Technical Skills II, III, IV, Quality and Safety in Health Care and Professional Practice and/or PA Professional Practice and Ethics. The retake will count toward the maximum of three (3) failures in the clinical phase of the Program. The highest score a student will be able to earn will be 75%.

Initiation of Remediation

Remediation within the Physician Assistant Studies Program is initiated through a progressive academic support process. A Learning Contract may only be initiated following documented academic counseling or in response to a defined assessment or course failure. This ensures that remediation is based on objective academic concerns and that students receive appropriate notice and guidance prior to formal remediation.

Academic Student Progress Committee (ASPC)

The ASPC is responsible for reviewing failed remediation, ensuring academic due process, maintaining documentation, and recommending committee decisions to the Program Director.

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UT TYLER PHYSICIAN ASSISTANT STUDIES PROGRAM HAS APPLIED FOR ACCREDITATION - PROVISIONAL FROM THE ACCREDITATION REVIEW COMMISSION ON EDUCATION FOR THE PHYSICIAN ASSISTANT (ARC-PA). **UT TYLER PHYSICIAN ASSISTANT STUDIES PROGRAMS** ANTICIPATES MATRICULATING ITS FIRST CLASS IN **SEPTEMBER 2027**, PENDING ACHIEVING ACCREDITATION - PROVISIONAL STATUS AT THE **AGENDA**. ARC-PA MEETING. ACCREDITATION - PROVISIONAL IS AN ACCREDITATION STATUS GRANTED WHEN THE PLANS AND RESOURCE ALLOCATION, IF FULLY IMPLEMENTED AS PLANNED, OF A PROPOSED PROGRAM THAT HAS NOT YET ENROLLED STUDENTS APPEAR TO DEMONSTRATE THE PROGRAM'S ABILITY TO MEET THE ARC-PA STANDARDS OR WHEN A PROGRAM HOLDING ACCREDITATION-PROVISIONAL STATUS APPEARS TO DEMONSTRATE CONTINUED PROGRESS IN COMPLYING WITH THE STANDARDS AS IT PREPARES FOR THE GRADUATION OF THE FIRST CLASS (COHORT) OF STUDENTS