Policy – Program Retention, Progression, and Completion

Background and Purpose
The purpose of these policies is to provide clear expectations on requirements and procedures related to program retention, progression, and completion.

Definitions
Professional phase: The period of time when the student is engaged in required graduate athletic training coursework and clinical experiences. Formal application and admission to the professional phase is required.

Selective admission: Admission to High Point University does not guarantee admission to the professional phase of the athletic training program. Students must formally apply to the professional phase of the program through the AT-CAS system and meet admission criteria defined on the program website. HPU students on the 3+2 MSAT track who meet admission criteria are given priority admission over students from outside of the University.

Good standing: Indicates a student is not on academic or professional behaviors probation.

Academic probation: Indicates students in the professional phase whose semester GPA falls below 3.0. Students who fail to complete required academic remediation plans (including clinical remediation) will be placed on probation.

Professional behaviors probation: A student may be placed on probation due to documented evidence (Professional Behaviors Incident Report) of professional behaviors violation.

Dismissal: A program-based decision that results in a student being required to exit the program. A student must reapply to the program to regain admission.

Remediation: The process of addressing deficiencies in a student’s knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

Policy statement – Program Progression and Retention
The student’s ability to progress in the program is based on academic progress including clinical performance, as well as professional behaviors. Due to the sequential nature of the curriculum, students must successfully complete courses within a given semester before becoming eligible to take courses in the subsequent semester unless given written permission by the Student Progress Committee.
At the conclusion of each semester, the Student Progress Committee reviews each student’s academic (including clinical) and professional performance. Students must be recommended for progression by the Student Progress Committee to be eligible to take courses in the subsequent semester and continue their progression through the program. In the event that a student is remediating a course or course component, they may progress to the subsequent semester at the discretion of the Student Progress Committee.

**Required Academic Standards - Didactic**

To remain in good academic standing, normal academic progress in didactic and laboratory courses requires all students to earn a C or better. A student earning below a C as a final course grade will be dismissed from the program. Students in the professional phase whose semester GPA falls below 3.0 will be placed on academic probation. Students will be dismissed if their semester GPA falls below 3.0 for 2 consecutive semesters.

**Assessment and Minimum Grade Standards for Didactic and Laboratory Courses**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89.9</td>
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<tr>
<td>C</td>
<td>70-79.9</td>
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<td>F</td>
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**Remediation Procedures**

Student progress is monitored and documented throughout the AT program in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation as described herein:

- A student earning below a B in any particular **component** of a course will remediate the identified area(s) of deficiency.
  - The student will have the opportunity to earn a maximum of 80% upon successful completion of the remediation.
  - A student earning below a C as a final course grade will be dismissed from the program.

- The specific remediation plan developed is at the discretion of the course director and may include but is not limited to:
  - Reading assignments.
  - Written completion of selected course learning objectives with reference citations.
  - Written response to selected exam items with reference citations.
  - Problem-based learning exercises focused on area(s) of weakness.
  - Written self-reflection exercise.
  - Individual faculty-led tutoring (especially skills related deficiencies).

- A successful remediation plan will include:
  - Composition/nature of assessment and the student performance required for successful remediation of material.
Date in which assigned activities are due.

- The responsible course director or faculty member must document remediation efforts and outcomes and file this in the student’s official file.
- The course director must notify the Student Progress Committee via email of any student remediation.

**Required Academic Standards – Clinical**

To remain in good academic standing, normal academic progress in didactic and laboratory courses requires all students to earn a C or better. A student earning below a C as a final course grade will be dismissed from the program.

**Assessment and Minimum Grade Standards for Clinical Rotation Courses**

All clinical rotation courses are graded with a letter grade scale and based on specific requirements outlined in the associated course syllabi. Student assessment includes the following:

1. Case logs of clinical encounters and Clinical Learning Objectives
2. Completion of the required minimum number of clinical hours
3. Preceptor evaluations
4. Completion of paperwork/documentation in Typhon
5. Completion of comprehensive clinical exam with a score of 80% or higher

**Clinical Rotation Remediation Procedures**

Student progress is monitored and documented throughout the clinical component of the AT program in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation as described herein:

I. Case logs of clinical encounters and Clinical Learning Objectives – If the minimum number of case logs of clinical encounters and/or minimum number of times clinical objectives must be addressed are not met, a remediation plan will be established between the student and course director. Remediation may include: skill/procedure assessment, SP case assessment, or other methods of evaluation to assure the student has met the clinical learning objectives for the course.

II. Completion of required minimum clinical hours - If a student fails to complete the required minimum number of clinical hours, they may request an incomplete for the course and a remediation plan. A remediation plan will be established between the student and the course director. The student will be referred to the Student Progress Committee for consideration of probationary status and matriculation in the Program.

III. Preceptor Evaluations of Student – If a student fails to meet the minimum overall clinical performance level as reflected in the final preceptor evaluation, they will be referred to the Student Progress Committee for decisions of remediation, probationary status, and matriculation in the Program.

IV. Completion of paperwork/documentation in Typhon – A student may not begin a clinical education rotation until all required paperwork and documentation is submitted and verified. If
the clinical site orientation, daily logs, time logs, and/or evaluations are not submitted according to guidelines set in the syllabus, the student may be subject to remediation as determined by the course director. Repeated offenses will be referred to the Student Progress Committee.

V. Comprehensive clinical performance evaluation – Failure to earn an 80% or better will require remediation. The specific remediation plan developed is at the discretion of the faculty evaluator and may include but is not limited to:

   b. Reading assignments.
   c. Problem-based learning exercises focused on area(s) of weakness.
   d. Written self-reflection exercise.
   e. Individual faculty-led tutoring (especially skills related deficiencies).
   f. Repeat skill/procedure or case based evaluation.

The student may be referred to the Student Progress Committee for decisions concerning probationary status and matriculation in the Program.

- A successful remediation plan will include:
  o Composition/nature of assessment and the student performance required for successful remediation of material.
  o Date in which assigned activities are due.

- The responsible course director or faculty evaluator must document remediation efforts and outcomes and file this in the student’s official file.

- The Student Progress Committee must be notified of any student remediation by the course director.

**Required Standards – Professional Behaviors**

Students should strive to embody the foundational behaviors of professional practice and will be evaluated on their progress towards this goal throughout their progression in the program.

**Evaluation of Professional Behaviors**

The Student Progress Committee evaluates students’ professional behavior at least once per semester via documentation provided by their designated faculty advisor, monitoring of student professional behavior conducted on an ongoing basis by day-to-day observation and feedback, as well as preceptor evaluations. During this evaluation the committee will meet and assess each student’s professional behavior in the classroom/laboratory using the following criteria:

- Attendance: Does not miss class or other required events
- Punctuality: Is on time for class and labs
- Class participation: Participates actively and consistently in class discussions and assignments
- Writing Skills: Clear, concise write-ups with appropriate documentation, correct grammar, spelling and utilization of accurate medical concepts and terminology
- Verbal Skills: Speaks clearly concisely and logically using appropriate medical terminology
- Demeanor: Positive attitude, accepts constructive feedback, demonstrates maturity
Dress and Attitude: Consistently presents a professional demeanor in dress and attitude for class, labs and events
Interaction: Consistently demonstrates respect and sensitivity to fellow students, faculty and staff
Learning: Consistently takes responsibility for own learning, shows motivation for self-directed learning
Initiative: Consistently demonstrates initiative and flexibility

During the clinical rotations, students are also evaluated by their preceptors and direct observation by faculty on clinical site visits. Criteria for evaluation of attitude and professional behaviors include:

- Adherence to clinical site policies and procedures
- Deportment: Positive attitude, accepts constructive feedback, maturity
- Learning: Consistently takes responsibility of own learning
- Initiative: Consistently demonstrates flexibility and initiative
- Attendance: Does not miss required activities
- Punctuality: Consistently arrives on time for all scheduled activities
- Verbal Communication: Speaks clearly and concisely using appropriate level of terminology
- Dress and Attitude: Presents a professional demeanor in dress and attitude
- Interaction: Demonstrates respect and sensitivity to others
- Primacy of the patient
- Team approach to patient care
- Legal practice
- Ethical practice
- Use of evidence-based practice
- Cultural competence and sensitivity

**Remediation of Professional Behaviors – Procedures**

Students may be placed on probation due to documented evidence of violation of professional behaviors using the following procedures:

I. A Professional Behaviors Incident Report form must be completed by the appropriate faculty, advisor, or preceptor documenting the behaviors of concern.
II. The incident report will be shared with the Program Director, faculty advisor, and if appropriate, the Clinical Education Coordinator.
III. Students may be put on probation for the following:
   a. Violation of program or clinical site policies and procedures
   b. Failure to meet expectations of professional behaviors
IV. Students will be immediately dismissed from the program for the following violations:
   a. Evidence of unethical or immoral conduct as outlined by the NATA Code of Ethics
b. Engaging in conduct which violates the NC Athletic Training State Practice Act

c. Exhibiting behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and academic dishonesty
Student Progress Committee (SPC)

Purpose
The purpose of the student progress Committee is to support student retention, aid in student success, and guide students towards program completion.

SPC Membership
The SPC is made up of two athletic training faculty members and the Program Director who serves as an ex-officio member. Members complete 2-year terms on a staggered basis. In the event of a voting tie the Program Director will vote regarding student status.

SPC Procedures - Determination of Progression and Retention
The student’s ability to progress in the program is determined by the Student Progress Committee using the following procedures:

I. The SPC meets when requested via an incident report filed by a faculty member or preceptor.
   a. The faculty member or preceptor filing the report will participate in the SPC meeting but not have voting ability. If the faculty member filing the report serves on the SPC the Program Director will vote instead.

II. The SPC will meet periodically on a schedule that compliments student advising schedule to review course grades, clinical progress, and professional behaviors. Any concerns will be shared with the student via their academic advisor.

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<th>Session #</th>
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<th>Week</th>
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<td>9</td>
<td>Spring – PY2</td>
<td>4-6</td>
</tr>
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III. At the conclusion of each semester the Student Progress Committee (SPC) will review course grades, clinical progress, GPA, evaluations of professional behaviors, and remediation plans (if applicable).
IV. SPC rulings will be documented in student folders in Typhon.

V. The SPC has the authority to vote on student progress with the following classifications:
   a. Progress in Good Standing
   b. Progress with Academic Probation
   c. Progress with Professional Behaviors Probation
   d. Recommend to full faculty for dismissal

Procedures – Program Dismissal
If warranted, the SPC can recommend to the MSAT core faculty that a student be dismissed from the Master of Science in Athletic Training degree program. Dismissal from the program requires a vote of the MSAT core faculty with a supermajority in favor of dismissal.

Procedures - Student Appeals
Students who are placed on probation or are dismissed from the program have the right to a formal appeal. Students who wish to appeal a disciplinary action must submit a formal letter requesting an appeal to one of the following individuals. Letters of appeal should be submitted within two weeks from receiving a disciplinary action.

- Chair of the Department of Athletic Training/Program Director: Dr. Jolene Henning
- Dean of the School of Health Science: Dr. Daniel Erb

Grievance Committee
The Grievance Committee shall be comprised of three members: 1) the Department Chair/Program Director or Clinical Coordinator, 2) outside faculty member, and 3) an ATP student. In instances where a grievance is not appropriate for a student to serve, a faculty or clinical staff member will substitute as the third committee member. Program faculty and staff may not serve on the committee when named within a formal grievance. Committee consensus is required for issuing disciplinary action. Students retain the right to appeal committee sanctioned disciplinary actions.

Grievances related to University Conduct Code or University Honor Code may also be submitted to the Dean of Students.

Student Grievance Policy
In the event that an athletic training student has a grievance against program faculty, staff, preceptors, or fellow students the following guidelines should be considered:
Criteria for Grievance:

- Harassment
- Unfair Practices
- Dishonesty
- Lack of professionalism
- Other

Grievance Procedures:

1. Confront the individual with the grievance so that you can assure that there is not some form of miscommunication.

2. Try to work out the grievance with the individual.

3. If the problem cannot be resolved, inform the individual that you are planning on filing a grievance.

4. Submit in writing a letter of grievance to the Department Chair/Program Director. In the event the grievance is against the Department Chair/Program Director, the letter of grievance should be submitted to the Dean of the School of Health Sciences.

5. Once the grievance is received, reviewed, and investigated, an action will be taken within a two week period.

6. All filed grievance cases will be reviewed by the Department of Athletic Training Grievance Committee.

CAATE Associated Standards: Standards 88 and 95

ATP Associated Forms: Incident Report Form

Origin Date: September 11, 2012

Last Reviewed: November 2017

Revised: March 18, 2015, August 19, 2015, July 25, 2016, October 23, 2017 (clarified role of SPC & revised remediation policy)

Next Review: May 2018

Responsible Party: Program Director
Minimum Review Frequency: Annually

Approved by: Full-time faculty