



The faculty and staff in the School of Pharmacy are committed to student success and aspire for all students to perform well academically. These policies and procedures, applicable to all non-experiential learning courses in the PharmD program, describe our proactive processes to promote successful “end-of-term” academic performance. Application of these policies and procedures at the course-specific level will be articulated in the course syllabus, which is the primary written contract for performance and expectations between faculty and students.

Definitions

“Intervention” refers to strategies beyond the standard course teaching, learning, and assessment approaches, designed and implemented during the conduct of the course, to address less-than-satisfactory performance and/or missed course work that jeopardizes overall course success.

“Remediation” occurs after completion of a course and refers to processes following unsatisfactory overall student performance in a course (letter grade less than a “C-”).

Policy and Procedures for Intervention for Student Success

A number of performance-related situations may trigger the process of intervention, including, but not limited to, performance at a level lower than “C” on a graded exam or major project, performance below a minimum threshold set by an instructor for a given assessment, cumulative achievement at a level lower than “C” in a course at the end of week seven, and other achievement gaps on specific activities as defined in the course syllabus. In addition, a student may initiate the intervention process at any time with the appropriate course faculty.

Course Coordinator/Course Faculty Responsibilities

1. Identify all students who perform below the defined course-specific minimum level and begin the intervention process.
2. To begin the intervention, after consultation with appropriate course faculty, the course coordinator contacts each individual student to arrange for an in-person or by-telephone interview, as soon as possible and prior to the next planned course exams/activities. The private interview provides opportunities for frank discussion of student-specific factors affecting performance; the goals are to identify the need for:
 - Alternative methods/reviews with the relevant course faculty to support content learning, preparation for examinations/activities, and/or tutoring through University services (e.g., Academic Resource Center: <http://www.asundergrad.pitt.edu/arc>) or School-based services (e.g., Rho Chi tutor volunteers, course TAs).
 - Referral to the assistant dean for students, who can explore and potentially refer students for professional assistance with time management, work hour management, professional commitment, and personal issues.

3. Faculty must observe confidentiality of student information consistent with academic policies and procedures. Consultation can only occur with other faculty on a “need-to-know” basis.
4. The course coordinator and appropriate course faculty work with the student to co-develop a written personalized intervention plan. If extenuating personal circumstances are identified, that component of the plan will be developed by the assistant dean for students and the student. To facilitate future learning, the intervention can include, but not be limited to:
 - Regular meetings with relevant course faculty.
 - Engagement with tutors (e.g., teaching assistants, Rho Chi tutor volunteers) on a regular basis to facilitate learning in the course.
 - Monitoring class attendance and small group participation.

For learning relevant to past performance:

 - Faculty review of the exam/assignment with the student to identify areas for improvement of comprehension or application of the knowledge and skills.
 - Consideration of additional assessments to promote learning of competencies identified through exam/activity performance as areas for improvement.
5. The course coordinator shares the written and signed (by the student and the course coordinator) intervention plan with the assistant dean of students, who includes the document in the student’s file only until the plan is completed.
6. Course coordinators are to proactively follow student performance on subsequent assessments once a student has entered an intervention plan. In the event a student continues to do poorly in the course despite adherence to the plan, or if the student is not adherent to the intervention plan, the course coordinator should notify the assistant dean for students.

Student Responsibilities

Course intervention and remediation are privileges earned by the student through continued demonstration of commitment.

7. Students must participate in the development of the intervention plan and then sign the intervention plan to indicate in writing their acceptance or rejection of the plan.
8. Students must follow the implementation steps developed in the intervention plan.
9. Any student who does not meet with the course coordinator as outlined in #2 and #4 above or who rejects in writing the intervention plan, or chooses, at any time, not to participate in the agreed-upon and signed intervention plan:
 - Will be referred to the assistant dean for students, who can also monitor performance in all courses in the term.
 - Is not a candidate for course remediation at the conclusion of the term.
10. Participation in an agreed-upon intervention plan is not a guarantee of academic success (overall course grade of “C-” or better) at the end of the term.

Policy and Procedures for Course Remediation

This policy defines steps to follow when a student earns an overall course grade of less than a "C-." Students with a grade of "C-" or better are not eligible to use remediation in an attempt to improve their grade in a course.

Successful remediation can result in an overall course grade of no higher than a "C" or "C-," depending on whether the +/- grading system used in the course.

1. The course coordinator will post an "I" grade or "G" grade to meet the end-of-term deadline rather than posting the earned grade of "D" or "F." After consulting with the assistant dean for students, a "G" grade is used when there are extenuating personal circumstances that may have resulted in the poor academic performance. An "I" grade is used in all other cases.
2. Within no more than two weeks after the end of the term and preferably sooner, the course coordinator, Academic Performance Committee, and the assistant dean for students will meet to discuss the potential for a remediation plan. With input from the Academic Performance Committee and the assistant dean for students, the course coordinator will determine whether the earned grade will be posted or if a remediation plan will be offered. This policy recognizes that remediation may not be appropriate for all students and will not be recommended for all students.
 - Some students may have performed well enough throughout most of a course so that they did not trigger the intervention process and still conclude the course with an earned grade below a "C-." These students may be eligible for remediation, depending on the circumstances.
 - Students who chose not to participate in an offered intervention plan (see Policy and Procedures for Intervention for Student Success above) during the course are not candidates for course remediation at the conclusion of the term. In that case, the course coordinator replaces the "I" or "G" grade with the earned grade.
 - Remediation may not be available in situations where the course coordinator in consultation with course faculty determine that retaking the course in its entirety is in the student's best interest. In that case, the course coordinator replaces the "I" or "G" grade with the earned grade.
3. If the student is eligible for remediation, a written personalized remediation plan must be co-developed by the course coordinator, appropriate course faculty, the student, and the School's Academic Performance Committee.

This plan should outline in detail the following elements:

- The number of times or hours (if any) the student is required to meet with a specified faculty member or members.
- Assignments and activities the student must complete (e.g., repeating examinations, completing specific assignments, verbal presentations, summarizing lecture notes).

- Assessments the student must complete. The assessment(s) can vary and may include an examination targeted to specific content areas and learning objectives, a cumulative evaluation, a project or verbal presentation, and/or a performance assessment.
 - Deadlines for remediation assignments and assessments.
 - Performance on remediation assignments/activities/assessments necessary to change the "I" or "G" grade to a "C-" grade.
 - How the student will be notified of their progress and performance.
4. Students must sign that they accept or reject the remediation plan in writing. The written and signed remediation plan is then filed with the assistant dean of students and kept only until the course is remediated.
 5. Remediation plans triggered by "I" or "G" grades must be completed in no more than two academic terms (including summer) after the "I" or "G" grade was posted.
 6. When the need for remediation was the reason for the posting of an "I" grade and the student successfully remediates, the course coordinator will change grade to a final grade of "C-" for the course. No grade higher than a "C-" can be achieved with remediation for an "I" grade.

Students for whom a "G" grade was posted (extenuating personal circumstances) are eligible for the actual earned grade at the completion of remediation.

7. If the student fails to meet the elements of the remediation plan, the course grade originally earned will be posted, and the student must retake the entire course at the next offering, if eligible based on the School's *Policies and Procedures for Academic Progression of Students in the PharmD program*.