

The faculty and staff in the School of Pharmacy are committed to student success and aspire for all students to perform well academically. This document, applicable to all courses in the PharmD program, describes our proactive processes to promote successful academic performance. Application of these processes will be articulated in each course syllabus, which is the primary written document for performance and expectations between faculty and students.

This guidance refers to performance improvement strategies during the conduct of the course that are beyond the standard course teaching, learning, and assessment approaches. If, despite these strategies, a student does not achieve a grade of “S” or at least “C-” at the end of the term, then the Pitt Pharmacy Course Remediation Policy will apply.

This document describes processes that are voluntary, confidential, and non-punitive in nature. However, a student would not usually be eligible for course remediation if an offer to meet with the course coordinator or to collaborate to develop a student-specific Performance Improvement Plan (PIP) (as describing in this policy) is declined by a student.

I. Responsibility of Course Coordinator/Course Faculty

- A. The course syllabus will describe the criteria that will trigger course coordinator outreach to students who may be struggling and offers to meet in person, remotely, or via telephone to discuss strategies for improving performance in the course. These criteria are course-specific, but may include:
 - performance below a minimum threshold defined for a given assessment.
 - cumulative achievement at minimum threshold when 50% or more of assessments are completed (for example, at the end of week seven).
 - other achievement gaps on specific activities as defined in the course syllabus.
- B. For any students choosing to meet, the course coordinator will schedule time for a private and confidential conversation allowing opportunities for frank discussion of student-specific factors affecting performance.
- C. As a result of the conversation, a course coordinator may provide a referral of the student to the assistant/associate dean of students or dean’s designee who can explore and potentially refer students to university resources for professional or personal assistance. For extenuating personal circumstances, the assistant/associate dean of students or dean’s designee and the student will develop plans. Such plans will remain confidential, although the course coordinator will be informed that a plan is being coordinated.
- D. At the end of the meeting, a Performance Improvement Plan (PIP) will be developed (**see Appendix**). This plan may contain any of the following:
 - Alternative methods/reviews with the relevant course faculty to support content learning, preparation for examinations/activities, and/or tutoring through University services (see <https://www.asundergrad.pitt.edu/study-lab/peer-tutoring>) or School-based services (e.g., Rho Chi tutor volunteers, course TAs).
 - To facilitate learning relevant to immediate past course performance, the plan may include, but is not limited to:
 - Faculty review of 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 achievement of skills or competencies identified through exam/activity performance as areas for improvement.

- To facilitate future learning/performance in the course, the plan may include, but is not limited to:
 - The number of times or hours (if any) the student is required to meet with a specified faculty member or members.
 - Engagement with tutors (e.g., teaching assistants, Rho Chi tutor volunteers) on a regular basis to facilitate learning in the course.
 - Monitored class attendance and participation in course activities such as small group work.
- E. The student indicates willingness to participate in the plan through signature on the written PIP, with a copy retained by the coordinator and copies forwarded to the program director and the assistant/associate dean of students, who will include the document in the student's file until the plan is completed or is revoked by the student.
- F. Course coordinators are responsible for closely monitoring student performance on subsequent assessments. In the event a student continues to struggle in the course despite adherence to the PIP, or if the student does not adhere to the plan, the course coordinator should notify the program director and the assistant/associate dean of students.

II. Student Responsibilities

- A. Students should attend all classes and prioritize their academic work, which may require adjustment of work, outside interests, and study plans.
- B. Students should notify and seek assistance from course faculty as soon as they notice that they are struggling.
- C. Any student who does not meet with the course coordinator when requested or who chooses to not participate in an offered PIP would usually not be eligible for course remediation after the end of the term.

Appendix: Performance Improvement Plan (PIP)

Student _____

Date _____

Course _____ PHARM _____

The faculty and staff in the School of Pharmacy are committed to student success and aspire for all students to perform well academically. To ensure your success in this course, we have met and have agreed that you will do the following:

- ☐ Attend at all remaining class sessions
 - Documentation of attendance may be required by faculty signature at each session or via TopHat or other course monitoring process.
- ☐ Receive tutoring through university services (see <https://www.asundergrad.pitt.edu/study-lab/peer-tutoring>) or school-based services (Course faculty or TAs)
- ☐ Attend 1:1 meetings with course faculty to review course content and materials
 - Scheduled for _____ (dates/times).
- ☐ Schedule a meeting with PharmD Program Director and/or Associate Dean of Students to explore and potentially refer for assistance with time management, work hour management, professional commitment, and/or personal issues.
- ☐ Schedule weekly/biweekly meetings with Academic Teaching Assistants (Tas) for remainder of term
- ☐ Complete additional assignment/quiz by _____ (date/time).
- ☐ Other _____

☐ I agree to the plan outlined above. ☐ I reject the plan outlined above.

Student Signature / Date

Faculty Signature / Date

A copy of this written and signed plan will be retained in the student's file until the plan is completed. In the event the student refuses the plan, continues to do poorly in the course despite adherence to the plan, or is not adherent to the plan, then the course coordinator will notify the Program Director and the Associate Dean of Students.

If the student rejects the plan, or chooses, at any time, not to participate in the agreed-upon and signed plan, the student will not be eligible for course remediation at the conclusion of the term.