

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 proactive processes to promote academic success within a course. 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 (S/H/U courses), Pass (Pass/Fail course) or a minimum letter grade of C (letter grade course) at the end of the term, then the Academic Performance Committee will be notified and will take actions as described in the [Academic Progression of Students](#) policy.

This document describes processes that are voluntary and confidential in nature. Students are encouraged to self-assess their performance and seek faculty support at any time outside this formalized process.

I. Responsibility of Course Coordinator/Course Faculty

- A. The course syllabus describes the criteria that will trigger course coordinator outreach (usually through email) to a student who is below the stated minimum course performance and an offer to meet in person, remotely, or via telephone to discuss strategies for improving course performance. 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. A student who accepts the offer to meet for course improvement will be scheduled for time with the course coordinator for a private and confidential conversation allowing opportunities for frank discussion of student-specific factors affecting performance.
- C. As a result of the meeting, a Course Performance Improvement Plan (CPIP) will be developed (**see Appendix**), with options including but not limited to:
 - Faculty-student review of completed exams or other assessments to identify areas for improvement of comprehension or application of knowledge and skills.
 - Additional optional assessments to promote achievement of skills or competencies as identified through exam/activity performance
 - Required or optional faculty/TA-student meetings prior to future exams/assessments for content review, preparation for examinations/activities
 - [Peer Tutoring Services](#), or with School-based support (e.g., course TAs, academic coaching TAs, others).
 - Monitoring of future performance, class attendance and participation in course activities
- D. The student indicates willingness to participate in the plan through signature on the written CPIP, with a copy retained by the coordinator and the student and copies forwarded to the PharmD Program Director(s) and the Associate Dean of Students, who will retain the document in the student's file until the plan is completed or is revoked by the student.

- E. As a result of the conversation, the course coordinator may provide a referral of the student to the Associate Dean of Students (or Dean's designee) to explore and potentially develop a confidential plan for referral of students to university resources for professional or personal assistance.
- F. Course coordinators are responsible for closely monitoring student performance on subsequent assessments. If a student continues to struggle academically despite adherence to the CPIP or does not adhere to the plan or does not respond to meeting invitations, the course coordinator(s) should notify the Program Director(s) and the Associate Dean of Students.

II. Responsibility of A Student, Particularly Those Experiencing Academic Difficulties

- A. All students are expected to attend all classes and prioritize their academic work, which may require adjustment of work, outside interests, and study plans.
- B. As soon as they notice that they are having academic difficulties, a student should seek assistance from course faculty and coordinators.
- C. A student should communicate effectively with course coordinator(s), seeking assistance and/or responding positively to invited meetings, the development of a CPIP and adherence to plan elements.
- D. Lack of response to invitation(s) to meet course coordinator/faculty or failure to complete the terms of a CPIP may affect later opportunities for course remediation.

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Appendix: Course Performance Improvement Plan (CPIP)

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 enhance success in this course, we have met and have agreed on the following actions:

- ☐ Attend all remaining class and review sessions
 - Documentation of attendance may be required by faculty signature at each session or via TopHat or other monitoring process.
- ☐ Receive tutoring through [University Peer Tutoring Services](#).
- ☐ Receive tutoring in content (Course TAs)
- ☐ Attend pre-assessment 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 potential referral for personal issues.
- ☐ Schedule weekly/biweekly meetings with Academic Teaching Assistants (Tas) for remainder of term
- ☐ Complete additional optional ungraded assignment/quiz by _____ (date/time).
- ☐ Other _____

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- ☐ I **agree** to the plan outlined above.
 - ☐ I **reject** the plan outlined above.
 - ☐ Student did not respond to meeting invitation

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, chooses not to participate or is non-adherent to the plan, the student will be ineligible for course remediation.