

Doctor of Pharmacy Professional Degree Program Academic Success Policy

This policy applies to student pharmacists enrolled in the PharmD professional degree program, entering Fall 2023 (Class of 2027) and future years.

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Abbreviations:

- OSSE – Office of Student Success and Engagement**
- PPC – PharmD Progression Committee**

1. Grading Policy: Honors (H) / Satisfactory (S) / Unsatisfactory (U)

Tables 1 and 2 specify the grading scheme that will be used by all courses within the PharmD Program (PHM and PHC).

Table 1. UB SPPS Grading Scheme

The H/S/U grades will appear on academic transcripts. The H/S/U grades do not factor into an official UB GPA calculation. H/S/U grades factor into a course average percent (CAP) that is not reported on an official UB transcript. See additional detail pertaining to CAP in Section 2: Grade Transparency Policy.

	Class of 2027 and future classes
All Required PharmD Courses	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)
IPPE: rotations and courses	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)
APPE: rotations and courses	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)

^a U is redefined as U1, U2, U3 given the recent UB / Federal financial aid requirement to document the extent of student participation in the unsatisfactory course.

On the grade roster, faculty will not be able to select a U grade without participation information.

Faculty must select from the following options:

- U1 for a student who participated beyond the 60% point of the class
- U2 for a student who started participating but then stopped participating prior to the 60% point of the class, or
- U3 for a student who did not participate in the class

Individual course syllabi will include a description of how final numeric (%) course grades are determined. The H/S/U schema corresponds to a final numeric (%) course grade of:

- H (Honors) = 90-100%^{a,b}
- S (Satisfactory) = 70-89%^b
- U (Unsatisfactory) ≤ 69%^{b,c}

^a For final numeric (%) course grades that are greater than 100%, 100% will be used in the CAP calculation.

^b All final course grades will be rounded to the nearest whole number

^c U grades will be recorded as U1, U2, U3 as explained in the Table 1 footnote.

2. Grade Transparency Policy

Final Course Grades (Percent)

- Student pharmacists may challenge the final numeric (%) course grade within 7 calendar days after grades formally close in HUB. Challenges should be emailed to the course coordinator. Challenges after the 7-day deadline will not be considered.
- The deadline and method for challenges to specific assessments within a course are governed by the course syllabus.

Calculation of an Internal Numerical Metric Based on Final Course Grades

A Course Average Percent (CAP) is expressed as a percent and calculated for each semester and cumulatively through the program. CAP is a straight average of numeric (%) course grades achieved on required first attempt, PharmD courses grades. It is unweighted by course credits.

- CAP is used internally within the school to determine:
 - Dean's List ¹
 - Faculty Academic Merit List ¹
 - Rho Chi Honor Society
 - Scholarships
 - Postgraduate training applications
 - Outside scholarships or other requests initiated and authorized by the student (in compliance with FERPA).
 - Class Rank
- CAP is not used to determine academic progression in the pharmacy program. Section 4a. Progression describes the criteria for a student to attain good academic standing and advance in the program.
- Student pharmacists may review their CAP (semester and cumulative) and class ranking by request ([Forms Section on the SPPS Student Portal](#)).
 - Student pharmacists may dispute a documentation error in their semester CAP from only the immediate previous semester. In the case of a discrepancy between the school and the student calculated CAP, the student must provide their final course grades for comparison against the school records via email to pharm-advise@buffalo.edu. The school will contact the course coordinator / course manager to investigate and resolve any discrepancies. The time limit for a student to file a discrepancy is 15 weeks for the immediate previous semester. Students may not dispute the cumulative CAP.
 - Student pharmacists are responsible for keeping track of their final course grades in required courses.
- Releasing Class Rank: Releasing class rank to institutions outside SPPS (e.g., postgraduate training program) will be based on the following guidelines:
 - Rank will be determined annually after the cumulative CAP is determined each spring semester.
 - Students will have their rank only reported on their transcript. For example, student Y is ranked 9th out of XXX in the class of 20XX.
 - The school will not disclose individual final course grade data to outside entities, in compliance with FERPA.

¹ Students earning a grade of U or I are not eligible to receive these merit/honors lists in that given semester.

3. Honors and Recognition Policy

Dean's List and Faculty Academic Merit Letter

The following academic achievement recognitions are awarded to student pharmacists on a semester basis:

- Dean's List: A semester CAP of 92.00% or better based on **required** (non-elective) courses.
- Faculty Academic Merit Letter: A semester CAP of 90.00 - 91.00% based on **required** (non-elective) courses.

Students earning a grade of U are not eligible to receive these merit/honors in that given semester

Latin Graduation Honors: Summa Cum Laude, Magna Cum Laude, Cum Laude

Graduation honors are based on CAP as follows:

The cumulative overall CAP will be calculated for only required courses as described above in Section 2. CAP cutoffs for Latin Honors are as follows:

- Summa Cum Laude must achieve a cumulative overall CAP $\geq 95\%$
- Magna Cum Laude must achieve a cumulative overall CAP between 93-94%
- Cum Laude must achieve a cumulative overall CAP between 90-92%

4. Academic Standing Policies: Progression, Academic Review, Course Remediation and Repeat

4a. Academic Progression Policy

The SPPS faculty defines good academic standing as a student pharmacist who is making acceptable progress (H or S grades) towards the PharmD degree. Student pharmacists must earn a grade of S or higher in all required courses counting towards the PharmD degree requirements. A grade of U must either be remediated during a summer session or repeated during a fall or spring semester.

Student pharmacists are expected to progress through the PharmD program in good academic standing and must complete the professional program in no more than seven (7) years from initial enrollment^{2,3,4}. The PharmD Progression Committee (PPC) reserves the right to adjust a student pharmacist's curriculum plan towards graduation based on unsatisfactory (U) performance in courses. Progression from semester to semester and year to year is determined by satisfactory completion of courses and the number of U grades a student earns (Table 3).

Student pharmacists must earn a grade of S or H for all required courses and IPPE rotations in the P1-P3 years counting towards the PharmD degree requirements prior to enrolling in P4 APPE courses.

² Students with a delayed graduation must complete the PharmD degree within 7 years. Extensions may be granted by the Dean and/or Associate Dean for Student Success and Engagement. See [Graduate School Policy Library](#).

³ International students may have different time constraints as dictated by duration of status and/or degree time limits

⁴ Students completing dual or collaborative degrees may not be held to this 7-year timeline.

Table 2. Progression In the PharmD Program

Academic actions are dependent on the number of earned U grades.

See section 4b for further information.

	# U Grades	Academic Action
P1 Year	3 or more U grades in the P1 academic year	Students are dismissed from the program, without option of appeal; but can re-apply via the admissions process.
All Required PharmD Courses (P1-P3 years; total number of Us earned is inclusive of IPPE courses. Academic action specific to IPPE and APPE rotations are described below)	1st (1 total) U grade	Academic Warning ^{a,b,c}
	2nd (2 total) U grade	Academic Probation ^{b,c,d}
	3rd (3 total) U grade	Academic Probation ^{b,c,d} and Dismissal warning
	4th (4 total) U grade	Dismissal from the PharmD program ^e
IPPE Rotations	1 st U grade on an IPPE (IPPE2 or IPPE3) rotation	Academic Probation and Dismissal warning ^{b,c,d,f}
	2 nd U grade on an IPPE (IPPE2 or IPPE3) rotation	Dismissal from the PharmD program ^e
APPE Rotations	1 st U grade on an APPE rotation	Academic Probation and Dismissal warning ^{b,c,d,f}
	2 nd U grade on an APPE rotation	Dismissal from the PharmD program ^e

^a Academic Warning is an official letter sent to the student that provides resources to aid in academic improvements but does not carry any punitive restrictions.

^b Academic Warning or Probation occur after course/rotation final grades are submitted.

^c Student must remediate or repeat courses. Course remediation or repeat does not reduce or nullify the first-time course U grade count in determining the academic action. All U grades (initial, remediated, repeated) will be counted towards academic progression. A student may have up to 3 attempts (i.e., initial, remediation, repeated course offering) to successfully pass a course. Three unsatisfactory (U) attempts in the same course will result in dismissal. Progression/graduation may be delayed.

^d Academic Probation is an official letter sent to the student that outlines certain terms and conditions that must be upheld to continue progression through the PharmD program. The student is required to meet with one or more designees of OSSE. The student may also be required to meet with other designated faculty or staff members.

^e A student has the right to petition to the PPC for readmission following a dismissal. Should the PPC deny the student's petition, the student would follow the [Due Process and Right of Appeal](#) policy.

^f Student must repeat rotation; progression/graduation may be delayed.

4b. Definitions

4b.1 Academic Warning

Academic Warning is progression status that is received after earning a grade of U (unsatisfactory) in a required course. An official letter will be sent to each student informing them of the academic warning status, along with academic success resources, to encourage their academic success. All U grades must be remediated or repeated.

4b.2 Academic Probation

Academic Probation is a progression status that is received after earning your 2nd and total of two (2) or more grades of U in a required course OR one (1) grade of U on a required rotation [IPPE or APPE] (see Table 2). An official letter will be sent to each student informing them of their academic probation status, along with certain terms and conditions that must be followed while on probation. All U grades must be remediated or repeated.

Terms and Conditions are individualized for each student, but at a minimum include:

- Earning a grade of S or better in all subsequent courses. [Earning a grade of U will be considered a breach of these terms and standing in the program will be compromised.]
- Outside employment should be curtailed during the semester until academic standing improves.
- Resign any leadership/officer position(s) until Academic Probation is lifted.
- Meet with the Rho Chi Consultants to help improve study skills.
- Attend all classes. There is evidence to support a correlation between class attendance and improved academic performance.
- Scholarship money may be impacted.
- Remains in effect for a minimum of 2 semesters of full-time coursework after the U grades have been mitigated.

4b.3 Course Remediation

Course remediation is offered in the summer session(s) only to students who have earned a grade of U in the initial offering. Students can only remediate 2 U grades in the summer sessions. Students with 3 U grades in the same academic year will need to repeat all courses. See sections 4c and 4d for additional information related to course remediation. A course can only be remediated once. Only students with U1 grades will be eligible for summer remediation. Grades of U2 or U3 are not eligible for remediation and must repeat the course when it is next offered.

4b.4 Course Repeat

If course remediation is not successful or if a student chooses not to pursue summer course remediation, the course must be repeated at its next regularly scheduled offering. See sections 4c and 4d for additional information related to course repeat. A course can only be repeated once.

4c. Academic Performance Review

The PPC reviews student academic performance at the end of each semester and determines academic actions in accordance with the Academic Progression Policy.

Students with a U grade will receive notification from the PPC, informing them of eligibility for course remediation during the summer semesters or course repeat when the course is next offered during the fall / spring semesters. Multiple U grades will lead to PPC actions involving academic probation, dismissal warning and/or dismissal, per Table 2.

Following committee review, the PPC member designee sends a letter⁵ to the student, specifying the reason(s) for the PPC directed academic action(s) and required student action(s). The letter will specify the criteria and overall student responsibilities to successfully remove the specified academic action(s).

If a student is put on academic probation, the student is required to complete a reflection essay and meet with a member of the Office of Student Success and Engagement to discuss their reflection and outline a plan for success moving forward. Students must adhere to the terms and conditions specified in their academic letter to regain good academic standing.

For the purposes of academic progression, students move from academic warning to academic probation, and finally dismissal. Suspension is not considered for academic success, only professionalism. [See: [Professionalism Assurance Policy](#).]

If the student is dismissed, the academic dismissal letter will specify the reason(s) for the dismissal and the student's right to petition to the PPC, if eligible. [See the [Due Process and Right of Appeal policy](#).]

4d. Course Remediation / Course Repeat

Definitions: Course failure is defined as unsatisfactory (U: U1, U2, U3 where the 1-3 denotes the extent of student participation. This is a requirement for financial aid purposes.) Remediation occurs after completion of a regularly offered course and refers to processes following an unsatisfactory (U) grade.

Course remediation is defined as re-enrolling in a failed course (U1 – unsatisfactory) during a summer session. A student may *remediate* in a specified course only once.

Course repeat is defined as re-enrolling in a failed course (U – unsatisfactory) during a fall or spring semester. A student may *repeat* a specified course only once.⁶

Eligibility: The PPC determines a student's eligibility for remediation. The availability of courses for remediation is determined by the Department Chair who will authorize the scheduling of remediation courses for the summer semester and designate the faculty member to oversee the course. Only certain didactic courses⁷ may be available for remediation during the summer session.

⁵ This letter details the conditions for the following actions: academic warning, academic probation, dismissal warning or dismissal.

⁶ To clarify: A student may have up to 3 attempts to successfully pass a course. Example: A student enrolls in a specific course (1st attempt) and earns a grade of U. The student remediates the specific course during the summer session (2nd attempt) and earns a grade of U. The student can repeat the specified course by re-enrolling in the fall/spring semester (3rd attempt). Three failing attempts in the same course will result in dismissal (see Table 2).

⁷ Didactic courses offered by the School of Pharmacy and Pharmaceutical Sciences may be available for remediation. Certain skills, practicum, laboratory, and experiential courses are excluded from remediation.

The specified length of time for the course shall be no less than 1 week per credit hour.

Students are only eligible to remediate two (2) courses over the summer semester.

Students who earn a U in a course due to an adjudicated breach of academic integrity and/or professional misconduct are not eligible for course remediation.

Additional Considerations: Remediation / repeating an experiential course is contingent upon rotation site availability. Whether the student remains on track for a timely graduation depends on rotation scheduling.

Remediation is not available for skills-based laboratory or practicum courses^{7,8}. Skills based laboratory or practicum courses will need to be repeated when they are offered next.

Only grades of U1 will be considered for eligibility for summer course remediation. Grades of U2 and U3 are not eligible for summer course remediation. Grades of S or H are not eligible for course remediation or repeat. Students can only remediate 2 U grades in the summer sessions. Students with 3 U will need to repeat all courses.

4e. Student Responsibilities

- A student that is determined to be eligible to remediate a course due to a U grade must follow the requirements as specified by the PPC.
- The remediation course can be scheduled as soon as 1 week after grades close in HUB. It is the student's responsibility to ensure they are available and prepared to engage in the remediation course.
- The student must register for the remediation course during the summer semester.
- The course will be listed as a Tutorial (TUT) section with the same title and credits. The remediation course shall be no less than 1 week per credit hour.
- The student will incur tuition and fees at the student's expense. The student must register for the summer "Session X" semester (nonstandard dates).
- Remediation courses can be offered as in-person, remote synchronous and remote asynchronous. This is determined by each course coordinator overseeing the remediation course. Students are expected to comply, and no exceptions will be made.
 - Course remediation involves self-study under conditions specified by the designated faculty member overseeing the remediation course. The course coordinator / instructor, as designated by the department chair, will provide a remediation plan⁹ prior to the start of the remediation course. This plan will inform the student(s) of available course materials, supplemental resources, days and times the instructor is available for student questions, the grading schema, the method of assessment and the date the assessment will be administered or is due. The method of assessment may involve a unit or final exam, a course paper or project, or some other assessment type.
 - It is the student's responsibility to self-study with available course materials and to independently seek out additional materials as needed.

⁸ Students must successfully complete all pre-APPE coursework (didactic and experiential) before starting APPEs.

⁹ A remediation template will be used to specify the student's remediation plan. See Appendix A for a template.

5. Course Intervention Policy

This policy is based on early identification of and follow-through with students struggling academically, that is, students on the path to failing one or more required course(s) while in progress. The aim is to intervene to avoid a course failure, and to assist the student in identifying resources for personal life difficulties and/or to improve the student's disciplinary knowledge required to be a successful pharmacist.

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

5a. Course Intervention Actions Available to Course Coordinators / Instructors

Course syllabi must have a statement on course intervention. This statement must specify the conditions when a course intervention is warranted, what specific intervention(s) are applicable, and the intervention impact on the final course grade. The syllabus may specify different course interventions, allowing the course coordinator / instructor to select an appropriate intervention tailored to the class's educational need. The course intervention statement must include information on how follow up / feedback will be provided to the student to "close the loop".

The course intervention must apply to all qualifying students. For example, interventions can be offered to every student in the class (e.g., an extra credit assignment) or to all students who performed poorly on an assessment (e.g., a make-up assignment or exam).

In the case where no course intervention is offered, the syllabi statement should state as such.

Suggested syllabus statement:

This course offers course intervention opportunities. [Insert additional language specifying the intervention specifications, conditions and follow up.]

OR

This course does not provide course intervention opportunities. Students who perform poorly on one or more major assessments are advised to meet with the course coordinator / faculty instructor / teaching assistant.

Examples of within course intervention actions include (but are not limited to):

- Mandating attendance at exam review sessions for students scoring <70% on an examination.
- Extra credit for in class or homework (for all students or a subset of students who did less than a passing mark on a major assessment).
- Re-administration of a make-up of a major assessment (for all students or a qualifying subset of students).
- Mandatory homework requirements under certain conditions (e.g., when there are 3 test scores of U or less).
- Optional comprehensive final exam: The student's score on the exam can raise their overall grade (e.g., by adding to the final grade or replacing the student's lowest exam score).
- Exam Re-take: Students who score $\leq 69\%$ on hourly exams may re-take one exam to improve their grade to 70% (or instructor specified grade).
- This could be writing responses to each missed question on why each answer is incorrect and correct within the context of the particular question.

- Oral/verbal assessment administered by the course coordinator/instructor.

5b. Academic Performance Indicators: Identification and Intervention of Students Struggling Academically

Individual Student Intervention actions apply to students who do not meet a minimum academic performance standard while enrolled in a course.

OSSE is responsible for identifying students at risk. OSSE will provide appropriate resources (see Appendix B, C and D for examples) and referrals as needed.

Academic Performance Indicators and Identification Responsibilities:

Preliminary Academic Standing Review

Non-standard length course (e.g., IPC): Since a non-standard length course does not run the entire semester (e.g., 15-weeks), they are not subject to formal UB midterm grading policies. In this case, a preliminary academic standing review will be done by OSSE before the final exam is given; students with a course grade <75% will be identified as being “at risk”. OSSE will provide outreach to those students, having them complete Appendix D: Formative Assessment Intervention Form.

Standard length course: For those courses with midterm grades, the Registrar will monitor midterm grade reports and identify all students with a MU (midpoint unsatisfactory) or otherwise failing midterm grade. The Registrar will provide a list of these students to OSSE, who provide outreach to those students, having them complete Appendix B: Individual Intervention Plan and Appendix C: Student Exam Reflection Form.

This policy is subject to revision and review by SPPS.

Endorsed by Student Success and Engagement Committee (SSEC): March 3, 2026

Endorsed by Curriculum Committee (CC): 7/7/2026

Endorsed by PharmD Progression Committee (PPC): 7/17/2026

Responsible Committee: PharmD Progression Committee

Approved by UB SPPS faculty: August 13, 2026

Appendix A: Individual Remediation Plan for an Approved Course

Student Name:

Person number:

Student Signature and date:

Repeated Course Title:

Dates of the Specified Semester¹⁰:

Instructor Name

Instructor Contact Information:

Available Course Materials:

- UBLearns (includes access to all materials and videos / recorded lectures posted on UBLearns)
- (add additional materials)
- Supplemental Resources
 - Includes Access Pharmacy and clinical resources (<https://research.lib.buffalo.edu/clinical-resources>)
 - (Add supplemental resources)

Days and Times the Instructor is available for Student Questions

Semester Session	Specify Day and Time: Instructor must be available for a minimum of one hour per week	Specify Method of Instructor Availability: Ex: In Person / Email / Skype / FaceTime / Webex / Zoom / Telephone
Week 1		
Week 2		
Week 3		
Additional weeks as needed		

Method of Assessment:

- (Instructor provides details)

Date the Assessment is administered or due:

¹⁰ The minimum length of remediation shall be determined by the formula: 1 calendar week for each course credit. For example, a 1 credit course would require a minimum of 1 calendar week of student self-study; a 2-credit course would require a minimum of 2 calendar weeks of student self-study, etc.

Appendix B: Individual Intervention Plan

A student identified through the Early Warning system may be required to complete and submit an Individual Intervention Plan using the required template. The student would discuss the plan with an OSSE designee.

If required, a student who fails to complete, submit, and follow an Individual Intervention Plan may be ineligible for a specified semester remediation course registration.

Student Name:

Person number:

Student Signature and date:

Intervention Course(s) Title(s):

Student's SMART goals (written by the student; **SMART** = **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely):

Specific Goal	Measurable	Achievable	Realistic	Time scale
1.				
2.				
Additional goals as needed				

Appendix C: Student Exam Reflection Form

This activity is to:

- guide your reflection on your exam performance, and
- identify actions you can implement for improvement.

*This activity is designed to give you an opportunity to reflect on your exam performance, and more importantly, to reflect on the effectiveness of your exam preparation. Please answer the questions sincerely. Your responses **will not** be graded. Your responses will inform the course faculty on how we can best support your learning moving forward. Most importantly, you can develop a plan to help yourself improve your strategies for effectively preparing for future exams.*

Name	UB Person Number:
Course & Exam #/Section	Today's date:

INSTRUCTIONS:

1. Complete this form.
2. Meet with the individual designated by the Office of Student Success and Engagement (OSSE)
3. After the meeting both you and the OSSE designee must sign below and turn in the completed form to the Associate Director OSSE.

Certification: I met with a faculty member and discussed this reflection in a face-to-face meeting.

Student Signature	Date of meeting:
Faculty Signature (Print & sign)	

1. How long (in hours) did you study for this exam? _____ (List in hours – ex: 1.0, 2.75 hrs)
2. How many days before the exam did you begin studying? _____ (List in Days)
3. “Chunking” your studying (presented during orientation):
 - How long was your average study period before taking a break (“chunking”)? _____ (list in hours)
 - How long was your ***planned*** average break? _____ (list in hours)
4. During your study session, how many times was your studying
 - interrupted by ***unplanned*** social media interactions? _____ (List number of times)
 - interrupted by ***unplanned*** other actions / events? _____ (List number of times)

- List the types of unplanned interruptions

- Briefly describe how you will minimize unplanned interruptions

5. What percentage of time did you spend studying for the exam? (Percentages must add up to 100%)

- By yourself (alone in a room or in a room with others but not interacting) _____
- With someone (being interactive with the study material) _____

6. What percentage of your exam preparation was spent in the following activities? (Percentages must add up to 100%)

- Reading or re-reading class notes / slides _____
- Reading or re-reading chapter in textbook or assigned readings _____
- Listening or re-listening to podcasts / recorded lectures _____
- Writing out key points in your own words _____
- Completing available practice questions _____
- Creating your own retrieval practices (using flash cards, creating quiz questions, etc) _____
- Verbally quizzing with a partner _____
- Attending recitation / review sessions _____
- Active participation in recitation / review sessions (asking questions, taking notes, doing problems) _____
- Other _____ (Please write it here):

7. Now that you've reviewed your exam performance, estimate the percentage of points lost due to each of the following: (Percentages must add up to 100%)

- Falling into the "Familiarity Trap" _____
 **The Familiarity Trap is a situation where you heard it in class, reviewed your notes and then felt that you knew the material because you were familiar with it.
- Lack of understanding of the key points and concepts _____
- Difficulty in applying key points and concepts _____
- Not knowing how to approach the problem / question _____
- Unclear expectations _____

- Careless mistakes _____
- Other _____ (Please write it here): _____

8. Now that you have reflected upon your exam performance and preparation, please list 2-3 things that you will do differently in preparing for the next exam. Be specific as possible and elaborate on your reasoning in your explanation.

1.

2.

3.

9. Reflect on your mindset (recollect the orientation mindset worksheets). Write 1-2 sentences on how a growth mindset will help you prepare for the next exam.

10. How can we (faculty, course coordinators) help support your learning and preparation for the next exam?

Appendix D: Formative Assessment Intervention Form

Appendix D: Formative Assessment Intervention Form Should be handwritten				
Name: _____				
Professional Year: _____				
Student #: _____				
Course # / name: _____			Formative Exam # _____	
Question # answered incorrectly	Incorrectly answered question text (handwrite question verbatim from exam taker report minus case information)	Incorrect choice selected and why choice selected was incorrect	Why correct answer was correct	Why incorrect choice was selected (e.g., confused the medication classes)
Question #				
Question #				
Question #				
Question #				
Question #				