



University at Buffalo

School of Pharmacy and
Pharmaceutical Sciences

School of Pharmacy and Pharmaceutical Sciences (SPPS)

PHARMD STUDENT ACADEMIC SUCCESS POLICY

**Intervention and Remediation
Effective for Fall 2020 and Future Semesters
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Effective Fall 2021 and Future Semesters**

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A. Intervention

Early Warning and Intervention Approaches for Students Struggling Academically

Previously, students who were required to repeat a single course were, almost without exception, held back a year. This was due to several factors, including students with low GPAs (<2.5), grades of D or F, and course scheduling conflicts.

This policy is based on early identification of, and follow through with students struggling academically in their required courses. The aim is to intervene and assist the student and mitigate course failure.

This policy is composed of three sections:

1. Course Interventions
2. Early Warning and Identification of Students Struggling Academically
3. Academic Success Interventions for Identified students

“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.

1. Course Interventions

Intervention is distinguished from remediation.

Course intervention involves an intervention strategy while the course is on-going during the semester.

Course Remediation involves re-enrolling in a course during the winter / summer semesters.

Course Repeat involves re-enrolling in a course during the fall / spring semesters.

Remediation occurs after a course has ended and grades are posted. Remediation involves:

- Review of the student’s semester academic performance by the SPPS Student Academic Affairs Committee (SAAC).
- Remediation actions determined by the SPPS SAAC involves offering a student an opportunity to re-enroll t a course during the winter / summer semesters, using criteria established by academic progression policy and procedures.
- If course remediation is not available, or the student elects not to remediate, the student registers and repeats the course the next time the course is offered, as directed by the SAAC

Course Intervention Actions Available to Course Coordinators / Instructors

Syllabi and Course Intervention:

- Course syllabi must have a statement on course intervention.
- The course intervention 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 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).
- 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 syllabus must state when a student engages in an intervention, the student must meet with the course coordinator / faculty instructor and the faculty advisor (if instructed to do so by the course coordinator / faculty instructor).
- In the case where no course intervention is offered, the syllabi statement should state as much.
 - Suggested syllabus statement:
This course offers course intervention opportunities. [Insert additional language specifying the intervention specifications and conditions.] Students who engage in an intervention must meet with the course coordinator / faculty instructor and their faculty advisor.
OR
This course does not provide for course intervention opportunities. Students who perform poorly on one or more major assessments are advised to meet with the course coordinator / faculty instructor and their faculty advisor.

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 C- or less).

- Optional comprehensive final exam: The student's score on the exam can raise their overall grade (e.g. by adding in to the final grade or replacing the student's lowest exam score).
- Exam Remediation: Students who score less than 60% on hourly exams may remediate one exam 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.

2. Early Warning and Identification of Students Struggling Academically

Early Warning and Academic Success Intervention actions apply to all students who do not meet a minimum academic performance standard while enrolled in a course.

A. Identification of Students who are Struggling Academically - Early Warning

The following parties will identify students with an academic performance less than 60% on a major assessment.

Responsibilities:

Course Coordinators / Faculty Instructors

Course Coordinators / Faculty Instructors (or their delegate) provide a list of students with less than 60% on each major assessment to the Office of Academic Affairs.

Offices of Academic Affairs (OAA) / Assessment and Outcomes

Monitor ExamSoft scores for major assessments. Students struggling on one or more major assessments will be identified.

School Registrar / Office of Admissions and Advisement

Monitor midterm grade reports and identify all students with a MU or otherwise failing mid-term grade. The Registrar will provide list of these students to the OAA.

B. Notification of Students, Course Coordinators / Faculty Instructors and Faculty Advisors¹

The OAA will identify struggling students through the first half of the semester. (The identification schedule is listed below.) Midsemester grades will be the last identification tool for students who are academically struggling.

Those students scoring below 60% on a major assessment will be identified.

¹ In the case when the Course Coordinator / Faculty Instructor is the Faculty Advisor, the student shall meet with an alternate faculty advisor, i.e. the Assoc Dean of Academic Affairs.

FALL Semester

- P1 students who perform poorly on three or more assessments either across or within courses from the first week of classes through mid-semester.
- P2 and P3 students who perform poorly on two or more assessments either across or within courses from the first week of classes through mid-semester.

SPRING Semester

- P1, P2, P3 students who perform poorly on two or more assessments across or within courses from the first week of school through mid-semester.

Midsemester Grades (Fall and Spring Semesters)

- Advisors can view midsemester grades in EAB for each student (under Class Info) and discuss student academic progress.

The OAA will email identified students, their course coordinators and faculty advisors. The email message will:

- inform the student to set up an appointment with the course coordinator / faculty instructor;
- include a link to an Exam Reflection form which the student must complete prior to meeting with the course coordinator / instructor;
- inform the student that they must send the completed Exam Reflection form to their faculty advisor, who will upload the form to the student's EAB Student Success profile.

3. Academic Success Interventions for Identified Students

A. Step 1: Student meetings with the course coordinator / course instructor

Identified students will be notified by the OAA that they must reach out to the course coordinator / faculty instructor for advice on needed academic success counseling.

If the student does not meet with the designated faculty person, the student will not be offered course self-study remediation.

A. Step 1.1 Individual Student Intervention

The course coordinator or designated faculty instructor should meet individually with each student in person or remotely (telephone, skype, WebEx, Zoom).

- The conversation should focus on opportunities for course specific success strategies and frank discussion of student specific factors affecting course performance.
- The course coordinator / instructor can require the student to meet with their faculty advisor (see Step 2). The course coordinator / instructor will

inform the student and the OAA. The OAA will notify the student and advisor for a required meeting via email.

Required Student Intervention Self-Assessment Actions

1. *Exam Reflection Form*: Prior to the meeting with the course coordinator, the student completes an Exam Reflection form, as part of the discussion with the course coordinator / faculty instructor. (See Template Section at the end of this policy.)

2. *Individual Intervention Plan*: The student is also required to complete an Individual Intervention Plan using the required template. (See Template Section at the end of this policy.) The student secures the signature of the Course Coordinator / Instructor and submits the signed Individual Intervention Plan to their faculty advisor, who reviews and uploads the plan into the student's file section on the EAB Student Success portal.

A. Step 1.2 Group Intervention: \geq 5% of Class

If \geq 5% of the enrolled class is identified as academically struggling, the course coordinator / faculty instructor will provide all students specific advice following the assessment. This advice can be provided during class, an exam review session, a recitation period or by email.

Identified students are still required to complete the Exam Reflection form, which is sent to their faculty advisor for uploading into the student's EAB Success Portal file section.

B. Step 2: Student meetings with the faculty advisor

B. Step 2.1 When students are required to meet with their faculty advisor¹ as deemed by the course coordinator / instructor:

- Students are required to meet with their faculty advisors¹ within 2 weeks of notification.
 - If the student-advisor meeting
 - does occur, the faculty advisor will document the meeting and upload a copy of the student's plan into EAB.
 - does **not** occur, students will not be offered specified semester remediation discussed in this policy.

The meeting will include a discussion of the Individualized Intervention Plan

Concerns requiring a faculty advisor referral might include:

- Living arrangements believed to be adversely affecting academic performance
- Working too much/work schedule concerns
- Studying habits/personal organization issues
- Psychosocial issues, mental health (a course coordinator could also initiate the referral process to a UB resource or outside agency).

B. Step 2.2 Additionally, all students are required to meet with their advisor at least once a semester, around or after midsemester grades are posted, per our advising policy (See: <https://pharmacy.buffalo.edu/departments-offices/admissions-advisement/pharmd-advising.html>).

This meeting is in addition to any prior meeting referrals to the faculty advisor.

Student Academic Success Policy

B. Remediation

Remediation Approaches for Students on Academic Probation

Remediation occurs after completion of a course and refers to processes following unsatisfactory overall student performance in a course.

Course remediation is defined as re-enrolling in a failed course during a winter or summer semester. A student may remediate a course only once.

Course repeat is defined as re-enrolling in a course during a fall or spring semester. A student may repeat the same course only twice.

This remediation policy does not apply to students who do poorly in a course due to an adjudicated breach of academic integrity and/or professional misconduct.

SAAC Policies and Procedures: Academic Performance Review

The Student Academic Affairs Committee (SAAC) reviews student academic performance at the end of each semester, in accordance with the SPPS Academic Progression Policy:

<https://pharmacy.buffalo.edu/content/pharmacy/departments-offices/our-offices/student-affairs-professional-relations/student-policies-pw/academic-progression.html>

Students with overall unsatisfactory academic performance are placed on academic probation. SAAC chair sends a letter to the student, specifying the reasons for academic probation and the criteria and overall student responsibilities to successfully remove the academic probation status. Students may be required to repeat/remediate one or more courses as a condition of academic probation. Depending on the academic progression policy, the SAAC may or may not offer the student the opportunity to remediate one or more courses.

SAAC Actions: Course Remediation

The SAAC determines a student's eligibility for remediation. If a student fails 3+ courses, the SAAC can elect to not offer a student remediation. If the SAAC offers remediation, the student can elect to remediate only 2 courses during the summer or one course during the wintersemester. The availability of a course(s) for remediation is determined by the Department Chair.

There is no maximum of course remediations over the duration of the student's PharmD program.

The student must earn a C grade or better in the remediated course, unless otherwise specified by the Student Academic Affairs Committee.

Successfully remediating the 1-2 courses during the specified semester sessions would allow the student another opportunity to demonstrate competency and to progress in the PharmD program.

Remediation for an Approved Course

Certain didactic courses² may only be available for remediation during a specified semester session (i.e., winter or summer).

The Department Chair will authorize the scheduling of remediated courses for the specified semester, and designate the faculty member to oversee the course. The specified length of time for the course shall be no less than 1 week per credit hour.

If a student is required to repeat 3+ courses and offered remediation by the SAAC, the student can elect to remediate only 2 courses during the summer or 1 course during a different specified semester (i.e., winter). The student will be required to re-register for those course(s) in excess of the 1-2 course remediation limit when the next semester's course registration is available.

Pharmacotherapy Courses³:

"F" or "Fail" grades in the pharmacotherapy courses are not remediable during the winter/summer semesters. The student must repeat those "F" or "Fail" graded pharmacotherapy course(s) during the regular academic semester when the course is offered (i.e., fall or spring).

"D" grades in the pharmacotherapy courses are remediable, subject to the conditions of the remediation and academic progression policy. Per the SPPS PharmD Progression policy:

- Students with 1 "D" grade and a semester GPA < 2.5
- or with 2 "D" grades

may remediate the course(s) in which the student received a "D". Students with "D" grades may remediate up to two pharmacotherapy courses. Students with more than two unremediated "D"

²Didactic courses offered by the School of Pharmacy and Pharmaceutical Sciences may be available for remediation. Skills courses, practicum, laboratory and experiential courses are excluded from remediation. Students are required to follow the experiential remediation policy. Students must successfully complete all coursework before starting APPEs.

³ Pharmacotherapy courses: PHM501, PHM601, PHM602, PHM603, PHM604, PHM701, PHM702, PHM703, PHM704 and PHM 705.

grades are required to repeat all pharmacotherapy courses where a grade of “D” was earned during the regular academic semester when the course is offered (i.e., fall or spring.)

PHM705 will not be offered for remediation and must be retaken at the time of the next regularly scheduled course offering.

Student Actions: Approved Remediation

A student required to repeat 1-2 courses and approved for remediation can choose to:

- enroll in the approved courses during the specified semester (semester remediation)
OR
- repeat the courses at the time of the next regularly scheduled fall / spring semester course offering (year repeat). This will most likely delay curricular progression.

The student must register for the remediated course during the specified semester (typically winter or summer).

The course will be listed as a Tutorial (TUT) section with the same title and credits.

The remediated course shall be no less than 1 week per credit hour.

Repeating a course means the student will incur tuition and fees at the student’s expense. If the specified semester is summer, the student must register for the summer “Session X” semester (nonstandard dates).

Remediation involves Student Self Study

Course remediation involves self-study under conditions specified by the department chair and designated faculty member. The course coordinator / instructor, as designated by the department chair, will provide a remediation plan⁴ on or before the first day of the specified semester.

This plan will inform the student of available course materials, supplemental resources, days and times the instructor is available for student questions, 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.

Courses not Available for Remediation : Delayed Graduation

⁴ A remediation template will be used to specify the student’s remediation plan.

Repeating of a pharmacotherapy⁵, skills based, laboratory, practicum or experiential course requires re-registration of the same course at the time of the next regularly scheduled course offering (typically in the fall or spring semesters). Since the aforementioned course types are scheduled once a year, a student may need to wait a full year in registering for the course. This will delay a student's anticipated graduation date.

All course requirements must be met for successful course completion.

For experiential courses (IPPEs and APPEs), students are required to follow the experiential remediation/repeat policy. Students must successfully complete all coursework before starting APPEs.

Course Remediation/Repeat at another ACPE Accredited Pharmacy School – See the appropriate policy on the SPPS policy webpage.

⁵ Summer / Winter remediation of F grades and/or a more than two "D" grades in a pharmacotherapy course is not available to the student. The student must re-register for the same course at the time of the next regularly scheduled course offering. PHM705 will not be offered for remediation and must be retaken at the time of the next regularly scheduled course offering.

Templates

Individual Intervention Plan

A student identified through the Early Warning system is required to complete and submit an Individual Intervention Plan using the required template.

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

Individual Remediation Plan for an Approved Course

A student required to repeat a course and approved for a specified semester remediation can choose to register for the course during the specified semester (i.e., winter or summer). If the specified semester is summer, the registration will be for the “Session X” semester (nonstandard dates). Students will incur tuition and fees at the student’s expense. The course will be listed with the same title and credits, as a tutorial (TUT) section. The specified length of time for the remediated course shall be no less than 1 week per credit hour.

The course coordinator / instructor will provide a remediation plan on or before the first day of the specified semester. The student shall acknowledge receipt of the remediation plan within 7 days. Failure to acknowledge receipt of the plan may result in remediation course failure.

Individual Intervention Plan

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				

MEETING with the Course Coordinator / Instructor

Recommendations and student actions for academic improvement of course specific success strategies and student specific factors affecting performance in the course.

MEETING with the Faculty Advisor (if required)

Recommendations and Student Actions for Academic Improvement of student specific factors affecting academic performance, and opportunities for referral.

Individual Remediation Plan for an Approved Course

Student Name:

Person number:

Student Signature and date:

Repeated Course Title:

Dates of the Specified Semester⁶:

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 HUBNET, Access Pharmacy
 (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		

⁶ 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.

Additional weeks as needed		
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Method of Assessment:

- (Instructor provides details)

Date the Assessment is administered or due (scheduled during the last week of the specified semester)

- (Instructor provides details)

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 course coordinator / faculty instructor.
3. After the meeting both you and the faculty instructor must sign below and turn in the completed form to your faculty advisor.

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.

8. 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.

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