

## Remediation Guidance Document

Approved by the Curriculum and Assessment Committee (08-05-2013)

### Purpose

The purpose of this document is to help course directors develop clear guidelines that inform the terms of course failure, course remediation, and remediation planning.

### Remediation Philosophy

Remediation is a sequence of events, beyond the standard course curriculum, that are designed to bring underperforming students to a level of competency expected of students at the conclusion of a course. The process of remediation should provide opportunities for students to *develop* and *demonstrate* required knowledge, skills, and/or attitudes through self-directed learning and purposeful interactions with faculty. Student and faculty should both be active participants in the remediation process; however, remediation is a privilege that should be earned by the student through demonstrated attendance and active participation throughout the course.

### Background

Within the School, the current progression standard states that students who do not earn a minimum grade of "C" in a professional pharmacy course are not permitted to progress to subsequent courses for which it is a prerequisite. In the event that a student fails to obtain a grade of "C" or better in a professional pharmacy course, the student will either have to repeat the course or remediate. The purpose of this document is to help course directors develop clear guidelines that inform the terms of course failure, course remediation, and remediation planning.

### Recommendations

Each syllabus at the UNC Eshelman School of Pharmacy must include a statement [or section] that clearly communicates the remediation policy for the course. This policy should be developed, written, and implemented by the course director. For example policy statements, see [Appendix A](#) or the [Syllabus Guidelines](#) and template on the faculty resource page.

**Option 1: No remediation.** Faculty are not required to remediate students that fail a course. However, a policy to that effect must be clearly stated in the syllabus.

**Option 2: Remediation.** If remediation is offered to students, a policy must be included in the syllabus that clearly states the 1) qualification criteria, 2) remediation process, 3) remediation grading, and 4) maximum remediation attempts. To help faculty develop these policies, we offer the following guidelines:

### *Qualification Criteria:*

Remediation is suggested for students that:

1) Demonstrate competency in some but not all areas required for passing the course ; 2) complete all assigned work in the course; 3) utilize academic recourses such as tutoring and meetings with the instructor; and 4) attend class regularly.

Remediation is not suggested for students that:

1) Fail all or most of the examinations, major projects or assignments in the course; or 2) earn a failing course grade that is far below the class average (e.g., greater than two standard deviations).

### *Remediation Timing:*

Remediation is most effective if it takes place immediately after the semester has concluded. For example, if a student fails a fall course, remediation is most effective if it takes place during the Winter break (December/January). Alternatively, if a student fails a spring course, remediation is most effective if it takes place during the 6 to 8 weeks after the spring semester ends.

### *Remediation Planning*

It is suggested that the course director develop and communicate to the student an individualized remediation plan that details 1) the number of times or hours the student is required to meet with the faculty member; 2) a list of all assignments and activities the student must complete (e.g., reviewing examinations, reviewing audience response questions, summarizing lecture notes or captured classes); and 3) all deadlines for remediation assignments and assessments. For example remediation plans, see [Appendix B](#) or the [Syllabus Guidelines](#) and template on the faculty resource page.

### *Remediation Assessment:*

It is suggested that all assessments are designed to allow the student to demonstrate competency in areas where s/he previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format(s) can vary widely and may include a paper and pen assessment over specific areas, a cumulative evaluation, a presentation, or standardized patient. Although the number of assessment attempts is left to the discretion of each course director, this expectation must be specified in the syllabus.

**Final Grade:** Students that successfully remediate will receive a final grade of “C” in the course. No grade higher than a “C” can be made in the course with remediation. If the student fails the remediation assessment(s), then the student can then retake the entire course at the next offering if eligible based on the School’s progression policies.

Students with a grade of “C” or better are not eligible to use remediation in an attempt to improve their grade in that course.

## Appendix A

### Remediation Policy Examples

#### No Remediation

There is no remediation for the course and no re-testing will be available.

#### Lecture-based course

An unexcused absence from any formal assessment in this course will result in a failing grade.

Any student not present for one of the three exams, in the absence of advanced notice, will receive a failing grade. Remediation will be offered to a student with a failing grade as long as the overall course average is not less than XX%.

Remedial work could include specific reading assignments, review of content slides, review of course videotapes, topic discussions with content experts, and a re-evaluation of student competencies by written and/or verbal examination. Acceptable knowledge and/or skills must be demonstrated to the course director, consistent with progression guidelines, before a student will pass the module. Remediation will be conducted as soon as practical, and should be accomplished prior to end of the relevant semester (if conducted for a module exam), or the end of the subsequent semester that a non-passing grade is assigned. If a student fails a remediation program, the student will be assigned a failing grade and this outcome will be referred to the Scholastic Achievement and Progression Committee for review and decision regarding the students continued progress through the Curriculum.

#### Lecture-based course

At the end of the course, students who do not have enough points to pass (C or higher) will have the opportunity to remediate by taking a "remediation exam" that covers the same topics as the exam for which they scored lowest (out of the four exams taken during the semester). The score of this exam will then be averaged 50/50 with the original exam on that subject area, and this average score will replace the original exam score. The remediation exam will not necessarily be multiple choice and will be given during the first week of the spring semester. Using this procedure, only students who have the potential to increase their point total above the minimum for passing the course will be allowed this opportunity to remediate. Students who plan to remediate should contact the course director by [DATE] so that they may be given an incomplete grade.

### Lab-based course

At the conclusion of PHCY XXX, students will be expected to have basic knowledge of specific skills (physical assessment, drug information retrieval, patient counseling). Skills checklists and the Practicum exam will be used to assess these skills. Students who do not demonstrate competency on the skills checklists will be given one opportunity to retest to demonstrate competency prior to the end of the semester. The original score earned will remain in the gradebook. The student must contact the course director to make arrangements for retake.

Students who do not remediate successfully on the second attempt will be assigned an “incomplete” (IN) for the course. Students assigned an “incomplete” (IN) for the course must successfully remediate failed assignments no later than the first week of the subsequent semester. Remediation may include additional self-study and practice, working with a tutor, or meeting with the course director as needed prior to a third testing opportunity. For students who successfully pass the third attempt, the highest grade that can be earned in the course is a “C.” Failure to pass the third skills checklist attempt will result in course failure and referral of the student to the Scholastic Achievement and Progression Committee.

## Appendix B

### Remediation Planning Examples

#### Example 1:

We recommend that you spend two weeks remediating on the material for each these three exams. For example, [DATE]-[DATE] covering exam #2 material, [DATE]-[DATE] reviewing exam #3 material, and [DATE]-[DATE] reviewing exam #4 material. Regarding review of material, we recommend that you should review all of the cases and case-related questions reviewed in class and to write or type out the correct answer as well as why you feel each correct answer is correct AND why each incorrect answer is incorrect. We also recommend you should do the same for the corresponding exam from the previous year (posted on Sakai). Note that exams from the prior three years are also posted on Sakai for additional practice.

The Co-coordinators of the course will set aside time at the end of each of these two week periods (myself for exam #2 and #3 materials and Co-coordinator for exam #4 material) to meet with you face-to-face or by phone to review what you have accomplished and answer questions that you may have. We ask that you email us your case questions and exam questions (as outlined above) with the correct answer highlighted and explanations for correct and incorrect answers the night prior to the arranged meeting.

We will administer one exam covering all material reviewed over the six weeks (approximately 40-50 questions) on [DATE]. You must pass this exam ( $\geq XX.X\%$ ) to pass the course. Despite your performance on this exam, the highest grade you can receive in the course is a C. And thus, if you pass the exam, the INC (incomplete) recently submitted in Connect Carolina will be revised to a C. If you do not pass the exam, the grade will be revised to an F and you will need to retake the course the next term it is offered.

**Example 2:**

1. Meet with course director on a mutually agreed upon date and time during the week of [DATE] to look over old tests, and discuss any details of the remediation program. We will also meet one time during the week preceding the re-take exam to address any questions/concerns.
2. Complete the assigned problems in the book, [BOOK TITLE]. If you do not have this text, the course director will provide a copy of the book and you must agree to return the book in good condition to by [DATE].
3. In addition to the problems assigned in the textbook, I will complete the remediation problems assigned from [FILL IN]. I will be responsible for purchasing the materials.
4. For items #2 and #3, show all of your work and circle your final answer. Turn in all completed remediation work by [DATE AND TIME] to the course director via [METHOD].
5. Meet with a tutor at least three times (for a minimum of 1 hour each time) and have the tutor sign off that the meetings did occur. The tutor can be any qualified tutor of choice and you are responsible for all tutoring costs, if applicable.
6. Take a re-take exam for PHCY XXX on [DATE] (Time and room TBA).
7. You must pass the exam on [DATE OF RE-TAKE EXAM] for your course grade in PHCY XXX to be changed to a "C," and you will start rotations one month later than originally scheduled.
8. If you fail to meet the requirements outlined in this option you will be required to repeat PHCY XXX the next term it is offered and your rotations and graduation will be delayed.

Student Signature

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Course Director Signature

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