

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The largest droplet is in the bottom right corner, and there are smaller ones in the top left and bottom center.

DEVELOPING FUTURE CLINICIANS: THE ROLE OF INTERVENTION PLANS

JENNIFER SIMPSON, PURDUE UNIVERSITY

LISA SCOTT, FLORIDA STATE UNIVERSITY

CAPCSD 2019

DISCLOSURES

- FINANCIAL

- SIMPSON – RECEIVES SALARY FROM PURDUE UNIVERSITY; RECEIVED COMPLIMENTARY CONFERENCE REGISTRATION FROM CAPCSD FOR OFFERING THIS INVITED SESSION
- SCOTT - RECEIVES SALARY FROM FLORIDA STATE UNIVERSITY; RECEIVED COMPLIMENTARY CONFERENCE REGISTRATION FROM CAPCSD FOR OFFERING THIS INVITED SESSION

- NONFINANCIAL

- SIMPSON – SERVES ON THE CAPCSD BOARD OF DIRECTORS AS VICE PRESIDENT FOR NEW INITIATIVES
- SCOTT – SERVES ON THE CAPCSD BOARD AS SECRETARY

INTERVENTION PLANS

- REQUIRED BY ASHA CAA STANDARD 4.3

“THE PROGRAM HAS POLICIES AND PROCEDURES FOR IDENTIFYING THE NEED TO PROVIDE INTERVENTION FOR EACH STUDENT WHO DOES NOT MEET PROGRAM EXPECTATIONS FOR THE ACQUISITION OF KNOWLEDGE AND SKILLS IN THE ACADEMIC AND CLINICAL COMPONENTS OF THE PROGRAM.”

PROGRAM MUST HAVE POLICIES & PROCEDURES

- IDENTIFYING STUDENTS WHO NEED INTERVENTION TO ACQUIRE KASA
 - THE **ACADEMIC** COMPONENT OF THE CURRICULUM.
 - THE **CLINICAL** COMPONENT OF THE CURRICULUM.
- IMPLEMENTING AND DOCUMENTING ALL FORMS OF INTERVENTION USED
- MUST DEMONSTRATE THAT P&P ARE APPLIED CONSISTENTLY ACROSS ALL STUDENTS

CONSIDERATIONS FOR MEETING 4.3

- **BEFORE** INTERVENTION IS NEEDED
 - KNOW THE CFCC STANDARDS
 - ENSURE YOUR PROGRAM HAS A LIST OF ESSENTIAL TECHNICAL SKILLS
- ACROSS THE CURRICULUM
 - ALIGN COURSE ASSIGNMENTS/OBJECTIVES WITH STANDARDS
 - BE CLEAR IN SYLLABI WHAT ASSIGNMENTS COUNT TOWARDS KASA AND THE THRESHOLD NEEDED TO MEET KASA (E.G., 80% OR ABOVE?)

BEFORE INTERVENTION, CONT...

- AS A PROGRAM, DECIDE HOW MANY ATTEMPTS STUDENTS HAVE BEFORE A MORE SEVERE CONSEQUENCE (E.G. DISMISSAL)
 - # OF INTERVENTIONS ON ONE STANDARD BUT ACROSS MULTIPLE SETTINGS/TERMS?
 - # OF INTERVENTIONS ON DIFFERENT STANDARDS ACROSS MULTIPLE SETTINGS?
- OTHER KINDS OF ISSUES
 - CAN A STUDENT GO OFF-CAMPUS? SIT FOR COMPS?

FSU HANDBOOK LANGUAGE: ACADEMIC

- IF THE STUDENT EARNS A SATISFACTORY GRADE IN A COURSE, BUT FAILS TO MEET THE 80% STANDARD FOR A KASA COURSE ARTIFACT, THEN THE STUDENT HAS ONE OPPORTUNITY TO REMEDIATE THE ARTIFACT, WITH WHATEVER DEGREE OF SUPPORT DEEMED APPROPRIATE BY THE INSTRUCTOR.
- REMEDIATION OF THE ARTIFACT WILL NOT CHANGE THE COURSE GRADE THAT HAS ALREADY BEEN EARNED FOR THE CLASS. EXCEPTIONS MAY BE MADE ON A CASE-BY-CASE BASIS FOR SPECIAL CIRCUMSTANCES.
- IF THE STUDENT FAILS TO REMEDIATE THE KASA ARTIFACT SUCCESSFULLY, THE STUDENT MUST MEET WITH A TEAM COMPOSED OF A MEMBER OF THE ADVISING TEAM, THE INSTRUCTOR OF THE COURSE, A FACULTY MEMBER OF THE STUDENT'S CHOICE, AND A CLINICAL INSTRUCTOR TO DISCUSS COURSE OF ACTION. THIS MIGHT RESULT IN 1 OR MORE OF THE FOLLOWING ACTIONS: (1) STUDENT WILL MAKE ANOTHER REMEDIATION ATTEMPT; (2) STUDENT WILL COMPLETE AN ALTERNATE PRODUCT; AND/OR (3) STUDENT WILL TAKE ADDITIONAL COURSEWORK.
- IF THE STUDENT IS REQUIRED TO REMEDIATE ARTIFACTS IN MORE THAN 1 COURSE IN A SINGLE SEMESTER, THE STUDENT WILL BE PLACED ON AN ACADEMIC SUPPORT PLAN.

FSU SYLLABI LANGUAGE

- **KASA ARTIFACTS:** YOU WILL COMPLETE MULTIPLE FORMATIVE AND SEVERAL SUMMATIVE ASSIGNMENTS IN THIS COURSE THAT WILL SERVE TO DOCUMENT YOUR KNOWLEDGE AND SKILLS FOR YOUR ASHA CERTIFICATION (CFCC) REQUIREMENTS. IN ORDER TO EARN CREDIT TOWARDS COUNTING THIS COURSE AS ONE OF YOUR REQUIRED 7 ELECTIVES, YOU MUST OBTAIN AT LEAST A B- (80%) IN THE COURSE. IN ORDER TO HAVE ARTIFACTS TO POST FOR YOUR KASA PORTFOLIO, YOU MUST ALSO EARN AT LEAST A B- (80%) ON **EACH** OF THE FOLLOWING ARTIFACTS: KASA ASSIGNMENTS 1, 2, & 3 (PRESCHOOLERS, TREATMENT PLANNING, AND SCHOOL-AGE/TEENS/ADULTS). IF YOU EARN LESS THAN A B-, YOU ARE PERMITTED TO REMEDIATE THE ASSIGNMENT ONCE TO DEMONSTRATE COMPETENCY. THE ORIGINAL ASSIGNMENT GRADE AND THE SCORE ON THE REMEDIATED ATTEMPT WILL BE AVERAGED TO DETERMINE THE ASSIGNMENT'S CONTRIBUTION TOWARDS YOUR FINAL GRADE.

IDENTIFYING STUDENTS NEEDING INTERVENTION

- ACADEMICALLY &/OR CLINICALLY
 - HAS INCREASED SUPPORT ALREADY BEEN PROVIDED (AND DOCUMENTED)?
 - INCREASED NUMBER OF MEETINGS/REQUIRED ATTENDANCE AT OFFICE HOURS
 - CLEAR AND THOROUGH FEEDBACK
 - MULTIPLE SETS OF EYES "ON THE PROBLEM?"
 - NOT MEETING KASA THRESHOLD AS IDENTIFIED IN SYLLABI
 - UNABLE TO RESPOND APPROPRIATELY TO FEEDBACK
 - DESPITE INCREASED SUPPORTS, NOT MAKING EFFECTIVE CHANGE



- **PROFESSIONALISM**

- **CONCERNS ABOUT PROFESSIONAL PRACTICE COMPETENCIES
(CAA STANDARD 3.1 A/B)**
- **ETHICAL BEHAVIOR**

- **WHAT DO YOU DO WHEN YOU CAN'T PUT YOUR FINGER
EXACTLY ON THE PROBLEM?**
- 

DEVELOPING THE INTERVENTION

- DOCUMENTATION
 - CFCC STANDARD BEING REMEDIATED
 - DO YOU WANT SEPARATE FORMS FOR ACADEMIC & CLINICAL INTERVENTIONS?
 - STRATEGIES BEING USED FOR REMEDIATION (RECOMMEND CHECKLIST)
 - WHO HAS RESPONSIBILITY FOR WHAT?
 - WHO WILL JUDGE THE REMEDIATION?
 - TIMELINE FOR COMPLETION?
 - CONSEQUENCE IF REMEDIATION IS UNSUCCESSFUL?

Academic	Clinical
Re-doing the assignment	Observation
Completing a different assignment on same standards	Increased meetings
Oral exam	Using templates/fading
Completing a case study to demonstrate application	Co-clinician or advanced student providing peer supervision
Summarizing readings	Extended time

FORM EXAMPLES

- FORMS

- FSU ACADEMIC ONLY PLAN: [REMEDICATION PLAN.PDF](#)

- FSU CLINICAL ONLY PLAN: [MASTER BLANK PLAN UPDATED.PDF](#)

- PURDUE HANDBOOK

- [HTTPS://DEV.WWW.PURDUE.EDU/HHS/SLHS/GRADUATE/DOCUMENTS/HANDBOOKS/AUD%20GRADUATE%20HANDBOOK.PDF](https://dev.www.purdue.edu/hhs/slhs/graduate/documents/handbooks/aud%20graduate%20handbook.pdf)

PURDUE REMEDIATION OPTIONS

- CLINICAL REMEDIATION-DETERMINED BY:
 - EARNED GRADE OF “B-” OR LOWER IN CLINIC FOR THE SEMESTER
 - NOT MEETING EXPECTATIONS BY A SIGNIFICANT AMOUNT FOR A PARTICULAR SKILL
 - 0-5 RATING, SHARE EXAMPLE
 - VIOLATING PROFESSIONAL PROTOCOL
 - CODE OF ETHICS, RESPONSIBILITY, DRESS CODE, HIPAA
 - RECEIVING AN UNSATISFACTORY ON WRITTEN, ORAL, OR NONVERBAL COMMUNICATION SKILLS

CONSIDERATIONS (AFTER REMEDIATION)

STUDENT MAY NOT CONTINUE IN THE CLINICAL PROGRAM IF ANY OF THE FOLLOWING APPLY:

1. “B-” LEVEL PERFORMANCE OR LOWER IN TWO SEMESTERS (NOT NECESSARILY SEQUENTIAL) OF CLINICAL PRACTICUM.
2. FAILURE TO “PASS” ORAL AND WRITTEN COMMUNICATION SKILLS BY SPRING OF YEAR II.
3. VIOLATION OF PROFESSIONALISM STANDARDS THAT RISES TO THE LEVEL OF UNETHICAL OR THREATENS THE SAFETY OR WELFARE OF PATIENTS



REAL LIFE INTERVENTIONS

- MAYBE VERY BRIEF BULLET POINTS OF THE CASES ON THIS SLIDE TO INTRODUCE THE CASES.
- 

CASE 1-AUD STUDENT REMEDIATION

- AUDIOLOGY STUDENT
 - SUCCESSFUL UNDERGRADUATE IN OUR PROGRAM
 - ABOVE AVERAGE GPA/GRE
 - ENGAGED IN ACTIVITIES
 - SOLID RECOMMENDATION LETTERS
 - GRADUATE EXPERIENCE-1ST YEAR
 - OFF TO A GOOD START
 - GOOD ATTITUDE

CASE 1-AUD STUDENT REMEDICATION

- OVERALL ISSUES
 - STARTED TO STRUGGLE IN COURSES AND CLINIC 2ND SEMESTER
 - UNPREPARED, LACKED FOLLOW THROUGH
 - LACKED CRITICAL THINKING/PROBLEM-SOLVING SKILLS
 - UNABLE TO INTERPRET TEST RESULTS ACCURATELY
 - UNABLE TO COMMUNICATE EFFECTIVELY WITH PATIENTS
- END OF 1ST YEAR
 - FAILED FIRST YEAR ACADEMIC EXAM
 - EARNED A “C” GRADE IN CLINIC-PROBATION/REMEDICATION PLAN PUT INTO PLACE

CASE 1-AUD STUDENT ACADEMIC REMEDIATION

- REMEDIATION PLAN DEVELOPED-ACADEMIC REMEDIATION (FAILED EXAM)
 - OFFICIAL MEETING WITH GRAD CHAIR, PROGRAM CHAIR, ADVISORS
 - LETTER WITH SPECIFICS DELIVERED
 - ACADEMIC REMEDIATION
 - SPECIFIC BASIC CONCEPTS IDENTIFIED
 - REQUIRED TO MEET WITH PROFESSORS IN THOSE AREAS
 - MATERIALS PROVIDED TO SUPPORT MASTERY OF CONCEPTS
 - WEEKLY MEETING TIMES PROVIDED TO FACILITATE KNOWLEDGE
 - SUCCESS= RETAKE AND PASS 1ST YEAR EXAM

CASE 1-AUD STUDENT CLINICAL REMEDIATION

- CLINICAL REMEDIATION PLAN DEVELOPED-RECEIVED “C” GRADE IN CLINIC
 - MEETING WITH DCE IN AUDIOLOGY, GRAD CHAIR, AND ADVISORS
 - DETAILED DOCUMENTATION HIGHLIGHTING AREAS NOT MEETING EXPECTATIONS
 - **CLINIC PREPARATION**-DETAILS OF WHAT EXACTLY IS EXPECTED SHARED
 - **TESTING/ AND CLINICAL DECISION MAKING**-CASES PROVIDED DISCUSSED AT LENGTH WITH FACULTY MEMBERS WEEKLY
 - **INTERPRETATION** OF TEST RESULTS-CASES PROVIDED TO DISCUSS INTERPRETATION AT WEEKLY MEETINGS
 - **DOCUMENTATION**-COMPLETE, ACCURATE, AND TIMELY-STUDENT NEEDED TO PAY MORE ATTENTION TO HER WORK
 - **WRITING**-WRITING LAB INTERVENTION
 - SUCCESS=MEETING EXPECTATIONS FOR LEVEL AND EARNING A B OR BETTER

CASE1 -AUD STUDENT REMEDICATION

- ACADEMIC
 - PASSED EXAM RE-TAKE
- CLINICAL
 - EARNED A “D” THE NEXT SEMESTER
- DOCUMENTATION OF RELEASE FROM PROGRAM AND MEETING
 - SPECIFIC EXAMPLES OF HOW THE STUDENT FAILED TO MEET EXPECTATIONS DOCUMENTED
 - HELD MEETING WITH KEY LEADERSHIP IN DEPARTMENT
 - FOLLOW UP WITH STUDENT TO CHECK ON WELL BEING

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- AUDIOLOGY STUDENT BACKGROUND
 - PURDUE -MECHANICAL ENGINEERING-TAKING PRE-REQUISITES FOR AUD
 - WORKING IN A LAB-DOING “OK”
 - GRE SCORES 90+%, GPA 3.2-DIFFICULT/ADVANCED COURSES
 - NOTED PRAGMATIC ISSUES BY SOME FACULTY

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- ADMITTED TO AUD PROGRAM
 - NOTED LACK OF PRAGMATIC SKILLS BY ALL CLINICAL FACULTY EARLY ON
 - PRAGMATIC ISSUES IDENTIFIED-CLINICAL SUPERVISORS DISCUSSED WITH STUDENT
 - STUDENT MOTIVATED AND WOULD SHOW BURSTS OF IMPROVEMENT
 - REGRESS AND BURSTS OF IMPROVEMENT
 - EFFORT LEVEL WAS VERY HIGH TO MAINTAIN TYPICAL CONVERSATIONS
 - CLINIC: FOR A YEAR-EACH SEMESTER THE STUDENT EARNED A “B”
 - FACULTY WERE OPTIMISTIC
 - GIVE THE STUDENT A CHANCE
 - ACADEMICS: PASSED YEAR 1 EXAM

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- BEGINNING OF YEAR 2

- FALL SEMESTER: STUDENT EARNED A “C” IN CLINIC

- WRITTEN AND NONVERBAL COMMUNICATION SKILLS

- UNABLE TO CONSISTENTLY AND ACCURATELY CONVEY INFORMATION TO PROFESSIONALS AND PATIENTS
 - NONVERBAL LANGUAGE IN NOT CONSISTENTLY APPROPRIATE FOR CLINICAL INTERACTIONS

- CLINICAL EXPECTATIONS NOT MET

- PATIENT INTERACTION (THROUGHOUT APPOINTMENTS)
 - CASE HISTORY
 - TESTING CHILDREN
 - SHARING RESULTS/COUNSELING

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- REMEDIATION PLAN
 - DOCUMENTATION OF SPECIFIC AREAS NEEDING IMPROVEMENT
 - OFFICIAL MEETING WITH KEY LEADERSHIP TEAM (GRAD CHAIR, DCE, ADVISORS)
 - LETTER-SIGNED BY EVERYONE-INCLUDING STUDENT
 - STUDENT MET WITH SLP CLINICAL FACULTY SPECIALIZING IN PRAGMATICS
- SPRING SEMESTER-YEAR 2
 - EARNED A “C” IN CLINIC
 - SAME EXPECTATIONS NOT BEING MET
 - STUDENT UNABLE TO MAKE PROGRESS WITH COMMUNICATION
 - SHOULD BE RELEASED FROM PROGRAM-BUT....

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- STUDENT WENT TO THE OFFICE OF THE DEAN OF STUDENTS,
DISABILITY RESOURCE CENTER
 - AND RECEIVED AN **ACCOMMODATION LETTER**
- LETTER STATES:
 - “THE STUDENT HAS A DOCUMENTED DISABILITY, WHICH AFFECTS HER ABILITY TO ACCESS CERTAIN COURSE-RELATED ACTIVITIES AND MATERIALS. IT IS REQUIRED THAT ACADEMIC ACCOMMODATIONS BE DETERMINED THROUGH AN INTERACTIVE PROCESS BETWEEN THE DEPARTMENT AND THE STUDENT”

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- CLINICAL ACCOMMODATIONS:
 - “OPPORTUNITY FOR INCREASED INSTRUCTIONAL ASSISTANCE, GUIDANCE, AND SPECIFIC EVALUATIVE FEEDBACK”
- RECOMMENDATIONS FOR ACCOMMODATIONS:
 - REVIEW INSTRUCTIONS, REHEARSE INSTRUCTIONS, PRACTICE WITH STUDENT
 - PROVIDE SPECIFIC EXAMPLES AND NON-EXAMPLES FROM MANY OBSERVATIONS AND VIDEO RECORDINGS
 - ENGAGE IN CONCRETE DISCUSSIONS ABOUT HOW TO IMPLEMENT FEEDBACK OFTEN
 - USE A NUMBER SCALE ON FEEDBACK TO FACILITATE STUDENT UNDERSTANDING OF FEEDBACK
 - MORE MEETINGS, MORE REVIEW, MORE PEOPLE INVOLVED IN MEETINGS.....

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- MORE ACCOMMODATIONS FOR CLINIC:
 - REPEAT ON-CAMPUS CLINICAL ROTATIONS TO IMPROVE
 - AGREE TO AN EXTRA YEAR OF CLINIC FOR STUDENT
 - OFF CAMPUS PRACTICUM
 - NEED TO HAVE MORE TIME WITH PATIENTS
 - NEED MORE TIME TO PROCESS CLINICAL INFORMATION-CAN NOT MAKE DECISIONS QUICKLY

CASE 2-AUD STUDENT REMEDICATION- PRAGMATICS

- STUDENT CONTINUED NEXT SEMESTER
 - ON CAMPUS CLINIC, USING ACCOMMODATIONS “SUGGESTED”
 - MULTIPLE MEETINGS WITH MANY PEOPLE, INCLUDING ACCOMMODATION SPECIALIST AND STUDENT
 - STUDENT EARNED “C”
 - 3RD “C” IN A ROW IN CLINIC
 - NEEDED TO RELEASE STUDENT
 - ACCOMMODATIONS FOR OFF-CAMPUS CLINIC UNREASONABLE
 - FUTURE EMPLOYMENT
 - CLINICAL CARE
 - PROTECTING PATIENTS
 - ETHICAL RESPONSIBILITY

CASE 3-AUD STUDENT FINDS A NEW HOME

- BACKGROUND

- PURDUE STUDENT
- OK GRE, 3.9 GPA
- FRIENDLY, INTERESTED, ENGAGING

- 1ST YEAR

- NOTABLE ISSUES WITH CRITICAL THINKING
- ASKING FOR CLARIFICATION MULTIPLE TIMES
- DIFFICULTY GRASPING CONCEPTS IN CLINIC AND CLASSROOM

CASE 3-AUD STUDENT FINDS A NEW HOME

- CLINIC

- EARNS “B” IN FALL AND SPRING

- DIFFICULTY UNDERSTANDING CONCEPTS, INTERPRETING RESULTS, COMMUNICATING COHESIVE THOUGHTS
 - ENGAGING WITH PATIENTS, NICE RAPPORT, GREAT FOLLOW THROUGH

- ACADEMIC

- FAILS EXAM
 - REMEDIATION PLAN ACTIVATED!

CASE 3-AUD STUDENT FINDS A NEW HOME

- **ACADEMIC REMEDIATION**
 - MEETINGS AND DOCUMENTED PLAN TAKE PLACE
 - STUDENT MEETS WITH PROFESSORS THROUGHOUT SUMMER
 - REVIEWS CONCEPTS ON OWN AND WITH PROFESSORS-
MATERIALS PROVIDED
 - RETAKES EXAM.....DOES NOT PASS (NOT EVEN CLOSE)

CASE 3-AUD STUDENT FINDS A NEW HOME

- MEETING TO DISCUSS RESULTS
 - GRAD CHAIR AND DCE MEET WITH HER
 - SHARE RESULTS
 - LET HER REACT
 - CRIES
 - SHARES THE TEARS ARE TEARS OF RELIEF AND SHE REALLY WANTED SOMEONE TO TELL HER SHE SHOULD DO SOMETHING ELSE
 - CONVERSATION CHANGES TO WHAT ARE HER PASSIONS

CASE 3-AUD STUDENT FINDS A NEW HOME

- AFTER WHILE-THE PLAN:
 - APPLY TO THE MASTER OF PUBLIC HEALTH PROGRAM AT PURDUE
 - APPLICATION DUE THE NEXT DAY
 - NEEDS LETTERS
 - DCE AND GRAD CHAIR WRITE AND SUBMIT LETTERS THAT EVENING
- UPDATE:
 - STUDENT IS STILL IN THE MPH PROGRAM AND DOING SUPER
 - SHE'S COME BACK SEVERAL TIMES TO UPDATE AND THANK US



Florida State University School of Communication Science & Disorders
REMEDIATION PLAN
Master of Science Degree in Speech-Language Pathology

Student Name: _____ **Primary Academic Advisor:** _____

Main Campus _____ or *Distance Learning* _____

Term Entered Program: _____ **Expected Graduation Term:** _____

According to the SCSD Graduate Student Handbook, students must obtain a B- (80%) or better grade in order to meet competency in a given course/Scope of Practice area. An 80% or better is required for an individual course product to be used as an artifact for a student’s KASA portfolio; and, an overall course grade of 80% or better must be earned in order for the course to be considered eligible for meeting required or elective course credit. If a final course grade is lower than 80%, a required course must be repeated and an elective course can either be repeated or another elective must be taken in order to meet the required 21 credits of electives.

The form below is to be completed in instances where:

- A grade of less than 80% is earned on one or more required KASA artifacts in a course;
- A final grade lower than a B- is earned in a required or elective course.

Remediation Area & Description

Instructor Name: _____

Course Number/Name: _____ **Required** _____ **Elective** _____

Semester taken: _____

Type of remediation concern: _____ **KASA Portfolio Artifact(s) grade** _____ **Course grade** _____

Standard addressed: _____

Remediation plan:

_____ Additional reading & re-testing _____ Oral exam _____ Repeat required course
 _____ Alternative project that addressed the certification standard _____ Substitute an alternative course
 _____ Other (describe) _____

In this space, identify and describe the target remediation, specify features that need improvement, and outline the action steps to demonstrate competency:

I _____:

1. Understand the proposed remediation as outlined. // _____ (initials)
2. Agree to remediate the project as outlined. // _____ (initials)
3. Agree to submit my remediation no later than: _____ (date) // _____ (initials)

OR

4. Decline this opportunity for remediation. // _____ (initials)
5. Understand that if I cannot count this product/course toward fulfilling the competency for CFCC standard _____. // _____ (initials)
6. Need to find an alternative method to demonstrate competency or risk being ineligible for the School's recommendation for certification. // _____ (initials)

Graduate Student Signature: _____ **Date:** _____

Course Instructor Signature: _____ **Date:** _____

Graduate Advisor Signature: _____ **Date:** _____

RESOLUTION

_____ The remediation was successful with a final grade of 80% or greater. No further action is necessary.

_____ The remediation was unsuccessful with a final grade of 79% or less. Future action will be:
_____ This product/course cannot be counted toward fulfilling the competency for CFCC standard _____.

_____ An alternative method to demonstrate competency is planned. Describe here, and the potential consequence should that alternative prove unsuccessful:

_____ The School will not make a recommendation for certification.

Graduate Student Signature: _____ **Date:** _____

Course Instructor Signature: _____ **Date:** _____

Graduate Advisor Signature: _____ **Date:** _____