**Westbrook College of Health Professions (WCHP)**

**Graduate Program Progression Policies Effective Academic
Year 2025-2026**

## I. Academic Standards

A. ATTENDANCE AND PARTICIPATION
Students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do occur, but students should inform their instructors in advance if they know they will be absent. Each program is responsible for clarifying expectations and requirements when absences occur.

B. GRADING
All programs in the Westbrook College of Health Professions, use the following scale to determine grades:

| | | | | | |
|---|---|---|---|---|---|
| A | 94-100 | B- | 80-83 | D | 64-69 |
| A- | 90-93 | C+ | 77-79 | F | <64 |
| B+ | 87-89 | C | 74-76 | | |
| B | 84-86 | C- | 70-73 | | |

NOTE: Fractional numeric grades are rounded at the discretion of the instructor and policies will be noted within each course syllabus. NOTE: Standards for Pass in Pass/Fail courses are determined by each program.

C. GRADE POINT AVERAGE (GPA):
Equivalent quality points assigned to grades are as follows:

| | | | | | |
|---|---|---|---|---|---|
| A | 4.00 | B- | 2.75 | D | 1.00 |
| A- | 3.75 | C+ | 2.50 | F | 0.00 |
| B+ | 3.50 | C | 2.00 | | |
| B | 3.00 | C- | 1.75 | | |

D.  GRADE STANDARDS
**Program Progression & Graduation Requirements can be reviewed in the individual program handbooks.**
1.  A minimum GPA (both cumulative and per semester), or "Pass" in each Pass/Fail course, is required for good standing in each program.  Additionally, each program has a minimum course grade that is required for each student to graduate. The program standards can be found in each program specific Student Handbook.

Falling below these standards may result in referral to the Student Development Committee (SDC) for review. Upon review, one of the following could result:

- Program specific monitoring
- Placement on departmental probation
- Delay in the student's progression
- Additional requirements from the Student Development Committee (SDC)
- Dismissal from program

Students on probation who are unable to return to good standing within the time frame specified by their program may be subject to dismissal from that program.

2. When it is determined appropriate by a specific program for a student to repeat a course after a course failure, the program specific benchmarks are delineated in each program handbook. The program standards will delineate the 1) ability to repeat a failed course, 2) number of times a course can be repeated, 3) required grade threshold.

3. The designation of an Incomplete ("I") at the end of a term does not meet pre-requisite minimum grades standards for subsequent course work. If an incomplete grade is not converted to a successful grade, then the student will be unable to progress to the next semester.

E. EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

Students enrolled in WCHP are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations. It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the *UNE Student Handbook* (link provided here): http://www.une.edu/studentlife/handbook
   a. Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
   b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical/ field experiences, and community service.

2. Become familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings:
   Athletic Training:
   https://www.nata.org/sites/default/files/nata_code_of_ethics_2022.pdf
   Nurse Anesthesia:
   https://issuu.com/aanapublishing/docs/code_of_ethics_for_the_certified_registered_nur

se_?fr=sZGY1YTU2NDAxMjU

Occupational Therapy:
https://www.aota.org/Practice/Ethics/code-of-ethics.aspx

Pharmacy:
https://www.ashp.org/-/media/assets/policy-guidelines/docs/policy-positions/policy-positions-ethics.pdf

Physical Therapy:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

Physician Assistant:
https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf
Psychiatric Mental Health Nurse Practitioner:
https://codeofethics.ana.org/home


3.  Adopt the following standards of professional behavior, applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include:

a.  Communication Skills- communicate effectively (i.e. verbal, non- verbal, electronic, reading, writing, and listening) for varied audiences and purposes.

b.  Interpersonal Skills – interact effectively with patients and clients, families, colleagues, other health care professionals, and community members.

c.  Cultural Sensitivity – be aware of, respect, and acknowledge cultural differences.

d.  Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

e.  Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.

f.  Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

g. Critical Thinking - question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from

irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision-making process.

h. <u>Use of Constructive Feedback</u> – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

i. <u>Commitment to Learning</u> – self direct learning and continually seek and apply new knowledge, behaviors, and skills.

j. <u>Health and Wellness</u> – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in life balance.

4. Familiarize themselves with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. (Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors).

5. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually this means "business casual" attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.

6. Deliver safe, competent care and related services, all of which underscore expectations for professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students need to demonstrate behaviors that uphold these standards. Failure to do may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C).

F. VIOLATIONS OF PROFESSIONAL BEHAVIOR STANDARDS

Improper, unethical, or unprofessional conduct may result in a professional behavior referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the UNE Student Handbook.) Depending on degree of the violation and the circumstances, a confirmed violation of professional behavior standards may result in

- remediation prior to progressing further in the program
- receiving a failing grade in a course
- dismissal from the program.

In all cases, students will receive written notice regarding the nature of the professional behavior

violation, its consequences, and any stipulated conditions for continuation in the program.

## II. Student Progression

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes: (1) regular instructor evaluation of assignments and performance; (2) program level review through regularly scheduled Comprehensive and/or other Student Reviews; and (3) Student Development Committee (SDC) reviews if applicable. Comprehensive reviews are the responsibility of the faculty of each program. Each program also has an SDC, comprised of a minimum of three faculty members. Program Directors/school dean ordinarily do not serve on the SDC, and membership may include faculty from other college programs, and/or relevant professional staff (such as Student Affairs, professional advisor, etc). The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a recommendation of student status and make recommendations to the Program Director for action when a student has failed to maintain academic and professional behavior standards, whether in class, clinical setting, or community.

### A. EVALUATION OF ASSIGNMENTS AND PERFORMANCE

Assessment of student progress is conducted on an everyday basis through the evaluation of assignments in the classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades. This may also lead to involvement of the student's advisor and/or the SDC as determined by the faculty member.

### B. COMPREHENSIVE STUDENT REVIEW

At a pre-determined time or times in each semester according to individual programs, the faculty of each program will conduct a comprehensive review of student performance. Students' standing is defined as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program and UNE. Students in good standing may continue to progress without restriction toward graduation.
2. Departmental Probation: Students who do not meet minimum grade standards or who violate professional behavior expectations.

*If student conduct difficulties rise to the University process, those guidelines will be followed. Any concerns newly identified by the Comprehensive Student Review may be referred for advising or to the SDC for resolution:

1. Referral for Advising: When initial or minor concerns are first noted by a faculty member at or prior to the Comprehensive Student Review, the respective faculty

member will notify the student and may notify the student's academic and/or clinical/field advisor to review the circumstances in person or via conference call, and with the student. The content and action steps determined at any such meeting will be documented and available to the student in writing.

2. Referral to Student Development Committee: If a resolution cannot be reached at the level of the advisor, or the concerns are substantial in nature, then the matter is commonly referred to the SDC for a formal review.

C. STUDENT DEVELOPMENT COMMITTEE REVIEW

SDC reviews are intended to support students' academic progression and are required in cases where a student is failing to maintain academic standards in the classroom or field placement, is suspected of engaging in unprofessional behavior, or is suspected of violating academic integrity. To ensure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible, and the SDC Review process initiated promptly. An SDC review can be recommended by any program faculty, including the student's advisor, or Program Director (PD)/ School Dean, or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged student role in a professional behavior violation, any aggrieved or responsible party may recommend a referral with supporting documentation, request in writing that an SDC Review be conducted. Through the review process, SDC is responsible for examining concerns cited, evaluating merits, determining student status in accordance with program policy, and recommending a course of action to the Program Director.

    1. Responsibilities of the Committee Chair:

The SDC Chair is responsible for notifying all involved parties, including the student, when a formal SDC review is required. Notification should include the circumstances and rationale for the meeting. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the internal clinical placement faculty to represent the concerns from the clinical or fieldwork site in the meeting, either in-person, conference call or videoconference.

2. Responsibilities of the Committee:

  The SDC is responsible for:

a)    Gathering information pertinent to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.

b)    Making recommendations as to the status of the student:

    i)    Departmental Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Probation status should be driven by the policies and guidelines outlined in programmatic policies. Students placed on probation will receive a letter from the PD outlining the conditions of

probation and the steps required to return to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program. Probation status is driven by programmatic policy.

    ii)    Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will recommend to the faculty body/PD and the PD will send a letter to the student indicating return to good standing. The expectation is a return to good standing status prior to return to or beginning a fieldwork/clinical/practicum experience. Any exceptions to this policy will be outlined in the departmental handbook.

    iii)    Dismissal: Students may be dismissed for a variety of reasons, including but not limited to: 1) failure to meet minimum grade standards; 2) clinical/ field work failure per department standards and accreditation expectations; 3) failure to complete expectations required to remove probationary status; and/or 4) violation of professional conduct expectations.

c)    Formulating and recommending action steps:

The SDC, in partnership with the student, will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions complete with timelines. This may include helping a student achieve educational objectives (e.g., remediation, use of the learning assistance center); employing alternate pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course, creating a targeted remediation course); or specifying other terms for a student to remain in the program. The plan of action also defines the criteria for success (e.g. performance needed to remove probationary status) or consequences of failure to achieve identified goals (e.g. progression delay, extension of probation, program dismissal).

d)    The SDC recommendation regarding student status and plan of action are made following the meeting(s) and communicated to the program director/school dean/faculty in writing.

3. <u>Responsibilities of the Student:</u>

The student is required to participate in the SDC Review process either in person or via conference call. This includes providing information as requested and playing an active role in the development of the action steps.

4. <u>Responsibilities of the Program Director/School Dean:</u>

The PD/school dean has a unique role as a member of the faculty while also providing administrative oversight for all program functions. The PD/school dean will review the determination of status to ensure that policies have been followed and procedures implemented. In the case that the PD/school dean believes that there are any potential concerns about the process, such as procedural irregularities or additional information that should be considered, the PD/school dean will communicate these concerns to the SDC for reconsideration. The SDCs recommended action steps will be reviewed by the PD/school dean for logistical viability (faculty workload, support services, etc.). The PD/school dean will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDCs recommendation of status and action steps will again be forwarded to the PD/school dean. The PD/school dean communicates in writing the final outcome to the student. The PD/Dean will then share the SDC committee determination in writing with the final outcome to the student.

5. <u>Responsibilities of the Dean or their designee:</u>
The Associate Dean(s) serves as a consultant to the SDC and PD regarding policies and procedures, on an as needed basis.

6. <u>Student Appeals:</u>
A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the UNE *Student Handbook.* The appeal process prioritizes any procedural anomalies and/or new information.

D. ADDITIONAL PROCEDURES
1. Leave of Absence (LOA). A LOA can be requested by a student, or recommended by the advisor, PD/school dean or SDC. Students requesting a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, the appropriate LOA form is completed by the student and submitted to the PD, who will sign in acknowledgement of receipt. Leaves of absence can be requested for academic, medical or other personal reasons, and are granted for a period not to exceed one year. The petition form is available at: https://une1.sharepoint.com/sites/Registrar/SitePages/Student-Forms---Updated.aspx

2. Withdrawal: Students wishing to withdraw for any circumstance must complete the required University withdrawal form. Official withdrawal also requires signature by the PD in acknowledgement of receipt. This petition form is available at: https://une1.sharepoint.com/sites/Registrar/SitePages/Student-Forms---Updated.aspx

### III. Appeals, Grievances, and Complaints Other Than Academic Progression

Occasionally, a student may have a grievance or issue other than academic performance or professional conduct. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student may request a review by contacting the PD/school dean.

A student or class representative may bring grievance or complaint about programmatic issues to a faculty member or the PD/school dean. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook.

### IV. Remediation/Support/Learning Assistant

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or professional behavior. The intent is to increase the likelihood of a student's educational and professional success. It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes. It may be initiated on the recommendation of a faculty member or required by the Student Development Committee, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to remediate, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD/school dean, and other relevant stakeholders. The terms specified in an approved plan must be successfully completed within the specified timelines of the plan. Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): http://www.une.edu/studentlife/portland/portland-student-academic-success-center . The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated in order to enhance achievement of the stated goals.

### V. Academic Integrity Policy of the University of New England

"The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own."