

**Westbrook College of Health Professions
Graduate Program Progression Policies
Effective Academic Year 2020-2021**

I. Admissions

A. PREAMBLE: The Westbrook College of Health Professions (WCHP) promotes a welcoming environment, embracing diversity in its student body and non-discrimination in its policies. This effort is supported by the Office of Intercultural Student Engagement, who strives to facilitate learning through education and co-curricular programs that raise cultural awareness and appreciation for persons of diverse backgrounds. (<http://www.une.edu/ise>)

B. AN APPLICANT TO ANY GRADUATE PROGRAM IN WCHP MUST:

1. Hold at minimum a baccalaureate degree from a regionally accredited U.S. College or University or the equivalent from any non-U.S. institution. (*Some exceptions apply*).
2. Have a cumulative undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for all credits earned or for the last 60 credit hours. For athletic training applicants, the GPA expectation reflects 2.5 or higher on a 4.0 scale. This standard may be waived if the applicant demonstrates exceptional quality in other elements of the individual graduate program's admission standards.
3. Meet any other standards established by the graduate program the student is applying to enter, if applicable. (e.g. Disciplinary technical standards, criminal background check).
4. Meet the minimum required TOEFL score (if non-English speaking).
5. Provide a transcript and letter of good academic and professional standing from the Program Director/Chair if previously enrolled in a professional program of a similar discipline and requesting transfer of credit. (Exception MSW).
6. Comply with the University's Immunization Policy prior to matriculation.

C. IT IS RECOMMENDED THAT AN APPLICANT:

Provide documentation of volunteer and/or job-shadowing experience in settings represented by the profession of interest. Preparation for any professional degree is enhanced by an increased familiarity with the unique roles and responsibilities of that profession. In some WCHP programs, job-shadowing is required for application to the program.

II. Academic Standards

A. ATTENDANCE AND PARTICIPATION:

Graduate education is demanding and exacting. 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.

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	4.0	B-	2.75	D	1.00
A-	3.75	C+	2.5	F	0.00
B+	3.5	C	2.0		
B	3.0	C-	1.75		

D. GRADE STANDARDS:

1. A minimum GPA of 3.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in Physical Therapy (PT), Athletic Training (AT), Nurse Anesthesia (NA), Occupational Therapy (OT), and Social Work (SW). A minimum GPA of 2.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in the Physician Assistant (PA) program. Falling below the stated standard at any time may result in program probation, referral to the Student Development Committee (SDC) for review, and/or dismissal. Students already on probation and who are unable to return to good standing in the time specified by the program may be subject to program dismissal.
2. A course grade of “C+” or below (PT, AT, NA, OT, SW) OR “C” or below (PA) in a graded course, or “Fail” in a Pass/Fail course, may result in a delay in student’s progress, placement on probation, referral to the SDC and/or additional consequences and specific requirements including dismissal from the program as recommended by the SDC and documented per the process outlined in Section III.B.
3. If it is determined to be appropriate for a student to retake a course, a grade of “B” or better (OT); B- or better (AT, NA, PT, SW) or “C+” or better (PA), or “Pass” in a Pass/Fail course, is expected. Failure to achieve this standard will ordinarily result in dismissal from the program.
4. The award of an Incomplete (“I”) at the end of a term does not meet pre-requisite minimum grades standards for subsequent course work. An “I” will result in an alteration to subsequent semester registration.

(See section “III. Student Progression” for procedural details)

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:

a. Athletic Training:

<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

b. Nurse Anesthesia:

[https://www.aana.com/docs/default-source/practice-aana-com-web-documents-\(all\)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2](https://www.aana.com/docs/default-source/practice-aana-com-web-documents-(all)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2) .

c. Occupational Therapy:

<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

d. Physical Therapy:

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

e. Physician Assistant:

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

f. Social Work:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

- 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. Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- i. Commitment to Learning – self direct learning and continually seek and apply new knowledge, behaviors, and skills.
- j. Health and Wellness – 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 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 circumstances, a confirmed violation of professional behavior standards may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) 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. All documentation related to professional behavior and/or conduct violations will become part of the student's permanent record.

III. 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 as needed. Comprehensive reviews are the responsibility of the faculty of each program. Each program may have an SDC, comprised of a minimum of three faculty members. Program Directors ordinarily do not serve on the SDC, and membership may include faculty from other college programs. 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 determination of student status, and make recommendations 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

The most sensitive and detailed 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, 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. **Probationary Standing:** Students who do not meet minimum grade standards or who violate professional behavior expectations.

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 professionally inappropriate behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty, including the student's advisor or Program Director (PD), 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 request in writing that an SDC Review be conducted. Through the review process, the SDC is responsible for examining the concerns cited, evaluating merits, determining student status, and recommending a course of action.

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 relevant parties 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) Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. 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.
 - 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.
 - 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; 3) failure to remove probationary status; and/or 4) violation of professional conduct expectations.
- c) Formulating and recommending action steps:

The SDC 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. 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).

3. Responsibilities of PD/Faculty

The SDC recommendation regarding student status and plan of action are made following the meeting(s) and communicated to the program director/ faculty in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing. To insure 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.

4. Responsibilities of the Student:

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.

5. Responsibilities of the Program Director:

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

6. Responsibilities of the Associate Dean(s):

The Associate Dean(s) serves as a consultant to the SDC and PD regarding policies and procedures on an as needed basis.

7. Student Appeals:

A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the [UNE Student Handbook](#).

8. Dismissals:

A student dismissed from a graduate program is required to wait at least one (1) academic year before initiating any reapplication to the program.

D. ADDITIONAL PROCEDURES:

1. Leave of Absence (LOA). A LOA can be requested by a student, or recommended by the advisor, PD 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 has final approval. 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: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf

2. Withdrawal: Students wishing to withdraw for any circumstance must complete the required University withdrawal form. Official withdrawal also requires approval by the PD. This petition form is available at: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf

IV. 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.

A student or class representative may bring grievance or complaint about programmatic issues to a faculty member or the PD. 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.

V. 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, and other relevant stakeholders. The terms specified in an approved plan must be successfully completed within the specified time lines 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.

VI. 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.”