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 whe1 12 T98 G 0.308 Tc[A.)]TJF0 G[I)21(T)7( )]TJETQ0.00000912 0 612

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 *dqyj "ewo wncvkxg"cpf "r gt"ugo guvgt+."qt"õRcuuö"kp"gcej "
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 cumulcvkxg"cpf "r gt"ugo guvgt+."qt"õRcuuö"
in each Pass/Fail course, is required for good standing in the Physician Assistant
(PA) program and Pharmacy program. Falling below that standard at any time may
result in a referral to the Student Development Committee (SDC) for review, and
could result in probation or dismissal. Students on probation who are unable to
return(s)-6( a)7(re)6( a 0 1 144.05 681.22 Tm0 g6( a)7(re)6( a 0 1 144.05 6130.33 602.2 Tm0 g0 G[

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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 .

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

   d. Pharmacy:
   https://www.ashp.org/-/media/assets/policyguidelines/docs/endorsed-documents/code-of-ethics-for-pharmacists.ashx

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

   f. Physician Assistant:
   https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf

   g. Social Work:

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

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 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 000foravaePfagjoeQy wit0.paQemqs 0r0fe)5(vsq 0.00000912 0 612 79 families, colleagues, other health care professionals, and community members.

     c. Cultural Sensitivity be aware of, respect, and acknowledge ]To0.00000912 0 6

(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 õdwukpguu'ecuwcrö" 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 tgrcvgf "\q'r tqhguukqpcn'dgj cxkqt"cpf lqt "eqpf wev'xkqncvkqpu'y km'dgeqo g'r ct v'qh'\j g'uwf gpwu" 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 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. 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 that which 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 o c{ "cnuq "rgcf "vq "kpxqnxgo gpv"qh"vjg"uwf gpvu"cf xkuqt "cpf kqt "vjg"UFE "cu"f gvgto kpgf "d{ "vjg" faculty member.

B.  COMPREHENSIVE STUDENT

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/School Dean/Faculty

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. The PD/school dean reviews the report and seeks clarification if needed. The PD/school dean 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. The School of Pharmacy may or may not ask a student to participate in the SDC review.

5. Responsibilities of the Program Director/School Dean:

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

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.*

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/school dean, 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/school dean. 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**