



Student Handbook 2022-2023

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College of Pharmacy and Health Sciences Student Handbook
2022-2023
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General Overview of the University and the College of Pharmacy and Health Sciences

The University's 25 major buildings, on a 215 acre campus, provide a dynamic learning environment for undergraduate, graduate, and law students from throughout the United States and abroad. More than 40 undergraduate and graduate programs are offered in the Colleges of Arts and Sciences, Business, and Engineering. The School of Law offers full- and part-time Juris Doctor programs as well as a part-time Master of Laws (LL.M.) program. The College of Pharmacy opened in 2011 and was the first new College added to Western New England University since 1968; the College was renamed the College of Pharmacy and Health Sciences in 2017 following the integration of the Doctor of Occupational Therapy program. Western New England University has more than 40,000 alumni living and working around the world.

Mission, Vision, and Values Statements

Mission: The College of Pharmacy and Health Sciences (COPHS) advances the mission of Western New England University (WNE) through its commitment to the development and support of professional education programs in health care related fields. The College's comprehensive, student-centered professional programs prepare entry-level practitioners to provide discipline-specific health care to diverse patient/client populations in a variety of practice environments, as part of an interprofessional team. Through the professional curricula, the graduate programs foster critical thinking, embrace professionalism, and instill a commitment to lifelong learning, community service, and leadership. The College enhances the knowledge base of its students, faculty, practitioners, and alumni through teaching, service, research, and scholarly activity.

Vision and Values: The Western New England University College of Pharmacy and Health Sciences endorses the vision of shaping new models of excellence in interprofessional practice, preparation of practitioners to be leaders, educators, and change-agents for improvements in population health settings and individual patient/client care in diverse environments. The College upholds the following set of core values:

- **Personal and professional development through lifelong learning.** Our programs create an environment for faculty, students, and practitioners to learn, maintain, and expand their knowledge, skills, and attitudes in order to meet the healthcare needs of the patients/clients they serve.
- **A student-centered approach to education.** Our educational programs are focused on our students who are primarily responsible for attaining their own educational outcomes; faculty and staff help guide and facilitate the learning process in partnership with students.
- **Teamwork and collaboration.** Achievement and success result from the contributions of all team members (students, faculty, staff, patients/clients, practitioners, and other healthcare professionals). Interprofessional teamwork and collaboration are essential in creating optimal care outcomes for patients/clients.
- **Professionalism.** We believe professionalism is defined by the principles of excellence, humanism, accountability, and altruism.

- **The belief that the provision of care is a privilege** that requires engendering the trust of patients/clients and other healthcare professionals.
- **An open learning environment** – defined as informed discussions for the betterment of the College of Pharmacy and Health Sciences for our community of students (faculty, staff, students, and practitioners).
- **The pursuit of new knowledge.** We are committed to the advancement of disciplinary knowledge and the research and scholarship of our community of students.
- **Innovation and forward thinking.** Our commitment is to prepare students for practice, using practice models of today and innovative models destined to be those of the future.
- **Service, advocacy, and leadership.** Our commitment is to serve the community (local and global) both as citizens and healthcare professionals.

The minimum expectations of a professional student enrolled in the College of Pharmacy and Health Sciences are to:

- Read, be knowledgeable and uphold the College of Pharmacy and Health Sciences Code of Conduct
- Demonstrate appropriate performance, behavior, attitude, and demeanor that is reflective of a profession in both their personal and professional conduct
- Read, be knowledgeable, and adhere to the expectations and content of the Student Handbook

Definitions

The Western New England University College of Pharmacy and Health Sciences utilizes the following terms to define the status of applicants and students.

Applicant- An individual who has applied for admission to the College of Pharmacy and Health Sciences.

Accepted Applicant- An individual who has an active, non-expired offer of admission to the College of Pharmacy and Health Sciences.

Accepted and Deposited Applicant- An individual who has indicated his or her intention to matriculate at the College of Pharmacy and Health Sciences during the upcoming academic year by paying one or more seat deposit fees.

Accepted and Deferred Applicant- An individual who has indicated his or her intention to matriculate at the College of Pharmacy and Health Sciences by paying one or more seat deposit fees, but has opted to defer matriculation for a maximum of one academic year.

Withdrawn Applicant- An individual who has withdrawn their application to the College of Pharmacy and Health Sciences. Applicants may become a withdrawn applicant prior to interview, following interview, following deposit, or following registration.

Student- An accepted and deposited applicant becomes a student upon (a) the start of the College of Pharmacy and Health Sciences' New Student Orientation, and/or (b) taking up residence within on-campus housing for the fall semester of the PY1 or OT1 curriculum.

Admissions information is presented in Appendix F.

Special Requirements, Obligations and Expectations of College Students

Knowledge of Accreditation Standards

The Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org/>) accredits Doctor of Pharmacy programs offered by Colleges and Colleges of Pharmacy in the United States and Puerto Rico. All Doctor of Pharmacy students receive a general overview of the *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* during the Orientation for first year pharmacy students. Additionally, students will be periodically encouraged to visit ACPE's website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The newly revised accreditation standards and guidelines include standards in the following areas: mission, planning and evaluation, organization and administration, curriculum, students, faculty and staff, and facilities and resources. The most up-to-date information regarding the accreditation status of the Western New England University Doctor of Pharmacy program is available on the College of Pharmacy and Health Sciences website.

The mechanism for officially expressing concerns associated with the College's compliance with the ACPE Accreditation Standards and Guidelines are available on the College's Website and are described in Appendix N.

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The most up-to-date information regarding the accreditation status of the Western New England University Doctor of Occupational Therapy program is available on the College of Pharmacy and Health Sciences website.

Student Responsibilities

Acceptance and successful matriculation in the professional program in pharmacy or occupational therapy requires a significant commitment of time, energy, and cognitive resources by the student towards the curricular, co-curricular, and extra-curricular expectations of the pharmacy program. Students enrolled within the College of Pharmacy and Health Sciences should expect to be actively engaged with on-campus curricular requirements from 8am - 6pm as a result of classroom, laboratory coursework and team/group based assignments. Additional times outside of curricular requirement times may be required to complete the experiential portion of the program (field work, introductory and advanced practice experiences) and for out of class assessment times. Finally, students need to provide the appropriate time necessary

outside of scheduled academic meeting times to prepare for on-campus and off-campus curricular responsibilities.

Student Transportation Policy

Students enrolled in the College of Pharmacy and Health Sciences will have a variety of curricular and extra-curricular obligations off-campus, including service learning activities, introductory and advanced experiential educational assignments, field work, community outreach, advocacy, and/or activism activities. For this reason, students are responsible for securing access to personal transportation.

Student Technology Policy

Students enrolled in the College of Pharmacy and Health Sciences will be required to lease the learning technology (laptop, PDA, etc.) provided by the College of Pharmacy and Health Sciences and to sign a lease agreement. Students could be held financially responsible for any damage as a result of misuse or abuse. Due to support and standardization issues regarding the technology, no exceptions or exemptions will be allowed. Only College of Pharmacy and Health Sciences authorized learning technology may be used for completing online tests, exams, or quizzes (excluding unannounced quizzes).

Students should set their learning management system (Kodiak) settings to notify them when announcements or changes have been made within a course classroom. Notification can be made through the student's e-mail account or through text messaging; however, it is the student's responsibility to set notification preferences through Kodiak.

Some instructors may elect to host scheduled course meetings via virtual classrooms (e.g. Zoom) or telepresence. Instructors have the ability to require participating students to turn on (or off) their video camera and mute (or unmute) their audio feed as the instructor deems necessary. Students meeting with instructors in virtual classrooms or via telepresence should be situated in a quiet location free of potential audible and visible distractions to minimize potential interruptions to the instructor or fellow classmates. Students participating in virtual classrooms must refrain from use of distracting or inappropriate background imagery, and must comply with the minimum standards of the College's Attire Policy (Appendix G). Students failing to follow instructor directions may be marked as 'absent', and can be prohibited from virtual meeting room entry or telepresence participation until the directions are followed. Failure to follow instructor directions can result in a referral to the Assistant/Associate Dean for Student Affairs for disciplinary review.

Students may also be required to create and maintain an audience response device ("clicker") account and to utilize it as directed within individual course syllabi.

E-mail Policy

All College of Pharmacy and Health Sciences students are required to open, utilize, and maintain (i.e keep storage with limits set by the Office of Information Technology) a personal Western New England e-mail account (@wne.edu). All official College and University communications and notices are sent via WNE e-mail accounts. Students are responsible for checking their personal WNE e-mail account on a regular basis, no fewer than one time per day during

semesters of enrollment and periodically between semesters. The College of Pharmacy and Health Sciences does not forward WNE e-mail to personal accounts.

Technical Standards and Essential Functions

As a healthcare practitioner, an individual will encounter a variety of physical, mental, and emotional challenges. Potential students to the College of Pharmacy and Health Sciences must review the following technical standards for admission, progression, and graduation (pharmacy) or essential functions (occupational therapy) to determine their ability and compatibility with the requirements for a pharmacy student. The complete technical standards and essential functions are located in Appendices A and B.

ADA/504 - Americans with Disabilities Compliance Policy

The College of Pharmacy and Health Sciences is strongly committed to complying with both the letter and the spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The student should contact the Western New England Office of Student Accessibility Services (SAS) as soon as possible if there are any recognized disabilities that may interfere with the ability to complete the requirements of the pharmacy curriculum. Students with physical, psychological, and/or learning disabilities (who can show current documentation) can register at SAS and request academic accommodations. If SAS personnel confirm that a disability exists, appropriate accommodations are determined based upon the submitted documentation, and a letter is prepared for each of the student's professors to inform him/her that the student is registered with SAS and the recommended accommodations. The student is responsible for discussing the utilization of recommended accommodations with each of their professors. Student participation in SAS is strictly voluntary. Eligibility requirements, documentation guidelines, forms, and accommodation procedures can be found on the Student Accessibility Services website.

Certifications Policy

Upon acceptance to the College of Pharmacy and Health Sciences, students are expected to participate in and maintain current certification in First Aid, cardiopulmonary resuscitation (CPR), bloodborne pathogens, and The Health Insurance Portability and Accountability Act (HIPAA). Certification workshops for these skills will be provided by the College of Pharmacy and Health Sciences during Orientation. Students are required to maintain certification for all of these skills while enrolled in the College of Pharmacy and Health Sciences; each certification must be renewed prior to its expiration date, and a copy of the certification must be provided to the Office of Student Affairs. If recertification is not provided by the College of Pharmacy and Health Sciences, it is the student's responsibility to schedule it and cover any required costs.

Experiential sites may require additional recertification in one or more of these skills prior to or at the beginning of field work or an experiential rotation. It is the student's responsibility to cover any required costs for these recertifications.

Immunization Policy

Students admitted to the College of Pharmacy and Health Sciences are required to have updated immunization records. Students will not be permitted to begin the professional program without providing documentation of completion of the immunization guidelines and submitting them to

Student Health Services by August 1st of the year of enrollment. Students are required to show proof of immunity (titers) or vaccination records and incur all costs for the following vaccinations and tests:

- MMR (measles/mumps/rubella)
- Diphtheria/pertussis/tetanus
- Hepatitis B
- Varicella (chickenpox)
- Meningococcal

Occupational Therapy students are also required to complete a two-step tuberculosis screening test within three weeks of the start of their first semester of enrollment.

Recommended Vaccination Schedule

- **Measles, Mumps, Rubella** - 2 doses. This immunization is typically included in most childhood immunization schedules; an official report indicating the date of immunization can be submitted.
- **Diphtheria/Tetanus/Pertussis (TdAP)**- 1 dose. This immunization is typically included in most childhood immunization schedules; an official report indicating the date of immunization can be submitted. Evidence of a booster immunization for TdAP or tetanus-diphtheria (Td) within the past 10 years is required.
- **Hepatitis B** – 0,1,6 months shot schedule is recommended
 - Students are strongly encouraged to complete the three shot series in advance of starting the professional program; however completion of 2 of the 3 shots is acceptable if completed by August 1 of the year of enrollment with the 3rd shot completed by the conclusion of the fall semester of the first professional year. If the student has been previously immunized for Hepatitis B and proof of immunization is not available, an official report of an acceptable titer level must be submitted.
- **Varicella** (chickenpox)- 2 doses. These immunizations are typically included in most childhood immunization schedules, an official report indicating the dates of immunizations can be submitted. If the student has a previous personal history of chickenpox or has been previously immunized for varicella and proof of immunization is not available, an official report of an acceptable titer level must be submitted.
- **Meningococcal** – A bacterial meningitis vaccination is required. Acceptable vaccinations include (a) meningococcal polysaccharide vaccination (Menomune[®]) or (b) meningococcal conjugate vaccination (Menactra[®], Menveo[®]) within the past 5 years.

Students should keep a copy of their immunization records, health insurance, and health clearance in their possession while enrolled in the College of Pharmacy and Health Sciences at Western New England University. Students may be required to provide copies of these documents to preceptors (health care practitioners or field work educators) when they are assigned to off-campus clinical training requirements.

Special notes regarding vaccinations and tests:

- Additional vaccinations or screening tests may be required by experiential sites.

- Students are encouraged to consider obtaining all influenza vaccinations recommended by the Centers for Disease Control and Prevention for health care workers
- Students with chronic diseases such as cardiovascular disease or diabetes mellitus are strongly encouraged to consider obtaining pneumococcal vaccinations.
- While not a required vaccination, Western New England University Health Services strongly recommends that all students less than 26 years of age receive three doses of Human Papillomavirus vaccine.
- Students are advised that **pregnancy** is a **contraindication** to administration of certain vaccinations and should consult their health care provider for specific and additional information regarding vaccine administration.

Health Clearance Policy

In addition to the immunization requirements, a general health clearance for entering students is required. The health clearance consists of a student self-report and official documentation of completion of a physical examination by a qualified health care practitioner. The student will receive a student general health status self-report form to complete and return to Student Health Services by August 1 of the year of enrollment. Official documentation from a physician's office denoting completion of a physical exam (dated January of year of enrollment or later) must be provided by August 1 of the year of enrollment. Future updates and additional health clearances may be required on an annual basis. Information regarding future updates and/or requirements and their deadlines will be disseminated to students in a timely fashion.

Health Insurance Policy

Under Massachusetts state law, a student is required to participate in a "qualifying student health insurance program" or in a health insurance program with comparable coverage meeting the minimum standards established by the state. Information regarding Massachusetts Universal Health Care standards, health insurance waiver forms, and health insurance enrollment forms are available on the Western New England University Health Services website.

Students enrolled in the College of Pharmacy and Health Sciences are required to have and demonstrate proof of health insurance. Documentation of proof of health insurance must be submitted to Student Health Services by August 1 of each year of enrollment. A copy of the student's health insurance card (or an official letter on company letterhead) that provides the student's name, identifying information, the company's name and contact information (insurer) must be supplied to the Office of Student Affairs. The Office of Student Affairs should be notified of any changes to health insurance coverage in a timely manner.

In the final professional year, the deadline for providing documentation of proof of health insurance will be set by the Office of Professional Affairs (pharmacy) or the Director of Field Work / Experiential Education (occupational therapy), and may be earlier than August 1. Experiential sites may require proof of health insurance at the beginning of an experiential rotation or field work, and may refuse the entry of students who cannot provide proof of health insurance.

COVID-19

Western New England University is committed to maintaining a safe work and learning environment, particularly during the current pandemic. The University has therefore adopted the following principles and guidelines which every member of our community – faculty, staff, and students – is responsible for knowing and following.

- All community members must recognize that COVID-19 is a contagious, sometimes symptomless, potentially serious, illness.
- There are inherent risks of exposure to COVID-19 at the University which are not specific to the University but common to many situations in which people interact with each other.
- The University has implemented safety rules/precautions to decrease the spread of COVID-19. All will abide by these rules/precautions, which are University policy, and include, but are not limited to: wearing personal protective equipment, handwashing, hand sanitizing, COVID-19 testing, and physical distancing. Specific guidance related to how these rules/precautions are to be exercised may change over time as our knowledge of the virus and its transmission is improved.
- All community members diagnosed with COVID-19 at an off-campus health care facility, or experiencing symptoms consistent with COVID-19, such as coughing, fever, and/or loss of taste or smell, will immediately report this information to Western New England University Health Services at (413) 782-1211 and follow whatever guidelines Health Services requires, including reporting to Health Services for testing and examination.
- All community members diagnosed with COVID-19 will cooperate with all guidelines required by Health Services, which may include but are not limited to, isolation or quarantine at home or on the campus until such time as Health Services determines there is no longer a risk posed to the community.
- All community members diagnosed with COVID-19 will cooperate with the Massachusetts Community Tracing Collaborative, truthfully providing all information requested.

Criminal Background Check Policy

The Association of American Medical Colleges (AAMC) Criminal Background Check Advisory Committee identified four reasons for completing criminal background checks on applicants accepted to medical school. With minimal modification, the rationale could also be applied to pharmacy:

- To bolster the public's continuing trust in the pharmacy profession
- To enhance the safety and well-being of patients
- To ascertain the ability of accepted applicants and enrolled pharmacy students to eventually become licensed as pharmacists, and
- To minimize the liability of pharmacy schools and their affiliated clinical facilities.

Admission to the College of Pharmacy and Health Sciences is conditional pending the results of the background check, and failure to complete this prior to July 1 of the enrolling year may delay entry into the program. Criminal and other activities that call into question the character and judgment of the student, that may restrict the student's ability to access experiential sites, or may potentially affect the student's eligibility for achieving or maintaining licensure as a pharmacy intern, pharmacist, or occupational therapist (by reason of state statutes or regulations) may result in (a) the withdrawal of the offer of admission into the College of Pharmacy and Health Sciences, or (b) the inability to progress through the Doctor of Pharmacy or Doctor of Occupational Therapy curriculum. Following matriculation, failure to comply with required background checks will delay progression or render a student unable to complete the professional degree program. Criminal and other activities appearing on a student's criminal background check following matriculation into the College of Pharmacy and Health Sciences may result in disciplinary action by the Student-Faculty Ethics Committee. The results of criminal background checks may be shared with experiential sites; refusal by a selected site to admit a student may delay graduation. All students are responsible for the costs of the background check and are required to follow the established procedures for requesting a background check.

The College of Pharmacy and Health Sciences requires a minimum of two criminal background checks on its students. The first follows admission to the College of Pharmacy and Health Sciences (as a condition of matriculation), and the second occurs as a condition of participating in any Level II fieldwork or advanced experiential learning experiences.

The Doctor of Occupational Therapy program is committed to the premise that Occupational Therapists (OTR), Occupational Therapy Assistants (COTA), and Occupational Therapy Students (OT/s) are entrusted with the health, welfare, and safety of the patients/clients whom they serve, and have access to confidential health information. To insure that all students admitted to the Doctor of Occupational Therapy program are documented as having met accepted standards of moral character and integrity, including the absence of criminal convictions, criminal background checks are required for matriculation and program completion. Newly admitted students who refuse to participate in the criminal background check policy will have their offer of admission rescinded. In addition, matriculated students who refuse to repeat criminal background checks as required for placement in fieldwork or doctoral experiential sites, will be dismissed from the OTD Program. Newly admitted students who are concerned about criminal records that might interfere with their ability to matriculate in the OTD Program, have the option of contacting state licensing boards for more information or of utilizing the NBCOT Character Review and Early Determination process at their own discretion and cost. Information regarding these processes are available at <http://www.nbcot.org>.

The complete Criminal Background Check Policy of Western New England University College of Pharmacy and Health Sciences is available in Appendix S.

Drug Testing Policy

Some experiential sites and field work educators may require students to submit to a drug screen prior to placement at the site. Students are required to comply with the drug testing policies of

experiential sites; a student cannot refuse to go to a particular experiential site because they do not wish to submit to a drug test required by the site. The College of Pharmacy and Health Sciences may also conduct random or for-cause drug screenings on its students.

Professional Liability Insurance Policy

Students enrolled in the College of Pharmacy and Health Sciences have professional liability coverage provided by the University for those activities that are a direct result of student-related activities, such as participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of College of Pharmacy and Health Sciences course work. **Unless purchased by the student, students do not have professional liability coverage for work related (non-College coordinated) activities.** The College of Pharmacy and Health Sciences encourages students to purchase professional liability insurance.

Pharmacy students may obtain their own professional liability insurance at a nominal cost from providers such as Pharmacists Mutual Insurance (www.phmic.com) or Healthcare Providers Service Organization (<http://www.hpsso.com/>). For additional information, contact the American Pharmacists Association (APhA) at www.pharmacist.com or the American Society of Health-System Pharmacists (ASHP) at www.ashp.org.

The University provides professional liability insurance for all matriculated OTD students during their participation in fieldwork. The policy includes \$1,000,000 of coverage per incident and \$3,000,000 of aggregate coverage. The Director of Field Work/Professional Affairs is responsible for insuring that the coverage is up to date and for issuing a copy of the certificate of liability insurance to each fieldwork site. This coverage is for fieldwork and doctoral experiential activities only and does not include extra-curricular activity or employment. Occupational therapy students may obtain their own professional liability insurance at a nominal cost from providers such as Mercer (www.proliability.com). For additional information, contact the American Occupational Therapy Association (AOTA) at www.aotainsurance.com.

Tuition Insurance

Students withdrawing from their studies during the semester are issued refunds in accordance with the University's Tuition Refund Schedule and Room and Board Refund Schedule (see *Western New England University Catalogue* for details).

Students may consider purchasing personal tuition insurance. Policies are available for an academic term or academic year; premiums are approximately 1-3% of the costs of attendance. Policies are underwritten by Liberty Mutual (tuition.libertymutual.com) or GradGuard (<https://gradguard.com>). Students are encouraged to read policy coverage and limitations, coverage for pre-existing conditions, and exclusion criteria prior to purchasing a policy.

Confidentiality of Student Records

Western New England University College of Pharmacy and Health Sciences' policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA) and the guidelines as set forth under the heading "Student Records and Confidentiality" in the Academic Regulations and Policies section of the Western New England

University Student Handbook. With respect to student matriculation in the College of Pharmacy and Health Sciences the location, custody, and types of educational records are provided below.

Faculty Offices

- Cumulative files containing academic information

Office of Professional Affairs (pharmacy) / Director of Field Work and Experiential Education (occupational therapy)

- Cumulative files containing experiential / field work education information

Office of Student Affairs

- Application for admission and supporting documents
- Attendance data
- Directory information and other personal data
- Certifications (CPR, First Aid, HIPAA, bloodborne pathogens)
- Career placement records
- On-Campus housing information (in conjunction with the Office of Residential Life)
- Results of criminal background checks and drug tests
- Disciplinary records
- Minutes and proceedings of the Student-Faculty Ethics Committee

Office of Academic Affairs (pharmacy) / OTD Program Director (occupational therapy)

- Academic transcripts and progress reports
- Minutes and proceedings of the Academic Standards Committee
- Directory information and other personal data
- Attendance data

College Dean's Office

- May include reports, records in original or copy form comparable with those held by the Office of Student Affairs
- Academic progress reports
- Evaluations and related actions
- Correspondences, etc.

Massachusetts Pharmacy Internship Licensure

247 CMR 8.01: Pharmacy Interns

To be eligible for personal registration as a pharmacist in Massachusetts, a candidate shall have completed a pharmacy internship. A pharmacy intern shall have:

1. completed two years of education or achieved standing as a student beyond the second year, in an approved college/school of pharmacy in which the candidate is currently enrolled; and
2. completed 1500 hours of Board-approved pharmacy internship experience, of which:
 - a. at least 1000 hours has been acquired in a pharmacy or pharmacy-related setting approved by the Board; and
 - b. no more than 500 hours has been acquired in any one, or any combination of Board approved internships(s) in the following areas:

- i. clinical pharmacy;
- ii. demonstration project;
- iii. manufacturing; or
- iv. analytical and/or industrial pharmacy.

The Board of Pharmacy holds final authority over the internship rules and regulations and students are advised to check the Massachusetts Board of Pharmacy website (www.mass.gov/dph/boards/pharmacy) for updates or changes to any requirements. Board of Pharmacy requirements vary from state-to-state; it is the student's responsibility to verify the requirements of the state in which they intend to become licensed. Information regarding the various states can be found via the National Association of Boards of Pharmacy website (<http://www.nabp.net/>). The complete requirements for the Massachusetts Board of Pharmacy can be found in Appendix L: Internship and licensure requirements.

Student Standards, Requirements, & Expectations

Standards of Academic, Personal, Professional, and Social Conduct

Professionalism is a term that encompasses interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves in a professional manner at all times. Students are expected to be of good moral character and conduct all aspects of their lives with great intention, honor, respect, and integrity, and are appraised by their actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the University community), and the profession they endeavor to enter.

Code of Conduct

The College of Pharmacy and Health Sciences at Western New England University is committed to supporting the intrinsic value of each human being and maintaining the professional value systems of pharmacy and occupational therapy. This requires the participation, engagement, and commitment of every member of the College of Pharmacy and Health Sciences community. The College of Pharmacy and Health Sciences is dedicated to the promotion of activities, behaviors, and actions consistent with the embodiment of personal and professional responsibility and accountability. Choosing to join this community either as a student, faculty member, staff member, or administrator obligates one to act in a manner that is consistent with these values and commitments. Joining and being recognized as a member of the College of Pharmacy and Health Sciences community requires demonstration of the acceptance of these commitments and agreement to strive for their achievement. As a result, a commitment to attain these principles requires each student to adhere to Western New England University's Student Code of Conduct as well as the College of Pharmacy and Health Sciences Code of Conduct in all interactions both on- and off-campus. Each student is responsible for their own integrity, and is likewise responsible for reporting possible violations of the Code of Conduct by others. Faculty and staff members must take all reasonable steps to prevent violations of the Code of Conduct, and each faculty/staff member is responsible for reporting possible violations (e.g. cheating, plagiarism, dress code violation, classroom disruption, etc.).

The College of Pharmacy and Health Sciences Code of Conduct embodies the following:

1. Respect and promotion of the dignity of all persons
2. Integrity in professional and personal actions
3. Respect for the policies of the College of Pharmacy and Health Sciences and Western New England University
4. Support of the personal, professional, and academic growth and development of the members of the College of Pharmacy and Health Sciences community

The College of Pharmacy and Health Sciences considers a student to be of “good moral character” if:

- During their period of enrollment, if they are free of any College or University Code of Conduct violations, OR are no longer on disciplinary probation and have fulfilled all sanctions imposed following a College or University Code of Conduct violation
- At graduation, have no unresolved allegations of College or University Code of Conduct violations

Obligations and Expectations of Students

The Code of Conduct and the expectations of members of the College of Pharmacy and Health Sciences community are designed to provide ALL students with an environment that embraces the professional value system and is conducive to the professional and personal growth and development of a student. Enrollment in the professional program at the Western New England University College of Pharmacy and Health Sciences obligates the student to performance, behavior, attitude, and demeanor that are reflective of a professional, both on- and off-campus. Each student is expected to be knowledgeable with all published policies, rules, and regulations of the College of Pharmacy and Health Sciences; the College will hold each student responsible for compliance with these policies, rules, and regulations. This is in addition to the obligations and requirements imposed on all citizens by civil and criminal laws at the local, state, and federal levels. Students are expected to be good professional and societal citizens. As such, students are expected to obey all federal, state, and local laws; students must familiarize themselves with the requirements of these laws. Any student found guilty of violating these laws is subject to disciplinary action (which may include expulsion) regardless of any action taken by federal and/or civil authorities.

Personal Conduct: Within the College of Pharmacy and Health Sciences and on University property, at assigned experiential or field work assignments, at College or University sponsored events/activities, and at curricular and co-curricular activities, students are expected to maintain the professional expectations, attitude, behavior, performance, and demeanor of a health care professional. The College of Pharmacy and Health Sciences may subject disciplinary oversight and jurisdiction at the above locations when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the College of Pharmacy and Health Sciences and the expectations of a future healthcare practitioner. Any action that is a potential infraction of civil and/or criminal law will be forwarded to the appropriate non-university entity for review. In these instances, the College of Pharmacy and Health Sciences has the authority and obligation to independently review the merit of the charges (irrespective of the actions and/or outcome of the non-university entity) and administer disciplinary actions as necessary.

Social Media Conduct: The personal conduct provisions extend to social media. This includes, but is not limited to: Facebook, YouTube, TicTok, Twitter, Flickr, Blogs, Wikis, MySpace, reddit, Tumblr, Vine, Instagram, and LinkedIn. Examples of social media best practices include thinking twice before posting, being respectful and positive in all postings, and being mindful that many different audiences may view your posts (including faculty, parents, preceptors, and College/University administration). This policy is imperative to understand and follow, especially in regards to the patient privacy protections within the Health Insurance Portability and Accountability Act (HIPAA). Students are required to adhere to the Western New England University Social Media Policy (available in the University Student Handbook).

Professional Conduct: The College of Pharmacy and Health Sciences at Western New England University subscribes to the professional value system as described in the governing documents of the profession of pharmacy and occupational therapy (Appendices H, I, J, and K). These documents are the foundation of the professional value system of pharmacy and serve as a guide for faculty, staff, and students with respect to the expectations of the profession.

Arrest Notification: Regardless of reason, the College of Pharmacy and Health Sciences at Western New England University requires all students who are arrested to notify the Assistant/Associate Dean for Student Affairs of the arrest within 5 business days of the arrest.

Laboratories: Equipment, Supplies, and Safety

The safety of students, faculty, patients/clients, and guests who utilize the College laboratories (including the OTD assessment and performance laboratories) is paramount. Faculty and staff will enforce universal precautions for infection control, and standard behavior that is conducive to maintaining a safe learning and working environment. Knowledge of universal precautions is essential for the prevention of infection and its transmission. As defined by the World Health Organization, universal precautions includes: standard precautions, hand hygiene, personal protective equipment, use and disposal of sharps, cleaning and disinfection, cough etiquette, waste disposal, and safe injection practices. Students are expected to use sound judgment with regard to the safety of themselves and others in the conduct of laboratory learning.

Dedicated equipment and supplies are strictly intended for educational use. Equipment and supplies are made available to students to optimize applied learning experiences. Students are expected to be responsible with respect to the operation of equipment, and the use and management of laboratory supplies and materials. Broken equipment should be immediately reported to a faculty member, and equipment that is not in good working order should not be used. The misuse of equipment will result in disciplinary action.

Students are not permitted to remove equipment or supplies from the laboratory environment without written permission from a faculty member. Students who have been given permission to sign out laboratory supplies, must log the supplies back in upon their return. Students should expect to be charged for released equipment/supplies that have been lost or returned in a damaged condition. Students are expected to take responsibility for returning laboratory spaces

to pre-session status at the end of each laboratory session. Tables and chairs and other equipment should be returned to designated areas after use.

Discrimination / Harassment / Sexual Misconduct / Title IX Policy

See Appendix T.

Attire Policy

One aspect of professional development is the embodiment of the appropriate demeanor, attitude, and behavior in both personal and professional interactions. As a member of the College of Pharmacy and Health Sciences, a student's personal appearance is an extension of the College and will reflect on how patients and colleagues view the student, the program, and the profession of pharmacy. Therefore, an attire policy will be enforced. The attire policy is described in Appendix G. During classes, laboratory sessions, experiential rotations, field work, and co-curricular activities/events as a representative of the College of Pharmacy and Health Sciences, the attire policy is in effect unless otherwise indicated.

Code of Conduct Infractions

The Western New England University College of Pharmacy and Health Sciences assumes students are responsible for their behavior at all times. Because students participate in the development and adoption of programs, policies, and regulations, the College deems it undesirable to retain those students who are unwilling to support policies which have been adopted after consultation and deliberation among students, faculty, and administration. Therefore, the College may require the withdrawal of students whose influence and behavior are deemed detrimental to the best interests of the College of Pharmacy and Health Sciences. Students within the College of Pharmacy and Health Sciences are also bound by the Code of Conduct requirements for the University, which can be found in the Student Code of Conduct section of the most recently published Western New England University Student Handbook. Examples of broad activities considered Code of Conduct violations include, but are not limited to, the following:

- offenses against another person
- offenses of possession
- offenses that threaten campus order
- offenses of a criminal nature
- offenses against property

Specific examples of each can be found within the Western New England University Student Handbook.

Within social media, Code of Conduct violations would include, but are not limited to, the following:

- Reporting on or about patient care activities and/or patient personal health information (even if this information is believed to be de-identified)
- Requiring patients to participate in "social networking" activities to influence or maintain the provider/patient relationship

- Participating in, discussing, or posting evidence of activities that may compromise the provider/patient, provider/client, faculty/student, preceptor/student, student/student, College of Pharmacy and Health Sciences/student, University/student, or College of Pharmacy and Health Sciences/experiential site or field work site relationship
- Providing unsanctioned and/or unsupervised medical advice

Civility Clause

A distinguishing characteristic of Western New England University is a commitment to civility in all interactions between and among the individuals and groups making up our academic community, as well as in dealings with visitors to the Campus and the larger community in which we reside. Any behavior or communication that contains elements of incivility will not be tolerated. When disagreements occur between individuals and/or groups, as they do in all communities, it is expected that the merits of opposing positions will be discussed without resort to insult, personal attack, or bias. Every member of the Western New England University community has the right to her/his beliefs so long as they are expressed in a manner that is respectful of the rights of others. The ideas of others and their right to hold and express those ideas in a civilized manner must likewise be met by civil response from those who may hold opposing positions. The cultural expectations of Western New England University require that each member of our community has the right to be treated with respect and dignity at all times. Persons witnessing an act of bias should provide all possible support to the victim of such activity but should refrain from any act that might lead to an escalation of the situation.

Student Conduct Policy

Any pharmacy student who engages in any act of unacceptable behavior (including but not limited to the above and/or following) is subject to disciplinary action.

1. Any infraction to the College of Pharmacy and Health Sciences or Western New England University Code of Conduct
2. Conduct on- or off-campus which reflects poorly on the College of Pharmacy and Health Sciences or Western New England University
3. Intentionally and recklessly causing physical harm
4. The use or possession of a weapon
5. The use of illegal drugs, misuse of controlled substances (as defined by law), underage use of alcohol, and alcohol abuse
6. Causing a disruption during class or laboratory sessions (talking, making noise, or otherwise disturbing the learning environment)
7. Failure to adhere to required safety standards in classrooms or laboratories that endanger the safety of instructors and fellow students

Instructors have the authority to dismiss students who are in violation of this policy from classrooms. The instructor shall report individual actions or continued actions of student misconduct to the Office of Student Affairs, who will forward the information to the Student-Faculty Ethics Committee for review. The Student-Faculty Ethics Committee is further defined in Appendix C.

Inappropriate Use of Electronic Devices Policy

The unauthorized and/or distracting use of electronic devices will not be tolerated in any learning environment (including classrooms, service learning sites, and field work or experiential sites). Electronic devices include (but are not limited to) computers, cell phones, pagers, and personal digital assistants. Examples of unauthorized use include (but are not limited to) instant messaging, text messaging/Twittering, inappropriate internet browsing/surfing, playing games, talking or listening to voice mails on cell phones, and e-mailing. Cellular telephones are prohibited during periods of classroom or laboratory instruction; this includes handling, use, or placement of a cellular telephone on the classroom/laboratory benches. Students are expected to turn off audio notification for cell phones and pagers, and store them in their pocket or backpack during periods of classroom or laboratory instruction. Students are not permitted to use cell phones, digital cameras or other recording devices to copy materials (examinations, assessments, review materials, etc.). A student who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Code of Conduct and may be asked to immediately leave the classroom. Violations of the Electronic Devices Policy will be reported to the Office of Student Affairs.

Students are prohibited from posting or distributing lectures or lecture materials in any form (electronic or written) outside of the Western New England University College of Pharmacy and Health Sciences without express written permission of the instructors.

Academic Integrity Policy

Students enrolled in the College of Pharmacy and Health Sciences at Western New England University are expected to be academically honest in their dealings with College of Pharmacy and Health Sciences faculty members and their peers, and extends to all assignments, presentations, written and oral examinations, and all other assessments. Knowledge or information that is presented to classmates or the instructor should contain original thought as well as accurately evaluate, interpret, and summarize previously researched and identified information. Any information that was not conceived by the student must be appropriately referenced. **Failure to do so constitutes a breach of the Western New England University Code of Conduct and the College of Pharmacy and Health Sciences Student Handbook, and is absolutely unbecoming and unacceptable of a student desirous of becoming a licensed and practicing healthcare practitioner.** Individual assignments that are found to have been completed in a group-like fashion (i.e. PLAGIARISM - copying classmates work or work from other documented sources [such as Internet, leaflets, textbooks, etc.] and submitting them as if the student completed the assignment/activity completely on their own) are in **direct conflict with the basis of academic honesty.**

Any breach of academic honesty **will not** be tolerated. Student(s) who engage in acts of academic or academic-related misconduct are subject to disciplinary procedures, sanctions, and actions by the College of Pharmacy and Health Sciences. Academic or academic-related misconduct includes (but is not limited to):

1. Unapproved or unauthorized sharing/collaboration or use of external information during graded assessments (test, quizzes, etc.).

2. Plagiarism or representing another's ideas as one's own without giving credit and/or providing the source of the information (see plagiarism policy in Appendix Q).
3. Obtaining, possessing, or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.
4. Assisting a fellow student in committing an act of cheating or dishonesty.
5. Inappropriately obtaining, distributing, receiving, or utilizing previously graded academic materials (e.g., test, cases, laboratory results).
6. Misusing, defacing, or tampering with academic resources or materials.
7. Falsifying or altering academic records.
8. Falsifying or altering clinical reports and/or other patient related notations.

A student who witnesses a possible violation of the Academic Integrity Policy is obligated to immediately report that violation to the class instructor (and/or course coordinator) who is supervising the activity in question; failure to do so may result in disciplinary action.

Instances of academic dishonesty on a graded activity/assignment (test, quiz, case study, etc.) will result in a grade of zero for the activity/assignment. Additionally, the infraction will be reported to the Office of Student Affairs.

Judicial Affairs

Infractions that come to the attention of the College of Pharmacy and Health Sciences will be addressed by the Office of Student Affairs through the Student-Faculty Ethics Committee. All interactions are to be fair and educational, holding students accountable for their conduct in an appropriate manner. The Student-Faculty Ethics Committee reviews infractions of the Code of Conduct and other laws, policies, and expectations that govern student behavior. The Student-Faculty Ethics Committee shall review cases, seek input from the reporting individual and accused student, and take appropriate action. The appropriate action may include disciplinary sanctions ranging from a disciplinary reprimand to permanent dismissal from the College of Pharmacy and Health Sciences. The student shall be informed of the Student-Faculty Ethics Committee action and be allowed to present an appeal to the Dean. Infractions that come to the attention of the College of Pharmacy and Health Sciences may also be addressed by the Western New England University Dean of Students. Infractions regarding on-campus housing may be dealt with via the University's judicial process.

Disciplinary Actions

The standards and procedures set forth in this document are those the College of Pharmacy and Health Sciences normally applies to disciplinary matters. The College reserves the right to take necessary additional and appropriate action to protect the safety and well-being of the College of Pharmacy and Health Sciences faculty, students, staff, administration, the larger campus and community, and the professions of pharmacy and occupational therapy. This includes the right to censor, suspend, expel, or request the withdrawal of a student at any time. The authority for adjudication of student disciplinary matters is delegated to the Student-Faculty Ethics Committee.

If a determination is made that the misconduct (whether nonacademic or academic) could in any way adversely affect fellow students, faculty, or patient interests, the student's status may be altered to preclude any contact with the affected entity.

Withdrawal of a student from the College of Pharmacy and Health Sciences does not postpone, terminate, or otherwise affect the prerogative of the College to start, resume, or continue any disciplinary action or proceedings against a student for actions which occurred prior to the student's withdrawal.

Procedure for Filing Actions

Academic Actions

The procedure for filing an academic action against a student with the Student-Faculty Ethics Committee shall be:

1. Any academic action against the student must be provided to the student within 3 business days (defined as a day when University offices are open) following the time when the alleged violation was or should have been discovered.
2. The reporting faculty member shall file such action against a student by completing the appropriate Notification Form and submitting it to the accused student [via either (a) in-person meeting, or (b) student's University e-mail address with return receipt].
 - a. The student signed or e-mail receipted notification form must be submitted to the office of Student Affairs within one business day of the notification of the accused student.
3. The reporting staff or student shall file such action against a student by completing the appropriate Notification Form and submitting it to the Office of Student Affairs within 2 business days.
 - a. Upon receipt, the Assistant/Associate Dean for Student Affairs shall provide a copy of the Notification Form to the accused student [via either (a) in-person meeting, or (b) student's University e-mail address with return receipt] within 1 business day.
 - b. Reporting staff or students shall have the ability to request anonymity on the Notification Form. If the reporting staff or student has requested anonymity, the name of the reporting individual shall be redacted from the copy of the Notification Form provided to the accused student.
4. Receipt by the Office of Student Affairs of a Notification Form from faculty, staff or a student shall commence said action against the student in alleged violation of an academic standard.
5. The reporting faculty, staff, or student may elect to consult with one individual of their choosing during the filing process and throughout any mediation, pre-hearing meetings, and hearing meeting; the name of this individual must be provided to the Assistant/Associate Dean for Student Affairs.

Non-academic Actions

The procedure for filing a non-academic action against a student with the Committee shall be:

1. Any non-academic action against a student must be provided to the student within 3 business days following the time when the alleged violation was or should have been discovered, or the last day of any civil or criminal statute of limitations applicable to the same violation.
2. The reporting faculty member shall file such action against a student by completing the appropriate Notification Form (paper forms available from the Office of Student Affairs;

electronic forms available on Kodiak) and submitting it to the accused student [via either (a) in-person meeting, or (b) student's University e-mail address with return receipt].

- a. The student signed or e-mail receipted notification form must be submitted to the office of Student Affairs within one business day of the notification of the accused student.
3. The reporting staff or student shall file such action against a student by completing the appropriate Notification Form and submitting it to the Office of Student Affairs within 2 business days.
 - a. Upon receipt, the Assistant/Associate Dean for Student Affairs – or in the Assistant/Associate Dean for Student Affairs absence, the Dean of the College – shall provide a copy of the Notification Form to the accused student [via either (a) in-person meeting, or (b) student's University e-mail address with return receipt] within 1 business day.
 - b. Reporting staff or students shall have the ability to request anonymity on the Notification Form. If the reporting staff or student has requested anonymity, the name of the reporting individual shall be redacted from the copy of the Notification Form provided to the accused student.
4. Receipt by the Office of Student Affairs of a Notification Form from faculty, staff or a student shall commence said action against the student in alleged violation of a non-academic standard.
5. Upon notification of an alleged non-academic violation by campus authorities or law enforcement authorities, the Assistant/Associate Dean for Student Affairs may independently initiate a non-academic action against a student.
6. The reporting faculty, staff, or student may elect to consult with one individual of their choosing during the filing process and throughout any mediation, pre-hearing meetings, and hearing meeting; the name of this individual must be provided to the Assistant/Associate Dean for Student Affairs.

Disciplinary Procedures

Preliminary Disposition

1. Upon proper receipt of a Notification Form, commencing an action against a student, the Office of Student Affairs shall: notify the Assistant/Associate Dean of Student Affairs, or in the Assistant/Associate Dean of Student Affairs absence – the Dean of the College or their respective representatives, within one business day of the action by providing a copy of the Notification Form. The Assistant/Associate Dean of Student Affairs, or in the Assistant/Associate Dean of Student Affairs absence - the Dean of the College, shall immediately assess whether the alleged violation or its continuance could place any individual's physical or psychological safety in jeopardy, and if so, shall immediately take whatever actions are necessary to assure everyone's safety. In addition, if the reporting staff or student feels threatened and/or unsafe in providing the information, anonymity may be granted by the Assistant/Associate Dean of Student Affairs during the period prior to the hearing. The granting of anonymity is not a right or a given, but may be allowed in certain instances, particularly where there is reasonable cause to believe that the welfare (physical or emotional) of the reporting party is in jeopardy.
2. Within 5 business days of receipt of the Notification Form, the Assistant/Associate Dean of Student Affairs shall schedule and host a mediation meeting between the reporting

individual(s) and the student(s) in dispute. The purpose of this meeting is to determine if a possible resolution of the matter that satisfies both the reporting individual(s) and the student(s) in dispute can be accomplished outside of the formal Hearing process.

- a. In the instance of an alleged academic violation, an Instructor of Record for the course in which the alleged violation occurred shall be present at the mediation hearing, as students, staff, and non-instructors of record do not possess the authority to resolve alleged academic violations outside of the formal hearing process. In these instances, the reporting student, staff, or non-instructor of record need not be present at the mediation hearing.
 - b. In the instance of an alleged non-academic violation reported by a student or staff member, the reporting individual and the accused student may be seated in separate rooms during the mediation meeting under the following circumstances:
 - i. When the reporting student or staff member has been granted anonymity by the Assistant/Associate Dean of Student Affairs, OR
 - ii. At the discretion of the Assistant/Associate Dean of Student Affairs.
 - c. In the instance of an alleged non-academic violation reported by campus authorities or law enforcement authorities, a resolution of the matter may be agreed to by the student in dispute and the Assistant/Associate Dean of Student Affairs. In this instance, the reporting campus authority or law enforcement authority need not be present at the mediation hearing.
3. If a resolution of the matter is agreed to by both the student(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], and the agreement is deemed to be within the best interests of the College by the Assistant/Associate Dean of Student Affairs, then the matter is deemed to be resolved. Within three business days of the agreement, the Assistant/Associate Dean of Student Affairs shall record the resolution in writing, providing a copy to the student(s) in dispute, the reporting individual, the Committee Chair, and the Dean, and placing one copy in the student(s) in dispute's student file. In addition, all work product of the Assistant/Associate Dean of Student Affairs and the written resolution shall be maintained in the Office of Student Affairs for a minimum period of five years.
 4. If a resolution of an alleged academic violation cannot be agreed to by both the student(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], or the agreement is deemed by the Assistant/Associate Dean of Student Affairs not to be within the best interests of the College, the parties would immediately proceed to a pre-hearing meeting. The reporting individual and the potential counselor for the accused student would join the Assistant/Associate Dean of Student Affairs and the accused student for the pre-hearing meeting.
 5. If a resolution of an alleged non-academic violation cannot be agreed to by both the student(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], or the agreement is deemed by the Assistant/Associate Dean of Student Affairs not to be within the best interests of the College of Pharmacy and Health Sciences, the matter would be referred to the Dean of the College for disposition in a manner they determine.

Student-Faculty Ethics Committee Pre-Hearing Procedures

1. At the pre-hearing meeting, the Assistant/Associate Dean of Student Affairs shall meet with the reporting individual and the accused student.

- a. If the accused student wishes to have a counselor present for the pre-hearing or the hearing, the Assistant/Associate Dean of Student Affairs will review the individual for approval as the student's counselor. A counselor can be a fellow student or a faculty member (other than the Dean of the College).
 - b. Any faculty member wishing to serve as a counselor who may be involved in the academic appeal process (grade appeal or Academic Standards Committee) regarding the same set of facts must agree to recuse him/herself from the aforementioned future academic appeal process in order to be approved as a counselor.
2. During the pre-hearing meeting, the Assistant/Associate Dean of Student Affairs will determine if there are any conflicts of interest with the case that require the recusal of any Committee member, including the Assistant/Associate Dean of Student Affairs, from the hearing and/or deliberations.
 - a. A hearing where a Committee member (including the Assistant/Associate Dean of Student Affairs) could reasonably be expected to provide testimony or evidence at the hearing would serve as grounds for recusal as a Committee member from the hearing.
 - b. Other conflicts may occur in which a Committee member may decide independently or be asked to voluntarily recuse him/herself.
 - c. In the event of a recusal, the Assistant/Associate Dean of Student Affairs will select a suitable replacement (i.e., a student replaces a student, a representative faculty member from the same Department replaces a faculty member) from the roster of secondary committee members. In the absence of any viable secondary committee members to serve at the hearing, a suitable replacement would be selected by the Dean of the College
 - d. Should the Assistant/Associate Dean of Student Affairs be recused, an alternate Assistant/Associate Dean would be appointed by the Dean to replace the Assistant/Associate Dean of Student Affairs for the concerned hearing.
 - e. Other requests may be made of the Assistant/Associate Dean of Student Affairs by either of the parties, with the Assistant/Associate Dean of Student Affairs being the final arbiter of all decisions.
3. The purpose of the pre-hearing meeting is to establish the order of events at the hearing and what the parties intend to present.
4. In addition to statements presented by the reporting individual and the accused student, any party to the proceedings may request the privilege of presenting written statements from witnesses. The Assistant/Associate Dean of Student Affairs will review the request for presentation of witness statements and determine the appropriateness and necessity of the witness statement relative to the merits of the case presented by the reporting individual or the accused student. If approved by the Assistant/Associate Dean of Student Affairs, it is the responsibility of the reporting individual and/or the accused student to contact their witnesses and obtain their written statements prior to the hearing.
 - a. In the instance of multiple reporting individuals, the Assistant/Associate Dean of Student Affairs will select one reporting individual to be present at the hearing.
5. Upon a request for anonymity by any witness, the Assistant/Associate Dean of Student Affairs will examine the circumstances of the request and make a determination regarding the granting of anonymity.
 - a. Reporting faculty are not eligible for anonymity at the Hearing.

6. At the discretion of the Assistant/Associate Dean of Student Affairs, the hearing may be postponed to allow for the disposition of any non-academic actions involved in the same case.

Anonymity Procedures

The College of Pharmacy and Health Sciences is committed to a fair and thorough investigation for all allegations. In instances where information may be provided by an individual who feels threatened and/or unsafe in providing the information based upon a hostile environment, anonymity may be granted. The granting of anonymity is not a right or a given, but may be allowed in certain instances. The following are examples and or instances (are not all inclusive) in which the granting of anonymity is considered:

1. When there is reasonable cause to believe that the welfare (physical or emotional) of the reporting individual or a witness is in jeopardy
2. The reporting individual or witness would be subject to intense harassment by the accused or associates of the accused

Upon a request for anonymity by a reporting individual or witness, the Assistant/Associate Dean for Student Affairs will examine the circumstances of the request and make a determination regarding the granting of anonymity.

Student-Faculty Ethics Committee Hearing Procedures

1. All hearings will be scheduled by the Assistant/Associate Dean for Student Affairs, either by written or electronic communication, to occur within ten business days of the date of the pre-hearing.
2. The accused student shall receive advance written notice, by paper or electronic communication, of the charges, time, date, and place of the hearing.
3. Beside the Assistant/Associate Dean for Student Affairs, the reporting individual, the accused student, and the counselor for the accused student (if any), only the hearing panel (four primary committee members of the Student-Faculty Ethics Committee, or appropriate substitutes from the roster of secondary committee members) are allowed to be present throughout the hearing.
4. The hearing will be presided over by the Assistant/Associate Dean for Student Affairs. The hearing will proceed in the order outlined below:
 - a. The reporting individual will read a prepared statement, presenting their version of the events, including any supporting evidence (materials, documents, names of witnesses, etc.).
 - b. Any written witness statements in support of the reporting individual (approved by the Assistant/Associate Dean for Student Affairs at the pre-hearing meeting) will be distributed to the hearing panel; a suitable amount of time will be granted to the hearing panel to read these statements.
 - c. The accused student will read a prepared statement, presenting their version of the events, including any supporting evidence (materials, documents, names of witnesses, etc.).
 - d. Any written witness statements in support of the accused student (approved by the Assistant/Associate Dean for Student Affairs at the pre-hearing meeting) will be distributed to the hearing panel; a suitable amount of time will be granted to the hearing panel to read these statements.

5. All individuals testifying before the Committee are subject to questioning by the hearing panel. The Assistant/Associate Dean for Student Affairs, the reporting individual, the accused student, and the accused student's counselor (if any) shall not be permitted to ask questions of individuals testifying before the Committee.
6. Upon completion of the presentation of all of the evidence, all parties and witnesses shall be excused while the four members of the hearing panel deliberate. If there is insufficient time or the deliberation requires additional time, the Assistant/Associate Dean for Student Affairs shall reconvene the hearing panel for further deliberation at a later designated time. The hearing panel will continue to meet in private for deliberation until a decision is reached. In order to find a student guilty on a charge, a majority of the hearing panel (three or four members) must determine the student to be guilty of the charge. The hearing panel shall utilize the "clear and convincing evidence" burden of proof standard.
7. The hearing panel's decision shall consist of one or two parts:
 - a. First, whether the accused is guilty or not guilty of that of which they have been accused
 - b. Second, if the accused is found guilty, then the sanctions to be applied to the accused must also be determined.
 - i. Available sanctions, individually or in combination, are outlined below.
 - ii. Prior to hearing panel deliberations, the Assistant/Associate Dean for Student Affairs will prepare a written statement indicating whether or not the accused student has a history of past violations of the College of Pharmacy and Health Sciences Code of Conduct germane to the matter at hand (if alleged to have committed an academic violation, only past academic violations would be disclosed; if alleged to have committed a non-academic violation, only past non-academic violations would be disclosed).
 1. In the instance of past violations germane to the matter at hand, the written statement would note the date of the violation, the nature of the violation, and the sanctions imposed.
 2. In the absence of past violations germane to the matter at hand, the written statement would indicate as such.
 - iii. The statement would be presented to a faculty member of the hearing panel in a sealed envelope, and the faculty member would be instructed to open the envelope only in the instance of a finding of guilty.
 1. If the accused student is found to be not guilty, the unopened sealed envelope shall be returned to the Assistant/Associate Dean for Student Affairs.

Sanctions

In determining sanctions for violations, the sanctioning person/body will consider the accused's present attitude, demeanor, and behavior; their past record (positive and negative); the severity of the damage, injury, harm, or disruption done (or the potential for such); the individual's honesty, cooperation, willingness to make amends, and acceptance of responsibility; and other factors deemed materially relevant. Sanctions, depending on the type, may preclude students from receiving honors, awards, scholarships, and/or recognition actions by the College of Pharmacy and Health Sciences. Based on the offense, in certain situations there may be referral for

prosecution to the appropriate agency and/or entity. Sanctions are imposed for a specified duration of time and may consist of one or more of the following:

Reduction and/or Removal of Certain Privileges of a Student

The student may not receive usual and customary privileges and benefits normally bestowed to a College of Pharmacy and Health Sciences student in good standing.

Denial of Access

The student may be denied access or allowed only restricted access to certain parts of the College of Pharmacy and Health Sciences, campus, practice environment, or off-campus locations for a stated period of time.

Service/Work Project

The student may be assigned to complete a specified community service or work project as outlined in a community service/work agreement. This sanction is only to be used when the completion of a service/work project is appropriate in the consideration of the type and extent of the offense/infraction.

Fines and/or Restitution

The student may be required to pay a specified monetary fine within a specified period of time to the College of Pharmacy and Health Sciences, other persons, groups or organization for damages that resulted from violations of the Code of Conduct. This sanction is only to be used when a fair monetary amount can be obtained to replace the actions of the infraction.

Disciplinary Reprimand

The student may be verbally warned that their conduct is in violation of the Code of Conduct and College of Pharmacy and Health Sciences rules and regulations, and that further misconduct may be treated more severely. The verbal reprimand will be delivered by the Assistant/Associate Dean for Student Affairs for nonacademic matters and the Assistant/Associate Dean for Academic Affairs for academic matters.

Disciplinary Probation

The student may receive written notice that their behavior violates the Code of Conduct and College of Pharmacy and Health Sciences rules and regulations. They may be barred from participation in select or all designated curricular or co-curricular activities, and may be subject to other sanctions. They will also be notified that any further violations of College of Pharmacy and Health Sciences rules and regulations could, in all likelihood, result in suspension or dismissal.

Suspension

Suspension involves the separation of the student from the College of Pharmacy and Health Sciences and all of its affiliated activities for a set period of time. The student may not participate in any University sponsored activity. Reinstatement requires the approval of the Dean of the College.

Dismissal

Dismissal for non-academic reasons involves the separation of the student from the College of Pharmacy and Health Sciences and all of its affiliated activities.

Revocation of Degree

The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct which may result in a revocation of a degree will be considered by the appropriate academic process.

Other sanctions which are intended to elicit a positive learning experience by the student related to their inappropriate behavior may be imposed. These sanctions may include participation in personal assessment or counseling, attending appropriate workshops or programs, etc.

For all violations resulting in sanctions, a disciplinary letter describing the violation and the sanction imposed will be created and maintained by the Office of Student Affairs. All sanctions will be imposed under the discretion and direction of the Dean of the College through the appropriate administrative offices.

Appeal Process

An appeal process is available to any student who disagrees with the decision of the Student-Faculty Ethics Committee:

1. The student must file an “Intent to Appeal Decision” form, available from the Office of Student Affairs, with the Dean of the College within two business days after receiving the Committee decision. After filing the “Intent to Appeal Decision,” the student will have five business days to prepare and submit a written appeal statements to the Dean of the College (either hand delivered directly to the Dean or a designee, or via electronic communication).
2. The grounds for any appeal may only include: failure to adhere to procedural due process, absence of sufficient evidence to support the decision, submission of new evidence favoring the student, or severity of the sanction. The terms and/or outcome of the sanctions imposed shall not be grounds for any appeal.
3. The appeal process shall be in writing only; the accused will not meet with nor be orally heard by the Dean of the College during the appeal process, unless the Dean of the College deems such a meeting or testimony is necessary for the decision. The appeal must be composed in writing by the accused (with, as necessary or warranted, input from the student’s counselor), and must be thorough and complete. The appeal must be strong enough to provide the information necessary without the aid of a personal appearance by the accused.
4. Pending the response to the appeal, the student’s status as a student will remain unaltered, except in cases where there are reasons related to the emotional or physical welfare of others involving their safety.

Academic Policies, Requirements, & Expectations

General Academic and Curricular Requirements

The professional curricula at Western New England University College of Pharmacy and Health Sciences will entail a competency-based framework, using integrated content and teaching, case-based approaches when appropriate, and experiential/field work exposure threaded throughout.

The curriculum will be designed to provide knowledge, teach models of professional practice, allow students to demonstrate their understanding, and allow plentiful experiential and field work opportunities for practice. The goal of the academic program is to transition students from dependent to independent students as they progress through the curriculum.

1. All aspects of the professional doctoral programs are subject to assessment; rank or administrative level do not exempt individuals from the assessment process.
2. All curricular goals must be assessed several times during the program both formatively and summatively.¹ This is most easily achieved when each course instructor(s) constructs a syllabus that matches each course objective with multiple assessments.
3. In-class assessment will be the responsibility of each course instructor(s) and should focus on the evaluation of the student as it relates to:
 - reaction to context, instruction, content, resources, processes
 - learning of the knowledge, skills, values, habits of a particular course, sequence of courses or discipline
4. Assessments should have a constructive purpose, one that is beneficial to the individual being assessed as well as the individual(s) calling for the assessment.
5. The individual being assessed has the right to be informed of:
 - what performance is expected
 - linkages between performance and instruction
 - the purposes of the evaluation
 - what aspects of performance will be evaluated
 - by whom the evaluations will be performed
 - the criteria used
 - to whom the assessment will be reported
 - the results of the assessment in a timely manner
6. Formative teaching assessment is integral to students' achievement of learning outcomes and should ensure:
 - an appropriate scope and degree of difficulty of the curriculum
 - attainability of objectives
 - appropriate learning materials and resources (i.e., content, level of difficulty, organization, effectiveness, and accuracy)
 - appropriate faculty expertise regarding the content or subject matter being taught
 - consistency between curricular goals, course content, objectives, instructional methodology, and assessment

¹ Formative assessment (i.e. assessment for learning that results in feedback about strengths and areas for improvement) should be an integral part of the teaching and learning process, and summative assessments (i.e. assessments that are used for grades, credentialing, etc.) should be similar in scope and format to the style of the formative assessments.

- the relevancy of material relative to pharmacy education
 - accessibility, sensitivity, helpfulness, interest, and responsiveness of the instructor
7. All assessments, be they examinations, quizzes, or assignments, must provide the following information to the student in a timely fashion:
- a list or description of mistakes that were made (this may simply consist of the returned paper with a list of correct responses)
 - the score or average level of competency for the class
 - the score or level of competency expected
 - the score or level of competency obtained

In addition it is recommended that the following information be provided on a regular basis:

- strengths that were demonstrated
 - areas for improvement that were indicated
8. Course grades will be assigned by the instructor(s) responsible for each course.
9. Students' grades will not be posted publicly.
10. The distribution of grades in any course or examination will not be predetermined.
11. Inadequate academic performance, as defined later in this document, may lead to either dismissal or remediation. In the case of student remediation, instructors should assume responsibility for defining the goals of remediation. Remediation should be regarded as a privilege, which must be earned by a student through active participation in the educational program as demonstrated by regular class attendance, individual initiative, and utilization of available academic resources. Students should recognize that the need to remediate coursework may delay the timetable for their graduation from the Pharmacy program.
12. In order to complete the program, students must satisfactorily achieve all program milestones (i.e. course grades and professional development requirements). Specifically, course grades below passing must be academically resolved in order for students to progress and students must meet the minimum degree requirements for graduation identified later in this document.
13. Ultimately, the responsibility for learning must be the student's. The individual student is accountable for adherence to academic policies and fulfilling graduation requirements.

Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experiences

Students will begin participating in their introductory professional practice experiences (IPPE) as early as their second semester of pharmacy school. To meet the IPPE requirements, students will be required to visit pre-scheduled experiential sites both during and outside of regularly scheduled class times.

Students will begin attending their APPEs following the end of PY-3. Not all APPEs will be located in the Springfield, MA area. In the event rotations are scheduled outside the geographic area, students are expected to secure their own housing unless otherwise notified. The specific

schedule for the 4th year APPEs, rotation locations, and assignments will be set by the Office of Professional Affairs no later than March 31st of the PY-3 year. The College of Pharmacy and Health Sciences reserves the right to modify assignments and rotations schedules based upon preceptor availability.

Occupational Therapy Fieldwork

ACOTE establishes Fieldwork Education Standards for entry-level OTD programs. As defined by ACOTE, “Fieldwork Education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model” [Standard C.1.0]. As addressed in the Reference Manual of the Official Documents of the American Occupational Therapy Association (AOTA, 2016), fieldwork consists of two levels of applied learning experiences in which students participate in real-time in clinical, educational or other contexts that are appropriate to the provision of occupational therapy services.

Level I – The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

- a. Level I fieldwork student - Occupational therapy Level I fieldwork students are those individuals who are currently in the process of taking didactic coursework, who will participate in directed observation and participation in selected aspects of the occupational therapy process that are aligned with course content knowledge and laboratory competencies [Standard C.1.8].
- b. Level I fieldwork supervision - Occupational therapy Level I fieldwork students are supervised by occupational therapy and non-occupational therapy personnel who are certified and who know about occupational therapy and are cognizant of the goals and objectives of the experience (ACOTE, 2011; COE, 1999) [Standard C.1.9].

Level II – Level II fieldwork consists of two, 12-week full-time experiences that are representative of more than one occupational therapy practice area. Level II fieldwork must be implemented under the supervision of a licensed occupational therapist who meets state licensure requirements and who has a minimum of one-year of practice experience. For fieldwork outside the United States, supervision must be provided by an occupational therapist who graduated from an academic program that is approved by the World Federation of Occupational Therapists and has at least one year of practice experience. This fieldwork affiliation cannot be longer than twelve weeks.

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupational than research, administration, and management of occupational therapy services.....” (ACOTE, 2013 Interpretive Guide).

- Level II fieldwork student – Occupational therapy Level II fieldwork students are at the point in their professional education where they “.....have completed the necessary and relevant didactic coursework that has prepared them for the field experience.” Level II

fieldwork students will have the “...opportunity to apply theory and techniques acquired through the classroom and Level I fieldwork learning” (AOTA, 2016).

- Level II fieldwork supervision - Occupational therapy Level II fieldwork students are “supervised by a currently licensed or credentialed occupational therapy practitioner who has a minimum of 1 year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.” (AOTA, 2016) [C.1.14].. Fieldwork educators must be in compliance with state and federal regulations and ACOTE (2011) standards.

Please see the OTD Supplemental Student Handbook for more information.

Doctoral Experiential Residency

ACOTE establishes Fieldwork Education Standards for entry-level OTD programs. As defined by ACOTE, “the goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development.” The OTD program’s Doctoral Experiential Project (DEx) has been designed to meet or exceed ACOTE Standard C.2.1 – C.2.5.

The Western New England University OTD Doctoral Experiential Project has two phases:

- A preparatory phase which involves knowledge and skill building and the design of a research and residency project in Years One and Two. Courses associated with this phase include: OTD 534, 624, 632/633, 642/643 and 662/663);
- An experiential/scholarship phase which involves implementation of the proposed research and residency project, and the production and dissemination of a scholarly report on the findings in Year Three (OTD 780/785);

Students must successfully complete all academic coursework, fieldwork, and the competency requirement prior to beginning the experiential/scholarship phase of the Doctoral Experiential Project. The minimum duration of the Doctoral Experiential Component is 16 weeks (640 hours), which may be completed on a part-time or full-time basis.

No more than 20% of the 640 hours can be completed outside of the mentored setting. The Doctoral Experiential Project must be completed within 18 months of the completion of academic coursework and Level II Fieldwork. Failure to do so may result in dismissal from the Program. Extenuating circumstances may permit an extension or leave of absence that may allow the 24-month period to be extended. The OTD Leadership Team will determine if an extension is appropriate.

Please see the OTD Supplemental Student Handbook for more information.

Transfer Credit and Course Waiver Policy

I. Prior to Matriculation

Credit Transfer: Prior to a student's matriculation at the Western New England University College of Pharmacy and Health Sciences, a student may request a transfer of credits for courses taken at regionally accredited institutions. Transfer courses will not be accepted for elective credits, unless the applicant has taken professional-level coursework from a college/school of pharmacy. In order to determine the suitability of a course for credit transfer, the course description and/or syllabus will be examined for alignment with the objectives for a course within the professional curriculum. The student will submit all required documents (course descriptions/syllabi and official transcripts) along with the request to the Office of Student Affairs. The Assistant/Associate Dean of Academic Affairs (pharmacy) or Director of Occupational Therapy Program (occupational therapy) may consult with appropriate course faculty in determining the suitability of a course for credit transfer. If necessary, the Assistant/Associate Dean of Academic Affairs or the Director of the Occupational Therapy Program will consult with the instructor of record at the program where the course was taken. To be eligible for credit transfer, a minimum final course grade of C is required for pharmacy (grades of C minus and lower are ineligible), and a minimum grade of B- is required for occupational therapy (grades of C+ and lower are ineligible). Final course grades must be documented on an official transcript.

Course Waiver Policy: A student wishing to waive a course (in instances where the student has a prior degree and recent work experience in the field [e.g., biochemistry, neuroscience, pharmaceuticals]) must submit a letter requesting a waiver and provide relevant documentation for cause to the Office of Student Affairs, prior to matriculation into the program. The Office of Academic Affairs or Director of Occupational Therapy Program will forward the request and documentation to the appropriate course faculty who would then make a recommendation. Waivers will be determined on a case-by-case basis by the Assistant/Associate Dean of Academic Affairs (pharmacy) or Director of Occupational Therapy Program (occupational therapy).

II. Post Matriculation (Pharmacy only)

Once a student has matriculated into the Doctor of Pharmacy program, courses taken outside of the College of Pharmacy and Health Sciences, other than elective offerings, will not be accepted for transfer credit. Exceptions to this policy may be granted by the Office of Academic Affairs in instances involving extreme hardship or delay of graduation. In these instances, the course must be pre-approved by the Office of Academic Affairs following consultation with relevant course instructors. If approved, the student must earn a minimum grade of C for transfer (grades of C minus and lower are ineligible) and request that an official transcript be sent to the Office of Academic Affairs.

Policy for Transfer between WNE PharmD Pathways: Transferring from one PharmD learning pathway (on-campus or distance learning) to the other is possible but strongly discouraged. One pathway transfer may be made under extenuating circumstances (e.g., hardship, health, academic difficulty, etc.), and the Asst./Assoc./Sr. Assoc Dean for Academic Programs will consider requests for transfer. Requests must be submitted to the Office of the Asst./Assoc./Sr. Assoc. Dean for Academic Programs no less than one month before beginning a

given semester. The decision of the Office is not subject to further appeal. Students enrolled in the Distance Learning Pathway may be required to temporarily or permanently transfer into the campus pathway as part of a probationary academic plan generated by the Academic Standards Committee.

Professional Curriculum Elective Requirements

Pharmacy students are required to complete nine elective credits within the professional curriculum, excluding experiential elective offerings. Six of the nine elective credits must be courses offered by a College of Pharmacy and Health Sciences. Elective credits from courses offered outside of the College of Pharmacy and Health Sciences must be pre-approved by the Office of Academic Affairs. If the student is enrolled in another degree granting program at Western New England University, the College of Pharmacy and Health Sciences will accept six credits from the dual degree program in order to fulfill the Doctor of Pharmacy program elective requirements. Pharmacy students enrolled in dual degree programs are prohibited from enrolling in more than one course at a time outside of the doctor of pharmacy curriculum.

Progression Policy

Student progression will be determined by the Academic Standards Committee of the College, taking into consideration course grades and grade point average. To progress from one semester to the next, a student must earn a minimum passing grade in each course and maintain the minimum cumulative grade point average (GPA) each semester. For the Doctor of Pharmacy program, the minimum cumulative GPA is 2.500²; for the Doctor of Occupational Therapy program, the minimum cumulative GPA is 3.000. A student who fails to meet these requirements may progress to the next semester if the student has been granted a continuance by the Academic Standards Committee or submitted a successful appeal to the Dean of the College. In addition, in order to progress from one professional year to the next, a student must complete all required coursework (including electives and field work/experiential courses) and complete any required remedial courses as defined in the Remediation Policy and as prescribed by the Academic Standards Committee.

The Assistant/Associate Dean for Academic Affairs shall review each student for satisfactory progress through the curriculum, considering grades and completion of programmatic requirements. Students who fail to maintain satisfactory academic progress in the professional program are automatically placed on academic probation. The Assistant/Associate Dean for Academic Affairs will inform students, advisors, and the Academic Standards Committee of probationary status. The Assistant/Associate Dean or Director of Occupational Therapy Program will report to the Academic Standards Committee academic information for all students placed on academic probation. The Academic Standards Committee will determine student progression and report to the faculty body the disposition of each class of students on a semester basis, either for continuance, suspension, or dismissal.

² The minimum cumulative GPA for the Doctor of Pharmacy class of 2021 and prior classes is 2.300.

All professional coursework in the program must be completed within a period of six years (pharmacy) or 18 months from the completion of didactic coursework (occupational therapy), unless the student petitions the Office of Academic Affairs for an extenuating circumstance. The Office of Academic Affairs verifies the completion of degree requirements by checking each student record against a checklist and submits names of students for graduation to the faculty. Once the faculty approve, the list of eligible students for graduation will be submitted to Student Administrative Services.

Professional Development Requirements

Healthcare professionals are expected to engage in an ongoing process of professional development and self-assessment. The ability to engage in honest self-reflection and assessment is an important component of professional development.

Students enrolled in the Doctor of Pharmacy program must complete a series of four Professional Development courses over the course of the program. These courses entail self-assessment, reflective practices, goal planning and career preparation.

Students enrolled in the Doctor of Occupational Therapy program will complete a self-assessment in each year of the program. In addition, faculty in the designated courses will utilize the same self-assessment tool to evaluate students. The information will be comparatively analyzed, and faculty advisors will use the information to discuss similarities/differences with students to enhance the opportunity for personal and professional development. Significant discrepancies may result in the development of a Behavioral/Learning Plan outlining specific objectives for the student to achieve. Once a Behavioral/Learning Plan has been implemented, failure to meet any of the objectives within the given timeframe may result in dismissal from the program.

Student Remediation

Within the College of Pharmacy and Health Sciences, remediation is defined as the resolution of academic standard deficiencies that occur within a course or courses. The availability of remediation is at the discretion of the Academic Standards Committee. Students should consider remediation an earned privilege and not a right. Within the Doctor of Pharmacy program, a maximum of two courses may be remediated per academic year. Within the Doctor of Occupational Therapy Program, students are permitted to remediate only one didactic course per semester and two didactic courses overall during the academic program.

Conditions

Students requesting consideration of remediation must acknowledge and agree in writing to the following conditions:

- That the right to remediation is granted by the Academic Standards Committee
- Agreement to keep all appointments with faculty and meet all deadlines (failure to do so could result in failure of the course)
- That failure of a remedial course offering will count with respect to the student's official transcript, calculation of the cumulative grade point average, and academic standing

- Failure to satisfy remediation requirements will delay academic progression and may delay on-time graduation or result in dismissal
- That the student will receive a replacement grade of C (or Pass) for Doctor of Pharmacy courses, of B- (or Pass) for Doctor of Occupational Therapy courses, upon successful remediation
- Agreement to pay the appropriate tuition and/or fees
- Their acceptance that delivery of the remedial course may be in a self-directed learning manner with access to faculty and that the evaluation processes are likely to be different from that of the original course
- That remedial courses, albeit within the College or externally, can only be done between semesters
- In cases of academic dishonesty, course grades may prohibit a student from completing a course with the minimal passing grade of C; in these instances, students would not be allowed course remediation and academic progression would be delayed
- Remediation of any requirement from the third professional year of the Doctor of Pharmacy program may delay the start of fourth year rotations and may delay on-time graduation
- Doctor of Pharmacy students granted the opportunity to remediate may choose to do so at another appropriately accredited University or pharmacy program with the permission of the Office of Academic Affairs following consultation with appropriate faculty instructors.
- The process of course transference is governed by the *Transfer of Credit* section in this Handbook.

I. Non-experiential courses and laboratories taught within the Doctor of Pharmacy program

Remediation of failed coursework is an opportunity that is earned by a student and determined by the Academic Standards Committee. Laboratory and simulation-based courses are ineligible for remediation. The instructor of record of the course requiring remediation may not necessarily be the instructor for the remedial course.

The Doctor of Pharmacy program offers two formats of remediation: A) remediation by exam and B) remediation by course repetition. Should the need for remediation arise, the Academic Standards Committee will with counsel from the Instructor of Record, decide which format of remediation the student has earned the opportunity to undertake. The Academic Standards Committee will consider the overall course grade and the student's progress throughout the semester, in addition to other mitigating circumstances when determining the remediation format. Integrated Pharmacy Care courses are not eligible for remediation by exam.

A. Remediation by Exam

If the student has achieved greater than a 65% in the overall course grade or has performed proficiently with exception of a cumulative final exam, he or she may be eligible for remediation by cumulative exam. Additionally, if the student has performed proficiently on most exams with the exception of one exam, he or she may be eligible for remediation by topic exam. Regardless

of remediation exam content, a passing grade of 70% on the exam is required in order to earn a passing grade in the course.

In the case of remediation by exam, the faculty member will develop a remedial plan and provide the plan to the student so the student knows what is expected, what the exam format will be, and when the exam will be administered. The plan should include at a minimum:

- Identification of exam format including content covered
- The Remediation Exam should be similar in content and level of difficulty to the exam being remediated
- Identification of office hours or availability of the faculty member for any questions the student may have regarding the material or the exam processes

If remediation by exam is granted for a failed fall semester course, the remediation plan will be provided to the student within seven (7) calendar days of the ASC decision. The exam must be administered no sooner than fourteen (14) calendar days from the date that the plan was provided to the student, and must be administered before the first day of class of the spring semester.

If remediation by exam is granted for a failed spring semester course, the remediation plan will be provided to the student within seven (7) calendar days of the ASC decision. The exam must be administered between fourteen (14) and twenty-eight (28) calendar days from the date that the plan was provided to the student.

Should the student pass the remediation exam with a grade of 70% or higher, the instructor must submit a grade change form changing the course grade to a C within 72 hours of the remediation exam. If the student does not achieve a remediation exam grade of 70% or higher, the failing course grade will remain. In this case the student will meet with ASC again to determine academic progression.

B. Remediation by Course Repetition

If the student has earned the opportunity for remediation but has performed less than satisfactory throughout the course, he or she may be offered remediation through course repetition during the summer. Students allowed to remediate a course failed in the fall semester via course repetition are required to make adequate academic progress in the spring semester to remain eligible for remediation. If the student does not make adequate progress in the spring semester, the opportunity to remediate fall courses may be revoked. In the case of remediation by course repetition, the student will be registered to repeat the course.

In the case of remediation by course repetition, the faculty member will develop the remediation plan and provide the plan to the student so the student knows what is expected, how it will be assessed, etc. in a similar, but abbreviated manner to a course syllabus. The instructor of record of the course requiring remediation may not necessarily be the instructor for the summer remedial course. The plan should include at a minimum:

- Identification of alternative teaching, learning and assessment processes which may utilize technology for course delivery, communication, and assessment

- The minimum number of assessments for a course will be one (1) assessment per credit hour which may include examinations, quizzes, projects, papers, etc.
- Identify the number of communications to occur between the faculty member and the student, with at least one communication per week being live via telephone or face-to-face. All other communications could be face-to-face, telephone, email, web-chat, threaded discussions, etc. and are at the discretion of the instructor of record and participating faculty. In the event the instructor of record is not available, the communication can take place with the instructor of record designee.

The plan of course repetition will be implemented with the student(s) over a 3-6 week period of time, to begin no later than three (3) weeks after the end of the spring semester, and must be completed by the third Thursday in July. Final grades must be submitted within 72 hours of the final assessment.

B. Pharmacy Introductory and Advanced Practice Experiences

Remediation plans for experiential education will be determined by the Executive Director for Professional Affairs and outlined in the Doctor of Pharmacy program Student Experiential Handbooks. Remediation of introductory and/or advanced practice experiences can involve a student's re-taking an entire rotation.

C. Non-experiential courses within the Doctor of Occupational Therapy program

Students who fail a didactic course will be given an "incomplete" for the course and are placed on academic probation. The student receiving an "incomplete" must meet with course instructor to establish a remediation plan to ensure that the student meets the knowledge and competency expectations required in the failed course. The remediation plan must be completed within 2-4 weeks from the end of the semester during which the course failure occurred. Students are permitted to remediate only one didactic course following a semester and two didactic courses overall during the academic program.

D. Occupational Therapy Fieldwork/Experiential

Level I Fieldwork:

- In the event a student does not pass a Level I Fieldwork course, they will work with the Clinical Faculty member/Fieldwork Educator to develop a remedial learning plan to meet the minimum standard for passing the fieldwork experience. The remediation plan must be completed within 6 weeks from the end of the semester during which the course failure occurred. Students are permitted to remediate one Level I Fieldwork course during the program.
 - i. Failure to successfully complete a fieldwork remediation plan according to the requirements of the program, may result in a student's dismissal from the program.
 - ii. Earning a failing grade in a second Level I Fieldwork course will result in dismissal from the program.

Level II Fieldwork

- A passing grade (on a pass/fail basis) must be earned in Level II Fieldwork courses. A passing grade is based upon a number of evaluative criteria: AOTA Fieldwork Evaluation and Professional behavior including completion of assignments and projects, timeliness of submission of required documentation, acceptable conduct, appropriate and sustained communication, etc.). The fieldwork educator provides the Director of Field Work/Experiential Education with the evaluative data from the fieldwork experience and the Director of Field Work/Experiential Education assigns the final course grade.
- Students are evaluated at or near the mid-point of the affiliation, and again at the end. In the event that a student is not passing at the end of the 12 week experience (as determined by failing to meet benchmark objectives for entry-level performance or professional behavior, including completion of assignments/projects, results of the AOTA fieldwork evaluation, or other evaluative criteria), a brief time extension beyond the standard 12 weeks may be offered. The policy regarding a Level II time extension is as follows:
 - The fieldwork educator could decline to offer a time extension and recommend a grade of “fail” for the affiliation; or
 - In the clinical judgement of the fieldwork educator and the Director of Field Work/Experiential Education, if the student is deemed able to pass the affiliation if given a brief time extension, a remedial fieldwork plan will be developed.
- If a student is assigned a failing grade for a Level II Fieldwork course (i.e. either OTD 675 or OTD 775), the course will need to be repeated to meet program requirements. Students are permitted to repeat one Level II Fieldwork course.
 - i. Failure to successfully complete a fieldwork remediation plan according to the requirements of the program, will result in a failing grade in that affiliation and the student’s dismissal from the program.
 - ii. Earning a failing grade in a second Level II Fieldwork course will result in dismissal from the program.
(Fieldwork settings and the fieldwork educators who accept students for Level II Fieldwork are able to terminate a student from a fieldwork affiliation at any time during a fieldwork placement).

Doctoral Experiential Residency

- Students must pass the Doctoral Experiential Residency course to meet program requirements. In the event that a student is unable to successfully complete the independently conducted and mentored Doctoral Experiential Residency courses OTD 780/785 within the 16 week (640-hour) time frame, every effort will be made to extend the timeframe for course completion. If the site at which the project is being implemented agrees to an extension, the student will meet with the Doctoral Experiential Committee (DEC) to establish a remedial plan for completing course competencies in a reasonable timeframe. At no time will the extension exceed 18 months following the completion of the didactic portion of the curriculum. Students must successfully meet the requirements of the remedial learning plan to be eligible for graduation. Students who do not successfully complete the Doctoral Experiential Residency project as proposed and approved, will receive a failing grade for the course.

Academic Probation

Academic Probation is the initial official action for students failing to make satisfactory academic progress.

- Students who fail to maintain satisfactory academic progress in the Doctor of Pharmacy program (failure to earn a "C" or "Pass" or better in any course, failure to maintain a cumulative grade point average of 2.500³, or failure to satisfy programmatic requirements) are automatically placed on academic probation.
- Students who fail to maintain satisfactory academic progress in the Doctor of Occupational Therapy program (failure to earn a "B-" or "Pass" or better in any course, failure to maintain a cumulative grade point average of 3.000, or failure to satisfy professional development requirements or programmatic requirements) are automatically placed on academic probation.

The Office of Academic Affairs will notify students of probationary status. Students on academic probation may be required to attend a hearing with the Academic Standards Committee (ASC) of the College of Pharmacy and Health Sciences within five calendar days of probationary notification. Students are entitled to advice and assistance through the ASC hearing process from an advisor of the student's choice, provided that the advisor is a member of the university community (current student, faculty member, or staff member). Advisors are permitted to attend meetings and hearings, but may not speak during a hearing. The ASC chairperson, at their discretion, may seek out clarification or information from the advisor. Parents, legal guardians, and/or legal counsel, regardless of their affiliation with probationary student, are not permitted to attend any part of the ASC hearing process. If a parent or legal guardian believes that they have first-hand information about an incident or situation, they may prepare a written statement that the student may provide to the committee. Students on academic probation may be required, via an academic plan, to participate in academic counseling, adhere to stipulations, and/or enroll in a remedial program of study outlined by the ASC, or they may be academically suspended or dismissed from the program according to the policies described in subsequent sections. Actions taken in these matters are not to be viewed as punitive, but as an attempt to design a plan of study that meets the individual needs of the student and in recognition that it is unrealistic for a student to continue in a course of study where there is little probability of success.

Depending on the nature of the academic deficiencies and the student's overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. The ASC will share the academic plan of a student placed on probation with academic advisers. Following resolution of any appeals, the academic plan will be shared with all Instructors of Record while the student is on probation. In addition, any stipulations related to student organization leadership will be shared with lead faculty advisers of student organizations.

The student may be removed from academic probation if the student has demonstrated satisfactory progress (course grade of "C" or "Pass" or higher, and cumulative GPA ≥ 2.50 ⁴ in

³ The minimum cumulative GPA for the Doctor of Pharmacy class of 2021 and prior classes is 2.30.

⁴ The minimum cumulative GPA for the Doctor of Pharmacy class of 2021 and prior classes is 2.300.

the Doctor of Pharmacy program; course grade of “B-” or “Pass” or higher, and cumulative GPA ≥ 3.00 in the Doctor of Occupational Therapy program) in the next full-time semester following the course failure and successfully remediated coursework. If a student fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies within the prescribed time, that student may be subject to continued probation, academic suspension, or academic dismissal from the College of Pharmacy and Health Sciences.

Academic Suspension

Academic Suspension from the College of Pharmacy and Health Sciences is decided upon by the Academic Standards Committee. Probationary students may be placed on academic suspension to remain in the program, albeit with a delayed year of graduation, in order to repeat coursework or experiential/fieldwork components that are deficient. Students on suspension from full-time enrollment may take courses as a part-time student to remedy any deficiencies.

Academic Dismissal

Academic Dismissal from the College of Pharmacy and Health Sciences is decided upon by the Academic Standards Committee and may occur if a student:

- Fails to make satisfactory progress during a period of academic probation
- Earns multiple failing grades within one semester that preclude continuation in the prescribed program of study, and/or may not reasonably be expected to complete the requirements for the degree
- Is placed on academic probation two or more times while in the pharmacy program
- Earns less than the required semester GPA during a period of academic probation (pharmacy: 2.500⁵; occupational therapy: 3.000)

In addition, Doctor of Occupational Therapy students will be dismissed if they (a) earn a failing grade in two didactic courses in one semester, or (b) earning a third failing grade in a didactic course.

Students dismissed from the College of Pharmacy and Health Sciences may seek re-entry by applying for re-admission through the Readmission Policy or the Academic Progression / Dismissal Appeal Process.

Academic Progression/Dismissal Appeals Process

Any student in the College has the opportunity to appeal any decision made by the Academic Standards Committee. Written confirmation of a student's intent to appeal must be received by the Dean of the College of Pharmacy and Health Sciences within two business days of the student's receipt of notification of the Committee decision. The student then has up to three business days to submit the letter of appeal to the Dean. The letter of appeal must provide a detailed account of why academic difficulty was experienced and an explanation of why the actions of the Academic Standards Committee should be reviewed. Upon review of the appeal, the Dean will determine if a meeting with the student is warranted and will determine a final disposition regarding the appeal within five business days. Final disposition may result in the

⁵ The minimum required semester GPA for the Doctor of Pharmacy class of 2021 and prior classes is 2.30.

upholding the Committee's decision or overturning the Committee's decision (and may result in lesser or more severe actions). The student may appeal the actions of the Dean to the Provost of Western New England University within three business days of the student's receipt of notification of the Dean's decision. The appeal must be sent to the provost.office@wne.edu address. Appeal to the Provost occurs only in the event of a claim that due process was violated or in the event that new supportive evidence becomes available.

Graduation Policy

A. Doctor of Pharmacy program

Students who have satisfactorily completed all academic requirements and who have been recommended by the College of Pharmacy and Health Sciences faculty (as indicated by the successful completion of the Doctor of Pharmacy curriculum) may be awarded the Doctor of Pharmacy degree, provided that they are of good moral character and have met the following standards. They must have:

1. Earned a passing grade in all coursework.
2. Successfully remediated all course scores below C.
3. Maintained a minimum 2.500⁶ cumulative grade point average.
4. Satisfied all programmatic requirements.
5. Completed all professional coursework in the program within a period of six years, unless the student petitions the Office of Academic Affairs for an extenuating circumstance.
6. Satisfactorily completed four academic years of residence in a school of pharmacy that is ACPE accredited, the final two academic years of which must be completed at Western New England University College of Pharmacy and Health Sciences.

B. Doctor of Occupational Therapy program

Students who have satisfactorily completed all academic requirements and who have been recommended by the College of Pharmacy and Health Sciences faculty (as indicated by the successful completion of the Doctor of Occupational Therapy curriculum) may be awarded the Doctor of Occupational Therapy degree, provided that they have met the following standards. They must have:

1. Satisfactorily met the cumulative grade point average requirement of 3.000;
2. Satisfactorily completed all didactic courses with a minimum of a B- grade;
3. Satisfactorily completed all Level I fieldwork courses with a passing grade;

⁶ The minimum cumulative GPA for the Doctor of Pharmacy class of 2021 and prior classes is 2.300.

4. Satisfactorily completed all Level II fieldwork and doctoral experiential residency courses within 18 months following the completion of the didactic portion of the curriculum, with passing grades in each; and
5. Met the College standard for being of “good moral character”; and
6. Met their university obligations for payment of tuition, fees, and other costs.

Grading Policy

A. Doctor of Pharmacy program grading scale

For non-experiential courses and laboratory courses offered within the Doctor of Pharmacy program, the grading policy for the graduating classes of 2020 and 2021 is:

A	B	C	F
100-90	89-80	79-70	<70
Exceeds Standard	Proficient	Competent	Failure
<ul style="list-style-type: none"> • Demonstrates full mastery of concept, knowledge, skill, or ability • Performance exceeds specified expectations • Demonstrates thorough understanding and in-depth application of concepts and skills 	<ul style="list-style-type: none"> • Demonstrates firm grasp of concept, knowledge, skill, or ability • Performance consistently meets specified expectations • Demonstrates good understanding and application of concepts and skills 	<ul style="list-style-type: none"> • Demonstrates basic grasp of concept, knowledge, skill, or ability • Performance minimally meets specified expectations • Demonstrates basic understanding and some application of concepts and skills 	<ul style="list-style-type: none"> • Demonstrates an incomplete grasp of concept, knowledge, skill, or ability • Performance does not meet specified expectations • Does not show/demonstrate understanding and/or application of concepts and skills

In calculation of Grade Point Average (GPA), the following grade and point system is used:
A=4.0, B=3.0, C=2.0; F=0.0

For non-experiential courses and laboratory courses offered within the Doctor of Pharmacy program, the grading policy for the graduating classes of 2022 and beyond is:

A	A-	B+	B	B-	C+	C	F
93-100	90-92	87-89	83-86	80-82	77-79	70-76	Below 70
Exceeds Standard	Proficient			Competent		Failure	
4.0	3.7	3.3	3.0	2.7	2.3	2.0	0.0
<ul style="list-style-type: none"> • Demonstrates full mastery of concept, knowledge, skill, or ability • Performance exceeds specified expectations • Demonstrates thorough understanding and in-depth application of concepts and skills 	<ul style="list-style-type: none"> • Demonstrates firm grasp of concept, knowledge, skill, or ability • Performance consistently meets specified expectations • Demonstrates good understanding and application of concepts and skills 			<ul style="list-style-type: none"> • Demonstrates basic grasp of concept, knowledge, skill, or ability • Performance minimally meets specified expectations • Demonstrates basic understanding and some application of concepts and skills 		<ul style="list-style-type: none"> • Demonstrates an incomplete grasp of concept, knowledge, skill, or ability • Performance does not meet specified expectations • Does not show/demonstrate understanding and/or 	

A	A-	B+	B	B-	C+	C	F
							application of concepts and skills

B. Doctor of Occupational Therapy program grading scale

For non-experiential/non-fieldwork courses and labs offered within the Doctor of Occupational Therapy program, the grading policy is:

A	A-	B+	B	B-	C+	C	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	Below 73
Superior	Above Average	Above Average	Average	Below Average	Below Average	Below Average	Failure
4.0	3.7	3.3	3.0	2.7	2.3	2.0	0.0

The Pass/Fail option is used for experiential/fieldwork courses and Professional Development courses, and either Pass (P) or Fail (F) will be recorded on the official transcript. The grade of P is not counted in computing grade point averages; a grade of F is included.

Cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours completed. To determine academic standing, grade point averages are rounded to the second decimal place (or nearest 0.001 point).

For students granted the opportunity for remediation by the Academic Standards Committee, the GPA will be calculated by replacing the non-passing grade to the minimal passing grade (C or Pass in Pharmacy, B- or Pass in occupational therapy). The non-passing grade will still be maintained on the student record, but will no longer be used in the calculation of the cumulative GPA.

Students who withdraw or take a Leave of Absence (described in the *Leave of Absence Policy* section of this Handbook) from the College of Pharmacy and Health Sciences before the completion of a semester will be assigned a grade of “W” if the withdrawal occurs prior to the last withdrawal date published in the final academic calendar for that semester.

A grade of incomplete (“I”) may be granted only when work is not completed due to circumstances beyond the student’s control (such as severe illness) or in the case of remediation . The student has four weeks (occupational therapy) or six weeks (pharmacy) from the last day of final examinations to satisfy course requirements. Extension may be granted only for continued circumstances beyond the student’s control and must be approved by the Assistant/Associate Dean of Academic Affairs. The “I” becomes an “F” for work not completed after four weeks (occupational therapy) or six weeks (pharmacy) or by the conclusion of an approved extension period.

A grade of incomplete on an experiential offering will be resolved by the Office of Professional Affairs (pharmacy) or Director of Fieldwork/Experiential Education (occupational therapy). A grade of incomplete on an experiential offering may delay a student’s anticipated date of graduation.

Examination Re-Grading Policy

Difficulties with assessment items on examinations should be communicated in writing to the Instructor(s) of Record after the examination has been graded. Students may request to have an

examination re-graded within one week of the posting of the exam grade or within the time frame specified in the course syllabus. Requests for re-grading of a question must be supported by appropriate justification (classroom text book, course materials, primary literature, etc.) and not based upon opinion or supposition. Re-grading requests submitted inappropriately will not be reviewed; re-grading may result in the lowering, increasing, or no change of the score.

Early Advisory System

Students will be appraised of in-progress grades via the learning management system throughout the semester; students are encouraged to closely monitor their academic progress and consult with classroom instructors or faculty advisors as needed. The College of Pharmacy and Health Sciences operates an Early Advisory System. The early advisory system can be used to commend a student's exemplary performance or as a warning for problematic performance. Faculty can use this system as an alert and detection mechanism for students who are experiencing the consequences of missed classes, unprofessional behaviors, incomplete assignments, and passive participation. The advisory system will be used to notify the Office of Academic Affairs and as a triggering mechanism for students to meet with instructors and/or advisors for improvement plan development. Early Advisory Reports are not recorded onto the official College of Pharmacy and Health Sciences transcript; however, they do become part of the student's academic record.

Early notification of academic progress for experiential coursework will be coordinated through the Office of Professional Affairs (pharmacy) or the Director of Fieldwork/Experiential Education (occupational therapy).

Academic Course Grade Appeal and Grade Change Policy

The Course Grade Appeal Policy is intended to provide the student protection against receiving an unfair final course grade, while preserving the academic rights and responsibility of the instructor. Every student has the right to receive a final course grade free from prejudice, discrimination, and arbitrariness. Likewise, every instructor has the right and responsibility to assign a grade based on thoughtful evaluation of students' work in an acceptable professional manner that is employed equally. Students and instructors should make every attempt to resolve questions on final grades prior to pursuing a formal grade appeal.

The Course Grade Appeal Policy is a defined process for a student to appeal a final course grade that was based on prejudice, discrimination, arbitrary action, a miscalculation, or reasons unrelated to academic performance; or a final course grade that was a substantial departure from the previously announced grading standards. Only the final course grade may be appealed. In the absence of compelling reasons, such as clerical error, discrimination, arbitrariness, or departure from written grading standards, the grade assigned by Instructor of Record is considered final. There is the presumption that the Instructor of Record has conducted the course in a professional manner with competent evaluation of students' work. Thus, the student shall have the burden of proof with regards to the complaint and a request for review. If the student does not adhere to the allotted time frames, the disposition of the case made in the previous step is deemed final.

Course Grade Appeal Procedure

Step 1: A student who wishes to dispute a final course grade must file an appeal in writing. For all didactic and laboratory courses, the appeal shall be directed to the course Instructor(s) of Record. For pharmacy experiential courses, the appeal shall be directed to the Executive Director of Professional Affairs; for occupational therapy experiential courses, the appeal shall be directed to the Director of Occupational Therapy Experiential/Fieldwork Education. The written appeal shall indicate the basis for the course grade appeal, and include supportive documentation.

- For didactic and laboratory courses, this appeal must be submitted no later than 5 business days after final course grades have been posted to Self Service. The Instructor(s) of Record are required to rule on the appeal in writing no later than 2 business days of receipt of the appeal letter.
- For experiential courses, this appeal must be submitted no later than 5 calendar days after the last day of the experiential course. The Executive Director of Professional Affairs or the Director of Occupational Therapy Experiential/Fieldwork Education is required to rule on the appeal in writing no later than 5 business days of receipt of the appeal letter.

Step 2: If the matter has not been resolved to the satisfaction of the student in step 1, the student may submit a written appeal to the appropriate Department Chair (pharmacy) or Division Chair (occupational therapy) within 5 business days of the appeal decision in step 1. In the case of a course whose Instructors of Record reside in different departments, both Department Chairs (pharmacy) shall be included in the appeal. Written appeals for experiential/fieldwork courses shall be submitted to the Chair of the Department of Pharmacy Practice (pharmacy) or the Division Chair (occupational therapy). The Department Chair(s)/Division Chair has/have 5 business days from receipt of the appeal to achieve resolution and notify the student of the outcome in writing. If the Department Chair/Division Chair is the Instructor of Record, the appeal must be submitted to the Dean of the College.

Step 3: If the matter has not been resolved to the satisfaction of the student in step 2, the student may request in writing that the appeal be forwarded to the Dean of the College. This request must be made to the Department Chair (pharmacy) or Division Chair (occupational therapy) within 2 business days. The Department Chair or Division Chair must forward all relevant materials to the Dean within 2 business days of this request. The Dean then has 5 business days from receipt of materials to render a written decision; the decision of the Dean is final.

If an Instructor of Record determines that they submitted an inappropriate course grade, they can request a grade change in writing through the University's Student Administrative Services at any time prior to a student's graduation or departure from the College.

Retention of Records

As part of the Course Grade Appeal policy, faculty are required to keep and secure all grade-related materials for a minimum of one additional academic semester. Any materials which apply to a disputed or appealed grade should be retained and secured for a minimum of 6 months following completion of the appeal process. Grade-related materials may include but are not limited to: examinations, attendance records, grade records, written assignments, projects, and any other written material used for student assessment. If materials are returned to students, the

student who appeals a course grade must present these materials as evidence to form the basis for their appeal.

Dean's List

The College of Pharmacy and Health Sciences has a Dean's List published each academic semester. The Dean's List is recorded on the academic transcript of students who are pursuing the Doctor of Pharmacy degree and have achieved a semester GPA of 3.500⁷ in 12 or more semester credit hours for each semester of the academic year and completed programmatic requirements to date. Students will be acknowledged for the Dean's List via a letter from the Dean and a certificate, as well as posted accordingly.

Students who have violated the Student Code of Conduct during the academic year are ineligible for the Dean's List for that semester.

Honors

Honors are awarded at graduation for superior scholastic attainment. Students are recommended for honors if, in addition to satisfying all other requirements for the degree, they have completed a minimum of 60 credit hours at the College of Pharmacy and Health Sciences and have earned the required cumulative College of Pharmacy and Health Sciences grade point average:

- *Cum Laude* requires the cumulative grade point average of at least 3.300.
- *Magna Cum Laude* requires the cumulative grade point average of at least 3.600.
- *Summa Cum Laude* requires the cumulative grade point average of at least 3.800.

Class Attendance and Absence Policy

It is the policy of Western New England University that students are expected to attend all class sessions in which they are enrolled. Attendance at all regularly scheduled classes, laboratories (including clinics) and examinations is a student's obligation to the attainment of professional excellence. Students must comply with the faculty member's method of monitoring attendance (class roll, pre-class assessments, etc.). While each individual instructor is free to evaluate the importance of attendance in determination of course grades, unexcused absences from class activities may result in academic penalties.

A student who will not be attending class must inform the course instructor by telephone, e-mail, or letter in advance of the class meeting time. In extraordinary circumstances, the course instructor (and Assistant/Associate Dean for Student Affairs) may be notified after the absence occurs. Lack of communication by the student relative to the absences will be deemed an unexcused absence. In general, excused absences are defined as absences resulting from medical emergencies or death in the immediate family. In these instances, the student must provide documentation that attests to the validity of the reason for the absence to the instructor of record within 24 hours of return to campus. Without documentation, the absence is considered an unexcused absence. Accumulation of absences exceeding ten percent of total class time (e.g., 3 classroom hours of a 2-credit traditional lecture-based class) in an attendance-required class may

⁷ The minimum GPA requirement for Dean's List for students enrolling prior to August 2019 is 3.300.

be deemed a College of Pharmacy and Health Sciences Code of Conduct violation and constitute the initiation of a disciplinary preliminary hearing. Students are expected to give a reason for their absence to individual instructors and to make up all work missed due to the absence (if allowed by the course instructor as indicated in the course syllabus). If a student is excessively absent, the instructor should report the student to the Assistant/Associate Dean for Student Affairs.

The attendance and absence policies for experiential/fieldwork are outlined in the supplemental experiential/fieldwork handbooks.

Promptness is one of several traits that health care professionals should display. Consequently, students are expected to be at all class meetings, events, and activities on time. Tardiness disturbs both the student and the lecturer; repeated violations will be considered improper professional behavior and may result in disciplinary action.

Absences as a Result of Religious Holidays Policy

The General Laws of Massachusetts Chapter 151C, Section 2B stipulate “Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his (or her) religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he (or she) may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.”

Absences as a result of a religious holiday will be excused when the student presents the request in advance of the absence to the Office of Student Affairs at least 10 business days in advance of the absence. The intent and spirit of this policy is to allow students to attend religious ceremonies on the day of the observance. Retreats, conferences, revivals, or other functions specific to a denomination or congregation are not eligible for an excused absence within this policy.

Missed Examination and Assignment Policy

Missed examinations or assignments are defined as any missed assessments that constitute a portion of the final grade for a course or for the year. Specific guidelines regarding missed examinations or assignments are as follows:

- Valid reasons for missing assignments or examinations of any kind may include personal illness, illness or death of a close family member, or unavoidable mishaps such as an automobile accident on the way to the examination. **Work is not a valid excuse.**
- When students miss an assignment or examination, it is the student's responsibility to notify the instructor(s) of record. For excused absences, students must notify instructor(s) of record by the deadline required in the College of Pharmacy and Health Sciences Short Term Leave Policy. Students should make every attempt to notify the instructor(s) of

record of a known upcoming absence in advance of the assignment due date or the examination date.

- A letter from a physician or member of the clergy (or other appropriate professional familiar with the circumstances) will be required to substantiate the reason for missing the assignment or examination.
 - In regards to attendance requirements and lower-stakes assessments (equal to or less than five percent of the overall course grade), if a student is granted a Short Term Leave from the Office of Student Affairs, the absence shall be deemed excused; instructor(s) of record have the option of providing a make-up assessment or removing the assessment from the course grade calculation.
 - For courses where one or more lower-stakes assessments are dropped from the overall course grade calculation, a missed lower-stakes assessment (excused or unexcused) will be considered the “dropped” assessment; in these instances, a student is not entitled to a make-up assessment.
 - Letters for missed assignments should be delivered to the instructor(s) of record, who will determine if the circumstances allow for the extension of the assignment’s due date.
 - Letters for missed examinations should be delivered to the Office of Student Affairs, who will determine if the circumstances allow for the examination to be rescheduled (“made up”) at a later date and time.
 - Decisions of the Office of Student Affairs on missed examinations may be appealed to the Dean of the College.
- For absences causing the student to miss a programmatic assessment, students must notify the Office of Academic Affairs (Pharmacy) or the Director of Occupational Therapy (occupational therapy). Students should make every attempt to notify the Office of Academic Affairs/Director of Occupational Therapy program of a known upcoming absence on the date of a programmatic assessment.
 - Letters for missed programmatic assessments should be delivered to the Office of Academic Affairs (pharmacy) or the Director of the Occupational Therapy program (occupational therapy), who will determine if the circumstances allow for the programmatic assessment to be rescheduled.
 - Decisions on missed programmatic assessments may be appealed to the Dean of the College of Pharmacy and Health Sciences.
- Where a reason for the absence is not presented or is considered invalid, the student will be given a grade of zero for the missed assignment, examination, or programmatic assessment.

The missed assignment policies for experiential/fieldwork are outlined in the supplemental experiential/fieldwork handbooks.

Student Concerns

A student who has academic or non-academic concerns involving a faculty member or course that are not of general interest to the class should speak directly to the course instructor, fieldwork educator, or pharmacy preceptor. If the matter is unable to be resolved at this level, the concern should be taken by the student to the instructor of record (or in the case of experiential/fieldwork learning, to the Executive Director for Professional Affairs or the Director

of Occupational Therapy Experiential/Fieldwork Education). If the matter cannot be resolved at this level, or the student feels that it was handled in an unsatisfactory manner, the appropriate Department Chair (pharmacy) or Division Director (occupational therapy) should be contacted concerning the matter. If the matter cannot be resolved at this level, or if the student feels that it was not handled satisfactorily, the student should take the matter to the Assistant/Associate Dean for Academic Affairs. The matter will be reviewed and a recommendation will be made to the Dean for consideration and final determination.

If the academic or non-academic concern(s) involving a faculty member or course might involve more than one individual in the course/class or is of general interest to the class, the student should write down the concern and present it to the appropriate class representative (see *Student Governance*) so that they might sample class opinion to determine whether the concern(s) are valid to the majority of the class. The class representative will perform the class sampling prior to the start of or following the conclusion of a regularly scheduled class, in the absence of any College of Pharmacy and Health Sciences administrators, faculty, or staff. If the class representative determines that the concern is valid for the majority of the class, the class representative shall take responsibility for bringing forth the matter to the instructor with documentation of concern and supporting evidence, and follow the same process outlined above.

All non-academic concerns not involving a faculty member or course should be brought to the attention of the Pharmacy Student Governance Association (PSGA; see *Student Governance*). These concerns will be addressed by the Assistant/Associate Dean for Student Affairs. If the matter cannot be resolved at this level, or if the Pharmacy Student Governance Association feels that it was not handled satisfactorily, the matter should be taken to the Dean for consideration and final determination.

Student/students who believe the appropriate class representatives (for faculty or course concerns) or the PSGA (for non-academic concerns not involving faculty) did not uphold their responsibilities in this process may seek an advisory opinion from their faculty class adviser or the Assistant/Associate Dean for Student Affairs. The Assistant/Associate Dean for Student Affairs may convene a mediation meeting between the students and the appropriate class representatives or the PSGA Executive Committee.

Academic Support Services

Student Advising

The purpose of the student advising program is to:

- Assist students admitted into the professional program in effectively progressing through the professional curriculum
- Provide the student with a resource to reinforce the requirements, expectations, and standards of the professional program
- Guide the student in meeting the professional development requirements necessary for student progression and graduation
- Provide the student with a resource regarding the profession

The student advising program is designed to help the student successfully navigate the professional program and so the student knows he or she has someone to turn to when issues or questions arise. It is possible the relationships formed during student advising may evolve into mentoring relationships that may further enhance guidance and career development.

Expectations of the Student

- Be proactive in communicating with their advisor. Maximizing the value of an advisor as a resource occurs when the student is proactive in seeking guidance or assistance with various issues.
- Schedule a meeting with their advisor:
 - During the first two weeks of the a semester to discuss any issues or concerns
 - During last two weeks of the semester to discuss how the semester has gone (if necessary)
 - As soon as possible if the student is placed on academic probation
- Seek immediate assistance of their advisor if experiencing academic difficulties or any other issues
- Make and keep appointments to meet with their faculty advisor regarding academic ability and progress

Expectations of the Faculty

- Be available to meet with advisee in the first two weeks of each semester, and meet more frequently if a student is experiencing academic difficulties or is on academic probation
- Communicate necessary information and updates to their advisees on a periodic basis

Student Counseling Resources

Western New England University Counseling Services offers a variety of services to help students achieve their educational and personal goals. Western New England University provides confidential, individual and group counseling; crisis intervention; and consultation for students, staff, and faculty with personal, social, and educational concerns

Counseling services are provided at no charge to all full-time students. A student can work with a counselor in a safe and supportive environment to explore concerns, gain a better understanding of himself/herself, and work toward resolution of their difficulties. Counseling is confidential; even the fact that the student is coming to the counselor's office cannot be disclosed to anyone without the student's written permission. Information regarding counseling services can be found on the University website or by contacting Student Counseling Services.

Tutoring Resources

College of Pharmacy and Health Sciences students will have access to peer tutoring services in profession specific coursework which will be coordinated through the Office of Academic Affairs (pharmacy) or Director of Occupational Therapy (occupational therapy). College of Pharmacy and Health Sciences students also have access to support services supplied through the University's Writing Resource Center and the Math Center. These University offices offer tutoring and support services for students experiencing difficulties in math, reading, and writing.

Co-Curricular Standards, Requirements & Expectations

Student Governance

The College of Pharmacy and Health Sciences maintains its own governance structure, the Pharmacy Student Governance Association (PSGA). The PSGA is the overarching governing body for student governing issues and concerns. The PSGA Executive Committee consists of the PSGA President, Vice President, Secretary, and Treasurer. Members of the PSGA Executive Committee are prohibited from serving within an executive position (President, Vice President, Secretary, Treasurer or equivalent) within another PSGA-recognized College of Pharmacy and Health Sciences student organization. Each class within the College of Pharmacy and Health Sciences (PY-1, PY-2, PY-3, and PY-4) elects officers to represent its class on matters of interest before the PSGA. The voting members of the PSGA consist of the Executive Committee and one member of each PSGA-recognized College of Pharmacy and Health Sciences student organization. A College of Pharmacy and Health Sciences faculty member will be appointed by the Dean to serve as faculty advisor to the PSGA. Additionally, the Dean and/or the Assistant Dean for Student Affairs will periodically attend PSGA meetings to interact with students, solicit their opinions, and provide updates on current College of Pharmacy and Health Sciences initiatives. Students will be referred to the PSGA constitution and other guiding documents for specific information concerning student involvement and the responsibilities of PSGA-recognized organizations and clubs.

Students are important participants in the governance of the College of Pharmacy and Health Sciences. In addition to the PSGA, students are elected or appointed to serve on many of the College's standing committees. The purpose of each College of Pharmacy and Health Sciences standing committee is described to students during Orientation; a brief description of each committee can be found in Appendix C. Students are also participants in various ad-hoc committees, including those committees tasked with completing accreditation self-studies and evaluating the College's strategic plan for revisions. The PSGA will nominate students to serve on these ad-hoc committees. These nominated students will be appointed by the Dean.

Professional Clubs and Organizations

The College of Pharmacy and Health Sciences has professional clubs and organizations for students to participate. Student clubs and organizations are recognized as essential vehicles to increase a student's growth, professional maturity, and leadership development. Membership and active participation in professional pharmacy clubs and organizations is an expectation of the students enrolled in the pharmacy program. The College of Pharmacy and Health Sciences provides support for pharmacy students to join one recognized non-fraternal professional pharmacy organization of their choice that is active and in good standing with PSGA during their PY1 year. Professional organizations provide students the opportunities to develop leadership skills, broaden social and professional perspectives, and contribute to the activities and initiatives of the College of Pharmacy and Health Sciences. Anticipated outcomes of professional organizations are the sharing of ideas, values, activities, and cultures among faculty, staff and students. Ultimately, active participation in professional organizations benefits the College of Pharmacy and Health Sciences, the student and the profession.

A list of PSGA-recognized organizations and clubs is listed on the College website.

Alcohol Policy

The College of Pharmacy and Health Sciences requires PSGA-recognized professional organizations to adhere to the Western New England University alcohol guidelines. The University requires that requests to serve alcohol at College of Pharmacy and Health Sciences sponsored social functions must be made one month in advance of the planned event date. It does not matter whether or not College of Pharmacy and Health Sciences or student organization funds are being used for the purchase of alcohol; with few exceptions, if students and alcohol are present at a College of Pharmacy and Health Sciences sanctioned event, an Alcohol Request Form (available on the University web site) must be completed. The request will be reviewed by the Assistant Dean of Students within the University's Office of Student Activities and Leadership Development.

This policy covers all College of Pharmacy and Health Sciences sanctioned events where alcohol is either served or sold.

Examples of these events include:

- College of Pharmacy and Health Sciences faculty/student bowling events
- College of Pharmacy and Health Sciences Annual Golf Tournament
- Semi-formal dinners and social events organized by the PSGA or a College of Pharmacy and Health Sciences student organization

Events that are exempt from this policy include:

- Fundraising evenings at local restaurants (Chili's, Texas Roadhouse, etc.)
- Bus trips to local casinos
- Informal, non-sanctioned events at establishments licensed to sell and serve alcohol

The following steps must be taken:

1. If an event where alcohol will be served or sold to students is seeking sanctioning by the College of Pharmacy and Health Sciences and/or the PSGA, the sponsoring individual/organization needs to indicate as such in the request for sanctioning. The College of Pharmacy and Health Sciences and/or the PSGA can review and approve the event sanctioning request independent of the request for alcohol, but neither the College of Pharmacy and Health Sciences nor the PSGA can approve the sale/serving of alcohol at the event.
2. A University alcohol request form needs to be completed and submitted to the Assistant Dean of Students/Student Activities & Leadership Development at least one month in advance of the event date.
3. The Assistant Dean of Students/Student Activities & Leadership Development shall review the request and notify the sponsor and venue of the approval, approval with modifications, or denial of the request for the sale/serving of alcohol at the event.

Professional organizations that fail to comply with the University alcohol guidelines face sanctions from the College of Pharmacy and Health Sciences and/or the University, ranging from

a reduction or loss of privileges to the loss of PSGA recognition and the suspension of all organization activities.

Student Involvement in Program Assessment

The Program Assessment Plan for the College of Pharmacy and Health Sciences will incorporate student input at many different levels. Students will complete surveys evaluating their satisfaction and engagement in the program and will evaluate each course every semester. The Program Assessment Plan includes the following specific benchmarks which will be based on student feedback:

- Each course and/or instructor will be evaluated by students at least once annually. In each instance, results of the evaluation must indicate that the course and/or instructor is rated at a satisfactory level; in the event of an unsatisfactory rating, the faculty must document ongoing efforts to improve their teaching skills. The data will be used to enhance the quality of teaching and faculty development programming. Student evaluation data is included in the faculty annual evaluation as well as in the application for promotion and/or tenure.
- The Office for Assessment and Accreditation will coordinate annual surveys to determine student satisfaction with the College of Pharmacy and Health Sciences curriculum, faculty, facilities, technology, services, practice experiences, educational resources, and opportunities for non-academic experiences (clubs, social events, etc.).
- The American Association of Colleges of Pharmacy Graduating Pharmacy Student Survey will be administered each year to all graduating students. The results will be used to identify strengths and areas for improvement within the program, and to compare the responses of our students to the aggregate results of other pharmacy schools across the country.

Exit interviews of all graduating students will be conducted by the Office of Student Affairs during the final semester of the programs. The data will be used to measure students' satisfaction with their experience at the College of Pharmacy and Health Sciences and to assure and enhance the students' quality experience while attending Western New England University.

Scholarships, Honor & Awards Recognition

Please visit the College of Pharmacy and Health Sciences website for updates and more information.

Other College Policies

Leave of Absence Policy

Students enrolled in the College of Pharmacy and Health Sciences, who are in good academic

standing, are eligible to request a Leave of Absence. A Leave of Absence allows an appropriately approved student a release from no less than one academic semester and no more than two academic semesters of curricular and co-curricular responsibility. A Leave of Absence does not negatively impact the student's academic status with the College of Pharmacy and Health Sciences, but will delay their anticipated date of graduation. Situations in which a Leave of Absence is appropriate include physical or psychological medical emergencies, the death of an immediate family member, pregnancy/childbirth, adoptions, and other situations (considered on a case-by-case basis) that preclude the student from meeting the minimum curricular and co-curricular requirements of the program within the semester and/or academic year in which they are enrolled. A Leave of Absence does not release students from their educational and/or financial obligations to the curricular and co-curricular responsibilities for their professional program. A Leave of Absence has a maximum duration of one academic year (two semesters) from the date of the granting of a Leave of Absence, and must be submitted using the appropriate forms.

Students who are requesting a Leave of Absence must adhere to the following steps:

1. The student must make an appointment with the Assistant/Associate Dean for Student Affairs immediately upon the recognition of the need for a leave of absence to discuss the individual situation and the determination of eligibility for leave.
2. The student must also consult their academic advisor to make the advisor aware of the situation and the desire to request a Leave of Absence.
3. The student must complete an official Leave of Absence request and submit the paperwork to the Office of Student Affairs.
4. Upon receipt of the official Leave of Absence request, the Assistant/Associate Dean for Student Affairs, working in conjunction with the Assistant/Associate Dean for Academic Affairs (pharmacy) or Program Director (occupational therapy), will review and consider the curricular and co-curricular impact of the granting of a Leave of Absence.
5. The student will receive a communication from the Office of Student Affairs regarding the status of the petition within 5 business days of receipt of the petition. Once the Leave of Absence has been approved, the student is responsible for communicating with the Office of Student Affairs and the Student Administrative Services Office to determine how the leave of absence affects financial aid eligibility. If applicable, the student should also meet with any other College of Pharmacy and Health Sciences and/or College representatives necessary to facilitate the Leave of Absence.
6. During the approved duration of the leave of absence, the student is responsible for periodically checking their University issued e-mail account and communicating with the Office of Student Affairs to keep the College of Pharmacy and Health Sciences informed of any changes to contact information and/or any situations that may impact the student's ability and/or readiness to continue with the program at the expiration of the approved Leave of Absence.
7. An approved Leave of Absence has a maximum duration or expiration of one academic year (two semesters). Any requests for an extension beyond the original expiration date must be made in writing, submitted to the Office of Student Affairs, and received at least 15 business days prior to the Leave of Absence expiration date.

8. Students who have been approved for a Leave of Absence must request a meeting with the Academic Standards Committee 20 business days prior to being reinstated in the College of Pharmacy and Health Sciences.
9. On the return date from the approved Leave of Absence and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Assistant/Associate Dean for Student Affairs to provide any paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular responsibilities.

Short Term Leave Policy

Students enrolled in the College of Pharmacy and Health Sciences are eligible to petition for Short Term Leave. Short Term Leave allows an appropriately approved student the ability to receive up to 5 days of leave from curricular activity per semester. Situations in which Short Term Leave is appropriate include physical or psychological medical emergencies, death of an immediate family member, pregnancy / childbirth, adoptions, or other situations (considered on a case-by-case basis). Short Term Leave does not release students from their obligations to the curricular and co-curricular responsibilities for their professional program. Short Term Leave is designed to allow the pharmacy student time for recovery from associated medical interventions, coordinate and/or attend funeral arrangements, etc. prior to returning to curricular and co-curricular requirements. For instances in which greater than 5 days of Short Term Leave are required within a single semester, the College of Pharmacy and Health Sciences Leave of Absence Policy is available.

Pharmacy students who are petitioning for Short Term Leave must adhere to the following steps:

1. Correspond with the Assistant/Associate Dean for Student Affairs (with a courtesy notification to the Instructor(s) of Record for classes for which the student expects to be absent) immediately upon the recognition of the need for leave. The preferred medium for this correspondence is through an in-person meeting, though it may be done by other means (e.g., e-mail or telephone) in an emergency.
 - a. Requests for Short Term Leave will not be considered unless the request has been made prior to the return from leave.
 - b. Faculty are not obligated to excuse any missed assessments, assignments, or programmatic requirements that occurred prior to the notification of the Assistant/Associate Dean for Student Affairs.
2. The student must complete an official Short Term Leave request form and submit the paperwork to the Office of Student Affairs. (This requirement may be amended in an emergency, whereby the Assistant/Associate Dean will collect the necessary information from the student to complete the Short Term Leave request form.)
3. The student will receive a communication from the Office of Student Affairs regarding the status of their petition within one business day of receipt of the petition. If the petition for Short Term Leave is approved, the Assistant/Associate Dean for Student Affairs will notify all instructor(s) of record of courses which the student is expected to be absent, and include the date and time of day the Short Term Leave commenced.
 - a. The student is responsible for communicating with the Office of Student Affairs during the Short Term Leave period to share their status/progress.

4. On the return date from the approved Short Term Leave and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Office of Student Affairs and provide appropriate paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular functioning. The student is required to contact each instructor(s) of record (via telephone, e-mail, or in person meeting) on the return date to determine how missed course work or programmatic requirements will be made up.
 - a. Faculty are not obligated to excuse any missed assessments, assignments, or programmatic requirements if the student fails to adhere to the above notification requirements.
5. All missed course work, evaluations, and course assignments must be completed by the date provided by the instructor of record. Students are expected to self-learn material missed in didactic coursework.

PLEASE NOTE: Students who require time away from curricular and co-curricular responsibilities beyond the period provided by the Short Term Leave will be referred to the Office of Student Affairs for review for a Leave of Absence from the College of Pharmacy and Health Sciences.

Physical and Psychological Emergencies Policy

A student who is reasonably believed to be in an immediate life-threatening danger to himself/herself or an immediate life-threatening danger to others due to physical or psychological difficulties may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact with their emergency contact (spouse, parent, etc.), disciplinary action, or mandatory withdrawal from the University. If the disturbing and/or dangerous behavior is not corrected in a timely and sufficient manner, Short Term Leave or a Leave of Absence may be imposed.

Withdrawal Policy

Attendance and participation in the professional programs is based upon meeting specified levels of performance and the maintenance of minimum established standards of personal, professional, and scholarly conduct.

All students are expected to take all required courses in the year and semester to which these courses have been assigned. Students are not allowed to withdraw from any single (or multiple) required courses while enrolled in the College of Pharmacy and Health Sciences. A student may only withdraw from an elective course at the discretion of the Assistant/Associate Dean of Academic Affairs. Students are ineligible to withdraw from any elective pharmacy practice experiential offering.

A student wishing to withdraw from further study at the College of Pharmacy and Health Sciences must adhere to the following steps when requesting to withdraw.

1. The student must consult with their academic advisor and complete the appropriate paperwork requesting to withdraw from the professional program.

2. The student should complete an official request to withdraw from the professional program and provide it to the Office of Student Affairs.
3. The Assistant/Associate Dean for Student Affairs will review the paperwork and make an appointment to meet with the student to review the request.

Students withdrawing from the College of Pharmacy and Health Sciences before the completion of any semester will be assigned grades in accordance with the College of Pharmacy and Health Sciences Grading Policy.

Students who withdraw from the College of Pharmacy and Health Sciences will no longer be eligible to utilize College or University services (facilities, library services, technology, etc.).

The College of Pharmacy and Health Sciences reserves the right to require withdrawal of a student at any time when deemed necessary to safeguard the standards of orderly operation, scholarship, and conduct.

Readmission Policy following Withdrawal or Dismissal

Personal and academic circumstances may require a student to cease enrollment in the College of Pharmacy and Health Sciences. A student seeking readmission to the College of Pharmacy and Health Sciences must complete and submit all required paperwork a minimum of eight weeks prior to the beginning of the semester for which the student is seeking readmission. The student's readmission is subject to the following guidelines:

For students in good standing (defined for purposes of this policy as students who have not been dismissed, are not on probation in the College of Pharmacy and Health Sciences for scholastic or disciplinary reasons, and have not been convicted of a felony or misdemeanor):

If the period of withdrawal is less than two calendar years (24 months), the student must submit a signed letter to the Office of Student Affairs. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which the student wishes to be readmitted. The student will also be required to complete a criminal background check.

Upon receipt of the request, the Admissions Committee will meet to discuss the request. Based upon the circumstances of the case, the Admissions Committee will determine whether approval will be given for the student to be readmitted to the College of Pharmacy and Health Sciences. If approval is granted, the Admissions Committee will set the conditions for readmission, including the best course of action for course load and scheduling. If the Admissions Committee denies readmission, the student may appeal the decision to the Dean; appeals must be submitted within 10 business days of the Committee decision.

For students who are not in good standing (defined for purposes of this policy as students who have been dismissed or are on probation at time of withdrawal from the College of Pharmacy and Health Sciences for scholastic or disciplinary reasons, or whose absence has resulted from felony or misdemeanor conviction):

1. If the period of absence is less than two calendar years (24 months), the student desiring readmission must:
 - a. Request readmission to the College of Pharmacy and Health Sciences
 - b. Submit a signed letter to the Office of Student Affairs for presentation to the Admissions Committee for permission to be readmitted. The letter should state the reason(s) for the student's absence from the program, the steps that the student has taken to resolve the issue(s) that led to withdrawal or dismissal, and the desired date to return.
 - c. Complete a criminal background check

Upon receiving the request for readmission, the Office of Student Affairs will request a meeting of the Academic Standards Committee to discuss the request for readmission and provide an advisory opinion to the Admissions Committee. The Admissions Committee will determine whether approval will be given, based on the circumstances of the case. If approval is granted, the Admissions Committee will set the conditions for readmission, including the best course of action for course load and scheduling. If the Admissions Committee denies readmission, the student may appeal the decision to the Dean; appeals must be submitted within 10 days of the Committee decision.

2. Any student who has been dismissed twice from the College of Pharmacy and Health Sciences will not be considered for readmission.

All students who have been absent (due to a leave of absence, a withdrawal, or a dismissal) from the College of Pharmacy and Health Sciences for two years (24 months) or more and wish to be readmitted will be treated as a new applicant. The student must apply to the College of Pharmacy and Health Sciences as a first-year student and must fulfill all admission requirements. If the student is accepted for readmission, the student must start the curriculum in the first professional year and take all required classes, including all previously completed classes.

APPENDICES

Appendix A: Technical Standards for Admission, Progression, and Graduation

The Doctor of Pharmacy (Pharm.D.) degree identifies persons who have completed the curriculum necessary to perform the functions of a pharmacist in a broad variety of clinical situations and to render a wide spectrum of patient care. These technical standards, in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the intelligence, integrity, and physical, personal, and emotional characteristics necessary to become an effective pharmacist. These standards are required for admission, progression, and completion of the professional program, and are necessary to ensure the competencies of the College of Pharmacy's graduates.

Students who graduate from the program are eligible to become pharmacists without restrictions on their practice; therefore, the curriculum requires students to successfully complete all core components of the program. Depending on the circumstances, some reasonable accommodation may be possible and made available to students with disabilities, but a student must perform in a reasonably independent manner. While the College will attempt to develop creative ways of opening the curriculum to competitive, qualified disabled individuals, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to educating a pharmacist. As such, the College reserves the right not to admit or progress any applicant or student who is unable to meet the technical standards with reasonable accommodations. Applicants should evaluate himself/herself for compliance with these technical standards; submission of the application will serve as testimony of the ability to comply with these standards. Applicants and students who have concerns about meeting the technical standards should contact the Office of Student Affairs.

TECHNICAL STANDARDS

Candidates for the Pharm.D. degree must perform specific essential functions that the faculty deem necessary for the practice of pharmacy. These functions fall into several categories, including: observation; communication; sensory and motor; intellectual, conceptual, integrative and quantitative; and behavioral and social. Candidates must also possess the physical and emotional stamina to function in a competent manner in a setting that may involve heavy workloads, multi-tasking, and stressful situations.

1. Observation: Students must observe experiments and demonstrations in the basic and pharmaceutical sciences, including but not limited to pharmacological and physiological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. Students must observe a patient accurately at a distance and at close proximity.
2. Communication: Communication includes not only speech but also reading, writing, and computer literacy. Students will be expected to observe patients in order to elicit information and perceive nonverbal communication in order to make sound clinical decisions. They must communicate with patients, caregivers, preceptors, faculty, and all members of the health care

team effectively, clearly, efficiently, and with appropriate empathy and sensitivity in oral and written English.

3. **Sensory and Motor:** Students must accurately compound and prepare prescription products for dispensing to patients. Such actions traditionally require coordination of both gross and fine muscular movement, equilibrium, and functional use of the senses of touch, smell, and vision. They must elicit information from patients using basic patient assessment skills such as palpation, auscultation, percussion, and other diagnostic maneuvers. Students must provide general care (eg. performing basic laboratory tests, administering immunizations) and emergency treatments (eg. first aid, CPR).

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Students will be expected to learn through many modalities, including (but not limited to) classroom instruction, small group activities, individual study, computer technology use, and report preparation and presentation. Students will be expected to possess the mental capacity to assimilate and learn large volumes of complex information. Students will memorize, analyze, calculate, and distill data and make decisions in a timely manner within settings in which there may be a reasonable amount of visual and auditory distraction and other stressors. A student must be fully alert and attentive at all times in clinical settings.

5. **Behavioral and Social Attributes:** Students must understand the legal and ethical aspects of pharmacy practice, and conduct themselves within the guidelines established by the law and the profession's ethical standards. Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the timely completion of all responsibilities, and the development of mature, sensitive and effective relationships with patients and other health care professionals. Students will be expected to tolerate physically, mentally, and emotionally taxing workloads and function effectively under stress. Students must adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the clinical problems of many patients. Honesty, compassion, integrity, empathy, interpersonal skills, and interest and motivation are all personal qualities that will be assessed during the admission and educational processes.

Appendix B: Essential Functions

Western New England University (“University”), the Division of Occupational Therapy, and the Doctor of Occupational Therapy Program (“Program”) support the principles of diversity, equal opportunity, and reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Division is committed to the education of all qualified students, regardless of ability or disability, and to ensuring that the Essential Functions of the Program can be met with or without reasonable accommodations.

In accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE), professional occupational therapy education programs educate students for entry level practice as generalist practitioners. Graduates of such programs are expected to possess a foundation of knowledge and skills necessary to participate in fieldwork and ultimately practice in the field. The skills necessary include physical, cognitive, social/emotional, cultural, communication, and professional skills. The following Essential Functions describe the minimal abilities required for successful participation in and completion of the Doctor of Occupational Therapy (OTD) Program at Western New England University. Prospective students are sent the list of Essential Functions at the time of acceptance into the OTD program. To matriculate, participate in, and progress through the OTD program students are expected to meet these Essential Functions, with or without reasonable accommodations. The University will make every attempt to provide the student with reasonable accommodations to help students participate in the program and within the campus community.

Students with disabilities who wish to request reasonable accommodations must notify the Office of Student Disability Services (SDS) in a timely manner. Any reasonable accommodations made by the University will depend upon the unique needs of the individual student in conjunction with the documentation provided. All requests will be reviewed on a case-by-case basis.

Essential Functions:

The following essential functions are considered necessary for full participation in the OTD program:

Physical, Motor, and Sensory Skills – The student must:

- Demonstrate the ability to actively participate and have endurance required to complete academic, community, and fieldwork/experiential activities that typically includes 30 hours or more per week of learning activities and additional 20-30 hours per week preparation;
- Demonstrate the ability to safely navigate the University, community, and fieldwork/experiential environments;
- Demonstrate the ability to complete moderately taxing physical tasks, including but not limited to prolonged sitting or standing, walking, stooping, kneeling, crouching, rotating, squatting, reaching, and lifting in order to complete therapeutic evaluations and interactions;

- Demonstrate the ability to utilize proper body mechanics during class, lab, competency assessments, community, and fieldwork/experiential activities for personal and professional health, well-being and safety.
- Demonstrate the ability to safely assist a client/peer to move from one surface or position and reposition clients/peers of various sizes and ages in a variety of contexts.
- Demonstrate the ability to access patient/clients in a variety of settings that may include being able to climb stairs and negotiate uneven terrain without stumbling, or falling;
- Demonstrate the ability to assess and respond quickly to emergency situations to safely move clients by lifting, pushing, pulling, transferring and transporting;
- Demonstrate the ability to safely evaluate clients/peers and provide therapeutic intervention, including but not limited to responding to emergency situations that emerge as a result of changes in appearance, vital signs, verbal or nonverbal communication of distress; reading digital displays on equipment; feeling a pulse and bony landmarks; and identifying faint body sound and the blood pressure sounds using a stethoscope ability to detect odors and smoke;
- Demonstrate the safe and effective use of tools and equipment;
- Demonstrate the ability to participate in joint measurement, muscle testing, therapeutic exercise activities and qualify for CPR certification and demonstrate CPR competencies in laboratory simulations;
- Demonstrate the ability to tolerate and safely manage occasional exposure to wet/humid internal environments; close proximity to mechanical objects or parts; exposure to fumes and/or airborne particles; exposure to blood borne pathogens; exposure to unfavorable weather conditions, such as rain or snow; exposure to hot/cold materials or environments; and exposure to vibration on an infrequent or non-routine basis;

Cognitive – The student must:

- Demonstrate the ability to be alert and attend to complete 30 hours or more each week for academic, community, and fieldwork/experiential activities and additional 20-30 hours per week preparation;
- Demonstrate the ability to follow written instructions, such as policies and procedures and safety precautions;
- Demonstrate the ability to measure, calculate, analyze, process, reason, integrate, synthesize, apply, retain, and understand complex relationships among and between facts, data, concepts, and theories within a reasonable timeframe as necessary for practice;
- Demonstrate the ability to identify, organize, synthesize, and integrate material across courses, content areas, resources (textbooks, research articles, health records, interviews, observations, etc.), and practice settings;
- Demonstrate the ability to apply research, theoretical concepts, and clinical reasoning to address client specific goals and participation limitation and provide a rationale for selected intervention;
- Demonstrate the ability to differentiate between relevant and irrelevant information, define problems, identify and implement solutions, and evaluate outcomes, and be cognitively flexible in order to create effective therapeutic treatment plans

- Demonstrate the ability to contribute to academic, community, and fieldwork/experiential activities by appropriately and professionally sharing opinions, perspectives, insight, and experiences;
- Demonstrate the ability to utilize effective time management and organizational skills to meet academic, and fieldwork/ experiential deadlines;
- Demonstrate the ability to identify potential errors or mistakes in academic, community, fieldwork/experiential activities and take appropriate steps to proactively address these potential errors;
- Demonstrate the ability to accurately observe, gather relevant data/information from multiple sources, analyze the information, and report on the information, in a manner appropriate to the target audience and within a reasonable timeframe as necessary for practice;
- Understand computer literacy at a level sufficient for word processing, documentation, presentations, and other program requirements;
- Demonstrate the ability to reflect on past and current performance and accurately self-assess areas of strength and areas of weakness; develop a plan to address areas of weakness in order to develop proactive strategies for professional growth and development.

Social/Emotional – The student must:

- Demonstrate the ability to self-regulate emotional state and personal behaviors and utilize self-directed learning in academic, community and fieldwork/experiential activities;
- Demonstrate the ability to be flexible and adapt to unexpected and/or frequent change;
- Demonstrate maturity and adaptability during times of stress/uncertainty;
- Demonstrate the ability to understand, identify, and maintain personal and professional boundaries in academic, community and fieldwork/experiential activities;
- Limit the impact of personal life challenges on academic, community and fieldwork/experiential activities
- Demonstrate sufficient emotional stability for full use of one’s intellectual abilities, adaptation to change, exercise of good judgement, adherence to ethics and safe and timely completion of responsibilities;
- Demonstrate the ability to maintain self-control during challenging situations/encounters;
- Understand, interpret, and utilize peer and instructor feedback to maximize learning; give effective and constructive feedback in a respectful manner;
- Demonstrate a commitment to working collaboratively with OT students, students from other disciplines, clients, faculty, administrators, community members, and other individuals and groups of individuals associated with the University and the Program;
- Accept responsibility for all actions, reactions, and inactions; integrate feedback in a productive and non-defensive manner;
- Demonstrate behaviors and attitudes that promote and protect the safety and well-being of clients, peers, faculty, and other individuals in academic, community and fieldwork/experiential environments;
- Demonstrate the ability to effectively and appropriately engage with clients in personal situations involving client care (i.e., dressing, bathing, toileting, etc.);

- Establish and maintain healthy relationships/interactions with peers, faculty, staff, fieldwork educators, experiential mentors, colleagues, clients, client families, and client partners;
- Demonstrate empathy toward peers, colleagues, and clients in situations involving pain, grief, death, stress, and trauma.

Cultural – The student must:

- Demonstrate cultural sensitivity and responsiveness in the evaluation, treatment, and education of individuals from diverse races, cultures, religions, socioeconomic statuses, abilities, and lifestyles, across the lifespan, without bias or prejudice;
- Demonstrate cultural awareness and sensitivity in communicating with clients, colleagues, peers, faculty, community members, and others from different cultural, spiritual, and social backgrounds;
- Use culturally appropriate language in documentation and communication.

Communication – The student must:

- Demonstrate the ability read, write, speak and comprehend the English language at level consistent with successful academic, community and fieldwork/experiential activities and the development of positive patient/client-therapist relationships;
- Demonstrate respectful and appropriate language in all verbal, written, email, and electronic communication that are consistent with productive classroom participation, respectful interactions with faculty, staff, students, fieldwork supervisors; and development of appropriate client-centered therapeutic relationships with patients/clients, family members, members of interprofessional teams in one-to-one and small and large group settings;
- Demonstrate awareness of nonverbal behaviors and their impact on communication/interaction;
- Effectively and appropriately use technology to communicate/interact in a professional manner;
- Request and respond to peer, instructor, mentor, and supervisor feedback in a professional manner;
- Use correct grammar, vocabulary, and language in all academic, community and fieldwork/experiential activities;
- Use appropriate language (written, verbal, and nonverbal), including person-first language, and demonstrate the ability to adapt the message to the audience.
- Uphold privacy and confidentiality policies;
- Complete required medical record, documentation and intervention plans according to fieldwork policies and procedures in a timely and accurate manner.

Professionalism – The student must:

- Adhere to the policies and procedures of Western New England University as outlined in the OT Student Handbook, the University Catalog, and other official program and University documents;

- Adhere to the AOTA Code of Ethics, the Occupational Therapy Practice Framework: Domain and Process; other professional documents; and the local, state, and national legislation governing practice;
- Demonstrate the ability to accept responsibility for all actions and take the initiative to learn from and respond to challenges in a mature and responsible manner;
- Represent Western New England University, the Division of Occupational Therapy, the Doctor of Occupational Therapy Program, the profession of occupational therapy, and one's self in a professional manner as demonstrated through appropriate dress, respectful communication/interaction, proper etiquette/netiquette and independence with transportation to/from all learning activities;
- Demonstrate effective time management skills by being on time and fully prepared for all academic, community, and fieldwork/experiential activities;
- Demonstrate respect, courtesy, maturity, honesty and integrity in all academic, fieldwork, community, and experiential activities;
- Exhibit a positive, respectful and compassionate attitude for academic, community, and fieldwork/experiential experiences including those that require exposure of body parts and palpation of body structures;
- Demonstrate the ability to evaluate the impact of one's personal actions on others and modify the impact appropriately;
- Demonstrate personal initiative to direct one's learning in all environments that includes completing responsibilities without waiting for direction or reminders from others;
- Demonstrate the ability to prioritize and organize multiple course load/workload needs to complete assigned tasks and responsibilities within specified timeframes;
- Be flexible in adapting to change;
- Demonstrate professional behavior when dealing with pain, grief, death, stress, communicable diseases, blood and body fluids and toxic substances and when experiencing heavy course/ workloads, fast paced environments; and/or unexpected demands;
- Exercise good judgment and attend to issues of safety in all environments;
- Work cooperatively and collaboratively with a variety of faculty, staff, peers, community members, fieldwork educators, experiential mentors, clients, and other individuals and/or groups associated with fulfilling the requirements of the Doctor of Occupational Therapy Program.

Accommodations for Disability:

For students seeking accommodations for documented disabilities, please refer to the College of Pharmacy and Health Sciences Student Handbook (ADA/504 Americans with Disabilities Compliance Policy).

Appendix C: Student-Affiliated College of Pharmacy and Health Sciences Standing Committees

Curriculum and Assessment Committee

The membership of the Curriculum and Assessment Committee shall be composed of:

1. Assistant/Associate Dean for Academic Affairs (with a vote).
2. Assistant/Associate Dean for Experiential Affairs of the College (with a vote).
3. Director for Assessment and Accreditation (with a vote).
4. Three members of the faculty from each academic department who are appointed to this committee by the Dean.
5. 4 professional pharmacy students nominated by the Pharmacy Student Governance Association (PSGA) annually and appointed by the Dean. (2 votes total)
6. One practicing pharmacist appointed annually by the Dean who is not a full and/or part-time faculty member of the College of Pharmacy, serving a one year term. (with a vote)
7. Instructional designer (with a vote)

Nonvoting guests may be invited with the approval of the Chair.

This Committee shall be responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study, and for the development of recommendations of curricular revision, additions and other alterations to assure optimal student learning and outcomes. The Committee shall also be responsible for facilitating the continual and ongoing assessment of the program and its progress toward attaining its mission and goals, and the effectiveness of its curriculum on student learning. To accomplish these essential functions and responsibilities, the Committee will develop and maintain the programmatic Assessment Plan, including the collection, compilation, and dissemination of all data contained therein.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Develop and maintain a dynamic curriculum, meeting the needs of professional and graduate outcomes.
2. Develop and maintain a description of expected learning outcomes for the total curriculum.
3. Maintain a description of expected learning outcomes of each discrete required course, and maintain a description of each elective course within the curriculum.
4. Review the content of individual and collective courses as to the completeness and contemporary nature of the content as well as their contribution to the breadth, depth, and value to the curriculum.
5. Develop policy and make recommendations to the full faculty as required in all matters relating to student progress in achieving the educational outcomes.
6. To accomplish the work in the several areas of responsibilities, this committee may be divided into subcommittees under the direction of subcommittee chairs.
7. Collaborate with all stakeholders on the management of evaluation instruments for assessing progress toward attaining the mission and goals of the program and the effectiveness of its curriculum on student learning.

8. Collaborate with all stakeholders on the management of evaluation instruments for assessing progress within all components of the Strategic Plan.
9. Collaborate with all stakeholders on data collection related to maintaining compliance with ACPE standards for accreditation.

To accomplish the work in the several areas of responsibilities, this committee may be divided into subcommittees under the direction of subcommittee chairs.

Student Affairs Committee

The Student Affairs Committee shall be composed of the following membership:

1. Assistant/Associate Dean for Student Affairs (ex officio with a vote)
2. One member of the faculty from each academic Program who are appointed to this committee by the Dean. If a Program has more than one department/division within it, then the Program representative shall be rotate between the departments/divisions.
3. One professional student from each Program who is an executive board member of the Program's student government, nominated annually by their respective student associations, and appointed by the Dean.
4. One practicing professional from each Program, appointed by the Dean, who is not a full and/or part-time faculty member of the College of Pharmacy and Health Sciences, serving a one year term.
5. The chair of this committee will be elected by committee members and serve a one-year term. Neither the practicing professional nor the professional students may serve as Chair of this committee.

The Student Affairs Committee shall serve as the standing faculty committee to:

1. Develop policy and make recommendations regarding standards for professional pharmacy and occupational therapy student recruitment and admission to the academic program.
2. Recommending to the Dean candidates for admission to the College of Pharmacy and Health Sciences.
3. Develop and provide programming designed to respond to the needs of the students.
4. Establish and recommend standards for the awarding of professional student scholarships, awards, and prizes, and supervise the giving of such.
5. Advise, develop, and approve any amendments, changes, or deletions from the College of Pharmacy & Health Sciences Student Handbook.

To accomplish the work in the area of academic admissions, this Committee shall be divided into a standing admission subcommittee for each Program, composed of the following membership:

1. Assistant/Associate Dean for Student Affairs (ex officio without a vote, except in the case of a tie).
2. Assistant Director/Director of Pharmacy Admissions (ex-officio without a vote).
3. The faculty representative on the Student Affairs Committee representative of the respective Program. If a department only has one representative on the subcommittee, a

second representative to the subcommittee will be named. If a department is unrepresented, two representatives to the subcommittee will be named.

4. The chair of the subcommittee will be elected by the subcommittee members.
5. The practicing professional from the Committee.
6. As deemed necessary, the Chair of the subcommittee may appoint additional faculty from the respective Program, in a manner representative of the faculty from the Program.

To accomplish the work in other areas of responsibilities, this committee may be divided into ad hoc subcommittees.

Academic Standards Committee

The membership of the Academic Standards Committee shall be composed of:

1. Assistant/Associate Dean for Academic Affairs (ex officio with a vote), who shall serve as chair of the committee.
2. Assistant/Associate Dean for Student Affairs and Program Directors (ex officio without a vote)
3. Two voting members of the faculty from each academic Program, appointed by the Dean. If a program has more than one department, then there will be a representative of each department.
4. One alternate member of the faculty from each academic program, appointed by the Dean. Alternate faculty member(s) do not attend, unless requested to attend as a guest, nor vote except when replacing a voting faculty member.

The Academic Standards Committee shall serve as the standing faculty committee on all matters relating to assessing student progress in achieving the educational outcomes as identified by the faculty of the College of Pharmacy and Health Sciences. Such activities shall include:

- a) Throughout the academic year, assess each student's progress towards accomplishing the curricular outcomes defined and delineated for each year.
- b) Following student placement on academic probation, meet with students experiencing academic difficulty to determine the status of student progression and decide upon student retention, remediation, suspension, or dismissal.
- c) Prior to Commencement deliver a summary report on the students' outcomes to the faculty.
- d) All decisions of the Academic Standards Committee, subsequent to any appeals, shall be communicated to the affected instructors of record, faculty advisors, department chairs, and affected lead faculty advisors of student organizations.

Actions pertaining to student progression, remediation, academic suspension, or academic dismissal taken by the Academic Standards Committee are final pending appeals. Appeal of the decisions made by the Academic Standards Committee can be found within the Academic Progression /Dismissal Appeals Process section of the College of Pharmacy and Health Sciences Student Handbook.

Student-Faculty Ethics Committee

The Student-Faculty Ethics Committee shall be composed of the following membership:

1. The Assistant/Associate Dean for Student Affairs (“ADSA”), who shall serve as a Committee member (for business meetings only), as the mediator at mediation meetings, and the presiding agent at Committee pre-hearing and hearings.
2. Two faculty members from each Program, appointed by the Dean, to serve as Committee members. The appointments for the faculty members from each Program shall be staggered, such that one member will be in the first professional year, (the secondary committee member), and one member will be in the second professional year (the primary committee member) of appointment to the committee. In programs with more than one department/division, faculty appointments should rotate between departments/divisions.
 - a. Both secondary and primary members will be full members at all business meetings. For Committee hearings, the primary committee members shall serve on the hearing panel, unless unable to do so, then the appropriate secondary committee member will serve in that primary committee member’s stead.
3. Two student members from each Program, nominated by the PSGA and SOTA and appointed by the Dean, to serve as committee members.
 - a. Pharmacy student members shall be appointed for two year terms, commencing after their Year-1 (Y-1) term. The student members’ terms shall be staggered; therefore, at the end of each academic year, a new member shall be appointed from the Y-1 class of each Program to serve during the Year-2 (Y-2) and Year-3 (Y-3) years. Y-3 student members shall serve as the primary Pharmacy student member, and Y-2 as the secondary Pharmacy student member.
 - b. Occupational Therapy student members shall be appointed for one year terms, commencing after their Year-1 (Y-1) term. Both student members shall be appointed at this time and will serve during the Year-2 (Y-2) year. One student member shall be appointed as the primary committee member and one as the secondary committee member.
 - c. All student members shall serve as full members at all business meetings. For Committee hearings, the primary students shall serve on the hearing panel, unless unable to do so, the ADSA shall appoint the secondary student member from the respective program.
4. Should the ADSA be unable to assemble four Committee members, two faculty and two students, the composition required to form a hearing panel; the Dean of the College shall appoint appropriate non- Committee faculty or students to complete the panel.
5. The Chair of this committee shall be mutually agreed upon by the committee members. Members of the Committee with an academic appointment to the College, with the exception of the Assistant/Associate Dean for Student Affairs, are eligible to serve as Chair or Secretary. Upon election, the Chair will appoint a willing voting member as Secretary.

The Student-Faculty Ethics Committee is charged with hearing cases in dispute of student conduct on complaint of faculty or others. The hearing shall be scheduled by the Assistant/Associate Dean for Student Affairs, unless the case has been satisfactorily resolved during preliminary review by the Assistant/Associate Dean for Student Affairs. The Student-

Faculty Ethics Committee will hear testimony from the reporting individual and the accused student, evaluate the facts of the case, render a decision, and impose disciplinary sanctions if the student is found to be in violation of the standards of academic, personal, professional, and social conduct. The ADSA shall sit in on all hearings, answering all questions regarding committee policies and procedures or evidentiary matters. Actions taken by the Student-Faculty Ethics Committee are final, pending appeal to the Dean of the College of Pharmacy and Health Sciences; the process for appeal can be found within the *Non- Academic Appeals Process* section of the College of Pharmacy and Health Sciences Student handbook.

Appendix D: Pharmacy Student Ability-Based Outcomes (Core Competencies)

In order to accomplish the responsibilities required of the profession, the pharmacist must possess certain attitudes and abilities. To that end, the Doctor of Pharmacy program has eleven general and professional ability-based outcomes which are required of its graduates. These are referred to as the Pharmacy Core Comps. These competency statements include five general ability-based outcomes which mirror the core values of Western New England University and the pharmacy profession, as well as six professional ability-based outcomes essential to the practice of pharmacy. The Pharmacy Core Comps are not mutually exclusive; each ability sustains another.

The Pharmacy Core Comps are:

- Thinking and Learning
- Social and Cultural Awareness
- Active Citizenship and Leadership
- Personal Judgment (Ethical and Legal Judgment)
- Communication
- Knowledge Base
- Patient-Centered Care
- Population-Based Care
- Systems Management
- Public Health and Wellness
- Teamwork and Collaboration

Students will be evaluated on these competencies within courses of the curriculum, as part of professional development requirements, and through other periodic assessment mechanisms. The linking of the Pharmacy Core Comps to each course within the curriculum allows for dynamic curricular mapping, which makes it possible to see how the curriculum is meeting the needs for developing a pharmacy student into a potential pharmacist. Finally, the Pharmacy Core Comps provide an extension into the pharmacy program of the University's liberal learning outcomes (citizenship, communication, creativity, critical thinking, ethical practice, science).

Pharmacy Core Comps Defined

General Abilities

Thinking and Learning

The competent graduate can obtain, understand, analyze, evaluate, and synthesize information in order to problem-solve and make informed, rational, and responsible decisions. The graduate takes responsibility for the acquisition of new knowledge through the process of self-assessment and reflection and a sense of accountability.

Social and Cultural Awareness

The competent graduate will have an awareness and understanding of the differences present in a pluralistic society in order to work effectively and collaboratively to produce better outcomes.

Active Citizenship and Leadership

The competent graduate understands their role as a member of the civic and professional community, taking steps to actively contribute and lead to produce betterments.

Personal Judgment (Legal and Ethical)

The competent graduate recognizes the ethical and legal dimensions of pharmacy practice and health policy and makes decisions and actions based on integrity, responsibility, compassion, empathy, and respect.

Communication

The competent graduate listens attentively and communicates clearly, utilizing situation-appropriate verbal, nonverbal and written methods, with patients, caregivers, families, and health care team members.

Professional Abilities

Knowledge Base

The competent graduate has a solid foundation of scientific knowledge and is able to apply basic science in the practice of pharmacy, especially with regard to safe medication usage.

Patient-Centered Care

The competent graduate provides patient-centered care in collaboration with interprofessional health care providers as well as the patient and their caregivers in order to produce optimal medication therapy outcomes. The competent graduate provides pharmacy care based on sound therapeutic principles and evidence-based data.

Population-Based Care

The competent graduate provides therapeutic guidance in the provision of population-based care as part of an interprofessional collaboration. The competent graduate develops and implements population-specific programs and protocols based on sound therapeutic principles and evidence-based data.

Systems Management

The competent graduate uses and manages health care resources in cooperation with patients, health care providers, and administrative and support personnel in the professional environment in order to evaluate, implement, and provide patient care services, including pharmaceutical dispensing, with the goal of improving patient outcomes. The health care resources a graduate may use and manage include: human, physical, medical, informational, and technological resources as well as medical use systems.

Public Health and Wellness

The competent graduate will proactively promote good health and disease prevention in cooperation with patients, communities, at-risk populations, and other health care professionals for the public welfare.

Collaboration and Teamwork

The competent graduate has the ability to actively participate as a healthcare team member to provide patient care and population care and effectively manage healthcare systems. The graduate demonstrates mutual respect and understanding and values the roles of the healthcare team in the provision of patient care.

Appendix E: Inclement weather policy

Please be advised of the various ways that Western New England University makes important announcements concerning weather or emergency cancellations and delays:

1. The student may call the University's main telephone number at 413-782-3111 for a recorded message of the announcement.
2. The University's website homepage, at www.wne.edu, will post a banner regarding any closings or delays.
3. The student may listen to or watch the following radio or television stations:

Springfield stations--WWLP-TV22, WGGB-TV40, WMAS Radio 1450AM or 95FM, WHYN Radio 560 AM or 93.1FM

Northampton stations--WHMP Radio 1400AM or 99.3FM

Pittsfield stations--WBRK Radio 1340AM or 101.7FM

Greenfield Stations--WRSI Radio 1520AM or 95.3FM

Chicopee station--WACE Radio 730AM

East Longmeadow stations--WAQY Radio 1600AM or 102FM

Hartford, CT stations--WTIC Radio 1080AM or 96.5FM

Worcester station--WORC Radio 1310AM

Bloomfield, CT stations--WDRC Radio 1360AM or 103FM

Brattleboro, VT stations--WRSA 1450AM or 96.7FM

Every effort will be made to finalize decisions about cancelling Day Classes by 6:00 a.m., and, if necessary, the decision to cancel Evening Classes will be made by 2:00 p.m.

Please pay close attention to the details of closings, cancellations, or delays listed in media announcements, as they may not include some areas of the institution.

CLASSES ARE CANCELLED. This means that classes are cancelled, but offices and other University facilities are open.

CAMPUS CLOSED. This means that there are no classes and offices are closed. Only essential functions are open (Campus Dining, Libraries, and Alumni Healthful Living Center).

ACTIVITY CANCELLED OR POSTPONED. This means a particular event has been cancelled or postponed.

Each individual must make his or her own decision as to whether or not to travel to the campus if classes are not cancelled. Students should be advised that, if classes/exams are not cancelled and a student is unable to get to campus, it is the student's responsibility to contact the faculty member(s) to make appropriate arrangements.

Appendix F: Pharmacy Admissions Information

All applications to the doctor of pharmacy program must be submitted via PharmCAS. The following information must be provided for an application to be complete:

- **Transcripts:** transcripts from *all colleges attended* must be submitted to PharmCAS. Students already enrolled at WNE must request their WNE transcript be submitted to PharmCAS to complete their application.
- **Recommendations:** enter a minimum of two evaluator names within your PharmCAS application; one recommendation must be from a professor. It is preferred that the second letter be from a healthcare practitioner (preferably a pharmacist).
 - Up to four recommendations can be provided
 - Recommendations from family members are prohibited

All prerequisite courses must be completed with a grade of “C-” or better at an accredited college or university before matriculation into the pharmacy program. A minimum prerequisite GPA of 3.0 is preferred.

The Pharmacy College Admissions Test (PCAT) is not required. Applicants who take the PCAT will have their performance on the test considered as part of their overall qualifications for admission.

English-language testing (TOEFL or IELTS) is required for all applicants who are non-native English speakers who have resided in a country, where English is the primary language, for less than 10 years, UNLESS the applicant has earned or is degree pending (will have earned by anticipated matriculation date) a bachelor’s degree or graduate degree following three or more years of campus-based post-secondary instruction in the United States.

PharmD applicants can use any of the following standardized tests to meet our English language requirement:

- TOEFL - 79 IBT
- IELTS - 6.5
- PTE Academic – 58
- STEP Eiken - 2A
- iTEP – 4
- Duolingo - 110 DET

The list of countries in which English language testing would be waived because it is the primary language is: Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, and the United Kingdom.

The College of Pharmacy and Health Sciences Office of Student Affairs (OSA) will evaluate each application, and invite qualified candidates to participate in an admissions interview and complete a writing sample.

Following submission of a complete application to the doctor of pharmacy program and completion of interview day activities (including admissions interview and writing sample), members of the Admissions Subcommittee meet and are presented profiles of candidates for admission to the doctor of pharmacy program. The presentation of candidate profiles is led by the Director of Admissions and Recruitment for Health Sciences Professions; the candidate profiles are blinded to the name and identity of the individual under consideration. Candidate profiles include prerequisite GPA, interview scores and comments, writing sample scores, PCAT scores (if any), pharmacy work experience, service and achievement scores, primary institution attended, degree awarded [including date and major], repeated pre-requisite coursework, language concerns (if any), and letters of recommendation. Following presentation of the candidate profile, members of the Admissions Subcommittee discuss the candidate's qualifications for admission to the program. Following deliberations, voting Subcommittee members independently vote to admit, waitlist, or deny each candidate; the Assistant Dean for Student Affairs votes only when necessary to break ties.

The Assistant/Associate Dean of Student Affairs or the Director of Admissions and Recruitment will inform applicants of the decision. Admissions Subcommittee decisions can be appealed to the Dean of the College; appeals must be submitted within 10 days of the Committee decision.

For more information, please contact the College of Pharmacy and Health Sciences at (413) 796-2113 or rxadmissions@wne.edu.

Appendix G: Attire Policy

The public expects professionals to maintain high standards of language, communication skills, hygiene and appearance; a student's appearance is a reflection and extension of the College of Pharmacy and Health Sciences, Western New England University, and the profession of pharmacy and occupational therapy. The attire policy is intended to contribute to the overall professional development of the student, and the following serves as a guide for students. This attire policy extends to experiences coordinated by the College that are outside of the Western New England University campus (ex. service learning, early experiential, advocacy, fieldwork, activism and community outreach initiatives, advanced experiential experiences, etc.).

Classroom Attire:

While more casual attire is permissible for students during their didactic courses, there are minimal expectations that are outlined below.

Shirts. Proper undergarments must be worn and should not be visible. Shirts that include obscene, offensive, or derogatory phrases or images or that promote or depict violence, illegal drug use, or other criminal behaviors are prohibited.

Skirts/Shorts/Dresses/Pants/Slacks. Pajamas (tops and bottoms) are prohibited. Pants must be properly fitting and worn at the hips; undergarments must not be exposed in any way.

Footwear. Bare feet are not permitted under any circumstances. Footwear must be clean and in good condition. Closed footwear must be worn in laboratories; sandals, flip flops, and open-toed shoes are not acceptable in laboratory settings.

Hair. Hair (including facial hair) should be clean and well groomed. Hair in length beyond the shoulder may need to be pulled back for safety purposes.

Nails. Nails should be clean and of a length allowing for optimal performance in training activities (ex. wearing gloves, manipulating medication packaging, etc.).

Head Gear. Sunglasses, Bluetooth headsets, and AirPods should not be worn in the classroom setting. During assessments (exams and quizzes), hats, caps, and hoods are not permitted; only headgear worn for religious purposes is permissible.

Specific courses (e.g., laboratories, seminars) may have additional expectations for attire as outlined in the respective course syllabi. Students who are enrolled in PHAR 627 (Sterile Products Laboratory) are required to remove all earrings and visible piercings prior to entering the simulated sterile product room.

A faculty member who sees a violation of the attire policy may report that student to the Assistant/Associate Dean of Student Affairs. Students with two reported classroom attire policy violations will be referred to the Student-Faculty Ethics Committee for disciplinary action.

Professional Attire:

Professional attire is expected for all experiential/fieldwork courses and in all professional settings. Professional settings may include: professional meetings, special functions of the University or the College of Pharmacy and Health Sciences, community screening events, student interviews, College of Pharmacy and Health Science committee meetings, and mentoring roundtable sessions. Additional requirements for individual experiential practice sites will supersede this policy.

Appropriate attire includes a dress shirt and tie, blouses, dresses, slacks (ex. dress slacks or khakis), socks, and shoes. Suits or sportcoats are not required, but are recommended for formal events. Hosiery is strongly recommended for formal events. Accessories, e.g., ties, pocket squares, jewelry, belts, earrings, and footwear must be tasteful and must project a professional image. **At no time are the following items of clothing allowed in professional settings:**

- Hats
- Flip flops/sandals/sneakers
- Sweatshirts / track suits
- Shorts
- Tank tops or athletic t-shirts
- Holes/cuts in clothing
- Denim clothing
- Spandex, leggings, tight fitting stretch pants
- Any revealing clothing that exposes the chest or midriff areas

When participating in assigned experiential/fieldwork educational experiences, students are required to comply with the official Experiential Educational attire.

A. Pharmacy

The Experiential Educational attire should be worn over the Doctor of Pharmacy program's professional attire and consists of:

- **Student nametag (worn on top left pocket on the front of the lab coat)**
- **White lab coat with the official College insignia on the left arm**
(The lab coat should be bright white, clean and freshly pressed/ironed)

B. Occupational Therapy

Specific standards for occupational therapy students attending Level I of Level II fieldwork are:

- **Approved polo shirt with University/OTD program insignia**
- **Approved student name tag worn on the front right of the polo shirt**

Students who attend experiential educational experiences in clothing that does not meet the requirements of the attire policy may be considered absent by the preceptor and sent home to fulfill attire policy requirements prior to returning to the practice site. Students assigned to experiential experiences should refer to the course syllabus for specific requirements concerning professional attire.

Appendix H: Pledge of Professionalism

As a student of pharmacy, I believe that there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help to ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life, and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

- A. DEVELOP a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting responsibility and accountability for membership in the profession.
- B. FOSTER professional competency through lifelong learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- C. SUPPORT my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
- D. DEDICATE my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- E. MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994.

Appendix I: Oath of a Pharmacist

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. AACP member institutions should plan to use the revised Oath of a Pharmacist during the 2008-09 academic year and with spring 2009 graduates.

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

Appendix J: Code of Ethics for Pharmacists

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A Pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association. October 27, 1994.

Appendix K: Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, weighing consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,

ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.

- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

- G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising the rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

AUTONOMY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making.
- E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant’s right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act [Pub. L. 104–191], Family Educational Rights and Privacy Act [Pub. L. 93–380]).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.

J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services in securing access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

VERACITY

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants. In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.

D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.

E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.

J. Maintain privacy and truthfulness when using telecommunication in the delivery of occupational therapy services.

FIDELITY

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the client or patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010). Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Appendix L: Massachusetts Internship and Licensure Requirements for Pharmacy

Internship requirements [247 CMR 8.01]:

- (1) To be eligible for personal registration as a pharmacist [in Massachusetts], a candidate shall have completed a pharmacy internship. A pharmacy intern shall have:
 - (a) completed two years of education or achieved standing as a student beyond the second year, in an approved college/school of pharmacy in which the candidate is currently enrolled; and
 - (b) completed 1500 hours of Board-approved pharmacy internship experience, of which:
 1. at least 1000 hours has been acquired in a pharmacy or pharmacy-related setting approved by the Board; and
 2. no more than 500 hours has been acquired in any one, or any combination of Board approved internships(s) in the following areas:
 - a. clinical pharmacy;
 - b. demonstration project;
 - c. manufacturing; or
 - d. analytical and/or industrial pharmacy.
- (2) The pharmacy internship shall be performed under the direct supervision of a registered pharmacist preceptor. [*Note: 'Preceptor' means a registered pharmacist in good standing who has completed at least one year of the actual practice of pharmacy and who the Board of Pharmacy has approved to supervise and direct the training of pharmacy interns and to assist in the training of other pharmacy interns.*]
- (3) A pharmacy intern may receive credit for up to 12 hours of pharmacy internship credit per day.
- (4) Pharmacy internship hours may be acquired throughout a calendar year.
- (5)
 - (a) Before the commencement of a pharmacy internship in Massachusetts, persons who are enrolled, either full or part-time, in an approved college/school of pharmacy shall record, on a form provided by the Board, certain information regarding the internship as the Board shall require. This form shall be fully completed and returned to the Board before commencement of any internship. This information shall include:
 1. the applicant's name;
 2. the applicant's address;
 3. the applicant's date of birth;
 4. have attached thereto a recent passport-size photo revealing the applicant's likeness;
 5. a certified statement by the approved college/school of pharmacy which indicates that the applicant has completed two years of education or has achieved standing as a student beyond the second year.
 - (b) Graduates of Non-approved Colleges/Schools of Pharmacy. Before the commencement of a pharmacy internship in Massachusetts, a graduate of a non-approved college/school of pharmacy must have authorization from NABP to sit for the FPGEE

(issued within the preceding year) and must provide a copy of the NABP FPGEE authorization to the Board and any other documentation required by the Board.

(6) During the course of the pharmacy internship, preceptors and pharmacy interns shall, in a timely manner submit, on a form provided by the Board, such information as the Board may require regarding the internship.

(7) A pharmacy intern who has graduated from an approved college/school of pharmacy may continue to act in the capacity of pharmacy intern until he or she becomes registered as a pharmacist.

(8) The Board may grant credit for out-of-state pharmacy internship experience where an affidavit or certificate of approval issued by the jurisdiction wherein the experience was acquired, is presented to the Board indicating that such internship experience has been duly approved in the jurisdiction.

(9) Massachusetts approved colleges/schools of pharmacy shall submit to the Board a written description of each demonstration project or clinical pharmacy program for which pharmacy internship credit is desired. The Board shall review this information and determine whether or not student participation in such project(s) or program(s) may be credited to the internship requirement.

(10) The Board shall issue a Summary of Objectives and Procedures for Pharmacy Internship and guidelines for registered pharmacist preceptors and pharmacy interns.

(11) A pharmacy intern shall wear a name tag which indicates the intern's name and the words "pharmacy intern."

(12) A pharmacy intern acting under the direct supervision of an approved registered pharmacy preceptor may supervise pharmacy technicians.

(13) A registered pharmacist preceptor shall not directly supervise more than two pharmacy interns at one time.

(14) A pharmacy intern found to have engaged in conduct in violation of federal and/or state laws and/or regulations may be prohibited from taking the examination for personal registration, in addition to other sanctions imposed by the Board.

Licensure requirements [247 CMR 3.01]:

(1) Graduates of ACPE-accredited and Board-approved colleges/schools of pharmacy:

(a) An applicant shall be eligible for examination for personal registration as a pharmacist provided the applicant:

1. is 18 years old by the scheduled date of the examination applied for;

2. has earned a qualifying degree in pharmacy from a college/school of pharmacy accredited by the ACPE or approved by the Board;
3. has acquired no less than 1500 hours of practical experience as a pharmacy intern under the supervision of a Board-approved pharmacist preceptor, of which at least 1000 hours must be completed in a pharmacy or pharmacy related setting, as set forth in 247 CMR 8.01; and
4. is of good moral character.

(b) An applicant shall properly apply to take NAPLEX and MPJE. A completed application for examination shall:

1. be fully and correctly completed by the applicant;
2. include a recent passport-size photograph of the applicant showing the applicant's likeness;
3. include a certified birth certificate or other sufficient proof of place and date of birth;
4. in the case of a name change, include a written notification to the Board or the Board's designee of such name change; and
5. be accompanied by a check or money order in the proper amount made payable as directed on the examination application form;

(c) An applicant for personal registration as a pharmacist must pass both NAPLEX and MPJE.

(d) To qualify for personal registration, the applicant must achieve a NAPLEX score of not less than 75% and an MPJE score of not less than 75%.

(e) An applicant who fails to achieve a passing score on either or both NAPLEX or MPJE may be re-examined on either or both examinations provided that the applicant submits a new application for examination to the Board or Board-approved testing service, accompanied by a check or money order made payable, in the proper amount, to the Board's designee as appears on the examination application form.

(f) An applicant who fails either NAPLEX or MPJE must reapply and sit for the examination which the applicant failed within one year of the administration date of the original examination in order for both examination scores to be considered together. If the applicant does not pass both NAPLEX and MPJE within this one-year period, the applicant must apply to retake both NAPLEX and MPJE.

Appendix M: Licensure Requirements for Occupational Therapists

Most states have licensure laws requiring OTs and OTAs to be licensed (a few have certification or registration by state agencies). While the laws and procedures are similar in each state, they are not identical. The process for obtaining a license in the state or states in which an individual may wish to work can be found through the state occupational therapy regulatory agency. The AOTA website has a link to the state boards at <https://www.aota.org/career/state-licensure>. In order to obtain a license, individuals must:

- Graduate from an accredited educational program;
- Complete the required fieldwork;
- Apply for and pass the NBCOT exam;
- Apply for a state license and pay a fee for each state/jurisdiction in which the individual wishes to practice or be licensed.

Some states allow individuals to practice on a temporary license or limited permit while waiting to sit for the Board exam or while awaiting the results. In many cases, if the individual does not pass the Board exam, the person will not be able to continue to practice under the temporary license or limited permit. The regulations and requirements related to temporary licenses and limited permits is available through the state regulatory agency of the state in which the individual wishes to be licensed.

Massachusetts licensure requirements for occupational therapists is presented below.

Occupational Therapists: qualifications [M.G.L. Chapter 112, Section 23G]:

An applicant for licensure as an occupational therapist shall:

- (a) successfully completed an accredited occupational therapist educational program approved by the board,
- (b) successfully completed the therapist level field work requirements as stipulated in the essentials of an accredited educational program for the occupational therapist or its equivalent,
- (c) successfully passed an examination approved by the board for licensure as an occupational therapist. Such examination shall be written and shall test the applicants' knowledge of the basic and clinical sciences related to the occupational therapy theory and practice, including the applicant's professional skills and judgements in the utilization of occupational therapy techniques and methods, and such other subjects as the board may deem useful to determine the applicant's fitness to act as an occupational therapist. The examination shall be conducted by the board at least twice each year and at times and places to be determined by the board; provided, however, that the board may utilize any existing national examination that meets the requirements in this section.

Appendix N: Policy for Filing a Concern Regarding the Accreditation Standards and Guidelines

POLICY ON FILING A CONCERN REGARDING THE ACCREDITATION STANDARDS AND GUIDELINES DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

All Doctor of Occupational Therapy program students receive a general overview of the *Accreditation Standards for a Doctoral-Level Degree Educational Program for the Occupational Therapist (2011)* during the Orientation for first year students. Additionally, students will be periodically encouraged to visit the ACOTE website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The current accreditation standards include standards in the following areas: academic resources, students, operational policies, strategic plan and program assessment, curriculum framework, content requirements, and fieldwork education and doctoral experiential component. The most up-to-date information regarding the accreditation status of the Doctor of Occupational Therapy program at Western New England University is available on the College of Pharmacy and Health Sciences website.

If a student wishes to officially express their concern with the College's adherence with an ACOTE standard or how a standard is being maintained, the student must complete and submit a "Accreditation Standards and Guidelines Compliance Concern Form," available in the Office of Student Affairs.

Under the direction of the Assistant/Associate Dean for Student Affairs, the Office of Student Affairs will review the submitted form and meet with the student to discuss their concern. The Office of Student Affairs will examine the factors which are in place to meet the standard identified by the student, and will make every effort to ensure that the standard is being met should a problem or deficiency be identified. The Office of Student Affairs may wish to consult with the Director of the Occupational Therapy program for additional information regarding the ACOTE standards. If the concerned individual is referred to another person or office, this meeting/conversation should be brokered by the Assistant/Associate Dean for Student Affairs and take place within ten working days following the submission of a "Accreditation Standards and Guidelines Compliance Concern Form." This time frame enables the student an opportunity to present the matter to the appropriate party in a succinct, concise manner to ensure complete understanding of the issues/concerns involved.

After hearing the concern, the individual/office responsible for meeting the standard will determine if any operational or policy changes are necessary to address the concern, working with the appropriate College of Pharmacy and Health Sciences standing committee as necessary. If a recommendation for change is agreed upon by the standing committee and receives faculty approval (when necessary), the appropriate change will be implemented within a reasonable timeline established by the Dean. If no changes or improvements are required, the concern/complaint will be considered closed.

Upon resolution of the investigation, the Office of Student Affairs will notify the student filing the concern that the concern has been investigated and outline what steps were taken to address the concern. If the student is not satisfied with the outcome they can contact ACOTE directly.

All conversations, meetings, and actions regarding a student's concern about the ACOTE standards will be documented and placed in the ACOTE complaint folder held within the Office of Student Affairs. This file will be available for review by ACOTE personnel during their on-campus visit or upon request. The Assistant/Associate Dean for Student Affairs will inform ACOTE, during an on-site evaluation, if any of the student complaints related to the accreditation standards have led to legal proceedings and, if so, the outcomes of such proceedings.

The Office of Student Affairs will review the process for managing student complaints regarding the College's adherence to ACOTE standards on an annual basis.

**POLICY ON FILING A CONCERN REGARDING THE
ACCREDITATION STANDARDS AND GUIDELINES
DOCTOR OF PHARMACY PROGRAM**

It has been mandated that all schools of pharmacy create a mechanism whereby a student can file complaints against one or more of the standards and guidelines that the Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org>) uses to accredit schools, and that those complaints be kept in a file at the College and made available to ACPE during an on-site evaluation or upon request. All Doctor of Pharmacy program students receive a general overview of the *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* during the Orientation for first year pharmacy students. Additionally, students will be periodically encouraged to visit the ACPE website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The newly revised accreditation standards and guidelines include standards in the following areas: mission, planning and evaluation, organization and administration, curriculum, students, faculty and staff, and facilities and resources. The most up-to-date information regarding the accreditation status of the Doctor of Pharmacy program at Western New England University is available on the College of Pharmacy and Health Sciences website.

If a student wishes to officially express their concern with the College's adherence with an ACPE standard or how a standard is being maintained, the student must complete and submit a "Accreditation Standards and Guidelines Compliance Concern Form," available in the Office of Student Affairs. This form will remind students that complaints may be filed directly with ACPE (www.acpe-accredit.org/students/complaints.asp), according to its complaint policy.

Under the direction of the Assistant/Associate Dean for Student Affairs, the Office of Student Affairs will review the submitted form and meet with the student to discuss their concern. The Office of Student Affairs will examine the factors which are in place to meet the standard identified by the student, and will make every effort to ensure that the standard is being met

should a problem or deficiency be identified. The Office of Student Affairs may wish to consult with or refer the concerned individual to the appropriate office or person who has immediate responsibility for meeting a particular standard. If the concerned individual is referred to another person or office, this meeting/conversation should be brokered by the Assistant/Associate Dean for Student Affairs and take place within ten working days following the submission of a “Accreditation Standards and Guidelines Compliance Concern Form.” This time frame enables the student an opportunity to present the matter to the appropriate party in a succinct, concise manner to ensure complete understanding of the issues/concerns involved.

After hearing the concern, the individual/office responsible for meeting the standard will determine if any operational or policy changes are necessary to address the concern, working with the appropriate College of Pharmacy and Health Sciences standing committee as necessary. If a recommendation for change is agreed upon by the standing committee and receives faculty approval (when necessary), the appropriate change will be implemented within a reasonable timeline established by the Dean. If no changes or improvements are required, the concern/complaint will be considered closed.

Upon resolution of the investigation, the Office of Student Affairs will notify the student filing the concern that the concern has been investigated and outline what steps were taken to address the concern. If the student is not satisfied with the outcome they can contact ACPE directly.

All conversations, meetings, and actions regarding a student’s concern about the ACPE standards will be documented and placed in the ACPE complaint folder held within the Office of Student Affairs. This file will be available for review by ACPE personnel during their on-campus visit or upon request. The Assistant/Associate Dean for Student Affairs will inform ACPE, during an on-site evaluation, if any of the student complaints related to the accreditation standards have led to legal proceedings and, if so, the outcomes of such proceedings.

The Office of Student Affairs will review the ACPE complaint policy on an annual basis.

Appendix O: Massachusetts General Laws Chapter 269, Sections 17, 18, and 19

Commonwealth of Massachusetts
The 187th General Court
General Laws Chapter 269: Crimes Against Public Peace

Section 17: Hazing; organizing or participating; hazing defined

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Copy of Secs. 17 to 19; issuance to students and student groups, teams, and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated

student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Information accurate as of October 15, 2012

Information obtained at
<http://www.malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/>

Appendix P: Chemical and Alcohol Dependency Policy

The Western New England University College of Pharmacy and Health Sciences recognizes that alcoholism and drug dependency affects all members of society. The College of Pharmacy and Health Sciences endeavors to protect students by providing information about the hazards of drugs and alcohol, and desires to assist chemically impaired students as well as those whose lives have been adversely affected by individuals with chemical dependencies. Student concerns about oneself or a classmate regarding alcohol or chemical dependence should be reported to the Office of Student Affairs in order to ensure the protection of the student as well as those who could be affected by impaired judgment (e.g., patients, classmates).

The Western New England University College of Pharmacy and Health Sciences expressly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs or prescription medication without a prescription on University premises and/or while performing for or representing the College of Pharmacy and Health Sciences in an official capacity.
- Being impaired or under the influence of legal or illegal drugs or alcohol while on University premises and/or while representing the College of Pharmacy and Health Sciences in an official capacity (particularly if such impairment or influence of drugs or alcohol affects the academic or work performance, safety of University members, safety of patients, or puts at risk the College's reputation).
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University premises, if such activity or involvement adversely affects the academic or work performance, safety of University members, safety of patients, or puts at risk the College's reputation.

Issues regarding alcohol and drug usage on campus are referred to the policies and discipline proceedings in the Western New England University Student Handbook. The College of Pharmacy and Health Sciences has the authority and obligation to independently review the merit of any charges (irrespective of the actions and/or outcome of the investigation by the University or non-University entity), and may refer the issue to the College of Pharmacy and Health Sciences Student-Faculty Ethics Committee for review and disciplinary actions as necessary.

As a condition of enrollment, every student must abide by the terms of this policy and notify the Office of Student Affairs of any drug or alcohol related conviction. If a drug or alcohol related arrest or conviction should occur while enrolled in the College of Pharmacy and Health Sciences, the student must notify the Office of Student Affairs no later than five business days after such event; this includes (but is not limited to) driving while intoxicated arrests and/or convictions. Failure to notify the Office of Student Affairs of a drug or alcohol related arrest or conviction within five business days will automatically trigger a Student-Faculty Ethics Committee review of the case.

The College of Pharmacy and Health Sciences reserves the right to remove students who violate the chemical and alcohol dependency policy from any curricular or non-curricular situation (inside and outside of the classroom) or experiential site on a temporary or permanent basis if

that action is deemed necessary to maintain the safety and welfare of patients, healthcare practitioners, classmates, or the general public. Additional information is available from the Office of Student Affairs.

Appendix Q: Plagiarism Policy

Students within the Western New England University College of Pharmacy and Health Sciences are bound by the **Standards of Academic, Personal, Professional and Social Conduct** as put forth in this Handbook. The Handbook addresses the manner in which professional students of the College of Pharmacy and Health Sciences should conduct themselves during their time as a student at the College, as well as the consequences for violating the policy. Under the Western New England University and College of Pharmacy and Health Sciences policy, plagiarism is recognized as a violation of the policy.

Plagiarism

Plagiarism consists of copying, in whole or in part, someone else's work or presenting the work of others as the student's own. The source of work used in research reports, term papers, presentations, projects, including written, electronic, and oral work, must always be attributed to the original author(s). This includes the use of published and/or unpublished works and the use of work authored by a paid or volunteer person. It also includes, but is not limited to, the use of words, data, graphics, photographs, video, or audio without proper citation of the original source. Students participating in experiential courses must adhere to all rules and regulations of the specific hospital, long-term care facility, industry site, etc., as well as to the policies of the Western New England University and the College of Pharmacy and Health Sciences. This includes the preparation of care plans, patient education materials, and assignments during rotations. Plagiarism is considered a violation of the Western New England University and College of Pharmacy and Health Sciences Academic Honesty Policy.

Following are some specific examples of plagiarism.

- **Word-for-word plagiarism** is the exact or nearly exact copying of someone else's work. Minor changes in wording or word order while using the same words and sentence structure still constitutes plagiarism.
- **Lifting** is copying what one thinks is the perfect phrase or expression from someone else's work and pasting it into one's own paper. Most lifting involves descriptive phrases, which are often very recognizable to people familiar with the original author's work. The way particular ideas are expressed is as much the property of the original author as the idea itself. Lifting could also be applied to the copying of any images, pictures, graphs, charts, etc. for use within one's work without acknowledgment.
- **Patchwork**, sometimes called **Quilting**, is akin to lifting. Perfect words or phrases are lifted from works of several authors and pasted together to construct a sentence, paragraph, or whole paper.
- **Common Knowledge**, also called **common wording**, is information that is either repeated in many sources or would be known by an ordinary educated person who had not researched the subject. For example, the date (December 7, 1941) of the Japanese attack on Pearl Harbor is common knowledge; no source would be given for this information. However, a specific historian's opinion that the U.S. military should have been better prepared for the attack would not be considered common knowledge, and a source should be given for this view. In general, the student is expected to show the

source of all information (including facts, statistics, opinions, theories, lines of argument, examples, research results, etc.) except common knowledge. The definition of "common knowledge" may vary according to the expertise of the writer and reader; however, it is better to err on the side of caution and reference a secondary source, if possible.

Proper acknowledgement of referenced work should follow the citation format adopted by the individual program:

- Pharmacy: the International Committee of Medical Journal Editors Uniform Requirements for Manuscripts Submitted to Biomedical Journals
 - Sample References available at:
http://www.nlm.nih.gov/bsd/uniform_requirements.html
- Occupational therapy: the American Psychological Association (APA) citation style
 - For more information, consult the *Publication Manual of the American Psychological Association* (6th Edition, 2nd Printing).
 - Additional information is available at:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Appendix R: Social Media Policy

The following details will govern the use of official Western New England College of Pharmacy and Health Sciences social media accounts and will provide a work flow for the generation of content on each of the social media platforms. Content must conform to the regulations set forth within the Community Social Media Use policy concerning use of images, information shared, liability and monitoring of accounts.

Purpose

The use of social media by the College of Pharmacy and Health Sciences will serve the purpose of (1) raising awareness of the College of Pharmacy and Health Sciences programs and the professions of pharmacy and Occupational Therapy to increase brand recognition and develop online influence, (2) generating additional traffic to the College website for recruitment purposes, (3) informing the public and our own community of College events, accomplishments, achievements, progress, developments and other happenings within our community.

Content

All content posted must serve the purposes outlined above. Additionally, content must be relevant, of professional quality, positive in nature, timely, and consistently posted.

Governance

Day-to-day maintenance of College of Pharmacy and Health Sciences social media platforms will be handled by the College Media Department in close partnership with members of the College students, faculty, and staff, and with direct approval from the Dean of the College of Pharmacy and Health Sciences and/or designee.

The official social media accounts handled by the College of Pharmacy and Health Sciences Media Department should be considered as avenues to promote an event, share news, or discuss the happenings of a department, organization, or college community member. Submissions, including stories, photographs, or video, will be submitted to the College's Office of Student Affairs for initial vetting and composition, and must be approved by the Dean of the College of Pharmacy and/or designee before being published.

Community Social Media Use Policy

The following are guidelines that the College of Pharmacy and Health Sciences has requested that all social media activities conform to when being utilized on behalf of the College. These rules have been set for students, faculty, and staff use and failure to follow these rules will result in disciplinary action. Participation in social media on behalf of Western New England University College of Pharmacy and Health Sciences is a privilege and not a right. Therefore, access can be revoked should someone fail to represent the College in a positive light.

To be clear, this policy has been created for use with pages that are branded as part of the College of Pharmacy and Health Sciences, and are in no way tied to what an individual may decide to do on his or her personal page.

Should I start a page?

Currently, the College of Pharmacy and Health Sciences utilizes Facebook, Twitter, Instagram, LinkedIn, and YouTube. These are maintained by the media department and should be considered as avenues to promote an event, share news, or discuss the happenings of a department, organization, or campus community member. Submissions, including stories, photographs, or video, should be sent to the College's Office of Student Affairs.

If your department, club, or organization is considering starting a page/account associated with the College, please consider the following:

1. Would I be better off utilizing the official College pages/platform that are handled by the media department?
2. Who am I trying to reach?
3. Who will be in charge of updating the page regularly?
4. Do I have enough information to update the page on a regular basis?
(Preferably multiple times per week, minimum of once a week)
5. What is the goal of this page? What will it accomplish?

Answers to these questions will help you to determine a social media strategy that can shape usage. For example, depending on who is being targeted, certain social media platforms would be better suited than others based upon general user habits. For help in determining which platform to utilize, contact the College's Office of Student Affairs.

Starting a Page/Maintaining a Page

The media department is not responsible for the creation or maintenance of department, group, or club pages. Should you decide to go forward with a page, there are rules and regulations that must be followed when creating a page that reflects on the College of Pharmacy and Health Sciences. Whether creating a new page or working with a page that has already been created, it is important to keep the following rules in mind when creating or maintaining a page.

Imagery

Depending on the platform used, there are photos that must be selected as profile pictures, icons, banners, etc. Therefore, the University asks that you refrain from using the University seal as an icon since it is currently utilized by the official University pages. To avoid confusion, it is important to instead select an image that will better reflect the group, department, or organization that the page is created for.

In addition to utilizing photos that are appropriate for the group, it is essential to:

1. Never use copyrighted material on the platform.
2. Size the photo appropriately so that it is displayed at a high resolution.
3. Never use photos that are depicting someone in a negative light.
4. Never use photos of children without parental consent.
5. Never use a photo/video that showcases the institution in a negative light
6. Make sure all photos/videos represent the institution appropriately and follow all rules put in place by the University's code of conduct.
7. Be aware of Copyright Law and Fair Use.

Should you require assistance in locating photos for your page, please contact the College's Office of Student Affairs.

Naming Your Page

When it comes to selecting a profile name for the page, there are a few things to keep in mind.

1. It is always important to name the page in terms of what your potential followers will be searching for. This will increase the likelihood of people finding your page and therefore, increase your number of followers.
2. It is important to remember that "Western New England" is a region and can be confusing if you use this abbreviation of the University in order to shorten the name. Be sure that it is clear that the page is related to the University and not the region.
3. If looking to abbreviate the University, use "WNE" but don't ever use "WNEU" as this goes against the University's style guide.
4. When creating a page, be sure that the page you choose to create doesn't already exist. A simple search will help you to determine if it has been done before and therefore, if you should work on obtaining administrative privileges of that page or if you would rather work to close that page and start a new one. This will help to avoid confusion.

Information Shared

When posting on social media, it is important to realize that the information is not private and therefore, could be used against the College or reflect poorly on the institution. Therefore, assume everything posted is seen by the masses. Once something is posted, it can live on forever, even if the post is deleted. Therefore, being extra vigilant in the tone, quality, and topic used in a post is essential.

Do:

1. Write well – Be sure to spell check and watch for grammatical issues.
2. Fact check – Before posting news, whether current events or institutional news, be sure to have proof that it is true.
3. Respect the views of others
4. Obey the Terms of Service for the platform you are utilizing.
5. Research "norms" used on the platform before starting a page.
6. Utilize the University's Style Guide as a resource.
7. During emergencies, closings, or major news, allow the University's flagship sites to spread the word in order to maintain a consistent message.
8. If you start a site, please ensure that it is frequently update to prevent the stagnation of information.

Do Not:

1. Post confidential information
2. Discuss information that is covered by FERPA, HIPAA, or GLB
3. Post inappropriate photos
4. Represent your personal beliefs
5. Endorse a political candidate
6. Delete comments unless absolutely necessary – Instead of deleting a comment that you don't agree with, try to disseminate the issue by talking with the disgruntled follower.

Deleting comments will only upset people further. Reasons to delete include spam/chain messages, foul language, or posts that are personal attacks on a person/group.

7. Publicize an event on social media that is a “closed event” and not open to the public.

Liability

The administrator for each social media page is responsible for the information shared.

Therefore, administrators should guard all passwords and only allow trusted individuals to post on behalf of the group, department, or club. Should you make a mistake, admit it. It is better to be upfront about the mistake and avoid confusion. Modifying posts or posting a follow up post are appropriate ways to handle such occurrences.

Monitoring Accounts

Since social media never sleeps, it is important to be mindful that followers could post questions, comments, or concerns at any time. Therefore, it is important to make it a priority to check in to the pages on a regular basis so that people involved in a conversation do not feel that they have been left without an answer. Be sure to comment on posts that require feedback, whether the post is a positive or negative message. If the message is negative, be sure to try and answer any questions the poster might have or explain rationales for the incident or rule in which they are complaining.

Just as it is important to monitor your pages on a regular basis, it is also critical that your page not become stagnant. Be sure to update your page on a weekly basis, if not more frequently. Otherwise, people will assume the page is not maintained and will not take the time or effort to follow or interact with you.

NOTE FOR STUDENT ORGANIZATIONS: Make sure that the password and log-in information is able to be transferred year to year so that when students graduate, there is not a loss in the ability to access the page. It might be best to give log-in information to a faculty sponsor or another employee who can see that the transition of log-in information occurs from year to year.

Appendix S: Criminal Background Check Policy

Western New England University College of Pharmacy and Health Sciences

Criminal Background Check Policy

Approved: September 1, 2009

Amended: November 19, 2009; February 5, 2010; February 12, 2015; November 9, 2017

Purpose

Healthcare practitioners are entrusted with the health, welfare, and safety of the patients they serve. Most employers of healthcare practitioners such as pharmacy students and occupational therapy students require the use of criminal background checks (CBCs) for employment purposes.

Access to controlled substances and confidential patient records requires pharmacists, pharmacy interns, and students to attain the utmost level of integrity. The United States Drug Enforcement Administration requires pharmacy registrants not to employ anyone in a position that allows access to controlled substances if the person has been convicted of a felony related to controlled substances.

Applicability

This policy applies to all students enrolled in the Western New England University College of Pharmacy and Health Sciences, as well as students who have been granted an offer of admission to matriculate in the College of Pharmacy and Health Sciences. There are no exceptions to this policy.

List of Criminal Background Checks Required

The criminal background check required by the College of Pharmacy and Health Sciences consists of the following components:

- Applicant Data and Social Security Number Verification
 - Social security number (SSN) validation
 - SSN verification
 - “Also Known As” name search
 - Residence address search
- Criminal Records Search
 - County criminal records searches
 - Statewide criminal records repository search
 - Federal criminal records search
 - “National” criminal database search
- Sex Offender Registration Search
- Department of Health and Human Services Office of Inspector General Medicare/Medicaid Sanctions and Fraud Database Search

Initial Check

Following an offer of admission to the College of Pharmacy and Health Sciences, students are required to submit a criminal background check as a condition of matriculation. Condition of matriculation CBCs will be performed by Certiphi Screening, Inc. of Southampton, PA

(www.certiphi.com) following notification by Pharmacy College Application Service (PharmCAS) or Occupational Therapy College Application Service (OTCAS) that an offer of admission has been made. The Office of Student Affairs must receive the results of this background check prior to August 1 of the enrolling year.

Newly accepted professional students whose CBC reflects adverse activity may lead to the withdrawal of the offer for admission and dismissal from the doctoral programs offered by the College of Pharmacy and Health Sciences.

“Good moral character” is often a requirement of applicants for professional licensure. The College of Pharmacy and Health Sciences maintains that criminal convictions do not demonstrate good moral character. Newly accepted professional students whose CBC reflects a criminal conviction(s) may be permanently dismissed from the program. In all cases, newly accepted professional students whose CBC reflects adverse activity that is found in violation of local, state, and federal laws concerning drugs will be permanently dismissed from the program. All other adverse activities that result in criminal convictions (felony or misdemeanor) that do not involve violations of local, state, and federal laws concerning drugs will be considered on a case by case basis.

Frequency

In addition to the CBC prior to matriculation into the College of Pharmacy and Health Sciences, the College requires that all students complete a CBC prior to the start of their first advanced pharmacy practice experience (APPE) rotation or level II fieldwork. Students are advised that some introductory pharmacy practice experience (IPPE), experiential fieldwork, and APPE rotation sites may not accept the results of the CBC performed by the College of Pharmacy and Health Sciences. These sites may require students to complete an additional CBC or other background check processes prior to placement at the rotation site. Experiential sites may also request that a student submit to a CBC or other background check processes at any time prior to or during the time of the rotation; students will be required to conform to the additional CBC or other background check processes requirements of an experiential site.

Students who withdraw from the College of Pharmacy and Health Sciences for a period of time exceeding 12 months are required to complete a CBC prior to readmission to the College.

Procedure

Following an offer of admission, students will be notified by Certiphi to create a user account and complete the necessary permission and disclosure forms. After a CBC is performed and students are notified of its completion, students have a 10 calendar day period to review the results of the CBC before the report is made available to the College of Pharmacy and Health Sciences. After reviewing the CBC, students may (a) release the results of the CBC to the College of Pharmacy and Health Sciences prior to the end of the 10 calendar day period or (b) notify Certiphi that they wish to dispute the CBC results. If the CBC results are disputed, the results will not be released to the College of Pharmacy and Health Sciences until the dispute is resolved.

Prior to the start of their first APPE rotation in the fourth professional year, students will be notified by the Office of Student Affairs to complete a new CORI. CORI results must be received by the Office of Student Affairs prior to the start date of the first APPE rotation.

Committee Review Standards

If an applicant's or student's CBC includes adverse information, the Admissions Committee (in cases of applicants offered a letter of admission) or the Student-Faculty Ethics Committee (in cases of matriculating students) will meet to discuss those findings and may require additional information from the student (e.g., court documents, arrest record, etc.). Adverse information may lead to disciplinary action for matriculating students (up to and including dismissal from the College of Pharmacy and Health Sciences) or withdrawal of the offer for admission. In reviewing the background check reports and any information submitted, the Admissions Committee or the Student-Faculty Ethics Committee may consider the following factors in making its decision:

- Nature and seriousness of the offense
- Circumstances under which the offense occurred
- The relationship between duties to be performed as a part of the educational program and the offense committed
- Age of the person when the offense was committed
- Number of offenses
- Length of time that has passed since the offense was committed
- Past employment and history of academic or disciplinary misconduct
- Evidence of successful rehabilitation
- Accuracy of the information provided by the applicant on the application, disclosure forms, and other materials
- Evidence of a pending offense that has not been finally adjudicated, in which case, the individual might be found innocent
- Experiential site and state board licensure policies

Appeals of the Admissions Committee's or the Student-Faculty Ethics Committee's decisions are made in writing to the Dean of the College of Pharmacy and Health Sciences. The letter of appeal must be addressed to the Dean of the College of Pharmacy and Health Sciences and include the date of the appeal, the reason for the appeal, and the signature of the applicant/student. The decision of the Dean of the College of Pharmacy and Health Sciences is final.

Confidentiality and Recordkeeping

The results of CBCs and other submitted information are confidential and will be kept in the student's student affairs file under the direction of the Assistant/Associate Dean for Student Affairs. This information contained in the CBC section of the student's file may only be reviewed by University officials and the designated background check provider in accordance with the Family Educational Rights and Privacy Act (FERPA).

Authorization/Disclosure/Release Form

Some experiential sites that require CBCs of students may accept the results of the CBCs required by the College of Pharmacy and Health Sciences. The Office of Student Affairs will

prepare an initialed memorandum attesting to the fact that a student completed and passed a background check in accordance with the College of Pharmacy and Health Science's admission and matriculation requirements, and the date of the most recent background check. Students may utilize these memoranda to notify the responsible party at the experiential site; the College will not notify sites directly. Western New England University, the College of Pharmacy and Health Sciences, and its personnel assume no liability for the security, confidentiality, or timely destruction of records by the experiential site.

Disclaimer

The criminal background check process utilized by the College of Pharmacy and Health Sciences does not guarantee the safety of students, patients, faculty, or staff. Results of a CBC that are deemed acceptable by the College of Pharmacy and Health Sciences does not guarantee the student will be eligible for entry into the experiential or fieldwork portion of the curriculum, nor does it guarantee that the student would be eligible to complete the doctoral program or obtain a license to practice upon graduation. Experiential sites and/or state licensing boards may treat information differently or uncover newer information not revealed in previous record searches. If a student has a criminal record or is concerned about licensure issues for any reason, the student should contact the state licensing board in the state for which the student is seeking licensure.

Fair Credit Reporting Act

Students may be entitled to rights under the Under the Fair Credit Report Act (FCRA) 15 U.S.C. § 1681 et seq. A copy of the FCRA is available online at <http://www.ftc.gov/bcp/online/pubs/credit/fcrasummary.pdf>

Payment Process

Students are responsible for paying for all expenses and authorizing release of a copy of the results to the College of Pharmacy and Health Sciences Office of Student Affairs by the appropriate deadlines.

Student Refuses Background Check

Students who refuse to participate in the criminal background check policy program outlined above will have their admission offer retracted and/or dismissed from the College of Pharmacy and Health Sciences.

Appendix T: University Discrimination / Harassment / Sexual Misconduct / Title IX Policy and Procedures

Introduction

Western New England University is committed to the principle of equal opportunity in education and employment. The University prohibits discrimination against any employee, applicant for employment, student or applicant for admission on the basis of any protected class. Protected classes include: age, color, creed, disability, ethnicity, gender identity, gender expression, genetics, national origin, pregnancy, race, religion, ancestry, sex, sexual orientation, genetics, active military or veteran status or any other protected category under applicable federal and state or local law.

The University provides equal access and participation in all University activities without regard to sex. Sexual misconduct including sexual harassment, sexual assault and sexual exploitation are forms of sex discrimination and prohibited under Title IX of the Higher Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and Chapters 151B and 151C of the Massachusetts General Laws. If this conduct occurs off campus, it may fall under the purview of Title IX and Title VII and the University reserves the right to act on incidents occurring off campus.

In addition to the above mentioned regulations, the University also complies with the Violence Against Women Reauthorization Act of 2013 (VAWA)¹, The Clery Act² and The Campus SaVE Act³.

Because the University takes allegations of discrimination/harassment seriously, the University will respond promptly to complaints of discrimination/harassment and will take appropriate action where it is determined that such inappropriate conduct has occurred. Furthermore, the University will act promptly to eliminate the conduct and impose such corrective action and sanctions as necessary.

This policy applies to any individual of either sex who participates in the University community as a student, faculty, staff member, visitor or any other persons having dealings with the institution."

The Assistant Vice President/Director of Human Resources serves as the EEO Officer and ADA 504 Coordinator and oversees the University's compliance efforts with discrimination and equal opportunity.

The General Counsel serves as the Title IX Coordinator and oversees the University's compliance efforts with harassment and sexual misconduct.

Internal inquiries or reports about violations of this policy may be made to:

Title IX Coordinator

Cheryl Smith
General Counsel and Title IX Coordinator
Deliso Hall, Room 102
(413) 782-1542
csmith@wne.edu

ADA/504 Coordinator, Equal Employment Opportunity Officer

Joanne Ollson
Assistant Vice President and Director of Human Resources
Rivers Hall, Room 104
(413) 782-1343

Deputy Title IX Officers

Sean Burke
Assistant Director, Career Development Center
St. Germain Campus Center, Room 235C
(413) 782-1564
sean.burke@wne.edu

Lori Mayhew-Wood
Alumni Healthful Living Center, Room 105B
Associate Director of Athletics/SWA/Director of Equipment Management
(413) 796-2230
lori.mayhew@wne.edu

Inquiries may be made externally to Office for Civil Rights (OCR)

US Department of Education 400 Maryland Ave SW Washington, DC 20202-1100
Customer Service Hotline # (800) 421-3481
Facsimile (202) 453-6012
TDD# (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Boston Office-EEOC
John F. Kennedy Federal Building 475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000
Fax: 617-565-3196
Complaints can be filed Monday through Friday, from 8:30am to 3:00 pm.

Massachusetts Commission Against Discrimination (MCAD)
436 Dwight Street, Room 222
Springfield, MA 01103

Accommodation of Disabilities

The University is committed to full compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against qualified persons with disabilities.

The Assistant Vice President of Human Resources has been designated as the ADA/504 Coordinator for the University, responsible for coordinating efforts to comply with all disability laws. Employees requesting reasonable accommodation should complete the ADA Accommodation Request Form found on the Human Resources web page at: http://www1.wne.edu/human-resources/doc/BenefitsInfoForms/Disability-LOA/ADA_Accommodations.pdf

Students requesting accommodation should contact the Office of Student Disability Services located in Herman Hall, Room 105.

Prohibited Conduct

Discrimination and Harassment⁴

Harassment constitutes a form of discrimination that is prohibited by law. Members of the Western New England University community, guests and visitors have the right to be free from discrimination and harassment. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the right of others. The University supports a zero tolerance approach to discrimination and harassment and complies with all applicable federal and state laws.

Sexual Misconduct

A violation of this policy may occur if one party engages in sexual activity with another party without consent.⁵ In order for individuals to engage in sexual activity of any kind with each other, there must be clear knowing and voluntary consent prior to and during sexual activity. Effective consent means that a person is able to make free, informed, and reasonable choices and decisions, and is not incapacitated by intoxication or other drug consumption (be it voluntary or otherwise), by disability, or by fear. Consent is effective when it has been clearly communicated. Consent may never occur if a person is unconscious, unaware, or otherwise physically helpless.

Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a “no.”

Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion occurs when someone is pressured for sex.

In short, consent must include explicit communication and mutual approval of the sexual activities in which the parties are involved. For consent, individuals involved in the sexual activity must willingly and knowingly engage in the activity. As a result, consent cannot be given due to physical force, intimidating behavior, threats, or coercion. Engaging in sexual activity with someone through force, intimidation, threats, or coercion is a violation of this policy. Further consent cannot be given by an individual who is incapacitated. For example, consent cannot be given by those incapacitated by alcohol or drugs, or by individuals who are unconscious. Knowingly engaging in sexual activity with someone who is incapacitated or who otherwise cannot give explicit consent is a violation of this policy. Sexual misconduct offenses include but are not limited to, sexual harassment, sexual assault, and sexual violence as defined below.

Sexual Harassment

The Western New England University community defines sexual harassment as:

- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, persistent or pervasive that it,
- has the effect of unreasonably interfering with, denying or limiting someone’s ability to participate in or benefit from the university’s educational program and/or activities, and is based on power differentials (*quid pro quo*), the creation of a hostile environment or retaliation. In Massachusetts, the legal definition for sexual harassment is: sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:
 - (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
 - (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive environment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating may also constitute sexual harassment. Sexual harassment can involve a male harasser and female victim, female harasser and male victim, or parties of the same gender. Sexual harassment can also take place on the basis of gender identity or sexual orientation.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;

- comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

Western New England University recognizes that our community is not limited to our physical campus and includes “online” and “offline” interactions and postings.

The University, in compliance with the Violence Against Women Reauthorization Act Of 2013 also prohibits conduct as follows:

Sexual Assault:

The term ‘sexual assault’ means any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent⁶.

Sexual assault includes, but is not limited to:

- Intentional touching of another person’s intimate parts without that person’s consent; or other intentional sexual contact with another person without that person’s consent; or
- Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or
- Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person’s consent.⁷

Domestic Violence⁸:

Domestic violence means a felony or misdemeanor crime of violence committed by the victim’s current or former spouse, current or former cohabitant, persons similarly situated under domestic or family violence laws, or anyone else protected under domestic or family violence laws.

Dating Violence⁸:

Dating violence means violence by a person who has been in a social, romantic or intimate relationship with the victim. Whether there was such a relationship will be gauged by its length, type, and frequency or interaction.

Stalking⁸:

Stalking means a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his or others’ safety, or to suffer substantial emotional distress.

Other Offenses (that may fall under Title IX as prohibited)

- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person

within the university community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity (as defined further in the Hazing Policy);

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the 1st Amendment).
- Demonstrating abusive behavior toward another person, including but not limited to verbal or written statements including Internet/electronic communications (that is not speech or conduct otherwise protected by the 1st Amendment).

Retaliation

Any retaliation against an individual who has complained about discrimination, harassment or retaliation against individuals for cooperating with an investigation of a discrimination/harassment complaint is unlawful and will not be tolerated.

Remedial Action

The University reserves the right to take whatever remedial measures it deems necessary in response to allegations of discrimination, harassment or retaliation in order to protect the rights and personal safety of community members. Such measures include but are not limited to, modification of living/academic arrangements, escort services, no contact orders, interim suspension, reporting the matter to campus and/or local police.

Reporting

There are three federal laws that establish responsibilities for employees of universities to report certain types of crimes and incidents, especially sexual misconduct: the Clery Act, Title IX of the Higher Education Amendments of 1972, and Title VII of the Civil Rights Act of 1964. Each of these areas of federal law has a different purpose, but generally the laws are intended to protect members of the campus community, visitors and guests from criminal and discriminatory behavior. The responsibilities established by these laws give rise to the term “responsible employees.”

The University has defined all employees, both faculty and staff, as responsible employees (except for health care professionals and any other individuals who are statutorily prohibited from reporting). When an employee becomes aware of an alleged act of sexual harassment, sexual misconduct discrimination, sexual assault, domestic violence, dating violence, or stalking, the employee must promptly contact the Title IX Coordinator or one of the Deputy Coordinators. The Coordinator or Deputy will use the Complaint Reporting Form ([see Attachment](#)) when gathering the initial information. If the complainant does not want to meet with the Title IX Coordinator or Deputy the employee receiving the complaint should print the form and complete with the complainant. The printed form should be hand delivered to the Title IX Coordinator and not sent electronically or through regular campus mail.

The University has also designated the following individuals as “Reporting Officers”:

- President
- Provost
- Vice President of Finance and Administration
- General Counsel
- Vice President of Student Affairs and Dean of Students
- Title IX Coordinator
- Athletic Director
- Director of Health Services
- Director of Counseling Services
- Director of Spiritual Life

Reporting Officers are required to immediately report actual knowledge of sexual abuse of minors to the Massachusetts Department of Children and Families. For more information regarding the Massachusetts Department

of Children and Families reporting requirements for child abuse, visit <https://www.mass.gov/how-to/report-child-abuse-or-neglect>

Furthermore, like all employees, Reporting Officers are expected to report instance of known or alleged acts of sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence, or stalking to the Title IX Coordinator.

If an employee thinks that a complainant may report an act of sexual misconduct, the employee should inform the complainant that the University will maintain the privacy of the information to the greatest extent practicable. The employee may be required to report the act and reveal the names of the parties involved. If the complainant wishes to proceed, the employee should inform the complainant of the implications of sharing the names of the parties involved, which puts the University on notice.

If the complainant decides not to share the information with the employee, the employee should refer the complainant to resources on campus who have the ability to maintain confidentiality by virtue of their role. These on-campus resources include the Counseling Center, Health Services and Spiritual Life. Spiritual counselors, professional medical care providers, mental health providers, and those who report to them are under no obligation to report any details to the Title IX Coordinator. Non-professional counselors are not required to report incidents of sexual violence in a way that identifies the victim without the victim's consent. If the complainant shares the information but indicates they will not participate in the investigative process, the employee must report this information to the Title IX Coordinator.

On-campus resources are available to members of the campus community. There are a number of off campus resources that complainants can be referred to as well. All complainants should be given a copy of the Harassment, Discrimination and Retaliation Reporting Pamphlet and the Emergency Information and Resources document.

Investigation

When the University receives a complaint, it will promptly investigate the allegation in a fair and expeditious manner. At the close of the investigation, the Title IX Coordinator will report that a) the case should proceed under this policy; b) the case should proceed under other student/faculty disciplinary policy; or c) no further action is warranted.

Prior to any hearings, the investigator will interview all parties and witnesses, compile statements, verify statements, gather documentation, review evidence, conduct research and draft a report to submit to the governing disciplinary board (students) or hearing committee (faculty, staff) if one has been convened.

If a student/employee who is party to a Title IX Investigation chooses legal counsel as an advisor, all communication as to process and procedures relevant to the University's investigation and hearing process will be communicated directly to the party's legal counsel by the office of the General Counsel of the University.

Resolution, Disciplinary Action and Sanctions

Informal Resolution- Some claims of discrimination and harassment may be resolved informally, these claims do not include incidents of sexual violence. Some examples of informal resolutions include:

- Mediation between the complainant and respondent; and
- Conducting educational programs for groups or individuals.

The purpose of informal resolution is to implement an appropriate solution acceptable to all parties concerned. The Title IX Coordinator will work with the Complainant and Respondent to reach an informal resolution. If the Respondent is a faculty member the Dean of the respective School will participate in the resolution process. At the conclusion of the informal process a memorandum of understanding will be signed by both parties.

In the event that the informal process does not achieve resolution of the issue, the formal resolution process will be implemented.

When the Respondent is a student the procedure for Resolution of Claims outlined in the Student Code of Conduct will apply. https://www1.wne.edu/student-affairs/handbook-2018-2019-1_4_2019.pdf

Formal Resolution

When a complaint is resolved through formal resolution, a Discrimination/ Harassment Hearing Committee will be convened. The Committee will consist of five (5) members of the Western New England community appointed by the President to serve two- year terms. Quorum will be 3 members. The Committee will be comprised of two (2) tenured faculty members referred to the President by the University Senate, one (1) non-exempt staff, one (1) exempt staff, all from different departments. Non- exempt and exempt staff will be selected by the President in consultation with the Assistant Vice President and Director of Human Resources. Replacement of faculty representatives on the Committee will be made by the University Senate. The President will designate a Chair of the Committee, based on such considerations as experience, continuity, and sensitivity to the concerns of those affected by the discrimination/harassment.

At any given time, there should be no more than three (3) persons of the same gender on the Committee. Two (2) additional members who are students will sit on the Committee when a complaint directly involves a student. For complaints involving graduate students, pharmacy students or law students, at least one (1) of the two (2) student members of the Committee will be a graduate student, law student, or pharmacy student as appropriate to the case. Student Committee Members can serve no more than two (2) consecutive one-year terms and will be recommended by the Student Senate Governing Boards.

Initiation of the Hearing Procedure

A copy of the complaint along with the investigator's report will be delivered to the Chair of the Committee. The investigator's report will include the respondent's response, witness statements, and all other relevant information documented during the investigation.

Within 10 days of receiving the information, the Chair of the Committee will send a list of Committee members to both the complainant and respondent. Either party may challenge any member's eligibility for cause in writing to the Chair, within two (2) working days of receiving the list. Any such challenge will be ruled upon by the Chair of the Committee. Any Committee member with previous knowledge of the incident will present that information to the Committee chair. If the Chair is released by challenge or disqualification, the Committee will elect a Chair, pro tempore. If by challenge, disqualification or unavailability, fewer than three (3) members of the Committee remain eligible, another member will be appointed by the President pro tempore.

No hearing will be held without the parties being given at least seven (7) calendar day notice. Each party may be accompanied during each session by one (1) advisor. If the advisor is an attorney, the advisor must be informed that they are not acting as legal counsel or advocate. The advisor will not participate in the session, but may observe and consult freely with the person whom they are advising.

Any party who is part of a Title IX proceeding may seek assistance from an advisor of the party's choice who is either a member of the University community (current student, alumnus, faculty member, or staff), family member, or legal counsel. The advisor's role is to provide clarification as to process and procedure, and offer general support to the party. The advisor's role is not to defend, speak on behalf of or otherwise advocate on behalf of, a complainant or respondent.

Advisors are permitted to attend meetings and hearings, but may not speak during a hearing. A Hearing Officer, at their discretion, may seek out clarification from an advisor. Advisors are not permitted to question any witnesses prior to or during a hearing. If an advisor has first- hand information as to an incident or situation, the advisor may provide a written statement to the Hearing Officer at the time of the scheduled hearing. An advisor may write a note to a student party during a hearing, and may request a brief recess to confer with a student party.

An advisor may review and read the investigative record and take notes. No copies of any investigative materials will be given to the advisor.

Any advisor who in the University's discretion is deemed to be disruptive or disrespectful during any hearing, meeting, or through any investigative process, will be asked to remove him/herself from the process. The University will not postpone or continue an investigation, a hearing, or a meeting because of the removal of an advisor who does not comply with the University's participation guidelines.

Conduct of Formal Hearings

The formal hearing will be recorded for the Committee's use in deliberations. The recording will not be transcribed but will be stored securely and confidentially by the General Counsel. Upon receipt of signed written request, a copy of the recording will be made available to either party by the General Counsel's office. The Committee alone may question witnesses and parties. Each party has the right to be present for the entirety of the hearing. In the course of the hearing, each party may submit in writing, questions to be asked by the Committee. However, the Committee reserves the right to decline to pursue any such questions. The Respondent has the right to refuse to testify.

The Complainant and Respondent may request witnesses and present documentary evidence. Witnesses will be present at the hearing only when giving testimony. Each party may bring any number of witnesses; however the actual number of witnesses heard will be at the discretion of the Committee. The Committee may refuse to accept or hear any evidence that it deems irrelevant or unreliable. Rules of evidence used in courts of law are not used in this process.

Findings of the Committee (Preponderance of the evidence Standard)

After the hearing, the Committee will find one of the following:

- that it is more likely than not that the alleged violation occurred, or
- that it is more likely than not that the alleged violation did not occur.

Decision and Written Report

The Committee will deliberate in closed session to determine whether the responding party is responsible or not responsible for the violation in question. The Committee will base its findings and recommendation on a preponderance of the evidence standard.

The Chair will prepare a written deliberation report and deliver it to the Title IX Coordinator detailing the finding, the evidence heard, and how each member voted. The report should conclude with the recommended sanctions. All findings by the Committee shall be based on a majority vote of the panel. The Committee members must sign the written report.

After consultation with the Title IX Coordinator the employee's immediate supervisor will determine and impose sanctions in writing to the respondent. Disciplinary action will be taken by the respondent's supervisor for staff and Deans of the respective School or College for faculty.

The Title IX Coordinator will inform the party bringing the grievance of the final determination within 2-3 days of the hearing. The notification will be made in writing and delivered in person or certified or overnight mail.

Sanctions (Faculty, Administration, Staff)

Sanctions imposed by the Committee will be commensurate with the seriousness of the conduct, and will be adequate and sufficient to demonstrate the University's commitment to taking strong and effective measures to both remedy and prevent further violations. The assessment of the severity of the sanction will be based on both the current case and the Respondent's previous record of misconduct (if applicable). Any sanctions imposed on tenured faculty will be pursuant to the procedures delineated in the appropriate faculty handbook. Sanctions might include, but are not limited to:

- a written apology;
- a transfer or change in department or teaching assignment;
- a warning, meaning a written statement that the Respondent violated this policy, which would be placed in

- the Respondent's permanent record;
- a referral for counseling and/or training (failure to fulfill the sanctions shall be cause for sanctions of a more serious nature);
- probation for a slated period of time within which the Respondent's rights to participate in University-sponsored activities and/or access to facilities may be limited or removed;
- suspension (with or without pay) meaning a separation from the University for a slated period of time or until specific conditions are met; or
- dismissal, meaning permanent removal from employment or University programs, facilities, and property.

The appropriate administrative officer of the University will be notified of any sanction recommending termination from employment at the University.

Summary Suspension

The University reserves the right to take necessary and appropriate action to protect the educational environment, and the safety and well-being of members of the University community. In the event that any individual charged with violation of the University's Equal Opportunity – Nondiscrimination- Harassment Policy is deemed a serious risk to the safety and security of the University and/or its campus community, the University reserves the right to summarily suspend that individual. The University reserves its right to suspend that individual with or without pay and benefits (tenured faculty can only be suspended with pay and benefits) and exclude that individual from campus, except as necessary to participate in the formal hearing process delineated above.

Nothing in this policy shall limit the authority of the University, or any of its constituent parts, to take such actions as the appropriate University officer or Dean or their designee deems necessary to protect the physical safety of the members of the University community, or to maintain conditions compatible with the educational process or institutional integrity of the University or any of its constituent parts.

Appeals (Faculty, Administration, Staff)

Notice of an appeal

Respondents and Complainants may appeal by filing written notice with the Title IX Coordinator within 14 calendar days from the day a sanction is or is not imposed. Respondents and Complainants seeking an appeal must specify the grounds for the request. Respondents and Complainants who fail to file an appropriate written request for an appeal within fourteen (14) days waive their rights to appeal.

Grounds for appeal

Appeals will be considered only in one or more of the following circumstances:

- when a Respondent or Complainant deems the sanction inconsistent with the gravity of the offense, except in the case of termination of employment as provided in the Western New England University Faculty handbook where review is automatic;
- when new evidence that was not available at the time of the hearing becomes available within the above referenced fourteen (14) calendar day period; or
- when there has been a substantial and material procedural error during the hearing process.

Review

A three member appeals panel will be designated by the Title IX Coordinator in consultation with the President of the University. Appeal panel members may not include individuals who had previously been involved in the grievance process. The appeal panel will have the authority to:

- affirm;
- reverse;
- modify the sanctions; or
- remand the matter for further investigation or consideration by the Committee (only available where there

is new evidence or where there is a substantial and material procedural error).

The original decision and sanction will stand if the appeal is not timely or is not based on the grounds cited above. After conferring with the appeals panel, the Title IX Coordinator will deliver a written decision on the appeal to all parties within 3 business days from the review of the appeals panel. Decisions of the appeals panel are final.

Appeals for tenured faculty only

Should any tenured faculty member at the University desire to pursue an appeal of any actions imposed on him/her through these procedures, the affected faculty member will avail himself/herself of procedures delineated in the appropriate faculty handbook.

Substitutions

In the event that the Respondent is the President, the Chairman of the Board of Trustees will receive the report of the Committee and determine, with the Board of Trustees, any sanctions to be imposed in accordance with the Bylaws of Western New England University. The decision of the Board will be final.

Confidentiality

Through all investigations and hearings of complaints arising from discrimination and harassment, both formal and informal, the confidentiality of the proceedings and the identities of parties to the complaint shall be protected to the fullest extent practicable under the facts and circumstances of each case.

Rights of the Complainant and Respondent

- The right to be treated with respect by University officials.
- The right to be notified of available counseling, mental health or other services, both on and off campus.
- The right not to be discouraged by University officials from reporting an assault to both on campus and off campus authorities.
- The right to be free from retaliation.
- The right to have a single advisor present during the process.
- The right to be informed in advance, when possible, of any public release of the information regarding the complaint.
- The right to written notice of the outcome and sanction of the hearing.
- The right to a fundamentally fair hearing as defined in these procedures.
- The right to an outcome based solely on the evidence presented during the process.
- The right to be informed in advance, when possible, of any public release of the information regarding the complaint.

Training

The University will offer education programs annually to all employees and students about the topics outlined in this policy. Additionally, the University will offer prevention and awareness programs to all new students and employees as part of the orientation processes.

Revisions

This policy will be reviewed and updated annually by the Title IX Coordinator.

Revised as of 02.05.2020

1. Violence Against Women Reauthorization Act Of 2013
2. 20 U.S.C.A. § 1092 (West); 34 C.F.R. § 668.46
3. Violence Against Women Reauthorization Act Of 2013 § 304

4. M.G.L.A. 151B § 4
5. There is no legal definition of consent in Massachusetts.
6. Violence Against Women Reauthorization Act Of 2013
7. White House Task Force to Protect Students from Sexual Assault
8. Violence Against Women Reauthorization Act Of 2013

Appendix U: The Center for the Sciences and Pharmacy

The Center for the Sciences and Pharmacy (CSP) is a 127,000 square foot facility opened in January 2011. In addition to pharmacy, the CSP is home to undergraduate programs in biology, chemistry, physics, forensic biology, forensic chemistry, neuroscience, and psychology, graduate programs (M.S., Ph.D.) in behavior analysis, and University Health Services.

While classes are in session during the fall and spring semesters, students are granted access to the CSP through key-card access according to the following schedule:

- Monday through Thursday: 6am to 2am
- Friday: 6am to 8pm
- Saturday and Sunday: 9am to midnight

Pharmacy students also have key-card access to the pharmacy library, located in CSP 414. A Keurig coffee brewer and microwave are located within the pharmacy library for your convenience. Vending machines are located on the second floor near the atrium.

While classes are in session, rooms have been set aside for pharmacy students to utilize for study halls. During these study halls, conversations should be kept to a minimum, and earbuds/headphones should be utilized for the playing of any audio. The stationary computer and projector systems should not be utilized at this time. A study hall has been reserved in CSP 400 from 5pm to midnight for Saturday through Thursday and 5pm to 8pm on Friday throughout the academic year (except for finals week).

At certain times, study hall sessions may have to be rescheduled to accommodate University events (such as undergraduate open houses). Students will be notified in advance of any changes to the study hall schedule by the Assistant/Associate Dean for Student Affairs.

The College of Pharmacy and Health Sciences is fortunate to have multiple 8-12 seat break-out rooms adjoining each of the 80-seat lecture halls [CSP 200, 300, and 400]. If there is a scheduled class or special event going on in the 80-seat lecture halls, then the breakout rooms are reserved in tandem with the lecture hall itself; students are not allowed to use the breakout room unless (a) they are enrolled in the course being taught, and (b) they are observing the class through the observation window. In the event that a 80-seat lecture hall is booked for a class, and the class ends early, then the breakout rooms remain reserved for the exclusive use of the students in that class through the end of the regularly scheduled course time. If an 80-seat lecture hall is not booked for a class or a special event, then the breakout rooms are open to everyone [including non-COPHS students] on a first come, first serve basis until 5pm; after 5pm, the breakout rooms revert to the class for which the study hall has been designated as above.

Appendix V: Handbook Modifications since August 18, 2022

July 21, 2022: Took out gendered terms, changed learner to student, changed dates, added DLP transfer information, added reference to OTD Supplemental Student Handbook, grammatical error changes.

February 2, 2023: Took out the word “permanent” from the definition of Dismissal on p. 25-26.

March 30, 2023: Edited AOTA website for State Regulations in Appendix M.