## Policy & Procedures

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>Student Progress</th>
<th>Policy Number:</th>
<th>AP-13</th>
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<tbody>
<tr>
<td>Responsible Committee:</td>
<td>E2P Programs Committee</td>
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<td></td>
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<tr>
<td>Approval Date:</td>
<td>2 February 2017</td>
<td>Date of Next Policy Review:</td>
<td>This policy shall be reviewed within one (1) year from approval and thereafter as deemed necessary by the Responsible Committee.</td>
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<tr>
<td>Effective Date:</td>
<td>The policy will take effect upon approval of the Calendar statement by the UBC Vancouver Senate (17 May 2017).</td>
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<td>Applicability:</td>
<td>The policy applies to all students in the Entry-to-Practice Pharmacy programs (E2P PharmD and B.Sc.(Pharm)). Some portions, as indicated within the policy, apply only to E2P PharmD students.</td>
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<td>Purpose:</td>
<td>To clearly set out the processes for decisions of the Faculty on student progress.</td>
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<td>Exclusions:</td>
<td>This policy does not apply to students outside of the E2P programs.</td>
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<td>Related Policies:</td>
<td>AP-14 Student Appeals</td>
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<tr>
<td>History:</td>
<td>This is the first version of the Student Progress policy. It is based on the document “Academic Progress in the Entry-to-Practice Pharmacy Program”, which was reviewed in 2015-16 by the E2P Programs Committee, and approved in principle on 14 September 2016.</td>
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<td>Contact:</td>
<td>Office of the Associate Dean, Academic</td>
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PREAMBLE

EDUCATIONAL OUTCOMES
The Faculty of Pharmaceutical Sciences (the “Faculty” and “Pharmacy”) has the responsibility to prepare students to become competent, caring pharmacists who meet the academic requirements of the Pharmacy program and demonstrate high standards of professional and personal conduct. Although the curricula for the BSc(Pharm) and the Entry-to-Practice (E2P) PharmD programs are different, both programs are designed to promote the longitudinal development of competence over four years and to ensure students are able to meet the educational outcomes delineated by the Association of Faculties of Pharmacy of Canada (AFPC). These outcomes are collectively aimed at developing graduates who are medication therapy experts, able to fulfill the following roles:

Care Provider: As Care Providers, pharmacy graduates provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient’s medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.

Communicator: As Communicators, pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.

Collaborator: As Collaborators, pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.

Leader-Manager: As Leaders and Managers, pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.

Health Advocate: As Health Advocates, pharmacy graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.

Scholar: As Scholars, pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.

Professional: As Professionals, pharmacy graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.

Each of these outcomes is more fully articulated in the AFPC’s Educational Outcomes for First Professional Degree Programs in Pharmacy (Entry-to-Practice Pharmacy Programs) in Canada. The cognitive model in
Appendix A provides guidance on the level at which students are expected to perform on these outcomes in each year of the E2P PharmD program.

Students are also expected to meet the entry-to-practice competencies established by the National Association of Pharmacy Regulatory Authorities (NAPRA). These include:

- **Ethical, Legal and Professional Responsibilities:** Pharmacists practice within legal requirements, demonstrate professionalism, and uphold professional standards of practice, codes of ethics, and policies.

- **Patient Care:** Pharmacists, in partnership with the patient and in collaboration with other health professionals, meet the patient’s health and drug-related needs to achieve the patient’s health goals.

- **Product Distribution:** Pharmacists ensure accurate product distribution that is safe and appropriate for the patient.

- **Practice Setting:** Pharmacists oversee the practice setting with the goal of ensuring safe, effective, and efficient patient care.

- **Health Promotion:** Pharmacists use their expertise to advance the health and wellness of patients, communities, and populations.

- **Knowledge and Research Application:** Pharmacists access, retrieve, critically analyze, and apply relevant information to make evidence-informed decisions within their practice, with the goal of ensuring safe and effective patient care.

- **Communication and Education:** Pharmacists communicate effectively with patients, the pharmacy team, other health professionals, and the public, providing education when required.

- **Intra- and Inter-Professional Collaboration:** Pharmacists work in collaboration with the pharmacy team and other health professionals to deliver comprehensive services, make the best use of resources, and ensure continuity of care in order to achieve the patient’s health goals.

- **Quality and Safety:** Pharmacists collaborate in developing, implementing, and evaluating policies, procedures, and activities that promote quality and safety.

Each of these competencies is more fully articulated in NAPRA’s *Professional Competencies for Canadian Pharmacists at Entry to Practice.*
PROGRAMMATIC APPROACH TO ASSESSMENT

A programmatic approach to assessment has been initiated in the BSc(Pharm) and PharmD programs, with the goals of:

- supporting the curricula in meeting the Faculty’s responsibilities to the public and the profession by ensuring that all graduates have achieved the required competencies and are capable of safe and effective practice;
- fostering in students the responsibility for self-assessment and ongoing learning, and providing opportunities for practice toward mastery and improvement; and
- employing best-evidence assessment-of-learning strategies that allow for reliable, fair, and valid inferences about students’ achievement, identification of learning gaps and needs, and development of remedial programs.

Assessment of students’ learning occurs mainly within required courses in the program. In the E2P PharmD program, assessment of learning may also occur through enrichment activities that are part of the curriculum but not associated with specific courses. Course Coordinators, module leaders, integration activity leaders, and faculty members leading enrichment activities are responsible for designing and administering assessments of learning in collaboration with the Director of Assessment, for keeping records of students’ performance, and for assisting the Student Progress Committee in making decisions regarding students’ academic progress through the program.

Courses are graded on either a percentage or pass/fail basis. For courses that are graded on a percentage basis, the passing grade is 60%. In addition to achieving an overall course grade of 60%, there may be course requirements to pass a particular exam or demonstrate satisfactory performance on a particular outcome. The passing grade for a particular exam may be set at a value other than 60% through standard setting procedures guided by the Director of Assessment. In practicum courses, a student will fail automatically in cases of significant unprofessional conduct. As students are licensed by the College of Pharmacists of BC, the College will be notified when the behaviour (e.g., breach of patient confidentiality) would be subject to disciplinary action if engaged in by a licensed pharmacist.

DEFINITIONS

**Student Performance**  
Achievement of expected performance on program outcomes (e.g., as determined by grades on assessments and/or, for E2P PharmD students, reaching expected levels of performance according to the E2P PharmD Cognitive Model). Student performance is determined through the academic judgment of the responsible faculty members.

**Academic Progress**  
The consequence of student performance in courses and with regards to the professionalism criteria.
STUDENT PROGRESS POLICY

1. Decisions regarding students’ academic progress through the required courses and activities of the program are made by the Student Progress Committee.

2. Academic progress recommendations are made to the Student Progress Committee by:
   a. The Course Coordinator(s), in the case of non-modularized required courses in the E2P programs. Student performance is taken as the Course Coordinator’s recommendation to the Student Progress Committee.
   b. The Course Progress Review Groups (CPRG), in the case of modules and other mandatory pass components within modularized courses in the E2P PharmD program. Student performance on each mandatory pass component is taken as the CPRG’s recommendation to the Student Progress Committee.
   c. The Mentoring and Advising on Professionalism (MAP) group, in the case of assessment of professionalism in the E2P PharmD.

3. Student performance in elective courses does not affect a student’s academic progress decisions. Student performance decisions in elective courses will normally be made by Course Coordinators, but may be brought to the Student Progress Committee at the Course Coordinator’s discretion. Students must complete their program with the required number of elective credits.

4. The Student Progress Committee will arrive at academic progress decisions in accordance with the academic requirements outlined in the UBC Calendar, University and Faculty regulations and policies, and the procedures laid out in this document.

5. Academic progress decisions will take into account mitigating factors affecting a student’s performance if disclosed to the SPC prior to the point of decision-making.
   a. Students are encouraged to disclose a disability or ongoing medical condition, which may adversely affect their performance, to Access and Diversity without delay and to make appropriate use of academic accommodation.
   b. Students are encouraged to disclose a disability, medical conditions, and/or personal circumstances, which may adversely affect their performance, to the Director of Student Services to support appropriate use of academic concession and facilitate access to other support services offered by the University, such as Counselling Services.
   c. It is the responsibility of the Director of Student Services to provide this type of information to the Student Progress Committee and to reveal only those details necessary to make a fair decision.
   d. Personal information about students will be kept confidential according to applicable laws, which may require disclosure in certain circumstances.
e. In the absence of information about personal circumstances and for students who opt not to exercise the accommodations available to them, the Student Progress Committee will assume there are no mitigating factors affecting their performance.

6. Academic progress decisions will also take into account whether or not a student is currently on Academic Probation and other aggravating factors, such as failure on the student’s part to follow recommendations, guidelines, and policies, including those associated with professionalism outcomes.

7. Students should take the grades in courses that are initially published in their Academic Record (accessible through the Student Service Centre) as a preliminary indication of their academic progress. Students will be informed of their academic progress decision in writing, normally via e-mail, within five business days of the Student Progress Committee’s decision.
STUDENT PROGRESS PROCEDURES
The Student Progress Committee receives recommendations from three main groups: 1) Course Coordinators for non-modular courses; 2) the Course Progress Review Groups (CPRG) for modular courses; and 3) for students in the E2P PharmD program, the Mentoring & Advising on Professionalism (MAP) group for professionalism considerations.

1) COURSE COORDINATOR RECOMMENDATIONS TO THE STUDENT PROGRESS COMMITTEE
The Course Coordinator will assess student performance throughout the course. Students who are struggling with the course material are encouraged to meet with the Course Coordinator to determine their areas of weakness and receive guidance on self-study to improve their performance on subsequent assessments.

The Course Coordinator will recommend a course pass for all students achieving a passing performance.

For students who do not achieve a passing performance, the Student Progress Committee may request a written recommendation from the Course Coordinator. Options include, but are not limited to, the following:

- Recommend that the student be provided with a supplemental assessment opportunity;
- Recommend that the student fail the course;
- Recommend an adjudicated pass;
- Recommend aegrotat standing.

Note that adjudicated pass and aegrotat standing are granted only in rare instances, where mitigating circumstances exist and were disclosed prior to the recommendation.

These recommendations will take into account available information on reliability and validity of assessments within the course.

2) COURSE PROGRESS REVIEW GROUP (PHRM 100, 111, 211, 212, 311, AND 312) RECOMMENDATIONS TO THE STUDENT PROGRESS COMMITTEE
The CPRG will assess student performance in relation to the relevant component(s). Students who are struggling with the course material are encouraged to meet with the Module and/or IA Leaders to determine their areas of weakness and receive guidance on self-study to improve their performance on subsequent assessments.

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1 Adjudicated Pass is granted where credit is granted and the course need not be repeated although it may not normally qualify as a prerequisite for further work (see [http://www.calendar.ubc.ca/vancouver/?tree=3,42,97,0](http://www.calendar.ubc.ca/vancouver/?tree=3,42,97,0)).
2 Aegrotat allows a student credit for a course even though the course requirements have not been completed due to medical, emotional, or other difficulties. This standing is awarded only if the Course Coordinator and the Dean agree that the student has demonstrated the capacity to deal with the course material satisfactorily (see [http://www.calendar.ubc.ca/vancouver/?tree=3,42,97,0](http://www.calendar.ubc.ca/vancouver/?tree=3,42,97,0)).
The CPRG for the relevant component(s) will recommend a pass for all students achieving a passing performance.

For students who do not achieve a passing performance on one or more component(s), the Student Progress Committee may request a written recommendation from CPRGs. Options include, but are not limited to, the following:

- Recommend that the student be provided with a supplemental assessment opportunity for the component(s);
- Recommend that the student fail the component(s), and therefore the course;
- Recommend an adjudicated pass\(^1\) for the component(s);
- Recommend aegrotat standing\(^2\) for the component(s).

Note that adjudicated pass and aegrotat standing are granted only in rare instances, where mitigating circumstances exist and were disclosed prior to the recommendation. At the end of the course, the Course Coordinators may consider recommending an adjudicated pass or aegrotat standing for the course.

These recommendations will take into account available information on reliability and validity of assessments within the course.

3) **Mentoring and Advising on Professionalism (MAP) Group Recommendations to the Student Progress Committee for Students in the E2P PharmD Program**

For students in the E2P PharmD program, the MAP group will monitor and assess student performance on professionalism outcomes. The MAP group will determine the appropriate course of action for students who are struggling to meet the expected competencies in the program’s professionalism outcomes.

At the end of the Winter Session, the MAP group will recommend to the Student Progress Committee that all students determined to have met the professionalism outcomes in their year are “Ready for Practice”. They will recommend as “Not Ready for Practice” those students who, in the opinion of the MAP group, are not ready to take their Summer Session experiential practicum(s) due to deficiencies in professional behaviour after having worked with the MAP group.
ACADEMIC PROGRESS DECISIONS

Types of academic progress decisions made by the Student Progress Committee include but are not limited to:

A. Pass/fail decisions for required courses
The Student Progress Committee will mainly focus its review on the performance of students achieving final grades below 60%, students with an F standing in pass/fail courses, and students identified by the MAP group as “Not Ready for Practice.” The Student Progress Committee may confer with the Director of Student Services and the Director of Educational Assessment to take into account available information on mitigating and aggravating factors, and reliability and validity of assessments within the course. If deemed necessary by the Student Progress Committee, the Director of Educational Assessment will guide a standard-setting process with the Course Coordinator(s) and/or other responsible faculty member(s)3 to determine the minimum acceptable level of performance.

B. Requirements for remediation
Normally, when deficiencies in performance are identified, students will be advised to avail themselves of exam viewing opportunities, to contact the relevant Course Coordinator(s) and/or other responsible faculty member(s)3 to gain insight into their performance, and to confer with the Director of Student Services regarding resources available to support their success. Unless otherwise instructed, remediation will consist of self-reflection and self-study on the student’s part. Where feasible and considered warranted, the Office of Student Services will assist with recruitment of a peer tutor. For students who fail a practicum course, the Student Progress Committee will normally recommend participation in the Student Success Program prior to repeating the course.

Performance on professionalism outcomes for students in the E2P PharmD program is monitored and assessed by the Mentoring and Advising on Professionalism (MAP) group. In the case of serious or multiple instances of failure to meet the professionalism outcomes, the MAP group will devise a mentorship plan to support the student in developing the necessary competencies.

C. Eligibility for supplemental assessments
In general, for practicum courses, no supplemental assessments will be granted. A failure in a practicum course normally requires the student to repeat the course at the next suitable opportunity.

Supplemental assessment opportunities are possible in all non-practicum courses, modules, and other mandatory pass components within courses (e.g., specific assignments or exams, modules and the integration activities portion of modularized courses), but will not be granted in all cases. Supplemental assessments are a privilege, not a right.

Based on recommendations from the Course Coordinator(s) and/or other appropriate faculty member(s), and taking into account mitigating and aggravating factors, the Student Progress Committee will determine whether supplemental assessment(s) will be offered to a student. Supplemental assessment(s)...

3 “Other responsible faculty member(s)” includes Module leaders, Integration Activity leaders, Element leaders, and/or Curricular Theme leaders.
may be denied based on a number of factors including, but not limited to, weak student performance, poor attendance, and/or non-compliance with relevant policies or conditions placed on the student (e.g., requirement to follow established procedures for requesting academic concession, requirement to complete specified remediation activities, etc.).

D. Scope, format, and timing of supplemental assessments

If a supplemental assessment is granted by the Student Progress Committee, the CPRG, or Course Coordinator for non-modular courses, will determine the scope and format of the supplemental assessment in order to provide the student with an appropriate opportunity to demonstrate satisfactory minimum performance on the learning outcome(s) in question. The scope and format of supplemental assessments do not have to be the same as that of the original assessment(s) the student failed. The CPRG, or Course Coordinator for non-modular courses, will define how the results of the supplemental assessment will be used to determine student performance.

With respect to scope, a supplemental assessment may be a comprehensive exam of the entire course or module, a replacement for one or more assessments within a course or module (e.g., a second opportunity to write a particular exam or portion of an exam, e.g. the OSCE portion of a practical exam), or an assessment that targets a specific area of weakness (e.g., an exam on discipline-specific content from a multidisciplinary module). Any format may be used for a supplemental assessment, such as a written exam, practical exam, oral exam, presentation to an expert panel, written assignment, reflection paper, etc. Course Coordinator(s) and/or other appropriate faculty member(s) will notify students about the scope and format of the supplemental.

Timing of the supplemental assessments will depend on a) the number of students sitting the supplemental assessment; b) the amount of time students need to prepare for the supplemental assessment; c) whether the supplemental assessment is written or oral, and d) the availability of the Course Coordinator(s) and/or other appropriate faculty member(s) and the amount of time they require to set and mark the supplemental assessment. Supplemental assessments for courses that end in Term 1 of Winter Session will take place by January 31\textsuperscript{st} and those for courses that end in Term 2 of Winter Session will take place by May 31\textsuperscript{st}. Supplemental assessments for Summer Session courses will take place by September 30\textsuperscript{th}.

Supplemental assessments for courses and mandatory pass components within courses that have been failed will normally be organized by the Office of Student Services, except for assessments with a laboratory component, which will be organized by the Pharmacy Practice Centre Manager. Students will be advised of the date, time, and location of the supplemental assessment by the assessment organizer. For supplemental assessments, students will be required to pay the supplemental fee charged by the University.

If the supplemental assessment is completed satisfactorily, a final grade of 60% for percentage-graded courses will be entered for the course component or the course in question.
E. Progression between terms and sessions and promotion to the next year

i) Progression between terms and sessions
Progress from one term to the next (e.g., from Winter Session Term 1 to Winter Session Term 2) or from one session to the next (e.g., from Winter Session Term 2 to Summer Session) requires that relevant program outcomes and course prerequisites have been met. Performance in elective courses is not considered in these decisions. Performance on professionalism outcomes will be considered in decisions on progress from the Winter Session to the Summer Session and readiness for the practicum coursework of the Summer Session. For any student who has required mentorship during the Winter Session with respect to professionalism, the MAP group will make a recommendation on readiness to practice. The Student Progress Committee may require that students deemed unready to practice meet conditions such as participation in remediation, medical clearance, and/or a delayed start for their practicum courses. If appropriate, the Faculty may request the advice of Access and Diversity or encourage the student to engage with Access and Diversity.

On the first occasion of failure to progress to the next term, students will be placed on academic probation and will be permitted to continue in the program. Students in this situation will be required to withdraw from all courses in the next term for which the prerequisites have been failed and for which learning activities are integrated (e.g., a failure in PHRM 100 will result in withdrawal from PHRM 111 and its co-requisite, PHRM 131). An exception to this requirement may be made for students in the last cohorts of the BSc(Pharm) program where, in the academic judgment of the Student Progress Committee, it is feasible for the failed course to be repeated immediately and be treated as a co-requisite rather than a prerequisite to the courses of the next term or session.

ii) Promotion to the next year
Promotion from one year to the next requires that relevant program outcomes have been met and that all required courses of the year (Winter and Summer Sessions) have been passed. Performance in elective courses is not considered in promotion decisions.

On the first occasion of failing to be promoted to the next year, students will be placed on academic probation and permitted to continue in the program. Students in this situation will be required to repeat any failed courses. In addition to the repeated courses, these students may take elective courses but will not be permitted to take any of the required courses of the next year.

iii) Impact of a second failure
On the second occasion of failure to progress to the next term, session, or year, students will be required to discontinue from the program.

F. Academic standing
The Student Progress Committee will determine whether students are “In Good Standing,” “On Academic Probation,” or “Failed” (see http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,236,0,0).

A student who fails a required course will be placed on Academic Probation. The student will receive a letter specifying the concerns and the conditions that must be met while on Academic Probation. Failure
to meet the conditions specified will normally result in the requirement that the student discontinues the program.

G. Discontinuation from the program
For students with a “Failed” standing, the Student Progress Committee will determine whether the student is required to discontinue temporarily or permanently from the program. If the discontinuation is temporary, the Student Progress Committee will determine the conditions to be met and appropriate timeline for return to the program (e.g., successful completion of specified coursework, medical clearance, satisfactory performance in the Student Success Program, be deemed “Ready for Practice” by the MAP group, etc.).

As stated in the Calendar, “although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to delay a student’s participation in practicum courses or to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.”

Examples of situations where students may be so deemed include, but are not limited to, inability to meet the program’s essential skills requirements, participation in criminal activities, and egregious breaches of the Faculty’s Code of Conduct and professionalism criteria.

H. Readmission After Being Required to Discontinue
Readmission after being required to discontinue is not guaranteed. Requirements for readmission depend on the year level a student was in when required to discontinue. Readmission decisions will take into account the amount of space available in the program year. Readmission into Year 1 will also take into account the size and strength of the applicant pool for that year. All students seeking to return to the program after being required to discontinue, either temporarily or permanently, must submit an appeal to be readmitted to the program in accordance with the University processes on readmission (see http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0) and must provide evidence of the steps that they have taken to address the issues that led to being required to discontinue. The earliest a student may be readmitted is one full year (12 months) following the requirement to discontinue. A shorter time period will be considered when a one-year discontinuation would excessively disadvantage the student, (e.g., when a one-year period would effectively result in a two-year delay in progress due to the program’s structure and academic regulations). Given the integrated nature of the program and potential for rapid advances in knowledge, skills, and expected learning outcomes, a returning student may be required to repeat previously passed components of the program or to complete newly introduced program requirements.

I. Return to the program after an academic leave
Students who are “In Good Standing” may take an academic leave of up to one year in length and return to the program without review by the Student Progress Committee. Students considering taking an academic leave should consult with the Office of Student Services at the earliest opportunity and review the UBC Academic Leave policy http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,289,0,0. If the
leave is longer than one year, the student must submit a written request to return to the program to the Director of Student Services for review by the Student Progress Committee. The Committee’s decision regarding the student’s return will take into account the eight-year time limit on degree completion and relevant activities the student has engaged in during the leave. Given the integrated nature of the program and potential for rapid advances in knowledge, skills, and expected learning outcomes, a returning student may be required to repeat previously passed components of the program or to complete newly introduced program requirements.

J. Awards
The Student Progress Committee delegates its authority on recommending awards as follows:

Awards Determined Solely on Academic Record
Recommendations for awards that are determined solely on the basis of a student’s academic record (e.g., awards associated with grades in particular courses) will be made by the Director of Student Services. The notation “Dean’s Honour List” will be added to the academic record of all students in the program who are registered in at least 90% of a full Winter Session course load for their year in the program and achieve an average of 80% or higher.

Discretionary Awards
Recommendations for discretionary awards that students apply for (e.g., awards for professionalism, leadership, etc.) will be made by the Director of Student Services in consultation with a working group of the Student Progress Committee, using the award criteria to evaluate documentation submitted by students to the Director of Student Services.

Ratification of Decisions Made
The Student Progress Committee will ratify the decisions made on Awards Determined Solely on Academic Record and Discretionary Awards at the first meeting opportunity following the decisions. This ratification will in no way delay the distribution of awards to the students identified by the Director of Student Services.

K. Academic and Non-Academic Misconduct
The Student Progress Committee will advise the Associate Dean, Academic regarding cases of academic and non-academic misconduct. Actions that may be recommended include gathering further information, requiring the student to meet with the Associate Dean, Academic to discuss their behaviour, placing a letter of reprimand in the student’s file, reporting to the College of Pharmacists of BC, and/or referring to the President’s Advisory Committee on Student Discipline in the case of academic misconduct or to Campus Security or Non-Academic Misconduct Committee to initiate the University process for cases of non-academic misconduct. Where the student’s misconduct appears to stem from a health or personal issue, referral to Access and Diversity and other well-being resources will be recommended.

L. Appeals
See Policy AP-14, Student Appeals.
APPENDICES

Appendix A: Cognitive Model

Appendix B: Student Progress Flow Chart
## APPENDIX A – COGNITIVE MODEL

**Cognitive Model**

Reflects MINIMUM required level of performance

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<th>Skill Outcomes</th>
<th>Care Provider</th>
<th>Communicator</th>
<th>Collaborator</th>
<th>Manager</th>
<th>Advocate</th>
<th>Scholar</th>
<th>Professional</th>
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Developed by P. Loewen, P. Gerber, A. Kim-Sing, and A. Verma

Last Updated: 14 September 2016, E2P Programs Committee
APPENDIX B: STUDENT PROGRESS FLOW CHART