

ASSESSING ACADEMIC ACHIEVEMENT AND PROFESSIONALISM

Washington University in St. Louis School of Medicine
Program in Occupational Therapy
(Revised August 2011)

Purpose and Philosophy:

The Program in Occupational Therapy (the “Program”) seeks to provide its students with a successful and gratifying experience at Washington University School of Medicine (“WUSM”).

By conferring the professional degrees of Master of Science (MSOT) and Doctor of Occupational Therapy (OTD), Washington University certifies the student as competent to undertake a career as an occupational therapist. The University assesses this competency based on each student’s technical knowledge and skills, as well as the student’s personal qualities pertinent to an effective professional life, such as compassion, commitment, and integrity. The Committee on Academic and Professional Evaluation of Students (the “CAPES” or the “Committee”) is concerned with each student’s growth and health in the professional preparation process. Each student is responsible for his or her successful completion of the Program curriculum, and the CAPES assists students in proceeding through that curriculum smoothly and effectively.

In general, it is the responsibility of the CAPES to decide whether each student meets the standards of performance as part of the educational experience required to enter the profession of Occupational Therapy. Although the rigor of the admissions process attempts to ensure that students have the best preparation to achieve success in the Program, situations arise from time to time in which academic and professional standards are not met. In these situations, the CAPES will have jurisdiction to prescribe remedies for academic deficiencies and academic or professional misconduct, up to and including recommendations for suspensions and expulsions. Action to dismiss or expel a student from the Program will be the result of a systematic determination that the student is unable to complete the requirements of the Program successfully based on that student’s behavior and/or academic, clinical and professional performance.

In addition to consideration of these matters, it is also the responsibility of the CAPES to work in collaboration with students who have special needs in order to facilitate the student's growth and development.

In order to perform its job well, the CAPES wants to emphasize that it is the responsibility of the student to communicate any concerns or difficulties which may be limiting the student's ability to fully participate in the Program. Students are encouraged to communicate with their advisor, instructors, or the CAPES Co-Chair(s) concerning personal or medical situations that may affect performance.

The procedures below have been adopted by the administrative council of the Program in Occupational Therapy. It is the student's responsibility to review this document and become acquainted with the standards by which his or her performance will be evaluated.

Committee on Academic and Professional Evaluation of Students (CAPES)

I. General Policies and Procedures

Unless otherwise noted, the following general policies and procedures apply to the CAPES and any CAPES meeting held pursuant to this Policy:

A. Responsibility of the Committee

As set forth in further detail throughout this document, the overall evaluation of performance of students enrolled in the Program is the responsibility of the CAPES. The CAPES seeks to address each student as an individual, approach matters brought to its attention in a positive manner, and assist students to remediate issues in order to successfully complete the Program. The CAPES has several important roles, including:

1. Approving promotion of students to a subsequent semester or year of study;
2. Deciding upon certain matters of academic and disciplinary action, including concerns regarding professional behavior brought to CAPES;
3. Deciding to grant program transfers and extensions;
4. Recommending to the Executive Faculty those students who have successfully completed all prescribed requirements of the Program and are qualified to receive the MSOT or OTD degree;
5. Requiring entry of a student into an individualized study program;
6. Recommending student use of, or participation in, support services, such as tutoring or counseling; and
7. Granting extended programs and leaves of absence.

It is the ultimate responsibility of the Committee to decide whether each student meets the academic, professional, and ethical standards necessary to practice, teach, or perform research in the profession of occupational therapy. The Committee may utilize a variety of resources to determine whether students meet the required standards of professionalism, including, but not limited to, the AOTA Occupational Therapy Code of Ethics and Ethics Standards (2010), the Essential Functions of Occupational Therapy Students document, the Student Handbook, and the Competency Document for Professional Behaviors.

Co-Chairs of the CAPES Committee

The Committee will be co-chaired by the Program's Associate Director of Professional Programs ("Associate Director") and a representative of the medical school faculty appointed by the Dean of the School of Medicine. The WUSM Co-Chairperson will vote only in the event it is necessary to break a tie.

B. Membership of the CAPES Committee

1. Appointed members: The Committee is comprised of members of the Program's instructional faculty, as appointed by the Director of the Program for a one-year term. Committee membership must number as least five individuals. A faculty member may be re-appointed to serve on CAPES. A list of Committee members shall be maintained by the Program's Director.
2. Ex-officio members: The Committee membership may include, in ex-officio capacity, the Director of the Student Health Services, who may attend Committee meetings as a non-voting member.
3. Recusal from voting: A voting member of the Committee should declare any potential conflicts of interest to the Committee, and the remaining Committee members will determine whether the member should be recused from discussion and voting.

C. Meeting Frequency

Committee meetings will be held twice each semester, generally at midterm and after final examinations. A meeting of the Committee also may be convened at any time to provide prompt review of student academic performance or academic/professional integrity concerns.

D. Meeting procedures

1. Committee meetings are conducted in accordance with Robert's Rules of Order.
2. The Associate Director will convene a meeting of the CAPES. The student's case shall be presented to the CAPES in a closed and confidential meeting.
3. Guests

A course master or instructor who is not a member of the Committee, but who has submitted a concern regarding a student to be discussed at the CAPES meeting, may be present at the meeting to provide information concerning the student's performance but will not be present during deliberations or voting. Alternatively, the course master or instructor may send a designated representative or may submit additional information in writing. In the event that a course master, instructor or designated representative is not present or sufficient information has not been forwarded, final action regarding the student at issue will be deferred until adequate information concerning the student's performance is available.

In addition, other individuals who have contact with or information regarding the pertinent student(s) may be asked by the Co-Chair to serve as consultants or advisors on topics relevant to the issues to be determined by the Committee. Appropriate student confidentiality will be maintained.

4. Voting and Quorum

A quorum is designated as one-half (1/2) of the membership. A simple majority vote of the members present shall be required for all decisions, except recommendations to dismiss a student for academic deficiencies or recommendations to suspend or expel a student for academic or professional misconduct, all of which require a three-quarters (3/4) majority vote of the members present.

5. Student Notification and Participation

Any student at risk for immediate, serious, adverse action will receive prompt written notice in advance of the date and time of any Committee meeting at which his/her performance or conduct will be reviewed as well as the purpose of the review.

A student who receives notice that s/he is to be considered at a CAPES meeting may be asked to be available to participate in portions of the meeting in person or via telephone to provide additional relevant information. If the student cannot be available, the Committee may either postpone the meeting or may conduct the meeting and take action without the student present.

A student who receives notice that s/he is to be considered at a CAPES meeting shall be permitted, upon request to the Associate Director no less than two business days in advance of the Committee meeting, to appear before the Committee on his/her own behalf. At the student's request, s/he also may be accompanied at the meeting by either (i) a member of the Program's faculty or staff or (ii) a fellow student enrolled in the Program, for guidance and support. The accompanying individual will not be permitted to advocate on behalf of the student or otherwise actively participate in the meeting. Failure of a student to provide reasonable cooperation to the Committee, including but not limited to failure to participate at a scheduled time or failure to provide information requested by the Committee, may be considered a separate instance of professional misconduct, in addition to the underlying issues giving rise to the meeting.

6. Meetings may be rescheduled at the discretion of the Co-Chairs.

E. Records and Communications

1. Committee decisions regarding a student's academic performance and/or conduct shall be communicated, in writing, to the student within ten business days of the Committee's meeting.
2. All written records of communications to the student shall be maintained in the student's permanent file.
3. A record of Committee meeting proceedings shall be made and preserved by the Co-Chair or the Co-Chair's designee only for purposes of review by the Appeals Committee, as necessary.

II. The Academic and Professional Evaluation of Students

In order to continue their studies in the Program, students must demonstrate the ability to synthesize and apply knowledge and the capability of becoming a safe and effective therapist. In addition, they must demonstrate the principles of professionalism including sound judgment, honesty and integrity, responsibility, a sensitivity and compassion for individual needs, and compliance with applicable laws, policies, and regulations. Serious or repeated breaches of these principles will be referred to the Committee for review.

It is the responsibility of students who feel that personal concerns, health problems, or any other factors may be adversely affecting their performance to bring such matters to the attention of his/her Advisor, who will promptly confer with the Associate Director of Professional Programs.

Should a student be referred to the Committee for an issue(s) involving both academic performance and professionalism concerns, the procedures for Professionalism Concerns will be followed.

A. The Evaluation and Grading System

1. General

- a. A Letter of Commendation will be sent to students of exceptional merit who achieve a semester grade point average of 3.5 or greater. A copy will be placed in the student's permanent file.
- b. Students are allowed a maximum of two (2) attempts to pass any one Program course with a minimum grade of C-.
- c. With regard to Fieldwork Level I experiences, students are allowed to repeat only one (1) failed experience. This must be re-taken and passed in order to continue in the Program. A second failure during the Fieldwork Level I experience will result in a referral to the CAPES for consideration of dismissal from the Program.
- d. With regard to Fieldwork Level II experiences and OTD apprenticeships, students are allowed to repeat only one (1) failed experience. This must be re-taken and passed in order to continue in the Program. After one failure, an Improvement Plan will be developed and administered at the Program, requiring that the student return to St. Louis. A second failure during the Fieldwork Level II experience will result in a referral to the CAPES for consideration of dismissal from the Program.
- e. At the conclusion of each academic semester, the student will receive a grade report from the Manager of Academic Systems, which indicates the grade achieved in each course. At the CAPES meetings at the end of each semester, the CAPES will vote to recommend promotion to the subsequent semester of students who have successfully completed all the requirements of the current academic semester.
- f. Prior to graduation, each student is required to:

- i. Complete and pass all academic, fieldwork, and apprenticeship (OTD degree only) course work in the Program in Occupational Therapy;
- ii. Demonstrate the academic and professional behaviors that are outlined in the Student Handbook and this document;
- iii. Achieve and maintain an overall cumulative grade point average of 2.7 if working toward the MSOT degree and 3.0 if working toward the OTD degree. Courses outside the Program's curriculum are not included in the grade point average.

2. Grading System

- a. A grade is used to report the final standing in each course. Each course instructor determines grade criteria for the course and describes the class grading system in the course syllabus. Final grades are assigned to represent the level of competence that is achieved by the student.
- b. A grade of less than "C-" is considered not passing, and will require that the student retake the course. If a course is retaken, the transcript will show "R" for the first time the course is taken. The new earned grade will be recorded and used for calculation of the GPA during the semester of the retake. If a course is retaken, the student will be responsible for all additional fees and expenses.
- c. Courses that contain modules require that the student pass each module in order to pass the course, even if the overall course grade is C- or above.
- d. At the instructor's discretion, an incomplete grade may be assigned. The reason for the incomplete grade, the conditions for completion of assignments, and a specific date for completion of coursework must be agreed upon in writing on an "Incomplete Grade Assignment" form. Both student and course master must sign the form. The course must be completed with a passing grade prior to progressing to the next semester in the academic program. A definitive mark for the term is recorded on the official transcript when the work is completed and the incomplete grade is removed. If the conditions specified (including the date of completion) on the Incomplete Grade Assignment form are not met, the recorded grade will be changed to Fail (F).
- e. During the first two weeks of academic classes, withdrawals from a course will not show on the transcript and all records of the course will be deleted. Between the third and twelfth weeks, a withdrawal will appear as a "W" on the transcript. After the twelfth week, no withdrawals will be permitted, even if the instructor consents to the withdrawal after that date, except with permission of the Program Director. Withdrawals from a Fieldwork II assignment will be considered a "Fail", except by decision of the CAPES or with permission of the Program Director. Withdrawal or failure of a Fieldwork II assignment will result in implementation of an Improvement Plan.

3. Examination Guidelines

- a. Students are required to take all examinations at the specified time. A student may be excused from this rule for extenuating circumstances at the discretion of the Associate Director of Professional Programs, who will inform the course master. Extenuating circumstances are defined as sudden personal illness, extreme family circumstance, or significant professional obligation. Doctor appointments of a routine nature or vacation time are not considered to be extenuating circumstances for which students can be exempted from the regularly scheduled exam date. In the event of a student's inability to attend a scheduled examination due to sudden personal illness, extreme family circumstance, or significant professional obligation, the student is required to inform the course master (or the Manager of Academic Systems if s/he cannot reach the course master) prior to the examination. If the issue is sudden personal illness, the student must also be evaluated by the Student Health Service.

4. Grade Appeals

- a. A student who wishes to appeal his/her grade with the course master should file his/her request for review by completing the grade appeal form which includes the basis for the appeal. This must be filed within 30 days of course completion. If this notice is not filed with the Manager of Academic Systems prior to the deadline, a new grade cannot be accepted. The resolution of the appeal will be noted on the grade appeal form and forwarded to the Manager of Academic Systems and the Associate Director. A copy of the grade appeal form is available in the Manager of Academic Systems' office and is included in this document.

B. Procedures Concerning Review of Academic Performance

In the event that a student's academic performance does not meet the academic expectations delineated above, s/he will be referred to the CAPES for academic review. The following actions may be taken by the CAPES:

1. Mid-Term Warning

A student will be given a written warning following the mid-term Committee meeting if s/he has course grade average problems in one or more courses. The warning advises the student that s/he is in danger of failing one or more courses and is, therefore, at risk for additional action by the CAPES after the CAPES end-of-semester meeting.

In addition to meeting with the pertinent course master, fieldwork coordinator, or apprenticeship mentor, the student must develop an Improvement Plan in consultation with his/her academic advisor and the Associate Director to be filed with the CAPES.

Specific suggestions for support services and/or remedial activity may be offered in conjunction with the warning to assist the student in correcting deficiencies, including but not limited to tutoring, formal review sessions, structured meetings with instructors, advisors or administration, additional academic requirements or experiences, referral to appropriate University or community resources, or re-examination. Students are

expected to take initiative in using support services/resources and in seeking solutions to identified deficiencies.

2. Probation

A student may be placed on probation at the end of a semester if s/he has course grade point average deficiencies in one or more courses, including fieldwork experiences. Students placed on probation for two successive semesters will be considered for dismissal from the Program.

A student placed on probation will be required to submit an Improvement Plan, developed in consultation with the student's advisor and the Associate Director, to the CAPES for consideration and approval. The student will be informed whether the Improvement Plan is approved or whether any additional remedial action must be taken to remove the probationary status. Examples of remedial action include successfully repeating an examination, targeted skills checkout, a fieldwork experience, a unit, a course, or an entire semester or year.

Students placed on probation may be asked to resign from holding a class office position.

3. Dismissal

Based on the totality of the student's academic performance, the CAPES may recommend dismissal of a student to the Program Director. Examples of circumstances which may result in recommendation for dismissal include but are not limited to the following:

- a. Students who have failed one course in a semester may or may not be offered an opportunity for remedy by the CAPES. Students may be dismissed from the Program in the event that one course has been failed and the CAPES does not choose to offer a remedy;
- b. The CAPES may treat a student's failure of more than one course in a semester as independently sufficient grounds for dismissal;
- c. The CAPES may treat a student's status of being on probation for two or more semesters as independently sufficient grounds for dismissal;
- d. When a student has been offered an opportunity to remedy a course failure and that student fails to successfully remedy his/her academic deficiencies in the time frame established by the Committee, he or she may be dismissed from the Program even if cumulative course grade point averages meet Program standards; and
- e. When a student fails to achieve the goals of a CAPES-approved Improvement Plan, the student may be dismissed from the Program.

4. Withdrawal

A student may request that he or she be allowed to withdraw from enrollment. Such requests are directed in writing to the Associate Director. Unless a student has been granted an extended program or leave of absence by the CAPES, a student may not voluntarily withdraw from a course in the Program without withdrawing from the Program at large.

C. **Academic and Professional Integrity and Student Conduct Infractions**

In addition to the academic performance expectations set forth above, students are expected to comply with the University's conduct standards as set forth in the University Student Judicial Code, a link to which can be found at <http://www.wustl.edu/policies/#students>.

As provided in the University Student Judicial Code, the Program retains jurisdiction to review allegations of academic or professional integrity violations.

Academic or Professional Integrity violations include, but are not limited to: breaches of personal confidence and trust, including cheating, unauthorized use of materials during examinations, or other academic misconduct; abuse, misrepresentations or other seriously improper conduct in relation to patients or colleagues, including breaches of confidentiality; illegality; substance abuse; failure of judgment, including that related to non-compliance in the treatment of any personal medical condition; other misconduct, misrepresentation, or failure in personal actions or in meeting obligations, as required in the Program's Guiding Principles of Professionalism; or behavior that violates the American Occupational Therapy Association Code of Ethics or State of Missouri licensure laws, so as to raise serious unresolved doubts about the integrity of the student to enter the practice of Occupational Therapy.

D. **Procedures Concerning Review of Academic or Professional Integrity Matters**

Matters involving possible breaches of the University Student Judicial Code or violations of academic or professional integrity shall be brought to the attention of the Program's Associate Director. In addition to the General Procedures set forth in Section I, the following procedures apply:

1. The individual(s) raising the allegations of possible misconduct shall present them in a complaint to the Associate Director in writing. Individuals submitting information are reminded of the need for confidentiality regarding all matters of misconduct.
2. The Associate Director will consider the merits of the complaint and whether it appears to warrant further investigation. The Associate Director shall determine, and may consult with the University's Judicial Administrator in making such a determination, whether the alleged conduct, if true, could constitute misconduct under the Judicial Code. If the Associate Director determines that the alleged misconduct does not constitute an Academic or Professional Integrity violation but might constitute some

other type of misconduct, the Associate Director shall refer the matter to the University's Judicial Administrator.

3. If the Associate Director determines that the alleged misconduct could constitute an Academic or Professional Integrity violation, then the Associate Director and, if possible, the student's advisor shall meet with the student to discuss the allegations.
4. If the student agrees with the facts presented in the complaint and furthermore admits to committing an Academic or Professional Integrity violation, the student may waive his/her right to a hearing, and the Associate Director may impose sanctions as set forth in section II.B. If the student admits the charge but wishes to appear before the CAPES for determination of sanctions, the Associate Director shall convene a meeting of the CAPES to determine imposition of sanctions.
5. If the student denies the allegations, the Associate Director shall convene a meeting of the CAPES. The student shall be notified of this meeting pursuant to Section I of this Policy and provided a copy of the complaint. The CAPES shall, whenever possible, convene within two weeks after the initial meeting between the student and the Associate Director (or designee).
6. Should a student be referred to the CAPES for an issue(s) involving both academic performance and professional misconduct, the procedures regarding professional misconduct will be followed.
7. The Committee's aim is to provide a fair and prompt review of the complaint and allegations asserted against the student. The Committee is not positioned in an adversarial role against the student, but serves to review the evidence as presented and determine sanctions if necessary. The CAPES will consider evidence which tends to prove or disprove the alleged conduct.
8. If the CAPES finds that the student engaged in misconduct, it may consider additional evidence of prior conduct, evidence as to the charged student's character, the student's academic record, or any other evidence which could assist the CAPES in determining an appropriate sanction.
9. A list of expected witnesses, the name and title of accompanying individual, and copies of any documents expected to be presented, either in support of the complaint or in defense of the student charged, shall be provided to the Assistant Director no less than five (5) business days prior to the CAPES meeting. Upon request and unless otherwise agreed upon, the student will have access to the documents to be presented no less than two (2) business days in advance of the meeting.
10. The student may present evidence on his or her behalf, subject to reasonable limitations as to amount, scope, and format, as determined by the Co-Chair(s) of the CAPES.

11. The Co-chair(s) of the CAPES will rule on whether or not specific evidence or testimony will be considered. The CAPES has neither the advantages nor limitations inherent in a court of law.
12. The decision as to whether the student committed the alleged misconduct will be made solely on the basis of evidence and testimony presented at the meeting. Innocence of the student will be presumed. A CAPES member must find in favor of the student unless the member is persuaded that it is more likely than not that the student engaged in the misconduct alleged.
13. If the person who has submitted the complaint is a member of the CAPES, that member may provide information regarding the complaint to the CAPES, but will then recuse him/herself from deliberations and voting. If the person who has submitted the complaint of misconduct is not a member of CAPES, he or she will be asked to present the complaint and information regarding the allegations and will then be excused.
14. The record of such proceedings will be held confidentially with access restricted to Committee members, the student accused, and members of the WU Administration involved in the proceedings or on appeal.
15. Unless it is determined by the Associate Director that extraordinary circumstances exist, the student will be permitted during the CAPES proceedings to attend class (but not fieldwork experiences) so long as the student does not pose a threat to himself/herself or others.

E. Possible Sanctions for Academic or Professional Integrity Violations

Any Committee decision to sanction a student should be communicated in writing to the student within three (3) business days following the Committee meeting.

1. Warning or Probation

A student may be given a warning or placed on probation by the Committee upon a finding that s/he has engaged in academic or professional misconduct. The Committee may also require some form of remedy and evidence of readiness to function in a professional manner to remove a probationary status, consistent with the options for sanctions set forth in the University Judicial Code. Students placed on probation may be asked to resign from holding a class office position.

2. Recommendation of Suspension or Expulsion

The CAPES may not impose the suspension or expulsion of a student for misconduct. Rather, in cases where a student has exhibited significant or repeated academic or professional misconduct, the CAPES may make a recommendation to the Program Director for suspension or expulsion of the student. The Program Director shall have thirty (30) days from the date of receiving such a recommendation from CAPES to decide whether to suspend or expel the student, unless extended by the Program Director upon notice to the student. The Program

Director's decision should be communicated in writing to the student and to CAPES within five (5) business days after the decision is made.

III. Request for Reconsideration by the CAPES

A student may request that the CAPES reconsider its decision to take adverse action against that student. Such a request may be made for actions concerning the student's Academic Performance and/or Academic or Professional Misconduct. Note: Actions taken by entities other than the Committee (e.g., the Program Director, Dean or the University Judicial Board) are not subject to requests for reconsideration under this Section III.

Within three (3) business days of the date on which a student receives an adverse decision from CAPES, the student may notify the Associate Director of his/her intent to request reconsideration of that decision by the CAPES. A written request and rationale for reconsideration must be received by the Associate Director within five (5) business days of the date the student provides initial notice of intent to request reconsideration. A student's request for reconsideration cannot simply be based on a disagreement with the CAPES conclusion and/or imposition of sanctions. Such a request for reconsideration must be based solely on (a) the need for the CAPES to consider additional information which was not previously presented; and/or (b) a contention that pertinent CAPES procedures were not followed during the original proceeding. If the request is based on a contention that all relevant information was not presented to the CAPES, the request must provide the CAPES with adequate reason why the student did not present this information at the CAPES meeting in question.

The decision to grant a Request for Reconsideration is within the sole discretion of the CAPES. If the Committee decides to reconsider its decision, it shall notify the student in writing of its decision to reconsider and shall reconvene within thirty (30) calendar days of receipt of the written request to reconsider. During the reconsideration process, the student will be permitted to attend class (but not fieldwork experiences) so long as the student does not pose a threat to him/herself or others. The Committee may reverse, modify or affirm its original decision based upon its reconsideration and/or input from the student or others.

IV. APPEALS

A. Appeal to the Program Director of Decisions by CAPES

1. Appealable Decisions.

A student may appeal to the Program Director following a finding of an academic or professional integrity violation by CAPES that does not result in a sanction of suspension or expulsion.

2. Appeal Procedures

Any appeal described in Section IV.A.1 above must be made in writing to the Program Director within ten (10) business days after the student receives the final written

decision of CAPES (either the initial decision, or a decision denying a timely request for reconsideration, or a decision after reconsideration, if granted). Students are not required to request reconsideration by the Committee prior to appealing to the Program Director; however, if reconsideration is requested, appeal to the Program Director should not be made until the Committee has ruled on the reconsideration request.

The appeal must be limited to the grounds that a fair hearing was not provided, or that the sanction imposed was excessive. Such written appeal must clearly state the grounds for the appeal and must include all supporting information which the student desires to be considered as part of the appeal.

When such appeal is taken, the Program Director shall not substitute his or her judgment of the facts for that of the CAPES. In deciding the appeal, the Program Director may utilize, at his/her discretion, an ad hoc appeals committee to advise her on the merits of the appeal. Members of the appeal committee must be faculty members in the Program or at the School of Medicine. Members of the CAPES are not permitted to participate on an appeals committee for decisions on which they voted.

The Program Director shall have thirty (30) calendar days from the date of receipt of the appeal to decide the appeal, unless extended by the Program Director upon notice to the student. The decision of the Program Director shall be final. The Program Director may decide to uphold the decision of CAPES, reverse the decision of CAPES, or remand the matter to CAPES with instructions for additional proceedings. The Program Director's decision should be communicated in writing to the student and to CAPES within five (5) business days after the decision is made.

B. Appeals to the Dean of Decisions by the Program Director to Dismiss, Suspend or Expel

1. Appealable Decisions

a. A student may appeal to the Dean of the School of Medicine following a dismissal for academic deficiencies by the Program Director. The decision of the CAPES to impose a warning, probation, or any other sanction for academic performance deficiencies is final and not appealable.

b. A student may appeal to the Dean of the School of Medicine following a suspension or expulsion for academic or professional integrity violations by the Program Director. The decision of the CAPES, or the Program Director on appeal, to impose a warning, probation, or any other sanction for academic or professional integrity violations is not appealable to the Dean.

2. Appeal Procedures

Any appeal described in Section IV.B.1 above must be made in writing to the Dean within ten (10) business days after the student receives the final written decision of the Program Director. Students are not required to request reconsideration by the

Committee prior to appealing to the Dean; however, if reconsideration is requested, appeal to the Dean should not be made until the Committee has ruled on the reconsideration request.

The appeal must be limited to the grounds that a fair hearing was not provided, or that the sanction imposed was excessive. Such written appeal must clearly state the grounds for the appeal and must include all supporting information which the student desires to be considered as part of the appeal.

When such appeal is taken, the Dean shall not substitute his or her judgment of the facts for that of the CAPES or Program Director. In deciding the appeal, the Dean may utilize, at his/her discretion, an ad hoc appeals committee to advise her on the merits of the appeal. Members of the appeal committee must be faculty members in the Program or at the School of Medicine. Members of CAPES and the Program Director are not permitted to participate on an appeals committee for decisions on which they voted.

The Dean shall have thirty (30) calendar days from the date of receipt of the appeal to decide the appeal, unless extended by the Dean upon notice to the student, and the decision of the Dean shall be final. The Dean may decide to uphold the decision of the Program Director, reverse the decision of Program Director, or remand the matter to CAPES or the Program Director with instructions for additional proceedings. The Dean's decision should be communicated in writing to the student and to the Program Director within five (5) business days after the decision is made.