

Northeastern University

Bouvé College of Health Sciences



UNDERGRADUATE INFORMATION MANUAL

This manual does **NOT** include all the information you need to know about your program of study and the policies of the College or the University. It is not intended to duplicate other University publications that are accessible to all students, or those provided by your program Department or School. Therefore, you should use this manual in conjunction with other published materials. Please consult the current academic year [Northeastern University Undergraduate Catalog](#), [Undergraduate Student Handbook](#), and the [Co-op Student Handbook](#), and your individual program materials about scholastic policies and regulations, curriculum plans, and clinical requirement procedures.

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Dean's Message

Welcome to the Bouvé College of Health Sciences! The 2012-2013 school year marks my first full year as the Dean of Bouvé; I am thrilled to be here and am equally excited that you have selected Bouvé for your college education. As an educator, researcher, and clinician, I know first-hand the complexity of the state of healthcare today. You are the future leaders of healthcare, both here in the United States and abroad, and I am confident that you will use your education to effect widespread, positive change.

The faculty, staff, and students at Bouvé are delighted that you have chosen a career in the health professions, and are pleased that you've joined the most dynamic and exciting health sciences college in the country. Northeastern is on a trajectory of accelerated excellence and you will only add to our dynamism and reputation. You have a proven record of success and we are here to facilitate this next phase of your educational journey.

Solutions to today's problems require different viewpoints and input from many disciplines. For this reason, we offer you a broad curriculum and exciting interdisciplinary experiences with internationally-recognized professors, researchers, and scholars throughout our three schools at Bouvé. We are committed to giving you the knowledge and skills you'll need to meet the highest standards of excellence in your field. You will be challenged to develop the clinical, academic, and leadership skills you'll need to become leaders in the dynamic world of healthcare. We take pride in our approach to interdisciplinary education and you'll have many opportunities to work with other members of the modern healthcare team in clinicals, co-ops, laboratories, and classrooms.

Our world-class faculty, long known for cutting edge leadership in their professions, is here for and with you as you make your way. At Bouvé, we are deeply committed to Northeastern's promise of a student-centered education. Each of us – including the Deans of the Schools of Nursing and Pharmacy, the Department Chairs and Program Directors, the Student Services Office, and our faculty and staff – is a resource to you throughout your years on campus and long afterwards. We will support you and encourage you to take advantage of all that Bouvé and Northeastern – and the wonderful city of Boston – have to offer. I look forward to meeting you and working with you, and wish you every success.

Sincerely,

Dean Terry Fulmer, PhD, RN, FAAN

Mission Statement

The mission of The Bouvé College of Health Sciences (BCHS) is to inspire and create the next generation of interprofessional health leaders for the well-being of our global community. We seek to embrace the diversity inherent in humanity and capitalize on our opportunity to educate students, generate new knowledge, and disseminate new knowledge for the betterment of health and healthcare for people everywhere.

Today, I want to briefly outline for you the four areas of excellence that are our cornerstones here at Bouvé:

Drug Discovery, Development, and Diagnostics: Our Center for Drug Discovery; our Inflammation and Tissue Protection Institute; and our Center for Pharmaceutical Biotech and Nanomedicine; are sources of great pride for Bouvé and Northeastern. In each of these centers, we're performing breakthrough research every day to provide cures for illnesses and working to provide medications to those who need them.

Urban Population Health: Our vision here is wide reaching, but critical; it includes funded research that addresses areas like:

- Air, water, and food quality management issues;
- The control of infectious diseases;
- The prevention and treatment of chronic diseases;
- Illnesses associated with the built environment; and
- Health threats connected to density due to poverty, including substance abuse, community violence, and potential of international terrorism.

Within this initiative, we will continue to recruit leading researchers and professors to address and eliminate disparities in health status and healthcare access.

Self Care/Self Management: As computer devices and applications become more readily available to the consumer, healthcare researchers have begun to explore the use of technology and its impact on the health experience of the public. Examples include the relationship between diabetes self-care and glycemic control, calorie count applications and dietary intake, feedback mechanisms from personal devices that allow individuals to understand their cardiac risk factors and mechanisms for monitoring and managing individual response. At Bouvé, we're partnering with our colleagues in Engineering, Information Science, and Social Sciences, and even with the folks at the Law School.

Healthy Aging: Our vision is simple: we believe that everyone, from all walks of life, deserve to age safely and with dignity. Topics we're researching include obesity reduction, elder abuse prevention and management,

caregiver and social support for older adults, and the effect of hospitalization on the wellbeing of geriatric patients.

We aim to be a center of excellence in health professional education, research and service. The structure of the College fosters cross-disciplinary interaction among the faculty and students, encourages innovation in the education of both entry-level and advanced-practice health professionals, and recognizes the autonomy of each profession. The College strives to develop individuals' skills to be effective healthcare providers, and to instill in our graduates a commitment to life-long learning.

As your Dean, I am committed to ensuring that each of you graduate with the profound conviction that Northeastern exceeded your expectations. Know you will excel here.

Organizational Structure

The Dean's Office is located in 215 Behrakis Health Sciences Center. Terry Fulmer, PhD, RN, FAAN, is the Dean of the College. Suzanne Greenberg, MA, is the Associate Dean and Director of the Graduate School which is located in 123 Behrakis Health Sciences Center.

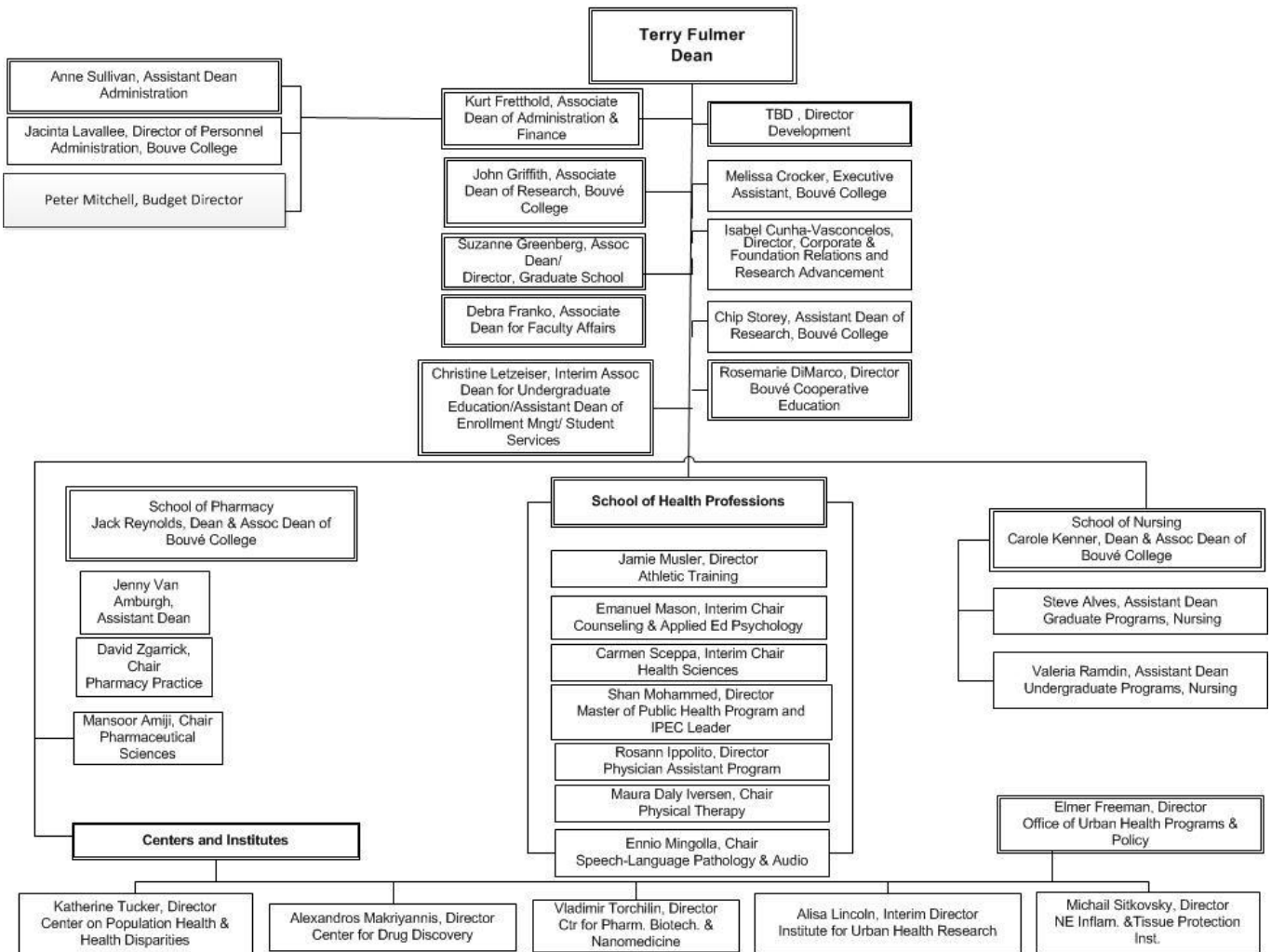
In the School of Health Professions, there are four undergraduate majors: Athletic Training, Health Science, Physical Therapy, and Speech-Language Pathology and Audiology. Each major has a program director or department chair (please refer to "College and School Administrators," pages 8 and 9).

The Physical Therapy program admits students as undergraduates but culminates in the clinical doctoral degree, DPT. This post baccalaureate degree is awarded to students pursuing studies in physical therapy. Students also earn a Bachelor of Science in Rehabilitation Science at the end of the fifth year. Maura Iversen, DPT, DS, MPH, is Professor and Chairperson of the Physical Therapy department.

The School of Pharmacy has two departments: Pharmaceutical Sciences and Pharmacy Practice. The departments offer the first professional degree, Doctor of Pharmacy (PharmD), and master's and doctoral degrees related to the discipline of pharmacy. The PharmD program admits students as undergraduates but culminates in the clinical doctoral degree. Students in the undergraduate PharmD program also earn a Bachelor of Science in Pharmacy Studies at the end of the fifth year. John R. Reynolds, PharmD, is the Dean of the School of Pharmacy.

The School of Nursing offers baccalaureate, master's, and Ph.D. programs in nursing. Carole Kenner, PhD, RNC-NIC, FAAN, is the Dean of the School of Nursing.

Bouvé College of Health Sciences 2012



7/19/2012

College and School Administrators

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School of Health Professions

Departments/Programs

Athletic Training Department

Jamie Musler, EdD, MS, ATC – Program Director
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Health Science Department

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Physical Therapy Department

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Speech Language Pathology & Audiology Department

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School of Nursing

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Programs

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Programs

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Department of Pharmacy Practice

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Office of Student Services

120 Behrakis Health Sciences Center
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The Bouvé College of Health Sciences Office of Student Services (OSS) provides a broad range of transitional and developmental services and programs to assist Bouvé students in their academic studies and enhance their overall educational experience at Northeastern University from their first year through graduation.

Bouvé College strives to guide and support students in the successful achievement of their academic and professional goals. Our team of committed academic advisors is at the core of College initiatives designed to both support and promote student growth and self-reliance within the University community and the student's chosen profession. The OSS team serves as advocates for students and liaisons with College faculty and other University constituencies. Our multifaceted programs and services are designed to graduate individuals who are committed and responsible healthcare professionals with a devotion to life-long learning.

Bouvé understands that the student's first year of college is a milestone and seeks to make the transition from high school to college as smooth as possible. To facilitate this transition, the OSS offers a number of opportunities for students to establish a strong connection to Bouvé and the Northeastern community. Social and academic events complement the personalized advising each student receives within our office.

The Bouvé Advising Team:

Kristen Bell, MPH	Academic Advisor P: 617-373-7786 E: ks.bell@neu.edu
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Katherine Sumner	Office Coordinator P: 617-373-3320 E: k.sumner@neu.edu
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Cooperative Education

Students are assisted in preparing for, engaging in, and reflecting on their co-operative education experiences by the BCHS co-op faculty. Each student works with a co-op faculty member who is assigned to a health science program. Refer to the Cooperative Education Handbook for further information about policies and procedures related to cooperative education experiences.

AT / PT	Alicia Canali, MEd a.canali@neu.edu	203 Robinson	(617) 373-3446
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	Mark Yorra, MS, MHP, RPh m.yorra@neu.edu	203 Robinson	(617) 373-3433

Academic Standards

Students are responsible for following the curriculum plan for their major, pattern of attendance, and graduation year. Students are responsible for monitoring their own progress through the curriculum by registering for the courses stipulated by their curriculum plan, knowing course prerequisites, regularly checking the degree audit system, and knowing the sanctions for unsatisfactory academic progress. Any exceptions to a student's curriculum plan must be approved by their academic advisor.

College Academic Standards

Professional courses:

Students must receive a grade of C or better in professional courses.

Professional courses are required courses taught within the major/college as identified by course subject code: ATHT, CAEP, EXSC, HSCI, HLTH, NRSG*, PHMD, PHSC, PPTH, PT, SLPA, and TOXC.

Courses in the above-listed subjects that are taken as electives are exempt from the C or better rule and the University's minimum satisfactory grade will be accepted.

Professional prerequisites:

Major	Professional Prerequisite Designation	Minimum Passing Grade
Athletic Training	BIOL, CHEM, MATH, PHSC, PHYS	C-
Health Science	BIOL, CHEM, MATH	C-
Nursing	BIOL, CHEM, MATH, NRSG5120* PSYC 3404	C- C
Pharmacy	BIOL, CHEM, MATH, PHYS	C
Physical Therapy	BIOL, EXSC, PHYS, PSYC CHEM, MATH	C C-
Speech-Language Pathology & Audiology	BIOL, MATH, PHYS, PSYC 1101	C-

Courses in the above-listed subjects that are taken as electives are exempt from the C– or better rule and the University's minimum satisfactory grade will be accepted.

For all other courses:

The University's minimum passing grade for the course will be accepted. Please note: The University requires a minimum grade of C for ENGL 1111 and ENGL 3306.

*NRSG 5120 - Statistics for Health Science replaced MATH1180 – Statistical Thinking effective 12/2012

Progression within Bouvé

All Students

- First-year students must complete at least 27 semester hours and meet all major prerequisite course requirements to progress to sophomore status. First-year students who earn fewer than the semester hours stipulated by the curriculum plan for their major must make up the difference prior to graduation.
- To progress into the subsequent year of professional courses, students must have completed all professional prerequisites with the required minimum passing grade as noted in the chart on page 11.
- To progress into the subsequent semester of professional courses, students must have completed all professional courses with a grade of C or better.
- Students who incur an incomplete grade in a prerequisite course must obtain approval from their academic advisor, upon consultation with the department faculty, prior to progression into the subsequent course(s).

Pharmacy Additional Requirements

- Pharmacy students must receive a grade of C or better in all professional prerequisites, have satisfactorily completed all courses in years one and two of the curriculum, and have an overall GPA of 3.000 or higher to progress from second-year to third-year status. In addition, students must demonstrate, through a personal interview, good verbal and written communication skills, understanding of the pharmacy profession, and a commitment to patient care, based on criteria set by the Doctor of Pharmacy program. In addition, students must maintain an overall GPA of 3.000 or higher during the graduate phase (i.e., final academic year) of the Doctor of Pharmacy program.

Physical Therapy Additional Requirements

- Physical therapy students must receive the minimum passing grade as noted in the chart on page 11 for all professional prerequisites, have satisfactorily completed all courses in the pre-professional phase of the curriculum, and have an overall GPA of 3.000 or higher to progress into the professional phase of the Physical Therapy program. In addition, students must maintain an overall GPA of 3.000 or higher during the professional phase of the Doctor of Physical Therapy program.

Criteria for University Academic Probation

Please note: Notation of Academic Probation will appear on internal record but not on permanent transcript.

Students in the Bouvé College of Health Sciences will be placed on academic probation effective the following academic semester for any of the reasons noted below:

First-Year Students:

- Students who fail to attain an overall GPA of 1.800 at the end of each semester of their freshman year and/or fail to earn at least 12 semester hours in the semester just completed will be placed on academic probation effective for the following semester.

Upper-Year and Transfer Students:

- Students who fail to attain a minimum cumulative GPA of 2.000 at the end of each semester and/or fail to earn at least 12 semester hours in the semester just completed and/or fail to meet the requirements for good academic standing for their major will be placed on academic probation effective for the following semester.

Academic Dismissal from Major

Students in the Bouvé College of Health Sciences will be dismissed from their major effective the following academic semester for any of the reasons noted below:

- Failure to earn a grade of C or better in three professional courses, regardless of remediation. Lecture and clinical/lab components for the same class are considered as one professional course failure.
- Failure to earn the minimum required grade in the same course twice.
- For nursing students, failure to earn a grade of C or better in two professional/clinical courses, regardless of remediation

Note: Students dismissed from their major but who are otherwise in good standing with the University are allowed to remain at Northeastern University for up to two semesters as a provisional Bouvé student, by the end of which the student is expected to move into a new major. Otherwise, the student will be dismissed from the University.

Academic Dismissal from University

Students who remain on probation after two full-term academic semesters may be dismissed from the University. This action may appear on the transcript at the end of the second probationary semester. In addition, students who have below a 1.000 GPA in any semester following their first semester or cumulatively may be dismissed at the discretion of their college. Students may appeal this decision to the Academic Standing Committee of their college. International students should consult with an advisor in the International Student and Scholar Institute to discuss the impact of an academic dismissal as it relates to nonimmigrant visa status.

Academic Appeals

Students who believe that they were erroneously, capriciously, or otherwise unfairly treated in an academic or cooperative education decision may petition to appeal the decision. Refer to the Bouvé Undergraduate Student Manual, which details the Bouvé College of Health Sciences Appeals Process, and the Northeastern University Student Handbook, which details the University Undergraduate Student Academic Appeals Procedures.

Program Policies & Standards

Students are expected to adhere to the policies and standards of their program major as stated in this Manual to progress through their curriculum as planned. Students seeking any exceptions to the Program Policies and Standards specified for their program major will be brought before the Academic Standing Committee of that program to present their petitions.

Program Requirements

School of Health Professions

The School of Health Professions offers degree programs in Athletic Training (BSAT), Health Science (BS), Speech-Language Pathology and Audiology (BS and BS/MS and a BS with a minor in Early Intervention), and Physical Therapy (entry-level DPT).

Athletic Training Program Requirements

The *Athletic Training Education Policies and Procedures Manual* provides further information and clarification about the policies of the Athletic Training Program (ATP). It is available in 301 Robinson.

Clinical Requirements

- ◆ Failure to complete an Affiliation and the related clinical proficiencies for each academic year will result in a clinical deficiency (refer to *Athletic Training Education Policies and Procedures Manual* for information on clinical requirements for the program).
- ◆ Students will be placed on academic warning for failure to meet prescribed clinical requirements as outlined in the *Athletic Training Education Policies and Procedures Manual*.
- ◆ Students on academic probation or otherwise not making normal academic progress may not be given a clinical assignment at the discretion of the Coordinator of Clinical Education.
- ◆ Students must submit their Student Portfolio, proof of current CPR and OSHA Training, as well as show evidence of health clearance by University Health and Counseling Services before they are eligible for clinical placement (refer to the Health Clearance Requirements for Clinical Rotations in the General Information section in this Manual).
- ◆ Refer to the sections on Practice Oriented or Clinical Course Requirements, and the Professional Conduct statement in the General Information section of this Manual.

Co-op Requirements

- ◆ Students should seek out and become employed in positions that are relevant to the domains of Athletic Training and contribute to the student's body of knowledge. Typical employment settings include high schools, colleges, prep schools, sports medicine clinics and hospitals, industrial facilities, and professional teams.
- ◆ An unsatisfactory report from a cooperative educational experience will be handled through the cooperative education department. (Refer to the Co-op Handbook for further information.)

Health Science Program Requirements

- ◆ First-year students must complete at least 27 SH and meet all major prerequisite course requirements in order to progress to sophomore status.
- ◆ In order to progress into the subsequent years of professional courses, students must complete all professional courses with a grade of C or better and all professional prerequisite course with a grade of C- or better.
- ◆ Students must declare a co-op plan by the completion of the spring semester of year one.
- ◆ Students must have completed all curriculum requirements through the junior year to enroll in the fall semester of the senior year. Alternate plans need to be approved by the department through a petition submitted to the Health Science Academic Advisor in the Office of Student Services.

Physical Therapy Program Requirements

Academic Requirements

- ◆ Physical Therapy students must have an overall GPA of 3.0 and have satisfactorily completed all courses in the first and second years of the curriculum in order to progress into the spring semester of their third year. In addition, students must maintain an overall GPA of 3.000 or higher during the professional phase of the Doctor of Physical Therapy program. The Doctor of Physical Therapy will only be conferred on students who successfully complete the full 6 (six) years of the curriculum or its equivalent.
- ◆ Students who have successfully completed all undergraduate requirements and earned 179 credits are eligible to receive a Bachelor of Science in Rehabilitation Science.
- ◆ Students in the graduate phase must maintain a ≥ 3.0 GPA to continue in the DPT program.

Clinical Requirements

- ◆ All academic courses must be successfully completed prior to enrolling in Clinical Education courses.
- ◆ Students must receive a grade of 'S' satisfactory in all Supervised Clinical Education Courses.
- ◆ Refer to the statement on Practice Oriented or Clinical Course Requirements, Health Clearance Requirements for Clinical Rotations, and the Professional Conduct statement in the General Information section of this Manual.
- ◆ Additional information is available in the Clinical Education Student Manual of Physical Therapy department.

Licensure Requirements

- ◆ Students who have successfully completed all requirements for the terminal degree are eligible to apply to sit for the Federation of State Boards of Physical Therapy (FSBPT) Licensure Examination.

Students who plan to take the FSBPT should contact the Board of Registration for Physical Therapy in the state in which they wish to be licensed and request appropriate application materials.

Cooperative Education Requirements

- ◆ At least one of the two cooperative education assignments must be successfully completed in a physical-therapy or physical-therapy-related setting.

Transfer Requirements

- ◆ In addition to admission to the program as freshman, students may be admitted into the program up to and including the third year providing all appropriate prerequisite courses and number of credits are completed.

Essential Functions for Northeastern University Physical Therapy Students

Physical therapy students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in our program and successfully complete the requirements for the DPT.

◆ Cognitive Functions

1. Comprehend, integrate and analyze complex information from the liberal arts, basic sciences, mathematics, psychological and clinical sciences and apply this information to professional course work.
2. Comprehend, integrate, analyze and apply information from written materials, demonstrations, lectures, class discussions, laboratory practice sessions, and real and simulated patients.
3. Effectively utilize information obtained from classroom, laboratory and experiential learning, and written materials to create interventions for real and simulated patients.
4. Access, critique and analyze information from the professional literature, clinical experience and patient preferences to provide evidence-based interventions.
5. Educate others including but not limited to: patients, students, colleagues, peers, the general public/community groups and other health professionals in a variety of venues using appropriate teaching and learning methods.
6. Determine the physical therapy needs of any patient with movement dysfunction.
7. Properly document physical therapy assessment, plan of care and produce any other documents necessary for any patient receiving physical therapy services.
9. Demonstrate management skills including strategic planning, organizing, supervising, delegating, managing resources, and adhering to legal/regulatory requirements.
- 10 Evaluate patient or community needs and create programs of prevention and health promotion in a variety of client populations and settings.
11. Advocate for patients and member of the community to improve access to health care and health outcomes.
12. Analyze the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities of patients and colleagues to develop appropriate and effective interventions.
13. Identify and analyze factors which affect the overall health of society, its healthcare policies, access, delivery and quality.
14. Assess environmental and personal factors that serve as facilitators or barriers to full community participation based on patient's goals.
15. Screen for psychosocial factors that affect patient function such as substance abuse, domestic violence and psychiatric conditions, and provide appropriate interventions.
16. Provide interventions for patients/clients and the community at large that is culturally appropriate and respectful of their preferences.

◆ **Affective and Communication Functions**

1. Establish professional, respectful, empathic relationships with individuals from a variety of lifestyles, cultures, ages, socioeconomic backgrounds and abilities, based on mutual trust.
2. Develop and maintain effective working relationships with professional colleagues, peers, patients/clients, families, and the general public.
3. Work effectively as part of an interdisciplinary team.
4. Effectively communicate with patients, families, colleagues and others by providing information that is appropriate for their culture, level of knowledge, and health literacy.
5. Identify the psychosocial impact of movement dysfunction and disability on the client and family; integrate these needs into all patient intervention or personal interactions.
6. Meet externally imposed deadlines and time requirements.
7. Effectively and consistently manage personal stress and the stress of others.
8. Effectively attend to people, information, and tasks in a complex, highly stimulating environment.
9. Practice in a safe, ethical, and legal manner, following guidelines as established by federal, state, and local law, the University, clinical facilities, the APTA, and related professional organizations.
10. Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development.
11. Accept responsibility for the consequences of one's own actions.
12. Respond to medical crisis and emergencies in a calm, safe, and professional manner.
13. Speak and write effectively in English to convey information to other individuals and groups.
14. Understand and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.
15. Place the needs of the patient before the needs of the therapist.

◆ **Psychomotor Functions**

1. Safely, reliably, and efficiently perform appropriate physical therapy procedures to examine the functional skills and abilities of patients with motor dysfunction across the lifespan consistent with currently established best practices.
2. Safely, reliably, and efficiently perform physical therapy interventions consistent with currently established best practices for patients across the lifespan.
3. Effectively and consistently practice standard precautions.
4. Effectively perform CPR and emergency first aid.
5. Read instructions, manipulate and operate physical therapy equipment and monitoring devices.
6. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients.
7. Demonstrate the ability to work in an environment that requires physical activity and mobility in a way that does not compromise patient or therapist safety.

Reference: Ingram, D. (1997). Opinions of Physical Therapy Education Program Directors on Essential Functions, *Physical Therapy*, 77(1), 37-45.

Speech-Language Pathology and Audiology Requirements

Students must complete a minimum of 130 semester hours of academic credit to graduate in compliance with University and department requirements. Students must satisfactorily complete a Co-op experience that includes either the Spring semester and Summer 1 or Summer 2 and the Fall Semester. Undergraduate students graduating with a degree in speech-language pathology and audiology are required to complete 25

hours of observation of intervention and/or evaluation sessions by the time they graduate. These hours can be accrued as part of course work and in the on-campus Speech-Language-Hearing Center, as well as in off-campus clinics.

Transfer Requirements

- ◆ In addition to admission to the program as freshman, students may be admitted into the program up to and including the third year providing all appropriate prerequisite courses and number of credits are completed. The observation requirement above also applies.

Accelerated Program

- ◆ Students can apply for the accelerated program in the spring semester of their third year in the undergraduate program. The accelerated program is a special, intensive program for high-achieving and dedicated students who wish to complete their BS and MS in five years. At the end of the five years of study, students will graduate with a BS in Speech-Language Pathology and Audiology and an MS in Speech-Language Pathology. The SLPA Department requires that students complete the 25 hours of observation required PRIOR to direct contact with clients. Therefore, students who are accepted into the accelerated program will need to accrue these hours by the end of the fall semester of their fourth year.
- ◆ To remain in the accelerated program, students must maintain a 3.0 QPA. A grade of “B” or better is required in all SLPA department courses. If students fall below this level, or are considered academically or clinically at risk by the SLPA faculty, an academic/clinical review committee will meet with them to develop a plan to improve their performance.

Early Intervention Minor

- ◆ Students can apply for the BS with a minor in Early Intervention in the spring semester of their third year in the undergraduate program. The Early Intervention minor allows the student to earn a certificate in Early Intervention; students who elect this interdisciplinary program of study will graduate with Provisional Certification as a Developmental Specialist in the state of Massachusetts. Following nine months of full-time employment in an early intervention setting, the student will have earned permanent certification as a developmental specialist in the state of Massachusetts.

School of Nursing

Bachelor of Science in Nursing Program Requirements

The nursing program includes two options for entering freshmen:

- ◆ A 5 year track with three, 6 month co-ops, and
- ◆ A 4 year track with two, 6 month co-ops.

Students must declare by September 1 of third year, either the 5 or 4 year track.

External transfer students are not accepted to the program:

- ◆ Internal transfer students should access and follow the requirements found on the 'Bouvé College Internal Transfer Information Website' at <http://www.northeastern.edu/bouvestudentservices/itp/>. Accepted students will be assigned co-op semesters consistent with their new program plan.

Students must complete all co-op experiences planned in their academic program with a grade of 'S' for each co-op experience.

Students must complete 128 semester hours of academic credit successfully to graduate, in compliance with University and nursing curriculum requirements and their expected year of graduation.

Degree requirements must be completed within eight years from the date of matriculation

Clinical Requirements

- ◆ Students are required to attend all scheduled nursing classes, clinical experiences, and clinical labs on campus and in clinical agencies. If the student fails to meet attendance requirements, the student will fail the course.
- ◆ In accordance with the uniform policies of the program, students are required to purchase uniforms for their clinical rotations. All garments must be purchased from McGill's Uniform Company, the designated uniform supplier. Students may call McGill's Uniform Company at 1-603-627-3472 to order the uniform. There is also an annual visit to the campus by the company when the students can select or place their orders.
- ◆ The following items are included in the uniform:
 - 1 shirt, white with logo
 - 1 pants or skirt, navy
 - 1 jacket, blue
 - 1 long-sleeved turtleneck, blue (optional)
 - 1 name pin (clinical name pin)
 - White professional shoes (no clogs); student may purchase these independently.
- ◆ Students are required to wear the uniform that is consistent with the uniform regulations of the nursing program and those of their assigned clinical agency (for example, a lab coat over street clothes in a community health center; the required shirt and pants with a lab coat in the hospital).
- ◆ Students must show evidence of health clearance by University Health and Counseling Services, documentation of CPR certification and complete a Criminal Offender Record Information (CORI) background check to be eligible for clinical placement. Please refer to page 26 (General Information section) for more information. Students will not be allowed into a clinical area until these processes are completed satisfactorily.
- ◆ Failure to pass the clinical experience component will result in failure in the course.
- ◆ Students may be removed from the clinical area before completion of the clinical rotation, if the instructor determines that the student is unsafe. This will result in the student failing the clinical course.

- ◆ Students should refer to Clinical Course Requirements, Health Clearance Requirements for Clinical Rotations and the Professional Conduct statement in the General Information section of this Manual.

Clinical Warning

A nursing student may be placed on clinical warning at any time during the semester for the following reasons:

- ◆ Not meeting clinical objectives at a satisfactory level.
- ◆ Being at risk for failing the clinical component, and thus, failing the course.
- ◆ Being at risk by failing to demonstrate safe practice.

Conditions

- ◆ Students on clinical warning must develop an academic plan with the clinical instructor to address clinical performance.
- ◆ Students will be expected to improve clinical performance by adhering to the plan.
- ◆ Failure to adhere to the terms of the plan will result in the student failing the course and being placed on academic probation. All conditions of academic probation will then apply.

Notification

- ◆ The clinical instructor will issue the student a Clinical Warning via the Faculty and Advisor Communication Tool (FACT) identifying the problem.
- ◆ The student and the instructor should then develop a plan together to address the deficiency.
- ◆ Copies of the warning will be forwarded to the student's Faculty Advisor if needed.
- ◆ A copy of the warning will stay in the student's electronic file.
- ◆ This is an administrative warning and will not be posted on the transcript.
- ◆ Satisfactory completion of the clinical experience component of the course will result in removal of the warning from the student's file.

State Board Nursing Examination

The OSS academic advisor will notify students about filing for the National Council for Licensure Examination (NCLEX-RN), and assist students in the application and registration process to sit for the NCLEX-RN after graduation. The NCLEX-RN is designed to test knowledge, skills, and abilities essential to the safe and effective practice of entry level nursing. The NCLEX-RN is administered by computer, using a method called computerized adaptive testing (CAT). Only students who have received their diploma are eligible to sit for the NCLEX-RN. Students who plan to take the NCLEX-RN in another state should contact the Board of Registration for Nursing in the state in which they wish to be licensed and request appropriate application materials.

Technical Standards for Admission, Academic Progression, and Graduation

The primary mission of the school of nursing is to prepare nursing leaders for basic and advanced practice, thereby contributing to the health of the nation. The School of Nursing is also committed to achieving the goals of the university to become an outstanding national research, practice-oriented, student-centered, urban institution.

The goal of the School of Nursing is to prepare students to think critically and to practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing

knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care.

In addition to classroom learning, students' clinical education experiences occur in settings, like hospitals, in which patient safety is the priority. For this reason, students who, upon enrollment in any of the nursing programs, seek accommodations from the Disability Resource Center (DRC) at NU must also request an assessment of accommodations that would be needed for clinical education.

Certain functional abilities are essential for the delivery of safe, effective nursing care during clinical education activities. Therefore, the School of Nursing has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs. An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards:

- (1) General abilities
- (2) Observation
- (3) Communication
- (4) Motor
- (5) Intellectual, conceptual, and quantitative abilities
- (6) Essential behavioral and social attributes
- (7) Ability to manage stressful situations

Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program.

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate both verbally and non-verbally in order to elicit information and to convey that information to others. Each student must have the ability to read and write accurately and comprehensively in English. The student must be able to thoroughly comprehend and fluently speak the English language so as to facilitate communication with patients, families, professionals in health care settings, instructors, and other students. The student must also be able to present information in a professional, logical manner and to provide counseling and instruction in order to effectively care for patients and their families.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the skills needed to perform or assist with procedures, treatments, administration of medication, and the management and operation of diagnostic and therapeutic medical equipment. The student possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine critical thinking skills that are essential to nursing practice. Critical thinking involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. The student must be able to work under supervision of a clinical instructor or preceptor; this is essential to ensure patient safety. The student must exercise good judgment and promptly complete all responsibilities in the classroom and clinical settings. The ability to establish culturally competent relationships with individuals, families, and groups and to respond effectively to patients who have different intellectual capacities is critical to nursing practice.

Examinations Disability and Special Needs: Students with special needs are encouraged to contact the Disability Resource Center (DRC) in 20 Dodge Hall to register and request services. Students must notify the instructor at the beginning of the semester if they plan to use DRC services throughout the course. The staff in that office is available for assistance.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively in stressful situations in both the classroom and clinical settings, including emergency situations. These stressors include personal, patient care/family, faculty/peer, and or program related issues.

School of Pharmacy

Doctor of Pharmacy Program Requirements

Doctor of Pharmacy students are admitted with the expectation that by working with faculty, staff and each other, they will develop the knowledge, skills and attributes necessary for academic and professional success. Students follow academic progression plans for their respective years of graduation. Any deviation from the prescribed curriculum will require faculty/staff permission and an approved plan of study from the School of Pharmacy (SOP) Academic Affairs Committee.

The pharmacy curriculum includes introductory (cooperative education) and advanced pharmacy practice experiences. These experiences are provided primarily under the direct supervision of pharmacist preceptors and occasionally with other qualified healthcare professionals. The school is affiliated with many local world-class practice sites and other quality sites throughout the United States, providing students with access to experienced clinicians and scholars who facilitate their learning and professional development. Students should be prepared to travel outside of the Boston area to complete portions of their pharmacy practice experiences. Availability of a car may be required, as some sites are not accessible by public transportation. All expenses associated with pharmacy practice experiences, including travel and housing, are the responsibility of the student.

Introductory Pharmacy Practice Experiences (IPPEs) are competitive placements that are based on job availability in a geographic region. The placements are facilitated by SOP cooperative education coordinators. Students are required to complete one IPPE in a community setting and one IPPE in an institutional/hospital-practice setting.

Advanced Pharmacy Practice Experience (APPE) placements are provided based on site/preceptor availability and the final approval of the SOP Office of Experiential Education (OEE). Students may be able to petition the OEE for out-of-system APPEs; however, availability for such requests is limited.

Requirements for the APPE Program:

1. Successful completion all required and elective didactic coursework in the pharmacy curriculum and conferral of the Bachelor of Science in Pharmacy Studies degree.
2. Successful completion of the APPE preparatory courses (PHMD 6438 & PHMD 6439).
3. Provide evidence of health clearance from University Health and Counseling Services before placements at any APPE site.
4. Satisfactory completion of any additional site-specific requirements including, but not limited to, criminal record information (CORI) and verification of immunization status. All fees associated with these requirements are the responsibility of the student.
5. Students are subject to the university's code of conduct policies while off-campus.
6. Successful completion of six 6-week APPEs: four required APPEs (i.e., ambulatory care, community, internal/general medicine, and one health system experience) and two electives that may be patient-care or non-patient-care focused.
7. Maintain sufficient knowledge of site-specific requirements (via site descriptions) and complete site requests within specified deadlines. Failure to complete these requirements as directed will likely result in delay of graduation.
8. Maintenance of an APPE portfolio throughout the APPE year and completion of all portfolio submission requirements within specified deadlines.
9. Attendance at scheduled on-campus APPE meetings during the APPE year: (1) Fall semester: Midpoint APPE Meeting; and (2) Spring semester: Exit Meeting.

Students must complete all APPEs with an overall GPA of 3.000 or greater in the Bouvé College of Health Sciences Graduate Program to earn the Doctor of Pharmacy degree.

Technical Standards for the Doctor of Pharmacy Program

The Doctor of Pharmacy program at Northeastern University is a rigorous and challenging academic program that requires students to possess specific characteristics and abilities within the cognitive, affective and psychomotor domains, referred to here as technical standards. To successfully progress in and ultimately complete the didactic, laboratory and experiential components of the Doctor of Pharmacy program, students must meet the following standards:

Intellectual Abilities

Students must have well-developed problem-solving and critical-thinking skills. Cognitive function must be appropriate to integrate, evaluate and apply information gained through measurement, analysis, calculation, and reasoning. Students must have the capacity to learn efficiently in classroom, laboratory, small group, and experiential settings, and through independent study. Students are required to demonstrate the ability to integrate course content knowledge with clinical practice applications to optimize medication therapy management.

Communication Skills

Students must be able to communicate effectively with colleagues, professors, patients, families, and healthcare providers. This includes efficiently comprehending, speaking, reading, and writing in English.

Students must be able to process and use appropriate non-verbal cues and be proficient in the use of electronic communication media.

Behavioral and Social Attributes

Students must demonstrate maturity, integrity, honesty, compassion, and respect when relating to others. Students must have sufficient mental and emotional health to complete work and responsibilities using good judgment. Students must be able to tolerate and adapt to stressful workloads and situations, and modify behavior based on constructive criticism. Students must be able to function in accordance with the legal and ethical standards of practice.

Observation and Motor Skills

Students must have functional use of visual, auditory, and tactile senses. Students must be able to observe and perform experiments, physical assessments, patient interviews, and medication order processing. Students must be able to distinguish physical characteristics of medications by inspection. Students must have coordination of gross and fine muscular movements sufficient to perform pharmacy-related tasks including compounding and dispensing medications, administering medications, and using computers and other technology necessary for learning and professional practice. *Observation and Motor Skills*

Students must have functional use of visual, auditory, and tactile senses. Students must be able to observe and perform experiments, physical assessments, patient interviews, and medication order processing. Students must be able to distinguish physical characteristics of medications by inspection. Students must have coordination of gross and fine muscular movements sufficient to perform pharmacy-related tasks including compounding and dispensing medications, administering medications, and using computers and other technology necessary for learning and professional practice.

General Information

Academic Petitions are submitted to the Office of Student Services (OSS), 120 Behrakis Hall, for consideration and approval and are used to request:

- ◆ Status corrections (change of year of study, pattern of attendance [POA], or major; leave of absence)
- ◆ Change in probationary status
- ◆ Transfer credit
- ◆ Withdrawal from the University
- ◆ Waiver of policy

Status Corrections

Year of Study

- ◆ Students may need to change their year of study based on transfer credit or due to course deficiencies.
- ◆ A petition to change the year of study must be signed by the departmental advisor, the co-op advisor and the OSS academic advisor.
- ◆ The OSS has the authority to delay a student's graduation, based on deficiencies that require a change in the curriculum plan.

Co-Op POAs

- ◆ Students are assigned a co-op POA depending upon their program of study.
- ◆ Students remain in their assigned POA until graduation.
- ◆ Extenuating circumstances that necessitate a change in POA may result in a delay in graduation.

Change of Major

- ◆ Students wishing to change their major outside of Bouvé College should speak to an advisor in the OSS (120 BK), who can then assist them in making a referral.
- ◆ Students wishing to change their major within the College must submit a Bouvé Internal Transfer application. Review of applications generally occurs three times a year.

Leave of Absence

- ◆ For Personal Leave of Absence and Medical Leave of Absence, please refer to the NU Undergraduate Catalogue Full Time Day Programs (<http://www.registrar.neu.edu/courses>)

Transfer Credit

Once enrolled, students wishing to take a course outside the Undergraduate Day Program must petition for permission. A course description/syllabus may be required for review. If approved, students must earn a grade of "C" or better and present an official transcript to the OSS before transfer credit can be awarded.

Failure to Register

Students who do not follow registration procedures or fail to register in accordance with their curriculum plan will be withdrawn from the University by the Registrar. Their withdrawal will be noted on their transcript as withdrawn not registered or withdrawn co-op.

Waiver of Policy

Students who wish to appeal the application of academic policies, such as being placed on probation or being withdrawn from the program for low scholastics, may submit a petition to the Academic Standing Committee of their program or school. The Committee will review the student's petition according to the Operating Guidelines presented in Appendix A of this Manual. Refer to Appendix A and B for more information about the appeal process.

Grading Policies

- ◆ Grading policies are established by the faculty teaching a course and should be reflected in the course syllabus.
- ◆ Only general electives may be taken on a pass/fail basis unless the course is designated as a pass/fail course. Any student NOT on academic probation may register for one pass/fail course per semester if the course is offered on a pass/fail basis. Electives taken to fulfill the NU Core may **not** be taken on a pass/fail basis. Students opting to take a course on a pass/fail basis are not eligible for Dean's List.

Repeating Prerequisite Courses with Labs

Biology and/or Anatomy & Physiology

- ◆ Students are only required to repeat the failed component (lab or lecture). Students must fill out a "Use of Previous Grade" form with the instructor in order to use the grade of the previously passed component. Once the component is completed successfully, the grades are blended.

Chemistry

- ◆ Students are only required to repeat the failed component (lab or lecture). Once the component is completed successfully, the grade is "blended" with the grade of the component previously passed.

Physics

- ◆ Students are only required to repeat the failed component (lab or lecture).

Health Clearance Requirements for Clinical Rotations

All students, regardless of age, must have a current physical exam, tuberculin test, and documentation of immunity on file at University Health and Counseling Services. More specific guidelines are available from University Health and Counseling Services in 135 Forsyth or from the individual program's clinical placement office (contact information follows). Guidelines may be updated periodically and students must meet the most current guidelines or they will not be allowed into a clinical area. Students must meet the health clearance requirements of their program prior to entering the clinical setting. This means that students must make arrangements for their physical exam and immunizations months before they are scheduled for a clinical

course or rotation. University Health and Counseling Services can provide information about specific program health clearance requirements and clinical regulations for individual programs.

- Nursing:
Ethel Agbeshie, MEd, Program Manager
Clinical Placement Office
103 Robinson
P: 617.373.3247
E: e.agbeshie@neu.edu

Insurance Coverage

Health Insurance

Students are required to carry health insurance. If students are not covered by their own insurance, they may purchase it through Northeastern University.

Professional Liability Insurance

Bouvé students are included in a group professional liability insurance plan that covers students only while they are in school, in a clinical experience, or in a cooperative education experience. There is no coverage for the following: operation of a motor-driven vehicle (automobiles, trucks, airplanes, farm equipment, and water craft, etc.), engaging in an unrelated business or profession, or part-time work.

Laboratory Safety

For their own safety and the safety of those around them, students must adhere to certain regulations established for the operation and handling of potentially hazardous electrical and mechanical equipment, chemicals, and infectious agents. Since these regulations may differ slightly from laboratory to laboratory according to the materials being handled, the faculty will provide specific safety regulations and instructions for each laboratory course. For certain laboratories, the student may be required to purchase and use personal safety apparel such as laboratory coats or safety glasses. In every instance, the student must adhere to the laboratory's safety regulations. Failure to adhere to these regulations can have disastrous consequences, including the student being barred from laboratory participation.

Minor Studies

For students majoring in related fields, minors are available in Exercise Physiology and Health Science. Students may also choose to minor in a department outside the Bouvé College of Health Sciences. Students should contact the appropriate department for further information.

Clinical Course Requirements

- ◆ Courses offered at affiliated hospitals or medical facilities involve contractual agreements with these facilities. Students assigned to hospitals or other institutions for instruction are expected to adhere to the rules and regulations of that facility. Failure to adhere to these rules may result in dismissal from that facility.

- ◆ Evidence of health clearance by University Health and Counseling Services is required for clinical courses.
- ◆ All students are required by law to respect the confidentiality of the patients' records to which they may be privy including, but not limited to, diagnostic tests performed, medical history, and medications prescribed.
- ◆ Students should be aware that, while participating in any form of clinical practice, they continue to be under the jurisdiction of the University setting. Any breaches of conduct committed by a student in a clinical setting that would be considered a cause for disciplinary action if the student were on campus shall also be considered a cause for disciplinary action against the student.
- ◆ Evaluation for these clinical courses will be based on established guidelines and policies which students will receive prior to the clinical component. Periodic performance evaluations will take place during the course of the semester. See specific program clinical policies and procedures handbook, or syllabi.
- ◆ The University is affiliated with numerous clinical sites across the country. Depending on the program, students may be required to travel outside of Massachusetts to complete clinical courses. Students are responsible for any costs associated with transportation and/or housing.

Professional Conduct

The healthcare professions represented by the programs in the College require more of their members than simple mastery of technical knowledge and skills. Equally important is the ability to earn the respect and confidence of those who seek medical care. The nearly universal existence of codes of conduct, ethics, etc. among the various health professions is evidence that certain types of conduct are expected in order to promote this respect and confidence. Fundamental to most of these codes is an understanding that healthcare professions require individuals who conduct their activities in a manner that reflects a total concern for the well-being of the patient. Violations of ethical conduct may be grounds for dismissal from the program. Students are expected to learn and practice the conduct that is appropriate to their professions and promotes the physical and mental well-being of the patient.

Background Checks

An increasing number of clinical sites require background checks for employees as well as students who come to their facilities. Northeastern University students will need to have background checks done only if their assigned clinical agency requires it. The most common background check required is the Massachusetts Criminal Offender Record Information (CORI), although some clinical sites require other types of checks, such as drug testing.

Bouvé College contracts with a national company, CertifiedBackground.com, to perform these checks. The company provides this service for universities nationwide. Log onto their web site to learn more about them at www.certifiedbackground.com. CertifiedBackground.com charges fees to conduct background checks. The fee varies depending on the type of background check needed. All fees will be paid by the student directly to CertifiedBackground.com.

All background check information is confidential. Results are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment. You will be able to view your own results on-line using a password. The college has two Designated Clearance Officers for Bouvé College, who also have access to the results. You will be contacted by one of them only if there is a question about your results. Neither you nor they are required to reveal the actual results of your background check to your on-campus Clinical Coordinator/Clinical Placement Office, the clinical site, or anyone else at the University.

If your assigned clinical site requires students to have a background check, your on-campus Clinical Coordinator/Clinical Placement Office will inform you of the requirements and provide you with instructions and a deadline for completing the check. It is crucial that you complete the check by the deadline you are given to assure adequate processing time prior to the start of your clinical experience. Failure to complete the check in a timely manner could jeopardize your progression in the program.

Appendix A

Operating Guidelines of the Undergraduate Department/Unit Academic Standing Committee

Purpose of Committee

- ◆ Each Department/Unit can convene an Academic Standing Committee (ASC) which acts on matters relating to the academic standing of undergraduate students in that Department/Unit. Issues pertaining to academic and co-op status, including but not limited to warning, probation, permission to resume studies, changes in requirements, and repeating courses, fall within the jurisdiction of the ASC.
- ◆ The Department/Unit ASC also considers student appeals relative to academic or cooperative education judgments by faculty, coordinators, or others acting on behalf of the University, when such appeals arise from a violation, misinterpretation, or inequitable application of the academic provisions outlined in the University Catalog, Cooperative Education Handbook, or Undergraduate Student Handbook.
- ◆ The University Affirmative Action Office handles appeals arising from allegations of discrimination on the basis of sex, sexual orientation, race, color, age, religion, national origin, handicap, or marital status. If other allegations remain, at the conclusion of the University Affirmative Action Committee's inquiry, the student may refer them to the Dean for review by the ASC of the College.

Initiation of Action

- ◆ Prior to submitting an appeal to the Department/Unit ASC, the student must attempt to resolve the problem with the faculty member, coordinator, or other individual acting on behalf of the University, according to procedures outlined in the Undergraduate Student Handbook.
- ◆ Students wishing to bring an appeal before the Department/Unit ASC must first consult with their advisor in the Office of Student Services (OSS) and submit a written appeal with the following information: name and status in program; the basis of the appeal (what rule/policy was violated); extenuating circumstances, if any, contributing to the situation (provide pertinent documentation); their intentions (make-up plans, etc.); and how they intend to accomplish their goal. This letter must also include their phone number, e-mail and local address in order that they can be contacted. If it is a grade related matter, an unofficial copy of their transcript should also be submitted. The student's advisor in the OSS will submit the material for appeal to the Department/Unit ASC Chair and inform the student of the meeting time and place once arrangements have been made.
- ◆ The student may request permission to appear before the Department/Unit ASC to present or discuss their appeal in person, or the Department/Unit ASC, itself, may make this request of the student.

Review of Academic Standing Committee Decisions

- ◆ The Department/Unit ASC will convene a committee, review the matter, and inform the student in writing of the decision. If within 20 working days of being informed of a department or unit decision, the student is not satisfied with the Department's ASC decision, they may request that the ASC reconsider

its decision on the basis of additional information, or bring the matter before the Dean of the School. If the student is not satisfied with the Dean's disposition of the matter, they may pursue the matter further by notifying the advisor in OSS that they would like their appeal to be heard by the College Academic Standing Committee.

Appendix B

Operating Guidelines of the Undergraduate College Academic Affairs Committee

Purpose of Committee

- ◆ The College Academic Affairs Committee (AAC) acts on matters relating to the academic standing of undergraduate students in the College who have already appeared before the Department/Unit's Academic Standing Committee (ASC).
- ◆ Issues pertaining to academic and co-op status, including but not limited to warning, probation, permission to resume studies, changes in requirements, and repeating courses, fall within the jurisdiction of the AAC. The AAC also considers student appeals relative to academic or cooperative education judgments by faculty, coordinators, or others acting on behalf of the University, when such appeals arise from a violation, misinterpretation, or inequitable application of the academic provisions outlined in the University Catalogue, Cooperative Education Handbook, or Undergraduate Student Handbook.
- ◆ The University Affirmative Action Office handles appeals arising from allegations of discrimination on the basis of sex, sexual orientation, race, color, age, religion, national origin, handicap, or marital status. If other allegations remain, at the conclusion of the University Affirmative Action Committee's inquiry, the student may refer them to the Dean for review by the ASC of the College.

Initiation of Action

- ◆ Prior to submitting an appeal to the College AAC, the student must attempt to resolve the problem with the faculty member, coordinator, or other individual acting on behalf of the University, according to procedures outlined in the Undergraduate and Graduate Student Handbook, as well as having appeared before their Department/Unit ASC.
- ◆ Students wishing to bring an appeal before the College AAC must first consult with their advisor in the Office of Student Services (OSS). The advisor will notify the Chair of the College ASC that a student has submitted an appeal for review. The student must submit all appropriate documents, including a Bouvé College of Health Sciences General Petition form, to be obtained in the OSS from their advisor. The OSS will inform the student of the time and place of the College's ASC meeting.
- ◆ The student may request permission to appear before the College AAC to present or discuss his/her appeal in person, or the AAC, itself, may make this request of the student. Student advocates are not permitted during a student's academic standing appeal meeting.

Review of Academic Affairs Committee Decisions

- ◆ The Office of Student Services will submit copies of the student's appeal to the College AAC, which will review the case at the next regularly scheduled meeting. The College AAC schedules meetings on a monthly basis. Appeals that may affect the student's progression in the next semester will be processed as expeditiously as possible.
- ◆ Prior to the review, the Department/Unit should provide information on its prior decision to the College AAC. The chair of the department or unit of the student presenting the appeal shall be invited by the Chair of the College AAC to attend the meeting. If the Chair is unable to attend, a representative of that committee will be asked to attend by the Chair of the department/unit.
- ◆ A decision will be made by the College AAC, at the next regularly scheduled meeting, assuming that all relevant and appropriate information has been made available to the Committee by the parties involved. If more information is needed, the decision may be held over until the next meeting.
- ◆ The Chair of the College AAC will notify the student and other relevant parties of the decision in writing no later than one week of the decision.
- ◆ If the student is not satisfied with the College AAC decision, they may request that the AAC reconsider its decision on the basis of additional information, or bring the matter before the Dean of the College. If the student is not satisfied with the Dean's disposition of the matter, they may pursue the matter further by requesting in writing that the Vice President for Student Affairs convene an appeals resolution committee.

Internal Procedures of the Academic Affairs Committee

- ◆ The College AAC is made up of 6 faculty members, 4 of whom are elected by the Schools with a proportional representation of 2 from the School of Health Professions, 1 each from the Schools of Nursing and Pharmacy, an at-large member elected by the College faculty, and an administrative representative appointed by the Dean. Only elected members to the Committee have voting privileges. Administrators at the rank of School Dean or higher do not have voting privileges.
- ◆ Four of the five voting members shall constitute a quorum. Any decision in support of a student appeal of an academic judgment will require a majority vote of the voting members, that is, at least 3 positive votes. If fewer than 5 voting members are present, 3 positive votes are still required to support a student petition.
- ◆ The Committee will select its own chairperson and secretary at the end of the spring semester. Only full-time teaching faculty shall be eligible to serve as Chair.
- ◆ The Committee will schedule at least one meeting per month during the academic year for the purpose of hearing appeals.
- ◆ The Committee may request appearances by any party involved in an appeal or may request additional written information before coming to a decision. Invited guests and the student will be requested to leave prior to the initiation of voting on student appeals. Voting may be by show of hands or paper ballot at the discretion of the Committee.

- ◆ In cases where discrimination or harassment is alleged to have influenced the decision being appealed, a representative of the Office of Affirmative Action will also be invited to attend and explain its findings in the matter and identify the remaining issues to be decided by the Committee.
- ◆ The College AAC is without authority to make decisions or order actions that overturn or modify the findings and directives of the Office of Affirmative Action.
- ◆ The Chair of the College AAC will keep a record of the actions of the Committee.

Appendix C

Delivery of Services

The University assumes no liability for delay or failure to provide educational or other services or facilities due to causes beyond its reasonable control. Causes include, without limitation, power failure, fire, strikes by University employees or others, damage by natural elements and acts of public authorities. The University will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities or performance; but its inability or failure to do so shall not subject the University to liability.

Insufficient Enrollment Disclaimer

Northeastern University reserves the right to cancel any course if minimum enrollments are not met. The right to change curriculum and progression policies may be done at any time, as long as students are notified in advance of initiating the changes or revisions.

Precedence Statement

The Bouvé College of Health Sciences Undergraduate Student Manual should be used in conjunction with the Undergraduate Student Handbook, Undergraduate Catalogue and Cooperative Education Handbooks. Where differences exist between this Manual and those publications, the Catalogue and Handbooks take precedence.

Anti-Discrimination Policy

Northeastern University is committed to a policy of equal opportunity for all students and employees without regard to race, color, religion, sex, sexual preference, national origin, handicap, or veteran status. The University prohibits discrimination in all matters involving admission, registration, and all official relationships with students, including evaluation of academic performance. Northeastern is also an Equal Opportunity Employer.

Verbiage Used in This Document

Those duties that are bound by policy are characterized by the use of the verbs "shall" and "must". The verbs "should," "may," and "could" represent operational guidelines. The word "should" indicates an ethical obligation. Cases where more than one acceptable option exists are indicated by the use of the words, "may" or "could."

Equal Opportunity Employment Policy

Northeastern University does not discriminate on the basis of race, color, religion, sex, sexual preference, age, national origin, or veteran or handicapped status in admission to, access to, treatment in, or employment in its programs and activities. In addition, Northeastern University will not condone any form of sexual harassment. Handbooks containing the University's nondiscrimination policies and its grievance procedures are available in the Office of Affirmative Action, 424 Columbus Place. Inquiries regarding the University's nondiscrimination policies may be directed to the following address.

Office of Affirmative Action/Diversity
424 Columbus Place
Northeastern University
Boston, MA 02115
Phone: (617) 373-2133

Inquiries concerning the application of nondiscrimination policies may also be referred to:

Regional Director
Office for Civil Rights
United States Department of Education
J.W. McCormack Building
Post Office Court House, Room 701
Boston, MA 02109-4557