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DOCTOR OF CHIROPRACTIC PROGRAM (DCP) STUDENT PROMOTION  
COMMITTEES HANDBOOK

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For faculty, staff, and students

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UNIVERSIDAD CENTRAL DEL CARIBE

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## Preamble

Welcome to the Universidad Central del Caribe Doctor of Chiropractic Program (UCCDCP).

The *Doctor of Chiropractic Program Student Promotion Handbook* provides general information for chiropractic students, faculty, and staff on a wide variety of topics and issues that are relevant to the procedures for promotion of students. This information provides a framework on which to build throughout the students' performances at the UCCDCP.

The handbook is not a comprehensive statement of all policies and procedures, nor is it intended to preclude the implementation of changes in the chiropractic school program or policies for students. This handbook involves guidelines for the function of the Student Promotion Committee and Year Subcommittees, which manages student outcomes assessment, promotion and graduation.

The UCCDCP reserves the right to revise or modify the system of evaluation, or graduation requirements as deemed appropriate by the faculty. Changes to school policies, procedures, or requirements will be provided in updates at meetings, in emails, on web pages, and/or in information memos. Students are expected to read and/or attend meetings to familiarize themselves with requirements and modifications that may affect their programs.

Questions about policies, requirements, and procedures may be directed to the Dean of Academic Affairs office for referral to the appropriate dean or staff member.

## Institution-wide Goals for Student Education

### Universidad Central del Caribe Mission Statement

To prepare high-quality and committed health professionals to meet the health needs of the community in its biological, physical, and social context with a humanistic focus and a high sense of moral obligation. It is characterized by its emphasis on the excellence of its educational programs, research activities, and services of health maintenance, prevention, and early detection of illness. It is committed to improving the quality of life of the Puerto Rican community through its services, as well as to developing healthcare professionals.

### Core Competencies

To fulfill the institutional mission, each academic program must demonstrate that its graduates have mastered six core competencies that should be developed and assessed according to the program's particular specialization:

1. The fundamental concepts, principles and basic information deemed necessary in their field of specialization.
2. The particular technical/clinical skills required in the field of specialization.
3. Communication skills, in English and Spanish, written and spoken, and interpersonal skills, to effectively communicate with patients, colleagues and other members of the community.
4. The skills and attitudes conducive to personal and professional development, through continuous study throughout their lives.
5. The skills and knowledge required to identify and assess reliable sources of information, to discern and be able to analyze it and apply it according to the required tasks.
6. The fundamental values and the ethical and humanistic attitudes to practice their profession, emphasizing professionalism, empathy, compassion, integrity and dedication.

Aligned with these institutional statements, the UCCDCP developed the following guiding principles:

### Doctor of Chiropractic Program (DCP) Mission Statement

To educate highly qualified, caring and committed Doctors of Chiropractic (D.C.) to serve as primary wellness healthcare providers and promoters of evidence-based integrative practices.

### DCP Vision

UCCDCP will be recognized as the gold standard institution for interprofessional collaboration in allopathic and integrative medicine, with the finest education and training of healthcare professionals, through innovative teaching methods and clinical experience in preventive medicine and wellness healthcare.

### DCP Educational Objectives

1. Students will demonstrate appropriate knowledge of the history and principles of chiropractic as a separate and distinct health care specialty profession.
2. Students will demonstrate an understanding of the principles of the synergetic relationship between the musculoskeletal structures and neurological and physiological functions of the human body.

3. Demonstrate mastery of key concepts and principles in the basic sciences and clinical disciplines that are the basis of current and future healthcare practice.
4. Students will demonstrate ability to critically appraise scientific information to document and improve chiropractic healthcare practices.
5. Students will demonstrate competence in clinical skills eliciting patient history, performing examination procedures, and ordering pertinent laboratory/imaging tests to elaborate a diagnosis and assess the need for chiropractic care and/or further appropriate interprofessional management plans with the proper health record documentation.
6. Students will demonstrate the ability to guide patients and communities appropriately with regard to healthy lifestyles, as well as maintenance and promotion of health.
7. Students will show understanding and rigorous implementation of all standards of professional ethics and jurisprudence as well as further professional development.
8. Students will understand the research design and methodologies to further develop research protocols to contribute positively to the chiropractic profession, to healthcare knowledge and practices and to patient and community wellbeing.
9. Students will demonstrate an understanding of the role of the community in the individual health status by actively participating in the outreach activities.
10. Students will demonstrate clinical confidence in evaluating, treating and co-managing the most frequent musculoskeletal pain pathologies.

#### DCP Curriculum

The academic program conducive to a Doctor of Chiropractic (DC) degree of the Universidad Central del Caribe, combines a solid foundation in basic sciences and clinical skills, together with an in-depth immersion into the evidence-based chiropractic field. The student will have access to cutting edge biomechanics laboratory, a state-of-the-art manipulation instructional setting, a clinical skills development center including high fidelity simulators and standardized patients, and experiences in different healthcare facilities that support the teamwork among the health professionals. The DCP is a rigorous eight academic semester doctoral program that can be completed in eight semesters or three and a half years.

Throughout the basic science courses, the curriculum has been organized to allow the student to integrate all disciplines content around organ systems and in the context of a patient case scenario. The clinical experiences combine hospital, ambulatory healthcare and community settings where the student can build up the sense of being part of the healthcare team.

UCC Doctor of Chiropractic students are educated in a holistic approach to health care and wellness, which includes clinical reasoning, adjusting skills and therapeutics, rehabilitation, community support, functional nutrition and lifestyle management.

Research and critical appraisal of evidence bring a solid base to the modern chiropractic professional, thus the UCC Doctor of Chiropractic program utilizes strong courses that support this practice with incorporation of evidence-based practice skills among all other learning experiences. The student will be capable of developing a research proposal or collaborate with other professionals in the bench, clinical or community environment.

The UCCDCP emphasizes the preventive role of the profession in maintaining the individual and community health status through emphasis on public health, functional nutrition and lifestyle, where the students learn while providing community service to different populations.

The program highlights the role of the chiropractor as a spine care expert contributing to the initiatives to ease the pain killer crisis in the national scenario.

The DCP is oriented to develop a professional dedicated to the patient and the community, offering the best chiropractic evidence-based healthcare in an interprofessional collaboration with the highest standards of professional ethics.

Curricular Requirements for the Doctor in Chiropractic program

**UCCDCP, Credit Distribution by Academic Year**

<b>Academic Year</b>	<b>Credits</b>
First Year	50
Second Year	59
Third Year	48
Fourth Year	52
<b>TOTAL</b>	<b>209</b>

**UCCDCP, List of Courses by Academic Year**

<b>AY 1</b>		
<b>Course</b>	<b>ID Code</b>	<b>Credits</b>
Human Gross and Developmental Anatomy	DCAN101	11
Biochemistry and Cell Biology	DCBC101	11
Principles of Chiropractic I	DCCH101	2
Principles of Chiropractic II	DCCH102	1
Principles of Chiropractic III	DCCH103	2
Diagnostic Imaging I	DCDI101	1
Bioethics and Humanities in Healthcare I	DCET101	1
Histology	DCHI101	4
Introduction to Clinical Skills	DCCS101	2
Neurosciences	DCNE101	5
Problem Based Learning I	DCPB101	1
Public Health & Wellness	DCPH101	2
Physiology	DCPY101	5
Introduction to Research	DCRE101	2
Translational Research	DCRE102	1
<b>Total Credits Year 1</b>		<b>51</b>

<b>AY 2</b>		
<b>Course</b>	<b>ID Code</b>	<b>Credits</b>
Advanced Anatomy	DCAN202	10
Behavioral Medicine	DCBE201	2
Chiropractic Preceptorship 1	DCCC201	1
Chiropractic Preceptorship 2	DCCC202	1



Clinical Diagnosis	DCCD201	3
Principles of Chiropractic IV	DCCH204	3
Principles of Chiropractic V	DCCH205	2
Principles of Chiropractic VI	DCCH206	2
Diagnostic Imaging II	DCDI202	1
Bioethics and Humanities in Healthcare II	DCET202	1
Microbiology and Immunology	DCMI201	10
Problem Based Learning II	DCPB202	1
Pharmacology	DCPR201	6
Lifestyle Diseases and Risk Reduction	DCPH202	1
Pathology and Mechanism of Disease	DCPM201	13
Research in Complementary/ Alternative Healthcare	DCRE203	1
<b>Total Credits Year 2</b>		<b>58</b>

<b>AY 3</b>		
<b>Course</b>	<b>ID Code</b>	<b>Credits</b>
Chiropractic Clinic	DCCC303	2
Principles of Chiropractic VII	DCCH307	5
Pediatrics/OBGYN	DCCC304	4
Family Medicine	DCCC305	4
Neurology	DCCC306	4
Physical Medicine & Rehabilitation	DCCC307	4
Spine Surgery	DCCC308	4
Clinical Diagnosis II	DCCD302	5
Principles of Chiropractic VIII	DCCH308	2
Diagnostic Imaging III	DCDI303	3
Diagnostic Imaging IV	DCDI304	3
Evidence Based Chiropractic Care 1	DCEB301	1
Evidence Based Chiropractic Care 2	DCEB302	1
Functional Approach to Basic Nutrition	DCFU301	3
Functional Medicine and Nutritional Therapy	DCFU302	2
Wellness in the Community	DCPH303	1
<b>Total Credits Year 3</b>		<b>48</b>

<b>AY 4</b>		
<b>Course</b>	<b>ID Code</b>	<b>Credits</b>
Mastering Your Business	DCBU401	4

Patient Safety and CQI	DCCC409	4
Integrative Approach to Pain Management	DCCC410	4
Clinical Rotation I	DCCC411	9
Clinical Rotations II	DCCC412	14
Electives	DCCC413	4
Principles of Chiropractic IX	DCCH409	4
Functional Chiropractic Neurorehabilitation	DCCH410	3
Evidence Based Chiropractic Care 3	DCEB403	1
Nutritional Therapy in the Chiropractic Practice	DCFU403	2
Chiropractic Sports Medicine, and Fitness Counseling	DCSM 401	3
<b>Total Credits Year 4</b>		<b>52</b>

#### Technical Standards for Admission and Graduation for the UCCDCP

The UCCDCP believes that earning a DC degree requires mastery of a coherent body of knowledge and skills. Because the DC degree signifies that the holder is a primary spine healthcare provider prepared for entry into the practice of chiropractic within graduate training programs, it follows that graduates must be prepared to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, there are certain minimum technical standards for chiropractic doctors and chiropractic students that must be met by applicants and students. A chiropractic student must acquire substantial competence in the principles and facts of all of the curriculum's required basic science courses, must understand and appreciate the principles and practice of all of the foundations of clinical chiropractic sciences, and must be able to relate appropriately to patients and other healthcare professionals. (See Appendix 1)

### The Student Promotion Committee

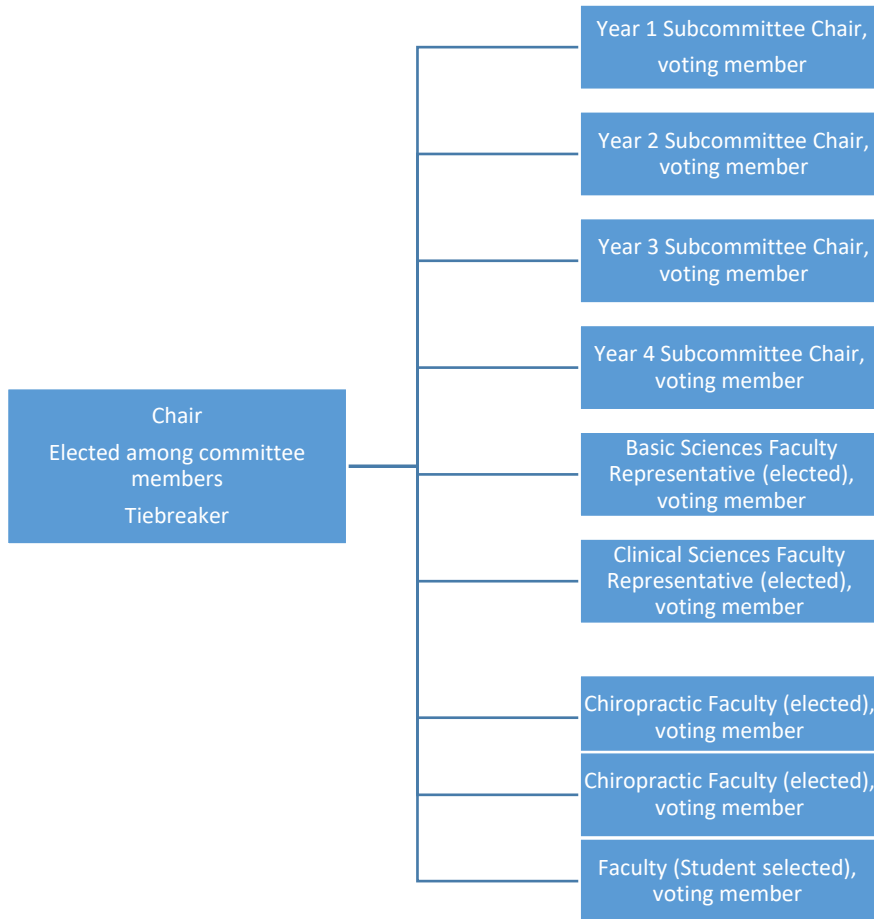
The UCCDCP has the responsibility to assure that its graduates possess the knowledge, skills, attitudes, and behavior patterns that will enable them to function satisfactorily as licensed physicians. The Student Promotion Committee makes decisions relative to the retention and promotion of students and determines whether a student is making satisfactory academic progress. It also has the responsibility of assuring that due process and the rules and policies of the UCCDCP are followed.

The Student Promotion Committee is the institutional entity that ensures that the chiropractic education program has a fair and formal process for taking any action that may affect the status of a chiropractic student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the chiropractic student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, suspension or dismissal.

The deliberations of the Student Promotion Committee are crucial for determining student promotion policies and procedures, and implementation strategies for the four-year educational program.

### Appointment and Membership

The Student Promotion Committee is comprised by nine members. Each Year Subcommittee Chair by virtue of their position are part of the Student Promotion Committee representing the year course/clerkship coordinators accordingly. One faculty representative from basic sciences and one faculty representative from clinical sciences are elected from the UCCDCP faculty at large. There will be two representatives elected from the chiropractic faculty and one faculty member elected by the students. Members elected serve a one-year-long term and may be re-elected. All members of the Committee have the right to vote, and the Chair only votes to break a tie. The Student Learning Outcomes Assessment Coordinator (SLOAC) will be an ex-officio member. Multiple consultants who serve *ex officio* without vote are available to the Student Promotion Committee; they include the Dean of Academic Affairs, the Dean of Admissions and Student Affairs, Assistant Dean for Curriculum Development, the Director of Institutional Effectiveness Office, the Registrar.



### Composition of the Student Promotion Committee

#### Committee and Year Subcommittee Chairs

The Chair of the Committee is elected among the nine members for a two-year period. The Chair is responsible for developing the agenda and for conducting Committee meetings using The Standard Code of Parliamentary Procedure by Robert Rules. The Chair also reviews and corrects Committee minutes before they are distributed to Committee members for discussion, corrections, and approval at the beginning of each meeting. The four-Year Subcommittee Chairs are elected among the faculty members for the corresponding year, serves for two years period, and may be re-elected.

#### Committee empowerment

The Student Promotion Committee of the UCCDCP is empowered by the Director of the DCP and faculty with the responsibility for ensuring that students acquire the knowledge, skills, attitudes, and behaviors necessary for the successful practice of chiropractic.

The Student Promotion Committee is the final recommending entity at the UCCDCP with regard to the promotions and graduation process and has the responsibility of determining the student's fitness and suitability for the study and practice of chiropractic.

## Quorum

If the Student Promotion Committee Chair cannot be present, he/she may appoint a designee to take his/her place for any scheduled meeting. A quorum of 5 of the 9 faculty voting members, including the Committee's Chair, is necessary for a formal vote. A majority vote is necessary to approve a motion.

## Voting

A simple majority vote is necessary to approve any motion by the Student Promotion Committee. The Chair is a non-voting member unless there is a tie. In the case of a tie vote, the Chair can exercise his/her option of either breaking the tie, reopening the case for further deliberation, or tabling the vote if further information is desired by the voting committee members.

**Recusal:** In the situation when a member of the Student Promotion Committee or Year Student Promotion Committee is a faculty who have participated in the supervision, grading, or assessment of the student leading to the adverse action, that faculty will recuse him or herself and leave the meeting until the discussion about the particular student has been completed. This person will not be permitted to vote on any decisions in this particular case.

## Meeting dates

The Chair of the Student Promotion Committee will call a meeting at least twice a semester.

Meetings of the Student Promotion Year Committees are held on the second week of each month, or as needed and is called by each Student Promotion Year Committee Chair.

Approximately one week prior to each meeting, members receive an agenda (with location) for the upcoming meeting and a copy of the previous meeting's minutes. The agenda and minutes of each meeting are also available electronically via e-mail before each meeting.

## Committees Functions:

### Student Promotion Committee

The deliberations of the Student Promotion Committee are crucial for determining student promotion policies and procedures. The committee is empowered to invite other faculty members, administrative personnel, or specific students being evaluated, to participate in the review process when appropriate.

The following are the functions:

- Certify the promotion of students who have met all of the promotional requirements of a given year.
- Recommend those students whose overall performance merits awarding comprehensive program-end honors.
- Recommend the course of action for students who fail to meet the requirements for promotion and are found not to be making Satisfactory Academic Progress.
- Recommend the course of action for those students whose behavior is inconsistent with the DCP's professional characteristics.
- To make recommendations and to establish requirements relative to remediating unsatisfactory student academic performance and/or behaviors.
- Certify students who have met all of the graduation requirements of a given year.

- The Student Promotion Committee analyzes the evaluation system throughout the four years of the chiropractic curriculum and monitors the integration of the School's evaluation guidelines.

After due consideration of each student's record, the committee may recommend actions such as promotion; graduation; probation; remediation plans: retaking course (s) failed, remediation professional characteristics, repeating an academic year; suspension or dismissal from the UCCDCP.

Year Student Promotion Committee (I-IV):

Each Student Promotion Year Committee must enforce the policies and guidelines stated in this document. It also has the responsibility of annually reviewing its rules and regulations for the proper amendments' recommendations. These guidelines will be available to students at the beginning and throughout the academic year. The UCCDCP should advise students regarding the policies corresponding to the academic year for which they have registered and must assure that the policies and procedures of each Committee are readily available to students.

Each committee is responsible for monitoring the academic performance of the chiropractic students enrolled in the corresponding year, with special attention given to students showing evidence of academic difficulty. The committees also participate in the academic orientation of students, along with other administrative units such as the Office of the Dean of Admissions and Student Affairs, among others.

Each Year Committee is empowered to invite other faculty members, administrative personnel, or specific students being evaluated, to participate in the review process when appropriate. Students, whose academic performance and progress is not satisfactory, should be identified at the earliest possible date in order to provide them with the opportunity to solve their problems. At the end of the academic year, each year committee will submit a recommendation to the Student Promotion Committee regarding a course of action concerning the promotion of each student; subsequently this Committee will submit the final decision for approval by the director of the UCCDCP.

The Year Student Promotion Committee I-IV, are responsible for reviewing, evaluating, and recommending modifications to the evaluation system of the UCCDCP. The Year one to four Committees are responsible for reviewing the structure and content of evaluation and promotion practices in their respective years.

If upon reviewing evaluation and promotion practices and general student performance in the courses/clerkships, a Year subcommittee deems that modifications to the evaluation system are necessary, it will forward such recommendations to the Student Promotion Committee for consideration. The Student Promotion Committee and the Year subcommittees are advisory to the UCCDCP director and the faculty. Neither is empowered to change evaluation policies. They may, recommend changes in policies to the director of the UCCDCP.

## GUIDELINES FOR THE ACADEMIC EVALUATION AND PROMOTION OF THE DOCTOR OF CHIROPRACTIC PROGRAM STUDENTS

The following are the principles regarding to the evaluation and promotion of DCP students at the Universidad Central del Caribe (UCC). The outcomes of these procedures, after consideration of the Student Promotion Committee, will be informed to the Registrar's Office for appropriate actions.

The evaluation of chiropractic students is an ongoing process, which serves the five tasks identified below. As part of this ongoing process, the UCCDCP encourages the use of formative, not-for-credit, evaluation activities.

The student evaluation system of the UCCDCP has one ultimate goal, that is, to ensure that recipients of the DC degree possess the knowledge, skills, and attitudes necessary for the practice of chiropractic. This system is an integral part of the chiropractic curriculum as well as the student learning outcomes assessment plan and guides five important tasks:

- **Task 1: Providing feedback to students during the duration of each course and term**  
Each student should receive formative evaluation and feedback on his/her performance at mid-course, and a competency midterm report by the office of Student Learning Outcomes Assessment Coordinator (SLOAC).
- **Task 2: Identifying and assisting students in difficulty**  
The DCP through the SLOAC carries out close data-driven approach to proactively monitoring student progress. This will allow an early identification of possible areas of improvement by competence and the design of the corresponding remediation plan. After each summative assessment, the course instructor will identify a student in difficulty, the appropriate rapid remediation plan must be provided while the course is in progress. If after remediation plan completion the student continues with difficulties, the Course Instructor will bring this to the attention of the corresponding Year Student Promotion Committee. The evaluation system seeks to identify, as early as possible, those students who evidence difficulty in adapting to the pace of learning required by the chiropractic curriculum. Students experiencing difficulties will be referred to the student counselor for further referral to the services available at the UCC.
- **Task 3: Approves course/clerkship grading distribution**  
The academic coordinator/clinical clerkship coordinator submits their planned grading distribution before published in the syllabi to the Year Student Promotion and Curriculum Committees for approval. Evaluation methods and weight should be consistent with the course objectives and teaching methods.  
The chiropractic curriculum varies in instructional strategies and in the relative proportions, each course contributes to and assesses knowledge, skills and attitudes. The evaluation methods adopted in individual courses may vary accordingly. In all cases, however, the final grade earned by each student in a course should represent a reasonable and appropriate measure of that individual's knowledge, skills, and/or attitudes regarding the course subject matter. Courses, clerkships, and other educational activities which comprise the curriculum of the UCCDCP must include informed judgments of each student's progress in acquiring the attributes of a competent chiropractor.

- Task 4: Serves as a source of information for the promotion process  
Following the structure of the evaluation and promotion system discussed below, the committee determines promotion of students, repetition of courses/clerkships, repetition of an academic year, or academic suspension or dismissal.
- Task 5: Provides one of the mechanisms for preparing students for external evaluations  
The UCCDCP recognizes the importance of external evaluation of student progress and strives to provide students with the appropriate knowledge and skills needed for successful performance in external evaluations, such as National Board of Chiropractic Examiners (NBCE) exams.

## STRUCTURE OF THE EVALUATION AND PROMOTION SYSTEM

The evaluation and promotion of chiropractic students at the DCP operates at different levels. These are the course/clerkship level, level of the year Student Promotion committees, level of the Student Promotion Committee, and the UCCDCP director.

Course/clerkship level: the participating faculty measures and evaluates the student's level of achievement in the course/clerkship subject matter as well as the professional characteristics (non-cognitive factors). The course/clerkship faculty is ultimately responsible for reporting student grades.

Year Student Promotion Committee level: This is an advisory committee. The committee is responsible for reviewing and analyzing student performance in all courses/clerkships, and for making recommendations to the Student Promotion Committee regarding the progress of students through the chiropractic curriculum. They share with the faculty the responsibility of identifying students who encounter academic and professionalism difficulties and monitor the student's efforts to overcome them.

Student Promotion Committee Level: This Committee is empowered to final recommendations after comprehensive review of recommendations from Year Student Promotion Committee. It is also empowered to make final recommendations for promotion or final remediation actions to the UCCDCP director.

UCCDCP Director level: Final decision

The evaluation system provides a formal record of student's accomplishments. The final letter grade is assigned to each student by the Course/Clerkship faculty according to established and approved criteria. It is then reported to the SLOAC in the official form provided by the Registrar's Office. The SLOAC sends the original form to the UCCDCP director who certifies it, and finally submits it to the Registrar's Office for processing. Appeals of student promotion decisions will follow UCC's Institutional guidelines for appeals.

The letter grade obtained by the student in each course/clerkship is recorded in the student's official transcript at the Registrar's Office. In addition, the Program Director or his/her designee, will keep a record of these grades, as well as any narrative evaluations, which contribute to the determination of a student's performance in a course. Narratives used in the evaluation of students will be sent to the Dean for Admissions and Student Affairs to be included in the student file. These narratives are also used in writing the Dean's letter.



## Guidelines for Courses/Clerkships

1. Course Requirements - In each course/clerkship offered by the UCCDCP, a final letter grade (A, B, C or F), or Pass/Fail (P/F), is assigned to each student according to the evaluation system established and approved in the corresponding course/clerkship. The minimum passing grade for courses offered in the DCP is C or Pass.

Grade distribution: Weighted grading components must include knowledge, skills and professionalism.

Prior to the beginning of the course/clerkship, it is the responsibility of the course/clerkship faculty, to determine the evaluation strategies and methods to be used. The evaluation system and any other course requirements including the relative weight of the evaluation components must be submitted to the Year Student Promotion Committee for review and approval at least three months prior to the beginning of the next academic year to assure that they follow the institutional evaluation policy. If the Committee identifies problems in the evaluation system, it will make recommendations to the course/clerkship faculty and resubmit to approval. The evaluation strategies and methods, among others, will be included in the approved syllabus to be handed out to the students at the beginning of the course/clerkship. A syllabus following the format established and in use by the Academic Affairs Office, must be prepared for each course/clerkship in order to be submitted to the Year Curriculum Committee for approval.

2. Evaluation Activities - Student evaluation methods (cognitive and professional attitudes and behaviors) will be established by the course/clerkship coordinator and participating faculty of each course/clerkship and must be informed to the students at the beginning of the course/clerkship. The UCC encourages the use of multiple evaluation and assessment strategies. Each course/clerkship must establish procedures to perform formative evaluations at mid-course. This will allow students to review their performance, in order to help them determine their academic deficiencies.

### A. Individual Course Performance

1. The evaluation of individual student performance in a given course is the responsibility of the course/clerkship faculty. The final course grade will be determined by applying impartial and nondiscriminatory academic standards and procedures. Expressed opinions will not affect the evaluation or final course grade of the student. However, professional attitudes are evaluated as part of all courses and will affect the final course grade.
2. The student has the right to be informed of his/her grades on examinations or any other evaluative activities within a period not later than one week after their administration. In addition, the student has the right to challenge exam questions and other required work, duly corrected and graded, within ten working days after the grades are notified to the students.
3. Quizzes are given in order to monitor the learning progress of the student. They are to be used as an assessment strategy with or without grade. If used without grade they may be given at any time with or without notice. If used for grading, they must be announced at least one day in advance and their grade value stated in the course syllabus.

4. Any student absent from a summative assessment must submit a valid written excuse with adequate evidence to the Academic Coordinator, no later than three days after returning to classes. He or she must take a make-up exam, which will be given according to the policies of the UCCDCP. The grade obtained in the make-up examination will be the final grade. If the student fails to appear for the make-up without valid justification a zero will be awarded. A student who is absent from an examination and fails to present a valid excuse during the specified period will be awarded a zero for that examination.
5. Remedial Examinations: A remedial examination will be given for the lowest course examination up to a 70% score as determined by the Year Curriculum Committee.

#### B. Grade Scale

Requisite letter graded courses

Grades A, B and C will be considered as *passing grades*. Grade F will be considered as a *non-passing grade*. Grades will be based on the following criteria:

GRADE	GRADE VALUE	DESCRIPTION
A	4	Excellent
B	3	Good
C	2	Satisfactory
F	0	Failure

#### C. Reporting of Grades

Upon completion of the course, the course/clerkship faculty must submit student grades to the Registrar's Office (within the required time frame) and copied to the SLOAC and corresponding Year Student Promotion Committee. In addition, the course/clerkship coordinator must submit an individual evaluation form to the Registrar's Office. The course/clerkship coordinator must keep students informed of their performance and final grade in the course/clerkship within reasonable time. This should be done following the rules of confidentiality established in the Buckley Amendment of the Family Educational Rights and Privacy Act of 1974. The course/clerkship coordinator is also responsible for keeping the Year subcommittee of Curriculum and Student Promotion appropriately informed of the performance of students, especially those students who show evidence of academic difficulty. It is the responsibility of students to seek information regarding their final grades in the course as early as possible after the course ends.

Guidelines for the reporting of grades:

1. Letter grades A, B, C, or F or Pass/Fail (as established in the course syllabus) will be reported to the Registrar's Office as evidence of student performance in a given course/clerkship.

2. NR- Registrar's annotation when by the end of the academic year there is no grade reported for a given course.
3. An F will be assigned when a student fails a course/clerkship.
4. If a student approves a repeated course/clerkship, the course/clerkship coordinator will report the grade in the repeated course. The previously reported F grade will be retained in the student's academic record.

#### D. Record Keeping

1. Each course/clerkship faculty/Academic Coordinator will be responsible for maintaining an overall record of individual student performance. These records will be maintained for five years.
2. The official transcript of each student at the Registrar Office will include:
  - a. the final grade received by the student in each course
  - b. the full description of the grading scale
  - c. any leave(s) of absence taken by the student
  - d. academic status (good academic standing, good academic standing on probation, not good academic standing or academic suspension or dismissal)

#### E. Contact Hour

The term *contact hour* refers to a fifty-minute period of academic experience.

#### F. Credit Hour

1. The value used to calculate the total credit hour value for each requisite course is equal to the assigned period of contact hours allotted to a course each week and defined as lecture, laboratory, discussion, clinical clerkship, or supervised independent study.
2. The total credit hour value for each requisite course will be determined using the following criteria:
  - a. **One credit hour:** Fifteen contact hours of lecture, discussion or examination or thirty-contact hours of laboratory or seventy-two-contact hours of clinical clerkship or supervised independent study.

#### G. Semester

One semester will consist of 15 working weeks comprised of 90 days (5 days/week) of academic work.

#### H. Incomplete Coursework (I)

1. All coursework must be completed no later than the date of the last examination. When this is not possible due to illness or other valid reasons, the student may ask the course/clerkship coordinator to assign a temporary grade of Incomplete (I) for the course.
  - a. The minimum requirements and conditions for eligibility to receive a temporary grade of Incomplete are:
  - b. A written request from the student to the course/clerkship coordinator, accompanied by supporting evidence of illness or other serious event that prevented the completion of the coursework.

- c. The student must have completed at least 75% of the total required coursework and its corresponding evaluations with a cumulative passing grade up to that moment.
    - d. Each course/clerkship syllabus must specify which activities are to be completed in order to be eligible for an incomplete.
  2. The deadline for the removal of an incomplete grade from a course and for the submission of the final course grade by the course/clerkship coordinator will be the last day of the third week of classes of the following semester as set in the official academic calendar. An incomplete grade will automatically become an F (Failure) if it is not removed by the deadline.
  3. The registration of any student with incomplete coursework will be provisional and conditioned to the removal of the incomplete grade before the stated deadline.
  4. Upon submission of a final course grade to replace an incomplete, the student's academic status for the semester will be determined in accordance with section II of these regulations.
3. Attendance - each course must abide by the attendance rules of the UCC. If the course/clerkship coordinator and committee determine that a student's attendance record is unsatisfactory, the course/clerkship coordinator must inform the student and report the matter in writing to the appropriate Committee on Student Promotion and the Academic Coordinator.

Last Day of Attendance Policy - The Financial Aid Office requires that students who have lengthy unauthorized absences or who have dropped out of a course/clerkship or out of the school be reported to the Registrar's Office immediately. This policy complies with federal student financial aid program regulations.

Any student who expects to miss or misses a scheduled mandatory activity (instructional or/and evaluation) must follow the established procedures as described above. As part of the evaluation system of the course/clerkship, a procedure must be established for handling an excused/missed mandatory activity.

4. Student Appeal of Evaluation Decisions - A student has the right to appeal any evaluation decision based on the guidelines established by each Year Student Promotion Committee. The authority to change grades resides in the faculty that participates in the evaluation activity of the course/clerkship. If the grade change is approved, the course/clerkship faculty is ultimately responsible for processing the appropriate documents to the Program Director who will update the outcomes learning assessment database and submits the documents to the Registrar's Office.

Any student wishing to contest a decision concerning his/her evaluation should initially address the appeal to the course/clerkship faculty within a month of receiving the grades from the Registrar's office. If the matter cannot be solved at that level, the student may appeal to the corresponding Year Student Promotion Committee. If the matter is not satisfactorily resolved, an appeal may be made to the Director of the DCP. If not satisfied with the decision, the student may appeal to the Dean of the Health Science and Technologies. According with UCC procedures, the appeal can go up to the President for final decision as stated in the Institutional Appeals Processes.

5. Fraudulent Practices - The UCCDCP will have no tolerance for dishonest behavior. The DCP expects chiropractic students to adhere to the code of professional conduct and honesty stated in the UCC General Student Rules and Regulations at all times during their tenure at the UCCDCP.

## Promotion Guidelines

### 1. General Requirements for Promotion

Students in the UCCDCP are considered for promotion at the end of each academic level. To qualify for a recommendation for promotion to the next academic level, a student must be on good academic standing as specified below. These requirements include academic and professional characteristics.

Students will be promoted without conditions when they complete or approve all activities for each course in the academic period under review. For students who have not approved one or more courses during a given academic year and/or not satisfactorily completed the professional attitudes and behaviors expected, the Committee will recommend a course of action to the UCCDCP director according to the specific guidelines established for that purpose by the Committee.

### 2. Chiropractic Licensure Examination Part 1, 2, and 3 offered by the National Board of Chiropractic Examiners (NBCE):

#### a. NBCE Part 1 Requirement:

- All students must take the NBCE Part 1 before starting third year classes.
- All students are strongly encouraged to pass the NBCE Part 1 first take.
- Passing the NBCE Part 1 examination is required for promotion to the fourth year of the UCCDCP. If a student fails the exam, will be place on a status of Good Academic Standing on Probation.

#### b. NBCE Part 2 Requirement: Passing of the NBCE part 2 examination is required for graduation. This requirement must be met within the 6 years allowed to complete the DC program.

#### c. NBCE Part 3 Requirement: Passing the NBCE part 3 examination is required for graduation.

Students must meet these requirements within the maximum 6 years timeframe allowed to complete the DC program.

### 3. Potential Actions:

The Student Promotion Committee may recommend to the UCCDCP Director or Designee:

1. Promotion to the next phase of the curriculum.
2. Promotion to the next phase of the curriculum with conditions (such as remediation), with a probationary status.
3. Graduation from the Doctor of Chiropractic Program.
4. Academic Suspension.
5. Dismissal from the UCCDCP.

The options available to the Student Promotion Year Committee for disposition of a particular student prior to promotion to the next academic year include, but are not limited to the following:

- Require a student to successfully complete all non-examination deficiencies
- Recommend student competency remediation plans
- Approve the remediation of the lowest summative assessment in courses or clerkships

The options available to the Student Promotion Committee for disposition of a particular student prior to promotion to the next academic year include, but are not limited to the following recommendations:

- Formal repetition of one or more courses/clerkships of the curriculum on a probationary status.
- Require a student to appear before the Student Promotion Committee for a hearing
- Suspend a student and place him/her on an administrative leave of absence pending further investigation
- Require a student to repeat a full year
- Academic dismissal

#### 4. Student Academic Standing

There are three categories of student academic standing:

##### 1. Good Academic Standing

Good academic standing is the designation given when a student has received a grade of C or higher in all courses/clerkships and professional behaviors (GPA  $\geq$  2.0). A student considered to be in good academic standing is eligible to continue or return to the curriculum.

##### 2. Good Academic Standing on Academic Probation

1. A student whose performance is described in one of the following ways is on Academic Probation:

1. A student whose academic performance is below of the required GPA of 2.0 but higher than 1.75.
2. A student who is repeating courses or clerkships (including during the summer).
  - a. A student in the first, second or third year who is not repeating courses and obtains a non-passing grade in a single required course/clerkship during the academic year, will not be promoted to the next academic level until he or she repeats that course/ clerkship and obtains a satisfactory grade. Repetition of failed courses/clerkships will be allowed after all required courses/clerkships have been completed.
  - b. The fourth-year student who is not repeating courses and obtains a non-passing grade in a single required course/clerkship during the academic year will not be eligible for graduation until he or she repeats that course and obtains a satisfactory grade.
  - c. A student in the first, second, third or fourth year who is not repeating courses, has not previously been on Academic Probation status, and in a single academic year fails two or more courses or clerkships will not be promoted. The student

will be placed on Probation status and will be required to repeat all courses in which he or she obtained a non-passing grade. Failure of any repeated course will result in academic dismissal.

3. A student, who fails for the first time the NBCE Part 1, fails the part 2 or 3.
  4. A student who performs unsatisfactorily on professional characteristics
  5. Students on Academic Probation will not be allowed to hold any leadership position.
2. Students on Academic Probation are eligible to continue in the curriculum and are considered to be in good academic standing.
  3. The status of Academic Probation will remain in effect until removed by definitive action of the Committee on Student Promotion, under the following circumstances:
    1. A student on academic probation resulting from F grades who successfully repeats all educational experiences and earns a grade of C or higher.
    2. A student on academic probation from unprofessional behavior who successfully accomplishes the remediation plan.
    3. A student on academic probation from failing any of the NBCE part 1, 2 or 3 who successfully retakes and achieves a passing score.
  4. Students who are placed on Academic Probation will be provided with written notification of the conditions they must satisfy in order to return to good standing. Failure to satisfy these conditions will trigger a hearing for dismissal.
3. Not in Good Academic Standing, eligible for dismissal
    - i. A student on Academic Probation is eligible for dismissal under the following circumstances:
      1. A student whose academic performance is below of a GPA of 1.75.
      2. A student who fails one or more courses with catastrophic performance.
      3. A student who fails to meet the standards required by the remedial plan.
        - a. A student on academic probation repeating a course earns an F grade.
        - b. A student repeating the completely academic year and fails one repeating course.
      4. A student who fails to approve NBCE exams Part 1, Part 2 and/or Part 3:
        - a. Must pass the NBCE Part 1 in no more than one academic year.
        - b. Must pass NBCE Part 2 and Part 3 to be eligible for graduation. This requirement must be fulfilled within the maximum time limit allowed for completing the DC program (6 years at this time).

The student on academic probation must seek counseling from the Dean of Admissions and Student Affairs Office. The student will develop a plan of action with the Dean of Admissions and Student Affairs or one of the counselors provided by the Office. The intervention plan may request a Psychological and/or Psychiatric counseling and recommendations. Students who refuse counseling from the Student Affairs Office must sign a waiver.

### 5. Technical Standards

The UCCDCP will publish and enforce its Technical Standards according to the general accepted practice in Chiropractic field. Chiropractic students must meet Technical Standards at all times with or without institutionally approved accommodations.

- a. Matriculants to the UCCDCP will be required to affirm their ability to meet the Technical Standards.
- b. A student seeking accommodations for protected disabilities must register with the Dean of Admission and Student Affairs Office to seek institutionally approved accommodations.
- c. Accommodations for protected disabilities must be sought in advance of the educational activities for which the accommodations are relevant.
- d. Failure to seek or to use institutionally approved accommodations will not be accepted as sufficient grounds to circumvent adverse action.
- e. A student who is unable to meet the Technical Standards may be subject to adverse actions, including dismissal, disqualification or discontinuance from the UCCDCP.

6. Academic Requirements for Graduation:

In order to receive the D.C. degree, the student must fulfill the following requirements:

- a. The student must have satisfactorily completed all the requirements of the UCCDCP curriculum on good academic standing.
- b. The student must have shown such professional attitudes and behaviors in accordance with the institutional professionalism regulations.
- c. The student must approve the NBCE exams Part 1, Part 2 and Part 3.
- d. The student must have completed the academic program within a maximum of six (6) academic years from the student's initial registration as a first year DCP student. The time granted for a leave of absence (a maximum of 180 days in a period of twelve months) will be taken into consideration for the six-year maximum.
- e. Graduation/Honors eligibility: To be eligible to receive honors on graduation the student must have completed at least two years of study at this DCP. Honors that a student may receive on graduation will include:

<b>Honors</b>	<b>GPA</b>
Summa Cum Laude	3.75 to 4.00
Magna Cum Laude	3.50 to 3.74
Cum Laude	3.25 to 3.49

The Student Promotion Committee will monitor the student's fulfillment of these requirements in order to recommend them to the UCCDCP Director for graduation.

7. General Guidelines for the UCCDCP Director:

All recommendations concerning student promotion, as well as all recommendations relating to evaluation practices in the DCP curriculum, are forwarded to the office of the UCCDCP Director. Final decisions regarding student promotion are made by the UCCDCP director. Decisions concerning evaluation policies are submitted to and approved by the faculty.

8. Authorized leave of absence (LOA) from chiropractic studies:

a. Student prompted LOA

A student may request a leave of absence from the DCP either during an academic year or after gaining promotion to the next year. S/he must do so by submitting a written request to



the UCCDCP director. The petition must include the reason(s) for requesting the leave of absence, the period of time involved which cannot exceed a total of 180 days per academic year (as established in the UCC's Processing and Reporting Changes in Student Enrollment Status Under Title IV policy), and the student's intention to continue or withdraw from the DCP.

The UCCDCP Director refers the written request to the attention of the Student Promotion Committee, which will evaluate the request and consult other School personnel when necessary in order to determine the merits of the petition and will inform the student of the final decision.

- i If there is a need for a student to be on leave for a period no longer than one month, he or she must submit a written request to the UCCDCP director when the need for the leave arises in a timely manner. The student will be responsible for all course/clerkship responsibilities to be fulfilled during his/her absence.
- ii Students requiring a leave longer than one month must request that status in writing to the UCCDCP director stating the reason for the request. Final decision concerning any request for leave of absence must be communicated, in writing, to the student by the Student Promotion Committee.
  - The first year or second year student, to be eligible to receive a LOA, may not have an Incomplete in any course of the previous semester at the time of the beginning of the LOA and must not be a candidate for academic dismissal.
  - The third-year student who completes all requirements for promotion to the fourth year except for passing of the NBCE exam part 1 must request a LOA.
  - The third year or fourth year student to be eligible to receive a LOA, must have completed all courses and/or clerkships by the time of the beginning of the LOA and must not be a candidate for academic dismissal. The fourth-year student who completes all requirements for graduation except for passing of the NBCE exam part 2 or part 3 must request a LOA.
  - A leave of absence can be granted for a maximum of 180 days, which must be stated in the official authorization by the Institution. A leave of absence for a period longer than 180 days will not be granted under any circumstances.
  - A LOA granted due to failure to pass either the NBCE part 1, part 2 or part 3 cannot exceed 180 days per academic year. The student who is granted an official LOA can neither register for nor attend any course in the UCCDCP during the LOA period.
  - Maternity, paternity and adoption leave: Maternity, paternity and adoption leaves may be granted by the UCCDCP director.

b. Student Promotion Committee prompted LOA, Administrative Mandatory LOA

The Student Promotion Committee considers the student as a whole person and realizes a student may have personal, medical or emotional problems, which contribute to the student's academic deficiencies and/or professional characteristics violations. These problems may be recognized by the student, faculty members, fellow students, or the Committee. In circumstances where satisfactory academic progress, the development of clinical skills and/or chiropractic skills, acquisition of knowledge, or the student's personal conduct, and relationships in a clinical setting are inconsistent with the student's future success as a chiropractor, the inadequacies shall be brought to the student's attention by the instructor involved or by the Year Student Promotion Committee. Failure

to correct these inadequacies may lead the Student Promotion Committee to recommend an Administrative Mandatory LOA to the student.

A student placed on an Administrative Mandatory LOA will be required to demonstrate progress in treatment or counseling and successful completion of the designated remedial program as conditions of re-entry into the UCCDCP.

The student will be informed, by the Chairperson of the Student Promotion Committee, in writing, of reasons for the proposed recommendation. Students may submit a written request to the Committee for a hearing on that decision within ten (10) days of reception of the communication. Once the final recommendation is submitted to the UCCDCP Director the student can use their right to appeal.

#### 9. Withdrawal from the UCCDCP

A student who wishes to totally withdraw from the DCP, regardless of his or her academic performance, either during an academic year or after gaining promotion to the next year, must submit a written request to the UCCDCP director.

The petition must include the reason(s) for withdrawal. The Director will evaluate the request in order to determine a course of action. Once the petition is approved by the Director, the student must complete the necessary steps in the procedure for withdrawal at the Office of the Dean of Admissions and Student Affairs, the Office of the Registrar, the Financial Aid Office, among others. The UCCDCP is responsible of reporting to the Registrar the last day of attendance of the student according to the Processing and Reporting Changes in Student Enrollment Status Under Title IV policy.

#### 10. Readmissions

- a. After Leave of Absence: Students under a LOA, will resume their academic program by fulfilling the enrollment process for the subsequent period after the expiration of the leave.
- b. After withdrawal: A student who withdraws from the UCCDCP may apply for readmission, as a new applicant, following the applicable admission process to the DCP. The student must apply for readmission after fulfilling all requirements and subject to availability of enrollment slots.
- c. After academic suspension: Students who are noted with academic suspension may reapply as new applicants except when the suspension has been for unsatisfactory professional characteristics clearly defined in the student record after the required due process. Returning students will be classified as Probation until they show satisfactory academic progress.

The academic credits of a student who has not been registered in the UCCDCP for two consecutive years will expire. In such situations, the Student Promotion Committee will make recommendations to the UCCDCP Director.

#### 11. Appeal of an adverse action

A student on whom an adverse action is being imposed has the right to appeal the decision. At the UCCDCP, an adverse action is defined as any action undertaken by an institutional

authority that: 1) requires repetition of 1 or more courses or clerkships, 2) delays by at least one semester a student's completion of the DC degree, or 3) separates the student permanently from the DCP. Adverse actions include academic dismissal from the UCCDCP, temporary enforced leave of absence, non-promotion, required repetition of all or part of the curriculum, and required withdrawal.

The student must make a written request for an appeal to the Dean of Health Sciences and Technologies stating the reasons why the student disagrees with the decision. The student's request for an appeal must be received in writing within 30 days after receipt of the adverse action letter in accordance with the Institutional Appeal Processes. Should the student fail to notify in writing the Dean of Health Sciences and Technologies of the appeal within thirty (30) days, this shall be considered a waiver of the right to an appeal and the decision shall become final for the UCCDCP.

The Dean of Health Sciences and Technologies will review the student's academic record, the recommendation of the Committee and the decision of the UCCDCP Director and any other documents in the student's appeal file. The Dean of Health Sciences and Technologies has the prerogative to meet with the student. The Dean of Health Sciences and Technologies will communicate his/her decision to the student in accordance with the Institutional Appeal Processes in place. The Student can further his/her appeal to the Institutional authorities according to the appeals processes in place.

## **Certification**

These Guidelines were prepared and approved by the faculty in January 2018.

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**Dr. Kimberleve Rolón**

DCP Faculty

Academic Coordinator

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**Dr. Alex Adorno Bruno**

DCP Director

**Revised by DCP Faculty and authorized: January 2021**

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**Dr. José Rafael Moscoso Álvarez**

Interim Dean of Health Sciences and Technologies

#### AMENDMENTS TO THIS DOCUMENT

This document is subject to amendment or revision as deemed necessary by the faculty of the UCCDCP and its committees. Per Institutional requirements, such revisions are due at least every two years.

#### DISCLAIMER

It is the UCCDCP's commitment to provide the students with all reasonable opportunities to overcome, on a timely manner, any difficulty that might interfere with good academic performance.

## GLOSSARY

### ACADEMIC PROGRESS

Status of satisfactory academic performance that qualifies a student for promotion.

### ACADEMIC YEAR

For the UCCDCP, the academic year is the period defined by the Academic Calendar of the Registrar's Office, beginning with the first day of classes of the first semester, and ending with the last day of classes of the second semester. Summer courses will be considered an integral part of the academic year.

### ADVERSE ACTION

Action that can affect student academic progress.

### CATASTROPHIC FAILURE

A final grade of at least 25 % below the minimum percentage accepted, is considered a catastrophic failure.

### COGNITIVE FACTORS

Refers to knowledge and skills as determined for each course.

### COURSE/CLERKSHIP FACULTY / COORDINATOR

The person designated by the UCCDCP Director /Dean of Health Sciences and Technologies as the faculty in charge of the course/clerkship. This person represents the course in the Year I, II, III and IV Committees respectively, and is responsible for submitting the final course grade in writing to the Registrar's Office.

### DEFICIENCIES

Cognitive or professional characteristics that are below the minimum standards as specified in the academic program.

### DISMISSAL

Separation from the UCCDCP for cognitive and/or non- cognitive factors.

### COURSE/CLERKSHIP

A required educational activity officially registered as a course/clerkship at the UCC Central Administration.

### LEAVE OF ABSENCE

Leave granted to students under special conditions such as to conduct research in a recognized institution or institute, or due to health problems, or Military duties, among other reasons. There is a maximum of 180 days for leave of absence within any academic year.

### PROFESSIONAL CHARACTERISTICS

Professional attributes deemed necessary for the practice of chiropractic as listed in the academic non-cognitive factors as approved by the UCCDCP faculty. Students must approve all Professional characteristics in order to be considered for promotion or graduation.

These Professional characteristics include:

- Personal and Professional Characteristics: Motivation and initiative, Commitment, Professional image, Response to authority, Response to criticism, Recognition of limitations
- Interpersonal Relationships: Responsibility Empathy, Honesty, Consideration of other's roles/rights, Teamwork, Ethical Aspects, Confidentiality, Respect for patient's vulnerability

### PROMOTION

The student must have satisfactorily completed all the requirements for the corresponding academic year.

**REMEDIAL WORK**

Activities within a course designed to help the student comply with course requirements within a specific area.

**REPEATED COURSE/CLERKSHIP**

An equivalent course/clerkship as defined by the course/clerkship coordinator/s and approved by the appropriate Year Curriculum Committee. The grade of the repeated course will be the one used to calculate the GPA, but both grades, the original F and the one of the repeated course, will be permanently recorded in the student's academic record.

**STUDENT IN ACADEMIC DIFFICULTY**

Learners who do not meet the expectations of the training program because of a problem with knowledge, attitudes, or skills.

**TOTAL CONTACT HOURS**

The total number of contact hours scheduled for required courses as approved by the Curriculum Committee and as informed to the Registrar's Office.

**WITHDRAWAL**

Refers to the decision to terminate the study of chiropractic regardless of the student's academic performance.

## **Appendix 1:**

### **Technical Standards for Admission and Graduation for the Universidad Central Del Caribe Doctor of Chiropractic Program (UCCDCP)**

The Universidad Central del Caribe Doctor of Chiropractic Program (UCCDCP) believes that earning a Doctor of Chiropractic (DC) degree requires mastery of a coherent body of knowledge and skills. Because the DC degree signifies that the holder is a primary spine healthcare provider prepared for entry into the practice of chiropractic within graduate training programs, it follows that graduates must be prepared to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, there are certain minimum technical standards for chiropractic doctors and chiropractic students that must be met by applicants and students. A chiropractic student must acquire substantial competence in the principles and facts of all of the curriculum's required basic science courses, must understand and appreciate the principles and practice of all of the foundations of clinical chiropractic sciences, and must be able to relate appropriately to patients and other healthcare professionals. The following technical standards describe the non-academic qualifications required, in addition to appropriate academic achievements, which the UCCDCP considers essential for successful completion of the educational objectives of its curriculum (this list of required skills and qualifications is not all-inclusive but is meant to be representative).

#### **I. Perception and Observation- Visual, Auditory, Tactile and Proprioception**

Students enrolled in the UCCDCP must be able to:

1. Participate actively, both physically and cognitively, in:
  - a. Large Group/Small Group discussions
  - b. Presentation, laboratory experience
  - c. One-on-one encounters
  - d. Doctor-patient encounters
  - e. Audiovisual, written and web-based material
2. Students must be capable of performing assessments and comprehending the conditions of all patients assigned to them for examination, diagnosis, and treatment. The observations and information acquired by the student from the patient require the functional capacity of visual, auditory and somatic sensation.
3. Students must be academically, physically, and sensorially qualified to perform the duties of a chiropractor. Due to the sensory, visual and somatic skills required for the practice of the profession, students who have sensory and psychomotor skill impairments would not be allowed to enroll in the DCP (or continue further studies should they become impaired while being a student).
4. Additional to chiropractic-specific assessment methods and therapeutic maneuvers, students must be capable of performing in an adequate and timely manner the following assessments:
  - Fundoscopic retina evaluation
  - Otosopic evaluation



- Palpatory assessment of joint structures
- Auscultation of cardiac, respiratory functions and blood flow.
- Basic obstetrical assessment (standardized patient)
- Visceral palpation and assessment
- Cardiopulmonary resuscitation (CPR)
- Arterial and Venous drawing (simulators)
- Interpret and report imaging study findings
- Interpret EKG

## **II. Communication – Speaking, Reading, and Writing**

1. The students should demonstrate competency in their communication skills in both English and Spanish with faculty members, staff, health care team, patients, families and other peers and students, in order to:
  - Generate, trigger and evoke health history information
  - Develop assertive and empathic therapeutic relationships
  - Demonstrate clinical and cultural competencies
  - Develop inter-professional rapport
2. The chiropractic student must be capable and willing to communicate assertively and empathically with patients to evoke clinical information, describe psychosomatic responses, postural imbalances and assess nonverbal communications.
3. Chiropractic students must be able to read and write in the patient's charts in a standard format and must be able to interact with a variety of standard computers networked to hospital information systems to obtain patient information, order tests, and document patient progress.
4. The communication skills required include speaking, reading and writing, in addition to all the observational skill competencies described previously.

## **III. Gross and Fine Motor Coordination**

1. Our DCP core chiropractic technique courses require from the student fully functional upper and lower extremities; he or she must be able to stand upright and perform a variety of transitional postures and possess fine motor skill abilities. The student must possess adequate eye-hand coordination and body strength and stability in order to perform the chiropractic manipulation maneuvers.
  - a. Chiropractic students of our DCP must demonstrate adequate motor and tactile functional skills to meet with standards and competencies required for successful completion of the program and to:
    - Attend, assist and participate in all classes, groups, and activities which are part of the curriculum
    - Read and write
    - Examine patients, perform diagnostic procedures
    - Electronic Health Record proficiency
    - Provide patient care
    - Do basic laboratory procedures
    - Perform CPR
  - b. The chiropractic student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers.
  - c. Students must be capable of performing basic laboratory and clinical tests.

#### **IV. Cognition – Conceptual, Integrative and Quantitative Abilities**

1. The chiropractic student must be able to demonstrate the following intellectual abilities: measure, calculate, reason, analyze and synthesize. All of these capacities are the problem-solving skills of proficient chiropractor.
2. The chiropractic student must be able to comprehend three-dimensional models and biomechanical spatial relationships of structures and movement.
3. The chiropractic student must have the capacity to perform these problem-solving skills in a timely fashion.
4. The chiropractic student must possess the clinical rationale for managing a patient according to standardized guidelines.
5. Students must be able to demonstrate higher-level cognitive abilities, which include:
  - Memory and recall
  - Rational thought and conceptualization
  - Measurement and calculation
  - Visual-spatial comprehension
  - Organization, analysis, and synthesis
  - Representation (oral, written, diagrammatic, three-dimensional)
  - Clinical reasoning, ethical reasoning, and sound judgment

#### **V. Professionalism, behavioral and social attributes**

1. Students must be able to:
  - Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication
  - Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients
  - Develop and maintain effective relationships with patients, other students, faculty and other healthcare providers
  - Tolerate physically, emotionally, and mentally demanding workloads
  - Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health
  - Have direct physical contact in teaching and clinical situations with faculty, fellow students, patients and live models of both genders
  - Adapt to changing environments, display flexibility, and be able to learn in the age of uncertainty
  - Take responsibility for themselves and their behaviors
  - Maintain, cultivate and proactively carry themselves as examples and proponents of health, wellness and the highest standards of professional behavior.
  - Nurture a competency for research and best practices standards for the wellbeing of the patients and the profession.

Any chiropractic school applicant or chiropractic student who has a question about whether he or she can meet these standards due to the functional limitations from a disability should contact the Office of the Dean of Admissions and Student Affairs for a confidential discussion.

#### **ACCOMMODATIONS**

Chiropractic students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. The unpredictable needs of patients are at the heart of

becoming a chiropractor. Academic and clinical responsibilities of chiropractic students may require their presence during day and evening hours, any day of the week.

In evaluating candidates for admission and candidates for the DC degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a chiropractor be preserved, and that the health and safety of patients be maintained. All requests for accommodations are considered on a case-by-case basis. Accommodations assist students to meet technical and/or academic standards, not to circumvent them. Qualified students with documented disabilities are provided with reasonable accommodations in the DCP, which may include involvement of an intermediary or an auxiliary aid. However, should an impairment result in a request for an accommodation involving an auxiliary aid or intermediary that provides *cognitive support or knowledge, substitutes for essential clinical skills, or supplements clinical and ethical judgment*, such requests may be difficult to be granted without fundamentally altering the program. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the UCCDCP curriculum.

For this reason, individuals with visual, auditory and/or physical impairments severe enough to require an intermediary cannot typically be accommodated in the DCP. An intermediary that would have to select and interpret visual (e.g., histology slides, diagnostic imaging, clinical presentations) and auditory information (e.g., heart sounds, lung sounds) would constitute cognitive support and/or a supplement to clinical judgment. This kind of assistance would also, undoubtedly, depend on healthcare/scientific knowledge to some extent. Use of this type of intermediary, in the faculty's opinion, would represent a fundamental alteration to the chiropractic program. Reliance on an intermediary trained to perform physical exams for a student with a severe physical disability would also be unacceptable for the same reasons. The UCCDCP will consider for admission any candidate who demonstrates the ability to perform or to learn to perform the skills and abilities specified in these technical standards.

## **APPENDICES**

*The examples below show how a standard may be applied in the DCP education/clinical programs. The examples listed are for illustrative purposes only, and not intended to be a complete list of all tasks in the DCP program.*

### **Appendix A**

#### **Examples of technical standards for perception/observation:**

Representative examples of materials/occasions requiring perceptual abilities include but are not limited to: books, diagrams, discussions, physiologic demonstrations, microbiologic cultures, gross and microscopic studies of organisms and tissues, chemical reactions and representations, photographs, radiographs, cadaver dissections, live human case presentations, and patient interviews.

Additional examples include but are not limited to: physical exams; rectal and pelvic exams; examinations with stethoscopes, otoscopes, fundoscopes, sphygmomanometers, and reflex hammers; verbal communication and non-verbal cues (as in taking a patient's history or working with a healthcare team); live and taped procedures; x-rays, MRIs, and other diagnostic findings; web-based lectures or other course content or activities.

### **Appendix B**

#### **Examples of technical standards for communication:**

Examples of areas in which skillful communication is required include but are not limited to: answering oral and written exam questions; eliciting a complete history from a patient; presenting information in oral and written form to faculty and supervisors; participating in sometimes fast-paced small-group discussions/interactions; participating in group dissections; participating in pathology labs.

Additional examples of areas in which skillful communication is required include but are not limited to: participating in clinical rounds and conferences; writing patient H&Ps (histories and physicals); making presentations (formal and informal) to colleagues, clinicians and other professionals; communicating daily with all members of the healthcare team; talking with patients and families about health care issues; making educational presentations to patients and families; participating in videotaped exercises; interacting with supervisors; writing notes and papers.

### **Appendix C**

#### **Examples of technical standards for gross and fine motor function:**

Examples of activities/situations requiring students' motor/tactile function include but are not limited to: transporting themselves from location to location; being in physical attendance and participating in lectures, small groups, patient presentations, review sessions, dissections, laboratory work, and microscopic investigations; using a computer; performing a complete physical exam - including observation, auscultation, palpation, percussion, and other diagnostic maneuvers; performing simple lab tests; using light microscopes; performing cardiopulmonary resuscitation.

Additional examples of experiences requiring motor/tactile function include but are not limited to: accompanying staff on rounds and conferences; performing venipunctures; performing physical, orthopedic, neurological, gynecological, pediatric examinations (with the appropriate instruments); dealing with agitated patients in emergency situations; maintaining appropriate healthcare records; acting as assistant in clinical situations.

## **Appendix D**

### **Examples of technical standards for cognition**

Examples of applied cognitive abilities include but are not limited to: understanding, synthesizing, and recalling material presented in classes, labs, small groups, patient interactions, and meetings with faculty; understanding 3-dimensional relationships, such as those demonstrated in the anatomy lab; successfully passing oral, written, and laboratory exams; understanding ethical issues related to the practice of chiropractic; engaging in problem solving, alone and in small groups; interpreting the results of patient examinations and diagnostic tests; analyzing complicated situations, and determining the appropriate sequence of events to effect successful treatment; working through problems.

Additional examples of required cognitive abilities include but are not limited to: integrating historical, physical, social, and ancillary test data into differential diagnoses and treatment plans; understanding indications for various diagnostic tests and treatment modalities; understanding methods for various procedures; being able to think through healthcare issues and exhibit sound judgment in a variety of clinical settings, including emergency situations; making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research; knowing how to organize information, materials, and tasks in order to perform efficiently in the clinic; understanding how to work and learn independently; understanding how to function effectively as part of a healthcare team.

## **Appendix E**

### **Examples of technical standards for professionalism**

Examples of professional behavior include but are not limited to: showing up prepared and on time for clinic, lectures, conferences, and procedures; handing in assignments on time; refraining from plagiarizing or cheating; treating patients, faculty, staff, and other students with respect; making an effort to understand prejudices and preconceptions that might affect patient interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, and religious difference); developing successful working relationships with faculty, staff, and peers by accepting constructive feedback.

Additional examples of professional behavior include but are not limited to: maintaining a professional demeanor in clinical situations (e.g., white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety); representing oneself accurately; appreciating and preserving patient confidentiality; responding sensitively to patients' UCCDCPIal and psychological issues; developing empathic listening skills; understanding UCCDCPIal biases and stigmas, and not reinforcing them; advocating for patients when appropriate; using college/clinic resources responsibly; getting advice when handling ethical dilemmas; taking constructive

feedback from professors and clinicians with open-mindedness and the intention to improve; contributing to the effectiveness, efficiency, and collegiality of healthcare teams.

*Adapted from the AAMC Special Advisory Panel on Technical Standards for Medical School Admission. Approved for transmittal to all medical schools by the AAMC Executive Council on January 18, 1979. Modified and adopted by the UCCDCP, Curriculum Management Committee on April 19, 2018.*

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