



SCHOOL OF CHIROPRACTIC

Student's Evaluation and Promotion Manual,
STUDENT EVALUATION AND PROMOTION
COMMITTEE HANDBOOK, RULES, AND
REGULATIONS

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PREAMBLE

Welcome to the Universidad Central del Caribe School of Chiropractic (**UCC SoC**).

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 **UCC SoC**.

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 manage student outcomes assessment, promotion and graduation.

The **UCC SoC** 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 (UCC) has identified three broad goals that provide for the development of the objectives and operational activities that will guide the strategic framework for the next three years (2022-2025). The UCC goals are:

1. To be positioned as the #1 higher education choice for the best qualified talents in pursuit of excellence in the health professions, and biomedical research careers.
2. Become an innovative higher education institution in the development and dissemination of educational approaches, health care services, evidence-based protocols and models, consultation, and health care entrepreneurship.
3. Become the leading higher education institution in Puerto Rico through ecofriendly practices, highest ethical principles, and impeccable sense of social responsibility.

Universidad Central del Caribe Mission Statement

To prepare high-quality and devoted health professionals and biomedical scientists 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.

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. **Fund of Knowledge:** The fundamental concepts, principles, and basic information deemed necessary in their field of specialization.
2. **Technical/Clinical Skills:** The particular technical/clinical skills required in the field of specialization.
3. **Communication Skills:** 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. **Life-long Learning Skills:** The skills and attitudes conducive to personal and professional development, through continuous study throughout their lives.
5. **Information Literacy:** 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. **Professional Attitudes:** 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.

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

School of Chiropractic (SoC) Mission Statement

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

SoC Vision

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

SoC 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. Students will demonstrate the ability to critically appraise scientific information to document and improve chiropractic healthcare practices.
4. 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.
5. Students will demonstrate the ability to guide patients and communities appropriately regarding healthy lifestyles, as well as maintenance and promotion of health.
6. Students will show understanding and rigorous implementation of all standards of professional ethics and jurisprudence as well as further professional development.
7. 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.
8. Students will demonstrate an understanding of the role of the community in the individual health status by actively participating in outreach activities.
9. Students will demonstrate clinical confidence in evaluating, treating, and co-managing the most frequent musculoskeletal pain pathologies.

SoC 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 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 **SoC** is a rigorous academic semester doctoral program that can be completed in eight semesters.

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** School of Chiropractic 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 collaborating with other professionals in the bench, clinical or community environment.

The **UCC SoC** 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 **SoC** 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

UCC SoC, Credit Distribution by Academic Year*

| Academic Year | Credits |
|----------------------|----------------|
| First Year | 53 |
| Second Year | 59 |
| Third Year | 51 |
| Fourth Year | 46 |
| TOTAL | 209 |

UCC SoC, List of Courses by Academic Year

| AY 1 | | |
|--|----------------|----------------|
| Course | ID Code | Credits |
| Human Gross and Developmental Anatomy | DCAN101 | 11 |
| Biochemistry and Cell Biology | DCBC101 | 11 |
| Principles of Chiropractic I | DCCH101 | 2 |
| Principles of Chiropractic II SMP | DCCH112 | 3 |
| Principles of Chiropractic III TS | DCCH113 | 3 |
| 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 | 1 |
| Translational Research | DCRE102 | 1 |
| Total Credits Year 1 | | 53 |

| AY 2 | | |
|---|----------------|----------------|
| Course | ID Code | Credits |
| 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 LS | DCCH214 | 3 |
| Principles of Chiropractic V CS | DCCH215 | 3 |
| Principles of Chiropractic VI EX | DCCH216 | 3 |
| Diagnostic Imaging II | DCDI202 | 1 |
| Bioethics and Humanities in Healthcare II | DCET202 | 1 |
| Microbiology and Immunology | DCMI201 | 8 |
| Problem Based Learning II | DCPB202 | 1 |
| Pharmacology | DCPR201 | 4 |
| Lifestyle Diseases and Risk Reduction | DCPH202 | 1 |
| Pathology and Mechanism of Disease | DCPM201 | 12 |
| Research in Complementary/ Alternative Healthcare | DCRE203 | 1 |
| Differential Diagnosis | DCDD201 | 4 |
| Total Credits Year 2 | | 59 |

| AY 3 | | |
|------------------------------------|----------------|----------------|
| Course | ID Code | Credits |
| Chiropractic Clinic | DCCC303 | 2 |
| Chiropractic Clinic II | DCCC313 | 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 | 3 |
| Diagnostic Imaging III | DCDI303 | 3 |
| Diagnostic Imaging IV | DCDI304 | 3 |

| AY 3 | | |
|--|---------|---------|
| Course | ID Code | Credits |
| Evidence Based Chiropractic Care 1 | DCEB301 | 1 |
| Evidence Based Chiropractic Care 2 | DCEB302 | 1 |
| Functional Approach to Basic Nutrition Therapy | DCFU311 | 3 |
| Nutritional Therapy in the Chiropractic Practice | DCFU312 | 2 |
| Wellness in the Community | DCPH303 | 1 |
| Total Credits Year 3 | | 49 |

| AY 4 | | |
|--|----------|---------|
| Course | ID Code | Credits |
| Mastering Your Business | DCBU401 | 4 |
| Patient Safety and CQI | DCCC409 | 2 |
| Integrative Approach to Pain Management | DCCC410 | 2 |
| 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 |
| Chiropractic Sports Medicine, and Fitness Counseling | DCSM 401 | 3 |
| Total Credits Year 4 | | 46 |

*Denotes Courses for the 2024-2025 Academic Year. Previous versions are not represented in this table.

Technical Standards for Admission and Graduation for the UCC SoC

The UCC SoC 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, 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 students that must be met by our applicants. A chiropractic student must acquire substantial competence in the principles and facts of all the curriculum's required basic science courses, must understand and appreciate the principles and practice of all the foundations of clinical chiropractic sciences, and must be able to relate appropriately to patients and other healthcare professionals.

(See Appendix I)

The Student Evaluation and Promotion Committee

The **UCC SoC** 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 chiropractors. The Student Evaluation and Promotion Committee makes decisions relative to the retention and promotion of students and determines whether a student is making satisfactory academic progress. It also ensures that due process and the rules and policies of the **UCC SoC** are followed.

The Student Evaluation and Promotion Committee is the institutional entity that makes certain 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.

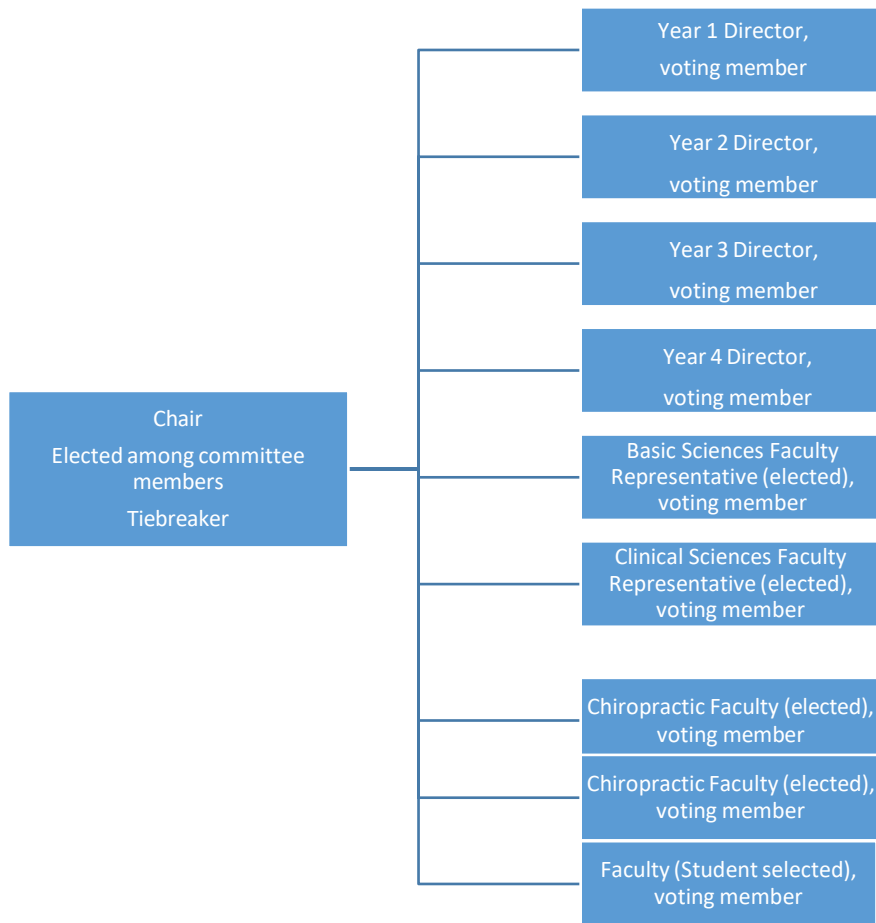
The deliberations of the Student Evaluation and Promotion Committee are crucial for determining student promotion policies and procedures, and implementation strategies for the four-year educational program.

These guidelines will be available to students at the beginning and throughout the academic year. The **UCC SoC** 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.

Appointment and Membership

The Student Evaluation and Promotion Committee is comprised of nine members. Each Year Director, by virtue of their position, is part of the Student Evaluation and Promotion Committee representing the year's courses accordingly. One faculty representative from basic sciences and one faculty representative from clinical sciences were elected from the **UCC SoC** 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 two-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 Evaluation and 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, and the Licensed Professional Counselor.

COMPOSITION OF THE STUDENT EVALUATION AND PROMOTION COMMITTEE



Committee Chair and Year Directors

The Chair of the Committee is elected from among the nine members for a three-year period and may be re-elected. 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 Committee members are represented by the corresponding Year Directors.

Elections and selection for all committee membership will occur in June. Student election will be made in August. The term begins immediately or at the beginning of the fall term of the elected year.

Committee Empowerment

The Student Evaluation and Promotion Committee of the **UCC SoC** is empowered by the Dean of the **SoC** and faculty with the responsibility for setting, assessing, and establishing the standard of performance above the **75%** benchmark of the knowledge, skills, attitudes, and behaviors necessary for the successful practice of chiropractic.

The Student Evaluation and Promotion Committee is the final recommending entity at the **UCC SoC** 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 Evaluation and 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 or **56%** of the voting members, including the Committee's Chair, is necessary for a formal vote.

Voting

A simple majority vote is necessary to approve any motion by the Student Evaluation and 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 Evaluation and Promotion Committee is a faculty who 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 student has been completed. This person will not be permitted to vote on any decisions in this case.

Meeting dates

The Chair of the Student Evaluation and Promotion Committee will call a meeting at minimum twice a block or semester or as needed to address specific academic situations as directed by the Dean of Academic Affairs, the **SoC** Dean or Academic Director. Meetings of the Committee are held after midterm results, two weeks prior to the end of course, or as needed and are called by the Committee Chair. Data regarding candidates for graduation should be discussed and analyzed by the end of April of the graduation year.

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 Evaluation and 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:

1. The committee reviews midterm progress reports and the end of year reports for promotion.
2. Certify the promotion of students who have met all the promotional requirements of a given year.
3. Recommend those students whose overall performance merits awarding comprehensive program-end honors.
4. 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.
5. Recommend the course of action for those students whose behavior is inconsistent with the **SoC's** professional characteristics.
6. To make recommendations and to establish requirements relative to remediating unsatisfactory student academic performance and/or behaviors.
7. Certify students who have met all the graduation requirements of a given year.
8. The committee makes recommendations to the Curriculum Committee Chair.
9. Analyzes the evaluation system throughout the four years of the chiropractic curriculum and monitors the integration of the programmatic evaluation guidelines.

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

Committee minutes will serve as a report of the actions of each committee meeting.

Year Directors as Committee members (I-IV):

Each Year Director acts as a committee member representing their designated year on the Evaluation and Promotion Committee.

Each Year Director is responsible for monitoring the academic performance of the chiropractic students enrolled in the corresponding year, with mentorship and individualized support given to students including those students that are facing difficulties. The year director also participates 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 Director 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 as soon as possible to provide them with opportunities or tools for improved outcomes. At the end of the academic year, each year's director will submit recommendations to the Student Evaluation and Promotion Committee. Subsequently the Committee will discuss and submit the final decision for approval by the Dean of the **UCC SoC**.

The Year Directors, as Committee Members, are responsible for reviewing, evaluating, and recommending modifications to the evaluation system of the **UCC SoC**. The year one to four directors 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 committee member deems that modifications to the evaluation system are necessary, it will forward such recommendations to the Student Evaluation and Promotion Committee for consideration. The Student Evaluation and Promotion Committee and the Year Directors are advisory to the **UCC SoC** Dean and the faculty. Neither is empowered to change evaluation policies. They may however recommend changes in policies to the Curriculum Committee Chair or Dean of the **UCC SoC**.

GUIDELINES FOR THE ACADEMIC EVALUATION AND PROMOTION OF THE SCHOOL OF CHIROPRACTIC STUDENTS

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

The student evaluation system of the **UCC SoC** has one 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. The evaluation of chiropractic students is an ongoing process, which serves the five tasks identified below:

- **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 (Refer to the Policy to Request Students at Academic Difficulty to meet with Student Support Services Personnel)

The **SoC** through the **SLOAC** carries out a 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 action plan.

- **Task 3:** Serves to review and analyze information for the promotion process. Following receipt of the data provided, the committee determines promotion of students, or an appropriate course according to the policy of the evaluation and promotion system discussed below.
- **Task 4:** Review, analyze, monitor, and recommend actions for students involved in external evaluations.

The **UCC SoC** recognizes the importance of external evaluation of student progress and strives to provide students with the appropriate support for successful performance in external evaluations, such as National Board of Chiropractic Examiners (**NBCE**) exams.

- **Task 5:** As advised by the Director of Clinical Affairs/**SLOAC**, certify that each student has successfully met the requirements of each of the metacompetencies from the standards set by the chiropractic program, the institution, and our accreditation organizations.

STRUCTURE OF THE EVALUATION AND PROMOTION SYSTEM

The evaluation and promotion of chiropractic students at the **SoC** operates at different levels. These are the course/clerkship level, Year level, level of the Student Promotion Committee, and the **UCC SoC** Dean.

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

Year level: The year director is responsible for reviewing and analyzing student performance in all courses/clerkships, and for making recommendations to the Student Evaluation and 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 Evaluation and Promotion Committee Level: This Committee is empowered to render final recommendations after comprehensive review of all resources and committee member contribution. It is also empowered to make final recommendations for promotion or final actions to the **UCC SoC** Academic Director or Dean.

UCC SoC Dean 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 year director and **SLOAC** on the official form provided by the Registrar's Office. The dean is provided with a copy of all results for review. The year director then sends the original form to the Registrar's Office for processing. Appeals of student promotion decisions will follow **UCC's** Institutional guidelines for appeals (see also, Student Appeal of Evaluation Decisions).

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 Dean 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 of 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

Course Requirements

In each course/clerkship offered by the **UCC SoC**, 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 **SoC** is **C (70%)** 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 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 to be submitted to the Curriculum Committee for approval.

Evaluation Activities

Student evaluation methods (cognitive and professional attitudes and behaviors) and weight will be established by the course/clerkship directors and participating faculty of each course/clerkship, approved by the curriculum committee, 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 and summative evaluations at mid-course. This will allow students to review their performance, to help them determine their academic deficiencies.

A. Individual Course Performance

The evaluation of individual student performance in each course is the course/clerkship faculty's responsibility. The final course grade will be determined by applying impartial and nondiscriminatory academic standards and procedures. Opinions expressed 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.

1. 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.

2. Quizzes are given 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 in the course syllabus.
3. Any student absent from a summative assessment must submit a valid written excuse with adequate evidence to the Dean of Admissions and Student Affairs, 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 **UCC SoC**.
4. 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: When a remedial examination is warranted, the remediated examination value to replace the original examination cannot exceed more than a **70%** score.

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 and the individual assessment forms to the year director. The year director submits them to the Registrar's Office (within the required time frame stipulated by the Academic Calendar) and copied to the **SLOAC** and Director of Academic Affairs. The course/clerkship director must keep students informed of their performance and final grade in the course/clerkship within a week of the last assessment, in Elentra.

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 director is also responsible for keeping the year director and Director of Academic Affairs appropriately informed of the performance of students, especially those students who show evidence of academic difficulty. Students are responsible for seeking information about their final grades in the course within 10 days after it 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 each course/clerkship.
2. Non-Reported (**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 passes a repeated course/clerkship, the course/clerkship director will report the grade in the repeated course. The previously reported F grade will be retained in the student's academic record.
5. In Progress (**IP**) generally indicates that the course or assignment is still ongoing, and a final grade has not yet been assigned. This term is often used for courses or projects that extend beyond the typical grading period or semester, such as long-term research projects, theses, or certain types of internships. It suggests that the student is actively engaged in the learning process, and the final grade will be assigned upon completion of the work.

D. Record Keeping

1. Each course/clerkship faculty, Year Director, Academic Director and **SLOAC**, will be responsible for verification and 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's 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 sixty-minute period of academic experience.

F. Credit Hour

1. The value used to calculate the total credit hour 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:** is equivalent to eighteen contact hours of lecture, discussion or examination OR thirty-six contact hours of laboratory OR a minimum of twenty-seven contact hours of clinical clerkship or supervised independent study.

G. Semester

One semester will consist of 18-20 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 director to assign a temporary grade of Incomplete (**I**) for the course.

The minimum requirements and conditions for eligibility to receive a temporary grade of Incomplete are:

- a. A written request from the student to the course/clerkship director, accompanied by supporting evidence of illness or other serious event that prevented the coursework's completion.
 - b. 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.
 - c. Each course/clerkship syllabus must specify which activities are to be completed 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 director 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.

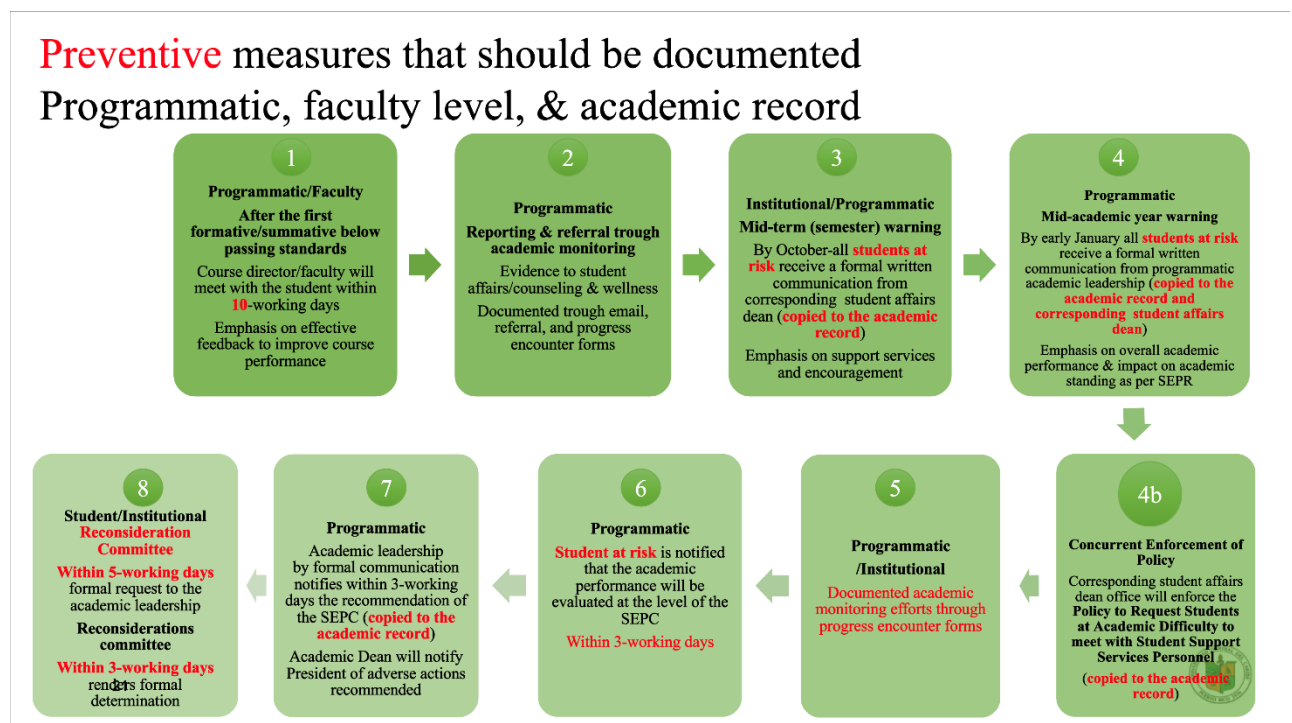
4. Upon submission of a final course grade to replace an incomplete, the student's academic status for the semester will be determined in accordance with UCC and federal regulations.

Attendance

Each course must abide by the attendance rules of UCC and the SoC Clinical Manual. If the course/clerkship coordinator determines that a student's attendance record is unsatisfactory, the course/clerkship coordinator must notify the year director and include this information in the attendance surveys that are submitted 3 times every semester. Furthermore, the course/clerkship coordinator must document student attendance in Elentra.

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.



Fraudulent Practices

The **UCC SoC** will have no tolerance for dishonest behavior. The **SoC** expects chiropractic students to adhere to the code of professional conduct and honesty as stated in the **UCC General Student Rules and Regulations**, always during their studies at the **UCC SoC**.

Promotion Guidelines

All recommendations concerning student promotion, as well as all recommendations relating to evaluation practices in the **SoC** curriculum, are forwarded to the office of the **UCC SoC Dean**. Final decisions regarding student promotion are made by the **UCC SoC Dean**.

Decisions concerning evaluation policies are submitted to and approved by the faculty.

General Requirements for Promotion

Students in the **UCC SoC** are considered for promotion at the end of each academic year. To qualify for a recommendation for promotion to the next academic year, a student must be on good academic standing as specified below. These requirements include knowledge, skills 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 Evaluation and Promotion Committee will recommend a course of action to the **UCC SoC Dean** according to the specific guidelines established for that purpose by the Committee.

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 the second semester of the 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 **UCC SoC**. If a student fails the exam, they will be placed on a status of *Good Academic Standing on Probation*.
- b. **NBCE Part 2 Requirement:** Passing the **NBCE part 2** examination is required for graduation.
- c. **NBCE Part 3 Requirement:** Passing the **NBCE part 3** examination is required for graduation.
- d. **NBCE Part 4:**

- All students must take the **NBCE** Part 4 before finishing their fourth year.
- All students are strongly encouraged to pass the **NBCE** Part 4 first take.

This requirement must be met within the maximum 6 years allowed to complete the School of Chiropractic.

Potential Actions

The Student Evaluation and Promotion Committee may recommend to the **UCC SoC** Dean or Designee:

1. Promotion to the next academic year.
2. Promotion to the next academic year with conditions (such as remediation), with a probationary status.
3. Graduation from the School of Chiropractic.
4. Academic Suspension.
5. Dismissal from the **UCC SoC**.
6. Non-Promotion/Retention

The options available to the Student Evaluation and 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:

- 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.
- Formal repetition of one or more courses/clerkships of the curriculum on a probationary status.
- Require a student to appear before the Student Evaluation and 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

Student Academic Standing

There are three categories of student academic standing:

A. 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 2.5**). A student considered in good academic standing can continue or return to the curriculum.

B. Good Academic Standing on Academic Probation

1. A student whose performance is described in one of the following ways is on Academic Probation:
 - a. A student whose academic performance is below the required **GPA of 2.5** but higher than **2.0**.
 - b. A student who is repeating courses or clerkships (including during the summer).
 - 1) 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 year 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.
 - 2) 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.
 - 3) 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 must repeat all courses in which they obtained a non-passing grade. Failure of any repeated course will result in academic dismissal.
(*This automatically places the student in the next cohort.)
 - c. A student, who fails for the first time the **NBCE** Part 1 or fails part 2 or fails part 3.
 - d. A student who performs unsatisfactorily on professional characteristics.
 - e. Students on Academic Probation will not be allowed to hold any leadership position.
2. Students on Academic Probation are eligible to continue in the program and are considered in good academic standing for financial aid purposes.
3. The status of Academic Probation will remain in effect until removed by definitive action of the Student Evaluation and Promotion Committee, under the following circumstances:
 - a. A student on academic probation resulting from F grades who successfully repeats all educational experiences and earns a cumulative grade point average of 2.5 or higher.
 - b. A student on academic probation from unprofessional behavior who successfully accomplishes the remediation plan.
 - c. A student on academic probation because they failed any of the **NBCE** part 1, 2 or 3 who successfully retakes and achieves a passing score.

4. Students placed on Academic Probation will be given written notification from the **SoC** Director of Academic Affairs of the conditions they must satisfy to return to good standing. Failure to satisfy these conditions will trigger a hearing for dismissal.

The student on academic probation must follow the remediation plan provided to them. In addition, they 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.

C. Not in Good Academic Standing, eligible for dismissal

1. A student on Academic Probation is eligible for dismissal under the following circumstances:
 - a. A student who refuses an academic remediation plan.
 - b. A student whose academic performance is below a **GPA** of 2.0 in years 1-2 for more than one year.
 - c. A student whose academic performance is below a **GPA** of 2.5 at the end of year 3.
 - d. A student who fails one or more courses with catastrophic performance.
 - e. 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 complete academic year and fails one repeating course.
 - f. A student who fails to pass **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** degree (6 years).

Academic Requirements for Graduation:

The Student Evaluation and Promotion Committee will monitor the students' fulfillment of the following requirements and recommend them to the **UCC SoC** Dean for graduation.

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 **UCC SoC** 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 pass the **NBCE** exams Part 1, Part 2 and Part 3.
- d. The student must have demonstrated successful achievement in all 31 meta-competency outcomes.
- e. The student must have completed the academic program within six academic years from their initial registration as a first-year **SoC** 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.

- f. Graduation/Honors eligibility: To be eligible to receive honors on graduation the student must have completed at least two years of study at this **SoC**. Honors that a student may receive on graduation will include:

| Honors | GPA |
|-----------------|--------------|
| Summa Cum Laude | 3.75 to 4.00 |
| Magna Cum Laude | 3.50 to 3.74 |
| Cum Laude | 3.25 to 3.49 |

Authorized leave of absence (LOA) from chiropractic studies:

Leave is 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.

Student prompted LOA

A student may request a leave of absence from the **SoC** 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 **UCC SoC Dean**. 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 **SoC**.

The **UCC SoC Dean** refers the written request to the attention of the Student Promotion Committee, which will evaluate the request and consult other School personnel, when necessary, 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 **UCC SoC Dean** 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 of absence longer than one month must request that status in writing to the **UCC SoC Dean** 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 Evaluation and 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 **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 **UCC SoC** during the **LOA** period.
- Maternity, paternity, and adoption leave: Maternity, paternity and adoption leaves may be granted by the **UCC SoC** Dean.
- **LOA** requests due to approved accommodations must be directed to the Dean of Student Affairs prior to presentation to the **UCC SoC** Dean for consideration of **LOA**.
- **LOA** requests under the definition within the glossary section.
- A leave of absence can be granted for a maximum of 180 days, which must be stated in the official authorization by the program. Any leave of absence for a period longer than 180 days will not be granted under any circumstances.

Student Evaluation and Promotion Committee prompted LOA, Administrative Mandatory LOA

The Student Evaluation and 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 violations of professional characteristics. These problems may be recognized by the student, faculty members, fellow students, or brought to the attention to the Committee by the curriculum director based on regular reports. 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 Student Evaluation and Promotion Committee. Failure to correct these inadequacies may lead the Student Evaluation and 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 action plan as conditions of re-entry into the **UCC SoC**.

The student will be informed, by the Chairperson of the Student Evaluation and 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 **UCC SoC Dean** the student can use their right to appeal.

Withdrawal from the UCC SoC

A student who wishes to totally withdraw from the **SoC**, 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 **UCC SoC Dean**.

The petition must include the reason(s) for withdrawal. The Dean will evaluate the request to determine a course of action. Once the petition is approved by the Dean, 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 **UCC SoC** is responsible for reporting the student's last day of attendance to the Registrar according to the Processing and Reporting Changes in Student Enrollment Status Under Title IV policy.

Readmissions

After Leave of Absence (LOA)

Students under a **LOA** will resume their academic program by fulfilling the enrollment process for the subsequent period after the expiration of the leave.

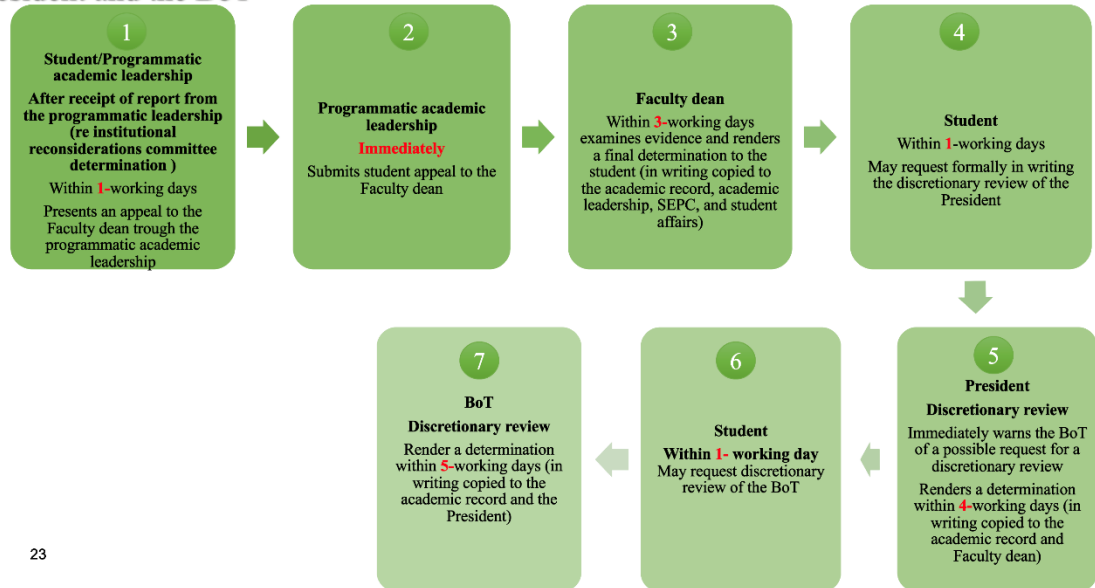
After withdrawal: A student who withdraws from the **UCC SoC** may apply for readmission, as a new applicant, following the applicable admission process to the **SoC**. The student must apply for readmission after fulfilling all requirements and subject to availability of enrollment slots.

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 **UCC SoC** for two consecutive years will expire. In such situations, the Student Evaluation and Promotion Committee will make recommendations to the **UCC SoC Dean**.

Student Appeal of Evaluation Decisions

Once the institutional reconsiderations committee ratifies the adverse action recommendation of the SEPC: Appeal to the Faculty dean and discretionary revision by the President and the BoT



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A student has the right to appeal (reconsider) any evaluation decision based on the guidelines established by the Student Evaluation and 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 after revision with the year director, the course/clerkship faculty is ultimately responsible for processing the appropriate documents to the year director who will submit them to the School of Chiropractic Dean and update the outcome learning assessment database by submitting 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 two weeks 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 Director. The matter will then be brought to the Evaluation and Promotion Committee for a decision through the SoC Director of Academic Affairs. The committee will render its decision within two weeks of the student's appeal.

If the matter is not satisfactorily resolved, an appeal may be made to the Dean of the SoC. According with UCC procedures, the appeal can go up to the President for final decision as stated in the Institutional Appeals Processes.

Appeal of an adverse action

A student for whom an adverse action is being imposed has the right to appeal against the decision. At the **UCC SoC**, 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 **SoC**. Adverse actions include academic dismissal from the **UCC SoC**, temporary enforced leave of absence, non-promotion, required repetition of all or part of the curriculum, and required withdrawal.

The student may write a letter to the **SoC** Academic Director to request a motion for reconsideration, presenting their new evidence. The student has 10 working days to motion for reconsideration. The committee will meet on behalf of the student's case within 5 days and announce the committee's decision to the student in 2 days.

If the decision by the committee remains, the student must make a written request for an appeal to the Dean stating the reasons why the student disagrees with the decision. Should the student fail to notify the Dean of the appeal in writing within thirty (30) days, this shall be considered a waiver of the right to an appeal and the decision shall become final for the **UCC SoC**.

The Dean of the School of Chiropractic will review the student's academic record, the recommendation of the Committee and any other documents in the student's appeal file. The Dean has the prerogative to meet with the student. The Dean will communicate his/her decision to the student in accordance with the Institutional Appeal Processes in place (see diagram). 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 on:



Dra. Kimberleve Rolón
SoC Faculty
Director of Academic Affairs



Dr. Eugene Spilker
SoC Dean

Revised by SoC Faculty and authorized: July 2024

AMENDMENTS TO THIS DOCUMENT

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

DISCLAIMER

It is the UCC SoC's commitment to provide the students with all reasonable opportunities to overcome, in 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 UCC SoC, 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 UCC SoC as Dean of 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 UCC SoC 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 is 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 **UCC SoC** faculty. Students must approve all Professional characteristics 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 courses, 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

Appendix 1 Technical Standards

The **UCC SoC** will publish and enforce its Technical Standards according to the general accepted practice in Chiropractic field. Chiropractic students must always meet Technical Standards with or without institutionally approved accommodations.

1. Matriculants to the **UCC SoC** will be required to affirm their ability to meet the Technical Standards from admission to graduation. Any student facing a condition after attestation of compliance with the technical standards must seek accommodations by following the institutional procedures.
2. All **UCC SoC** students are required to attest that they will meet the Technical Standards on a yearly basis from admission to graduation as part of the promotion process.
3. A student seeking accommodation for protected disabilities must register with the Dean of Admission and Student Affairs Office to seek institutionally approved accommodations.
4. Accommodation for protected disabilities must be sought by following institutional procedures in advance of the educational activities for which the accommodations are relevant.
5. Failure to seek or to use institutionally approved accommodations will not be accepted as sufficient grounds to circumvent adverse action.
6. A student who is unable to meet the Technical Standards may be subject to adverse actions, including dismissal, disqualification, or discontinuance from the **UCC SoC**.

Technical Standards for Admission and Graduation for the Universidad Central Del Caribe School of Chiropractic (**UCC SoC**)

The following technical standards describe the non-academic qualifications required, in addition to appropriate academic achievements, which the **UCC SoC** 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).

Perception and Observation- Visual, Auditory, Tactile and Proprioception

Students enrolled in the **UCC SoC** 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 SoC (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:
 - a. Fundoscopic retina evaluation
 - b. Otoscopic evaluation
 - c. Palpatory assessment of joint structures
 - d. Auscultation of cardiac, respiratory functions and blood flow.
 - e. Basic obstetrical assessment (standardized patient)
 - f. Visceral palpation and assessment
 - g. Cardiopulmonary resuscitation (**CPR**)
 - h. Arterial and Venous drawing (simulators)
 - i. Interpret and report imaging study findings
 - j. Interpret **EKG**
 - k. Neurological assessment
 - l. Orthopedic testing

Communication – Speaking, Reading, and Writing

5. 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, to:
 - a. Generate, trigger and evoke health history information.
 - b. Develop assertive and empathic therapeutic relationships.
 - c. Demonstrate clinical competencies.
 - d. Develop inter-professional rapport.
 - e. Develop a culturally sensitive and inclusive environment.
6. 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.

7. 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.
8. The communication skills required include speaking, reading, and writing, in addition to all the observational skill competencies described previously.

Gross and Fine Motor Coordination

9. Our **SoC** 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 to perform the chiropractic manipulation maneuvers.
 - a. Chiropractic students of our **SoC** 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.

Cognition – Conceptual, Integrative and Quantitative Abilities

10. 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.
11. The chiropractic student must be able to comprehend three-dimensional models and biomechanical spatial relationships of structures and movement.
12. The chiropractic student must have the capacity to perform these problem-solving skills in a timely fashion.
13. The chiropractic student must possess the clinical rationale for managing a patient according to standardized guidelines.
14. Students must be able to demonstrate higher-level cognitive abilities, which

include:

- a. Memory and recall
- b. Rational thought and conceptualization
- c. Measurement and calculation
- d. Visual-spatial comprehension
- e. Organization, analysis, and synthesis
- f. Representation (oral, written, diagrammatic, three-dimensional)
- g. Clinical reasoning, ethical reasoning, and sound judgment

Professionalism, behavioral and SoCial attributes

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

*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 UCCSoC, Curriculum Management Committee on April 19, 2018.
Amended by College of Chiropractic Task Force on May 12, 2011.*

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 accommodation 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 accommodation in the **SoC**, 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, accommodation cannot eliminate essential program elements or fundamentally alter the **UCC SoC** curriculum.

For this reason, individuals with visual, auditory and/or physical impairments severe enough to require an intermediary cannot typically be accommodated in the **SoC**. 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 **UCC SoC** 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.



I _____, have received, reviewed, and understood the policies and procedures detailed within the Guidelines for Student Promotion Committee Handbook.

I further attest that I am responsible for my education and the policies detailed in this handbook which are designed to provide an ethical, legal, just, and fair objective guidance for my education. It is understood that I will be advised of changes and attest to them annually.

Student Name: _____ Date: _____

Student Signature: _____