SOP for Continuation Standards in the SCU Degree Programs

This document represents a distillation of the discussions and decisions of the Admissions and Continuation Standards Task Force, a group consisting of the Chief Academic Officer, Program Deans, Executive Director of Enrollment Services, Chair of the Academic Review Committee, Clinical Technology Coordinator, and Assistant Director of Admissions. This Standard Operating Procedure (SOP) will guide decisions made by the Program Deans regarding student eligibility for promotion from one term to another, selection into or continuation with a 10 or 12 term-track DC (and eventually DAOM) curriculum, dual and doubly enrolled student continuation standards, and requirements for students to achieve eligibility for external benchmark examinations such as the California Acupuncture Licensure Examination (CALE), National Board of Chiropractic Examiners (NBCE) examinations parts I, II, III, IV and Physiotherapy, and the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) examination.

January 17
2013

Single Track CAOM or LACC and Dual and Double Student Promotion and Board Exam Eligibility Requirements
Background:

Task Force Charge

In order to improve student enrollment and retention and to improve student learning while carefully administering precious university resources, the university assembled a task force to look at admission standards. That task force completed most of its charge and produced recommendations for modification to admission standards. CCE has recently proposed new standards for admission to chiropractic colleges. The university has recently adopted more stringent continuation standards. The university now needs to revisit those policies and also consider policies that affect dual students. Therefore, this second task force is being assembled to:

- become familiar with current SCU admissions policies
- become familiar with current and proposed CCE entrance requirements, including the AATP
- become familiar with current CA State Board entrance requirements
- become familiar with current SCU academic probation policies
- propose changes to SCU policies that are designed to address problems identified related to admissions and continuation standards for all degree programs, including dual students, including supporting evidence (documentation)/data used to make the recommendation and would be tracked at implementation (to be able to close the loop).
- understand the academic and financial implications of such changes by discussing with a variety of campus constituents
- produce expected outcomes
- follow timeline as outlined
- evaluate outcomes
- recommend further changes as needed

Expected Outcomes

- A proposal including:
  - Recommend modification of admission standards as needed
  - Recommend modification of continuation standards as needed
  - Recommend proposed timeline for finalizing and implementing proposal
  - Recommend language for Blue Book (MSWord track changes function)
  - Recommend timeline for approval and implementation
  - List of groups and individuals who will need to approve and provide feedback to draft proposal before finalizing proposal
  - General steps suggested in communication plan
  - Recommend data that will be helpful in assessing the effect of the policy changes
- A final proposal (after input from departments, etc.) that the Task Force will shepherd through the approval process
- Implementation of Task Force proposal
Assessment of policy changes: original Task Force will reconvene 2 academic terms after implementation to review and assess the changes made and recommend modifications if warranted

Additional Background

The Task Force has kept the university’s Academic Team (AT) apprised of its efforts, including a report on July 25th to the Academic Team. This report asked the AT to approve/validate the Task Force’s recommendation that Admissions standards be modified via policy change but that the continuation standards be proposed as Standard Operating Procedures (SOPs). This was because the Task Force’s review of policies seemed to give broad latitude to the Program Deans, Department Chairs, and faculty regarding promotion of students, requirements of remediation, etc. (see appendix #1, below). The Academic Team approved this proposal, and the Task Force drafted the SOPs below.

The university reserves the right to change academic policy at its sole discretion (as detailed in appendix #2 below). Accordingly, in a separate document, the Task Force will recommend policy changes relative to Admissions Standards for the various degree programs and tracks, utilizing the policy change process outlined in the SCU Policy Manual, and as identified in appendix #3 below.

Definitions:

Dual Student: a student who is taking both the MAOM and DC programs at SCU and is “on cohort”, meaning they are taking the prescribed coursework in the prescribed sequence and at the prescribed pace for the dual degree program.

Doubly-enrolled or “Double” Student: a student who is taking classes from both the MAOM and DC programs, but is not “on cohort”.

Satisfactory Academic Progress (SAP): a standard applied to determine if students will continue to be eligible for title IV federal financial aid.
Standard Operating Procedure

In accordance with SCU policy, the Program Deans, working with Faculty and Academic Department Chairs, will determine student eligibility (including remediation or additional courses required prior to eligibility) for external benchmark examinations, and eligibility for selection into the 10 or 12 term track prior to term 4 of the professional program. Further, they will jointly determine student eligibility for continuation as a Dual or Doubly Enrolled student. The process of determination of student eligibility for continuation should be accomplished using good judgment, fairness, SCU policies, the principles in the following charts, and this SOP.

**For Continuation as Dual and Doubly Enrolled Students**
- The Academic Review and Support Committee (ARSC) conducts an analysis of dually and doubly enrolled students who do not meet the standards below. The ARSC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.
- The Dean applies these standards:
  - **Dual:**
    - Dual students must have at least a 2.75 term GPA in both programs for each term that they are enrolled, or must drop one of the programs. (Note: the student may become a doubly enrolled student if they meet the requirements below.)
  - **Double:**
    - Doubly enrolled students who have a cGPA of greater than 3.00 (in the DCP) may take max of 2 MAOM courses in addition to their DC courses.
    - A student may not be doubly enrolled if their cGPA is below 3.00 in the DCP.
    - A student must withdraw from one program if their MAOM cGPA is less than 2.50
- The Dean’s Office prepares a written communication to the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take (ex: list of remediation steps).
  - Written communication may be via e-mail.
  - The student receives the communication, which is cc’d to the ARSC.
- Appeals: see appeals section, below.

**First Term Monitoring and Intervention**
- Faculty will:
  - Determine which students (in either program, in any course) are earning less than a “C” in their course at midterm and report this to the ARSC.
  - Communicate with student and make recommendations for improvement.
- Students will:
  - Meet with Academic Support personnel.
  - Pay all applicable fees.
  - Participate in required mentoring/tutoring.
- Academic Support personnel will:
- Conduct an initial interview and assessment to determine appropriate course(s) of action that may include mandatory tutoring, regular meetings with learning specialist(s), and any other required intervention.
- Follow-up with students on a weekly basis.
- Provide ongoing report(s) to Dean and ARSC.
- Report to student accounts which students are participating in tutoring/counseling and students are billed a pro-rated fee for this service.

**Second Term Monitoring and Intervention**
- Students in either program who earn less than a 2.5 term 1 GPA will be placed on an academic success track, as described below.

**DC Program Continuation Standards**
- The Academic Review and Support Committee (ARSC) conducts an analysis of students who do not meet the standards below. The ARSC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.
- The Dean applies these standards:
  - Academic Success Track (including AATP students): The student must be on an academic success track, which may include being on a 12 term-track program, if their cGPA is less than 3.00 after the first 3 terms, or if the student is placed on Academic Probation during any of the first three terms, or the student performs poorly on the “Grit” (or similar) test in T2.
  - A student may not be required to complete the academic success track, which may include staying in the 10 term-track program, if they have a cGPA of 3.00 or higher after 3 terms, and stay out of Satisfactory Academic Progress (SAP) difficulty.
- The Dean’s Office prepares a written communication to the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take. The communication should also include what might happen should the student make either satisfactory or unsatisfactory progress under this requirement as appropriate.
  - Written communication may be via e-mail.
  - The student receives the communication, which is cc’d to the ARSC.
- Appeals: see appeals section, below.

**MAOM Program Continuation Standards**
- The Academic Review and Support Committee (ARSC) conducts an analysis of students who do not meet the standards below. The ARSC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.
- The Dean applies these standards:
  - Academic Success Track: The student must be on an academic success track, if their cGPA is less than 3.00 after the first 3 terms, or if the student is placed on Academic Probation during any of the first three terms, or the student performs poorly on the “Grit” (or similar) test in T2.
  - A student may not be required to complete the academic success track if they have a cGPA of 3.00 or higher after 3 terms, and stay out of SAP difficulty.
- The Dean’s Office prepares a written communication to the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take. The communication should also include what might happen should
the student make either satisfactory or unsatisfactory progress under this requirement as appropriate.
  o Written communication may be via e-mail.
  o The student receives the communication, which is cc’d to the ARSC.
• Appeals: see appeals section, below.

Summary Chart
Eligibility Standards/Selection Criteria for Continuation of Dual or Doubly Enrolled Students and 10 or 12 term-track assignment:

<table>
<thead>
<tr>
<th>Program</th>
<th>What is required to stay in Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAOM 12 (1st Prof)</td>
<td>Must stay DAOM 12 if: &lt;3.00 cGPA after 3 terms, score poorly on Grit test, or any term on AP</td>
</tr>
<tr>
<td>DAOM 10 (1st Prof)</td>
<td>May do DAOM 10 if: 3.00 or higher cGPA after 3 terms.</td>
</tr>
<tr>
<td>Post-Master’s DAOM</td>
<td>Must remain on Academic Success Track if: &lt;3.00 cGPA after 3 terms, or any term on AP</td>
</tr>
<tr>
<td>MAOM</td>
<td>Must remain on Academic Success Track if: &lt;3.00 cGPA after 3 terms, or any term on AP, or have any SAP difficulty.</td>
</tr>
<tr>
<td>Dual Double</td>
<td>Must have at least 2.75 term GPA in both programs, or must drop one if cGPA &gt;3.00 (DCP), can take max of 2 courses in addition to DC (may not be double if cGPA below 3.00 in DCP). Must withdraw from one program if AOM cGPA &lt;2.50</td>
</tr>
<tr>
<td>DC12 (AATP or choice)</td>
<td>Must remain on Academic Success Track if: &lt;3.00 cGPA after 3 terms, or any term on AP, or have any SAP difficulty.</td>
</tr>
<tr>
<td>DC10</td>
<td>May do DC10 if: 3.00 or higher cGPA after 3 terms and have stayed out of SAP difficulty</td>
</tr>
</tbody>
</table>

For Eligibility to take DC Program-related External Benchmark Examinations
• The Academic Review and Support Committee (ARSC) conducts an analysis of students who do not meet the standards below. The ARSC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.
• The Dean applies these standards:
  o NBCE Part I: The student must meet current LACC eligibility standards as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean as per policy number 5.1.7.1. In addition, if:
    o The student’s cGPA is less than 3.0 at end of T3, the student must:
      ▪ A) take RIBS in a term before eligibility for NBCE and pass the course
    o And, if the student’s cGPA is less than 2.75 at the end of T3, the student must also:
      ▪ A) Enroll in the academic success track and complete prescribed courses (selectives, mentoring, tutoring, etc.)
      ▪ B) will seriously consider applying for an OSIR grant to assist in taking an outside board review course during their term of eligibility for NBCE or before
  o NBCE Parts II, III, and PT: The student must meet current LACC eligibility standards as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean as per policy number 5.1.7.1. In addition, if:
    ▪ The student’s cGPA is less than 3.0 (for 10T students = T6, for 12T students = T7), the student must:
      • A) take DAPPR I in a term before eligibility for NBCE and pass the course
• B) enroll in DAPPR II during their term of eligibility for NBCE or before
  • And if the student’s cGPA is less than 2.75 (for 10T students = T6, for 12T students = T7), the student must also:
    • A) Enroll in the academic success track and complete prescribed courses (selectives, mentoring, tutoring, etc.)
    • B) will seriously consider applying for an OSIR grant to assist in taking an outside board review course during their term of eligibility for NBCE or before
      o NBCE Part IV: The student must meet current LACC eligibility standards as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean as per policy number 5.1.7.1. In addition, if:
        • The student’s cGPA is less than 3.0 (for 10T students = T8, for 12T students = T9), the student must:
          • A) enroll in ROCS (NB: a student must pass ROCS to graduate) to be eligible
        • And if the student’s cGPA is less than 2.75 (for 10T students = T8, for 12T students = T9), the student must also:
          • A) will seriously consider applying for an OSIR grant to assist in taking an outside board review course during their term of eligibility for NBCE or before
  • If a student is deemed eligible, the Dean signs the student’s application granting permission to take the NBCE test. In the event a student does not meet the aforementioned eligibility requirements, the Dean’s Office prepares a written communication to the student regarding the decision reached. If appropriate, the communication expresses required steps the student must take.
    o Written communication may be via e-mail.
    o The student receives the communication, which is cc’d to the ARSC.
• Appeals: see appeals section, below.

For Eligibility to take MAOM Program-related External Benchmark Examinations
• The Academic Review and Support Committee (ARSC) conducts an analysis of students who do not meet the standards below. The ARSC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.
• The Dean applies these standards:
  o NCCAOM Eligibility: Must have passed the ACE III exam. Must have passed all courses Term 1 through Term 8, and must be enrolled in all Term 9 courses to be eligible.
  o CALE Eligibility: Must have graduated from the MAOM program (must have a diploma); and, if their cGPA was below 3.0, strongly recommend that a student take a prescribed board review (from a list of approved board reviews provided by the Office of the Dean of CAOM), and may apply for the OSIR Grant).
• The Dean’s Office prepares a written communication to the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take.
  o Written communication may be via e-mail, but should also include regular mail to the last known physical address.
  o The student receives the communication, which is cc’d to the ARSC.
• Appeals: see appeals section, below.
<table>
<thead>
<tr>
<th>Program</th>
<th>NBCE Part I</th>
<th>NBCE Part II, III, PT</th>
<th>NBCE Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC with cGPA between 2.75 and 3.0 at end of first year of study</td>
<td>Current Standards, plus: must take RIBS in a term before eligibility for NBCE and pass</td>
<td>Current Standards, plus: A) must take DAPPR I in a term before eligibility and pass, B) must enroll in DAPPR II in term of eligibility or before</td>
<td>Current Standards, plus: must enroll in ROCS or equivalent to be eligible (must pass ROCS to graduate)</td>
</tr>
<tr>
<td>DC with cGPA below 2.75 at end of first year of study</td>
<td>Current Standards, plus: A) must take RIBS in a term before eligibility for NBCE and pass, B) must enroll in academic success track and complete prescribed courses, and C) must consider applying for OSIR Grant in term of eligibility or before</td>
<td>Current Standards, plus: A) must take DAPPR I in a term before eligibility and pass, B) must enroll in DAPPR II or another review course in term of eligibility or before, C) must enroll in academic success track and complete prescribed courses, and D) must consider applying for OSIR Grant in term of eligibility or before</td>
<td>Current Standards, plus: A) must enroll in ROCS or equivalent to be eligible (must pass ROCS to graduate), and B) must consider applying for OSIR Grant in term of eligibility or before</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>NCCAOM</th>
<th>CALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAOM</td>
<td>Must have passed ACE III and completed all T1-8 courses and be enrolled in all T9 courses</td>
<td>A) Must have graduated from MAOM program (diploma); and B) strongly recommend they take approved board review if cGPA below 3.0</td>
</tr>
</tbody>
</table>

**Transfer Student Eligibility for External Benchmark Exams:**
If not already approved by original institution, transfer students must meet most recent eligibility standards in effect at the time of enrollment at SCU, including passing the appropriate ICE or ACE examination(s), and their cGPA at the original institution will be applied to the standard operating procedures above for benchmark exam eligibility. The Dean may waive a requirement.

**Appeals:**
Students wishing to appeal such decisions by the Dean must file an appeal in writing to the Chief Academic Officer (CAO) within 7 calendar days of the decision. Appeals will only be considered on the basis of alleged policy violation. The appeal must definitively identify and provide evidence of such a policy violation or it will not be considered. The decisions of the CAO are final.
Appendix #1

Current SCU Policies on Academic Progress/Continuation

5.3.2 Advancement in Courses
Registration in any one trimester does not entitle a student to register in a subsequent trimester. *Promotion from one trimester to another will be by decision of the Department Chair and the College Dean based upon careful evaluation of the student's attendance, commitment and conduct, as well as grades on quizzes and examinations.* Completion of health center internship requirements as established by the California State Board of Chiropractic Examiners, Council on Chiropractic Education and the Internship Manual and syllabi is necessary for graduation.

5.4.3 Required Remediation
*The Lead Instructor/Supervising Doctor of a course may require remediation for any student who is performing below the minimum course standards in knowledge, skills, integration/critical thinking, or professional responsibilities, including but not limited to attitude and professional conduct. The requirement for remediation is based on any of the course or University performance criteria, including testing procedures and/or observation.* The Lead Instructor/Supervising Doctor will inform the student of any action to be taken and the reasons why, and will provide an educational prescription that addresses the relevant performance deficiencies. The referral to remediation will be sent to the College Dean along with the educational prescription. The College Dean or his/her designee(s) will meet with the student to arrange the necessary schedules/resources. The prescription must be followed or the student’s progress in the course and the academic program may be delayed. Non-compliance with an educational prescription will be addressed by the Academic Review and Support Committee should the need arise. An exception for excusing participation in the program is student’s cumulative GPA is greater than 2.25, or permission from the Learning Specialist. There are fees associated with this service, which are prorated based upon when the student begins remediation within the term. Please consult the Office of Academic Affairs for updated rates.
Appendix #2

Current SCU Policy on Changing Academic Policies

5.1.8 Disclaimer
The University reserves the right, if it considers it to be necessary:
1. To alter the timetable, location, number of classes, content, or method of delivery of programs of study and/or examination processes, provided such alterations are reasonable;
2. To make reasonable variations to the content and syllabus of programs of study;
3. To change, suspend, or discontinue programs of study or to combine or merge them with others;
4. To improve, modify, revise, supplement, or rescind, suspend, terminate, or change its academic policies or procedures in its sole and absolute discretion.
5. If the University discontinues or combines a program of study or changes it significantly the University will be guided by the following:
6. In the event that the University has not made an offer of a place or before an applicant has accepted an offer:
   a. The University will inform applicants at the earliest possible opportunity of the discontinuation or change;
   b. An applicant will be entitled to withdraw his or her application by informing the University in writing within a reasonable time of being told of the discontinuation or change, failing which the University will withdraw its offer of a place.
7. In the event that an offer has been accepted but prior to the student enrolling, the student may either:
   a. Withdraw from the University and be given an appropriate refund of tuition fees and deposits; or
   b. Transfer to another available program (if any) as may be offered by the University for which the student is qualified.
8. In the event that a student has enrolled, the University will use reasonable efforts to “teach the program out,” but cannot guarantee to do so. If the University cannot “teach out” a program of study, it will use reasonable effort to facilitate the transfer of a student to an equivalent program for which the student is qualified and which has places available within the University or at a different University.
Appendix #3

SCU Policy Approval Process

1.9.2 Policy Approval Process
1.9.2.1 Academic Policies
Proposed new academic policies or proposed changes to existing University academic policies may be initiated by the Board of Regents or one of its committees, the Faculty Senate or one of its committees, the President’s Cabinet, the Dean’s Council, other appropriate University standing committees, as well as by the Vice President for Academic Affairs or the President. All proposed academic policy changes other than changes implemented directly by the Board of Regents are reviewed by the Faculty Senate and other appropriate University standing committees prior to final approval by the President’s Cabinet, the President, and the Board of Regents.

1.9.2.2 Curriculum and Academic Program Changes
Proposed changes to the University’s curriculum and/or academic programs shall follow the procedures set forth in Volume V of the SCUHS Policy Manual.

1.9.2.3 Administrative Policies
New policies or changes to existing administrative policies may be initiated by the Board of Regents following the procedures set forth in the Board’s Policy Proposal Policy. In addition, recommendations for new or revised non-academic policies may be proposed by any member of the University community, a University Standing Committee, or University organization. Such recommendations should be submitted to the President’s Cabinet. If the Cabinet agrees the policy should be developed, the matter will be assigned to an appropriate standing committee, task force, administrator, or University organization for development.

Once the policy has been developed by the appropriate standing committee, task force, administrator or University organization, it will be returned to the President’s Cabinet. The President’s Cabinet will review the proposed policy for the following:

1. Conflicts between the proposed policy and other University policies;
2. Consistency with laws or other external regulations germane to the policy;
3. Consistency with the mission of University.

Once the policy has been reviewed by the President’s Cabinet, it will either: recommend the policy to the President and Board of Regents for adoption; refer the policy to the appropriate standing committee for further development with suggested changes; or recommend to the President that the policy not be adopted. After approval by the President and the Board of Regents, the policy will be posted and disseminated to the University community.