



PONCE
HEALTH SCIENCES UNIVERSITY

2022-2023

**ACADEMIC
CATALOG**

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EQUAL EDUCATIONAL OPPORTUNITY POLICY

Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values, equality of opportunity, human dignity and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Revised: 2021

ACADEMIC CALENDARS

CAMPUS FALL 2021	PSYD (New & Continuing) FALL	MD/MSMS (FALL 22 Cohort) FALL	MSMS (SPRING 22 Cohort) FALL
Orientation	August 2-4	July 21-29	N/A
Tuition & fees due	August 5	July 29	August 5
First day of classes	August 8	August 1	August 8
Last day to add/drop	August 12	August 5	August 12
Enrollment certification	August 26	August 19	September 26
HOLIDAY-Labor Day	September 5	September 5	September 5
HOLIDAY-Thanksgiving break	November 24-25	November 24-25	November 24-25
Last day to withdraw (W)	November 28	December 2	November 28
Last day of classes	December 9	December 16	December 16
Commencement	N/A	N/A	TBD
Winter recess- CAMPUS CLOSED	December 23- January 3	December 23- January 3	December 23- January 3

CAMPUS SPRING 2022	PSYD SPRING	MD/MSMS (FALL 22 Cohort) SPRING
Orientation	N/A	N/A
Tuition & fees due	January 9	January 9
First day of classes	January 9	January 9
Last day to add/drop	January 13	January 13
HOLIDAY-MLK Jr. Day	January 16	January 16
Enrollment certification	January 27	January 27
HOLIDAY-Presidents Day	February 20	February 20
HOLIDAY-Easter break	April 6-7	April 6-7
Last day to withdraw (W)	May 5	May 12
Last day of classes	May 19	May 26
HOLIDAY-Memorial Day	May 29	May 29
Commencement	N/A	June 3

HOLIDAY = campus operations closed

*HOLIDAY=
campus
operations
closed*

CAMPUS SUMMER 2023	PSYD	MD/MSMS
Orientation	N/A	N/A
Tuition & fees due	June 1	June 1
First day of classes	June 1	June 1
Last day to add/drop	June 8	June 8
Enrollment certification	June 15	June 15
HOLIDAY-Juneteenth	June 20	June 20
HOLIDAY-Independence Day	July 4	July 4
Last day to withdraw (W)	July 14	July 14
Last day of classes	July 28	July 28

MSMS ONLINE SUMMER & FALL 2022			
SUMMER 2022		FALL 2023	
Tuition & fees due	May 6	Tuition & fees due	August 26
First day of classes	May 9	First day of classes	August 29
Last day to add/drop	May 13	Last day to add/drop	September 2
Enrollment certification	May 27	Enrollment certification	September 16
HOLIDAY-Memorial Day	May 29	HOLIDAY-Labor Day	September 5
HOLIDAY-Juneteenth	June 20	HOLIDAY-Thanksgiving	November 24-25
HOLIDAY-Independence Day	July 4	Last day to withdraw (W)	December 3
Last day to withdraw (W)	August 6	Last day of classes	December 10
Last day of classes	August 20	BREAK	Dec. 11-Jan. 8
BREAK	August 21-28		

MSMS ONLINE SPRING & SUMMER 2023			
SPRING 2023		SUMMER 2023	
Tuition & fees due	January 6	Tuition & fees due	May 5
First day of classes	January 13	First day of classes	May 12
Last day to add/drop	January 13	Last day to add/drop	May 12
HOLIDAY-MLK Jr. Day	January 16	HOLIDAY-Memorial Day	May 29
Enrollment certification	January 27	Enrollment certification	May 26
HOLIDAY-Presidents Day	February 20	HOLIDAY-Juneteenth	June 20
Last day to withdraw (W)	April 10	HOLIDAY-Independence Day	July 4
HOLIDAY-Easter break	April 6-7	Last day to withdraw (W)	August 5
Last day of classes	April 23	Last day of classes	August 19
BREAK	April 23-May 7	BREAK	Aug. 20-Sept. 4

ABOUT PONCE HEALTH SCIENCES UNIVERSITY

Ponce Health Sciences University (PHSU) is dedicated to providing the highest quality graduate medical education programs, building on over 40 years of enhancing the medical profession and supporting the communities of our students, staff, and faculty. Today, PHSU has locations in Ponce and San Juan, Puerto Rico, and St. Louis, Missouri, offering students the opportunity to pursue a number of fields of study while also developing critical cultural competencies.

After being founded in 1977 by the Catholic University of Puerto Rico with its main campus in Ponce, Puerto Rico, Ponce Medical Foundation, Inc. was acquired by Arist Corporation in September 2014 to operate Ponce School of Medicine and Health Sciences, which was renamed Ponce Health Sciences University. At the same time, Ponce Research Institute was established under the direction of Dr. Kenira Thompson.

As part of this transition, Dr. David Lenihan was selected to lead Ponce Health Sciences University as President, building on his past experience as Dean of Touro College of Osteopathic Medicine in New York. As President, he worked alongside other members of the faculty and staff and leveraged an extensive knowledge of the medical field, a desire to cultivate a portfolio of emerging medical technology, and the existing resources of PHSU to enhance and expand its graduate medical education programs. In 2018, Ponce Health Sciences University established an extension center in San Juan, Puerto Rico on the Universidad del Sagrado Corazón campus. This campus offers the following degrees: Master of Science in Medical Sciences, Doctorate in Clinical Psychology, and Master of Science in School Psychology.

The university again extended its reach in 2018 and established a regional campus in St. Louis, Missouri located in the historic Globe building in downtown St. Louis. This campus initially offered the Master of Science in Medical Sciences and the Doctorate in Clinical Psychology program. The Ponce Health Sciences University School of Medicine announced the expansion of its MD program to include students in St. Louis. In July 2022, the institution moved from the historic Globe building to its new downtown location at 2351 Market Street.

MISSION, VISION & GOALS

MISSION

The mission of Ponce Health Sciences University (PHSU) is to provide a world-class, culturally competent, health sciences education to the population we serve, through innovative adaptive learning environments focused on the success of its students to become ethical practitioner's and scientists.

VISION

The PHSU vision is to build upon its reputation as a prestigious academic and research leader by continuing to educate underrepresented diverse populations while focusing research efforts on solving health disparities.

GOALS

1. To continue its commitment to excellence in educational achievement by recruiting outstanding diverse students and faculty and providing the appropriate resources for the development of high-quality academic programs.
2. To expand its academic and professional educational offerings to include other health related fields.

3. To enhance recognition of the institution's commitment to excellence in basic and clinical research, scholarship, and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
4. To expand and improve its high quality medical, mental health, diagnostic and therapeutic services.
5. To continue to be an institution that prepares ethical professionals and scientists that contribute to society in general and to Puerto Rico in particular.

GOVERNANCE

BOARD OF DIRECTORS

Chair	Daniel Pianko, MBA
Member.....	Ryan Craig, JD
Member.....	Gregg Rosenthal, MBA
Member.....	Ramon Torres, DBA
Member.....	Aracelis Vidal Rivera
Member.....	Francisco J. Cerra-Fernandez, M.D.
Member.....	Charles Rose, JD
Member.....	David Boodt, JD
Secretary.....	Guillermo Pico, JD
Ex-Officio Member	David Lenihan, Ph.D.

ADMINISTRATION

President/CEO	David Lenihan, Ph.D.
Chancellor.....	Jose Torres-Ruiz, Ph.D.
Campus Director.....	Stefani Schuette, Ed.D.
Chief Financial Officer.....	Carlos Rojas, MBA
Dean, Medicine	Olga Rodriguez, M.D.
Dean, Brain & Behavioral Sciences.....	Nydia Ortiz, Psy.D.
Associate Dean, MSMS.....	Darah Fontanez, Ph.D.
Associate Dean, Academic Affairs - STL.....	Ferrahs Abdelbaset, DC
Dean, Enrollment Management & Student Services - STL	Palka Kumar, MBA
Associate Dean, School of Medicine	Mildred Olivier, MD, FACS
Director, Clinical Psychology	Lisa Elwood, PhD, HSPP, ABPP

CENTRALIZED SUPPORT ADMINISTRATORS

Vice-President of Strategic Planning and Institutional Development	Israel Alexander Ruiz, JD, MBA
Dean of Curriculum and Academic Affairs.....	Elizabeth Rivera Mateo, Ed.D.
Vice President of Student Affairs.....	Elisandra Rodríguez-Moreno, MS
Vice President for Marketing and Enrollment.....	Emsley Vázquez-Colón, MS
Vice President of Finance.....	Bethzaida Cruz, MBA, CPA
Chief Compliance Officer	Waleska Murphy, JD
Financial Aid Manager.....	Miriam Gaud, MBA
Registrar.....	Ivette Oliveras, MBA
Director, Educational Technology & Online Division.....	Carlos Sellas, PsyD

ACCREDITATION

Licensed by the Missouri Department of Higher Education and Workforce Development. Additional information regarding this institution may be obtained by contacting the Commission at:

PO Box 1469
Jefferson City, Missouri 65102
Phone: 573-751-2361
Web: dhe.mo.gov

INSTITUTIONAL ACCREDITATION

The institution is accredited by the **Middle States Commission on Higher Education** (MS-CHE), accreditor for institutions of higher education in Puerto Rico. The next accreditation visit is scheduled for 2026-27.

Contact Information

Middle States Commission on Higher Education
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
Phone: 267-284-5000
Fax: 215-662-5501
Web: msche.org

The MD program in the School of Medicine is accredited by the **Liaison Committee on Medical Education** (LCME).

Contact Information

Liaison Committee on Medical Education American Medical Association
330 North Wabash Avenue Suite 39300
Chicago, IL 60611–5885
Phone: (312) 464-4933

Liaison Committee on Medical Education
Association of American Medical Colleges
655 K Street, NW Suite 100
Washington, DC 20001-2399
Phone: 202- 828-0596
Web: www.lcme.org

CAMPUS LOCATION & FACILITIES

Ponce Health Sciences University – St. Louis

2351 Market Street
St. Louis, MO 63103

The facilities at 2351 Market Street, St. Louis, MO 63103 contains approximately 57,000 square feet. The campus contains lab space, lecture halls, rec area, administrative office space, classrooms, a library, and open study space. The classrooms and lecture halls have appropriate tables to accommodate students and their electronic devices and are outfitted with audio visual technology necessary for instruction. The library features a small collection of physical texts and students have access to a larger digital library which is available beyond normal school hours.

MISREPRESENTATION

Ponce Health Sciences University is dedicated to ensuring that consumer information is not misrepresented in our communication and marketing strategies. We define misrepresentation as follows:

Any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student, or any member of the public, or to an accrediting agency, to a State agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

ADMISSIONS INFORMATION

Applicants to Ponce Health Sciences University are selected on the basis of scholastic achievement, fitness, and aptitude for the study and other personal qualifications. The Admissions Committees also give consideration to the use of language, special aptitudes, mechanical skills, stamina, perseverance, and motivation. Students are admitted on the basis of individual qualifications, regardless of disability, sex, race, religion, age, national origin, marital status, neither sexual nor political orientation.

PHSU Admissions Office and the Admissions Committees act in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Once the candidate is accepted, if he/she needs special accommodations, he/she is responsible to contact the Academic Affairs Office for further information. It is the student’s responsibility to make his/her condition known to PHSU Administrators and to seek out assistance.

Applicants with disabilities will be evaluated on a case-by-case basis in accordance with the technical standard guidelines of the program. All students must possess the physical and emotional capabilities required to independently undertake the full curriculum and to achieve the levels of competence required by the faculty. For the full accommodations policy, please see page 25.

For admission standards and criteria specific to particular graduate programs or schools, please refer to the sections of this catalog that describe those programs specifically.

READMISSIONS

Ponce Health Sciences University (PHSU) students dismissed from a program for academic reasons will not be readmitted to that program. No student will be allowed readmission to any program after dismissal for disciplinary reasons.

A readmission is defined as a candidate who previously attended PHSU, withdrew and requested admission to the same or another program after one year of inactivity.

Candidates with a withdrawal status returning to the same program inactive for less than a year will be considered re-entries.

PHSU will consider for readmission students who voluntarily withdrew from the program for medical or personal reasons and were in good standing for Satisfactory Academic Progress at the time of the withdrawal. Administrative withdrawals may be considered for readmission on a case-by-case evaluation basis if the administrative withdrawal does not respond to a dismissal.

The application for readmission will be submitted to the Admissions Office, readmission applicants must meet all requirements at the time of application for readmission.

Those students who were inactive less than a year will submit the re-entry application in the Registrar’s Office and must meet all the requirements at the time of application.

Readmissions and re-entry applications will be evaluated by a Readmissions Ad Hoc Committee composed of the Academic Department Dean or its delegate, the Dean of Enrollment Management and Student Services or its delegate and representation from the student services offices.

After evaluation of readmissions by the Committee, the candidates may be:

- Denied re-admission
- Admitted and one of the following:
 - Required to re-enter the first-year class
 - Required to repeat incomplete (I) courses
 - Allowed full credit of work successfully completed
 - Transfer some credits to a different program
 - Other considerations.

A student readmitted to any program must abide by the curricular requirements and the rules and regulations in effect at the time of readmission.

Re-entry applicants who comply with basic requirements will be evaluated by the Committee and receive one of the following determinations:

- Denied re-entry
- Authorized re-entry and one of the following:
 - Required to complete (I) courses
 - Allowed full credit of work successfully completed
 - Other considerations

ACADEMIC INFORMATION

ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance at clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absences may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

CREDIT HOURS POLICY

PHSU has revised the policy for the assignment of credit hours for existing and new academic programs and coursework in order to comply with the credit hour definition as required by the Higher Education Opportunity Act (HEOA) to those institutions that receive Title IV funds from the US Department of Education.

At PHSU students will gain one credit hour for each 15 hours of scheduled class or faculty instruction. Every hour of required activity is considered a contact hour, including lecture, small group discussion, and laboratory time.

Established and new courses should be reviewed by the corresponding curriculum committees for compliance and implementation of this policy.

The Office of the Chancellor will oversee the compliance of the credit hours policy described herein.

STUDENT CLASSIFICATION/STATUS

ACADEMIC CLASSIFICATION

Each academic program specifies the criteria for full time, half time and less than half time classifications.

STUDENT STATUS (FULL-TIME OR HALF-TIME)

Graduate Students: A student with 6 or more credits per semester/trimester will be considered a full-time student. A student with 3 to 5 credits per semester/trimester will be considered a half-time student and a student with less 3 credits will be considered a less than half time student.

CHANGE OF GRADE POLICY

Once the professor reports the grade for a course to the Registrar's Office, it is not subject to amendment without the written authorization of the faculty member and Program Director. The only reasons for a change of grade are the following:

1. Removal of incomplete grade. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) by the following semester or an administrative "F" will replace it.
2. A clerical error made by the Professor or Registrar.
3. When fraud or unethical conduct by the student has been proven in the obtainment of the grade.

A student who wishes to appeal a grade must do so within thirty (30) calendar days of its award. At the end of each semester/trimester, Students will receive a notification about the availability of grades in the My Campus Portal.

COURSE NUMBERING SYSTEM

PHSU course numbers consist of a three-letter alpha prefix followed by a four-digit course number. The three-letter alpha prefix identifies the academic discipline. See Course Descriptions in each academic program.

ADMINISTRATION ANNOTATION, COURSE NUMBERING AND GRADING SYSTEM

For administrative purposes, the University has established the following annotation system:

P..... Pass

NP..... Not Pass

IP..... In Progress (*Applies only to Dissertation/Thesis and Field Works*)

E..... Extended (*Applies only to Internship and Field Works*)

I..... Incomplete

W..... Withdrawal

AW..... Administrative Withdrawal

D..... Dismissal

R..... Repeated (*Modifier to another grade*)

The difference between “IP” and “E” is that when “IP” is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When “E” is recorded the student continues activities of the course without involving a separate registration.

GRADE	ALL OTHER PROGRAMS	MSMS PROGRAM	POINTS
A	90-100	87-100	4
B	80-89	77-86	3
C	70-79	67-76	2
F	Below 70	Below 67	0

(Refer to Academic Programs' section for the grading system)

The grading scale is subject to change each semester as determined by course faculty and the programmatic curriculum committees.

WITHDRAWAL, ADD, AND DROP

ADD/DROP

It is the student's responsibility to verify in the academic calendar, add/drop periods for each semester/trimester. A fee is required for each class dropped or added, please refer to the tuition and fee schedule.

The student has the option to add/drop courses until the first week of classes at the beginning the semester/trimester. The add/drop form will be initiated by the student, and it is submitted to the Registrar's Office within the deadline established

After the first day of semester/trimester, added courses must be paid in full at the time they are added. Students must add a course by the end of the first week of the semester/trimester.

WITHDRAWAL

In order to withdraw from a course after registration the student must complete and submit the corresponding form to the Registrar's Office. After the established deadline (approximately four weeks after the beginning of the semester/trimester) a “W” will be posted on the transcript. Withdrawals after the add/drop period will be counted as credits attempted.

Administrative Withdrawal for Failure to Re-Enroll

A student that is not enrolled after the second week of classes, at the beginning of the academic period and does not have a leave or approved permission to be absent will be considered for administrative withdrawal and the institution might initiate the corresponding action.

Withdrawal from School

A student that decides to withdraw from the School must submit a written request and reasons for withdrawing to the Associate Dean of Academic Affairs stating their reasons for the withdrawal. Once the Associate Dean has accepted the written request, the student shall proceed as follows:

1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.
2. The student must obtain clearance for withdrawal from the following:
 - a. Finance Office: Must state that the student has no outstanding debts to the School before any other step is taken.
 - b. Financial Aid Office: Students, who have applied for or obtained any kind of financial aid or loan through the School, must attend an exit interview and obtain the signature of the Financial Aid department.
 - c. Student Affairs or any other department prescribed on the Clearance form. Students must obtain the signature of the Dean.
 - d. Registrar: After all signatures have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.
 - e. The student must settle all financial obligations with PHSU otherwise no official transcripts or certifications will be issued.
 - f. Please refer to the academic calendar for last day to withdraw from classes.

LEAVING THE UNIVERSITY

Students that comply with all graduation requirements will receive their corresponding degree on the date established in accordance with the Conferred/Awarded Degree Policy.

Students can also leave the university for the following reasons:

1. Withdrawal – student voluntarily withdraws from the school/university.
2. Administrative Withdrawal – The University processes an administrative withdrawal because a student did not enroll or did not have approved leave or permission to be absent.
3. Dismissal – student that did not comply with the academic performance requirements or professional behavior requirements, stated in the Satisfactory Academic Progress Policy and was therefore, dismissed from the University.

Any student leaving the University must comply with the return of Title IV funds, if applicable, as stated in the Tuition and Fees section of the catalog.

LEAVE OF ABSENCE

The purpose of this policy is to establish the definition, policy and process for students requesting a Leave of Absence at Ponce Health Sciences University.

This policy applies to all students at PSHU. Authority to review and approve a leave of absence is held with the Registrar, Financial Aid Manager, Associate Dean of Academic Affairs, and Dean of Enrollment Management and Student Success.

Leave of Absence is defined as an authorized temporary interruption of a student's program of studies due to documented extenuating personal circumstances or medical reasons.

A student must request a leave of absence (LOA) from the Registrar's office at least 30 days prior to the LOA commencement date, unless medical or other circumstances require immediate authorization (e.g., automobile accident). A personal or medical leave may be authorized when a student is experiencing compelling personal and/or medical circumstances that are temporarily affecting his/her academic progress. A student requesting an LOA for medical circumstances must submit a physician's note certifying the medical problem or reason. The total time of leave cannot exceed 180 days within a 12-month period. A student who fails to return after an authorized LOA will be academically withdrawn and a R2T4 calculation will be performed. For student loan borrowers an exit counseling instructional letter will be sent to the student.

TRANSFER OF CREDITS

Transferability of credits to other institutions: PHSU cannot guarantee that its credits will transfer to another institution. Students are advised to check with the receiving school before assuming any or all credits will be transferable.

PHSU has established the following institutional policy to guide the transfer of credits into PHSU for the courses that students have taken at other academic institutions.

The maximum number of total credits that may be recognized shall not be more than 30% percent of the total number of credits in the curriculum, in order to complete the graduation requirements. Please refer to the academic program section of the catalog for program specific guidelines.

A formal/written request for the transfer of credits must be completed at the Admission's Office or with the Associate Dean of Academic Affairs. Requests for transfer of credits must be made no later than the second week of classes of the first trimester/semester for entering students at PHSU.

It is the responsibility of the student to provide the official catalog and transcript from the institution in which the courses were taken. Only original transcripts are accepted and must be sent directly from the University of Origin to the Registrar's Office at PHSU. Only graduate courses from institutions accredited by a regionally accreditation agency (MSCHE or equivalent) are eligible for transfer of credits.

An ad hoc transfer of credits committee consisting of representatives from Student Affairs, Academic Affairs, a faculty member, and the director of the program in which the student is enrolled will evaluate the requests and make the final decision based on institutional and programmatic transfer of credit policies and procedures.

CROSS REGISTRATIONS

Upon the approval of the Associate Dean of Academic Affairs, students enrolled in a Program may take courses from another graduate Program at PHSU in Missouri. The courses taken from the other programs must not be offered in their degree program.

A maximum number of credit hours for cross registration is determined by the Associate Dean based on the maximum free elective courses in the Program's curriculum.

The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration. If the student is a new entrance student completing prerequisites, a regular admission with conditions student status is allowed.

The process to be followed is:

- Student must submit a written request to his/her faculty advisor stating his/her intention with evidence of his/her status as a regular student with satisfactory academic progress. New entrance students will only submit a written request to his/her faculty advisor.
- The faculty advisor will consult with the faculty advisor from the other program to receive authorization.
- The primary faculty advisor will submit a written request to the Associate Dean of Academic Affairs for approval or disapproval. If it is approved, copy of the approval will be sent to the Registrar's and Financial Aid Office. For new entrance students, the Admissions Office will also receive a copy.

The Associate Dean will inform the student of the decision.

AUDIT POLICY

Application for admission as an auditing student at Ponce Health Sciences University must be received by the Office of Admissions prior to the beginning of the term of enrollment for which the applicant is requesting admission. The non-refundable application processing fee as published in the tuition and fees schedule must accompany the application, which is valid for one academic year. Should the student not enroll within one year of admission, the fee is forfeited.

In order to process an application, the following minimum documents are required: application and resume. Students with incomplete records will be administratively withdrawn. Authorization from the Chancellor is required to register. No more than a total of three audited courses are allowed.

Audit Students will pay 100 percent of tuition per course for personal and professional growth; no fees will apply. iPads will not be provided to auditing students. Auditing students are not required to take examinations. They will receive no credit, and no grade will be given. Auditing students are not eligible for financial aid.

This policy applies to Ponce Health Sciences University students or other students, and it is effective immediately.

All inquiries and application for admission should be addressed to the Admissions Office, Ponce Health Sciences University, 2351 Market Street, St. Louis, MO 63103, phone: 314-499-6806.

NON-DEGREE EXTENDED EDUCATION POLICY

PSHU Admissions Office supports Non-Degree Students (NDS) who are not enrolled in a degree or certificate program through PHSU-ST. LOUIS but would like to take a class. This includes:

- Alumni
- Visiting students and professionals
- Internship, thesis/dissertation, field work, or practicums are not included.
- Application for extended education admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requesting to take a course.
- A non-refundable fee must accompany the application (fee applicable as published in tuitions and fees)

In to process an application, the following minimum documents are required:

- Application, Curriculum Vitae (resume), official transcript from previous institutions, Certificate of No Penal Record, and letter of recommendation from the Director of faculty of his/her former program.

- Approval from Admission's Office and authorization from Chancellor is required to register.
- Clinical courses require authorization from the Program Director or department chair.

A non-degree seeking student will not earn a certificate or degree from PHSU-ST. LOUIS, but can take courses for a grade, earn credits and receive an official academic record.

NDS students may enroll in graduate-level courses. It is advisable that the applicant contact the department(s) offering courses of interest to ensure that their courses are available to non-degree seeking students.

Extended Education Application will pay the corresponding cost per credit for personal and professional growth. In addition, a library fee must be paid. The institution reserves the right to increase the tuition or other fees as deemed necessary. Tuition and fees must be paid on or before registration. All fees and charges are payable in US currency.

All inquiries and application for admission should be addressed to the: Admission Office, Ponce Health Sciences University, 2351 Market Street, St. Louis, MO 63103, phone: 314-499-6806.

The ND seeking students will not be eligible for financial aid. They must comply with the institutional norms and regulations. Each Program will provide a list of courses available for the ND extended education candidates.

INDEPENDENT STUDY COURSES

Independent study courses are designed to give flexibility to academic programming and to allow students to complete academic requirements under special conditions in addition to special course offerings. These special conditions include but are not limited to:

1. Availability of the professor.
2. The student requires the course to comply with his/her program sequence or for graduation, and the course is not being offered or the session is closed.
3. Inability to attend classes due to health reasons or other extenuating circumstances as approved by the Associate Dean and Director.

Special Restrictions that Apply

Any student will, with the recommendation of their academic advisor, and the professor and Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed 18 credits before requesting independent studies.

The following guidelines govern all independent study courses:

1. Only theoretical courses will be taken as independent studies.
2. No clinical, research or courses requiring a lab can be taken as independent study.
3. An independent study course will not exceed one academic semester/trimester. The student will not, in a given semester/trimester, take more than two independent study courses.
4. Courses being offered during the same session will not be taken as independent studies unless authorized by the Program Director.
5. During the session in which the student is enrolled in an independent studies course, the student must be registered in the institution as a regular student.
6. Under no circumstances will independent studies be authorized to students who have previously obtained a grade of "C" or lower in the same course.

7. The registration fees for independent study are the same as for regular courses.
8. An independent study course complies with the following required course regulations:
 - a. The grade for the course is due at the end of the regular session.
 - b. Registration for the course is during the regular registration period.
 - c. The student is required to take a written examination and/or additional requirements as approved by the professor.
 - d. The independent study course is based on the official syllabus.
9. The procedure for registering for an independent study course is:
 - a. The student must receive a clearance from the Registrar and the Program Director.
 - b. The student must obtain signed permission from the professor who will teach the course.
 - c. The permission form is then administratively forwarded to the Program Director who finally approves all independent study.
 - d. A student/professor agreement form must be filled out and signed at the Registrar's Office.
 - e. A session registration form must be completed with the Registrar.

STUDENT PROMOTIONS POLICY

The mechanism accepted by the Ponce Health Sciences University for the promotion, suspension, or dismissal of a student is described below. For practical purposes, the process will be divided according to the level of decision: Academic Department, Promotions Committee, corresponding Dean, and Chancellor.

DEPARTMENT LEVEL

Every department will establish a mechanism of student evaluation following the institutional policies. It is the responsibility of the Associate Dean of Academic Affairs to assess the academic, behavioral (attitudinal) and ethical performance of students. All information, evaluations, and observations about students must be documented each semester.

Faculty advisors must take immediate action upon a marginal or failing performance by notifying the student. The student should be allowed to provide an explanation as to the reasons for poor performance. Students in need of special help must be referred immediately to the Office of Student Success, who will try to identify the prevailing problem, provide help, or refer the student to whomever is needed for help.

Efforts will be made by each program or department to report regular examination grades within four (4) working days after the examinations. This is extremely important in order for the Promotion Committee to do its work on time.

PROMOTIONS COMMITTEE LEVEL

A standing committee will evaluate student performance as they progress through each academic year and is empowered to take action in case of poor academic progress or unacceptable behavior or attitudes.

The committee will analyze the information received from the programs or departments, and at its discretion will obtain the students version of the situation.

After each evaluation, the members of the Committee will determine the action they understand is the most suitable for each specific case. To do so they will follow the "Guidelines for Student Promotion" and the Satisfactory Academic Progress (SAP) policy of each academic program.

PROGRAM LEVEL

The chair of the Promotions Committee will refer its decision to the Associate Dean of Academic Affairs or his/her delegate. The Associate Dean or delegate will notify the student about the action of the committee and remind him/her about the right to appeal.

Students notified that they are to repeat the whole year or to be dismissed, have the right to appeal to the Associate Dean within five working days after receiving the notification.

The appeal or due process for dismissal approved by the Executive Policy Committee presented below must be followed.

DUE PROCESS

The Associate Dean of Academic Affairs will evaluate the appeal and the student's academic record. Rejection of the appeal by the Associate Dean is final. If the case does not merit dismissal, the Associate Dean can overturn the decision. Alternatively, at the sole discretion of the Associate Dean, he/she can appoint a three members Ad Hoc committee to re-evaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. Following the student presentation, the committee has forty-eight (48) hours to submit their recommendations to the Associate Dean. The Associate Dean will consider the Ad Hoc committee recommendations and make the final decision within forty-eight (48) hours. All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions by the Associate Dean are final.

GUIDELINES FOR STUDENT PROMOTION

The faculty of Ponce Health Sciences University have the responsibility to ensure that students perform in a manner consistent with the appropriate standards of scholarship and professional behavior. Students who do not meet these standards will be dismissed from PHSU, but they will be evaluated fairly and consistently.

Decisions affecting student status are delegated by the Chancellor to the Student Promotions Committee (SPC).

The SPC meets quarterly to evaluate the academic progress of students not meeting the minimal academic requirements of their program and holds annual meetings at the end of the school year, to recommend promotion to the next succeeding year, and to recommend students for graduation and honors.

Students not performing satisfactorily will:

1. Be notified in writing by the appropriate course director of their substandard performance and will be asked to schedule a meeting to develop a plan to improve their academic performance.
2. Receive communications from the Promotions Committee in the form of:
 - a. **Letter of Academic Concern** – Sources of help for the student will be indicated.
 - b. **Letter of Academic Warning** – Sent as a result of earning an interim “F” in two or more courses. This letter will indicate that continued performance at that level could lead to the student being placed on Academic Probation and will urge the student to seek extra help and counseling.
 - c. **Letter of Academic Probation** – This will be sent as a result of earning a final grade of “F” in one or more courses. A student receiving a final grade of “F” in a single course must be re-examined in that course before promotion. The letter will indicate that promotion to the next academic year can only occur after remediation of the deficiency. Remediation

will be through a mechanism acceptable to the department chairperson, and will be given only once, prior to the start of the next academic year. This shall take precedence over any other summer plans a student will have made. A student receiving two or more final “F’s” will be considered for either repetition of the entire year or dismissal.

The Promotions Committee shall also consider reports relating to attitude, integrity and ethical conduct. On the basis of such reports, the committee will issue a letter of concern or a letter of warning; determine that the student be placed on non-academic probation; or recommend to the Associate Dean or the Associate Dean’s designee that the case be investigated and considered for possible disciplinary action, which will include dismissal.

The same process will be followed in accordance with due process in cases of unacceptable attitudes or behavior. Departmental faculty will document the facts and the Associate Dean will refer them to the Promotions Committee. If the decision is to dismiss the student, the student has the right to the appeal process.

ACADEMIC INTEGRITY

Ponce Health Sciences University subscribes to the principle of Academic Integrity or Academic Honesty: Any type of academic dishonesty by students or faculty is unacceptable behavior at Ponce Health Sciences University. Two specific forms of academic dishonesty are cheating and plagiarism. The following sections describe Ponce Health Sciences University’s official policy in relation to these two forms of academic dishonesty.

CHEATING

Cheating is defined by the Merriam-Webster Dictionary as: to get something by dishonesty or deception. Cheating suggests using trickery that escapes observation. In an academic setting cheating usually refers to obtaining or sharing information using deception during examinations or other academic assignments.

Ponce Health Sciences University will enforce compliance with academic integrity and professional behavior. Any student that cheats on any examination may be subject to disciplinary action, including dismissal from the institution. Department faculty, chairpersons, and program directors must ensure that appropriate supervision is available for all examinations. Faculty members have the primary responsibility of ensuring the security and supervision of their examination.

Any type of communication among students during examination is strictly prohibited. All pagers and cellular phones must be turned off and must remain off throughout the examination. It is prohibited to use any unauthorized electronic devices.

Ponce Health Sciences University recognizes that it may be difficult in some cases to prove with certainty whether a certain behavior is sufficient evidence of cheating. The following behaviors during an examination could be considered evidence of cheating:

- Looking at another person’s examination.
- Talking to another student during an examination.
- Consulting notes or materials, including use of electronic devices, not specifically authorized by the instructor during an examination.
- Employing a surrogate to take an examination.
- Falsifying a signature or misrepresenting someone on attendance sheets for a class, examination, or any compulsory didactic activity.

- Stealing a test or any other material.
- Engaging in any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining information.

Any student exhibiting behavior consistent with cheating during an examination will be reported to the Associate Dean of Academic Affairs. This person will evaluate the evidence and if found sufficient, will inform the Dean of Enrollment Management and Student Success. They will investigate the incident and if cheating is proven, the student will be referred to the Student Promotions Committee or the Associate Dean of Academic Affairs with a recommendation for dismissal from Ponce Health Sciences University.

PLAGIARISM

Plagiarism is defined by the Random House Webster Dictionary (1997) as: the unauthorized use of the language and thoughts of another author and the representation of them as one's own. Ponce Health Sciences University considers such behavior as unacceptable from any person in the academic community. Behaviors that are considered examples of plagiarism include:

- Appropriating ideas by another author as the presenter's original ideas.
- Copying word by word the work of another person without due citation.
- Downloading information from the internet and presenting it as original work.
- Presenting work as the result of the presenter's independent effort without acknowledging the contribution of co-authors or collaborators.
- Taking a report or work done by another person (or purchasing it from internet or other sources) and presenting it as his/her own.
- Any other action in which people are led to believe that what is presented is an original work when it is not.

Informal Procedure of Intervention with Alleged Plagiarism

Ponce Health Sciences University recognizes that in some occasions, people unknowingly engage in conducts which could be defined as plagiarism. The Institution encourages an informal approach to resolving concerns about plagiarism. In the case that a faculty member observes conduct of alleged plagiarism in a student or other faculty member, an informal discussion about the problem may resolve and clarify the issue. This will be the first step and will be initiated by the person observing the conduct. Every attempt should be made to respect the rights of the alleged violator.

Formal Procedure of Intervention with Alleged Plagiarism

A formal procedure occurs when a faculty member and a student or member of the academic community who allegedly engaged in plagiarism are unable to reach agreement on the alleged violation and resolution, or when the faculty member believes that the alleged violation is so serious as to warrant a formal proceeding.

If a member of the academic community decides to make a formal allegation of plagiarism by a student or other member of the academic community, she or he will make a written report to the Associate Dean of Academic Affairs. This person will evaluate the evidence and if found sufficient, will inform the Dean of Enrollment Management and Student Success. They will investigate the incident and if plagiarism is proven, the guilty person will be subject to disciplinary action which will depend on the seriousness of the violation and the particular situation in which the event occurred.

Possible actions include one or more of the following:

1. A note or letter placed in the individual's record.
2. Requirement to complete an alternative assignment or examination.
3. Repetition of a course.
4. A failing grade for an assignment.
5. A failing grade for a course.
6. Dismissal from Ponce Health Sciences University.
7. Any other disciplinary action exposed in the Offenses and Sanctions PHSU Policy.

Self-plagiarism is another undesirable practice in the academic environment. In self-plagiarism a person presents as new a piece of work that has already been presented for other purposes. In the sciences, self-plagiarism generally refers to the practice of submitting an article or presentation with the same data to more than one journal or scientific forum. The new article or presentation may differ only slightly from the original by changes to the title, format or order of the authors.

Ponce Health Sciences University encourages an informal approach as described previously to resolve concerns about self-plagiarism.

Any student or member of the PHSU academic community who has been subjected to a disciplinary action because of cheating or plagiarism has the right to appeal the decision. This appeal will be done according to the regular Due Process Policy of Ponce Health Sciences University.

HONOR CODE

In the pursuit for academic, personal, and professional excellence, every student follows an Honor Code which delineates PHSU-ST. LOUIS's standards of conduct and the student's commitment to such principles.

PREAMBLE

In their pursuit for academic, personal, and professional excellence, students of Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine the propriety of their conduct in relation to peers, members of the faculty, administration, and patients.

PRINCIPLES

- Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity.
- Students are encouraged to seek appropriate counsel if deemed necessary.
- Ethical growth should be coincident with academic growth among the student body.
- To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:
 - Each student must work independently and honestly on all examinations.
 - Plagiarism is considered a major ethical offense.
 - Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.
- The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty and administration.

REPORTING

A student or faculty member who observes or suspects a violation of the Honor Code shall submit a written report of the incident to the Dean of Enrollment Management & Student Success or Associate Dean for Academic Affairs. That representative will deliver the report of the incident to the Campus Director who will authorize an investigation. The Campus Director will appoint two investigators from Ponce Health Sciences University who will notify the accused student of the alleged violation, his/her rights, and the date of the Promotion Committee hearing. All suspected violations would be heard at the Promotion Committee.

DUE PROCESS

A student charged with violating this code is guaranteed the following safeguards:

- The student must be informed in writing of any charges at least 48 hours before the case is heard by the Promotion Committee.
- The student has the option of being excused from any tests, assignments, or examinations for a period of no longer than two days before or after the meeting of the Promotion Committee.
- The student has the right to be represented by counsel of his/her choosing at the Promotion Committee hearing.
- The student has the right to present witnesses at the Promotion Committee hearing.
- The student has the right to confront the accusers and to cross-examine any witnesses at the Promotion Committee.
- The student has the right to examine any evidence prior to the Promotion Committee hearing.
- All records of prior social or academic infractions having no direct bearing on the present charges shall be excluded from evidence.
- The student has the right, in the event of a not guilty verdict, to request that this finding be made public.

SANCTIONS

The following actions will be taken against a student who is found guilty of a violation of the Honor Code:

1. Reprimands such as: warning letter, verbal, or written admonition, place a letter with findings of violation in the formal academic record.
2. Probation: Any probation rendered by Promotion Committee shall be entered into the student's academic record, but shall be removed upon the defendant's graduation.
3. Failure of Course: The Promotion Committee will recommend to the Chancellor of Ponce Health Sciences University and subject to his/her final authority, that a student be given a failing mark in a course connected to the Honor Code violation.
4. Suspension: The student will be suspended for a minimum of one academic semester/trimester, and this will be entered permanently in the School academic record. The conditions for reintegration shall be stated in the order of suspension and must at least require the repetition of the academic semester in which the violation(s) occurred.
5. Expulsion: Permanent dismissal from Ponce Health Sciences University.

A combination of the above penalties deemed appropriate by majority vote of the Promotion Committee based on the severity of the infraction, past academic and other performance of the student, the student's attitude, and the student's potential for future performance.

APPEALING (DUE PROCESS)

The Campus Director will evaluate the appeal and the investigation report. Rejection of the appeal by the Campus Director is final. However, the Campus Director may overturn the decision. If the Campus Director has a reasonable doubt, about the student's allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to reevaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit its report to the Campus Director. The Campus Director will receive the Ad Hoc committee recommendations and make the final decision within forty-eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions made by the Campus Director will be final.

REASONABLE ACCOMMODATION

Ponce Health Sciences University (PHSU-ST. LOUIS) is an institution of higher education that is committed to the well-being of the students in all aspects of their life. Our purpose is to provide services to students in accordance with the "Americans with Disabilities Act of 1990" which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Also, in compliance with the Section 504 of the Rehabilitation Act 1973.

The Reasonable Accommodation Institutional Policy is a guideline to provide services based on these laws. All applicants accepted to PHSU-ST. LOUIS must be able to meet the technical standards (see recommendation for standard review) described in the PHSU-ST. LOUIS Admissions Policy. PHSU-ST. LOUIS is not required to modify its admissions requirements for applicants with disabilities if the prospective students are unable to meet them.

Accepted candidates that need special accommodations are responsible for contacting the Office of Academic Affairs; it is the student's responsibility to make their condition known to PHSU-ST. LOUIS designated officials and to seek out assistance. The impairment must be one that substantially limits a major life activity. If you have, a psychological disability or medical condition that you believe requires modification to the standards conditions, apply for accommodations.

PURPOSE

To ensure equal opportunities with disabilities in both academic and clinical settings, providing services and support for maximizing their capabilities.

DEFINITIONS

Disability: "Physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or perceived as having such an impairment." (ADA, 2008).

Major Life Activities: "include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working." (ADA, 2008).

Reasonable Accommodation: "Modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job." (U.S. Department of Education, 2007).

Qualified Individual with a Disability: “A person with disability who satisfies the requisite skill, experience, education, and other job-related requirement of the desired or held employment position and who, with or without reasonable accommodation, can perform the essential functions of the position that such individual holds or desires.” (ADA, 2008).

Assistive Technology: All types of equipment and support services technology that can enable equitable access that includes equipment created, adapted or modified to be used by a student with qualified impediment to maintain, improve, or increase their capabilities functional.

REASONABLE ACCOMMODATION PROCEDURE

Students with disabilities who wish to request reasonable accommodation must comply with the following:

Reasonable Accommodation Application for the First Time

- Complete Reasonable Accommodation Request Form and Certification of Disability form, which is available from the Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success. ***Students must submit the application and supporting documentation on or before the deadlines established: Fall term is August 31 and during the Spring term is January 31. For MSMS Online students: Fall term is September 30, Spring term is January 31 and the Summer term is May 30.***
- With the application, the student must include any medical, psychological or other relevant evidence that reflects the student’s disability and the current functional limitations. Documentation must be recent, shall not be more than six months prior to the date, or the request for accommodation and/or the date received by the Office of Academic Affairs. *(Please, refer below to each condition individually for specific documentation requirements.)*
- Evaluations performed by family members or friends are not acceptable.
- The healthcare provider should make recommendations suitable to a professional health science program setting.
- Include evidence of prior reasonable accommodations, if any.
- Must coordinate an interview with the Rehabilitation Counselor to evaluate the student’s needs.
- It is the responsibility of the student with a disability to request the accommodation with enough time in advance for the Reasonable Accommodation Committee to evaluate their request and submit the recommendations. The Committee will be evaluated within five (5) working days of receiving the request once the case is already accepted (admitted) into the program. The effective date of the accommodation will usually take one to four weeks if all the required information is provided, but this may vary according to the period necessary to evaluate and implement the accommodation.
- Once the Reasonable Accommodation Committee submits their recommendations, the Office of the Chancellor will notify the student, the Associate Dean, School of Medicine (St. Louis) or Director of Clinical Psychology, and the professors about the accommodations recommended no more than 5 working days after receiving said recommendation.
- For learning disabilities, attention deficit disorder, chronic illness, physical or sensory disabilities the accommodations will be valid for two years.
- For psychological disabilities, the accommodations will be valid for one year.
- A written notification with the approved accommodations and the effectiveness period will be sent to the student.

Guidelines for physical, visual, and other disabilities provided by organizations like the National Board of Medical Examiners, the Association of American Medical Colleges (AAMC) for the American Medical College Admission Test (MCAT), the Educational Testing Services (ETS), and other professional organizations will be revised during the determination.

The evaluation for reasonable accommodation is made once the student is admitted (accepted) into the academic program.

RENEWAL OF REASONABLE ACCOMMODATION

- At the beginning of each academic year, those students with an active reasonable accommodation must complete the Reasonable Accommodation Request Form again with the intention of renewing their approved accommodations, as well as requesting any modification, no later than August 31 (first semester) or January 31 (second semester). For MSMS Online students, no later than September 30 (fall trimester), January 31 (spring trimester), and May 30 (summer trimester). Students with accommodations with a 2-year effective period must complete the document near the end of the effective period. Students with active accommodations must also present evidence of participation in at least 2 contact hours of workshops, orientations, seminars, or webinars of topics related to their accommodation (betterment activities).
- The Reasonable Accommodation Committee reserves the right to request new evidence in cases if it is deemed necessary. In case of requested new documentation, the student can ask their health-care provider for updated clinical reports. The professional may supplement the original report with a letter describing any changes since the previous report.
- The student must wait for the Committee to extend the accommodation.
- The student must coordinate a follow-up appointment with the Rehabilitation Counselor.

***The Reasonable Accommodation Committee will not be able to proceed with a recommendation until all required documents have been received.*

PHSU-ST. LOUIS requires that the documentation come from a healthcare provider that has experience and expertise in the area related to the student's disability.

LEARNING DISABILITIES AND ATTENTION DEFICIT DISORDER

- Reports for Learning Disabilities and Attention Deficit Disorder should reflect the current functional limitations of the student and include the results of a battery of psychoeducational tests (psychoeducational or neuropsychological evaluation) designed to identify these impairments.
- In addition, a clinical summary must be provided. The summary must include recommendations of specific accommodations and assistive devices needed, and how they will reduce the impact of functional limitations.

CHRONIC HEALTH, PHYSICAL, OR SENSORY DISABILITIES

- Reports for Chronic Health, Physical, or Sensory Disabilities should reflect the current impact of the diagnosed condition and should indicate the prognosis of the condition.
- The report must describe any current treatment plan and include any coexisting conditions or suspected.
- In addition, a clinical summary of assessment procedures used to make the diagnosis, history of disability, evaluation results, observations, and recommended accommodations.

PSYCHOLOGICAL DISABILITIES

- Reports for Psychological/Psychiatric Disabilities should include current functional limitations and how they interfere in the educational environment, as well as, the severity, symptoms, and prognosis.

- In addition, clinical summary of assessment procedures that were used to make the diagnosis, history of disability, evaluation results, observations, and recommended accommodations.
- Documentation should state medications or other treatments that can affect the student functioning.

TEMPORARY DISABILITIES

PHSU-ST. LOUIS recognizes that individuals with temporary disabilities that are a result of injuries, surgery, or short-term medical illness may need access to services and resources similar to those with permanent disabilities. An expedited process is determined for these specific cases.

Students with temporary disability conditions that need assistance or modification in the academic setting must provide documentation from the healthcare provider to verify the nature of the condition, expected duration and describing the accommodation deemed necessary. If the anticipated recovery date is later postponed due to a change in the student's recovery prognosis, an updated note from the provider should be requested and kept on file. This evidence must be presented to the Academic Affairs Office.

The student can talk with the professors about any accommodation necessary for the duration of the impairment. If the student needs other modifications, such as accessible parking, they can contact the Rehabilitation Counselor for the required process. Temporary services are determined on a case-by-case basis. The effective date for an accommodation will take one week or less if all the required information is provided, but this may vary according to the period necessary to evaluate and implement the accommodation.

PREGNANCY

If medical complications from pregnancy arise, the student might become eligible for services under ADA law and can request accommodations under temporary disability.

TYPES OF ACCOMMODATIONS

Accommodations provided must allow a student to get an opportunity to benefit from the education program equal to that of nondisabled students. Accommodations that are not considered reasonable because they impose extraordinary difficulty or burden on the institution or require fundamental changes of academic standards or coursework may be declined. The professor is not obliged to offer reasonable modifications until he/she receives the written recommendations from the Office of Academic Affairs.

PHSU-ST. LOUIS Reasonable Accommodations include but are not limited to the following:

1. Didactic (classroom), exams, and labs setting
 - Additional time for exams
 - Breaks during class/exams
 - Reduced distraction environment
 - Enlarged print
 - Priority seating
 - Special seating
 - Alternative format test
 - Assistive technology (recording device, iPad, personal laptop, calculator, etc.)
2. Clinical setting
 - Scheduling vacation (time-off for disability-related appointments, absences)

3. Clinical skills exams

- Additional time for patient encounters (depends on the purpose of the assessment and the barriers experienced)
- Additional time for case or patient notes (depends on the purpose of the assessment and the barriers experienced)
- Reduced distraction environment

4. Physical accessibility

- Elevator
- Accessible parking
- Ramps

LICENSING, CERTIFICATION AND BOARD EXAMS

These exams are a critical part of a professional's advancement and require additional steps for student with disabilities requesting accommodations. The student must visit the official exam webpage for the guidelines and requirements for each individual exam. If you need help, you can schedule an appointment with the Rehabilitation Counselor of PHSU-ST. LOUIS. Being a Reasonable Accommodation participant at PHSU-ST. LOUIS does not guarantee approval of accommodations in external entities coordinating licensing, certifications, or Board Exams.

RIGHTS AND RESPONSIBILITIES

a. Student

I. Rights

1. An equal opportunity to access the courses, programs, services, and activities at the university
2. Request reasonable accommodations, academic adjustments, or services
3. Confidentiality of information regarding disabilities, except as disclosures are required or permitted by law.

II. Responsibilities

1. Self-Identification as student with disability
2. Submit required documentation
3. Request accommodation
4. Meet the technical standards of the program; and the academics and institutional requirements
5. Contact the Rehabilitation Counselor if the modifications are not being implemented
6. Follow procedures for requesting and maintaining accommodations
7. If changes occur in the condition or functional status, the student will be responsible for bringing properly updated Certification of Disability and recommendations by the specialist for the academic scenario.

b. University

I. Rights

1. Request and receive current documentation about disability
2. Suggesting appropriate accommodation upon documentation submitted
3. Deny any accommodation that fundamentally alters a course, program, or activity

II. Responsibilities

1. Keep a student record and guarantee the law provided confidentially to its documents and information
2. Determine accommodations
3. Assist with the implementation of the reasonable accommodation
4. Assist student when implementations are not properly implemented
5. Follow-up with students with disabilities

CONFIDENTIALITY

The ADA and Section 504 prohibits the unlawful disclosure and use of information concerning and individual's disability. The student disability records will be kept separate from the student's academic records.

GRIEVANCE AND RECLAMATIONS

If the student disagrees with the recommended accommodations, he/she may appeal the decision in writing to the Reasonable Accommodation Committee within 5 working days. If the reasonable accommodation committee reaffirms an adverse decision, the student may appeal to the Chancellor on or before five (5) working days.

The Chancellor may appoint an Ad-Hoc Committee of three members to review the case. The Ad-Hoc committee will provide a recommendation in a 48-hour time frame after its appointment. The Chancellor may accept or deny the recommendations. Decisions by the Chancellor are final.

DISCLOSURES

The Reasonable Accommodation Policy and other institutional policies can be found in the PHSU-ST. LOUIS Catalog. The PHSU-ST. LOUIS community can access these documents from the PHSU-ST. LOUIS website.,

INFORMATION AND COMMUNITY SUPPORT SERVICES

PHSU encourages all students with disabilities, regardless of accommodation factors, to obtain information, support and counseling, both on and off campus. Information, support and advice are available at both the St. Louis location and the main campus in Ponce. for anyone in the PHSU-ST. LOUIS community.

MILITARY STUDENTS

MILITARY LEAVE

The purpose of this policy is to establish the definition, policy and process for students requesting a Military Leave at Ponce Health Sciences University.

This policy applies to all students at PSHU. The Dean of Enrollment Management and Student Success, Registrar, Financial Aid Manager and the Associate Dean of Academic Affairs have the authority to review and approve a military leave.

Military Leave is defined as an authorized temporary interruption of a student's program of studies due to a call into active military service.

Ponce Health Sciences University (PHSU) supports its students who are members of a military reserve unit or the National Guard and are called into active military service by the United States. To assist them as well as protect and safeguard their status as PHSU students, the University has adopted the following guidelines:

- A student in good standing should immediately file a written request for a Military Leave with the Associate Dean of Academic Affairs with a copy of the military orders. All documentation must be delivered to the Office of the Registrar.
- A Military Leave will be granted for the term of service stipulated in the military orders. Any request to extend the Military Leave, should service require more than the period stipulated in the original orders, will be processed once official documentation from the student's branch of service is received by the Registrar and a written extension request is submitted by the student. To facilitate the return process, the Associate Dean's Office will notify the Registrar, so the student's record will be flagged as Military Leave.
- The student will receive a full refund of tuition and fees paid to PHSU if the request for a Military Leave is filed prior to the last day to drop classes.
- The student will have a choice of three options if the request for a Military Leave is received after the last day to drop classes:
 - a. A full refund of tuition and fees, no credit awarded for work completed during the semester.
 - b. An Incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees and a designation that the incomplete was incurred due to active military service. A student returning from Military Leave will have one Academic Year to complete their incomplete coursework once he/she is re-enrolled.
 - c. A grade in each course, if the professor of each class believes sufficient work has been completed.
 - d. Options B & C may be combined should circumstances warrant.

Student benefits (disability insurance, etc.) will be terminated on the date of withdrawal. For a refund of a pro-rata portion of any premium paid for disability insurance coverage, the student is required to provide a written request for a refund to the insurance carrier as provided in the certificate of coverage. Please contact the Dean of Enrollment Management and Student Success for information.

All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.

Students on Military Leave will be required to return university property, such as university computer equipment, library books, laboratory equipment, etc. in order to receive a refund or re-enroll.

RE-ENROLLMENT FROM MILITARY LEAVE

A student returning from Military Leave shall be guaranteed a place in a class at the beginning of the semester in which they seek to re-enroll.

If a student elected to take an incomplete in a course, upon re-enrollment the student should follow PHSU policies and regulations regarding the processing of incomplete coursework as applicable to their course of study. The Office of Enrollment Management and Student Success and the Office of the Registrar will give the student a proper orientation. If the course is no longer offered, or if the faculty member is no longer with the Institution, the returning student will receive a full tuition credit for a replacement course and the possibility of co-validation of coursework with current PHSU offerings will be considered.

A policy cannot address every circumstance that may arise when students are called to active duty. A student should consult with the Dean of Enrollment Management and Student Success and the

Office of the Registrar. Appeals of a decision may be made to the Associate Dean of Academic Affairs.

GRIEVANCE POLICY

Any student has the right to submit to the Dean of Enrollment Management and Student Success a written report of a concern or complaint of any violation of PHSU policies, including PHSU nondiscrimination policies, and/or professional ethics without any retribution or consequences.

Violation to PHSU regulations will not be tolerated. Verbal, psychological, or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any discriminatory practices or adverse activity will not be tolerated.

PROCEDURE

Any member of the academic community is expected to report any incident of abuse or violation of PHSU policies. The incident should be reported to the Dean of Enrollment Management and Student Success or designee.

The Dean of Enrollment Management and Student Success or designee will gather all pertinent information on reported cases. Early communication and intervention will lead to the resolution of the incident.

If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain the description of the action plan followed. A follow up on the incident will be made within six or eight weeks to ensure that there has been no retribution.

If the incident is not resolved, the Dean of Enrollment Management and Student Success will appoint three members to an Investigation Committee to re-evaluate the case. All parties involved will be informed of the composition of the committee and will have the opportunity to present any disagreement on the membership of the committee and the reasons for the challenge. If necessary; the School's legal counsel will be notified of the case and will be kept informed of the progress of the investigation. The Investigation Committee will review the information and make a recommendation to the Dean of Enrollment Management and Student Success for further action. The Dean of Enrollment Management and Student Success will inform the student of the decision. The whole process should be addressed within three months.

After receiving the notification by the Dean of Enrollment Management and Student Success, the student has the right to appeal the decision in writing to the Campus Director within seven working days.

The appeal or due process presented below must be followed.

APPEALING (DUE PROCESS)

The Campus Director will evaluate the appeal and the investigation report. Rejection of the appeal by the Campus Director is final. However, the Campus Director may overturn the decision. If the Campus Director has a reasonable doubt, about the student's allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to reevaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary.

The committee has seven (7) working days to submit its report to the Campus Director. The Campus Director will receive the Ad Hoc committee recommendations and make the final decision within forty-eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions made by the Campus Director will be final.

STUDENT COMPLAINT LOG POLICY

Last Revised: January 2021

This policy applies to administration, faculty, or students in all programs at Ponce Health Sciences University, St. Louis. Questions regarding this policy should be referred to the Dean of Enrollment Management and Student Success.

This policy governs the procedures by which the administration and faculty log any student related complaint and how the Student Complaint Log is maintained.

It is not intended to override the published grievance policy for students to formally report a complaint.

DEFINITIONS

A Complaint is defined as any grievance regarding any department, service, or person that arises during a student's time at PHSU. Examples include, but are not limited to the following:

1. A student complaint against another student, faculty, department, or service
2. A complaint from PHSU administration, faculty, or student against any student

An Informal Complaint is a complaint expressed either verbally or in writing to a relevant administrator or faculty member, which is not dealt with through a formal process of the University. It may involve a discussion with relevant parties in order to receive information and explore options on resolving the matter. It does not involve a formal investigation or the determination of evidence.

A Formal Complaint is defined as a concern which has not been resolved informally, and which is then set out in writing, and forwarded to the Dean of Enrollment Management and Student Success per the University's Grievance Policy.

POLICY AND PROCESS

All administration, faculty and students are required to log any informal or formal complaints via email to studentcomplaintsstl@psm.edu and to the corresponding Dean within 5 business days of receiving the complaint.

Informal complaints should be recorded within the body of the email and contain the following information:

- Name of Student
- Date the complaint was expressed
- Nature of the complaint (e.g., person, department, or service that the complaint is about and the circumstances and/or situation surrounding the complaint)
- Steps taken to resolve the complaint, the person that responded, and all documentation associated with those steps
- Date and final resolution, action or explanation regarding the complaint, including referral to the corresponding Dean if the complaint was not resolved and/or recommendation to the student to formally submit a written complaint following the University's documented Grievance Policy.

All formal written complaints should be recorded in the Student Complaint Log by the Dean of Enrollment Management and Student Success and contain the following information:

1. Name of Student
2. Date the complaint was expressed
3. Nature of the complaint (e.g., person, department or service that the complaint is about and the circumstances and/or situation surrounding the complaint)
4. Steps taken to resolve the complaint, the person that responded, and all documentation associated with those steps
5. Date and final resolution, action or explanation regarding the complaint.

The Dean of Enrollment Management and Student Success is responsible for:

1. Maintaining a log of all formal and informal student complaints.
2. Ensures that the complaints are resolved by the Dean within 10-business days of receipt of informal complaints. Formal complaints follow the established guidelines of the Grievance Policy.
3. That the resolution is reported back to the Dean of Enrollment Management and Student Success.
4. The Dean of Enrollment Management and Student Success ensures that the resolution is recorded in the Student Complaint Log.

PHSU provides published policies on Grade Appeals and Grade Appeals are NOT considered as complaints that are to be included in the Student Complaints Log.

For students at the Missouri campus who are dissatisfied with the resolution offered by PHSU may contact the Missouri Department of Education at 573-751-2361 for more information on filing a formal complaint against the school.

REGISTRAR

The Registrar's Office is under the direct supervision of the PHSU Vice President of Student Affairs. The primary role of the Registrar is to maintain the permanent records and documents that pertain to each matriculated student's progress through medical or graduate school.

The main services offered by the Registrar's Office are to:

1. Prepare and maintain custody of all academic records following the regulations of the Buckley Amendment (FERPA)
2. Coordinate Registration Procedures
3. Coordinate Veterans Services
4. Provide certifications of Enrollment, Class Lists, and Deferments
5. Prepare the evaluation of records for promotion and graduation
6. Certify Degrees and Academic Standing
7. Certify Enrollment for USMLE Part I and II
8. Prepare, maintain and distribute the Official Transcript
9. Receive, record, and secure documentation for final course grades
10. Establish policies for access to student Academic Record in accordance with Federal Educational Rights and Privacy Act (FERPA)

CERTIFICATIONS

A fee will be charged to students who request academic certifications or certification of enrollment for other purposes. Certification for Income Taxes will be free of charge. Certifications for verification of Degree follows the same steps as for enrollment certification. (Must fill a request form and pay the corresponding fee as published in the tuition and fee schedule.)

TRANSCRIPTS

The student's academic record is an official document and copies are made upon the request of the student.

1. Official transcripts must bear school seal and will be sent directly to the Institution requested by the student.
2. Transcripts requested for personal use of the student will be handed to the student personally; if the student authorizes another person to come for the transcript, a written authorization is needed, and the person must have identification. Transcripts handed to the student must be labeled "student copy".
3. Student's undergraduate transcripts are confidential records kept for exclusive use of Ponce Health Sciences University Registrar's Office and will not be given to the applicant or third person under any circumstances.
4. No requests for transcripts or certifications will be honored if the student has outstanding debts to the University.
5. PHSU may withhold official transcripts if a student has an outstanding debt with the university. If a student has completed all graduation requirements the student will be provided with their diploma. If a student meets FERPA requirements, they may receive an unofficial transcript upon request regardless of any outstanding financial balance.

National Student Clearing House

Ponce Health Sciences University and the National Student Clearinghouse provide students with a safe and reliable tool where student can request Credit Transcript online. Students can order transcripts using a debit or credit card. Student's card will be charged once the request is processed. In addition, students will automatically receive an email confirming the request once it is processed. Students can also follow up online.

Requests will be processed in the order they are received.

Students must pay the corresponding fees per the institution and National Student Clearinghouse.

The processing time for the transcript is 5-7 business days after receipt of the request and payment.

The link to access to request a credit transcript online:

tsorder.studentclearinghouse.org/school/select

PRIVACY OF STUDENT RECORDS

The University adheres to all applicable regulations concerning the privacy or confidentiality of student records, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA). Faculty members are required to strictly comply with the University's FERPA policy in their administration and use of student records.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

For the purposes of this policy, Ponce Health Sciences University has used the following definition of terms.

1. **Student** – Any duly registered person who attends or has attended any of the Ponce Health Sciences University academic programs.
2. **Educational Records** – Any record (in handwriting, print, tapes, film or other medium) maintained by Ponce Health Sciences University is an agent of the School, which is directly related to a student, except:
 - a. A personal record kept by a staff member if kept in the sole possession of the maker of the record; the record must not be accessible or revealed to another person, except a temporary substitute for the maker of the record.
 - b. Records created and maintained by Ponce Health Sciences University to comply with the federal rules and regulations privacy preservation concerns.
 - c. An employment record of an individual, whose employment is not contingent on their student status, provided the record is used only in relation to the individual’s employment.
 - d. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
 - e. Alumni records containing student(s) information after they are no longer in attendance at Ponce Health Sciences University, and which do not relate to the person as a student.

Note: A college or university is required by Section 99.7 of the FERPA regulations to provide students annual notification of their FERPA* rights. Its policy must include the method it will use to inform students.

- Students will be notified of their FERPA rights annually by publication in the academic catalog;
- Students will be notified of FERPA rights annually by publication in the student bulletin; or
- Students will be provided a statement of their FERPA rights in their registration packets.

**The Family Educational Rights and Privacy Act of 1974*

PROCEDURE TO INSPECT EDUCATION RECORDS

- Students may inspect and review their own academic records upon approval of the Registrar.
- Students should submit a written request to the Registrar or Record Officer, which identifies as precisely as possible the record or records he or she wishes to inspect.
- The Record Custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given 15 days or less from receipt of the request.
- When a record contains information about more than one student, the student may inspect and review only the record related to the student.

RIGHT OF UNIVERSITY TO REFUSE ACCESS

Ponce Health Sciences University reserves the rights to refuse to permit a student to inspect the following records:

- a. Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the file before, January 1, 1975.
- b. Records connected with an application to attend Ponce Health Sciences University and that application was denied.
- c. Those records which are excluded from the FERPA definition of education records.

REFUSAL TO PROVIDE COPIES

Note: With an understanding that it cannot deny students access to their records, Ponce Health Sciences University is required to describe the circumstances in which it may deny students a copy of their education records.

Ponce Health Sciences University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

- a. The student has an unpaid financial obligation to the University.
- b. There is an unresolved disciplinary action against the student.

FEES FOR COPIES OR RECORDS

The fee for copies will be \$3 each. (Note: A college or university may not charge for search and retrieval of the records; however, it may charge for copying time and postage).

TYPES, LOCATIONS, AND CUSTODIANS OF EDUCATIONS OF RECORDS

Listing required. Types, Locations, and Custodians are examples

The following is a list of the types of records that Ponce Health Sciences University maintains their locations and their custodians.

TYPES	LOCATION	CUSTODIAN
Applicants Records	Admission's Office	Dean of Enrollment Management and Student Success
Admissions Records of Matriculated Students	Registrar's Office*	Registrar
Cumulative Academic Records (Current Students, after graduation, withdrawals and transferred students)	Registrar's Office*	Registrar
Disciplinary Records	Student Success Office	Dean of Enrollment Management and Student Success
Documents for Financial Aid	Financial Aid Office*	Financial Aid Manager

**All physical records are maintained at the main campus in Ponce, Puerto Rico*

DISCLOSURE OF EDUCATION RECORDS

Ponce Health Sciences University will disclose information from a student's education records only with the written consent of the student, except:

- The school officials who have a legitimate educational interest in the records. A college or university is required to specify the criteria for school officials and for legitimate educational interest. The following are Ponce Health Sciences University criteria: A school official is:
 - i. A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
 - ii. A person elected to the Board of Trustees.
 - iii. A person employed by or under contract to Ponce Health Sciences University to perform a special task, such as the attorney or auditor.

iv. A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of the student.
 - Providing a service of benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- To officials of another school, upon request, in which a student seeks or intends to enroll. FERPA requires a college or university to make a reasonable attempt to notify the student of the transfer unless it states in its policy that it intends to forward records on request.
 - To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
 - In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 - If required by a state law requiring disclosure that was adopted before November 19, 1974.
 - To organizations conducting certain studies for or on behalf of Ponce Health Sciences University.
 - To accrediting organizations to carry out their functions.
 - To parents of an eligible student who claim the student as a dependent for income tax purposes.
 - To comply with a judicial order or a lawfully issued subpoena.
 - To appropriate parties in a health or safety emergency.
 - Directory information as designated by Ponce Health Sciences University.
 - The result of any disciplinary proceeding conducted by Ponce Health Sciences University against an alleged perpetrator of a crime of violence to the alleged of that crime.
 - PHSU complies with the FERPA USA Patriot Act: Public Law 107-56: DCL April 12, 2002 Section 507. PHSU follows the provisions outlined in the regulations as follows: PHSU only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

RECORD OF REQUEST FOR DISCLOSURE

Ponce Health Sciences University will maintain a record of all requests or disclosure of information from student's education records. The record will indicate the name of a party making the request, any additional party to whom it may be re-disclosure and the legitimate interest the party had in requesting or obtaining the information. The record may be requested and reviewed by the parent or eligible student.

Directory Information

(Note: Disclosure of Directory Information is optional. If the opinion is exercised; a college or university is required to list the items it has designated as Directory Information).

Ponce Health Sciences University designated the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, previous school attendance, photograph, email, height and weight, honors, and education. Ponce Health Sciences University may disclose any of those items without prior written consent, unless notified in writing to the contrary by the student.

The following are not considered directory information: social security number, religion, ID Number, gender, race, grades, nationality, and GPA.

CORRECTION OF EDUCATION RECORDS

Note: Ponce Health Sciences University includes this policy a procedure for the correction of records.

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Below is the procedure to correct a record:

- a. A student must ask an official at Ponce Health Sciences University to amend a record. They should write the Ponce Health Sciences University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
- b. Ponce Health Sciences University, registrar or Record Officer, may comply with the request or it may decide not to comply. If it decides not to comply, Ponce Health Sciences University, registrar or Record Officer, will notify the student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- c. Upon request, the Registrar of Ponce Health Sciences University, will arrange for a hearing, and notify the student in advance (within a reasonable timeframe) of the date, place, and time of the hearing.
- d. The hearing will be conducted by a Hearing Committee of three members who are disinterested parties; however, the hearing committee members may be officials of the Institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issue raised in the original request to amend the student's education record. The student may be assisted by one or more individuals, including an attorney.
- e. Ponce Health Sciences University Hearing Committee will prepare a written decision based on the evidence presented at the hearing and it will be submitted to the Chancellor to take the corresponding action. The decision will include a summary of the evidence presented and the reason for the decision.
- f. If the Chancellor decides that the challenged information is not inaccurate, misleading, or in violation of the student's right to privacy, the student will be notified that they have a right to place in the record a statement commenting on the challenged information or a statement setting forth reasons for disagreeing with the decision.
- g. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If Ponce Health Sciences University discloses the contested portion of the record, it must also disclose the statement.
- h. If the Chancellor decides that the information is inaccurate, misleading, or in violation of the student's right to privacy, the Chancellor will order the registrar to amend the record and notify the student, in writing, that the record has been amended.

THE SOLOMON AMENDMENT AND FERPA

The Solomon Amendment requires institutions to provide directory-type information on students who are 17 years of age or older upon request of representatives of the Department of Defense for military recruiting purposes. This information- "student recruiting information" — includes: student's name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution at which the student was enrolled.

A request for student recruiting information under Solomon must be honored unless there is an exception in the law which precludes the institution from providing the requested information. The most important exceptions are that the university:

- a. Have a long-standing policy of pacifism based on historical religious tradition;
- b. Certify that such information is not collected by the institution;
- c. Certify that each student concerned has formally requested to withhold “directory information” “under FERPA from third parties.

The definitions of the terms “directory information” (FERPA) and “student recruiting information” (Solomon) are not synonymous.

All students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

TEACH-OUT POLICY

LAST REVISED: September of 2014

REFER QUESTIONS TO: Chancellor

SCOPE

This policy applies to administration and faculty in all programs of Ponce Health Sciences University (PHSU).

POLICY

The decision to close a degree or certificate program requires substantial planning and careful consultation with all those affected. Every effort should be made to inform everyone affected as fully as possible about the conditions leading to a decision of such importance and all available information should be shared. As the immediate interests of current students and faculty are most directly affected, their present and future prospects require sensitive and timely attention and involvement. The university teach-out policy aims to protect the interests of students and faculty and to satisfy the requirements established for the University by the Middle States Commission on Higher Education (MSCHE) and the Missouri Department of Higher Education and Workforce Development (MDHEWD) during this process.

In accordance with Federal regulations, the University is required to submit a teach-out plan to MSCHE and MDHEWD for approval if any of the following occurs:

- a. The institution notifies MSCHE and MDHEWD that it intends to cease operation entirely.
- b. MSCHE or MDHEWD terminates accreditation or the candidacy of an institution.
- c. The USDE notifies either MSCHE or MDHEWD that it has initiated an emergency action against the institution or an action to limit, suspend, or terminate an institution participating in any Title IV, Higher Education Act program.
- d. A State Licensing or authorizing agency notifies either MSCHE or MDHEWD that an institution license or legal authorization to provide an educational program has been or will be revoked.

More specifically, if the University decides to close an educational program, or the entire institution, one of the following options must be followed:

- a. Execute a Teach-Out Plan. The teach-out option occurs when the institution “teaches-out” currently enrolled students; no longer permanently admits students to programs; and terminates the educational program or the operations of an institution.

- b. Develop and implement a Teach-Out Agreement. The teach-out agreement option occurs when the institution enters into a contract with another institution or organization to teach out the educational programs or program.

Both teach-out plans and teach-out agreements must include the following information:

- a. Dates of termination and closure;
- b. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure;
- c. An explanation of how students will be helped to complete their program of study with minimal disruption or additional expense;
- d. How faculty and staff will be redeployed or helped to find new employment; and
- e. If closing an institution: signed copies of teach-out agreements with other institutions, if any; and arrangement for the storing of student records, disposition of final financial resources and other assets.

The teach-out plan addresses graduate students as well as prospective and currently enrolled students. The teach-out period and teach-out plan will vary by academic department and/or program and must be determined and approved in advance at all required levels, as specified under Responsibilities below.

DEFINITIONS

- **Degree Program.** A degree program is an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification in Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities.
- **Certificate Program.** A certificate program is a coherent course of study leading to the awarding of a credential. A college credit certificate is not intended as a degree, but as a supplement to a student's specific educational goals or professional career preparation. Completion of a college credit certificate generally is related to a specific field and usually associated with a limited set of occupations.
- **Educational Program.** A degree program or college credit certificate program.
- **Date of program termination.** The date on which the educational program is closed permanently to admission.
- **Date of program closure.** The date on which the last student in teach-out has completed the educational program.
- **Notification.** A letter from an institution's chief executive officer, or his/her designated representative, to MSCHE or CEPR summarizing a proposed change, providing the intended implementation date. The policy and procedures for reporting and review of institutional substantive change are outlined in the document Substantive Change: Institutional Closure or Institutional Status Requiring a Teach-out Plan.
- **Accreditation Liaison Officer (ALO).** The individual at the institution who is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by either MSCHE or MHEWD in the years between accreditations. With the Chancellor, the Accreditation Liaison Officer is responsible for the accuracy of all information submitted to either MSCHE or MHEWD and for ensuring ongoing compliance with standards, policies and procedures beyond reaffirmation. During the Reaffirmation Cycle, the Liaison serves on the Self-Study Teams and oversees all staffing aspects of the Reaffirmation process.

- **Teach-Out Plan.** The written plan and subsequent process by which the University provides institutional and academic support services to students enrolled in an educational program that has been discontinued. The teach-out process often extends well beyond the termination date (the date on which the site or program is closed permanently to admissions) to allow time for enrolled students to complete their program in a reasonable amount of time. The plan must provide for the equitable treatment of students in an institution.
- **Teach-Out Agreement.** A written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program.

PROCEDURES

Responsibilities

The Chancellor, the relevant Dean (and the Associate Dean, School of Medicine St. Louis or Director of Clinical Psychology) whose scope of authority involves an educational program being considered for termination shall inform and involved affected faculty and staff at the earliest possible stage of consideration. Once the decision to pursue closure of an educational program has been made, the relevant Dean shall forward a proposal to the Chancellor. The proposal should be developed with the involvement of faculty and students as possible and should outline the:

- Nature of the program,
- Reason for termination,
- Number of students currently enrolled,
- Progression statistics of students in the program,
- Resources used to offer the program,
- Financial savings, if any, realized from the termination,
- Explanation of how any students enrolled in the program will be helped to complete their program,
- Assessment of whether any faculty will be adversely affected by termination and
- Explanation of how affected individuals will be informed of the planned termination.

The Dean should be available to brief the Chancellor and, in the case of the institution closing, the Accreditation Liaison Officer of the pending decision. The Chancellor will work with the Dean to develop and coordinate presentations on the proposal to the President and the University Board of Directors.

The Dean and Chair shall work to develop a teach-out plan (See Appendix A, “Teach-Out Academic Plan”) and implement the notification elements of the plan for students and faculty. Appendix B provides a general summary used to brief faculty and students as “Sample Student and Faculty General Communication Summary.” Both current and prospective students should be notified as soon as practicable (See Appendix C and D for sample letters). The Dean is responsible for on-going monitoring and reporting on implementation of the teach-out plan. A monitoring report should be used to provide periodic reports to the Chancellor on the status of the teach-out. The monitoring report shall also be used to advise students of their progress in the teach-out. (See Appendix E, “Sample Program Monitoring Report.”)

The Executive Policy Committee shall review the initial proposal to terminate an educational program forwarded by a relevant Dean. The Faculty Committee will determine whether any faculty will be adversely affected by termination and act to implement provisions in the University Faculty Guidelines. The Executive Policy Committee shall notify the Chancellor and help facilitate the Chancellor presentation on the change to the President and the University Board of Directors.

The Chancellor will ensure the proposal for termination is brought forward for discussion to the President. The Chancellor will develop and coordinate the presentation on the proposal to the University Board of Directors and work with the relevant Dean to ensure all affected parties are notified on pending decision. The affected parties must include the faculty, students, the Council of Deans. Once the President and the University Board of Directors have approved termination of the program, the Chancellor will be updated periodically by the relevant Dean on the notification and approval process and will receive periodic updates from the relevant Dean on the implementation of the teach-out plan.

AFFECTED GROUPS

- a. Prospective students with active applications awaiting admission decisions to a degree program should be immediately advised to seek alternative programs by the appropriate unit, generally the academic department or program. Prospective students should be given as much time as practical to seek alternative opportunities. The academic department or program also should immediately suspend admission of new students.
- b. Prospective graduate students are those who have active applications awaiting admission decisions to an affected degree program. As soon as the decision to terminate is made, the appropriate unit, generally an academic department or program, should immediately suspend admission of new students and advise students who have already been offered admission that they must complete the degree program within a teach-out period. The graduate degree must be completed within the teach-out period. Such students must meet the minimum credit hour requirements for the degree.
- c. Graduate students currently enrolled in a terminated degree program should be given an opportunity to complete their degree programs. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Programs should be as flexible as possible in facilitating and allowing currently enrolled graduate students to complete their degree program. Such students must meet the minimum credit hour requirements for the degree.
- d. Graduate students previously admitted into a terminated educational or degree program who are not currently enrolled shall have their requests for readmission made on a case-by-case basis. At a minimum, the decision to readmit shall consider the ability of the department or program to offer needed courses within the teach-out period and the student's previous performance within the terminated educational program.
- e. Graduate students currently enrolled in a terminated certificate program should be given an opportunity to complete their certificate. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Students should expect to take a sufficient number of courses each semester, including summers, to enable them to complete all requirements within the teach-out period. The teach-out period will continue for no more than two academic years following the date of which notice of termination is given to students. The teach-out period will vary by certificate program and must be determined by the department and college with approval of the Chancellor. The certificate must be completed within the teach-out period. Such students must meet the minimum credit hour requirements for the certificate.
- f. Faculty should be involved in and informed of plans to terminate a degree or certificate program at the earliest possible stage of consideration. Faculty shall be informed of any potential layoff considerations covered by the University Faculty Handbook at the earliest possible stage of consideration and be kept apprised of recommendations forwarded to the University Board of Directors regarding plans to terminate a degree program or certificate program.

FINANCIAL INFORMATION

TUITION AND FEES

For specific and updated PHSU tuition and fees please refer to: stlouis.psm.edu.
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary.

CHANGE IN TUITION COST

Tuition is set by the Ponce Health Sciences University Board of Directors and is subject to change without advance notice. It is the students' responsibility to arrange to pay their total tuition, fees and full charges in order to complete their registration if they wish to be admitted to classes. Students who may be eligible for financial assistance should consult the financial aid office as early as possible.

REFUND POLICY

SEMESTER

Non-attendance and withdrawal after the add/drop period will be subject to the reimbursement policy established by PHSU which reads as follows:

- The Enrollment Deposit Fee guaranteeing registration is non-refundable.
- Students withdrawing prior to the start of classes will receive a complete refund for tuition and fees.
- Fees are non-refundable once the term has commenced.
- Students withdrawing on or before the Friday of the second week of classes will receive an 75% refund of tuition.
- Students withdrawing on or before the Friday of the sixth week of classes of the semester will receive a 50% refund of tuition.
- Students withdrawing on or before the Friday of the tenth week of classes of the semester will receive a 25% refund of tuition
- After the tenth week of class, tuition is non-refundable.

TRIMESTER

Non-attendance and withdrawal after the add/drop period will be subject to the reimbursement policy established by PHSU which reads as follows:

- The Enrollment Deposit Fee guaranteeing registration is non-refundable.
- Students withdrawing prior to the start of classes will receive a complete refund for tuition and fees.
- Fees are non-refundable once the term has commenced.
- Students withdrawing on or before the Friday of the second week of classes will receive an 75% refund of tuition.
- Students withdrawing on or before the Friday of the fifth week of classes of the semester will receive a 50% refund of tuition.

- Students withdrawing on or before the Friday of the eighth week of classes of the semester will receive a 25% refund of tuition
- After the tenth week of class, tuition is non-refundable.

The table below provides an example of an institutional refund calculation for a student who withdraws during a term beginning on 8/1/2022 and ending on 12/16/2022. The example tuition cost of the term is \$42,010.

LAST DAY OF ATTENDANCE	PERCENTAGE OF COST TO BE REIMBURSED	AMOUNT TO REFUND
08/12/2022	75%	\$31,507.50
09/02/2022	50%	\$21,005
09/23/2022	25%	\$10,502.50

The student is responsible for the outstanding balance in their account, after applying any financial aid for which they are eligible. Tuition refunds will be made within 45 days after the date the institution determines that the student withdrew. All tuition and fees are due on or before the first day of classes.

The Accounting Office is responsible for applying this policy to applicable student accounts.

MILITARY SERVICE REFUND POLICY

A student who withdraws from PHSU as a result of the student being called into active duty in a military service of the United States may elect one of the following options for each program in which the student is enrolled:

1. A full refund of any tuition and refundable fees for the academic term in which the student is enrolled at the time of withdrawal. No refund will be given for any academic term the student has completed.
2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.
3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has: Satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.

Refunds for new or returning students will be made within thirty (30) days of the date the institution determines the student has withdrawn. Withdrawal for purposes of this policy applies to both student-initiated withdrawal and any administrative withdrawal.

TITLE IV REFUND POLICY

The University will determine the percentage of attendance and the amount of financial assistance that the student did not earn when a student withdraws, does not return from an approved leave of absence, is expelled, or otherwise fails to complete the enrollment period for which the student was charged. The Department of Education Title IV funds will be returned according to the federal regulations and within a forty-five (45) period from the official date of determination of when the student ceased to attend.

FINANCIAL AID

FINANCIAL NEEDS ANALYSIS

The amount of funds allocated to the student depends upon the economic need that is determined by a process known as “needs analysis”. This procedure has two steps:

- Step 1 involves the evaluation of the data presented in the Federal Application for Student Aid (FAFSA) by the U.S. Federal Government to determine the “Expected Family Contribution” (EFC). The EFC is the amount that the student should contribute towards his/her cost of education.
- Step 2 consists of the following basic calculation: “Cost of Attendance” minus “EFC” equals Financial Need.

The student cannot receive financial assistance in excess of the determined “Financial Need”. If according to this formula, the student does not demonstrate financial need, the student may only qualify for non-need-based programs of financial aid. The total need based and non-need based funds allocated cannot exceed the total educational budget.

Awarding Funds: Upon review of the ISIR and after resolving any “C” codes or verification requirements, if necessary, the Staff of OSFA determines the financial need of each applicant.

The OSFA prepares an Award Letter that indicates the amount and type of Financial Assistance the student may receive. Those applicants that will be considered for scholarships are presented to the Scholarship Committee chaired by the Dean of Enrollment Management and Student Success. Scholarships are considered financial assistance and are included in the Award Letter as aid received.

Notification of Award: As soon as the awarding process is completed, the Award Letter is forwarded to each student. The Award Letter indicates the type and amount of the award allocated, the total COA used as determined by the OSFA, and the EFC. No response is required if the student accepts the awards. The student must respond within ten days if they wish to change or refuse any of the awarded aid.

Disbursement of Funds: The student is requested to authorize PHSU to credit the student’s account with any funds received on their behalf to cover tuition, fees, and other institutional charges. Funds received in excess of amounts due PHSU are disbursed either as a check or, if requested, an electronic deposit to a checking or saving account within 14 days of receipt.

Disbursement of funds for semester programs is at least once per semester. For trimester programs, disbursement is at least once per trimester. Certificate Programs receive disbursements at the beginning and mid-point of program year.

COST OF ATTENDANCE

The Cost of Attendance (COA) is an annual approximation of the expenses that a student will incur for their particular academic year and program. All the expenses that comprise the COA include the student’s program of studies, academic year, tuition and fees and other institutional expenses, plus a reasonable amount for living expenses.

APPLYING FOR FINANCIAL AID

Application Procedure: The applicant must complete the following documents by the specified deadline date:

1. All Students:
 - a. Complete the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA).
 - b. Submit PHSU required forms to the Office of Student Financial Aid by the deadline date.
2. New Entrance Students:
 - a. Complete the Entrance Counseling and Master Promissory Note prior to the disbursement of the student loan funds. If you cannot access the website, please arrange a personal interview with a staff member of the OSFA.

To receive financial assistance the student must:

- a. Be a U.S. Citizen or eligible non-citizen.
- b. Must be enrolled at least half-time
- c. If currently enrolled, must maintain satisfactory academic progress according to the norms established by the University.
- d. Cannot be in Default on any federal student loans or owe any refund on any federal student grant program at any previously attended institution.
- e. Have a valid Social Security Number
- f. Not be convicted of an illegal drug offense.
- g. Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that the student will use the federal student aid received for education purposes only.
- h. Demonstrate financial need for any need-based program
- i. Effective July 1, 2012 – Must have a high school diploma or General Education Certificate (GED).

Students must complete the FAFSA in order to determine funding eligibility.

FINANCIAL AID AVAILABLE

Institutional Scholarships to cover educational expenses are available for distribution. Annually Institutional funds are allocated to distribute among students. To be considered for available institutional funds, the student should email psmfinstu@psm.edu.

The United States Department of Education offers several major financial aid programs to help students finance their education. For those who qualify, PHSU participates in the following:

Federal Work-Study (FWS): Federal Work-Study provides part-time employment for students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to the student's course of study. Jobs are limited, and students must maintain a minimum required GPA and attendance percentage to qualify. FWS funds are available for undergraduate as well as graduate students. FWS funds are awarded by the OFSA.

William D. Ford Federal Direct Loan Programs: The Direct Loan program consists of low-interest loans for eligible students to help cover the cost of education. Eligible students may borrow directly from the U.S. Department of Education. Direct loans include Direct Subsidized, Direct Unsubsidized, Direct PLUS loans, and Graduate PLUS Loans. Undergraduate students may be eligible for Direct Subsidized, Direct Unsubsidized or a dependent student's parents' may be eligible to borrow a

PLUS loan to help pay for the student's education. Graduate students may be eligible for a Direct Unsubsidized Loan or a Grad PLUS loan. To apply for Federal Student Loans, the applicant must fill out the FAFSA and sign a Master Promissory Note (MPN). Federal Direct Loans have to be paid whether or not you complete the program.

We recommend that students monitor their Federal Loan borrowing history online at nslds.ed.gov/nslds_SA

The student applies for educational loans with our technical assistance. The interest rate of these loans is usually less than private loans. As of July 1st, the interest rate is set by the federal government annually. The most frequently processed loans are:

1. Federal Loan Changes

The Budget Control Act of 2011 was passed on August 2, 2011. Some of the provisions in the act impact federal student loan programs offered at Ponce Health Sciences University. These changes WILL NOT affect the amount of loan funding available. However, loan funding will become more expensive. Here are the key provisions affecting future federal graduate and undergraduate student loans:

- a. Graduate and Professional Students Only: Beginning July 1, 2012, all graduate and professional students will lose the interest subsidy on the Subsidized Stafford loan. The graduate Stafford loan program will become entirely unsubsidized, which means the loan will accrue interest while a student is in University. These changes will not affect the annual and aggregate borrowing limits. The maximum amount a student can borrow will remain at \$20,500 per academic year.
- b. Loss of "origination fee rebate" affecting Stafford, Grad PLUS: Beginning July 1, 2012, the full fee will be charged.
- c. Loss of interest rate reduction: The last change is the loss of the .25% interest rate reduction if you pay your loans electronically while in repayment.

2. Unsubsidized Stafford Loans

The fixed interest rate is established annually by the Federal Government, and the Federal Government does not pay the interest while the student is at the university. However, as an Institution participating in the previous HEAL program, the students in our MD, PsyD, MPH, PhD and DrPH programs may be eligible for an additional loan award.

3. Aggregate Amount of Loans

Doctoral students may obtain an aggregated \$224,000 in Stafford Loans of which \$65,500 can be Subsidized and \$158,500 Unsubsidized. Graduate students have an aggregated limit of \$138,500, of which \$65,500 are Subsidized Stafford Loans. The aggregated debt limit includes ALL LOANS, both undergraduate and graduate levels.

4. Graduate Plus Loan

There are no fixed annual or aggregate loan limits. A graduate or professional student may be awarded a PLUS loan for up to the student's cost of education minus other financial assistance. Credit will be verified, interest begins to accrue upon disbursement. Interest rate and Origination fee are set annually by the Federal Government and shared with the applicant during the application process on the website: studentloans.gov. Repayment begins immediately, but you may obtain a deferment while enrolled in the university. PLUS, loans have no grace period, so repayment begins upon graduation or withdrawal from the university.

5. Alternative Loans

There are several alternative loans programs for the health professional students. These are credit-based loans that may be used to supplement other types of financial assistance. The loan amounts vary from \$10,000 to \$20,000 or higher. The interest rate is variable, accrued while in university and usually based on the current “Prime Rate” plus a lender’s predetermined interest rate. Repayment may be up to 20 years. Alternative Loans sometimes provide funds to complete the remaining need after the student is awarded other financial aid. Due to the high interest rate that these loans represent, the student should seek these loans as a last resource to their financial need. The school does not have any preferred lender, therefore, openly processes those requests presented by any of our students.

FINANCIAL AID POLICIES-GENERAL POLICIES

1. Awards will be made to those applicants that meet the Satisfactory Academic Progress policy of the University as well as basic eligibility requirements.
2. Students requesting consideration for institutional, state and or any other scholarship program must provide confidential parents’ economic information on their FAFSA, if dependent, plus the student’s economic information as well as the PHSU application. Documentation to collaborate the parents’ or student’s information must be presented. Independent students must only provide their financial information.
3. Cancellation of any loan will result if the student fails to sign the Master Promissory Note (MPN), the Disclosure Statement or any other document required by the lending institution.
4. Cancellation of an award may result if the student and/or parents misrepresent and or provide false or incorrect information on any document. Since PHSU uses the FAFSA for establishing the student’s aid eligibility, and allocates funds received from the U.S. Federal Government, any misrepresentation may be subject to sanctions under provisions of the United States Criminal Code.
5. The student provides authorization for funds to be credited to the student’s account.
6. Funds received in excess of tuition and fees, creates a credit balance. The credit balance will be paid within 14 days from the date of disbursement.
7. Refunds due will be made according to PHSU’s refund policy for U.S. Department of Education Title IV and/or non- Title IV funds.
8. Students must report any information that modifies their financial data, such as a change in personal and/or family income, marital status, etc. If this update results in a change of eligibility and award, the Staff of OSFA shall communicate the same to the student.

PRIVACY OF INFORMATION

All activities and or documents submitted on behalf of an applicant for financial aid are strictly confidential. Without the written consent of the applicant, no information is released to anyone according to the FERPA regulations adhered to at PHSU with the exception of authorized personnel. If parents request non-disclosure, a student does not have accessibility to the documents submitted by the parents. PHSU does have the right to disclose information relevant to the determination of the financial aid for which a student has applied or received, and or the conditions set forth by the specific financial aid program.

LEAVE OF ABSENCE

One approved Leave of Absence (LOA) will be considered within any twelve-month period commencing with the first day of the leave and not to exceed 180 days. Students with an approved leave of absence are eligible for an “In-University Deferment” to allow delayed payment of educational loans. A student who takes an unapproved LOA is not given an “In-University Deferment”. The

student not returning on the specified termination date of the LOA will have lost the “In-University Deferment” status and the “Six Month Grace Period” would have begun retroactively from the first day of the leave of absence. The student will be administratively withdrawn, and their status will be reported to the US Department of Education.

SUSPENSION OF ELIGIBILITY FOR DRUG-RELATED OFFENSES

If convicted of any offense involving the possession of a controlled substance, a student’s eligibility for the Title IV Financial Student Aid Program will be denied for:

1. One year from date of the first conviction
2. Two years from date of the second conviction
3. Indefinitely after the third conviction

If convicted of any offense involving the sale of a controlled substance, a student’s eligibility for Title IV Financial Student Aid Programs will be denied for:

1. Two years from the date of the first conviction
2. Indefinitely after the second conviction

Eligibility may be restored if the student successfully completes a qualified drug and approved Federal Government Rehabilitation Program that includes passing two unannounced drug tests given by the program.

Appeal Procedure

Students who are denied financial aid may appeal the decision as follows:

- Submission of a written request for an interview with the Director of OSFA to review the awarding process.
- If not satisfied with the explanation, the student is referred to the Vice President of Student Affairs for review of appeal, outcome, and or any additional referral.

STUDENT FINANCIAL AID

Financial aid is available to those who qualify. The Office of Student Financial Aid (OSFA) is under the direct supervision of the Vice President for Student Affairs. The primary objective of the OSFA is to assist the students in reaching their educational career goals by providing information and technical assistance on the various sources of student financial assistance.

Technical assistance is provided in the completion and processing of all relevant financial aid applications for the federal and/or local government, as well as any private funding sources.

The staff of the OSFA, works as a team, to offer the following basic technical services to the students: Information about the diverse federal financial aid programs;

- Information about the scholarship/grants available at PHSU;
- Technical assistance in the completion of all forms/applications, including the Free Application for Federal Student Aid (FAFSA) (original and FAFSA renewal);
- Assistance in applying for Student Loans, as well as any other available aid;
- Entrance counseling for new borrowers;
- Exit counseling for students graduating and/or withdrawing; Debt Management and Financial Counseling;
- Inceptia

MILITARY STUDENTS

The Registrar's Office partners with the Office of Student Success as the liaison between veteran students at PHSU-St. Louis and the Department of Veterans Affairs. We process VA forms required for educational benefits, advise student veterans on procedural requirements, and certify the enrollment of PHSU-STL student veterans to the VA.

Any questions or concerns regarding eligibility should be directed to the VA, who is solely responsible for determining eligibility. They can be reached directly at 1-888-442-4551 or online at gibill.va.gov.

Ponce Health Sciences University will not impose any penalty, including late fees, access to classes, libraries, or other institutional facilities, or require Chapter 31 or 33 students to borrow additional funds to cover any balance, due to a delay in the disbursement of payment by the U.S. Department of Veteran Affairs in accordance with Veterans Benefits and Transition Act of 2018.

If you served on Active Duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for education and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post 9/11 GL Bill.

If you are currently serving in the military, you may be eligible for funding offered through the Department of Defense Tuition Assistance program. Check your eligibility status and the amount for which you qualify with your Service prior to enrolling.

If you are the spouse of child of a service member who is serving on active-duty Title 10 orders in the paygrades of E1-E5, O1-O2, or W1-W2, you may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for portable career.

If you are the spouse of child of a service member, you may be eligible for transfer of the service member's Post-9/11 GI Bill benefits to you.

Veteran Administration: Required VA Forms

If you are a new or transferring student who is eligible to receive VA benefits and have already applied for these benefits through the VA's website at VA.gov, please submit the following documents to our office for enrollment certification:

1. Certificate of Eligibility from the VA

Once paperwork has been submitted to PHSU's VA School Certifying Official, the courses in which you are seeking certification for will be evaluated by the Registrar. Enrollment certification with the VA generally takes place within 30 business days from beginning of the term.

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stop attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive “F” and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

ACADEMIC PROGRAMS AND COURSES

DOCTOR IN MEDICINE (MD)

MISSION

To provide a culturally competent medical education that generates high impact research and clinical services to the populations we serve. We will accomplish our mission by promoting diversity in our student and faculty bodies while offering a rich interdisciplinary environment that delivers an innovative, technology-driven health sciences curriculum that prepares students to be ethical practitioners and scientists.

VISION

To be recognized as a world leader in the delivery of bilingual culturally competent medical education.

PROGRAM DESCRIPTION

The Medical Education Program at Ponce Health Sciences University (PHSU-SOM) is a 4-year program with emphasis in primary care and duration of 166 weeks. It grants a Doctor of Medicine Degree (MD degree). The program consists of two years of pre-clinical (basic science) courses in the core disciplines of Gross Anatomy, Histology and Cell Biology, Biochemistry, Physiology, Pathology, Pharmacology, Microbiology/Immunology, and Neurosciences.

The pre-clinical years provide integration of clinical content and early clinical experiences through Pathophysiology, Introduction to Clinical Medicine, Behavioral Sciences, and Basic Psychiatry. Longitudinal programs in Preventive and Community Medicine, Problem-Based Learning, Geriatrics and Medical Ethics are integrated in the educational program of the first two years.

The third year provides the core clinical clerkships, Pediatrics, Internal Medicine, Obstetrics and Gynecology, Family Medicine, Psychiatry, and Surgery. The fourth year complements these core clinical experiences with Internal Medicine, Emergency Medicine, Radiology, Surgical Subspecialties, and Primary Care Selective. Five months of elective rotations provide additional clinical experiences in several subspecialty fields.

MEDICAL EDUCATION PROGRAM OBJECTIVES

1. **Medical Knowledge:** Medical student must demonstrate knowledge about established and evolving biomedical, clinical, epidemiological, and socio-behavioral sciences as well as the application of this knowledge to patient care. By the time of graduation students are expected to:
 1. Explain the normal structure and function of the body and of each of its major organ systems; as well as the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
 2. Explain the genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic causes of disease states and their pathogenesis.
 3. Identify epidemiological and other factors that place individuals at risk for disease or injury, select appropriate tests for detecting risks and determine preventive strategies for responding appropriately.
 4. Interpret the results of commonly used diagnostic studies.
 5. Formulate appropriate management strategies in the care for patients with common conditions, both acute and chronic, including pain and rehabilitation.

6. Describe the mechanisms by which therapeutic agents work and apply the principles of pharmacology in patient care.
2. **Patient Care:** Students must be able to provide patient care that is compassionate, appropriate, and effective for the promotion of health and for the treatment of health problems. By the time of graduation, students are expected to:
1. Demonstrate caring and respectful behaviors when interacting with patients and their families.
 2. Obtain a complete and accurate medical history that covers all the essential aspects of the history taking in a patient-centered interview. Identify health issues and correlate with patient's age gender, cultural, spiritual beliefs, psychological, and socio-economic status.
 3. Perform a comprehensive and/or a problem-focused physical examination, including a mental status examination and accurately interpret the findings.
 4. Formulate, using clinical reasoning, an initial diagnostic impression and differential diagnosis.
 5. Recommend appropriate diagnostic studies and therapeutic management plan based on patient information and preferences, current scientific evidence, and clinical judgment.
 6. Perform or assist during routine technical procedures, including but not limited to venous and arterial puncture, placement of an intravenous line, transurethral and nasogastric catheters, and suturing simple wounds.
 7. Recognize patients with life threatening conditions, with serious physical and or mental acute/chronic conditions in need of critical care and institute appropriate initial therapy.
 8. Counsel and educate patients, care givers, and families about patient's condition and aspects of health promotion and prevention.
 9. Solve clinical problems in the context of culture, psychological, socio-economic status and the spiritual-health beliefs and needs of the patient.
3. **Interpersonal and Communication Skills:** Students must demonstrate interpersonal and communications skills that result in the effective interchange of information and collaboration with patients, their families, and health professionals. By the time of graduation, students are expected to:
1. Develop a team relationship with patients and their families to provide patient centered care.
 2. Use a patient-centered approach with effective listening and communication skills during the medical interview.
 3. Demonstrate effective oral and written communication skills with patients, their families, and health professionals.
 4. Document patient information in a comprehensive, timely, and legible electronic or written medical record.
 5. Demonstrate leadership skills as a member of a health care team and other professional groups.
 6. Demonstrate effective interaction with colleagues and health care professionals to provide patient-centered care.
4. **Practice-based Learning and Improvement:** Students must be able to investigate and evaluate their care of patients, appraise, and assimilate scientific evidence and continuously improve patient care based on constant self-evaluation and life-long learning. By the time of graduation, students are expected to:

1. Demonstrate capacity to accept personal limitations and continuously improve one's medical knowledge and clinical skills.
 2. Identify the information resources and tools available to support life-long learning and self-improvement.
 3. Review and incorporate the most current and relevant evidence-based information in the diagnosis and management of patients.
 4. Explain how to conduct clinical and translational research, its scientific and ethical principles, and apply the results and evidence derived from those studies to patient care.
5. **Systems-based Practice:** Students must demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to effectively call on system resources to provide care that is of optimal value. By the time of graduation, students are expected to:
1. Work effectively in various health care delivery systems.
 2. Deliver patient care according to the regulations and resources of health care systems.
 3. Advocate for quality patient care and assist patients in dealing with system complexities.
 4. Promote cost-effective health care and optimal resources allocation.
 5. Formulate appropriate management strategies for patients with clinical conditions that require short and long-term rehabilitation.
 6. Identify and assess factors that place patient's safety at risk and select appropriate interventions to minimize them.
 7. Collaborate with colleagues, health care providers and other professionals to assess and coordinate patient care.
6. **Professionalism:** Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. By the time of graduation, students are expected to:
1. Recognize ethical and legal dilemmas in medicine and demonstrate commitment to ethical principles.
 2. Demonstrate sensitivity to the diversity of patient population, including, but not limited to differences in culture, social status, gender, sexual orientation, and health beliefs.
 3. Demonstrate understanding of and respect for the roles of other health care professionals.
 4. Demonstrate honesty, integrity, and respectful behavior in all interactions with patients, families, peers, preceptors, members of the healthcare team and others.
 5. Demonstrate compassionate treatment of patients, respect, and sensitivity for their privacy and dignity.
 6. Recognize the threats posed by conflicts of interest and advocate for patients' interests over one's own.
 7. Demonstrate respect for patient's autonomy in decision making.

ADMISSIONS REQUIREMENTS

The primary goal of the MD program is to provide quality medical education. A strong foundation in the Basic Sciences is stressed so that students can obtain the most from their training in clinical sciences.

1. Bachelor's Degree (BS or BA)

Ordinarily four years of undergraduate education are necessary to prepare for entrance into medical school; however, special programs (e.g. combined baccalaureate – MD programs) may

allow this to be reduced. General education that includes the social sciences, history, arts, and languages is increasingly important for the development of physician competencies outside of the scientific knowledge domain. Ponce Health Sciences University strongly suggests that applicants apply with a BA/BS completed at a college level institution accredited by a US accrediting organization or the Council of Higher Education of PR. Within the studies of the degree all applicants are requested to have completed the following courses:

COURSE TITLE	CREDITS
General Biology I & II with labs	8
General Chemistry I & II with labs	8
Organic Chemistry I & II with labs	8
Physics I & II with labs	8
Mathematics	6
Behavioral & Social Sciences*	6
English	3

**Any of the following: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics*

- In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts, and/or Humanities.
- Minimum GPA of 2.7 (on a four-point scale) is required for applying; our average is 3.5
- Minimum SGPA of 2.7 (on a four-point scale) is required for applying; our average is 3.3
- Minimum MCAT score of 494 is required
- Required immunizations
 - a. Tdap booster
 - b. MMR (2 doses)
 - c. Hepatitis B (3 doses)
 - d. Varicella (2 doses)
 - e. Polio (if under 21 years old)
 - f. Covid-19 (3 doses)
 - g. Flu Shot (annual dose)

SELECTION CRITERIA

When evaluating the applicants, the Medical Admissions Committee selects the best of all candidates applying. We look to accept students with integrity and maturity, that show concern for others, leadership, and a positive attitude for working with people.

The Medical Admissions Committee evaluates applications considering several factors which include:

1. Academic Performance
2. MCAT Scores
3. Applicant essay

4. Extracurricular activities
5. Life experiences
6. Experience in the health field (research, community work)
7. Interviews
8. Letters of Recommendation

Accepted applicants that are still completing the degree must successfully complete all courses in progress at the academic level they had been performing at the time of application.

HOW TO APPLY

PHSU-SOM participates in the centralized application service provided by the American Medical Colleges Application Service (AMCAS), a division of the Association of American Medical Colleges (AAMC). The electronic web-based application is available at www.aamc.org.

The AMCAS application deadline is DECEMBER 15 of the year prior to the requested admission date. We require a secondary application; the following documents will be requested after the AMCAS application is received at the Admissions Office:

1. Application Processing Fee (Non-Refundable)
2. Official Transcript(s) – Applicants must send an official copy directly to the Admissions Office. These are in addition to the transcripts applicants are required to submit to AMCAS. If, at the present time, you are enrolled in classes that are necessary to complete your degree or prerequisites, you must also send a transcript once you complete the courses or degree.
3. Letters of Recommendation (a minimum of three) – An applicants letter of recommendation can be sent to AMCAS using the following methods:
 - a. AMCAS Letter Writer Application: This application enables letter authors to upload PDF versions of letters to AMCAS rather than send letters via the mail.
 - b. Interfile or Virtual Evals (VE)
 - c. Regular Mail: The letter must be accompanied by the AMCAS Letter Request Form, including your AAMC ID and AMCAS Letter ID. This form guarantees the letter is correctly matched to the applicant's application.

The letters should provide input from people in responsible positions who can comment on your academic, employment or volunteer performance, advocacy experience, character, and interests. Examples are professors, academic advisors, or employers.

An AMCAS Criminal Background Check (Certiphi Screening) will be conducted once the applicant is accepted. If a criminal record appears in the results of the background check, the acceptance will be revoked.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a deposit of \$100 to secure your seat in the entering class.
2. Physical Exam
3. Evidence of up-to-date immunization certificate, including Hepatitis B.
4. Students will be notified of any other documents required

Registration and orientation will begin the second half of July.

GRADUATION REQUIREMENTS

To receive the MD degree, every student must fulfill the following requirements:

1. Have attended eight regular semesters (or equivalent of medical instruction in four or five separate years), have attended the practical instruction in all departments and have satisfactorily completed all course work and examinations as required by faculty.
2. Pass all required examinations
 - a. Taking and passing the USMLE Step 1 examinations as a requirement for promotion to the second semester of the first clinical year (usually the third year). (Academic Senate Certification 2012-2).
 - b. Taking and approving the USMLE Step 2CK examination as a requirement for graduation (Academic Senate Certification 97-98-1 March 16, 1998).
 - c. Taking and passing the Clinical Practice Examination (CPX) at the end of the Third Academic Year
 - d. Taking the USMLE Step 2CS examination
3. Displayed acceptable behavior to academic instructors and supervisors.
4. Received the recommendation of the Medical University Faculty as presented to the Promotions Committee. The committee reviews both cognitive and attitudinal aspects of performance. The decisions on each student are then submitted to the Dean for the corresponding administrative process.
5. Have settled all financial and library obligations with Ponce Health Sciences University.
6. Attend the commencement program.

USMLE REQUIREMENTS

United States Medical Licensing Examination (USMLE) Policy

This policy states the requirements and timeline established for Ponce Health Sciences University medical students for the USMLE examinations. The Satisfactory Academic Progress (SAP) policy for the MD program establishes the maximum time frame to complete the entire academic program that is currently six years.

Comprehensive Basic Sciences Examination

1. All medical students must take the Comprehensive Basic Science Examination (CBSE) developed by the National Board of Medical Examiners (NBME), as a USMLE Step 1 performance indicator.
2. The Office of Medical Education coordinates the administration of the test that is offered several times during the second semester of the last pre-clinical year.
3. The test score along with the students' academic performance during the first years of medical studies will be used to assess the readiness of the student to take and pass the USMLE Step 1.
4. The required scores to be authorized to take the USMLE Step 1 are revised annually and are based on PHSU-SOM student's outcomes in the past academic years.
5. Students who pass all preclinical courses and have not interrupted the regular medical curriculum program of studies will be allowed to enroll in the clerkships the first semester of the first clinical year, for which taking or passing USMLE Step 1 will not be required.

USMLE Step 1

It is the student's responsibility to apply to take the USMLE Step 1 through the Licensing Examination Services at the USMLE website and select the eligibility period.

1. For students authorized to take the USMLE Step 1, it is strongly recommended to take it before the beginning of the course: Introduction to Clinical Practice, offered at the end of July.
2. Students will not be excused from scheduled academic activities to study or take the examination after the beginning of courses and clerkships. USMLE Step 1 is offered Saturdays, Sundays, and holidays.
3. To register for clerkships in the second semester of the first clinical year (January to May), students are required to have a passing score in the USMLE Step 1 examination.
4. Registration for the second semester is in December. The official registration dates are published by the Registrar's Office.
5. Those students who don't take or fail the USMLE Step 1 or the score is not available by the beginning of second semester of the first clinical year cannot register in the clinical clerkships for the second semester. Students must contact the Registrar's Office for review course options.
6. For those students who have interrupted the regular medical curriculum program of studies, it will be required to have a passing score on the USMLE Step 1 examination to enroll in clerkships during the first semester of the first clinical year (August to December).
7. Registration for fall semester is in July. Official dates are published by the Registrar's Office.
8. Students have a maximum of three opportunities to pass the USMLE Step 1.
9. Students are not allowed to be more than one year out of the regular medical curriculum program of studies unless for an approved medical leave of absence.
10. Students who fail the USMLE Step 1 for the third time and/or have been one year or more out of the regular medical curriculum program studies will be referred to the Students Promotion Committee for consideration of dismissal from the Medicine Program.

USMLE Step 2

The USMLE Step 2 has two components: Clinical Knowledge (CK) and Clinical Skills (CS).

All medical students must take and pass the USMLE Step 2-CK component as a requirement for graduation.

1. It is strongly recommended that the students take the USMLE Step 2-CK no later than August 30, of the year they will start applying to residency programs, in a way the score is available when the Electronic Residency Application System (ERAS) opens and the interviews for residency programs begin.
2. The last opportunity to take and pass the USMLE 2-CK examination to complete this graduation requirement with the May graduating class will be the last week of April of the corresponding graduation year.
3. All MD students must take the USMLE Step 2-CS component as a requirement for graduation.
4. It is strongly recommended the students take USMLE Step 2-CS no later than November 30 of the fourth/last academic year.
5. All MD graduating students must take USMLE Step 2-CS to graduate; however a passing grade will not be required.

CLINICAL PRACTICE EXAMINATION

1. All medical students are required to take and pass a Clinical Practice Examination (CPX) to be given at the end of their Third Academic Year.
2. Written feedback concerning individual performance will be provided to each student.
3. Students not meeting the acceptable level of performance will receive guided learning to overcome areas of low performance during one or more of the fourth year required clinical rotations. A modified version of the exam will be given after completion of the guided learning experience.
4. Satisfactory completion of this additional guided learning fulfills the requirement to pass this examination.

GRADING SYSTEM

The grading system for MD is as follows:

GRADE	PERCENTAGE	POINTS
H	90% - 100%	Honor
P	70% - 89%	Pass
F	69 and below	Fail
E	Extended	
I	Incomplete	
W	Withdrawal	
AW	Administrative Withdrawal	
R	Repeated	Modifier to another grade

SATISFACTORY ACADEMIC PROGRESS

A Satisfactory Academic Progress (SAP) policy has been established to ensure that medical students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all medical students enrolled in Ponce Health Sciences University School of Medicine. Student's academic progress is evaluated twice each academic year.

GENERAL REQUIREMENTS

1. Time frame for completion of the Academic Program

A medical student will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

For transfer students, the total years for completion of a degree include those years accredited on admission to MD Program.

PROGRAM	STANDARD	MAXIMUM
Doctor of Medicine - Four Year Program	4 years	6 years

COMPLETION OF PROGRAM REQUIREMENTS

- a) Course Requirement

Students must complete **all courses** within the established time frame.

b) Performance Requirement

A student must pass each course. Any student failing to meet this standard of performance will be referred to the Student Promotions Committee to determine the action to be taken.

c) Medical Licensure Exam Requirement

A passing score for USMLE Step 1 is required to enroll for the second semester of the first clinical year. A passing score for USMLE Step 2 CK and taking the USMLE Step 2 CS are required for graduation.

d) Professional Behavior Requirement

The students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and corresponding accreditation agencies.

e) Clinical Practice Examination (CPX)

All medical students are required to take and pass a Clinical Practice Examination (CPX) at the end of their first clinical academic year.

GRADE REQUIREMENT

The Ponce Health Sciences University Medical Program does not measure academic progress by cumulative grade point average. In order to graduate, the student should pass all required and elective courses. Satisfactory Academic Progress will be reviewed each semester.

An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must complete the "I" (Incomplete) by the following semester or an "F" will be recorded for that course. The "I" (Incomplete) grades are part of the academic record as are the final grades.

Academic Probation

Any student failing to meet Ponce Health Sciences University medical program performance requirements will be referred to the School of Medicine Students Promotion Committee and placed on academic and financial aid probation. The following guidelines will be applied:

- a) If the student fails one course, he/she should remediate the deficiency during the summertime.
- b) If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.
- c) If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered on academic probation.
- d) If the Students Promotion Committee determines a student should be dismissed from the medical program, the student must be informed about his/her right to appeal.
- e) If the dismissal decision is reversed by the due process, the student will be considered in academic probation.

APPEAL PROCESS

Students who are notified by the Associate Dean of Academic Affairs of a decision by the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the medical program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the School of Medicine Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the

reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Academic Affairs, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Academic Affairs. The appeal must be submitted in writing within seven working days after receiving the notification. The Associate Dean of Academic Affairs will evaluate the appeal and the student's academic record.

The Associate Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Associate Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours so submit a recommendation to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Associate Dean of Academic Affairs is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. Associate Dean for Academic Affairs, Associate Dean for the School of Medicine St. Louis or the Dean of Enrollment Management and Student Services will refer to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

The Office of Enrollment Management and Student Success shall have primary responsibility for overseeing this policy and will provide all medical students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success, as well as the Associate Dean of the School of Medicine St. Louis, Registrar, and Financial Aid Manager will receive all pertinent data to ensure proper enforcement of the policy here set forth.

CURRICULUM

First Academic Period - 40 weeks

FIRST SEMESTER		
CODE	COURSE TITLE	CREDITS
ANA 601	Gross Anatomy, Embryo, & Imaging	9
BCH 612	Medical Biochemistry I	5
ANA 605	Histology & Cell Biology	4
MED 630	Clinical Correlation	2
PHY 692	Physiology I	4
FCM 719	Community Medicine & Geriatrics	2
IHD 919	Interprofessional Perspectives in Health Disparities	1
Total		27

SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS
PHY 602	Neuroscience	5
BCH 614	Medical Biochemistry II	5
PSY 610	Behavioral Science	3
MED 631	Clinical Correlation II	1
PHY 694	Physiology II	4
FCM 720	Community Medicine & Health Promotion	2
MIC 642	Microbiology I	4
MED 635	Medical Ethics	2
Total		26

Second Academic Period - 40 weeks

FIRST SEMESTER		
CODE	COURSE TITLE	CREDITS
PHI 781	Pharmacology I	5
PSY 713	Basic Psychiatry I	2
MIC 643	Infectious Diseases I	4
MED 732	Introduction to Clinical Skills	4
FCM 721	Family & Community Medicine	2
MED 734	Fundamental Pathophysiology for Clinical Medicine I	3
PAT 761	Pathology I	5
Total		25

SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS
PHA 782	Pharmacology II	3
PSY 714	Basic Psychiatry	2
MIC 644	Infectious Diseases II	2
MED 733	Introduction to Clinical Skills II	1
FCM 722	Epidemiology & Biostatistics	2
MED 735	Fundamental Pathophysiology for Clinical Medicine II	3
PAT 762	Pathology II	4
ICP 080	Introduction to Clinical Practice	2
SKD 090	Skills Development	1
Total		20

Third Academic Period - 40 weeks

FIRST SEMESTER		SECOND SEMESTER		WEEKS	PERIOD CREDITS
CODE	COURSE TITLE	CODE	COURSE TITLE		
PED 872	Pediatrics	PED 872	Pediatrics	8	10
OBG 852	Obstetrics Gynecology	OBG 852	Obstetrics Gynecology	8	10
MED 833	Internal Medicine	MED 833	Internal Medicine	8	10
SUR 816	Surgery	SUR 816	Surgery	8	10
PSY 813	Clinical Psychiatry	PSY 813	Clinical Psychiatry	4	5
FCM 822	Family Medicine	FCM 822	Family Medicine	4	5
PDV 918	Professional Development I	PDV 919	Professional Development II	40	2
RAD 902	Radiology	RAD 902	Radiology	40	1
First Semester Credits 26		Second Semester Credits 26		Total Credits 53	

Fourth Academic Period - 44 weeks

FIRST SEMESTER		SECOND SEMESTER		WEEKS	PERIOD CREDITS
CODE	COURSE TITLE	CODE	COURSE TITLE		
MED 934	General Internal Medicine	MED 934	General Internal Medicine	4	5
MED 973	Emergency Medicine	MED 973	Emergency Medicine	4	5
MED 974	Primary Care Elective in Medicine, Pediatrics, Family Medicine or OBGYN	MED 974	Primary Care Elective in Medicine, Pediatrics, Family Medicine or OBGYN		4
ELE 976	Electives 2- or 4-Weeks Electives	ELE 976	Electives 2- or 4-Weeks Electives	24	30
**Maximum Unscheduled Time		**Maximum Unscheduled Time		8	10
First Semester Credits 30		Second Semester Credits 25		Total Credits 55	

CODE	COURSE TITLE	WEEKS	CREDITS
SKD 091	Remedial: Basic Sciences Review	20	3

*All required rotations must be taken at Ponce Health Sciences University clinical sites or affiliated institutions. Two required clerkships must be taken per semester.

**All off-campus electives must have the approval of the corresponding Department Chairperson and the Clinical Coordination Office. A maximum of six off-campus electives/selective are allowed.

COURSE DESCRIPTIONS

FIRST ACADEMIC PERIOD: FIRST AND SECOND SEMESTER

ANA 601 Human Gross Anatomy, Embryology, and Imaging

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach. The course content is divided into three block contents. Gross structures are studied in the laboratory by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to the gross anatomical organization and the correlation of this organization with clinically relevant conditions.

BCH 612/614 Medical Biochemistry I & II

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided into the following units: structural and functional relationships of proteins, energy generation and storage from carbohydrate metabolism, energy generation and storage from lipid metabolism, nitrogen metabolism, gene expression and control, and medical genetics. In these courses, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered in the form of recorded lectures with **accompanying in class-sessions using the flipped classroom model, together with**

small group discussions of clinical cases. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease.

ANA 605 Histology and Cell Biology

Histology and Cell Biology course presents the different aspects of the internal structure of cells, tissues, and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships.

PHY 692/694 Physiology I & II

These are two courses, one semester-long each, presented to medical students in their first year. The courses consist of recorded lectures, In-Class sessions using audience response systems, self-directed learning, small group discussions and Labs. Areas covered include cell and muscle, cardiovascular, respiratory, renal, gastrointestinal, endocrinology and reproductive systems. Clinical examples that illustrate the physiological principles are given. Clinical examples that illustrate the physiological principles are given.

FCM 719/720 Community Medicine & Geriatrics /Community Medicine & Health Promotion

The courses are offered during the first year of the medical curriculum. The didactic component includes basic topics in community medicine and concepts of gerontology and geriatrics. Students are introduced to medical history taking and communication skills in preparation for the Primary Care Office Visits. The students interview a standardized patient and receive feedback from a faculty member. The students are exposed to primary care physicians in their practice sites in the community. All medical students are assigned to a primary care physician's office with a family practitioner, internist, or pediatrician (Primary Care Office Visits or PCOV) once each semester. In addition, they perform a medical history of a healthy elder in the community.

IHD 919 Interprofessional Perspectives in Health Disparities

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities at multiple system levels (e.g., Individual, patient-clinician, healthcare system, etc.)

PHY 602 Neuroscience

The Neuroscience course is offered to first-year students in graduate-level health professions programs. The general objective of the course is to give students a knowledgebase of the human central nervous system that they will use when learning how to diagnose and treat neurological disorders. The course provides students with the essential principles of neurological function, from the cellular and molecular mechanisms of neural communication to the organization and function of sensory and motor systems. and higher cognitive function. Wet-laboratories, clinical correlations, and the neurological exam reinforce the knowledge of brain structure and strengthen skills to understand the human nervous system.

PSY 610 Human Behavior

This course is designed to teach medical students the basic principles of behavioral and social science as these relate to the physician's professional role. It provides the medical students with the opportunity to perceive man in a holistic way, with emphasis in the different areas of behavior.

MIC 642 General Microbiology

During the first year, medical students learn about the most common pathogens involved in

infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology.

SECOND ACADEMIC PERIOD: FIRST AND SECOND SEMESTER

PHA 781/782 Pharmacology I & II

These are two courses, one semester-long each, of interactive classroom sessions and small group discussions designed to provide students with a basic understanding of drug actions in order to assure appropriate clinical utilization of pharmacological agents. To facilitate study, drugs are organized into classifications according to their primary clinical usage. The study of each class of drugs includes the pharmacokinetics, pharmacodynamics, clinical uses, and toxicities. Each lecture topic is provided with learning objectives that have been developed with reference to the nationally generated learning objectives. Small group discussion sessions and a patient-oriented problem-solving presentation are utilized to enhance problem-solving and independent learning skills. Each exercise includes specific learning objectives.

PSY 713/714 Basic Psychiatry I & II

The student will build on the knowledge acquired in the first-year course of Behavioral Sciences and amplify their knowledge integrating psychopathology, classification of psychiatric disorders, diagnosis, therapeutic options. The major psychiatric syndromes including neurodevelopmental, disruptive, psychotic, mood, and personality are discussed through a series of lectures and group activities. Diagnostic criteria, epidemiology, signs, and symptoms, as well as treatment and prognosis are reviewed along with biological and psychosocial knowledge of each psychiatric syndrome.

MIC 643/644 Infectious Diseases I & II

In the second year, students learn the clinical manifestations, laboratory diagnosis and therapeutic alternatives for treating infectious diseases. It is our purpose to teach the basic knowledge of infectious diseases which is an integral part of the education of medical students and future physicians.

FCM 721 Family and Community Medicine I

This course is offered in the first semester of the second year. It includes a series of didactic activities in geriatrics, health promotion & prevention. In addition to the regular didactic activities and small group discussions, the students perform a needs assessment of a community and design a community project. All medical students are assigned to a primary care physician's office with a family practitioner, internist, or pediatrician (Primary Care Office Visits or PCOV).

FCM 722 Family and Community Medicine II: Epidemiology & Biostatistics

This course exposes the students to the disciplines of Epidemiology and Biostatistics and how they may be used as the foundation to be applied in the field of Preventive Medicine and in the understanding of scientific medical literature. Participation in scientific paper discussions is required.

PAT 761/762 Pathology I & II

The Pathology Courses are taught at the second-year level consisting of lectures, laboratory periods, and large group discussions. The first part introduces the student to the study of disease. Emphasis is given to basic and general pathologic reactions to noxious stimuli. The second part is known as Systemic Pathology. The topics covered are coordinated with didactic presentations of the basic sciences, clinical departments, and Pathophysiology. Clinical Laboratory Diagnosis is integrated with Systemic Pathology. This affords the opportunity for a close correlation in the teaching of disease entities. The didactic lectures are completed with gross and microscopic organ review, clinical laboratory exercises, and large group discussions.

ICP 080 Introduction to Clinical Practice (Second Year - Summer Course)

This is a required learning experience for medical students before starting the clinical rotations. The purpose is to give the medical students the basis of clinical practice, including record management, universal precautions, legal aspects of the practice of medicine and progress note writing among others. The students will learn the principles of evidence-based medicine and practice literature searching, critical appraisal of the medical literature and its clinical applications. An intensive session of electrocardiograph is offered, at the end of which the student will have the basic electrocardiograph knowledge that will help him in his clinical experiences and his future growth in this field. Learning activities are didactic presentations and workshops, hands-on experiences and independent study.

SKD 090 Skills Development

Ponce Health Sciences University (PHSU) requires that all medical students take and pass the United States Medical Licensing Examination Step 1 (USMLE Step 1) to be promoted to the second semester of the first clinical year. To help the students, meet this requirement, PHSU has established the Skills Development Course (SKD). The SKD provides the students a protected time at the end of the second semester of the second year of medical studies for independent study in preparation to take and pass the USMLE Step 1.

THIRD ACADEMIC CLINICAL ROTATIONS: BEGINS IN JULY

PED 872 Pediatric Clerkship

The purpose of this clerkship is to provide a solid core of pediatric knowledge and skills, an appreciation of the spectrum of growth and development and a logical approach to the care of children in both illness and health, which can be applied in whatever field of medicine the student chooses to enter.

The care of individual patients requires the application of all these skills. The student is expected to recognize and manage common pediatric acute and chronic health problems.

Also, skills in record documentation and writing prescriptions must be developed. A student must have well-developed interpersonal skills that facilitate communication and must also demonstrate attitudes, behaviors and beliefs that serve to promote the patient's best interest.

OBG 852 Obstetrics and Gynecology Clerkship

The principal goal of the clerkship is to provide the students with the core knowledge and skills in Obstetrics and Gynecology that are essential to every primary care physician. Students interested in pursuing a career in Obstetrics and Gynecology are encouraged to enroll in senior electives that will facilitate their decision to apply for a residency in our specialty.

The principal goal of the department is to provide the students with the core knowledge and skills in Obstetrics and Gynecology that are essential to every primary care physician. Students interested in pursuing a career in Obstetrics and Gynecology is encouraged to enroll in senior electives that will facilitate their decision to apply for a residency in that specialty.

MED 833 Internal Medicine Clerkship

Each student will be assigned to a Health Care Teaching Unit which consists of an attending physician, a medical resident, an intern and 2-3 students to provide health care to a number of inpatients (7-10 patients/Health Care Teaching Unit). Supervision is done by a resident and the attending physician. The student's work up will be corrected, and a final copy signed by the medical resident and attending physician before it is made part of the Hospital Record. Progress notes written by the student must be counter-signed by residents before being official. Students are expected to have a minimum of two new patients per week.

SUR 816 Clinical Clerkship in Surgery

The clinical clerkship in surgery offers educational experiences combined with clinical encounters with hospitalized and ambulatory patients. Each student is assigned to a member of the teaching staff. The setting in a tertiary and/or secondary hospital will provide the student with inpatient and outpatient clinical encounters necessary to develop data gathering, technical, case presentation, clinical problem-solving and critical thinking skills. Each student will complete history and physical examination, an assessment plan, and a treatment plan for at least two (2) new patients per week.

Interpersonal skills, professional attitudes and educational attitudes will be developed and evaluated through direct observation of the student by the proctor in the hospital, ambulatory settings and in the classroom.

PSY 813 Clerkship Psychiatry

The student will integrate previously learned material and skills in a clinical setting and participate actively in the evaluation and treatment of patients during their 4-week rotations at the medical school's outpatient clinics. Prerequisites: Behavioral Science (610) and Basic Psychiatry (713).

FCM 822 Family Medicine Clerkship

The Family and Community Medicine Clerkship is designed to introduce students to the role and identity of the family physician and demonstrate the family practice approach to the comprehensive care of common health problems. in the ambulatory setting.

RAD 902 Clinical Radiology

This is a course in which medical students are exposed to clinical radiology via an apprentice model, based in the office and hospital practice of radiology faculty. Students gain an understanding of the mechanism and radiographic manifestation of common pulmonary, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, and neurologic problems.

FOURTH ACADEMIC PERIOD: BEGINS IN JULY

MED 934 General Internal Medicine Clerkship

Students will be assigned to one of the Health Care Teaching Units of the affiliated hospitals where he/she will perform as an intern under the direct supervision of a medical resident and attending physician.

MED 973 Emergency Medicine

The goal of this rotation is to learn the principles of addressing the undifferentiated emergency patient, acquiring the skills to recognize truly ill patients requiring further inpatient management from those who can be treated and discharged. The course will familiarize the student with emergency and admission room procedures consisting of history, physical examination, diagnostic measures, treatment when needed (emergency or otherwise) and disposition of case (home, hospitalization, outpatient clinics, office care). Prerequisite: 3rd year Clinical Clerkship.

FCM 974 Primary Care Elective in Family Practice

The Primary Care Selective in Family Practice is a four-week required rotation in the fourth year where the student chooses the working site from a varied selection of primary care physicians in the community.

The purpose of this course is to provide students an opportunity to enhance their clinical skills in primary care and to practice the delivery of health care in the office and/or hospital. This clinical rotation allow an additional opportunity for the student to work in the ambulatory and/or inpatient service under the direct supervision of a primary care physician.

The student is expected to participate with a preceptor in all daily practice-related activities in the ambulatory, hospital or other community settings. Clinical activities during the rotation may involve assessing patients in a variety of other health care settings, including private homes, schools, nursing homes, shelters, and emergency rooms.

MED 974 Primary Care Elective in Internal Medicine

Students are assigned to general internist clinical practices where they experience continuity of care for internal medicine patients. The student is exposed to health care systems (managed care), office management concepts, practice guidelines with an emphasis on the clinical application of disease prevention. Emphasis is placed on evidence-based medicine and its application to clinical practice.

PED 974 Primary Care Elective in Pediatrics

This elective allows the student to participate in the care of pediatric patients in a setting where primary care pediatrics is practiced. Students will assume the care of pediatric patients in the ambulatory and inpatient settings of primary and secondary community hospitals, under the supervision of an academic physician.

Health promotion and disease prevention strategies are emphasized. Experiences in the care of acute and chronic pediatrics problems are provided with opportunities for continuity of care between inpatient and outpatient hospital settings. The elective also provides opportunities to perform pediatric procedures such as venipunctures, suprapubic taps, and lumbar punctures.
Duration: Four Weeks

OBG 974 Primary Care Elective in Obstetrics & Gynecology

The purpose of this course is to provide students an opportunity to enhance their clinical skills in primary care and to practice the delivery of health care in the office and/or hospital. This clinical rotation allows an additional opportunity for the student to work in the ambulatory and/or in-patient service under the direct supervision of a primary care physician.

Third & Fourth clerkships are offered at Mercy Hospital and affiliated clinics. Rotations include inpatient and outpatient experiences. Other clinical rotations may be added in the future.

INTERDISCIPLINARY COURSES

MED 630/631 Clinical Correlation (Problem Based Learning)

These are two courses, one-semester each, using Problem Based Learning (PBL) as the instructional method. The facilitator gives a problem (a clinical case) to a small group of students who engage in discussion over two sessions. As the students discover the limits of their knowledge, they identify learning issues that they cannot answer from their fund of knowledge. Between meetings, the learners research their learning issues and share results with their peers and supervisors at the next meeting receiving feedback on their information-seeking skills. The students increase their knowledge and understanding of clinical problems, and develop also desirable attributes such as communication skills, teamwork, problem -solving, responsibility for learning, sharing information, and respect for others. The facilitator provides supportive guidance for the students.

MED 734/735 Fundamental Pathophysiology for Clinical Medicine I & II

The aim of these courses is to bridge the gap between the pre-clinical and clinical courses; between normal and abnormal physiology and derangement that constitute pathologic states. These courses are offered during the second year and the course content is aligned with pathology, microbiology, pharmacology, and Introduction to clinical skills.

MED 732 Introduction to Clinical Skills I/MED733 Introduction to Clinical Skills II

Introduction to Clinical Skills (ICS) is an interdisciplinary course composed of two closely related and interdependent courses ICS I and ICS II. ICS is designed to introduce the student to the art of medicine and to facilitate the development of those basic clinical skills that all physicians need effective in medical practice. In these courses, all sciences essential to the practice of medicine are integrated with practical experiences, including real and simulated patient encounters. ICS, I Course (first semester) is specifically designed to teach medical history taking, patient-doctor communication and interpersonal skills, physical examination skills and clinical reasoning. ICS II Course (second semester) provides real and standardized patient care activities in which the student uses the skills acquired in ICS I in different clinical scenarios.

MED 635/734 Medical Ethics I & II

This course is scheduled as a block, during the first year. The goal is to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas similar to those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the principles of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life, and end-of-life ethical issues.

PDV 918/919 Professional Development

These courses are designed to enhance the educational experiences of medical students during the first clinical year. It reinforces professionalism, cultural competence, and civic development. It helps the student to develop the skills necessary to compete successfully for positions in medical residency programs, participate in research projects, and be exposed to the health system requirements for the eventual development of a successful medical practice.

SKD 091 Basic Science Review Course:

Basic Sciences Review Course I (SKD 091) is designed to help medical students who did not take or pass the USMLE Step 1. As in the Skills Development course (SKD 090), the main objective is to provide students a protected time to participate in an independent and a comprehensive review of the basic science subjects. The course offers a semester for independent study in preparation to re-take and pass the USMLE Step 1. A study plan must be submitted and student progress in completing the plan is monitored.

MASTER OF SCIENCE IN MEDICAL SCIENCES (MSMS)

PROGRAM DESCRIPTION

The Master of Science in Medical Sciences (MSMS) is an integrated, multidisciplinary inter-departmental program in the basic medical sciences that is designed to provide trainees with a broad-based one-year core curriculum followed by a comprehensive examination leading to the Master's (MS) degree.

PHSU is committed to the development of independent, competitive, and well-trained professionals with strong interpersonal communication skills. The major goals of the MS Program in Medical Sciences are to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

The program is limited to graduates holding a bachelor's degree and may be used to:

- Supplement an undergraduate record with an enhanced science preparation in order to become eligible for admission to any of the health field professions.
- Enhance the student's possibilities of being accepted into Ponce Health Sciences University (PHSU) Medical Education (MD) Program by demonstrating added competence in the required sciences.

PROGRAM GOAL

The major goal of the MSMS program is to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers. Upon satisfactory completion of the program, a Master's of Science in Medical Science will be bestowed on the student.

ADMISSIONS REQUIREMENTS

All applicants must have a bachelor's degree. The courses required for admission are as follows (to be included in the bachelor's degree):

COURSE TITLE	CREDITS
General Biology I & II with labs	8
General Chemistry I & II with labs	8
Organic Chemistry I & II with labs	8
Physics I & II with labs	8
Mathematics	6
Behavioral & Social Sciences	6
English	3

- In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts, and/or Humanities.
- Minimum GPA of 2.7 on a four-point scale is required for applying.
- Minimum Science GPA of 2.7 on a four-point scale is required for applying.
- The completion of a graduate degree in science or health allied field may be used to substitute the GPA and science GPA of the bachelor's degree.
- MCAT score or equivalent.

HOW TO APPLY

Application for Admission to the Master of Science in Medical Sciences can be found online at stlouis.psm.edu.

Applicants must submit the following documents:

- Official transcripts from undergraduate and graduate schools showing degree conferral in addition to all other transcripts for prerequisite requirements. (Note: Students utilizing military benefits must present official transcripts from ALL undergraduate and graduate schools attended).
- Two letters of recommendation written by individuals familiar with the applicant's professional work and skills.
- Background check.
- Application processing fee of \$85.
- Curriculum Vitae/Resume.

The MSMS Program does not require immunization records, in accordance with Missouri Department of Higher Education and Workforce Development. However, students are highly encouraged to seek independent health care coverage and update their immunization records.

Transfer credits from other institutions will not be accepted as replacements for required coursework.

GENERAL REQUIREMENTS

Time Frame for Completion of the Academic Program

A student in the Master of Science in Medical Sciences program will be allowed a maximum time frame of two semesters of enrollment beyond the standard required time for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

- a. Definition of Full-Time – Students with an academic load of six credits or more per semester will be considered Full-Time Masters students.
- b. Definition of Half-Time – Students with an academic load of three to five credits per semester will be considered Half-Time Masters students.
- c. Definition of Part-Time or Less than Half-Time – Students with an academic load less than three credits per semester will be considered Part-Time Masters students or Less Than Half-Time students.

GRADUATION REQUIREMENTS

Master's students must register for, and pass a comprehensive qualifying examination based on the required course work. To be eligible for the comprehensive exam a student must have achieved a minimum 3.00 GPA for 34 credits with no more than 6 credits of C grades and no F grades. Courses with F grades must be repeated and replaced with grades of B or better. Graduates will be awarded a degree in MSMS.

MASTER OF SCIENCE IN MEDICAL SCIENCES TRANSFER CREDIT POLICY

Purpose

Some students of the Master in Science in Medical Science (MSMS) complete all graduation requirements but are unable to fulfill the minimum 3.0 GPA required for graduation. This is the result of a high credit load of several of the MSMS courses and a "C" in a major course may result in non-compliance with the required GPA. These students have to repeat courses to obtain higher grades so that the GPA increases to required levels. However, some of them are accepted to continue post graduate higher education training, such as medical education and are unable to repeat courses in our institution.

The purpose of this policy is to establish a mechanism so that these students complete their MSMS degree while enrolled at another post graduate higher education program.

Policy

MSMS students that comply with all graduation requirements, except the minimum 3.0 GPA and are accepted in a medical education program or another doctoral program the next academic year after the initiation of the MSMS program, may be eligible to get credit towards the MSMS degree from courses taken at another higher education institution.

The procedure to achieve this is the following:

- The student must submit the MSMS Transfer of Credits Request Form to the Registrar's Office by the end of the first year of medical education or doctoral training.
- The student must be enrolled in an LCME accredited medical school, a foreign medical school that has been appropriately accredited according to ECFMG standards, or a doctoral program in an institution of higher education with regional accreditation (such as the Middle States Commission on Higher Education).
- After the student completes the course(s) for which transfer credit is requested, the student must request that an official transcript be sent to the Registrar's Office.
- The Associate Dean for Medical Education and the Assistant Dean for the MSMS Program and the MSMS Coordinator for PHSU St. Louis will evaluate the courses and grades in the transcript. A special analysis will be done for those students in medical schools that have an "integrated" or "system based" curriculum.
- Only courses with A's and B's may be cross transferred to substitute former courses with a "C". If the GPA increases at or above 3.0, the student will be certified as eligible for the MSMS degree.
- The Student Promotions Committee will evaluate the results and confirm with the Registrar if the student is a candidate for graduation.
- Students admitted to the MSMS prior to creation of this policy are eligible and will be notified about this policy.
- The PHSU Registrar may establish an administrative fee for the time and efforts this entails.
- The policy is effective May 5, 2016 and will be in effect for two years, after which it will be revised by the Executive and Policy Committee.

GRADING SYSTEM

The grading system for MSMS is as follows:

LETTER	GRADE
A	100% - 87%
B	86% - 77%
C	76% - 67%
F	Failed (below 67%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

SATISFACTORY ACADEMIC PROGRESS

A Satisfactory Academic Progress (SAP) policy has been established to ensure that students of Master of Science in Medical Sciences complete the academic program within the acceptable time frame and the minimally accepted quality of performance. Satisfactory Academic Progress is required for financial aid eligibility.

GENERAL REQUIREMENTS

Time frame for completion of the Academic Program

PROGRAM	STANDARD	MAXIMUM
Master of Science in Medical Sciences	1 year	2 years

A student of Master of Science in Medical Sciences will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

COMPLETION OF PROGRAM REQUIREMENTS

- a. Course Requirement
 - i. Students must complete all courses within the established time frame. The Program requires a minimum of 42 credits for graduation.
- b. Performance Requirements
 - i. A student must maintain a minimum 3.00-point GPA on a scale of 4.00-point GPA by the end of the year. Any student failing to meet the 3.00-point GPA standard of performance or failing any course will be referred to the Student Promotion Committee.
- c. Comprehensive Qualifying Examination Requirement (CQX)
 - i. A Comprehensive Qualifying Examination must be taken at the end of the academic year. The maximum time allowed to take this examination is three attempts within one year according to the program time frame. A passing score for CQX is required for graduation.
- d. Professional Behavior Requirement
 - i. The students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

Students must complete the program within the maximum time frame allowed. SAP is measured at the end of each payment period. At that time the student must have successfully completed 67% of the courses attempted and have a GPA of 3.00 or greater. If at the end of the payment period, the student has not successfully completed 67% of courses or maintained a GPA of 3.00 the student has not met SAP and will be placed on Financial Aid Warning.

The student will be notified that they are on Financial Aid Warning and must meet SAP standards at the end of the next period. The student may continue to receive Financial Aid while on Financial Aid Warning.

If the student fails to meet SAP at the end of the Financial Aid Warning period, the student is no longer eligible for Financial Aid; however, the student may appeal that decision. (see details of the appeal process below).

An appeal must be made in writing and based on either a death in the family, an injury to the student, or other special circumstances. If the appeal is granted, the student may continue for one payment period and receive Title IV aid.

The student is then placed on probation and must regain SAP at the end of that payment period. If the student does not regain SAP, the student loses eligibility for Financial Aid and cannot appeal again.

Alternately, if a student loses Financial Aid for failure to maintain SAP, and an appeal is granted, the Academic Dean may work out an Academic Plan with the student, and the student must follow the plan to maintain SAP. The Academic Plan can extend beyond the maximum time frame as long as the student is following the plan.

An incomplete grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the "I" (Incomplete) by the end of the following semester or an administrative F will replace it.

If a student withdraws during the add/drop period, the withdrawal is not counted in credits attempted. If the withdrawal occurs after the add/drop period, the W will count as credits attempted.

Any F grade must be repeated and will be referred to the Student Promotion Committee (SPC). Courses with F grades will remain on the student's record after they have successfully repeated the course, but the new grade will be used in the calculation of the GPA.

Transfer credits from other schools count as both credits attempted and credits completed.

- No more than 2 failures are allowed in the MSMS Program.
- A student repeating a course or with a GPA less than 3.00 is considered on academic probation.
- If the student fails to obtain a 3.00-point GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
- Grade of "P" (Pass) or "NP" (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of "NP" requires repetition. The maximum time allowed to take this examination is three attempts. In the case of a third "NP" grade, the student will be considered for dismissal from the academic program.

GRADE REQUIREMENT

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00 point on a scale of 4.00 point by the end of the year or within the maximum time frame and pass the CQX. Satisfactory Academic Progress is required for financial aid eligibility.

1. A grade of "F" in any course or a student with less than a 3.00 GPA will be referred to the Student Promotions Committee (SPC).
2. A grade of "F" in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any "F" grade must be repeated. No more than 2 failures are allowed in the Masters program.
3. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
4. If the student fails to obtain a 3.00 GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
5. Courses with "F" grades will remain on record after they are successfully repeated, but the new grade(s) will be used to compute the grade point average.
6. Grade of "P" (Pass) or "NP" (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of "NP" requires repetition. The maximum time allowed to take this examination is three attempts. In the case of a third "NP" grade, the student will be considered for dismissal from the academic program.

7. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the “I” (Incomplete) by the end of the following semester or an administrative “F” will replace it.
8. A student with less than a 3.00 GPA or has a No-Pass grade in the CQX is not in satisfactory academic progress and is considered in academic probation.
9. If the dismissal decision is reversed by due process, the student will not be considered in SAP and will be placed on academic probation for one semester.

PROFESSIONAL BEHAVIOR REQUIREMENT

The students should conduct themselves in accordance with the norms for professional conduct set forth by PHSU. In case of unacceptable professional behavior, the Associate Dean of Academic Affairs will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee (“SPC”) is to dismiss the student, the student has the right to follow the appeal process.

Appeal Process

Students who are notified by the Associate Dean of Academic Affairs of a decision by the Students Promotions Committee (SPC) that he/she must repeat failed courses during the next academic year or to be dismissed from the master’s program have the right to appeal the decision within seven (7) working days after receiving notification.

The appeal or due process presented below must be followed.

The student will request reconsideration in writing to the School of Medicine SPC and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for the School of Medicine St. Louis campus, who will notify the student of the decision.

If the SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Academic Affairs. The appeal must be submitted in writing within seven working days after receiving the notification. The Associate Dean of Academic Affairs will evaluate the appeal and the student’s academic record. The Associate Dean of Academic Affairs can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Associate Dean of Academic Affairs is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Associate Dean for Academic Affairs, the MSMS Coordinator, or the Dean of Enrollment Management and Student Services will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

FINANCIAL AID ELIGIBILITY

Financial Aid eligibility is contingent upon satisfactory academic progress. The student is responsible for requesting the reinstatement of aid.

ENFORCEMENT

The Office of Enrollment Management and Student Services shall have primary responsibility for overseeing this policy and will provide all MSMS students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success, as well as the Dean of Medicine, MSMS Coordinator, Registrar, and Financial Aid Manager will receive all pertinent data to ensure proper enforcement of the policy here set forth.

CURRICULUM

Semester I

CODE	COURSE TITLE	CREDITS
BCM 6121	Medical Biochemistry I+	5
ANM 6011	Gross Anatomy, Embryology & Imaging+	9
PHM 6921	Physiology I+	4
ANM 6051	Histology and Cell Biology+	4
IHD 919	Interprofessional Perspectives in Health Disparities	1
Total		23

Semester II

CODE	COURSE TITLE	CREDITS
BCM 6122	Medical Biochemistry II+	5
PHM 6922	Physiology II+	4
MIM 6420	General Microbiology I+	4
PHM 6020	Neuroscience+	5
MEM 6350	Medical Ethics+	1
Comprehensive Qualifying Exam (CQX)		
Total		19

TOTAL CREDIT HOURS: 42

+Equivalent courses as those taken by medical students in their first year of basic sciences. Rev 8/14

COURSE DESCRIPTIONS

ANM 6011-6012 Human Gross Anatomy, Embryology and Imaging (9 credits)

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course takes a regional approach, rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging and is distributed into three block contents. Gross structures are studied in the laboratory or virtual lab setting by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the

contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions. The course is delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model.

ANM 6051 Histology and Cell Biology (4 credits)

This course focuses on the study of the different aspects of the internal structure of cells, tissues, and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures discuss the cytoarchitecture, clinical correlations are utilized to stress histological changes and their impact on health, and virtual laboratory sessions detail interactive work with slides that show normal and metaplastic specimens. The course is delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model.

BCM 6121-6122 Medical Biochemistry I (10 credits)

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided in the following units: Structural and functional relationships of proteins, Energy generation and storage from carbohydrate metabolism, Energy Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In these courses, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model, together with small group discussions of clinical cases. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease.

MEM 6350 Medical Ethics I (1 credit)

This course is scheduled as a block of up to 18 contact hours with various instructors and professionals. The goal is to provide didactic experiences for medical and graduate students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas similar to those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life and end-of-life ethical issues.

MIM 6420 General Microbiology (4 credits)

During the first year, medical and graduate students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology. The course is delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model.

PHM 6921-6922 Physiology (8 credits)

These are two courses, one-semester-long each, presented to medical and graduate students in their first year. The courses are delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model, small Group Discussions, Labs, and examinations. Medical Physiology is organized in a systems-based fashion to teach the normal function of the body and how the systems work. For Physiology I: cell and muscle, cardiovascular, respiratory. For Physiology II: renal and acid-base balance, gastrointestinal, and endocrinology/reproduction.

The course is taught in a clinical based format highlighting pathologies and abnormal function of the body.

PHM 6020 Neuroscience (5 credits)

The Neuroscience course is designed to give students a foundational knowledge of the human central nervous system that they will use when learning how to diagnose and treat neurological disorders. The course provides students with important principles of neurological function, from cellular and molecular mechanisms of neural communication to the organization and function of sensory and motor systems and higher cognitive function. Students will take virtual or wet-laboratories, clinical correlations and demonstrate mastery of the neurological exam to reinforce knowledge of brain structure and strengthen skills to understand the human nervous system. The course is delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model.

IHD 919 Interprofessional Perspectives in Health Disparities (1 credit)

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc.).

MASTER OF SCIENCE IN MEDICAL SCIENCES (MSMS-ONLINE)

PROGRAM DESCRIPTION

The Master of Science in Medical Sciences (MSMS-Online) is an integrated, multidisciplinary interdepartmental program in the basic medical sciences that is designed to provide trainees with a broad-based one-year core curriculum followed by a comprehensive examination leading to the Master's (MS) degree. Classes are conducted online using a combination of asynchronous self-directed learning and synchronous Zoom class sessions. PHSU is committed to the development of independent, competitive, and well-trained professionals with strong interpersonal communication skills. The major goals of the MS Program in Medical Sciences are to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

The program is limited to graduates holding a bachelor's degree and may be used to:

- Supplement an undergraduate record with an enhanced science preparation in order to become eligible for admission to any of the health field professions.
- Enhance the student's possibilities of being accepted into the Ponce Health Sciences University (PHSU) Medical Education (MD) Program by demonstrating added competence in the required sciences.

PROGRAM GOAL

The major goal of the MSMS is to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

ADMISSIONS REQUIREMENTS

All applicants must have a bachelor's degree. The courses required for admission are as follows (to be included in the bachelor's degree):

COURSE TITLE	CREDITS
General Biology I & II with labs	8
General Chemistry I & II with labs	8
Organic Chemistry I & II with labs	8
Physics I & II with labs	8
Mathematics	6
Behavioral & Social Sciences	6
English	3

- In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts, and/or Humanities.
- Minimum GPA of 2.7 on a four-point scale is required for applying.
- Minimum Science GPA of 2.7 on a four-point scale is required for applying.
- The completion of a graduate degree in science or health allied field may be used to substitute the GPA and science GPA of the bachelor's degree.
- MCAT score or equivalent.
- Transfer credits from other institutions will not be accepted as replacements for required coursework.

GENERAL REQUIREMENTS

Time Frame for Completion of the Academic Program

A student of Master of Science in Medical Sciences will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

1. Definition of Full-Time

Students with an academic load of six credits or more per semester will be considered Full-Time Masters students.

2. Definition of Half-Time

Students with an academic load of three to five credits per semester will be considered Half-Time Masters students.

3. Definition of Part-Time or Less than Half-Time

Students with an academic load less than three credits per semester will be considered Part-Time Masters students or Less Than Half-Time students.

GRADUATION REQUIREMENTS

Master's students must register for, and pass a comprehensive qualifying examination based on the required course work. To be eligible for the comprehensive exam a student must have achieved a minimum 3.00 GPA for 34 credits with no more than 6 credits of C grades and no F grades. Courses with F grades must be repeated and replaced with grades of B or better. Graduates will be awarded a degree in MSMS.

GRADING SYSTEM

The grading system for MSMS is as follows:

LETTER	GRADE
A	100% - 87%
B	86% - 77%
C	76% - 67%
F	Failed (below 67%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

SATISFACTORY ACADEMIC PROGRESS

A Satisfactory Academic Progress (SAP) policy has been established to ensure that students of Master of Science in Medical Sciences complete the academic program within the acceptable time frame and the minimally accepted quality of performance. Satisfactory Academic Progress is required for financial aid eligibility.

1. A grade of "F" in any course or student with less than 3.00 point GPA will be referred to the Student Promotions Committee (SPC).

2. A grade of “F” in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any F grade must be repeated. No more than 2 failures are allowed in the Masters Program.
3. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
4. If the student fails to obtain a 3.00-point GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
5. Courses with “F” grades will remain on record after they are successfully repeated, but the new grade(s) will be used to compute the grade point average.
6. Grade of “P” (Pass) or “NP” (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of “NP” requires repetition. The maximum time allowed to take this examination is three attempts. In case of a third “NP” grade, the student will be considered for dismissal from the academic program.
7. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the “I” (Incomplete) by the end of the following semester or an administrative “F” will replace it.
8. A student with less than 3.00 points GPA or has No-Pass grade in the CQX is not in satisfactory academic progress and is considered in academic probation.
9. If the dismissal decision is reversed by due process, the student will not be considered in SAP and will be placed on academic probation for one semester.

TIME FRAME FOR COMPLETION OF THE ACADEMIC PROGRAM

A MSMS Online student will be allowed a maximum time frame of 2.5 years or 8 trimesters (15 weeks) of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

PROGRAM	STANDARD	MAXIMUM
Master of Sciences in Medical Sciences – Online	1.67 year	2.5 years

COMPLETION OF PROGRAM REQUIREMENTS

e. Course Requirement

- i. Students must complete all courses within the established time frame. The Program requires a minimum of 42 credits for graduation.

f. Performance Requirements

- i. A student must maintain a minimum 3.00-point GPA on a scale of 4.00-point GPA by the end of the year. Any student failing to meet the 3.00-point GPA standard of performance or failing any course will be referred to the Student Promotion Committee.

g. Comprehensive Qualifying Examination Requirement (CQX)

- i. A Comprehensive Qualifying Examination must be taken at the end of the academic year. The maximum time allowed to take this examination is three attempts within one year according to the program time frame. A passing score for CQX is required for graduation.

h. Professional Behavior Requirement

- i. The students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

GRADE REQUIREMENT

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00 point on a scale of 4.00 point by the end of the year or within the maximum time frame and pass the CQX.

Students must complete the program within the maximum time frame allowed. SAP is measured at the end of each payment period. At that time the student must have successfully completed 67% of the courses attempted and have a GPA of 3.00 or greater. If at the end of the payment period, the student has not successfully completed 67% of courses or maintained a GPA of 3.00 the student has not met SAP and will be placed on Financial Aid Warning.

The student will be notified that they are on Financial Aid Warning and must meet SAP standards at the end of the next period. The student may continue to receive Financial Aid while on Financial Aid Warning.

If the student fails to meet SAP at the end of the Financial Aid Warning period, the student is no longer eligible for Financial Aid; however, the student may appeal that decision. (see details of the appeal process below).

An appeal must be made in writing and based on either a death in the family, an injury to the student, or other special circumstances. If the appeal is granted, the student may continue for one payment period and receive Title IV aid.

The student is then placed on probation and must regain SAP at the end of that payment period. If the student does not regain SAP, the student loses eligibility for Financial Aid and cannot appeal again.

Alternately, if a student loses Financial Aid for failure to maintain SAP, and an appeal is granted, the Academic Dean may work out an Academic Plan with the student, and the student must follow the plan to maintain SAP. The Academic Plan can extend beyond the maximum time frame as long as the student is following the plan.

An incomplete grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the "I" (Incomplete) by the end of the following semester or an administrative F will replace it.

If a student withdraws during the add/drop period, the withdrawal is not counted in credits attempted. If the withdrawal occurs after the add/drop period, the W will count as credits attempted.

Any F grade must be repeated and will be referred to the Student Promotion Committee (SPC). Courses with F grades will remain on the student's record after they have successfully repeated to course, but the new grade will be used in the calculation of the GPA.

Transfer credits from other schools count as both credits attempted and credits completed.

- No more than 2 failures are allowed in the MSMS Program.
- A student repeating a course or with a GPA less than 3.00 is considered on academic probation.
- If the student fails to obtain a 3.00-point GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
- Grade of "P" (Pass) or "NP" (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of "NP" requires repetition. The maximum time allowed to take this examination is three attempts. In the case of a third "NP" grade, the student will be considered for dismissal from the academic program.

PROFESSIONAL BEHAVIOR REQUIREMENT

Students should conduct themselves in accordance with the norms for professional conduct set forth by PHSU. In case of unacceptable professional behavior, the Associate Dean of Academic Affairs will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee (“SPC”) is to dismiss the student, the student has the right to follow the appeal process.

Appeal Process

In the case of an adverse decision made by the Committee for failing to meet SAP requirements, or for non-academic reasons, such as unacceptable professional behavior the process below will be followed.

The Associate Dean of Academic Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process below may be activated.

The student will request reconsideration in writing to the SPC and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean of Academic Affairs who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Academic Affairs. The appeal must be submitted in writing within seven working days after receiving the notification. The Associate Dean will evaluate the appeal and the student’s academic record. The Associate Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Associate Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Associate Dean of Academic Affairs. The Associate Dean will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

FINANCIAL AID ELIGIBILITY

Financial Aid eligibility is contingent upon satisfactory academic progress. The student is responsible for requesting the reinstatement of aid.

ENFORCEMENT

The Office of Enrollment Management and Student Success shall have primary responsibility for overseeing this policy and will provide all medical students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The Campus Director, Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success, as well as the Dean of Medicine, MSMS Coordinator, Registrar, and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

CURRICULUM

Trimester 1

CODE	COURSE TITLE	CREDITS
IHO 919	Medical Ethics, Interprofessional Perspectives in Health Disparities (Seminars & Workshops)	1
MEO 6350		1
ANO 6051	Histology and Cell Biology	4
Total		6

Trimester 2

CODE	COURSE TITLE	CREDITS
ANO 6011	Human Gross Anatomy, Embryology and Imaging	9
Total		9

Trimester 3

CODE	COURSE TITLE	CREDITS
PHO 6020	Neuroscience	5
MIO 6420	Microbiology	4
Total		9

Trimester 4

CODE	COURSE TITLE	CREDITS
BCO 6121	Biochemistry I	5
BCO 6122	Biochemistry II	5
Total		10

Trimester 5

CODE	COURSE TITLE	CREDITS
PHO 6921	Physiology I	4
PHO 6922	Physiology II	4
Total		8

TOTAL CREDIT HOURS: 42

COURSE DESCRIPTIONS

ANO 6011 Human Gross Anatomy, Embryology and Imaging

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course takes a regional approach, rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging and is distributed into three block contents. Gross structures are studied in the laboratory or virtual lab setting by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions. The course is delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

ANO 6051 Histology and Cell Biology

This course focuses on the study of the different aspects of the internal structure of cells, tissues, and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures discuss the cytoarchitecture, clinical correlations are utilized to stress histological changes and their impact on health, and virtual laboratory sessions detail interactive work with slides that show normal and metaplastic specimens. The course is delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

PHO 6020 Neuroscience

The Neuroscience course is designed to give students a foundational knowledge of the human central nervous system that they will use when learning how to diagnose and treat neurological disorders. The course provides students with important principles of neurological function, from cellular and molecular mechanisms of neural communication to the organization and function of sensory and motor systems and higher cognitive function. Students will take virtual or wet-laboratories, clinical correlations and demonstrate mastery of the neurological exam to reinforce knowledge of brain structure and strengthen skills to understand the human nervous system. The course is delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

BIOCHEMISTRY

BCO 6121/6122 Medical Biochemistry I & II

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided in the following units: Structural and functional relationships of proteins, Energy generation and storage from carbohydrate metabolism, Energy Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In these courses, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

MICROBIOLOGY

MIO 6420 Microbiology I

During the first year, medical and graduate students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology. The course is delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

PHYSIOLOGY

PHO 6921/6922 Physiology I & II

The medical physiology courses are presented to medical and graduate students during their final trimester. Medical Physiology is organized in a systems-based fashion to teach the normal function of the body and how the systems work. For Physiology I: cell and muscle, cardiovascular, respiratory. For Physiology II: renal and acid-base balance, gastrointestinal, and endocrinology/reproduction. The courses are delivered in the form of recorded lectures, assignments, discussions and accompanying synchronous sessions.

INTERDISCIPLINARY COURSES

IHO 919 Interprofessional Perspectives in Health Disparities

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc.).

MEO 6350 Medical Ethics

This course is scheduled as a block of up to 18 contact hours with various instructors and professionals. The goal is to provide didactic experiences for medical and graduate students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas similar to those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues in scientific research, ethical issues in the doctor-patient relationship, beginning-of-life and end-of-life ethical issues.

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY (PSYD)

PROGRAM DESCRIPTION

The doctoral degree in Clinical Psychology (PsyD) has its theoretical foundations in the Biopsychosocial model and aims at preparing Health Services Psychologists. To reach its goals, the program ascribes to the Practitioner/Scholar model of training in professional psychology. The program's curriculum is competency-based emphasizing the development of the clinical competencies used by practicing and academic Clinical Psychologists, and these are consistent with APA accreditation standards.

The curriculum is implemented in a lock-step manner allowing students to acquire these clinical competencies in a graded and sequential manner. Therefore, the student progresses from an entry level through an intermediate level up to the advanced level of competencies achieved upon completing the academic program and the one-year full-time clinical internship.

PROGRAM GOALS

The goals of the PsyD Program are:

1. To develop in our students an in-depth understanding of the psychological (cognitive, affective, and motivational), biological and socio-cultural basis of normal and abnormal behavior that serve as the foundation of clinical practice.
2. To prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a life-long commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice.
3. Upon satisfactory completion of the program, a doctoral degree in Clinical Psychology (PsyD) will be bestowed on the student.

ADMISSIONS REQUIREMENTS

Every candidate for admission to the program needs to satisfy the following minimum requirements:

a. Bachelor's degree (BS/BA)

Present evidence of the successful completion of a bachelor's degree from a college level institution accredited by a US regional accrediting organization with a minimum of 15 credits in psychology including the following courses:

COURSE TITLE	CREDITS
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology (Psychopathology)	3
Experimental Psychology or Research Methods	3

- b. GPA – 3.0 or above (on a four-point scale)
- c. GRE – score no more than five years old. (ets.org)
- d. Submit the following documents:
 - i. Official transcript from all institutions attended (undergraduate and graduate)

- ii. Two letters of recommendation written by professors or individuals familiar with the applicant's professional work and skills using the format provided with the application form.
- iii. Official GRE scores
- iv. Criminal Background Check
- v. An application fee

In addition to those courses, the 1100 hours of required clinical practice in the PsyD program cannot be transferred for other clinical practice taken at other institutions.

Upon acceptance, all students are required to submit a commitment form and a non-refundable enrollment deposit fee.

The PsyD Program does not require immunization records, in accordance with Missouri Department of Higher Education and Workforce Development. However, students may need to submit these documents as part of their Practicum requirements and are highly encouraged to seek independent health care coverage and update their immunization records.

Applicants with masters' degrees from a regionally accredited university in Psychology, Psychiatric Nursing, Social Work, Counseling or other mental health related fields, may be accepted to the PsyD Program. The same admission requirements still apply. Up to 24 credits may be transferred from other graduate programs or from a master's degree. The following requirements will guide (but not restrict) the evaluation process of those courses submitted for approval.

CLINICAL PSYCHOLOGY PROGRAMS TRANSFER CREDIT POLICY

Students who apply for admission to the PHSU doctoral programs in Clinical Psychology may transfer up to 24 graduate credits from institutions accredited by the MDHEWD or MSCHE or a regionally equivalent agency. The 24 transfer credits must be approved in programs related to the field of Clinical Psychology. Students with prior graduate work in a field outside mental health may transfer at least 18 credits depending on the nature of the program attended and the equivalency of the courses approved.

The following requirements will guide the evaluation process of those graduate courses submitted for approval:

1. Graduate courses need to be relevant to the field of Clinical/Professional Psychology
2. The requested courses were passed with at least a B grade.
3. The students can demonstrate in an objective manner or through formal written and/or oral examination that they possess the knowledge and skills expected from the courses.

The following courses are frequently equivalent within mental health disciplines and may be transferred from other graduate programs:

- | | | |
|---------------------------------------|-------------------------------------|--|
| • Research Methods | • Professional Ethics in Psychology | • Supervision |
| • Test Construction | • History of Psychology | • Mental Health Administration |
| • Cognitive Assessment and Practicum* | • Family Therapy* | • Forensic Psychology |
| • Group Therapy | • Clinical Psychopharmacology | • Psychoeducational Assessment* |
| • Motivation and Emotion | • Human Sexuality | <i>*requires demonstration of competence</i> |
| • Child Psychopathology | • Psychology of Addictions | |
| • Child Psychotherapy | • Geriatric Psychology | |

The following courses are not considered for transfer to PHSU Clinical Psychology Programs:

PSY 522	Psychology of Personality
PSY 515	Human Growth and Development
PSY 523	Cognitive Psychology
PSY 541	Fundamentals of Clinical Psychopathology
PSY 511	Fundamentals of NeuroScience
PSY 512	Neuroanatomy Laboratory
PSY 645	Mood and Anxiety Disorders
PSY 658	Projective Assessment of Personality
PSY 667	Short-Term Psychotherapy
PSY 662	Cognitive and Cognitive Behavioral Therapy
PSY 747	Personality and Psychotic Disorders
PSY 818	Clinical Health Psychology

GRADUATION REQUIREMENTS

The requirements to obtain the Doctorate in Clinical Psychology degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining good standing in the University. A minimum of 86 credits is needed to satisfy the academic requirements. Additionally, the student will complete all required clinical training hours and 2000 hours in a pre-doctoral internship. The doctoral dissertation and the pre-doctoral internship do not carry credit value as they are computed by the hour.
2. Successfully complete 1100 hours of clinical practicum during the first 6 semesters of the program as follows:
 - 8-10 hours per week for 18 weeks of the second semester of the first year attending PSY 5810 for a minimum of 150 hours for the semester.
 - 20-25 hours on practicum and at least 1 hour per week attending didactic sessions during the first and second semester of the second year (PSY5820 and PSY 6850) for a minimum total of 250 hours per semester with at least 100 direct client contact hours per semester.
 - 20-25 hours on practicum and at least 1 hour per week attending didactic sessions during the first and second semester of the third year (PSY6830 and PSY 7860) for a minimum total of 250 hours per semester with a minimum of 100 direct client contact hours.
 - 20-25 hours on practicum and at least 1 hour per week attending didactic sessions during the first semester of the fourth year (PSY 7870) for a minimum total of 250 hours per semester a minimum of 100 direct client contact hours.
 - Students also have the option to accrue additional practicum hours during the elective summer practicum courses.
3. Approval of the Comprehensive Examination offered by the end of the second year and the Clinical Practice Examination (CPX) to be taken by the end of the third year.
4. Completion of 2000 hours in a pre-doctoral internship. The internship may be completed in the following formats: 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
5. Present a research project (doctoral dissertation) directly related to the field of Psychology, preferably, on a topic related to Professional Psychology, or an Intensive Case Study.

GRADING SYSTEM

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

LETTER	GRADE
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

DISSERTATION

A student registered in the dissertation course will be considered a full-time student. The cost of the dissertation course will apply as published in the applicable tuition & fees document. The grading system will be IP for In Progress, P for Pass, and NP for No-Pass. The maximum time allowed will be in accordance with the program time frame.

SATISFACTORY ACADEMIC PROGRESS

Introduction

This policy has been established to ensure an acceptable time frame for completion of the academic program and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

Scope

This policy applies to all Clinical Psychology (PsyD) Doctoral Students enrolled at Ponce Health Sciences University (PHSU).

GENERAL REQUIREMENTS

Time Frame for Completion of the Academic Program

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required time for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure.

The total years for completion of a degree include those graduate courses accredited on admission to our program.

PROGRAM	STANDARD	MAXIMUM
Clinical Psychology Doctorate	5 years	8 years

Definition of a full-time: Students with an academic load of 6 credits or more per semester will be considered full-time doctoral students. Students registered in doctoral dissertation are also considered full-time students.

Definition of half-time: Students with an academic load of 3 to 5 credits per semester will be considered half-time students.

Definition of less than half-time: Students with an academic load of less than 3 credits per semester will be considered less than half-time or part-time students.

COMPLETION OF PROGRAM REQUIREMENTS

Course Requirement

Students must complete all courses within the established time frame. The Program requires a total of 86 credits.

Performance Requirement

A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.

Comprehensive Examination Requirement

A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

Clinical Practice Examination (CPX)

Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.

Doctoral Dissertation Requirement

A Doctoral Dissertation with oral defense is required for graduation.

Grade Requirement

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

1. A student is considered to have passed the class if they obtain a B or higher or a Pass. Student are expected to re-take courses if a grade lower than a B is earned. All students must achieve the minimal level of achievement in order to meet the program requirement for the course.
2. The program expects that obtainment of C's or lower or No Pass will be rare. Receipt of a C or lower or a No Pass will be reviewed by the Director, the course instructor, and the SESC. The first obtainment of a grade below a B will be reviewed and the student will be placed on a remediation plan designed to support the student and promote success. The second occurrence of a C or lower in a course will result in the student being placed on Academic Probation in addition to the development of a remediation plan.
3. If a student gets a third C or No Pass, the student will be referred to the PHSU Student Promotions Committee for review in addition to internal review.
4. Repeated courses with C grades will remain on record, but the new grade will be used to compute the grade point average.

5. A grade of F in any course will result in referral to the Students Promotion Committee.
6. Receipt of a No Pass grade will be referred to the CTC or SESC, who will review and determine the response, based on the severity of the concern. At minimum, a remediation plan will be developed. The student may also be referred to the Student Promotion Committee. Obtainment of more than one No Pass grade will result in referral to the Student Promotion Committee.
7. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed within the next year.

Students must complete the program within the maximum time frame. SAP is measured at the end of each year. At that time the student must have successfully completed 100% of the courses attempted and have a GPA of 3.00 or greater. If at the end of the year the student has not successfully completed 100% of courses or maintained a GPA of 3.00 the student has not met SAP and the student is no longer eligible for Financial Aid; however the student may appeal that decision.

An appeal must be made in writing and based on either a death in the family, an injury to the student, or other special circumstances. If the appeal is granted, the student may continue for one payment period (semester or trimester.) See below for details of the appeal process. The student is then placed on probation and must regain SAP at the end of that payment period (semester or trimester.) If the student does not regain SAP the student again loses eligibility for Financial Aid and cannot appeal again.

Alternately, if a student loses Financial Aid for failure to maintain SAP, and an appeal is granted, the Academic Dean may work out an Academic Plan with the student, and the student must follow the plan to maintain SAP. The Academic Plan can extend beyond the maximum time frame as long as the student is following the plan.

An incomplete grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the “I” (Incomplete) by the end of the following semester or an administrative F will replace it.

If a student withdraws during the add/drop period the withdrawal is not counted in credits attempted. If the withdrawal occurs after the add/drop period the W will count as credits attempted. Any F grade must be repeated. Courses with F grades will remain on the student’s record after they have successfully repeated the course, but the new grade will be used in the calculation of the GPA.

Transfer credits from other schools count as both credits attempted and credits completed.

- A grade of “C” in any of the Clinical Courses (as identified in the program’s catalog) is not allowed. Any “C” grade in the Clinical Courses must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with “C” grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of “F” in any course will result in referral to the Student Promotions Committee and considered for dismissal based on overall academic performance.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to the dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the dissertation is completed.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to Practicum and Internship. A grade of “NP” requires repetition. In case of a second “NP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.

PROFESSIONAL BEHAVIOR REQUIREMENT

Students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the PsyD Program.

Appeal Process

Students who are notified by the Program's Academic Dean of the Student Promotion Committee's decision that he/she must repeat failed courses during the next academic year or be dismissed from the program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Student Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Associate Dean of Academic Affairs, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Academic Affairs. The appeal must be submitted in writing within seven working days after receiving the notification. The Associate Dean of Academic Affairs will evaluate the appeal and the student's academic record. The Associate Dean of Academic Affairs can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Associate Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. After the meeting, the Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Associate Dean of Academic Affairs. The Associate Dean will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. The decision made by the Associate Dean is final.

The same process above will be followed in the case of an appeal for failure to meet SAP or of an adverse decision made by the Committee for non-academic reasons, such as unacceptable professional behavior. The Associate Dean of Academic Affairs, the Director of Clinical Psychology, or the Dean of Enrollment Management and Student Success will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

FINANCIAL AID ELIGIBILITY

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

ENFORCEMENT

The Dean of Enrollment Management and Student Success shall have primary responsibility for overseeing this policy and will provide all students upon admission to Ponce Health Sciences University, a copy of this document.

The Campus Director, the Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success, as well as the Director of Clinical Psychology, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

5-YEAR CURRICULUM SEQUENCE

Starting 2022-23 Academic Year

First Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 5150	Human Growth and Development	3
PSY 6250	Test Construction	2
PSY 7310	Racial, Ethnic, and Cultural Diversity	3
IHD 919	Interprofessional Perspectives in Health Disparities	1
PSY 7200	Introduction to Professional Writing	1
Total		15

First Year: Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 5140	Neurobiology & Psychology of Emotion & MDT	2
PSY 5220	Psychology of Personality	3
PSY 5230	Cognitive Psychology	3
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5730	Ethics in Professional Psychology	2
PSY 6860	Intro to Psychological Assessment and Testing	2
PSY 5810	Introduction to Clinical Practice (practicum affiliated)	0
Total		14

Second Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 5180	Principals of Psychoneuroimmunology	1
PSY 5270	History of Psychological Thought	2
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
PSY 8320	Social Bases of Behavior	3
PSY 6870	Psychotherapy Seminar	1
PSY 5820	Fundamentals of Clinical interventions & Emergency Psychology (practicum affiliated)	0
Total		12

Second Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 6620	Cognitive and Cognitive - Behavioral Therapy	2
PSY 6570	Objective Assessment of Personality	3
PSY 7670	Family Therapy and Systemic Interventions	2
PSY 6200	Applied Research for Psychologists	2
PSY 6670	Short-Term Psychotherapy	2
PSY 6850	Conceptualization and Intervention Planning (practicum affiliated)	0
Comprehensive Examination		
Total		11

Second Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 7810	General Clinical Practicum (Optional)	0
Total		0

Third Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 6230	Qualitative/Quantitative Methods, & Descriptive Statistics	3
PSY 6450	Mood & Anxiety Disorders	3
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques (practicum affiliated)	0
PSY 7200	Advanced Professional Writing	1
Total		11

Third Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 8140	Psychology of Addictions	2
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7860	General Clinical Practice: Integration I (practicum affiliated)	0
Clinical Practice Examination		
Total		9

Third Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 8890	Advanced Clinical Practicum I (Optional)	0
PSY 8910	Internship Preparation Course	1
Total		1

Fourth Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 7730	Supervision and Consultation	3
PSY 8180	Elective - Clinical Health Psychology	2
PSY	Elective	2
PSY 7870	General Clinical Practice: Integration II (practicum affiliated)	0
PSY 8260	Doctoral Dissertation	0
Total		7

Fourth Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY	Elective	2
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
PSY 8820	Advanced Clinical Practicum II (Optional)	0
PSY 7720	Program Development and Administration in Mental Health	2
Total		6

Fifth Year: Semester I Internship

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

Fifth Year Semester II Internship

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

TOTAL NUMBER OF CREDITS: 86

TOTAL ELECTIVE CREDITS: 8

COURSE DESCRIPTIONS

PSY 5110 Fundamentals of Neuroscience (3 credits)

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail as well as those subcortical and cortical functions most related to psychological and behavioral processes.

PSY 5120 Neuroanatomy Laboratory

To be taken concomitantly with PSY 5110 (2 credits)

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSIC 511. Special attention will be given to those hypothalamic, Limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 5140 Neurobiology and Psychology of Emotion and Motivation (2 credits)

This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored within a historical perspective. The course will also explore the neurobiological and psychological relationships between emotion and motivation.

PSY 5150 Human Growth and Development (3 credits)

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional, throughout the different stages of development, from childhood to senescence.

PSY 5180 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science that attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

PSY 5220 Psychology of Personality (3 credits)

The three main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologists and constructs utilized to describe and explain human behavior by Social Psychologists and Social Learning Theorists also will be addressed including locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations.

During the process of learning about human personality, the student will become familiarized with a number of scales and tests that are utilized to measure various personality variables.

PSY 5230 Cognitive Psychology (3 credits)

The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the main focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory. The student is exposed to the main concepts of each area, to the main research methods utilized to examine hypothesis and to the practical application for clinical practice of such body of knowledge.

PSY 5270 History of Psychological Thought (2 credits)

This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including history of the mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building, and psychometrics will be presented. The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including humanism, cognitive, systems theory, cybernetics, constructivism, etc.

PSY 5410 Fundamentals of Clinical Psychopathology (2 credits)

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these related to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-IV "V" codes, of the DSM IV culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction.

PSY 5730 Ethics in Professional Psychology (2 credits)

All professional activity performed by a Clinical Psychologist involves other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

PSY 5810 Introduction to Clinical Practice (50 hrs.)

Year I: First Semester (0 credits)

This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises, the student will learn most of the basic skills needed

to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PSY 5820 Fundamentals of Clinical Interventions and Emergency Psychology

Year I: Second Semester (50 hrs.) (0 credits)

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated with alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting. The students practice their interviewing and intervention skills through the standardized patient program.

PSY 6200 Applied Research for Psychologists (2 credits)

This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the basic principles and the specific steps utilized to conduct applied psychological research, the student will be able to write the introductory section of his/her research project.

PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics (3 credits)

Prerequisite: PSY 6200

As a continuation of PSY 6200, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 6250 Test Construction (2 credits)

This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.

PSY 6450 Mood and Anxiety Disorders (3 credits)

Prerequisite: PSY 541

This course focuses on the different types of mood/affective disorders including depression, mania, anger and its multiple clinical and syndromal manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud's conceptualization of Mourning, Attachment theories of depression, Learned Helplessness paradigm from Learning theories and others. The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive

Compulsive Disorders, Somatoform disorder, and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it.

PSY 6480 Psychopathological Disorders in Children and Adolescents (2 credits)

Prerequisite: PSY 5410

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student to gain an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation.

PSY 6520 Cognitive Assessment (3 Credits)

Prerequisite: PSY 6250

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are Wechsler scales (Pre-School, Child, Adult), Test of Non-Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 6570 Objective Personality Assessment (3 Credits)

Prerequisites: PSY 6860 and PSY 6520 or taken concurrently

The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology as they have become an important component of the Psychologist’s assessment techniques. This course will provide the basic knowledge and skills necessary to administer, score and interpret some of the most commonly utilized non projective personality assessment techniques. The main emphasis of the course will be on the MMPI-2 and the Millon Health and Personality Inventories.

PSY 6580 Projective Assessment of Personality (2 credits)

Prerequisites: PSY 5220, 5410 and 6520

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential. Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PSY 6600 Behavior Modification: Theory and Practice (2 credits)

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will

learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

PSY 6620 Cognitive and Cognitive-Behavioral Therapy (2 credits)

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course, e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 6670 Short-Term Psychotherapy (2 credits)

Short-term psychotherapy (brief psychotherapy, time-limited psychotherapy) is focused from a variety of philosophical perspectives, but all share the emphasis on the practicality of rapid conflict resolution. During the course, we will include several of these approaches to short term psychotherapy in the belief that an effective psychotherapy must have two components. First, the therapist must be knowledgeable and skilled in the techniques. Second, the therapist must have a varied armamentarium, so as to match the approach to the patient's specific needs.

PSY 6810 Cognitive Assessment Practicum (30 hrs.)

To be taken concomitantly with PSY 6520 (0 credits)

Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer this test.

PSY 6830 Psychotherapeutic Techniques (250 hrs) (0 credits)

Students will be placed in a community practicum site during the second semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. They will attend the didactic component of the practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 6850 Conceptualization and Intervention Planning (250 hrs.) (0 credits)

Prerequisites: PSY 5810, 5820

This is the practicum experience for the first semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practicum and theoretical courses with the experiences they are having at their practicum site.

PSY 6860 Introduction to Psychological Assessment and Testing (2 credits)

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 6870 Psychotherapy Seminar (1 credit)**PSY 7670 Family Therapy and Systemic Interventions (2 credits)**

A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and trans-generational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans and to organize and conduct family sessions.

PSY 7720 Program Development and Administration in Mental Health (2 credits)

Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided.

PSY 7730 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 7860 General Clinical Practice: Integration I (250 hrs.)**Prerequisite: PSY 6850 (0 credits)**

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interview with data obtained through tests, together with their personal experience with client. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

PSY 7870 General Clinical Practice: Integration II (250 hrs.)

Prerequisite: PSY 7860 (0 credits)

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patient's response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third-year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third-year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of psychology and mental health with the information obtained from the patients being served at the practicum sites, to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 8140 Psychology of Addictions (2 credits)

The most common types of addictions will be explored from multiple perspectives including: neurophysiological (brain pleasure centers and neurotransmitters, tolerance, dependence, craving, withdrawal), psychological (attitudes, cognition, identity), family/social (systemic, cultural), and community/government (policies, prevention). Substance abuse will be distinguished from substance dependence. Emphasis will be given to the diagnosis and treatment of dual diagnosed patients and on the complex interaction between mental health/psychiatric disorders and Substance Abuse. Treatment approaches for different levels of abuse/dependence will be explored. Prevention strategies and community/government efforts done throughout the past few decades to address the problem will be explored. The need for integrated continuous system of treatment resources to address the need of SA/MH (dual diagnosed) patients is also discussed. At the end of the course, students will develop and implement a short-term presentation program. This small group collaborative preventive project will be implemented through many types of community activities including: a media campaign, conferences to schools, conferences to civic groups, church groups, etc.

PSY 8260 Doctoral Dissertation (0 credits)

The student will register in Psychology 8260 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meeting the student will be guided toward the completion of his/her dissertation project.

PSY 8320 Social Bases of Behavior (3 credits)

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments, and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students will explore Social Psychology's theory and practice.

Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis on the implications for clinical practice and research.

PSY 8360 Psychology of Gender (2 credits)

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psycho-cultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: choosing lifestyles and sexual orientation – the LGBTQ movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PSY 9000 Pre-Doctoral Internship (0 credits)

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

PSY 8880 Advanced Clinical Practicum: Clinical Health Psychology (250 hrs) (0 credits)

Prerequisite: PSY 8180 Requires authorization

This is an elective practicum that allows students concentrating on Clinical Health Psychology to obtain specialized supervision for the experience they will have during the semester. The student will be placed in one of the health facilities affiliated with the school through which they will have the opportunity to provide psychological services to medical patients. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.

IHD 919 Interprofessional Perspectives in Health Disparities (1 credit)

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of 57 health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc.)

FACULTY

STANDARDS OF CONDUCT IN THE TEACHER-STUDENT RELATIONSHIP

POLICY STATEMENT

The health professionals and faculty/staff who provide psychiatric/psychological/personal counseling or other sensitive medical and healthcare services to University (PHSU-ST. LOUIS) students will not be involved in the academic, professionalism, or disciplinary evaluation, promotion, or dismissal of students receiving those services.

PURPOSE OF POLICY

It is essential to have a separation of roles to ensure confidentiality in the provision of health and counseling services to PHSU-ST. LOUIS students and absence of conflict of interest in PHSU-ST. LOUIS student evaluations, promotions, and dismissal decisions.

PROCEDURE

Members of the PHSU-ST. LOUIS faculty assigned to evaluate students or to make decisions regarding the promotion or possible disciplinary action of students for whom they have provided psychiatric/psychological/personal counseling or other sensitive health services are obliged to report the conflict of interest to the block or clerkship director so that the student or faculty/staff can be reassigned to preclude any conflict of interest, real, perceived, or potential.

Students who have been assigned to a course, preclinical experience or clinical clerkship rotation in which they would be evaluated by a member of the faculty or staff who has provided them with psychiatric/psychological counseling or other sensitive medical or health services, should report the real, perceived, or potential conflict of interest to the block or clerkship director as soon as they receive the assignment so that there will be no involvement of said faculty/staff in the academic evaluation or promotion of the student. Students that do not report such conflict of interest by 2 days after the initial contact with the faculty member forfeit their right to be assigned a different evaluator.

In the event that the student or faculty has not been re-assigned after reporting of the conflict, the student should report the matter to the Dean of Enrollment Management & Student Success for resolution. Similarly, if faculty or students are involved in a hearing for a possible adverse action related to academic, professionalism, or disciplinary matters, they should notify the Chairperson of the Student Promotion Committee or the Vice President of Students Affairs if one or more members of the hearing committee has provided a student with any psychiatric/psychological counseling or other sensitive medical or health services, so that the faculty can be excused from the committee.

Evaluation instruments shall include a disclaimer in which faculty members attest that they have not had a professional relationship with students that could affect their judgment upon evaluation of the students.

STANDARDS OF CONDUCT IN THE TEACHER-STUDENT RELATIONSHIP

Ponce Health Sciences University adapts and incorporates the AAMC model of Standards of Conduct in the Teacher- Student Relationship, and encourages faculty and students to familiarize themselves and pledge adherence to this policy statement:

Preparation for a career in health care professions demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that are expected in the health provider/patient relationship and that sustain the health profession as a moral

enterprise. This policy statement serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

GUIDING PRINCIPLES	
DUTY	Ponce Health Sciences University faculty have a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the profession’s social contract across generations.
INTEGRITY	The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
RESPECT	Respect for every individual is fundamental to the ethics of the health professional. Essential for nurturing ethics is the mutual respect for every individual by students, novice members of the profession, as well as by their teachers, as experienced and esteemed professionals. Given the inherently hierarchical nature of the teacher/ learner relationship, teachers have a special obligation to ensure that students, interns, and residents are always treated respectfully.

COMMITMENTS OF FACULTY

1. We pledge our utmost effort to ensure that all components of the educational program for students, interns, and residents are of high quality.
2. As mentors for our students, interns, and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
3. We respect all students, interns, and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student, intern or resident.
4. We pledge that students, interns, and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest. We monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure student’s, intern’s, and resident’s wellbeing.
5. In nurturing both the intellectual and the personal development of students, interns, and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
6. We do not tolerate any abuse or exploitation of students, interns, or residents. We encourage any student, intern or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

COMMITMENTS OF STUDENTS

1. We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
2. We cherish the professional virtues of honesty, compassion, integrity, loyalty and dependability.
3. We pledge to respect all faculty members and all students, interns, and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

4. As health professionals in training, we embrace the highest standards of the profession and pledge to conduct ourselves accordingly in all of our interactions with patients, faculty colleagues, and staff.

As well as fulfilling our own obligations as professionals, we pledge to assist our fellow students, in meeting their professional obligations.

QUALIFICATIONS OF INDIVIDUAL INSTRUCTIONAL FACULTY

INSTRUCTOR

1. Earned post-baccalaureate, master or doctoral degree.
2. This title is intended to indicate the initial step in an academic career. At the Medical School, the appointment of Instructor is the entry level rank for those who have completed their MD degree but are not board certified. Physicians provided the rank of instructor at PHSU may advance to the rank of Assistant Professor once they pass their specialty Boards.
3. Commitment to excellence in teaching, research, and clinical or community service is a requirement.

ASSISTANT PROFESSOR

1. Earned doctorate or terminal degree plus two (2) years teaching at the post-secondary educational level or a prior record of outstanding achievement or experience directly related to the academic field.
2. Demonstration of competence and originality in past practice or in potential in the instruction of courses in the field of concentration.
3. Demonstrated ability to do independent scholarly or creative work.
4. Demonstration of the aptitude and commitment to provide competent service on faculty committees, as an academic advisor, in extracurricular activities and in community service.
5. Commitment in principle and practice to the mission of the University.

ASSOCIATE PROFESSOR

1. Earned doctorate or terminal degree plus six (6) years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field. For promotion to Associate Professor at least two (2) consecutive years of the full-time University teaching must be at the University in the rank of Assistant Professor.
2. Maturity in teaching ability and continued interest in teaching skills and in enrichment of classroom presentations.
3. Continued evidence of scholarly or creative productivity.
4. Growth in extent and influence of services on faculty committees, as an academic advisor, in extracurricular activities, and in community projects.
5. Commitment in principle and practice to the mission of the University.

PROFESSOR

1. At least six (6) years teaching at the Associate level. For promotion to Professor, at least two (2) consecutive years of the full-time University teaching must be at the University in the rank of Associate Professor.
2. Contributions in scholarship or in creative work that approach or attain recognition in the field.
3. Leadership on faculty committees and in assistance with formulation of department policies and leadership in the projects of the larger University community.
4. Commitment in principle and practice to the mission of the University.

MD/MSMS FACULTY

Mildred MG Olivier, MD, FACS

Associate Dean, School of Medicine STL

Israel Alvarado, PhD

Assistant Professor

Shannon Green, DC

Assistant Professor

Seem Haridas, PhD

Associate Professor

Stephanie Nygard, PhD

Assistant Professor

Murad Odeh, PhD

Assistant Professor

Alicia Pate, PhD

Assistant Professor

Devi Ramakrishnan, PhD

Assistant Professor

Fabian Vazquez Santiago, PhD

Assistant Professor

PSYD FACULTY

Lisa Elwood-Kirkpatrick, PsyD

Director, Clinical Psychology

Frank Barrios, PhD

Professor

David Evans, PhD

Associate Professor

Ellen Glover-Orr, PsyD

Assistant Professor