



PARKERTM
UNIVERSITY

Parker University

Parker University 2025-2026 Catalog

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Message from President

It is my pleasure to welcome you to Parker University and to congratulate you on reaching this milestone.

Professional mastery, loving service, personal responsibility, passion, self-actualization, and a fulfilled life's journey, while these attributes are not overtly found in this catalog, it is my hope, desire, and intent that you will experience this unseen curriculum at Parker in a very real way.

Parker is a university built purposely to espouse a spirit, a soul, an underlying mission: service to others. This mission originated with our founder, Dr. James W. Parker, and has been the bedrock of Parker University since its inception.

My favorite quote comes from the famed humanitarian and theologian Albert Schweitzer, "I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve."

I truly believe that fulfillment in life only comes when you have discovered your unique gifts, talents, and place to serve. At Parker, we are here not just to teach but to help you to discover where you can best serve humanity.

The faculty and staff of Parker University are now your partners in achieving not only your goal of a diploma but also our goal of creating competent and confident professionals who are equipped for success in life. While there are several programs and degrees at Parker, a fundamental posit of our philosophy is that our bodies were created with an innate system of self-regulation. We respect and support that inborn system with a holistic, evidence-based approach to healthcare.

I look forward to the day when you and I will share a special moment, a major milestone in your life, when I look you in the eyes, shake your hand, and present you with your hard-earned diploma. That moment will memorialize your achievement, sacrifice, and dedication, and you will be transformed from student to trusted colleague.

You have a journey ahead with plenty of hard work and sacrifice, but along the way, you will make lifelong friends, many memories, and profound discoveries about yourself. Enjoy the journey.

Blessings,



William E. Morgan, DC

President

Accreditation

Parker University is a co-educational institution chartered by the State of Texas. It holds non-profit 501(c) (3) status with the Internal Revenue Service, so donations may be tax-deductible.

Accreditation agencies are listed with the United States Department of Education and the Council for Higher Education Accreditation (CHEA). Parker University is also recognized by the National Board of Chiropractic Examiners, by the Veterans Administration, and by the Texas Higher Education Coordinating Board.

Parker University assumes responsibility to notify all US Department of Education accrediting agencies of any negative actions or sanctions taken against it or its programs. Problems not resolved by internal mechanisms of Parker University may be expressed to the below entities. Inquiries or general questions about Parker University should be directed to the University at (972) 438-6932.

Institutional Accreditation

Parker University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Parker University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Parker University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

College of Chiropractic - Programmatic Accreditation

The Doctor of Chiropractic degree program at Parker University is awarded programmatic accreditation by The Council on Chiropractic Education, 10105 E. Via Linda, Suite 103 - 3642, Scottsdale, AZ 85258, Phone: (480) 443-8877, Website: www.cce-usa.org.

College of Health Science - Programmatic Accreditation

The Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography. The Commission on Accreditation of Allied Health Education Programs is located at 9355 - 113th St. N, #7709 Seminole, FL 33775, or may be reached by calling 727-210-2350.

CAHIIM The Health Information Management accreditor of Parker University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the Bachelor of Science degree in Health Information Management has been reaffirmed through 2027-2028. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.

The Parker University School of Massage Therapy is accredited by the Commission on Massage Therapy Accreditation (COMTA) to award the Certificate of Massage Therapy. The Commission on Massage Therapy Accreditation (www.comta.org) is located at 900 Commonwealth Place Suite 200-331, Virginia Beach, VA 23464 and can be reached by phone at (202) 888-6790.

The bachelor-degree-level Strength and Human Performance program at Parker University is accredited by the Council on Accreditation of Strength and Conditioning Education (www.nsca.com). The Council on Accreditation of Strength and Condition Education is located at 1885 Bob Johnson Drive, Colorado Springs, CO 80906, or may be reached by calling (719) 632-6722.

State Authorization for Distance Learning

State Authorization Information

Parker University is a member of NC-SARA, the National Council for State Authorization Reciprocity Agreements. It provides a voluntary, regional approach to state oversight of postsecondary distance education.

Benefits to students

- Expands access to educational offerings
- Enhances overall quality of distance education
- Reduces a rapidly growing institutional cost that is in one way or another passed along to students
- Should lead to better resolution of complaints from students in SARA states

As a member of NC-SARA, Parker University is permitted to place students for internships, preceptorships, and fieldwork in those states and institutions which are also NC-SARA members. For a list of NC-SARA states and institutions, please refer to the following link: <http://nc-sara.org/sara-states-institutions>.

Please note: SARA states are shaded on the map published on the states-institutions link.

Student Complaints Regarding Distance Education

All students, including those participating in distance education courses, must initially follow the Parker University's Student Complaint Process located in the Parker University Academic Catalog. If a student complaint regarding distance education is not resolved to the student's satisfaction, the student can follow the [Student Complaint Process](#) through NC-SARA.

If you have additional questions regarding distance learning or NC-SARA, please contact the [Department of Online Education](#).

2025-2026 Academic Calendars

ACADEMIC CALENDAR: 2025-2026			
FALL 2025	DATES	EVENT	INFORMATION
	September 1, 2025	Labor Day	Campus Closed - No Classes
	September 2, 2025	Classes Begin: Trimester, Subterm A, Module 1	
	September 8, 2025	Drop/Add Deadline: All programs/courses	Last day to add/drop courses without financial responsibility
	September 26, 2025	Module 1 Ends	
	September 27, 2025	Module 2 Begins	
	October 22, 2025	Module 2 Ends / Subterm A Ends	
	October 23, 2025	Module 3 Begins / Subterm B Begins	
	November 14, 2025	Last day to Withdraw (DC Only)	
	November 17, 2025	Module 3 Ends	
	November 18, 2025	Module 4 Begins	
	November 27-28, 2025	THANKSGIVING BREAK	Campus Closed - No Classes
	December 8-13, 2025	FINALS WEEK (DC only)	
	December 13, 2025	All Classes End: Trimester, Subterm B, Module 4	
	December 14, 2025-January 4, 2026	WINTER BREAK	No Classes
WINTER 2026	DATES	EVENT	INFORMATION
	January 5, 2026	Classes Begin: Trimester, Subterm A, Module 1	
	January 9, 2026	Drop/Add Deadline	Last day to add/drop courses without financial responsibility
	January 19, 2026	MARTIN LUTHER KING JR. DAY	Campus Closed - No Classes
	January 30, 2026	Module 1 Ends	
	January 31, 2026	Module 2 Begins	
	February 25, 2026	Module 2 Ends / Subterm A Ends	
	February 26, 2026	Module 3 Begins / Subterm B Begins	
	March 20, 2026	Last day to Withdraw (DC Only)	
	March 23, 2026	Module 3 Ends	
	March 24, 2026	Module 4 Begins	
	April 3, 2026	GOOD FRIDAY	Campus Closed - No Classes
	April 13-18, 2026	FINALS WEEK (DC only)	
	April 18, 2026	All Classes End: Trimester, Subterm B, Module 4	
	April 19 - May 3, 2026	SPRING BREAK	No Classes
SUMMER 2026	DATES	EVENT	INFORMATION
	May 4, 2026	Classes Begin: Trimester, Subterm A, Module 1	
	May 8, 2026	Drop/Add Deadline	Last day to add/drop courses without financial responsibility
	May 25, 2026	MEMORIAL DAY	Campus Closed - No Classes
	May 29, 2026	Module 1 Ends	
	May 30, 2026	Module 2 Begins	
	June 24, 2026	Module 2 Ends / Subterm A Ends	
	June 25, 2026	Module 3 Begins / Subterm B Begins	
	July 4, 2026	INDEPENDENCE DAY	Campus Closed - No Classes
	July 17, 2026	Last day to Withdraw (DC Only)	
	July 20, 2026	Module 3 Ends	
	July 21, 2026	Module 4 Begins	
	August 10-15, 2026	FINALS WEEK (DC only)	
	August 15, 2026	All Classes End: Trimester, Subterm B, Module 4	
	August 16-September 7, 2026	SUMMER BREAK	No Classes

UPCOMING ACADEMIC CALENDAR: 2026-2027 *		
FALL 2026	DATES	EVENT
	September 1, 2026	Sonography Program Classes Begin
	September 8, 2026	All Other Program Classes Begin
	December 19, 2026	Classes End
	December 20, 2026	Sonography Program Classes End
WINTER 2027	DATES	EVENT
	January 11, 2027	Classes Begin
	April 24, 2027	Classes End
SUMMER 2027	DATES	EVENT
	May 10, 2027	Classes Begin
	August 21, 2027	Classes End

*2026-2027 Calendar dates are tentative and subject to change.

For information on current course schedules and offerings, please visit the following link: https://my.parker.edu/ICS/Academics - Coursework/Academics/Calendars_and_Schedules/

Introduction to the University

Vision

Parker University leads the way in patient-centric collaborative and conservative healthcare education, clinical practice, research, and service.

Mission

Parker University is a regionally accredited private university that offers certificate, undergraduate, and graduate degree programs in healthcare and business-related fields through multiple delivery formats and learning environments. The university espouses a culture of lifelong learning, research, and service.

Parker University provides its diverse population with support services and learning opportunities to develop the necessary skills for successful employment and career advancement.

Parker Philosophy

Parker's philosophy is rooted in the principles and beliefs established by our founder, Dr. James W. Parker. Dr. Parker created a set of principles, later known as the Parker Principles, that still serve as the foundation of our university and the relationships our graduates establish with patients and clients around the world. Service to others is the underlying theme for the Parker Principles, and our institution believes that this focus begins with the students we serve.

This attitude of service can be seen in every interaction with Parker University. Our admissions department strives to answer all prospective student questions. Faculty members work one-on-one with students to ensure key concepts are learned. The alumni association supports our alumni by providing patient referrals, while Student Affairs provides on-campus support and activities for students.

At Parker, students quickly learn the true meaning of one key Parker Principle: *Loving service is my first technique*. Parker students don't learn about this principle in a textbook; they experience it every day as a Parker student and, subsequently, as a Parker alumnus.

Parker Principles

- Loving service is my first technique
- Develop a compassion to serve that is greater than the compulsion to survive
- "If it is to be, it is up to me."
- Do not let the negative few overrule the positive many
- To be in harmony with my success, health, and happiness goals, I must act with love based upon free will and react with faith based upon God's will
- My ultimate purpose is to live in harmony with the universe. I can do so only when my Mission is accomplished, my Talents are developed, and my Destination is fulfilled
- Thought plus action equals feeling. My feelings attract my life to me.
- Seeing is not believing...believing is seeing
- What I see in the universe sees me
- Success is predetermined by my Faith, Confidence, and Belief (FCB) in my Products, Services, and Ideas (PSI). Briefly stated: FCB in PSI
- To eliminate fear, worry, and anxiety, I must live in the present and let go and let God
- Love is the magic bullet of healing
- I cannot communicate successfully what I do not own. Develop certainty in who I am and what I do
- To attract my Success, Health and Happiness, I will eliminate the fear of the future, worry over the past, and anxiety for the present
- We see things as we are, not necessarily as they are
- There is no philosophy by which I can do a thing if I think I cannot
- To heal, remove "doubt" in both doctor and patient and instill "belief" in both doctor and patient
- Nature will give me what I act like I already have

Parker University Background and History

Parker University is named for its late founder, Dr. James William Parker. For five decades, Dr. Parker's professional passion, skills, and love were directed totally toward chiropractic – from the day he began recuperating from childhood illnesses following chiropractic adjustments until his death in 1997.

While a senior in chiropractic college, Dr. Parker opened two successful practices in Illinois and published a book on chiropractic. After graduating from Palmer School of Chiropractic in 1946, he developed, in Fort Worth, Texas, one of the fastest-growing chiropractic practices in the history of the profession. In 18 months, he established 18 clinics, one in almost every major city in Texas. From his experience operating these offices, Dr. Parker improved chiropractic care and developed methods for establishing and maintaining successful chiropractic practices.

A foundation was created in 1951 to conduct post-graduate chiropractic seminars. Over the last half-century, the seminars evolved into Parker Seminars. Nearly 40,000 chiropractors, or approximately two-thirds of the Doctors of Chiropractic in the world, have attended these seminars.



At the urging of his colleagues, Dr. Jim Parker helped establish and fund Parker College with the goal of benefiting students with Dr. Parker's principles and teaching become successful healers and practitioners. In founding the College, Dr. Parker wrote, "The principles of a chiropractic education at Parker College of Chiropractic are to instill in our students the science, philosophy, and art of chiropractic so that they fulfill a lifetime of service to the sick, with a drugless, non-surgical, natural, holistic system of healing."

Dr. Parker believed that Parker College had a duty to teach students the necessary knowledge to not only become good Doctors of Chiropractic but also healers. "We seek students from every country on earth whose primary intent, motives, and principles are to relieve pain, restore health and prolong lives through chiropractic, the leading profession in natural healing," Dr. Parker said when founding the College.

Parker College was chartered by the State of Texas on March 8, 1978, and received its non-profit IRS status in October of that year. The original campus, located in Irving, Texas, a suburb of Dallas, officially opened on September 12, 1982, which was Dr. Parker's 62nd birthday. The first class of 27 students graduated in September 1985.

After the opening of the Irving campus, enrollment increased dramatically, and the College moved to the larger main campus in Dallas in September 1989. In September 1993, enrollment had reached 1,000 students, making it the third-largest chiropractic college in the world. The original Irving campus was converted to a chiropractic wellness clinic where patients continue to receive chiropractic care today.



In 2011, Parker College of Chiropractic became Parker University, entering an age grounded in a vision that sees Parker becoming an even larger part of the healthcare revolution in the local community. This change lays the foundation to take Parker and the chiropractic profession into the next 50 years and beyond. With its enhanced status and stronger university partnerships, greater resources, and advanced degree offerings, Parker University will pave the way for students to reach their full potential in the healthcare environment.

With students, graduates, and applicants from every state, all Canadian Provinces, and approximately 100 foreign countries, Parker University is a truly diversified international institution of higher learning. The University continually seeks qualified individuals of all ages, races, religions, creeds, and national origins who aspire to the high honor of becoming healthcare providers.

With its modern learning facilities, outstanding faculty, and beautifully constructed and maintained campus, Parker University offers excellent educational opportunities. Preparing professionals in the healing arts and for success in business makes Parker University an exceptional institution of higher learning.

[Introduction to the University](#)

Student Records

Privacy of Student Records

Parker University follows the Family Educational Rights and Privacy Act of 1974, a Federal law designed to protect the privacy of education records. A student at Parker University has certain rights under FERPA. These rights include:

- The right to inspect and review all records within a reasonable time after the university receives an access request.
 - The right to request an amendment of their education record if they believe it is inaccurate or misleading. A statement to the Registrar clearly identifying the part of the record that is being requested to amend must be submitted and approved. If the University decides not to amend them within a reasonable period of time, it shall inform the party of the right to a hearing. The hearing shall be held within a reasonable period of time after the University has received a request for a hearing and reasonable notice of the date, place, and time given to the student. An official of the University who does not have a direct interest in the outcome of the hearing will conduct the hearing. Students will be afforded a full and fair opportunity to present evidence relevant to the issues raised. Legal or other representation during the hearing is prohibited. The University will make its decision in writing within a reasonable period of time and shall notify the parties involved.
- The right to consent to the disclosure of personally identifiable information contained in the education records, except to the extent that FERPA authorizes disclosure without consent, such as the following:
 - Releases to University faculty and staff with a legitimate educational “need to know”;
 - Releases in accordance with a lawful subpoena or court order;
 - Releases to others specifically exempted from the prior consent requirement (certain federal and state officials, organizations conducting studies on behalf of the University, accrediting organizations);
 - Releases in emergencies where information is necessary to protect the health or safety of the student or others.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with FERPA

The release of a student's record information is generally not done at Parker University without the student's expressed written consent. There are, however, some exceptions. For example, directory information includes the following and may be released without the student's consent: the student's name, address, telephone number; email address; date and place of birth; a field of study; participation in officially recognized activities and sports; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended by the student, or other similar information. Students have the right to withhold the release of directory information. To do so, a request for non-disclosure of directory information form must be submitted to the [Office of the Registrar](#). Additional FERPA information is available on [MyParker](#).

Education Records Retention

Parker University's Office of the Registrar is the custodian of all student academic records. Student files are maintained for five (5) years following a student's departure from the university for any reason. After five (5) years of un-enrollment or graduation, the following items are kept permanently in the student's file. All other documents are destroyed in compliance with FERPA regulations and [industry best practices](#).

- Transfer Credit Evaluations
- Parker University Transcript
- Parker University Issued Diploma

[Introduction to the University](#)

Disclaimers and Arbitration

Arbitration

It is agreed, in the event the parties to this Enrollment Agreement are unable to amicably resolve any dispute, claim, or controversy arising out of or relating to this Agreement, or if a claim is made by either against the other or any agent or affiliate of the other, the dispute, claim, or controversy shall be resolved by binding arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules. If this chosen forum or method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction hereunder may appoint one or more arbitrators or an umpire pursuant to section 171.041, Tex. Civ. Prac. & Rem. Code. Each party shall have the right to be represented by an attorney at any arbitration proceeding. The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration. However, if Parker University prevails in the arbitration proceeding, Parker University will be entitled to reimbursement of reasonable attorney's fees incurred in the defense of the student's claim. The venue for any proceeding relating to the arbitration of claims shall be the county wherein the institution is located. This Agreement cannot be modified, except in writing, by the parties.

We agree that neither we nor anyone else will use this Agreement to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. You may file a lawsuit for such a claim, or you may be a member of a class action lawsuit for such a claim, even if you do not file it. This provision does not apply to lawsuits concerning other claims. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the loan was obtained.

Official Communications

Parker University recognizes our institutional issued email addresses (@parker.edu) as the official method of electronic communication for all enrolled students. It is imperative for students to begin monitoring their Parker University email account on a regular basis once they have initially been registered for courses. Additionally, students should utilize their Parker University account when emailing faculty and staff members.

Electronic Signature Agreement

Parker University may provide specific written notices or disclosures that require an electronic signature. An electronic signature is the same as signing a paper document. At any time, students may request from Parker University a paper copy of any record provided or made available electronically by the University.

Any of the following methods can constitute an electronic signature: DocuSign signature, Adobe PDF with signature submitted from student's Parker email account, or login-secure online form. Due to federal, state, or accrediting body regulations, some departments have specific requirements for what constitutes an electronic signature.

Academic Programs

Parker University offers certificate, undergraduate, master's, and one first-professional degree programs.

General Education

General education serves as a component of each undergraduate degree, ensuring breadth of knowledge, and is based on a coherent rationale. Parker University's general education curriculum emphasizes critical thinking and reading skills, effective communication, and understanding quantitative data. Each program contains at least one course from the humanities/fine arts, the social/behavioral sciences, and natural sciences/mathematics.

Faculty

The institution employs an adequate number of faculty to support the mission and goals of the institution.

Tuition Increase

The Board of Trustees at Parker University reserves the right to increase tuition and fees whenever deemed necessary without prior notice.

Financial Responsibility

All indebtedness to Parker University must be cleared promptly. Student account balances must be paid before transcripts or diplomas are issued or before any future registration can be completed. A \$25 service charge is imposed on any check submitted to the University that is not honored by the bank upon which it was drawn.

University Interruption

In the event the operation of the University is suspended at any time due to any Act of God, strike, riot, disruption, or any other reason beyond the control of the University, there will be no refund of tuition, fees, charges, or any other payment made to the University.

Parker University reserves the right to convert on-ground courses to online courses in the case of a temporary closure of the university campus. Parker University also reserves the right to change students from on-ground courses to online courses to ensure that the minimum number of students are registered for the class to run.

Disclaimers

Parker University reserves the right to modify requirements for admission or graduation without due notice; to change the arrangement or content of courses, instructional methods used, or tuition and fees charged; to change or modify any regulation(s) affecting the student body; to refuse admission or readmission to any person at any time; or to dismiss any student at any time, if it is deemed to be in the best interest of the University or of the student.

The procedures, rules, and regulations listed in this catalog may be changed or modified. Implementation of changes may occur at any time after appropriate notification to faculty, staff, and students. The University is not responsible for any misrepresentation of procedures, rules, and regulations that may arise as a result of errors in the preparation of this catalog, whether in printed or electronic format.

Each student is individually responsible for knowing the current academic regulations as well as general and specific procedures and policies that apply to all facets of student life, as described in the University Catalog, the University and program-specific Student Handbooks, official documents and publications of the University, postings on official bulletin boards, notifications sent via email, and on official websites of Parker University.

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member and Parker University. Minor typographical and content errors to the University Catalog are corrected as needed. Significant updates to the University Catalog within the same academic year will result in a published addendum or updated version.

The school subscribes to a high standard of ethical practice in the conduct of its activities with respect to employees, students, and the public.

Campus Information

Parker University is located in the Dallas/Fort Worth (DFW) Metroplex, a community of nearly seven million people, providing students with numerous housing and work options, an adequate base of patients for chiropractic interns, as well as hospitals and imaging centers for our associate health programs, and career options for Parker graduates. The University's convenient location in North Dallas and near Irving/Las Colinas makes it accessible from all major highways, and it is close to the finest living, shopping, entertainment, recreational, cultural, and business areas for which the DFW area is famous.

DFW is one of the fastest growing areas in the nation, attracting major corporate, government, research, healthcare, and educational interests that keep the unemployment rate low and competitive. For students and for spouses who wish to relocate at Parker University, this means a wide range of job opportunities, part-time or full-time.

There are two airports within 10-15 minutes from Parker University – Love Field in Dallas and Dallas/Fort Worth International Airport, which is centrally located in the Metroplex. DFW Airport is the fourth largest in the US making DFW accessible to any other city or country on the globe.

Numerous apartment complexes and thousands of suburban homes are spread throughout North Dallas. Within 15 to 20 minutes driving time, the suburbs of Carrollton, Farmers Branch, Addison, Richardson, Plano, Irving, and Las Colinas provide ample student and faculty housing.

Parker University Address and Telephone Number

2540 Walnut Hill Ln, Dallas, TX 75229

Phone: 800.637.8337 | 214.902.2429

Directions to Campus

Parker University is located about ten minutes north of downtown Dallas and is just 3 blocks east of the Walnut Hill Lane exit off I-35E North (Exit 438) with exit ramp signs. The I-35E thoroughfare connects with all other major highways linking Dallas to the surrounding communities, as well as DFW Airport, making the University easy to reach from anywhere in the Metroplex.

[Campus Information](#)

Campus Qualities

A Safe, Well-Lit Campus

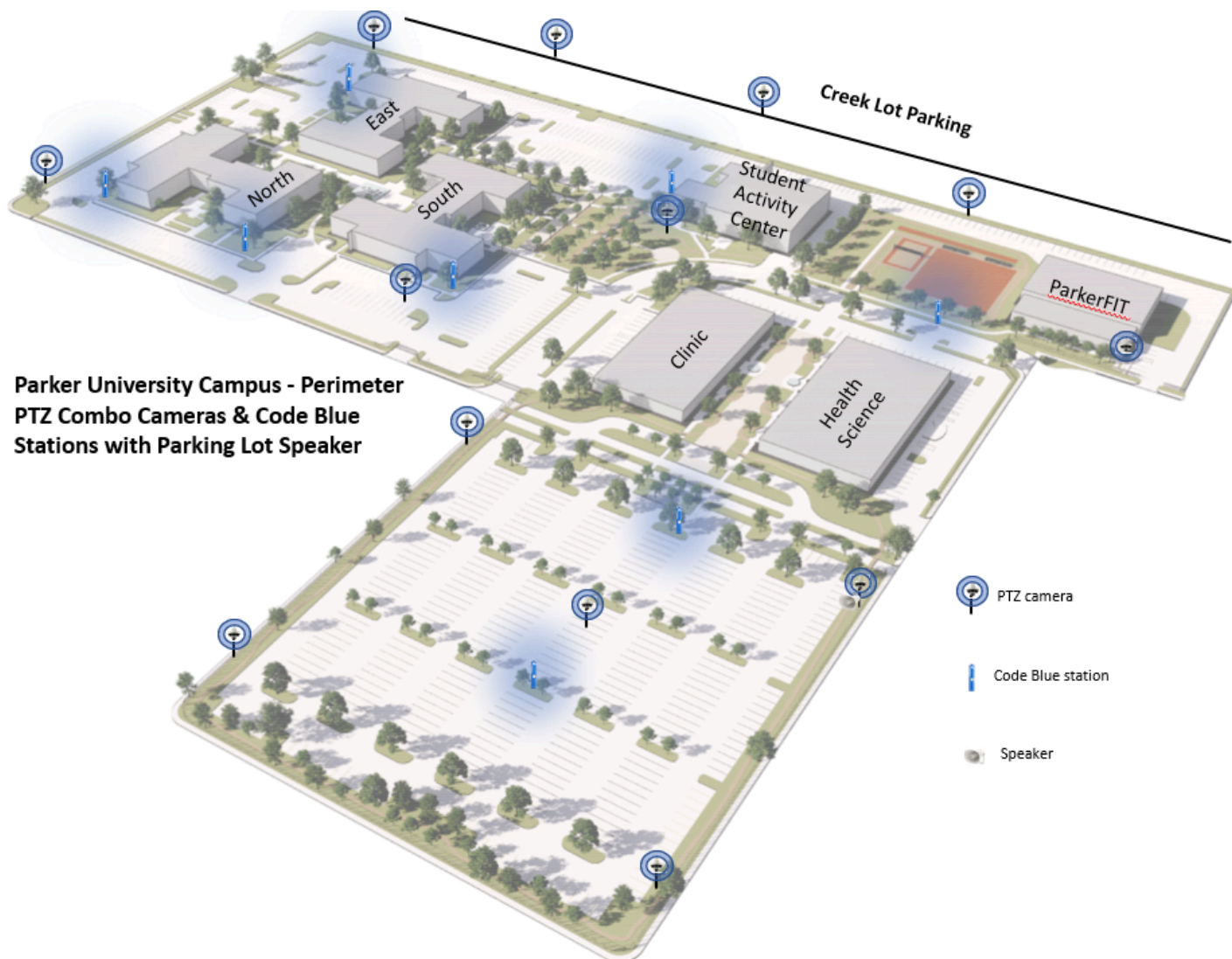
Parker University provides 24 hours a day, seven days a week uniformed armed security for its students, faculty, and staff. All officers and the Director of Security hold the Level III Security Certification. The security staff patrol and monitor all areas of the campus. The campus has a new state-of-the-art interior and exterior video camera system and access system to discourage inappropriate activities and aid in reviewing incidents.

New LED floodlights illuminate parking areas on campus, while footpath lights surround buildings and walkways. All lights along the walkways, gardens, canals, buildings, and parking areas turn on automatically at dusk. Motion detectors turn lights on inside buildings so that hallways are always safely lit. The Parker University facilities team routinely reviews lighting for additions and enhancements, as well as welcoming suggestions.

The University has augmented these safety measures with a six-foot-high ornamental fence around the main campus. All entrances, except the front and back gates, are locked from dusk to dawn. The front and back gates are locked after the campus officially closes each day. All buildings on campus were constructed with exterior reflective floor-to-ceiling glass windows on both floors. These mirrored windows are also an added safety feature since they reflect motion and light.

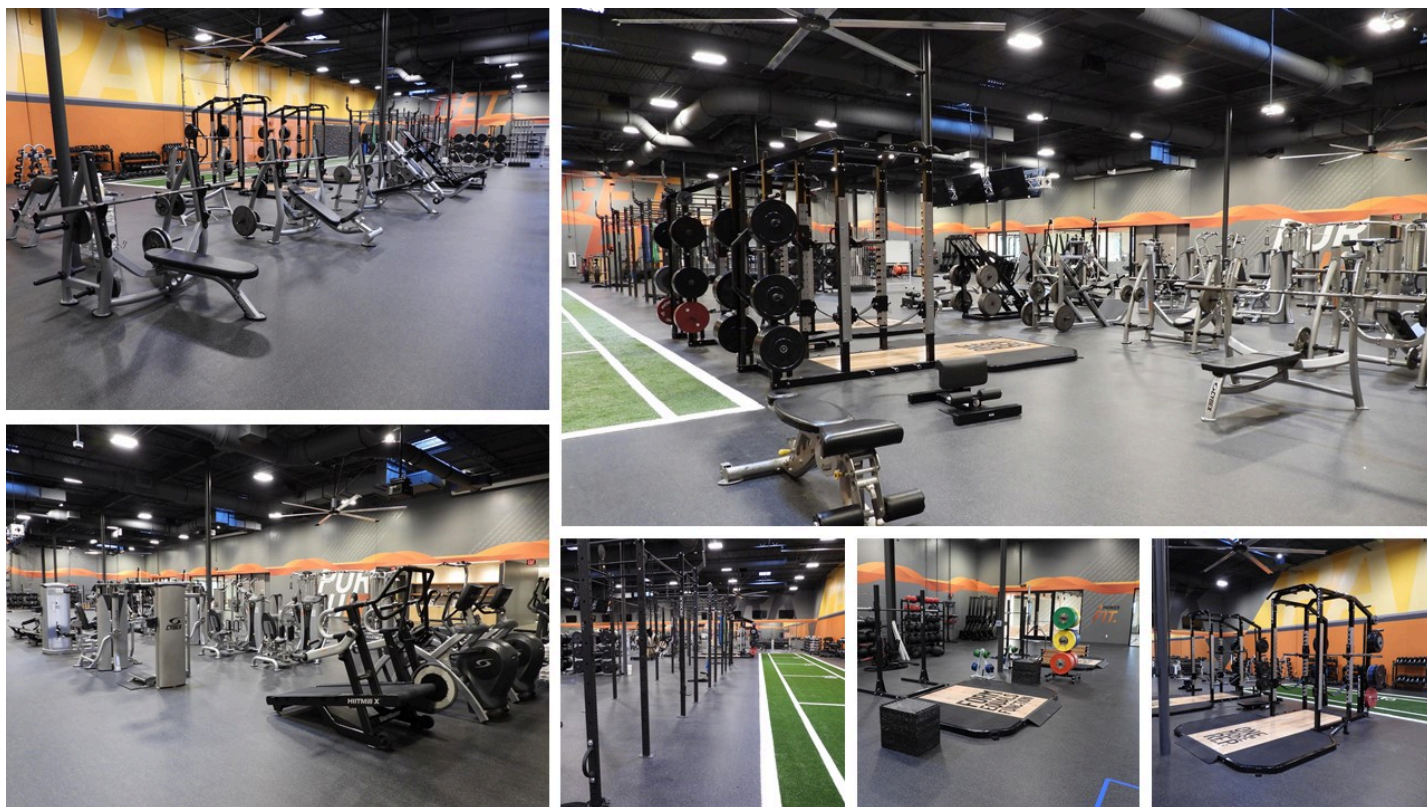
Parker utilizes an electronic campus alert system to contact students, faculty, and staff in the event of weather-related school closings or other emergency related communications. The campus alert system will send information on school closures or emergencies to all provided contact devices, including text messages, emails, and phone calls when applicable. Current emergency contact information is requested of all students and can be updated on the [Registrar's webpage](#).

Parker University has six (6) Code Blue Emergency phones installed throughout campus and their locations are shown in the following map. They are identified as blue towers and are to be used for emergency purposes only such as the event of a crime in progress or being witnessed, if emergency assistance is needed, if one is being harassed or feels threatened, or if medical attention is needed.



ParkerFit

ParkerFit is a 20,100-sq. ft. modern facility that enhances athletics ability and human performance with trend setting fitness and cardio equipment, functional space, indoor climbing, group exercise studio, and labs. It also includes an AstroTurf for pushing sleds and high-intensity training, multiple flat-screen televisions, plus a multi -peaker audio system. In addition, there are outdoor equipment and courts available for use. There are locker rooms with saunas, showers, and lockers to store belongings while working out. The facility also includes a human strength and performance lab which provides an expansive study of evidenced-based research in physiology, biomechanics, and human metabolism to enhance health, function, and physical performance. ParkerFit offers group fitness classes taught by student coaches and held throughout the day to meet the needs of the campus community. ParkerFit is free and open to students, faculty, staff, alumni, and household members of the Parker University community.



Standard Process Student Activity Center

The 30,000-square-foot, two-story Standard Process Student Activity Center is not only considered the “social hub” of the campus, but is equipped for a wide range of sports, recreational, exercise and social activities. The Activity Center is open from 5 a.m. until 9 p.m. weekdays; 10 a.m. until 5 p.m. on Saturday and noon until 5 p.m. each Sunday. Students, faculty, staff, alumni, and immediate family members are encouraged to utilize the center.

The main floor has Campus Security Services, touchless package pickup, a student computer center, lounge and flat-screen television. When the gymnasium is converted to an auditorium, the facility accommodates over 1,300 people for assemblies and special programs. When not converted to an auditorium, it is a college regulation basketball and volleyball court.

The second floor is designed for the best in socializing as well as exercise. The huge game room includes ping-pong tables, foosball tables and pool tables, and are placed between two wide-screen televisions. In addition, there is a small lounge area that includes a video game room. Those interested in participating in group or individual exercise sessions can take advantage of an exercise room that includes an overhead projector for a wide variety of available videos. Finally, the second level features complete locker room facilities with showers, lockers, sauna, and towel service.

Café and The Marketplace

The Café has equipment to accommodate a variety of hot food items. The Marketplace has Starbucks with grab-n-go food such as, salads, sandwiches, and a daily hot food item.

Non-Smoking Campus

All indoor and outdoor areas of Parker University’s campus and grounds were designated as smoke-free effective January 1, 2007. Employees and others who work at or visit Parker University must comply with the policy by not smoking on the Parker University property. “No Smoking” signs are displayed near all gates entering the campus and other public areas, such as the Public Wellness Clinic.

Chapel/Meditation Room

The Parker University Chapel is also located on the second floor of the Activity Center and serves the interdenominational needs of students, staff and faculty from the diverse backgrounds represented at Parker University. Designated the Douglas White Memorial Chapel, it commemorates the memory of a devoted member of the Parker staff and provides an area set apart for spiritual reflection and meditation. The Chapel is available, upon request, for weddings and other special occasions.

Electronic Technology for Students and Faculty

Parker University utilizes technology in every aspect of the curriculum. Course materials and class notes are available on <https://my.parker.edu> and computer usage has been incorporated into most labs. Podcasting is available for lectures through iTunes University. Spacious amphitheater classrooms feature Ethernet and wireless network connections. Multimedia presentations and instant access to the Parker computer network ensure an interactive and significant educational experience. Online courses are offered through the Blackboard learning management system.

[Campus Information](#)

Bookstore

The Campus Bookstore welcomes students and visitors during regular business hours Monday through Friday.

Campus Bookstore Hours

Monday-Thursday: 8:30am-4:30pm

Friday: 8:30am-2:00pm

Campus Bookstore Contact Information

Phone number: 214-902-2408

Email: bookstore@parker.edu

Students may click [here](#) to shop online any time (web orders are normally fulfilled within 24 hours). The Parker University Bookstore carries all textbooks and course materials required for classes, as well as select eBooks, laboratory instruments, lab coats, clinic supplies, apparel, gifts & more. Clinical posters, brochures and forms and many types of reference materials are also available.

[Campus Information](#)

Parker Wellness Clinics

Chiropractic Clinic

The Dallas Chiropractic Clinic is a 32,000-square-foot complex outpatient facility located on the campus of Parker University. The Dallas Chiropractic Center has 53 treatment/adjustment and physical modality rooms, six open adjusting and low-tech rehab areas, nine report of findings rooms, and six examination rooms with a sink and dressing room in each. The Dallas Clinic is an excellent teaching and learning facility which features two focused doctor/intern groups, a sports and human performance pod and a neurology pod. Students can apply for these pods if they have an interest in sports chiropractic or clinical neuroscience. The clinic also has three new digital X-ray units, and provides musculoskeletal ultrasound for diagnostic services.

Parker University's first Chiropractic Center is located at the site of the original campus in the Heritage District of downtown Irving. The Irving Chiropractic Center features 13 treatment/adjusting rooms, one active rehabilitation room, two spinal traction rooms, five private examination rooms, a report-of-findings room, a digital x-ray room, as well as multiple intern workstations.

Patients can reach either the Dallas or the Irving Chiropractic Centers by simply dialing one convenient phone number (972) 438-9355 or (972) GET-WELL and following the menu options.

The Chiropractic Centers are designed to provide continuing service to patients seeking chiropractic and wellness care, and to assist interns in developing, refining and mastering the expected clinical skills needed as primary healthcare providers. Because of the success of the Chiropractic Centers, student interns receive practical instruction in diagnosis, examination procedures, correlation of lab findings, adjusting techniques, x-ray, and case management in preparation for actual practice. Interns are also instructed in ethical procedures for patient recruitment, public speaking, and health screening programs.

Massage Therapy Clinics

The Parker University Massage Therapy Clinic offers therapeutic and relaxation massages by student interns to the public. The clinic is located at 2618 Electronic Lane, Dallas, TX 75220. Massages occur in private rooms with electric lift tables, soft music, and dim lighting. Appointments may be scheduled via phone at (214) 902-3485 or visit our [website](#).

The Parker Performance Therapies Massage Clinic offers massage experiences designed for the performance needs in your life and sport. Massage therapy sessions with student interns are available for scheduling. The Parker Performance Therapies Clinic is located inside The Parker Performance Institute at "The Star" in Frisco at 3800 Gaylord Parkway, Suite 795, Frisco, Texas 75034.

For more information on the Parker University Massage Clinic or general information about the benefits of massage, please visit our [website](#).

[Campus Information](#)

Research and Learning

Research Center

The mission of the Parker University Research Center is to "conduct and promote high-quality, innovative research in human science." Our research focuses on critical areas, including patient safety, specialty populations (such as pediatrics, pregnant and postpartum individuals, and those living with chronic pain), and the broader role of chiropractic care within the healthcare system. The Parker Research Center actively collaborates on numerous multidisciplinary, international studies with partners in the United Kingdom, Australia, and Canada. These global partnerships position the Center as one of the most impactful international research institutions in the United States.

Library and Resource Center

Parker University Library supports teaching, learning, research, and healthcare by providing quality resources, resource sharing, and instruction. The library is now housed in the renovated South building on the second floor and provides a team of librarians and support staff to assist students and faculty with how to find and use learning resources. The library provides computer, laptop connections for students with their own devices, study rooms, and printing services.

Parker Library resources are accessed through the web-based online catalog, the Parker University Library mobile app, and the library website (<https://library.parker.edu>). The library offers a mix of electronic resources to support Parker's academic programs. These include EBSCO, Gale, TexShare, and ProQuest databases, evidence-based materials, full-text journal collections, and nearly 600,000 electronic books. Availability to resources requires a Parker login both on-campus and remotely.

Librarians are available to support student's education by providing bibliographic instruction, research assistance, interlibrary loan, and research materials. Interlibrary Loan service is available when resources are not available through Parker's collection.

Library support is available 24 hours a day, 7 days a week through online Chat on library.parker.edu or during business hours through email at AskLibrary@parker.edu. Technical support is available through the Information Technology Service Desk at ServiceDesk@parker.edu.

Center for Teaching and Learning

The Center for Teaching and Learning provides faculty development, learning resources, innovation, and service to empower Parker University to advance its mission. The CTL promotes this mission by supporting innovation in teaching and learning, facilitating improvements in teaching, developing the learning experience, providing service to the institution, and managing the Quality Enhancement Plan (QEP).

Tutoring Services provides online and face-to-face resources to Parker University students seeking additional support outside of the classroom to promote the institutional mission and vision. Peer and Professional tutoring are offered in a range of subjects to provide content-related assistance. Additionally, Parker University has partnered with Tutor.com to provide online professional tutoring to all students. Information about accessing Tutor.com is provided to all students through Brightspace and provides access through single sign-on. For more information, visit our [website](#).

Campus Information

Continuing Education

The Continuing Education department of Parker University is committed to the development and presentation of continuing education courses. These courses are designed to keep the healthcare professional abreast of current practices, ideas and techniques in the science, philosophy, and art of wellness. The programs, which are offered both on and off campus, are designed to update general practice expertise and to allow for clinical specialty advancement. Programs are presented by the faculty of the University, as well as by qualified outside professionals who meet the high standards established by the University.

Due to the number of course offerings and the high-quality instruction, the Continuing Education department is respected throughout the profession. The Continuing Education Department at Parker University follows the standards of those agencies approving programs or accrediting the University as a whole. Programs of the Continuing Education department are submitted for license renewal credit and for specialty status approval whenever applicable.

The teaching agenda covers diverse subjects such as chiropractic analysis, diagnostic imaging, clinical diagnosis, animal chiropractic, chiropractic techniques, acupuncture, and massage therapy. Current students are permitted to take continuing education offerings if eligibility requirements are met. Eligibility requirements can be found within the course descriptions. A [current listing](#) of all programs and courses offered, including course descriptions, can be found online.

Administration

Board of Trustees

Executive Committee Members Elected are:

Robert E. Rosenbaum, M.D., FAANS, FACS, Chairman – Maryland
Amy Wood, D.C. '04, Vice Chairwoman – Texas
Vincent Scheffler, D.C. '07, Secretary - Michigan
George R. Linscott, B.S., Treasurer – Massachusetts
Tony DeRamus, D.C. '99, Assistant Treasure - Texas
Gery Hochanadel, Ph.D., Appointee - Kansas

At Large Board Members are:

Patrick S. Mahaffey, B.A., California
John Huston, M.B.A., Florida
Joseph Seabrooks, Ph.D., EdSp, M.A., B.A., Texas
Richard Harris, M.D., PharmaD, M.B.A., Texas
Dilhar De Silva, M.S., Texas
Sean McKenna, J.D., B.A., Texas
Oliver “Bud” Smith Jr., D.C., D. Hum. (Hon.) – Texas
Shelby Loughridge, D.C. '18, Alumni Representative - Texas

President's Cabinet

William E. Morgan, D. C., *President & Chief Executive Officer*
Jayne Moschella, D.C., *Executive Vice President & Provost*
Donnie McNutt, M.B.A., PMP, *Executive Vice President & Chief Operating Officer*
Sandra McLean, B.A., M.B.A., *Vice President of Culture Strategy*

The President is the chief executive officer and is responsible for the administration of the university. The President may delegate authority to select cabinet members and administrators to facilitate the management of the university, all the while retaining the responsibility and accountability vested with the President. The President reports directly to the Board of Trustees and is responsible for the determination and administration of all university policies and actions.

Administration

Mandy Baskett, B.A., PHR, Director, Total Rewards
Tina Berumen, M.L.S, Director, Teaching, Learning, and Information Resources * Library
Patrick Bodnar, B.S., D.C., Chief Compliance Officer
Ginger Bonton, B.S., Director, Non-DC Admissions
Kristy Carbonelli, B.S., M.S., DC, Department Chair, Basic Sciences
Amber Cedillos, M.S., Coordinator of Student Support & Licensure
Eilen Conde, Director of Finance/Controller
J. Donald Dishman, B.A., M.Sc., D.C., Dean, Graduate Programs and Special Projects
Maria Dominguez, Director, Human Resources
Tammy Fogarty, Ph.D., RD, Dean, Health and Human Performance
Phyllis A. Frase-Charrette, B.S., Director, Continuing Education and Corporate Partnerships
Lisa Gabriel, M.B.A., Associate Provost
Andy Galpin, Ph.D, CSCSD, NSCA-CPT*D, FNSCA, Director, Human Performance Center
Grant Godfrey, Senior Director, DC Admissions
Kathryn Hartlieb, M.S., Ph.D., Program Director, Functional Nutrition
Gery C. Hochanadel II, B.A., B.S., M.B.A., Program Director, Business Administration
Dana Hollandsworth, B.S., M.S., D.C., Department Chair, Chiropractic Sciences
Gregory Hollandsworth, B.S., D.C., Department Chair, Clinical Sciences

Amy Hoss, B.A., Senior Director, Financial Aid
Michael Jackson, B.S., M.S., Ph.D.c., Director, Institutional Effectiveness and Planning
Rheamonia Jackson, M.B.A., Bursar
Trevor Jones, M.B.A., Chief Information Officer
Nicky Kirk, D.C., Clinic Director, Parker Performance Institute
Joe Lintz, B.S., M.S., D.H.A., Program Director, Health Information Management, Health Information Technology
Celia Maguire, B.S., D.C., DACBR, Dean of Academics, College of Chiropractic
John Marth, D.C., Director, Irving Clinic
Floyd McLendon, B.S., Director, The INVICTA Project
Sandra McLean, B.A., M.B.A., Vice President, Culture Strategy
Vanessa Morales, D.C., Director, Clinical Assessment
Alaina Mount, B.S., M.S., Associate Provost/Dean, Student Affairs
Themba Ngwenya, D.Sc., Assistant Dean, Business and Technology
Darrion Peterson, Director, Security
Tran Pham, B.S., Director, Alumni Relations
Katherine Pohlman, D.C., M.S., Ph.D., DICCP, Director, Research
Jasmine Ragland, B.A., Director, Event Planning & Retail Services
Ashley Ragsdale, A.A.S., B.A.S., RDMS, RVT, Program Director, Diagnostic Sonography
Jeanne Reese, B.S., E.M.B.A., CPA, Director, Finance/Controller
Andrea Repp, B.S., M.Ed., Registrar, Senior Director
Kristie Rice-Carter, M.S., B.S., Instructor/Lab Manager, General Education
Drew Riffe, D.C., LMT, Dean, College of Health Sciences
Jenna Romanelli, B.S., M.S., M.Ed., Program Director, Strength and Human Performance
Douglas Sanford, B.A., D.C., Director, Compliance and Operations
Michael Scott, Chief Creative Officer
Emily Sharma, Ed.D., Assistant Director, Institutional Effectiveness and Planning
Trenda Sweeney, AS/RT, B.S., M.B.A., Program Director, Radiologic Technology
Kenneth Thomas, B.S., M.S., D.C., Senior Education Consultant
Morgan Toone, D.C., Director, Blended Chiropractic Education
Leon Tom, D.C., CCSP, DAIPM, Dean of Clinics
Chris Williams, B.B.A., Chief Marketing Officer
Marianne Wilson, A.A.S., B.A., Director, Academic Projects and Accreditation

Administration

Faculty: A-L

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B.S., 1993, Tribhuvan University
M.S., 1995, Tribhuvan University
M.S., 2009, University of Missouri
Ph.D., 2012, University of Missouri

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B.A., 2015, UT at Dallas
D.C., 2020, Parker University

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B.S., 2012, University of Incarnate Word
M.S., 2015, The University of Texas at San Antonio
D.C., 2018, Parker University

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B.Sc., 1984, Yarmouk University
M.Sc., 1988, Kansas State University
Ph.D., 1991, Kansas State University

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B.S., 1996, University of Leeds, United Kingdom
M.P.H., 1998, Nuffield Institute of Health, Leeds University
M.D., 2002, University of Ghana
M.S., 2010, Rutgers University

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B.A., 2011, The State University of New York
M.S., 2014, University of Delaware
D.P.T., 2015, University of Delaware

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D.C., 1997, Durban University of Technology (formerly Technikon Natal)
F.I.A.M.A., 2018, Fellow of the International Academy of Medical Acupuncture

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A.A., 2015, Mira Costa College

B.S., 2017, Cal State University at San Marcos

D.C., 2021, Parker University

Dan Armstrong, *Professor, Chiropractic Sciences*

B.S., 1979, Texas A&M University

D.C., 1988, Parker College of Chiropractic

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B.S., 2016 Texas A&M University

D.C., 2019, Parker University

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B.S., 2008, Valdosta State University

D.C., 2014, Life University

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B.S., 1987, University of Texas Rio Grande Valley

D.C., 1991, Parker College of Chiropractic

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B.S., 2012, University of Massachusetts-Amherst

D.C., 2016, Northeast College of Health Sciences (formerly New York Chiropractic College)

Brandon Beckerman, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 2013, Cleveland University

D.C., 2015, Cleveland University

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B.S., 2010, University of Texas at Austin

N.D., 2017, University of Bridgeport College of Naturopathic Medicine

Amy Branch, *Assistant Professor, Health Information Technology*

B.S., 2006, East Carolina University

Teaching Certificate, 2008, Louisiana Resource Center for Education

IT Certificate, 2015, Comptia Healthcare

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B.S., 2012, Missouri University of Science and Technology

N.D., 2019, Bastyr University

Elisa Bravo, *Instructor, School of Massage Therapy*

Certificate of Massage Therapy, 2012, Hands on Approach

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M.S., 2016, University of Houston

Ph.D., 2021, University of Texas Medical Branch at Galveston

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B.S., 2015, Wichita State University

N.M.A., M.S., 2017, Wichita State University

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M.S., 2014, University of West Florida

Ph.D., 2019, Concordia University Chicago

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B.SC, 1979, University of Evansville

M.A., 1988, Webster University

D.CS, 1997, Colorado Technical University

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B.A., 2008, University of Oklahoma

D.C., 2015, Parker University

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B.S., 2014, Parker University

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B.S., 2001, Lehigh University

B.S., 2005, National University of Health Sciences

D.C., 2005, National University of Health Sciences

Dwayne Casasola, *Assistant Professor, Chiropractic Sciences*

D.C., 2021, Parker University

B.S., 2018, University of North Texas

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A.A., 2008, El Centro College

B.S., 2021, Amberton University

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B.S., 2007, University of Louisiana Lafayette

M.A., 2011, University of Phoenix Hohokam

Bailee Chevendra, *Assistant Professor, Basic Sciences*

B.S., 2018, Texas Christian University

D.C., 2021, Parker University

M.S., 2022, Parker University

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B.S., 2002, McMaster University

D.C., 2006, Logan College of Chiropractic

Diplomate, 2009, American Chiropractic Board of Radiology

Certificate, 2010, Diagnostic Imaging Fellow

Registered, 2012, Musculoskeletal Sonography (RMSK)

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Medical Massage Therapy, 2004, Connecticut Center for Massage Therapy

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TESOL, 2007, University of North Texas

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PMP, 2011, Project Management Institute

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Psy.D., 2001, Miami Institute of Psychology

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J.D., 1986, University of Texas School of Law

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B.Mus., 2004, University of North Texas

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Certificate of Massage (Technician), 2001, California College of the Arts

Certificate of Massage (Practitioner), 2002, California College of the Arts

Certificate of Massage (Aromatherapy), 2002, California College of the Arts

Certificate of Massage (Massage Therapist), 2002, California College of the Arts

A.A., 2011, University of Phoenix – Southern California

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Ph.D., 2022, University of Texas at Dallas

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M.S., 2021, Texas A&M University Commerce

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M.S., 2018, A.T. Still University

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FIAMA-Fellow of the International Academy of Medical Acupuncture

Dipl. Med. Ac. (IAMA)- Diplôme of Medical Acupuncture-International Academy of Medical Acupuncture

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M.B.A., 2012, Tiffin University

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Ph.D., 2020, The University of North Carolina

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B.P.S., 2014, New York Chiropractic College

D.C., 2016, New York Chiropractic College

M.S., 2019, New York Chiropractic College

DACBR, 2019, American Chiropractic Board of Radiology

Arash Kaviani, *Assistant Professor, Clinical Sciences*

B.S., 2012, University of North Texas

D.P.T., 2018, University of Mary Hardin-Baylor

Jordan King, *Assistant Professor, Clinical Sciences*

B.S., 2012, Oklahoma Baptist University

D.C., 2015, Palmer College of Chiropractic, Florida Campus

Shelby Kloiber, *Adjunct, Clinical Sciences*

D.C., 2019, Southern California University of Health Sciences

M.S., 2011, Texas Tech University

B.S., 2008, Texas Tech University

Charles Lane, *Adjunct Clinic Doctor, Chiropractic Wellness Clinics*

B.S., 1997, Parker College of Chiropractic

D.C., 1997, Parker College of Chiropractic

Kathryn Langdon, *Clinical Radiology Instructor, Dallas Clinic Radiology*

D.C., 2018, Parker University

B.S., 2015, Texas A&M University

Dana Lawrence, *Adjunct, Clinical Neuroscience*

B.S., 1975, Michigan State University

B.S., 1978, National College of Chiropractic

D.C., 1979, National College of Chiropractic

M.Med.Ed., 200, University of Dundee

M.A., 2010, Loyola University Chicago

Eric Lee, *Adjunct, MS Interdisciplinary Spine Care*

B.S., 1999, Parker University

D.C, 1999, Parker University

Rebecca Lidstrom, *Adjunct, General Education*

D.C., 2011, Southern California University of Health Sciences

Daniel Lopez, *Clinical Coordinator, Radiologic Technology*

A.A., 1998, Del Mar College

B.B.A., 2003, University of Houston

M.B.A., 2011, Texas Woman's University

Frank Lopez, *Adjunct, Chiropractic Sciences*

D.C., 2019, Parker University

B.S., 2019, Parker University

Courtney Love, *Clinical Coordinator, Diagnostic Cardiac Sonography*

B.S., 2013, University of Texas at Dallas

A.A.S., 2018, Weatherford College

Amy Lowe, *Adjunct, General Education*

B.S., 2001, Southeastern Oklahoma State University

M.A., 2014, University of Oklahoma

Monique Lyons, *Assessment Clinician, Clinic Administration*

B.S., 2014, Texas Chiropractic College

D.C., 2015, Texas Chiropractic College

Administration

Faculty: M-Z

Meghan Mackey, *Assistant Professor, Chiropractic Wellness Clinics*

B.S. 2011, Pennsylvania University

D.C., 2014, Palmer College of Chiropractic

Christopher Malaya, *Assistant Professor/Clinical Scientist, Research*

B.A., 2011, Washington University St. Louis

D.C., 2018, Parker University

Danika Mamon, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 2001, Grambling State University

M.P.H., 2004, University of North Texas Health Science Center

B.S., 2015, Parker University

D.C., 2015, Parker University

Carissa Manrique, *Associate Professor, Undergraduate Program*

B.A., 2006, Texas A&M University

M.A., 2009, Rice University

Ph.D., 2010, University of North Texas

Monica Marques Paradas, *Teaching Resident Radiology, Academic Center*

D.C., 2022, Life University

B.S., 2022, Life University

Joshua Marquis, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 2014, Parker University

D.C., 2015, Parker University

Daniel Martinez, *Assistant Professor, Basic Sciences*

M.A., 1997, Southwestern Graduate School

D.C., 2007, Parker College of Chiropractic

Anna McAlinn, *Assistant Professor, Basic Sciences*

B.S., 2010, University of Oklahoma

M.S., 2023, Parker University

D.C., 2023, Parker University

Davis McAlister, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

M.S., 2021, Parker University

M.Ed., 2016, Sul Ross State University

B.S., 2010, Parker University

D.C., 2003, Parker University

Camille McClendon, *Associate Professor, Chiropractic Sciences*

B.S., 2013, Millikin University

B.S., 2015, Logan University

D.C., 2017, Logan University

Scott McDoniel, *Assistant Professor, Strength & Human Performance*

M.Ed., 1998, Wichita State University

Ph.D., 2008, Capella University

Coleman McKoy, *Adjunct, General Education*

B.S., 2003, Grambling State University

M.A., 2006, Prairie View A&M University

M.Ed., 2008, Prairie View A&M University

M.S., 2015, Utica Colleg

Deanna Melton-Riddle, *Adjunct, Health Care Management*

B.A., 1999, Chicago State University

M.A., 2001, National Louis University

D.H.A., 2006, Central Michigan University

Susan Miller, *Associate Professor, Chiropractic Sciences*

B.S., 1995, University of North Texas

D.C., 2000, Parker College of Chiropractic

Jacob Mills, *Assistant Professor/Lab Instructor, Chiropractic Sciences*

D.C., 2018, Parker University

B.S., 2018, Parker University

B.S., 2015, Parker University

Shelye Mishler, *Adjunct, Health Information Management*

B.S., 1990, Ohio State University

A.A.S., 1992, Starks State College

M.B.A., 2000, Ashland University

Michael Moore, *Associate Professor, Clinical Sciences*

B.S., 2007, Teas Chiropractic College

D.C., 2007, Teas Chiropractic College

M.H.A., 2017, West Coast University Orange County

Mariah Moore, *Adjunct Clinic Doctor, Chiropractic Wellness Clinic*

B.S., 2008, University of Oklahoma

D.C., 2020, Parker University

Michelle Mueller Kirk, *Adjunct, Pediatric Musculoskeletal HP*

D.C., 2005, Parker College of Chiropractic

Staci Myers, *Lab Coordinator/Instructor, Diagnostic Sonography*

A.S., 2017, Grayson College

A.A.S., 2018, Tyler Junior College

Tiffany D. Nacoste, *Adjunct, General Education*

B.A., 2001, Midwestern State University

M.A., 2008 Midwestern State University

Harrison Ndetan, *Adjunct, Public Health*

B.Sc., 1997, University of Buea, Cameroon

M.Sc., 1999, University of Buea, Cameroon

M.P.H., 2007, University of North Texas Health Science

Ph.D., 2010, University of North Texas

M.D., Ph.D, 2016, University of Science, Art & Technology Monserrat, British West Indies

Ramon Negrete, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

A.A., 1995, Brookhaven College

D.C., 2000, Parker College of Chiropractic

Edward Neill, *Adjunct, Basic Sciences*

D.C., 2021, Parker University

B.S., 2014, UT Dallas

Harold Newman, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

A.A.S., 9197, Eastfield College

B.S., 2011, University of Phoenix

D.C., 2012, Parker University

Sandra Norton, *Professor, Clinical Sciences*

B.S., 2007, Excelsior College

D.C., 1997, Cleveland Chiropractic College

DACBR, American Chiropractic Board of Radiology

Geoffrey Obel, *Adjunct, Public Health*

M.P.H., 2015, Capella University

DrPH., 2019, Capella University

Anjum Odhwani, *Professor, Basic Sciences*

M.B.B.S., 1987, Sind Medical College

M.P.H., 2004, University of Texas, Dallas

Hillary Owen, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.A., 2006, Texas A&M

D.C., 2010, Parker University

William Owens, *Adjunct, MS Interdisciplinary Spine Care*

B.S., 1995, National College of Chiropractic

D.C., 1997, National College of Chiropractic

Kathryn Ozowski, *Lab Instructor, Academic Center*

D.C., 2013, Parker University

B.S., 2013, Parker University

Jonathan Parker, *Adjunct, General Education*

B.S., 2003, University of Arkansas

M.B.A., 2015, Texas A&M University

M.Ed., 2018, Tarleton State University

Zachary Paul, *Adjunct, General Education*

B.S., 2006, Southern Adventist University

B.A., 2006, Southern Adventist University

M.S., 2009, Indiana University - Purdue University

M.D., 2015, Loma Linda University, School of Medicine

Londyn Peeler, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 2009, University of Louisville

B.S., 2015, Logan University

D.C., 2015 Logan University

Yolanda Pena-Lopez, *Adjunct, Basic Sciences*

M.D., 2000, University of Barcelona, Spain

Ph.D., 2018, Autonomous University of Barcelona, Spain

M.H.A., 2020, Cardenal Herrera University, Valencia, Spain

J. Michael Perryman, *Professor, Basic Sciences*

B.S., 1977, Southwestern Union College

M.D., 1986, Spartan Health Sciences University

Arlette Petersson, *General Education Faculty/Advisor, General Education*

B.A., 2000, Union College

M.A., 2001, Adelphi University

M.B.A., 2006, Dowling College

Ed.D., 2006, Dowling College

Darrell Pratt-Blackburn, *Assistant Professor, DC Blended Program*

B.S., 2013, Parker University

D.C., 2013, Parker University

Andrea Pryce, *Adjunct, Integrative Health*

B.S., 1998 University of Alaska

N.D., 2006, Southwest College of Naturopathic Medicine

Asanga Ranasinghe, *Adjunct, General Education*

B.S., 2000, University of Colombo

M.S., 2002, University of Nevada, Las Vegas

Ph.D., 2007, University of California, Santa Barbara

Ashley Randermann, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 2015, Texas A&M University

D.C., 2019, Parker University

M.S., 2019, Parker University

Mike Raper, *Professor/Clinic Faculty Doctor, Chiropractic Wellness Clinics*

D.C., 1987, Parker College of Chiropractic

B.S., 1996, University of State of New York

M.S., 2021, Parker University

Diplomate, American Academy of Integrative Pain Management

Fellow, The Academy of Chiropractic Orthopedists

Diplomate, American Board of Disability Analysts

Diplomate, American Board of Forensic Examiners

April Reed, *Instructor/Clinical Coordinator Assistant, Radiologic Technology*

A.A.S., 2007, Midwestern State University

B.S., 2007, Florida Hospital College of Health Sciences

Khaison Reed, *Adjunct, General Education*

M.S., 1995, Prairie View A & M University

B.S., 1993, Southern University

Russell Revilla, *Assistant Professor, Chiropractic Sciences*

D.C., 1989, Cleveland Chiropractic College

Preston Rich, *Adjunct, General Education*

B.B.A., 2004, Amberton University

M.B.A., 2007, Amberton University

Ph.D., 2014, Capella University

Brittany Rimmer, *Clinical Coordinator, AAS Diagnostic Sonography*

B.S., 2003, University of Texas at Dallas

A.A.S., 2008, El Centro College, RVT, RDMS

Richard Robinette, *Associate Professor, School of Massage Therapy*

Certificate, Massage Therapy, 1984, Asten Center of Natural Therapeutics

Certificate, Massage Therapy Instructor, 1989, Texas Dept. of Health

A.A., 2009, Richland College

M.B.A., 2017, Parker University

Nelia Rodriguez, *Instructor, School of Massage Therapy*

Certificate of Massage Therapy, 2010, Hands on Approach

A.A.S., Massage Therapy, 2019, Parker University

Reinaldo Rodriguez Gonzalez, *Lab Instructor, Chiropractic Wellness Clinics*

D.C., 2019, Parker University

B.S., 2019, Parker University

Jenna Romanelli, *Assistant Program Director, Strength & Human Performance*

B.S., 2011, Exercise Science, Florida State University-Tallahassee, Florida

M.Ed., 2013, Health and Physical Education, Valdosta State University-Valdosta, Georgia

M.S., 2019, Dietetics and Nutrition, Florida International University-Miami, Florida

Registered Dietitian (RD, LD/N)

Certified Strength and Conditioning Specialist (CSCS), NSCA

Colin Runyan, *Assistant Professor, Chiropractic Sciences*

B.S., 2015, Texas Tech University

D.C., 2018, Parker University

Richard A. Salazar, *Assistant Professor, School of Massage Therapy*

Certificate, Massage Therapy, 2002, Texas Massage Institute

A.A., 1975, Computer Information Systems

Certificate, Massage Therapy Instructor, 2004, Texas Dept. Of Health

B.B.A., Healthcare Administration, 2018, Parker University

Racha Sankar, *Assistant Professor, Functional Nutrition*

B.S., 2005, AlAhliyya Amman University

B.S., 2008 Florida International University

M.S., 2014, Florida International University

Ph.D., 2019, Florida International University

Registered Dietitian

Pradip Sarkar, *Professor, Basic Sciences*

B.S., 1984, University of Calcutta

M.S., 1987, University of Calcutta

Ph.D., 1995, University of Calcutta

Jonathan Schultz, *Professor, Health Care Management*

B.S., 1998, Southwestern University

B.S., 1998, Southwestern University

M.B.A., 2002, Amberton University

D.B.A., 2008, Argosy University

M.Ed., 2010, Southwestern University

M.A., 2015, Southwestern University

M.S., 2016, Texas A&M University

Dorothy Sellers, *Adjunct, Integrative Health*

B.A., 1988, University of Montevallo

M.S., 1994, Auburn University at Montgomery

Mayya Sengupta, *Adjunct, Health Care Management*

B.S., 1997, Odessa National University

M.A., 2002, Indiana University

Ph.D., 2010, Indiana University

Joseph Seward, *Teaching Resident Radiology, Academic Center*

B.S., 2022, Life University

D.C., 2024, Life University

Rachel Simpkins, *Lab Coordinator/Instructor, Diagnostic Cardiac Sonography*

A.A.S., 2008, Central Ohio Technical College, RDCS, RVT

Brent Smarinsky, *Adjunct, Chiropractic Sciences*

D.C., 2010, Parker University

B.S., 2004, Baylor University

Afsar Sokhansanj, *Associate Professor, Basic Sciences*

B.S., 1983, Michigan State University

M.S., 1993, Michigan State University

D.C., 2002, Parker College of Chiropractic

Matthew Sokoloski, *Adjunct, Public Health*

B.S., 2015, Commonwealth University of PA

M.S., 2017, Liberty University

Ph.D., 2023, Texas Women's University

Johnny Solis, *Clinic Supervisor, School of Massage Therapy*

Certificate, Massage Therapy, 2007, ATI

A.A.S., 2016, Parker University

Manual Soto, *Assistant Professor, Basic Sciences*

B.S., 2016, Midwestern State University

D.C., 2020, Palmer College of Chiropractic

John Spencer, *Clinic Faculty Doctor, Chiropractic Wellness Clinics*

B.S., 1982, West Texas A&M University

D.C., 1987, Parker University

Brianna Stander, *Assistant Professor, Clinical Sciences*

B.S., 2012, St. Mary's College

D.C., 2016, Life University

M.S., 2019, University of Western States

Nicole Stendell-Hollis, *Adjunct, Functional Nutrition*

B.S., 1998, Colorado State University

R.D., 1999, Oregon Health Sciences University

M.S., 2005, Rosalind Franklin Medical School

I.B.C.L.C., 2005, University of California

Ph.D., 2011, University of Arizona

Postdoctoral Fellow, 2013, University of Minnesota

Ken Stuber, *Clinician Scientist, Research*

B.S., 1998, The University of Calgary

D.C., 2002, Canadian Memorial Chiropractic College

M.S., 2007, The University of Sheffield, United Kingdom

Ph.D., 2022, The University of South Wales, United Kingdom

Joshua Sweeney, *Assistant Professor, Blended DC Program*

M.S., 2023, Parker University

Diplomate in Clinical Neurology, 2019, American Chiropractic Neurology Board

D.C., 2017, Life University

B.A., 2013, Augsburg University

Kevin Tate, *Assistant Professor, Basic Sciences*

Ph.D., 2014, University of North Texas

B.S., 2007, Portland State University

William Tayamen, *Adjunct, Radiologic Technology*

A.A.S.-RT, 1971, American Registry of Radiologic Technologists

David Taylor, *Adjunct, General Education*

B.A., 1974, University of Tennessee

M.B.A., 1976, Arkansas State University

D.A., 1981, University of Mississippi

Steven Tidwell, *Adjunct, Health Care Management*

B.B.A., 1995, Northwood University

M.B.A., 1999, Amberton University

D.B.A., 2005, Argosy University (University of Sarasota)

Lauren Tollefson, *Adjunct, Academic Center*

B.S., 2012, North Dakota State University

D.C., 2015, Parker University

Morgan Toone, *Director, Blended Chiropractic Education*

D.C., 2017, Parker University

B.A., 2013, Vanderbilt University

Debra Touhey, *Adjunct, Health Care Management*

D.B.A., 2015, Northcentral University

M.A., 2013, Liberty University

M.S., 2010, Liberty University

Michael Tullis, *Lab Instructor, Academic Center*

B.S., 2020, Parker University

D.C., 2020, Parker University

Jason Vaughn, *Adjunct, General Education*

B.A., 2010, Tarleton State University

M.A., 2013, University of Texas at Arlington

B.B.A., 2014, Florida International University

David Walters, *Professor/Clinic Faculty Doctor, Chiropractic Wellness Clinics*

D.C., 1991, Parker College of Chiropractic

Diplomate American Chiropractic Rehabilitation Board

Certified Chiropractic Sports Practitioner

Corrective Exercise Specialist

Jonathan Ward, *Assistant Professor/Department Chair, Neuroscience*

D.C., 2018, Sherman College of Chiropractic

Benjamin Watson, *Adjunct, DC Blended Program*

B.S., 2019, Parker University

D.C., 2019, Parker University

Hartman Samuel Watson, *Assistant Professor, Clinical Sciences*

B.A., 2016, The University of Texas at Arlington

D.C., 2017, Parker University

Joshua Wells, *Teaching Resident Radiology, Clinical Sciences*

D.C., 2021, Parker University

B.S., 2017, Parker University

Ronald Wells, *Professor, Chiropractic Sciences*

B.S., 1989, Arkansas State University

A.S., 1991, Park College

D.C., 1995, Parker College of Chiropractic

B.S., 2001, Parker College of Chiropractic

CCCN, 2009, Certified Chiropractic Clinical Neurology, Parker University

FASA, 2012, Certified Advanced Acupuncture, Parker University

Robert Wilborn, *Associate Professor, Chiropractic Sciences*

D.C., 1997, Parker College of Chiropractic

Joshua Williams, *Assistant Professor, Basic Sciences*

B.S., 2017, Parker University

D.C., 2017, Parker University

William Wilson, *Adjunct, General Education*

M.A., 2016, Texas A&M University

Linnette Wong, *Adjunct, Public Health*

M.S., 2008, Brandeis University

Ph.D., 2014, Indiana University of Bloomington

Sam Zanders, *Adjunct, Strength & Human Performance*

M.S., 2013, Pennsylvania Western University

PhD., 2019, Concordia University

Troy Zanger, *Teaching Resident Radiology, Academic Center*

B.S., 2020, Binghamton University

D.C., 2023, Northeast College of Health Sciences

Nicole Zipay, *Assistant Professor, Clinical Sciences*

B.S., 2015, Youngstown State University

D.C., 2019, Palmer College of Chiropractic

Administration

Faculty Executive Council (FEC)

The Faculty Executive Council (FEC) is a University committee that exists to bridge shared governance responsibilities with University administration. The FEC represents and advocates for faculty from all colleges and programs in support of the mission and vision of Parker University.

The FEC works under the Provost's leadership and may receive direction from other chief administrators. The FEC uses a standing committee/council structure to broadly manage all aspects of the curriculum, academic policy, faculty welfare, research/scholarship, and professional contributions, giving faculty a voice for expressing concerns, and making suggestions and recommendations involving effectual decision-making. All full-time faculty members are expected to serve on at least one committee from time to time.

Administration

University Committees

Open communications, liberal exchange of ideas, creative planning, and efficient execution for both short- and long-range goals, make the workings of Parker University committees a viable part of the institution's delivery of a superior education. The President is ex officio member of all standing committees.

COLLEGE OF CHIROPRACTIC LEADERSHIP TEAM (CCLT): DC PROGRAM

Reports to: Chief Compliance Officer

Responsibilities:

- Organizing and overseeing the academic activities of the DC Program.
- Planning and assessments of the DC Program.
- Goal setting of the DC Program.

Membership:

- Co-chaired by the Dean of Academics and the Dean of Clinics for the College of Chiropractic
- Basic Science Department Chair
- Chiropractic Science Department Chair
- Clinical Science Department Chair
- Blended Program Chair

Meets: Weekly

ACADEMIC LEADERSHIP TEAM (ALT)

Reports to: Chief Compliance Officer

Responsibilities:

- Organizing and overseeing the academic activities of all academic programs.
- Planning and assessments of all academic programs.
- Goal setting of all academic programs
- Plan, execute and refine assessment activities of all academic programs.
- Report assessment findings and propose curricular changes to University Curriculum Council.
- Develop assessment strategies of all academic programs

Membership:

- Chair, Chief Compliance Officer
- All Academic Deans

Meets: Weekly

ACADEMIC ASSESSMENT COUNCIL

Reports to: Chief Compliance Officer

Responsibilities:

- Develop criteria for academic program assessment plans
- Review and approve new program assessment plans
- Monitor the maintenance of program assessment plans
- Submit annual reports on academic assessment activities to the Provost
- Recommend improvements in academic assessment procedures as needed
- Appoint a recording Secretary to maintain a record of its own proceedings
- Maintain assessment archival system, which reflects all current programs assessment plans, and contains annual academic assessment data and course/program improvements based on same

Membership:

- Senior Director of Institutional Effectiveness and Planning will serve as permanent Co-Chair (non-voting) and the appointment of the additional Academic Co-Chair (voting) will be made by the Provost annually.

Voting membership:

- All Academic Deans
- All Department Chairs
- All Program Directors (or Lead Faculty)
- Three faculty members, one from each college, recommended by the FEC and approved by the Provost

Non-voting membership:

- Director of Library Services
- Senior Director & Registrar
- Senior Director of the Center for Teaching and Learning
- Chief Compliance Officer
- Associate Provost
- Provost
- Director of Academic Projects and Accreditation

ADMISSIONS COMMITTEE – COLLEGE OF CHIROPRACTIC

Reports to: Dean of Academics , College of Chiropractic

Responsibilities:

- Review applicants with reported criminal history.
- Grant or deny applicants with reported criminal history to proceed in application processes.
- Review applicant files for petition of transfer admission.
- Recommend changes to admissions policies and procedures as needed.

Membership:

- Dean of Academics, College of Chiropractic
- Dean of Clinics, College of Chiropractic
- Associate Provost & Dean of Student Affairs

Meets: As Needed

STUDENT SUCCESS COMMITTEE

Reports to: Provost

Responsibilities:

Serves as a forum for Academics, Student Services, Business Office and IT to:

- Continuously improve procedures that affect the academic success of students

Membership:

- Chair, Chief Compliance Officer, non-voting
- Dean of Academic , COC
- Dean of Clinics, COC
- Dean, Health Sciences
- Dean, Health & Human Performance
- Dean, Neuroscience
- All DC Department Chairs
- All Program Directors
- All Lead Faculty
- Associate Provost & Dean of Student Affairs
- Associate Provost
- Director of Academic Projects & Accreditation
- ERP Systems Manager
- Senior Director & Registrar
- Senior Director, DC Admissions
- Director, Non-DC Admissions
- Senior Director, Center for Teaching and Learning
- Chief Financial Officer
- Bursar
- Senior Director, Financial Aid
- Assistant Director, Financial Aid
- Provost, non-voting

Meets: Bi-Weekly

CURRICULUM COUNCIL

Reports to: Chief Compliance Officer

Responsibilities:

- Review and recommend to the Provost action on new or modified credit-bearing courses and programs of study.
- Provide for structured development and revision of courses by defining the process for approving and disapproving curriculum review proposals.
- Regularly review curricula offered by the institution as directed.
- Review program proposals and revisions.
- Assist in the identification, development, and application of an academic review process.
- Evaluate curriculum proposals to insure they do not duplicate existing courses or programs.
- Review and recommend changes in the University's Academic Catalog and like publications representing the University.
- Review bylaws, policies, and procedures of the Council regularly.
- Discuss campus expansion as it relates to program oversight.

Membership:

Chaired by the Chief Compliance Officer

Voting membership:

- All Academic and Clinic Deans
- All Department Chairs
- All Program Directors (or Lead Faculty)

- Three faculty members, one from each college, recommended by the FEC and approved by the Provost.

Non-voting membership:

- Director of Library Services
- Senior Director of Institutional Effectiveness and Planning
- Associate Provost
- Senior Director & Registrar
- Senior Director of Center for Teaching and Learning
- Director of Academic Projects & Accreditation
- Provost

Meets: As needed

DCP ASSESSMENT: DC PROGRAM

Reports to: Dean, College of Chiropractic

Responsibilities:

- Plan, execute and refine assessment activities of the DC Program.
- Report assessment findings and propose curricular changes to COC&G.
- Develop assessment strategies of the DC Program.

Membership:

- Chaired appointed by the Dean, College of Chiropractic
- Department Chairs
- Senior Director of the Center for Teaching and Learning
- Academic Representative
- Clinic Representative
- Capstone Coordinator
- ARE Coordinator
- IEP Representative

Meets: Twice per trimester

INSTITUTIONAL REVIEW BOARD (IRB)

Reports to: Human Protections Administrator

Responsibilities:

To ensure the protection of all human subjects involved in research studies conducted by Parker University. The committee will design a review process to:

- Assure an informed judgment that the results likely to be achieved by the study justify the possible physical risks, stresses, or violations of privacy of the human participant;
- Assist the investigator in the protection of the safety and privacy of the individual subject;
- Assure that adequate informed consent is obtained from the subject; and
- To protect both the investigator and the institution.

Membership (minimum five members required):

- Chaired by a faculty member
- Scientist
- Non-scientist
- Non-affiliated member
- Person knowledgeable about vulnerable populations - such as a clergy- when required
- Human Protections Administrator- *ex officio*

Meets: As needed

SATISFACTORY ACADEMIC PROGRESS APPEALS COMMITTEE

Reports to: Provost

Responsibilities:

- Review academic standing and progress as it relates to Satisfactory Academic Progress
- Adjudicate appeals of academic/financial aid standing and/or dismissal
- Review and adjudicate appeals for readmission

Membership:

- Chaired by the Appropriate Dean
- Appropriate Program Director
- Senior Director & Registrar
- Senior Director of Financial Aid
- Associate Provost & Dean of Student Affairs
- Faculty Representative

Meets: As needed

SPEAKER APPROVAL: UNIVERSITY

Reports to: Associate Provost & Dean of Student Affairs

Responsibilities:

- To advise speaker approval procedures
- To determine the eligibility of speakers coming on campus

Membership:

- Chaired by the the Coordinator of Student Engagement and Career Services
- Faculty representatives (undergraduate, graduate, doctorate)

Meets: As needed

UNIVERSITY ASSESSMENT COUNCIL

Reports to: Executive Vice-President/Provost

Responsibilities:

- Develop criteria for University assessment plans
- Review and approve University assessment plans
- Review and evaluate summary reports on the implementation of University assessment plans
- Maintain the University assessment system
- Submit annual reports on University assessment activities to Provost
- Recommend improvements in University assessment procedures as needed
- Maintain a record of its own proceedings
- Ensures the Office of Institutional Effectiveness and Planning maintains the assessment archival system, which reflects all current University assessment plans, and contains annual University assessment data.

Membership:

- Chair, Senior Director of Institutional Effectiveness and Planning, non-voting
- All Academic and Clinic Deans
- Director of Academic Projects & Accreditation
- Associate Provost
- Chief Creative Officer
- Chief Information Officer
- Chief Marketing Officer
- Associate Provost & Dean of Student Affairs
- Director of Alumni Services
- Senior Director of Admissions – DC Programs
- Director of Admissions – Non-DC Programs
- Director of Auxiliary Services
- Senior Director of Center for Teaching and Learning
- Director of Continuing Education
- Director of Finance and Controller
- Senior Director & Registrar
- Chief Compliance Officer
- Provost, ex-officio

Institutional Advancement

Parker University benefits from the support and engagement of alumni and friends, corporations, foundations, and professional societies in Texas and around the world. Philanthropic support in the form of financial gifts, donations of equipment and other gifts-in-kind, and volunteers is invaluable to Parker University's ability to provide a world-class educational experience for our students.

More than 11,000 Parker alumni can be found in all 50 states and dozens of countries abroad. The Parker Alumni Association, founded in 1986, supports graduates with an extensive menu of services and activities designed to support alumni throughout their career.

All Parker graduates become automatic members of the Parker Alumni Association with no required annual dues. New graduates enjoy the Free for Three benefit, which waives the registration fee for all Parker Seminars offered in North America for three years after graduation. After three years, alumni still enjoy the benefit of discounted seminar pricing. A wide range of additional benefits and information on how to get involved can be found at www.parker.edu/alumni.

Donors to Parker University invest in a wide range of designations and gift sizes. Every donation, regardless of the amount, makes an impact on the lives of the Parker's students, faculty, and staff. These are some of the programs and needs donors most frequently support:

- Student Scholarships
- Seminar Sponsorships
- Faculty Development
- Patriot Pantry (Food Pantry for Students)
- INVICTA Project (For Veterans & First Responders)
- Wellness Centers / Student Clinics
- Technology and Capital Improvements

Gifts of all sizes are greatly appreciated and help Parker University continue to build on its global reputation for academic excellence. More details on giving can be found at www.parker.edu/give.

Admissions Policies

Parker University welcomes all students. Admission decisions will be made in a manner consistent with state and federal non-discrimination laws. Applications for admission are considered holistically without regard to race, color, religion, national origin, gender, age, disability, citizenship and veteran status. English is the official language of instruction at Parker University. All prospective students must demonstrate English language competency prior to admission. The academic year for Parker University is defined as three 4-month periods, also known as Fall, Winter, and Summer. These periods generally follow September – December, January – April, and May – August. Courses are offered in 15 week, 7.5 weeks and 26 day formats, based on the program structure. Programs at Parker University start several times a year. Please contact the Office of Admissions for specific program start dates. Applicants must present true and accurate information throughout the admission process. An applicant found to have falsified, omitted or misrepresented information will be denied admission to Parker University.



Cancellations and Deferments

Students must notify the Office of Admissions in writing or by voice mail by the close of business on Friday* prior to the start of the trimester or 4-month term, about their intent to cancel or defer starting classes. Students who give proper notification will be allowed to carry their deposit over to the next start (trimester or month). Students who do not notify the Office of Admissions about an intent to cancel or defer and do not post attendance by the Drop/Add deadline will be considered a "cancel-no show," and will lose their tuition deposit, have all of their courses dropped, and will be responsible for a new tuition deposit fee should they return to Parker University. Students who do not contact the Office of Admissions to defer their scheduled start date must receive approval from the Director of Admissions before a new start date will be rescheduled. If a prospective student does not start within one year of the application date, they must submit a new application for admission. Students who post attendance during the first week of the term and do not withdraw by the Drop/Add deadline will encumber charges for the entire term.

*The Cancellation/Deferment deadline may vary due to a holiday.

Tuition Deposit

After the Office of Admissions processes the required materials, candidates are notified in writing regarding transferable credits and admission decisions. An applicant who is accepted must remit a non-refundable tuition deposit. This fee is applied toward the first term's tuition. The applicant is required to fill out the online enrollment confirmation form with the tuition deposit. The letter of acceptance advises candidates about deadlines that must be met.

Admissions Policies

University Admissions

Prospective students will participate in an interview to ensure the prospective student is a good fit and is aware of the process. Prospective students applying for admission to Parker University must complete the following admission procedures:

1. **Application:** Submit to the Office of Admissions a properly completed application for the term. Applications may be found on the university website at parker.edu/apply.
2. **Transcript Submission:** All applicants to Parker University must provide official transcripts from each institution previously attended. *It is the applicant's responsibility to initiate transcript requests with each prior institution. Please refer to the specific degree level admission procedure requirements.*
 - A. **Printed Official Transcripts**
 - Official printed transcripts must be mailed directly to Parker University from the issuing institution.
 - Printed Transcripts submitted by the applicant will be **only** considered official if they are sealed by the institution and remain unopened by the applicant.
 - B. **Electronic Official Transcripts**
 - Official electronic transcripts must be sent via an approved transcript service (e.g., Parchment, National Student Clearinghouse).

- Emailed transcripts sent directly from the issuing institution to Parker University must be password protected to be considered official.
- Any emailed transcript provided by the applicant, regardless of its source, will be considered unofficial.

C. Use of Unofficial Transcripts: Applicants may supply unofficial copies of transcripts for initial advising and admission review. Continued enrollment and official transfer credit awards require receipt of official transcripts.

3. **Official Transcript Deadlines:** When all transcripts are received, the file will be reviewed for admissions requirements and applicable transfer credit according to the University Transfer of Credit Policies and Procedures. An advising report will be sent to the student listing applicable transfer credit and any known deficiencies. *Transfer credit awarded based on unofficial transcripts will be voided if the corresponding official transcript is not received within the first term of enrollment. If official transcripts required for determining admission criteria are not received by the end of the first term of enrollment, the student will not be permitted to continue enrollment.*

All admission documents, application fees and required tuition deposits must be received prior to registration. Incoming students will not receive financial aid disbursements until they are fully matriculated.

Admissions Policies

Background Check Requirements

Parker University ("University") is committed to the health, safety, and well-being of all patients cared for by its students as well as the students who participate in its programs and represent the University in clinical agencies. With that in mind, the University requires students to undergo a criminal background check based upon campus access and programmatic requirements.

Background Check Policy

A. Required Background Checks

Criminal background checks are required of students prior to matriculation into some of the programs at Parker University. Students are responsible for completing criminal background checks as described in Section V, below. A criminal background check must be completed and the results provided to the University no later than 5 business days prior to the start of the student's first class. Failure to meet this requirement will result in a deferral of admission to the next available start date. Doctor of Chiropractic students are required to complete a second background check prior to the completion of Trimester 7 and before entering the clinical internship experience.

When a student who has negative information on a criminal background check or self- reports subsequent criminal history attempts to be placed at a specific clinical site or wishes to continue at his/her current site, the appropriate personnel at the clinical site will evaluate the information and surrounding circumstances and, at their sole discretion, shall determine if the student can participate in a clinical experience at their site or continue with his/her current placement at the site. The College makes no final decisions regarding student acceptability for a clinical placement or ability to continue with a current placement based on the results of a criminal background check.

B. Admission into the University

Any felony or misdemeanor criminal convictions or charges (not including minor traffic violations) in a prospective student's background may result in a denial of acceptance to Parker University's College of Chiropractic. As described in Section V, a committee will make the final determination and the student will be notified of its decision in writing.

C. Placement at Clinical Agencies

Acceptance to the College of Chiropractic despite negative information on a background check does not guarantee that a student will be able to be placed at a clinical agency for a clinical experience. For a student already placed, self-reporting subsequent criminal history may result in the clinical agency prohibiting the student from continuing in the clinical experience. If a student is unable to participate in a clinical experience as required for the Doctor of Chiropractic degree program, he/she will not be able to progress and will be dismissed from the University.

D. Student Duty to Self-Report

Students are required to disclose all prior criminal convictions and charges on their enrollment application. Failure to disclose, or a material misrepresentation of information about a conviction or charge, is grounds for denial of admission or immediate dismissal from the university if it is discovered after admission.

Students currently enrolled in the College of Chiropractic have an ongoing duty to report any arrests, charges, or convictions that occur after matriculation to the Dean of Student Affairs. Such a report must be made as soon as is reasonably possible after the incident occurs. Upon receipt of such information, a review will be scheduled and a determination will be made regarding whether the student will be allowed to continue at the University. Failure to report subsequent criminal history to the University, or a material misrepresentation of information about an arrest, charge, or conviction, is grounds for immediate dismissal from the university.

E. No Representation by the University

Acceptance to Parker University is not a promise or guarantee that the results of a background check will be acceptable to all licensing boards, clinical locations, or employers. Students with questions about how a conviction or charge may impact their ability to become licensed in a particular state or obtain employment with a particular healthcare provider should contact those entities directly. University faculty and staff will not provide advice on a student's ability to obtain licensure or employment notwithstanding an adverse criminal background check, and students should not rely on any general information provided by University personnel in that regard.

Background Check Procedures

A. Obtaining Criminal Background Checks

Parker University uses a qualified background check vendor to conduct its criminal background checks. Students seeking admission are responsible for completing the online application and doing so early enough so that results are provided to the Director of Admissions no later than 5 days prior to the anticipated start of the student's first class.

The vendor provides the results of student criminal background checks directly to the Senior Director of Admissions (DC) or Director of Admissions (Undergraduate and Masters Programs) based on their program and the Dean of Student Affairs. A student who is required to obtain an additional background check should do so in accordance with the request.

- **Students Applying for Fully Online Programs**
 1. No background check is required unless:
 1. they disclose a background on the admissions application
 2. they are enrolling in a program that has an intern/externship requirement

- **Students taking Online Prerequisites to Apply to One of the Core Programs**

1. No background check required for enrollment in online prerequisite courses. However, students that failure to disclose a background on their admissions application or any items found on their background when screening for admission to the core program could result in them being denied entry into the core program.
2. Background check is required during the application process for the CORE using the pre-paid link.
3. Students will be charged for background checks required for clinicals according to the schedule of tuition and fee charges.

- **Students Applying Directly to a Core Program**

1. Background check must be completed before admission to the core program and will be paid for by the university using the pre-paid link.
2. Students will be charged for background checks required for clinicals according to the schedule of tuition and fee charges.

B. Review of Criminal Background Checks

Upon receipt of the results of a criminal background check, the Director of Admissions and Dean of Student Affairs will review the results. If there are any criminal convictions or pending charges (other than minor traffic violations) on a criminal background check, the results will be referred to the Admissions Committee for review and a final determination. The Admissions Committee will consider all relevant issues including, but not limited to, the nature and seriousness of the incident, the age of the individual at the time the incident occurred, the length of time since the incident, whether the results show a pattern of inappropriate behavior, and the likelihood that the prospective student will be able to be placed at a clinical agency or be eligible for licensure. The committee may, but is not required to, consult with the prospective student prior to making a decision.

Though the committee may extend the deadline as necessary, the committee will typically meet and make a determination within 5 business days. The committee will notify the student of the outcome within 3 business days of making the determination. Notification will be sent via mail and email. The committee's determination is final and not subject to appeal.

Any background checks completed for Doctor of Chiropractic students in Trimester 7 will also be subjected to the same review process. If there are any criminal convictions or pending charges (other than minor traffic violations) on a criminal background check, the Dean of Student Affairs and the Dean of Clinics will determine if the student meets the criteria for continued enrollment and matriculation into the clinical internship program.

C. Waiver/Acknowledgement

Students who are admitted to a Parker University program despite negative information on a background check, or are allowed to continue after self-reporting subsequent criminal history, will be required to sign a waiver form acknowledging that they may not be able to be placed at a clinical agency and that non-placement may result in dismissal from the University.

D. Sharing Results of Criminal Background Check

Results of criminal background checks are shared with the student, appropriate University personnel, and clinical agencies. The University can only discuss the results of a student's criminal background check with potential clinical agencies if the student provides written consent to disclose such information as required by the Family Educational Rights and Privacy Act (FERPA).

Therefore, students will be required to complete and sign a consent form so that the University can discuss these results with the clinical agency. If a student refuses to provide this consent, the University will not be able to inform the clinical agency that the student had no negative information on a criminal background check. Likewise, the University will also not be able to share that the student had negative information on a criminal background check without confirmation that a student has obtained a criminal background check and that it is suitable for that clinical agency; it is very unlikely that the student will be able to be placed.

E. Confidentiality

For protection of privacy, the results of a student's criminal background check will not be kept as part of the student's standard educational file. Instead, the results will be kept separately in a locked file in the Office of the Registrar and will be retained for three (3) years following the end of the student's enrollment at the University before being destroyed in accordance with the University's records retention procedures.

[Admissions Policies](#)

Doctor of Chiropractic

Admission Requirements

Consistent with its goal to be a renowned and selective Doctor of Chiropractic degree program, Parker University seeks to admit those students whose prerequisite coursework, co-curricular and service activities, as well as life and professional experience, have prepared them to successfully complete the program and contribute meaningfully to the well-being of the public and the profession.

In accordance with the requirements of the January 2025 Council on Chiropractic Education Accreditation Standards, the minimum standards for admission to the Doctor of Chiropractic degree program include the following paths:

1. Earned a baccalaureate degree at an institution(s) accredited by an agency recognized by the U.S. Department of Education or equivalent foreign agency;
2. Obtained 90 semester credit hours at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a cumulative GPA of 3.0 or higher on a 4.0 scale;
3. Obtained 90 semester credit hours at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a cumulative GPA between 2.75 and 2.99 on a 4.0 scale and a minimum of 24 semester credit hours in life and physical science courses appropriate for undergraduate preparation for chiropractic education as determined by the institution.

Applicants may, at the discretion of the Admissions Committee, be required to appear for an interview or pre-admittance examination.

If at any time it is discovered that a student failed to meet entrance requirements at the time of matriculation, they will be required to come into compliance on a timetable established by the University or will be withdrawn from the University.

Transfer from a CCE Accredited Chiropractic College or Accredited First Professional Degree Program

In order to be considered for transfer admission and possible transfer credit, an applicant must be in **good academic and ethical standing** at the previous institution as verified by transcripts, the completion of the Student Transfer Form, and other official documents provided by the previous institution. Transfer applicants may be subject to review by the Admissions Committee for the College of Chiropractic.

Students seeking transfer admission to the Doctor of Chiropractic program may receive advanced standing based on transfer credit accepted if they meet the criteria for transfer admission. Transfer credit for the Doctor of Chiropractic program is determined during the admissions process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation.

- Coursework must be graduate level.
- Courses to be transferred are comparable to Parker's courses in depth and breadth of content, as well as number of credit and contact hours.
- Credit was earned at the previous institution within five years of the date of anticipated matriculation to the Doctor of Chiropractic program. (This requirement may be waived by the Dean of Academics of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been active in the workforce.)

Students applying for transfer admission may be admitted with conditions such as being required to repeat coursework passed at the previous institution or demonstrate proficiency via written and/or practical examinations. A student applying for transfer admission may also be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final.

A thorough review is completed for all applicants of Parker University's Doctor of Chiropractic program to determine whether the applicant has been previously enrolled in another Doctor of Chiropractic program. **Applicants are required to disclose previous enrollment in another Doctor of Chiropractic program.** Applicants who falsify or omit information from an application for transfer admission will be permanently denied admission to Parker University.

Physical Qualifications

Parker University will consider for admission to the Doctor of Chiropractic program those applicants who, with or without accommodations, possess the academic and physical qualifications required for successful completion of the Doctor of Chiropractic degree and the safe and ethical practice of chiropractic. In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Parker University does not discriminate against and makes accommodations* for individuals with disabilities.

Applicants should realistically consider whether they possess the capacity to learn and perform tasks in the areas represented in the technical and physical qualifications, with or without accommodations. If accommodations are needed to meet the University's qualifications, the chair of the Admissions Committee will arrange a consultation with the Dean of Student Affairs, as well as academic leadership within the Doctor of Chiropractic program, to determine whether and how accommodations may be provided without compromising either the student's knowledge acquisition or the performance of the functions of a Doctor of Chiropractic and/or patient care.

Students with disabilities must complete the same educational requirements as all other students, including that all students must complete the entire Doctor of Chiropractic curriculum to graduate. The University reserves the right to reject requests for accommodations that would fundamentally alter the nature of the Doctor of Chiropractic program, lower the academic standards, cause an undue burden on the University, or endanger the health or safety of other students, clinic patients, or any other member of the University community.

The final determination of whether an individual meets the physical qualifications is made by the University.

Parker University has established the following physical qualifications for admission to the Doctor of Chiropractic degree program that must be met with or without accommodation:

- Observation: The student must be able to observe demonstrations and experiments in the basic sciences. The student must be able to observe a patient accurately at a distance and close hand.
- Communication: The student must be able to speak, to hear, and to observe patients to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. The student must be able to communicate effectively and sensitively with patients. The student must be able to communicate effectively and efficiently in English with all members of the healthcare team in both oral and written form.
- Motor Coordination/Function: The student must possess sufficient motor function to elicit patient information through palpation, auscultation, percussion, and other diagnostic maneuvers. Additionally, as the practice of chiropractic generally involves the delivery of manual care, the candidate must possess the strength, coordination, and ability to stand and use the torso and all limbs in the performance of common chiropractic techniques. Students must be able to perform or direct emergency treatment.
- Intellectual Abilities: Doctors are required to think critically and solve problems. Thus, students must be skilled in measurement, calculation, reasoning, analysis, and synthesis. In addition, students should possess the capacity to comprehend the three-dimensional and spatial relationships of structures.
- Social and Behavioral Attributes: Students must have the emotional health to attend and engage in the academic and clinical program, exercise good judgment, and complete all responsibilities required for the diagnosis and care of patients, including the development of mature, effective, and sensitive relationships with patients. Empathy, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities that students should possess.

*For purposes of this requirement, the term "accommodations" includes reasonable modifications to policies, practices, procedures, provision of auxiliary aids and services, and removal of architectural barriers where such removal is readily achievable. All obligations of the University under this requirement will be interpreted in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Cadaver Lab Disclosure

Parker University is a multidimensional institution dedicated to health education, chiropractic research and patient care. Education is essential to prepare our students for future contributions to these fields. Students enrolled in the Doctor of Chiropractic program will work in lecture rooms, multi-disciplinary laboratories including the cadaver lab used for Gross Anatomy, and patient treatment areas. Although most participants are inspired and intrigued by this experience, should a student feel that they will be unable to perform the requirements of the cadaver lab, we recommend that the student explore enrollment in our Doctor of Chiropractic Hybrid Track where our Gross Anatomy courses are offered in a virtual format. Parker University also adheres to all ADA laws regarding the provision of accommodations for a diagnosis of disability.

Students enrolling in the Doctor of Chiropractic program will be required to submit participant consent acknowledging the possibility to encounter Bunsen Burners, microbiological specimens, dissection tools and other sharp objects, virtual reality devices, and be in contact with human cadavers. Students enrolling in the Doctor of Chiropractic program accept responsibility for possible outcomes, course requirements, and the technical standards for the program.

Admission Timeline

Application and personal statement, if applicable, should be submitted as early as possible for the entry date desired. Students may apply for admission to Parker University up to one year in advance of their desired entrance date.

All admission documents and tuition deposits must be received prior to registration, except for the final official transcript from the school that the student is currently attending. All final transcripts must be received by the end of the first trimester in which a student matriculates. Incoming students may not receive financial aid disbursements until their admissions file is complete, they are fully enrolled, and they are actively attending courses.

Admissions Policies

Graduate

An applicant's academic record should show evidence of academic preparation and the ability to succeed in graduate studies. Applicants must have completed a bachelor's degree or equivalent. In certain cases, a student may be required to enroll in foundational courses to make up any deficiencies in the major field of study.

Numerous factors are considered, including GPA, Admission examinations, such as the Miller Analogies Test (MAT), Graduate Record Examinations (GRE), or the Graduate Management Test (GMAT) (MBA Candidates only), resume which includes administrative, managerial, professional and military experience. Applicants to graduate programs must have a minimum GMAT score of 450, GRE composite score of 1350, or MAT score at the 40th percentile. **The GMAT, GRE, or MAT may be waived if the applicant meets one criterion of the following requirements:**

- Graduate degree from an accredited institution.
- Undergraduate degree from an accredited college or university with a grade-point average of 3.0 or above.
- Undergraduate degree from an accredited college or university with a grade-point average of 2.7 or above with a minimum of two years of administrative, managerial, or professional work experience documented on applicant's resume.
- At the discretion of the Dean or Provost's Office, a candidate demonstrating academic potential may be admitted. The student must maintain a "B" or above for the first term of enrollment.

Students must apply and complete appropriate paperwork for entrance into the graduate programs. While former Parker University students are encouraged to apply, previously receiving a degree from Parker does not guarantee admission to a graduate program.

Specific programs may have additional admission requirements. For additional information, please select your program of interest for our currently offered [Programs](#).

Admissions Policies

Undergraduate

To be considered for admission to undergraduate degree and certificate programs, applicants must:

- Complete the Parker University application
- Pay or receive a waiver for the application fee
- Provide official high school transcript with graduation date.
 - *NOTE: High school diplomas alone will **not** be accepted as final determination of graduation.*
- GED (General Educational Development) is acceptable.
 - *NOTE: Students who have completed a GED instead of a traditional high school program must provide an official GED transcript or score report sent directly from the state or testing center.*
- Transcripts from all previously attended colleges/universities
- Documented compliance with the Texas state's meningitis law (SB 62)

Specific programs may have additional admission requirements. For additional information, please select your program of interest for our currently offered [Programs](#).

Admissions Policies

International

All admission requirements must be satisfied before Parker University can grant admission or approval to issue an I-20 (Certificate of Eligibility for F-1 Non-Immigrant Status) to any international student intending to study in the United States on a non-immigrant F-1 student visa. International students should also contact their local American consulate office to determine if they must meet any other requirements. International Admissions Policies are applicable to international students only and do not apply to Green Card holders.

- Submit an online application for admission.
- Submit all previously attended institutions official transcripts to Parker University. It is the student's responsibility to request that official transcripts be sent from all prior institutions where credits were earned. Official transcripts must be mailed directly to Parker University. A transcript stamped "Issued to Student" or hand-carried into the Office of Admissions may not be considered official transcript.
 - It is the students' responsibility to contact a reputable foreign evaluation agency that is a member of [NACES](#) or [AICE](#) to request a course-by-course equivalency evaluation be prepared for a transcript from an institution outside of the U.S. The evaluation must be mailed directly to Parker University, Office of the Registrar, 2540 Walnut Hill Lane, Dallas, TX 75229 or secure PDF files may be sent to AskRegistrar@parker.edu.
- Submit an original letter of support from a financial sponsor pledging to provide funding to pursue educational goals in the United States to the Records and Registration Coordinator. No photocopies or facsimiles accepted. The letter must be written on the financial sponsor's personal or business stationary, signed by the sponsor. The student may sponsor themselves.
- Submit an original letter of financial ability, documenting sponsor's capability to financially support the student (This is often called the "bank letter") to the Records and Registration Coordinator. This letter must be written and signed by an officer or official of the sponsor's financial institution on the institution's letterhead and bear a current date. No photocopies or facsimiles accepted. The letter must state the financial sponsor has the appropriate amount of funds available for the student's financial support. Please note that this amount is dependent upon the program in which the student is enrolled; check with an international advisor before submitting.
- Submit the completed educational experience form to the Records and Registration Coordinator. List all colleges and universities previously attended.
- Submit a completed financial information form to the Records and Registration Coordinator. List all expected financial aid that the student is planning to use from their country or any other sources to finance their education at Parker University. If dependents are accompanying the student, list them on the financial information form; otherwise, they will not be able to enter the United States.
- Students must furnish proof of health insurance.

English is the official language of instruction at Parker University. All prospective students must demonstrate English language competency prior to admission. The applicant may be subject to an interview by the Admissions Committee and/or Vice Provost/Dean.

- Submit official ETS/TOEFL or IELTS scores (Test of English as a Foreign Language) for students whose primary language is not English. Students must obtain the following minimum ETS/TOEFL scores: Paper-Based Test (PBT) – 550; Internet-Based Test (IBT) – Total score of 79 or above with the following recommended scores per category: Reading: 15-21; Writing: 17-23; Speaking: 18-25; Listening: 15-21. Contact ETS/TOEFL at PO Box 6151, Princeton, NJ, 08541-6151, USA. Phone: 800-257-9547. Students that take the IELTS must obtain a minimum score of 8. Contact IELTS at <http://www.ielts.org/default.aspx>. All scores must be submitted directly to Parker University from ETS/TOEFL or IELTS office to be considered official.
- The English proficiency exam requirement may be waived by one of the following:
 - High School Diploma obtained in the United States.
 - Bachelor's degree obtained in the United States or equivalent instructed in the English language.

International students that are eligible for admission will also be subject to citizenship status of state licensing boards and employers in the U.S.

University Transfer of Credit Policies and Procedures

The policy for determining equivalency or transfer credit between educational institutions in Texas has been set by the Texas Higher Education Coordinating Board (THECB). Using a Texas Common Course Numbering System (TCCNS), a uniform set of course designations for lower-division academic courses have been cooperatively agreed upon by higher education institutions in Texas. The use of the TCCNS determines course equivalencies and promotes consistency in the evaluation process.

Parker University does not guarantee acceptance of credits from any other institution. It may be necessary for students to forfeit previously earned credit in the transfer process since university philosophies, objectives, and programs may vary and change from year to year. For students transferring to Parker University, the Registrar's Office will evaluate all post-secondary transcripts for applicable transfer credit toward the applicant's degree program. A temporary evaluation from unofficial transcripts may be performed; however, only courses listed on official transcripts receive permanent transfer credit. Official transcripts must be received within a student's first term of enrollment, or no transfer credits will be officially granted. It is the student's responsibility to request that official transcripts be sent from all prior post-secondary institutions to the Office of Admissions at Parker University. Failure to provide official transcripts in the first term of enrollment will prevent a student from being registered for subsequent terms. Students have the option to fill out a transcript authorization/release form available in the Registrar's Office to allow Parker to attempt to request transcripts on a student's behalf.

Official transfer credit becomes part of a student's record at Parker University, therefore, is included on institutional transcripts. Only applicable credit toward a student's degree program will be accepted as transfer credit. All transferable credit is converted to semester credit hours, regardless of the originating institution's calendar system. Transfer credit may be applied to a student's record by the following means:

- One to One course equivalency: Transfer credit awarded on a one-to-one course equivalency basis will be awarded the equivalent semester credit hour(s), and the final letter grade earned at the originating institution will be utilized. The credit is calculated in a student's quantitative (completion rate) and qualitative (cGPA) satisfactory academic progress.
- Combined credit equivalency: Transfer credit awarded by combining one or more courses from another institution to meet a single course requirement at Parker will be awarded credit hours based on Parker's course requirement. Combined credit will be transferred with a grade code of 'TC' for general transfer credit. These credits will be calculated in a student's quantitative (completion rate) satisfactory academic progress but will not be calculated in the qualitative (cGPA) measurement.
- Block Credit: A block of credit transferred to Parker University, such as in the instance of articulation agreements or "teach out" programs, will be awarded in semester credit hours and assigned a grade code of 'TC' for general transfer credit. These credits will be calculated in a student's quantitative (completion rate) satisfactory academic progress but will not be calculated in the qualitative (cGPA) measurement.

Articulation Agreements

Parker University recognizes transfer credit from institutions that have approved articulation agreements with the university.

Veteran Evaluation of Prior Training

A Veterans Affairs benefit recipient is responsible for reporting all previous education and training to Parker University. The university evaluates the information and grants appropriate credit, proportionally reducing training time and tuition. The veteran student and the Veterans Administration are notified.

Transfer of Parker Credit to Other Institutions

Students interested in continuing their education at an institution other than Parker University should first inquire at the institution they plan to attend to determine the credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of the receiving institution. Parker University cannot assure transfer of credit.

Transient Students

Undergraduate students attending another university, who are in good standing, may take up to eight hours as a transient student to transfer back to the primary university. Students must provide a letter of good standing from the primary institution, a current official transcript from the primary university, complete an application for admission to Parker University, pay all appropriate fees, and receive approval from the appropriate Dean or Vice Provost.

[University Transfer of Credit Policies and Procedures](#)

Residency Policy

Parker University requires a minimum amount of institutional credit hours required for a degree to be earned at Parker University.

Graduate/Professional Degree

A minimum of one-third of credits toward a graduate or professional degree must be earned at Parker University for a degree to be awarded. The Doctor of Chiropractic program requires at least the final 25% of the program to be completed at Parker.

Undergraduate Degree

A minimum of one-quarter of credits toward an undergraduate degree must be earned at Parker University for a degree to be awarded.

Policy on Transfer Credit for Military Training and Education

Active duty, Reservists and National Guard Service members who are students in the graduate, undergraduate and certificate programs can complete at a minimum 25% of a program at any time through the university and graduate.

University Transfer of Credit Policies and Procedures

Transfer of Credit Guidelines

The following guidelines are used to evaluate transcripts for transfer credit received from other accredited institutions. Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker University.

Transfer from US Department of Education or Council of Higher Education Accreditation Recognized Accredited Institutions

Parker University accepts transfer credits applicable to an applicant's program of study from institutions with accreditation from a US Department of Education or Council of Higher Education Accreditation (CHEA) recognized accreditor. Transfer credit may only be considered for courses with a grade of C- or better.

Transfer from Non-US Department of Education or Council of Higher Education Accreditation Recognized Accredited Institutions

Credits from institutions with accreditation from a non-US Department of Education and/or CHEA-recognized accreditor that are substantially equivalent in content to Parker University courses and apply to an applicant's program of study may be granted on a course-by-course basis. The acceptance of courses from non-USDE/CHEA accredited institutions is contingent upon appropriate faculty credentials and the applicable course content of the course to be accepted as transfer credits. The appropriate Academic Dean will review credits and faculty credentials from non-USDE/CHEA-accredited institutions. Transfer credit may only be considered for courses with a grade of C- or better.

Transfer from International Institutions

Upon receipt of an official transcript, transfer credits from non-U.S. colleges/universities are evaluated and granted on a course equivalency basis. It is the student's responsibility to contact an approved educational evaluation organization to request that a foreign transcript review be prepared and mailed directly to Parker University, attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Before granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit may only be considered for courses with a grade of C- or better.

University Transfer of Credit Policies and Procedures

Acceptance of Alternative Credit

Alternative credit is credit earned through the College Level Examination Program (CLEP) or other institutional proficiency exams, such as Defense Action for Non-Traditional Educational Support (DANTES), Advanced Placement Program (AP), International Baccalaureate (IB), Program Evaluation Procedure (PEP), New York Board of Regents College Examinations, through challenging a course, or through experience and training in the military, as recommended by the American Council of Education (ACE) and documented on a military transcript. No more than 45 semester hours of alternative credit may be transferred to Parker University. Students cannot CLEP or test out of lab requirements.

Credit by Examination

Several credit-by-examination programs may earn credit toward a Parker University degree. An official score report from the examining agency must document credit by examination for transfer credit to be considered. It will not be accepted based on acceptance by another college or university transcript. The following guidelines apply:

- Credit granted can be used to satisfy specific, general, or elective degree requirements determined by the Academic Dean.
- A maximum of 45 semester hours may be granted by combining AICE, AP, IB, CLEP, and military credits.
- Students must have taken the exams (AICE, AP, IB) and reported their scores to the university before registration or before the end of the first term of enrollment at Parker University.
- Current Parker University students should obtain prior approval from the Academic Dean before taking CLEP examinations.
- Credit will only be awarded once for the same subject, whether earned by examination, dual enrollment, transfer credit, or Parker University course credit.
- If duplicate credit exists among AICE, AP, IB, or CLEP, the exam yielding the most credit will be awarded.
- Credit by examination is not assigned a letter grade and is not counted toward special recognition or honors.
- Students may not apply credit by examination toward the Doctor of Chiropractic degree requirements.

Awarding Credit for Military Training

Active Duty and Veteran service members may be eligible to receive transfer credit for military training if applicable to the student's degree program. Military transcripts must be provided, and applicable credit will be awarded based on the American Council of Education (ACE) recommendation.

Advanced International Certificate of Education (AICE)

Students completing approved AICE examinations with A, B, or C scores on both A and AS levels may earn Parker University credit.

- Parker University awards 6 – 8 credit hours per A-Level subject in which a student scores a C or better.
- Parker University awards 3 – 4 credit hours per AS-Level subject in which a student scores a C or better.

College Board Advanced Placement Program (AP)

Parker University participates in the Advanced Placement Program agreement administered by high schools through the College Entrance Examination Board (CEEB). Under this system, a student entering Parker University may receive placement in advanced courses and accelerate their studies. Students who participated in the AP Program in high school and received a score of 3 or better on qualifying AP examinations are eligible for college credit for related courses. To be eligible to receive credit, students must submit an official Advanced Placement score report from the College Entrance Examination Board.

Students who wish to receive credit for College Entrance Examination Board AP examinations are responsible for having their AP score reports sent to the university by the College Board and for ordering and paying any fees associated with AP score reports. Reports must be received by the Registrar's Office directly from the College Entrance Examination Board. To view and order AP score reports, please visit www.apscore.org. Students who cannot use the online score reporting system to send score reports may mail or fax a signed, written request with payment to AP Services. Please visit the [College Board website](#) learn more about the fees, delivery, and mail or fax requests.

College Board AP Test	AP Test Score	Parker Course Equivalent		Credits Earned
		Course Number	Course Name	
Arts				
Music Theory	3 or higher	MUSI 1306	Music Appreciation	3
English				
English Language & Composition	3 or 4	ENGL 1301	English Composition I	3
English Language & Composition	5	ENGL 1301 & 1302	English Composition I & II	6
English Literature & Composition	3 or higher	ENGL 2326	American Literature	3
Foreign Languages				
Foreign Language	3	Elective	Elective	3
Calculus				
Calculus AB	3 or higher	Math Elective	Math Elective	3
Calculus BC	3 or higher	Math Elective	Math Elective	3
Computer Science				
Computer Science A	3 or higher	COSC 1301	Introduction to Computers	3
Statistics				
Statistics	3 or higher	MATH 1342	Elementary Statistical Methods	3
Sciences				
Biology	3	BIOL 1301	General Biology I	3
Biology	4 or higher	BIOL 1302	General Biology II	6
Chemistry	3	CHEM 1411	General Chemistry I	4
	4 or higher	CHEM 1411 & 1412	General Chemistry I & II	8
Environmental Science	3 or higher	Science Elective for Non-Science Majors	Science Elective for Non-Science Majors	3
Physics B (general principles of physics)	3	PHYS2425	Physics I	4
	4 or higher	PHYS2425 & 2426	Physics I & Physics II	8
Physics C (mechanics)	3 or higher	PHYS 2425	Physics I	4
Physics C (electricity and Magnetism)	3 or higher	PHYS2426	Physics II	4
Economics				
Macroeconomics	3 or higher	ECON2301	Principles of Macroeconomics	3
Microeconomics	3 or higher	ECON2302	Principles of Microeconomics	3
History				
U.S. History	3	HIST1301	United States History I	3
	4 or higher	HIST1301 & 1302	United States History I & II	6
World History	3 or higher	HIST1301 or HIST1302	United States History I or United States History II	3
Political Science				
Comparative Government & Politics	3 or higher	GOVT2305	Federal Government	3
U.S. Government & Politics	3 or higher	GOVT2305	Federal Government	3
Psychology				
Psychology	3 or higher	PSYC2301	General Psychology	3

International Baccalaureate (IB)

Parker University values the International Baccalaureate (IB) Diploma Program and its engaging and challenging curriculum that encourages critical thinking, intercultural understanding, and respect. The university welcomes applications from IB students.

In accordance with Texas Education Code 51.968, Parker University will award at least 24 hours of specific course college credit to those students who have earned an International Baccalaureate Diploma and present IB exam scores of 4 or higher. College credit earned through the IB Diploma or IB exams must be approved by the Dean or Vice Provost. Students may be awarded up to 45 credits. Students with a score of 4 on subject areas will receive 3 – 4 credits for each examination. Students with a score of 5 or above will receive 6 – 8 credits.

IB applicants to Parker University must satisfy the English Language requirement by attaining a minimum score of 4 on the standard or higher English language examinations. There is no need for students who have taken these IB Diploma Program English courses to take other qualifications such as IELTS or TOEFL.

The official International Baccalaureate transcript is required to award credit. The credit will be awarded as follows:

Subject	Score of 4 on standard or higher-level exams (3 credits/4 credits lab courses)	Score of 5-7 on standard or higher-level exams (6 credits/8 credits lab courses)
Biology	BIOL1308 (3 credits)	BIOL1308/BIOL1309 (6 credits)
Chemistry	CHEM1411 (4 credits)	CHEM1411/CHEM1412 (8 credits)
Computer Science	COSC1301	NA
Economics	ECON2301	ECON2301/ ECON2302
English	ENGL1301	ENGL1301/ ENGL1302
Environmental Systems	BIOL1308 (3 credits)	BIOL1308/BIOL1309 (6 credits)
History of Americas	HIST1301 or HIST1302	HIST1301 and HIST1302
Language A: Literature	ENGL2326 or MUSI1306	ENGL2326 and MUSI1306
Mathematics	MATH1314 or MATH1324 or MATH1325	MATH (6 credits)
Music	MUSI1306	NA
Philosophy	PHI1010	Elective (6 credits)
Physics	PHYS2425 (4 credits)	PHYS2425/PHYS2426
Psychology	PSYC2301	PSYC2301/PSYC2314
Social and cultural anthropology	Elective	Elective (6 credits)

Technology Requirements

To fully participate in courses, students must use a PC or a Mac laptop or desktop computer. A Chromebook, tablet, or mobile device is insufficient for the demands of Parker University courses. However, they can be used to perform some academic activities and thereby supplement the use of a desktop or laptop computer. A broadband internet connection (Cable/DSL/Satellite/Fiber) is required. You are allowed to use Financial Aid to cover the costs of the computer system; please contact ask1stop@parker.edu for details.

Minimum Hardware Requirements

Microsoft Windows*

- Windows 11 or higher
- Minimum 8 GB RAM (16 GB recommended)
- 256 GB Hard drive or higher, Solid State recommended
- Speakers or headphones and a microphone
- A webcam is required

Mac OS X

- Version 14 - Sonoma or higher
- 8 GB of RAM (16 GB recommended)
- 256 GB Hard drive or higher
- A webcam, speakers, and a microphone are incorporated into all Macs

Software

- [Microsoft Office365](#) – free of charge to all active Parker University students via their university account
- [Adobe Reader](#) Latest Release - Free download
- Respondus LockDown Browser - Free download
- The Proctorio browser extension. - Free download
 - At least 2Gb of RAM must be free after the OS (Windows or Mac) and the browser are loaded.

What is [Respondus LockDown Browser](#)? It is a custom browser that locks down the testing environment for tests taken in Brightspace. If an instructor requires that students use the Respondus LockDown Browser, Students need to download and install the browser and use it to log in to Brightspace to take the test. Students are required to have sufficient technology to support the Respondus LockDown Browser. See [MyParker Student Resources](#) to download the software and validate computer requirements.

Proctorio is, likewise, an exam proctoring solution. It requires students to install a browser extension that is available for the Google Chrome and Microsoft Edge browsers only. These can be found at <https://getproctorio.com> (for Chrome) and <https://getproctorio.com/edge> (for Edge). Information about Proctorio will be available with any exam you take that uses Proctorio.

Browser

Microsoft Edge and Chrome are the recommended browsers for accessing the Brightspace Learning Management System and other course software. Note that only Google Chrome and Microsoft Edge support Proctorio at this time.

- [Google Chrome](#) - Latest Release
- [Microsoft Edge](#) - Latest Release

Parker Email

Students are required to use their Parker University student email account for their online course. Parker's email is accessible 24/7 from any computer with a web browser.

Antivirus and Malware Software

We highly recommend that students purchase anti-virus / anti-malware for their computer or laptop, even if they have a Mac. There are free versions available; however, they are typically minimally featured and frequently advertise their paid versions. Some common antivirus/malware software options are below. The best one will depend on the student's specific needs and budget:

- [Malwarebytes](#)
- [BitDefender](#)
- [Norton](#)
- [AVG](#)
- [ESET](#)

Assistance

If a computer doesn't meet these requirements, students should contact their Financial Aid advisor to see if they qualify for additional funding to purchase a computer. For specific questions regarding personal technology equipment, please work with the [Parker University IT Service Desk](#) at servicedesk@parker.edu or 214 902 2430.

Meningitis Vaccination Policy and Procedures

Requirement for Bacterial Meningitis Vaccination:

The Texas Department of State Health Services requires all entering University students under the age of 22 to submit evidence of being immunized against bacterial meningitis at least 10 days prior to the first day of the semester in which the student initially enrolls. The meningitis vaccination (MV) requirement applies to:

- All first-time students
- All new transfer students
- All returning Parker University students who have experienced a break in Parker University enrollment of at least one fall or spring term
- New and returning continuing education students enrolled in programs that have at least 360 contact hours

Exceptions to Bacterial Meningitis Vaccination Requirement

Exception/Exemption forms are available [online](#). A student is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student meets any of the following criteria:

- The student is 22 years of age or older by the first day of the start of the semester (effective 1/1/2014).
- The student is enrolled only in online or other distance education courses.
- The student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training.
- The student is enrolled in a dual credit course which is taught at a public or private K-12 facility not located on a higher education institution campus.
- An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, stating that in the physician's opinion, the vaccination would be injurious to the health and well-being of the student; or
- An affidavit signed by the student stating that the student declines the vaccination for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services (DSHS) must be used.

Students requiring proof of the Bacterial Meningitis vaccination may not attend classes until they submit evidence of having received the bacterial meningitis vaccine at least 10 days prior to the first day of the first semester.

This information will be maintained in the Office of the Registrar in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations and the Health and Insurance Portability and Accountability Act. ***Students who fail to submit the required MV documents will be restricted from registering for classes.***

Extensions

Under justifiable circumstances, the Registrar may grant an individual student an extension to extend the compliance date to no more than 10 days after the first day of the semester.

Vaccination Location Options

- Primary care physicians normally offer the meningitis vaccine. The price of the vaccine depends on the insurance coverage and the physician's practice. Some insurance plans require a co-payment for preventive vaccinations; others may cover the full cost.
- [Dallas County Public Health Department](#) offers meningitis vaccinations for patients when their supplies allow.
- Healthcare clinics and pharmacies may also offer the vaccine.

More Information about Meningococcal Meningitis

Meningitis is an inflammation of the covering of the brain and spinal cord – also called the meninges. More information about the causes, symptoms, types, risks, and seriousness as well as ways to prevent meningococcal meningitis are available through the following websites:

- [Centers for Disease Control](#)
- [Dallas County Health Department](#)
- [U.S. Department of Health and Human Services](#)
- [Texas Higher Education Coordinating Board](#)

Financial Aid

Financial aid is money awarded to help students pay for their education. Parker University's Office of Financial Aid awards various types of financial aid including scholarships, grants, work-study employment, veteran affair benefits, and student loans from federal, state, institutional and private sources to assist students in paying for their education expenses. Parker University Office of Financial Aid awards financial aid to all eligible students, including students enrolled in graduate, undergraduate and certification programs.

Student Eligibility Requirements

Federal financial aid is not available to international students unless they are eligible non-citizens. Eligible non-citizens must provide current documentation of immigration status prior to applying for financial aid. An applicant for admission who indicates on their application that financial assistance is needed for education is to complete the Free Application for Federal Student Aid (FAFSA) prior to enrollment. To be eligible to receive most need-based aid, students must meet the following requirements:

- Show financial need
- Enroll in an eligible program
- Be a United States citizen or eligible non-citizen
- Have a valid social security number
- Maintain satisfactory academic progress
- Comply with requirements of the [Anti-Drug Abuse Act](#)
- Not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan or Federal PLUS Loan
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (FSEOG)
- Agree to use any Federal student aid received solely for educational purposes
- Be enrolled at least half-time (for most aid programs)

Applying for Financial Aid

Students and/or parents must first create a Federal Student Aid (FSA) ID at studentaid.gov to apply for, receive and/or manage financial aid. All students interested in utilizing federal financial aid must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is an online application which gathers students and/or parents' information to determine the type of financial aid that can be awarded. Students and/or parents should be prepared to provide information such as student and parent social security numbers, household size, household income, assets, etc.

Based on the information provided on the FAFSA, the Department of Education calculates a Student Aid Index (SAI). The SAI is not the amount a student or family is expected to pay for school however, it determines the type of aid a student qualifies to receive.

Financial Aid

Federal and State Grants

Federal grants are available to students that demonstrate financial need based on the information provided on the FAFSA. Grants do not have to be repaid unless a student becomes ineligible. *Students who have earned a previous bachelor's degree, and/or are enrolled in a graduate or doctoral program are not eligible for Federal Grants.*

Federal Pell Grant

The Federal Pell Grant is awarded to undergraduate students that demonstrate financial need. Pell Grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors that include income, household size, and dependency status as determined by completion of the FAFSA. The amount of Pell grant awarded is based on the Student Aid Index (SAI) as calculated by the FAFSA, and the number of credits a student enrolls in for a term.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG provides additional grant assistance to students that demonstrate a high financial need. Funds are limited and priority is given to Pell-eligible recipients with the lowest SAI. FSEOG awards do not have to be repaid unless a student becomes ineligible.

Texas Tuition Equalization Grant (TEG)

The Tuition Equalization Grant (TEG) program provides grant aid to financially needy students to enable them to attend private colleges or universities in Texas, based on continued allocations to Parker University as determined by Texas Legislature. Students must be enrolled in an undergraduate **or** graduate degree plan leading to a first associates, baccalaureate, master's, or doctoral degree and be a Texas resident to qualify for TEG. Students must be enrolled in at least $\frac{1}{2}$ time, maintain a cumulative grade point average of 2.50 on a 4.0 scale, and complete a minimum credits per year (24 credit hours per year for undergraduate programs, 12 credit hours per year for graduate programs, or 32 credit hours per year for the Doctor of Chiropractic program). Please view [College for All Texans](#) for additional eligibility requirements. This grant is need based; therefore, students will only be eligible based on remaining need from the data entered on the FAFSA.

TEG Hardship

The Tuition Equalization Grant (TEG) requires students to meet specific criteria to be eligible. Under the hardship provision, students who would generally be ineligible for the TEG may be deemed eligible due to unusual circumstances beyond their control. Written appeals due to hardship will be considered to determine if the student may receive TEG. The student must submit the appeal and appropriate documentation to the Office of Financial Aid by the established deadline to be considered for the TEG Hardship provision.

Parker University is committed to supporting our student body through life challenges that may be beyond their control. The TEG Hardship Policy allows students to continue their progress toward graduation by appealing for hardship provisions due to unusual circumstances that have negatively impacted their ability to maintain TEG requirements.

First-Year Award Requirements

Students must meet the eligibility requirements outlined by the Texas Higher Education Coordinating Board listed below:

- Have financial need as determined by the Free Application for Student Financial Aid (FAFSA)
- Be classified by the institution as a Texas Resident
- Be registered with the Selective Service, or be exempt
- Be enrolled at least $\frac{1}{2}$ time
 - 9 credit hours per term for an undergraduate student
 - 4.5 credit hours per term for a graduate student
 - 12 credit hours per term for a doctor of chiropractic student
- Be an undergraduate student enrolled in a degree plan leading to a first associate or baccalaureate degree
- Be a graduate student enrolled in a degree plan leading to a first master's, professional, or doctoral degree
- Maintain satisfactory academic progress (SAP) as determined by the institution. See the SAP policy for details.
- Not have earned a degree for which currently enrolled

- Not be a recipient of an athletic scholarship
- Be required to pay more tuition than is required at a comparable public school or university and be charged no less than the tuition required of all similarly enrolled at the institution.

Second-Year Award Requirements

At the end of the first academic year

- Meet all the First-Year Award Requirements
- Must meet at minimum Parker University's Satisfactory Academic Progress (SAP) policy

Subsequent Year Award Requirements

At the end of the second academic year, and all years thereafter

- Undergraduate students
 - Must have completed a total of 24 semester credit hours in the most recent academic year with a 75% completion rate for hours attempted in that year
 - Must have a minimum cumulative 2.5 GPA
- Graduate/Doctor of Chiropractic students
 - Must have completed 18 semester credit hours in the most recent academic year with a 75% completion rate for hours attempted in that year
 - Must have a minimum of 2.5 cumulative GPA

For more information on grants available at Parker University, please visit <https://www.parker.edu/financial-aid/>.

Financial Aid

Scholarships and Work Study Programs

Scholarships

Parker University offers a variety of scholarships for both undergraduate and graduate students. Scholarships vary from academic merit to financial need, to donor specifications for students who meet the criteria set by the University or donor. For more information on scholarships available at Parker University, please visit <https://www.parker.edu/financial-aid> or email [Parker One Stop](#). For other outside scholarship opportunities, please also visit our outside [scholarship webpage](#).

Work Study Programs

The Federal Work Study (FWS) program gives part-time employment to students who need income to help meet the costs of postsecondary education. When available, Parker University provides part-time jobs for students through the FWS program. Generally, students work 10 to 20 hours per week. For more information, contact [Parker One Stop](#).

Financial Aid

Federal Direct Student Loans

Parker University's Office of Financial Aid provides students with an aid offer which may include student loans. Student loans are financial aid that **MUST BE PAID BACK**. Loans may come from the federal government, private sources such as a bank or financial institution, or from other organizations.

The William D. Ford Federal Direct Loan Program

Federal Direct Loans are low interest loans funded by the Department of Education that enable students to meet their educational costs. Loan eligibility is based on the cost of attendance less any other financial aid a student receives. Aid applicants that wish to apply for a Federal Direct Student Loan, must complete a Master Promissory Note (MPN) and Loan Entrance Counseling. Federal Direct Loans interest rate is fixed and usually lower than loans offered by private sources. For more information, or current interest rates, please visit [Current Federal Interest Rates](#).

Types of Federal Direct Loans include Direct Subsidized Loan, Direct Unsubsidized Loan, and Direct PLUS Loans.

Direct Subsidized Loans

Subsidized loans are available for undergraduate students only and awarded based on need. The Subsidized loan does not accrue interest while the borrower is enrolled at least half-time.

Direct Unsubsidized Loans

Unsubsidized loans are non-need-based loans available to students of any degree level. With the Unsubsidized loan interest is charged throughout the life of the loan.

The following chart provides the maximum annual and total loan limits for Subsidized and Unsubsidized Loans:

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First Year Undergraduate	\$5,500—No more than \$3,500 of this amount may be in Subsidized Loans.	\$9,500—No more than \$3,500 of this amount may be in Subsidized Loans.
Second Year Undergraduate	\$6,500—No more than \$4,500 of this amount may be in Subsidized Loans.	\$10,500—No more than \$4,500 of this amount may be in Subsidized Loans.
Third Year and Beyond Undergraduate	\$7,500 per year—No more than \$5,500 of this amount may be in Subsidized Loans.	\$12,500 per year—No more than \$5,500 of this amount may be in Subsidized Loans.
Graduate Degree	Not Applicable	\$20,500
Professional Degree	Not Applicable	\$33,000
Maximum Total Debt from Subsidized and Unsubsidized Loans	\$31,000—No more than \$23,000 of this amount may be in Subsidized Loans.	\$57,500 for undergraduates—No more than \$23,000 of this amount may be in Subsidized Loans. \$138,500 for graduate or professional students—No more than \$23,000 of this amount may be in Subsidized Loans. DC students are eligible for a maximum of \$224,000. The graduate debt limit includes all federal loans received for undergraduate study.

Direct PLUS Loans

Direct PLUS Loans are non-need-based loans available to parents of dependent students and graduate or professional students to pay for education expenses not covered by financial aid. PLUS loan eligibility is based on the cost of attendance less any other financial aid a student receives. These loans have a fixed interest rate determined annually by the federal government. Applicants for Direct PLUS loans are required to complete the Free Application for Federal Student Aid (FAFSA), a PLUS loan application, a PLUS Loan Master Promissory Note, and a PLUS Loan Entrance Counseling by visiting <https://studentaid.gov/plus-app/>. Students with adverse credit history will be given the opportunity to apply with credit-worthy cosigners.

Direct Parent PLUS Loans

The Federal Parent Loan to Undergraduate Students (PLUS) program provides a non-need-based loan to parents of dependent students. Repayment on a Parent PLUS begins within 60 days after the final loan disbursement. If a parent is denied the Parent PLUS Loan, dependent students may be eligible to borrow additional unsubsidized loan up to \$7,000 depending on grade level and other eligibility requirements.

Direct Graduate/Professional PLUS Loans

Graduate and professional degree students are eligible to apply for the Graduate PLUS Loan in amounts up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. Students should have applied for their annual loan maximum eligibility under the Federal unsubsidized loan program before applying for a Graduate/Professional PLUS loan.

Alternative Loans

Students may need additional funding to cover any shortfall not covered by financial aid, or other students may need assistance with living expenses. In these cases, alternative loans may help. Alternative loans are credit-based education loans offered by private sources such as a bank or financial institution, or from other organizations. Students must apply and be approved by the lender to receive an alternative loan. Most lenders allow for cosigners if needed, offer competitive interest rates, and various repayment terms. A sample listing of alternative loan lenders and their products can be found by visiting <https://www.elmselect.com/link/query?schoolId=738>. Students are not obligated to use any specific lender listed on Parker University's ElmOne website and are free to use any lender of their choice.

Financial Aid

Cost of Attendance or Student Budget

Students may be awarded up to their cost of attendance (COA). The COA is based on tuition, fees, books, course materials, supplies and equipment, housing and food, personal and transportation expenses as determined by the Office of Financial Aid. Licensing fee is included in the COA, when applicable. Based on the results of the FAFSA, Parker University's Office of Financial Aid reviews total cost of attendance against an applicant's Student Aid Index (SAI) to determine financial need.

Financial Aid

Program Completion Limits

The maximum time frame is defined as a period no longer than 150% of the published length of the program as identified in the Satisfactory Academic Progress policy.

Financial Aid

Return of Title IV (R2T4) Funds Policy

Federal Refund Policy

Treatment of Title IV Funds When a Student Withdraws

Federal student aid regulation [34.CFR 668.43](#) specifies how the University must determine the amount of Title IV funds a student earns if they withdraw from the institution. The regulation refers to specific Title IV programs such as Federal Pell Grants, Iraq and Afghanistan Service Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Direct Loans. The Federal Direct Loan program includes Direct Subsidized, Direct Unsubsidized, Direct Graduate PLUS, and Direct Parent PLUS loans.

Title IV funds are offered to a student under the assumption that the student will attend school for the entire period for which the aid is given. When a student withdraws from Parker University, the student may no longer be eligible for the total amount of Title IV funds that the student was originally scheduled to receive. Parker University considers a student withdrawn when they:

- officially notify the University that they will no longer be attending,
- stop attending without notification and are subsequently administratively withdrawn,
- are approved for a leave of absence (LOA),
- are dismissed/expelled from the University.

Students with federal student aid who withdraw from the University after posting attendance will have their Title IV aid recalculated in accordance with guidelines established by the U.S. Department of Education derived from the October 7, 1998, Reauthorization of the Higher Education Act. This process is referenced as "R2T4 calculation" or "R2T4". A school must return the amount of unearned Title IV funds no later than 45 days after it determines that a student withdraws. Parker follows a tighter timeline to ensure compliance with this regulation.

The withdrawal date is defined as the actual date the student began the institution's withdrawal process (the date the student submitted the withdrawal form or leave of absence form). If a student leaves without notifying the institution or is dismissed/expelled from the University, the student's last date of attendance will be used. An approved leave of absence is treated as a withdrawal and is subject to the R2T4 process.

Doctor of Chiropractic Programs

The R2T4 calculation provides a return of the Title IV aid if the student received, or should have received, federal student aid and withdraws on or before completing 60% of the term. A pro rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. For example, if a student completes 30% of their payment period, the student earns 30% of the aid they were originally scheduled to receive. Once a student completes more than 60% of the payment period, they earn all the federal student aid they were scheduled to receive. To recognize that students completing more than 60% of the period (by any amount) earn 100% of their Title IV aid. Amounts of .6001 through .6004 are not rounded for the purpose of determining whether a student has earned 100% of the Title IV funds for the term.

The percentage of the term completed is determined by dividing the number of calendar days completed in the term, as of the day the student ceased enrollment, by the total number of calendar days in the same term. This calculation is inclusive of the first and last day of courses in the term. Scheduled breaks of five (5) or more consecutive days are excluded.

Certificate, Undergraduate, and Graduate Programs

At Parker University, all programs are delivered in a modular format, except the Doctor of Chiropractic programs. As such, a student in a modular format program will not be subject to returns of their Title IV aid if they meet one of the following exemptions:

- They complete all requirements for graduation.
- They successfully complete a course, or multiple courses, that comprise at least half-time enrollment (3 credits for graduate programs, 6 credits for certificate and undergraduate programs).
- They successfully complete a course, or multiple courses, that comprise at least 49% of the days in the term.

The R2T4 calculation provides a return of the Title IV aid if the student received, or should have received, federal student aid and withdraws on or before completing 60% of the term. A pro rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. For example, if a student completes 30% of their payment period, the student earns 30% of the aid they were originally scheduled to receive. Once a student completes more than 60% of the payment period, they earn all the federal student aid they were scheduled to receive. To recognize that students completing more than 60% of the period (by any amount) earn 100% of their Title IV aid. Amounts of .6001 through .6004 are not rounded for the purpose of determining whether a student has earned 100% of the Title IV funds for the term.

The percentage of the term completed is determined by dividing the number of calendar days completed in the term, as of the day the student ceased enrollment, by the total number of calendar days in the same term. This calculation is inclusive of the first and last day of courses in the term. Scheduled breaks of five or more consecutive days are excluded.

Post-withdrawal disbursement

If a student withdraws after their aid was awarded but prior to disbursement, the unpaid aid will be included in the R2T4 calculation as aid that "could have been disbursed." If funds were simply awarded, the Pell Grant and FSEOG must have a valid ISIR and have been awarded prior to the student's withdrawal from Parker. In contrast, the Direct Loans must have been originated prior to the student's withdrawal from Parker. If the R2T4 calculation indicates that the student is still eligible for the undisbursed aid, the aid will be offered to the student via a post-withdrawal disbursement. A post-withdrawal disbursement of federal grants will automatically be applied to the student account without requesting written confirmation from the student. The Office of Financial Aid will notify the student (or parent for a Direct Parent PLUS Loan) in writing prior to making any post-withdrawal disbursement of loan funds. The notice will request confirmation of any post-withdrawal disbursement of loan funds that the student or parent (as applicable) asks the institution to make. The student must respond within 14 days of the date of the letter. Additional information regarding the process is outlined in the letter.

Return of Funds

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. If a student did not receive aid from a program, no funds can be returned to that program. Funds must be returned within 45 days after the date of withdrawal determination. The order is as follows based on the aid offered at Parker University.

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Direct PLUS Loan (graduate or parent)
- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grants (FSEOG)

Worksheets used to determine the amount of Title IV funds are available upon request from the Office of Financial Aid.

If funds were released to a student because of a credit balance on the student's account and funds are subsequently returned because the student withdrew from Parker, the student must make payment arrangements with Parker's Bursar's Office.

Loan Exit Counseling

It is important that borrowers understand the seriousness of loan repayment. [Loan exit counseling](#) is a requirement for everyone who has borrowed from the Federal Direct Loan program and withdrawals, graduates, or leaves the University. It is designed to prepare the student with information for repaying student loans and help with personal financial management. Exit counseling informs students of their rights and responsibilities and the consequences of not repaying their student loans and defaulting. In addition, repayment options, debt management possibilities, and loan consolidation are provided in more detail.

Parker University will send an email with the exit counseling requirement that must be completed online at studentaid.gov. If there are any difficulties in making loan payments, students should contact their loan servicer directly. Students may locate their loan servicer and contact information once they log into their account at studentaid.gov.

Financial Aid

Student Rights

All Parker University students have the right to:

- Know when they will receive their financial aid.
- A copy of the documents describing the University's accreditation or licensing.
- Information about Parker University programs, its instructional, laboratory and other physical facilities and its faculty.
- Information on job placement rates.
- Information on the cost of attendance.
- Information on the refund policy for students who withdraw.
- Information on Federal Work-Study jobs
- Reconsideration of their aid package if they believe a mistake has been made or if enrollment or financial circumstances have changed.
- Information on how the University determines whether a student is making satisfactory progress and, if not, the nature of the procedures.
- Information on special facilities and services that are available under the Americans with Disabilities Act.
- Information on what financial assistance is available, including information on federal, state, local, private, and institutional financial aid programs.
- Information on who Financial Services personnel are, where they are located and how and when to contact them.
- Information on procedures and deadlines for submitting applications for each available financial aid program.
- Information on how financial aid recipients are selected for various programs.
- Information on how their financial aid eligibility is determined.
- Information on how much financial need, as determined by the University, has been met.
- Information on each type and amount of assistance in their financial aid package.
- Information on the interest rate of any student loan, the total amount which must be repaid, when repayment must begin, the length of time to repay, and what cancellation or deferment (postponement) provisions apply.
- Know their academic advisor.
- Information on the University's academic and administrative policies.
- Fair, equal and non-discriminatory treatment from all University personnel.
- Access to their student records.
- Freedom of academic expression.

For more information, please visit the Parker University [website](#), [email](#) or visit Parker One Stop.

Tuition and Fees

Disclosure

Tuition is computed on the assumption that a student remains throughout the academic term. Students are obligated for all direct charges of tuition and fees for the term in which they are currently enrolled, plus any prior account balance. Since a place in class has been reserved for each student, tuition is billed at the beginning of the term. Tuition is due and obligated on or before the first day of class in the period of enrollment or term, except for those funds to be covered by federal aid sources designated by the Office of Financial Aid. PARKER STUDENTS ARE CHARGED BY THE TERM OR A FOUR-MONTH PERIOD OF ENROLLMENT, NOT PER CLASS. Suppose courses are added after the initial billing period. In that case, it is the student's responsibility to contact the Bursar Office for due dates and amounts related to tuition to avoid any holds on attendance in classes.

Refund Policy for Institutional Charges

The Parker University Refund Policy is in place for calculating refunds of institutional charges. After the drop/add deadline (first week of the first class in the term), students are responsible for all tuition and fees associated with that period of enrollment. Seek advice from One Stop for clarification of tuition and fee owed if they cancel or withdraw from classes. Any tuition refund is processed according to the university's refund policy. Students who officially withdraw from the university after the first day of registration will receive a 100% refund of tuition if the withdrawal is made on or before the drop/add deadline. Reductions in indebtedness are made solely at the discretion of the university.

A student withdrawing from the university must comply with proper clearance procedures as outlined in the Withdrawal Policy. No refunds are made without an official withdrawal. Discontinuance of class attendance or notification to instructors of an intention to withdraw does not constitute an official withdrawal.

Fiscal Clearance/Tuition Payments

Parker University is implementing a new fiscal clearance and payment process with payment deadlines. Fiscal clearance means the settlement of all semester charges. This change will result in improved service for students and the broader University community. Under this new process, students will be able to log into MyParker to view account activity, make payments, and set up payment plans. Students must clear their accounts by the last day to add or drop for the term. **Students who have not paid their total balance due or who are delinquent on payment plans before the close of business on the last day of add/drop could have their schedule dropped for the term.**

Semester charges may be settled through one or more of the following methods:

1. Finalized financial aid awards and/or loans.
2. Payment in full of the net amount due.

3. Enrollment in a Transact payment plan through MyParker or an approved signed payment plan with the Bursar's Office.
4. Proof of a third-party payer approved through the Bursar Office (examples: VA benefits, Texas Workforce, outside scholarships).

An account with a balance, unless a payment plan is in place and current, will have a hold placed on the account, which will prevent registration and the release of transcripts and diplomas. The following criteria determine if a hold is applied:

- **Doctor of Chiropractic Students:** A hold will be applied to students with an account balance **greater than \$1,500**. Balances of **\$1,500 or less** will **not** result in a hold.
- **All Other Programs:** A hold will be applied to students with an account balance **greater than \$200**. Balances of **\$200 or less** will **not** result in a hold.

All other account balances may be subject to additional review or a different hold classification.

Students are responsible for paying any balances that are not covered by financial aid or approved third-party payers. Payments can be made online at MyParker. Electronic payments are accepted from a checking and/or savings account. Payments made with a Visa, MasterCard, American Express, and/or Discover card are also accepted. There are no processing fees for online payments. For more information about this policy, please contact the Bursar's Office at 214-902-2410.

Disbursement Policy of Financial Aid Funds

The Bursar Office works closely with the Office of Financial Aid to process all funds awarded to students. Disbursements of all loans, grants, and scholarships are disbursed to the eligible student's account after processing by the Office of Financial Aid and the Bursar Office.

A refund will be issued to the student for any excess balance (credit balance) within 14 days of the credit being applied. Factors taken into consideration to determine eligibility for disbursement of financial aid and refunds are Satisfactory Academic Progress, enrolled credit hours, and weeks of enrollment. If any of these factors change after disbursement, it will affect the student's account, which could result in the student owing funds to the University.

For students who receive federal financial assistance, financial aid disbursement dates vary based on the program and the number of enrolled hours. For continuing DC students, funds for the trimester are received before the term start date and are disbursed as a refund within 14 days of the financial aid disbursement. For all incoming DC students, readmitted students, and students on academic warning status, funds will be disbursed during the third week of the term, after attendance and qualifications have been verified. Students who do not meet SAP requirements may not receive financial aid unless the SAP Appeals Committee approves an appeal.

Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. All charges, including tuition and fees, are due and obligated on or before the first day of class, except for those funds to be covered by federal aid resources designated by the Office of Financial Aid.

Tuitions and Fees Information <https://www.parker.edu/tuition/>

Payment plans may be established with the Bursar Office online at https://my.parker.edu/ICS/Student_Services/

Doctoral Program Tuition & Fees

Tuition and Fees

Application Fee (non-refundable one-time charge)	\$75
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition)	\$150
Full-Time Tuition (16-30 credit hours per term)	\$13,718
Part-Time Tuition (per credit hour, less than 16 credit hours per term)	\$606
Student Fees (per term)	\$1,000

Cost of Attendance per Trimester, Academic Year 2025 - 2026

Trimester:	I	II	III	IV	V
Tuition	\$13,718	\$13,718	\$13,718	\$13,718	\$13,718
Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total cost allowance for tuition and fees	\$14,718	\$14,718	\$14,718	\$14,718	\$14,718
Books, Course Materials, Supplies, and Equipment	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Food & Housing	\$6,708	\$6,708	\$6,708	\$6,708	\$6,708
Transportation	\$1,366	\$1,366	\$1,366	\$1,366	\$1,366
Miscellaneous Personal Expenses	\$4,348	\$4,348	\$4,348	\$4,348	\$4,348
Loan Fees	\$174	\$174	\$174	\$174	\$174
Licensing Fee	-	-	-	-	\$710
Total cost allowance for indirect costs	\$13,846	\$13,846	\$13,846	\$13,846	\$14,556
Total (estimated) cost of attendance	\$28,563	\$28,563	\$28,563	\$28,563	\$29,273
Trimester:	VI	VII	VIII	IX	X
Tuition	\$13,718	\$13,718	\$13,718	\$13,718	\$13,718
Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total cost allowance for tuition and fees	\$14,718	\$14,718	\$14,718	\$14,718	\$14,718
Books, Course Materials, Supplies, and Equipment	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Food & Housing	\$6,708	\$6,708	\$6,708	\$6,708	\$6,708
Transportation	\$1,366	\$1,366	\$1,366	\$1,366	\$1,366
Miscellaneous Personal Expenses	\$4,348	\$4,348	\$4,348	\$4,348	\$4,348
Loan Fees	\$174	\$174	\$174	\$174	\$174
Licensing Fee	-	\$450	\$1,420	\$1,585	
Total cost allowance for indirect costs	\$13,846	\$14,296	\$15,266	\$15,431	\$13,846
Total (estimated) cost of attendance	\$28,563	\$29,013	\$29,983	\$30,148	\$28,563

Graduate Programs

Tuition and Fees	
Application Fee (non-refundable one-time charge)	\$50
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition)	\$100
Tuition (per credit hour)	\$846
Orientation Fee (one-time fee)	\$45
Graduation Fee (one-time fee)	\$60
Student Health Fee (per term)	\$64
Non-Degree seeking course tuition for pre-requisites (per course)	\$115
Non-Degree seeking courses fee (per term)	\$20
Audit Fee (per credit hour)	\$50
Indirect Costs	
Books, Course Materials, Supplies, and Equipment (per term)	\$400*
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348
Loan Fees (per term)	\$108

*An **additional** \$800 allowance for a personal laptop is included in the cost of attendance estimated budget for students in their first period of enrollment.

Undergraduate Programs

Tuition and Fees

Application Fee (non-refundable one-time charge)	\$50
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition)	\$50
Tuition (per credit hour)	\$754
Orientation Fee (one-time fee)	\$45
Activity Fee (per term) (campus only)	\$30
Parking Fee (per term) (campus only)	\$10
Campus Technology Fee (per term)	\$87
Online Technology Fee (per term)	\$87
Student Health Fee (per term)	\$64
Graduation Fee (one-time fee)	\$60
Audit Fee (per credit hour)	\$50

Indirect Costs

Books, Course Materials, Supplies, and Equipment (per term)	\$400*
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348
Loan Fees (per term)	\$50

*An additional \$800 allowance for a personal laptop is included in the cost of attendance estimated budget for students in their first period of enrollment.

Program Specific Fees

BS Health Information Management	
Materials Fee (one-time fee)	\$366
AAS – Radiologic Technology	
Materials Fee (Badges, Drug Test, Background Check, Markers) (one-time fee)	\$563
Malpractice Insurance Fee (\$22/per clinical course – 3 courses)	\$66
Licensing Exam Fee (ARRT-\$225) (one-time fee)	\$225
AAS – Diagnostic Sonography	
Materials Fee (Background Check, Drug Screen, SDMS Membership fee, Clinical Tracking fee) (one-time fee)	\$267
Malpractice Insurance Fee (\$22/per clinical course – 6 courses)	\$132
Licensing Exam Fee (SPI-\$250, Abdomen Exam- \$275, OBGYN- \$275) (one-time fee)	\$800
AAS – Diagnostic Cardiac Sonography	
Materials Fee (Background Check, Drug Screen, SDMS Membership fee, Clinical Tracking fee) (one-time fee)	\$267
Malpractice Insurance Fee (\$22/per clinical course – 7 courses)	\$154
Licensing Exam Fee (SPI-\$250, CCI-\$365, Vascular-\$275) (one-time fee)	\$890

Certificate Programs

Massage Therapy (34 credit hour program)	
Application Fee (non-refundable one-time charge)	\$25
Full Time Tuition (2 terms)	\$9,677
Activity Fee (per term)	\$30
Parking Fee (per term)	\$10
Technology Fee (per term)	\$87
Materials Fee (per term)	\$25
Licensing Exam Fee (one-time fee paid in Tri II)	\$424
Student Health Fee (per term)	\$64
Graduation Fee (one-time fee)	\$60
Orientation fee (one-time fee)	\$45
Part Time tuition (per credit hour)	\$284
Extended Internship Tuition (per extension)	\$235
Audit Fee (per credit hour)	\$50
Indirect Costs	
Books, Course Materials, Supplies, and Equipment (per term)	\$255
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348
Loan Fees (per term)	\$50
Certificate of Computed Tomography (16 credit hour program)	
Application Fee (non-refundable one-time charge)	\$25
Full time tuition (one term)	\$7,449
Materials Fee (one-time fee)	\$71
Technology Fee (per term)	\$87
Malpractice Insurance Fee (one-time fee)	\$65
Licensing Exam Fee (one-time fee)	\$200
Student Health Fee (per term)	\$64
Orientation Fee (one-time fee)	\$45
Graduation Fee (one-time fee)	\$60
Indirect Costs	
Books, Course Materials, Supplies, and Equipment (per term)	\$255
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348

Medical Assistant (39 Credit Hour Program)

Application Fee (non-refundable one-time charge)	\$25
Full-Time Tuition (3 terms)	\$12,000
Activity Fee (per term)	\$30
Parking Fee (per term)	\$10
Technology Fee (per term)	\$87
Student Health Fee (per term)	\$64
Materials Fee (Background Check, Drug Screen, CET Preparation Package, CCMA Preparation Package, CPT Preparation Package, CPR Class, CPR Card)	\$539
Licensing Exam Fee (CET Exam- \$129, CCMA Exam- \$165, CPT Exam- \$129)	\$423
Graduation Fee (one-time fee)	\$60
Orientation fee (one-time fee)	\$45
Audit Fee (per credit hour)	\$50
Indirect Costs	
Books, Course Materials, Supplies, and Equipment (per term)	\$255*
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348
Loan Fees (per term)	\$50

*An additional \$800 allowance for a personal laptop is included in the cost of attendance estimated budget for students in their first period of enrollment.

200 Hour Yoga Teaching Certificate

Application Fee (non-refundable one-time charge)	\$25
Tuition (4 courses)	\$2,900
Materials Fee (one-time fee)	\$37
Parking Fee (per term)	\$10
Technology Fee (per term)	\$87
Orientation fee (one-time fee)	\$45
Graduation Fee (one-time fee)	\$60
Student Health Fee (per term)	\$64

Professional Training

Electrocardiograph Technician Training (EKG)

Application Fee (non-refundable one-time charge)	\$25
Tuition (2 courses)	\$1,592
Materials Fee (one-time fee)	\$36
Technology Fee (per term)	\$87
Exam Practice Fee (one-time fee)	\$75
Exam Fee (one-time fee)	\$129
Student Health Fee (per term)	\$64
Indirect Costs	
Books, Course Materials, Supplies, and Equipment (per term)	\$255
Food & Housing (per term)	\$6,708
Transportation (per term)	\$1,366
Miscellaneous Personal Expenses (per term)	\$4,348

Other Fees

Degree programs with majors that require a special laboratory fee will be assessed a fee accordingly or if it requires the purchase of a student kit, it may be purchased at the university bookstore.

Textbook prices are available on the student portal by course. Students taking online courses who have the textbooks shipped will make direct payment online and the textbook will be immediately shipped to them.

Uniforms, Tests, Supplies, and Special Fees

Some healthcare-related programs may require students to wear appropriate apparel to class or during their clinical experience while in their major courses. This apparel is available through the Campus Bookstore. Students are also required to furnish their personal school supplies such as pencils, pens, erasers, notebooks, calculators, dictionaries, as well as tape recorders (if permitted). Special courses, workshops, and seminars may be held throughout the year for various interest groups, including business and industry. The fee for this type, of course, is published as far in advance as practical and is non-refundable.

If courses are added AFTER the initial billing period, it is the student's responsibility to contact the Bursar's Office for due dates and amounts related to tuition to avoid any holds for attendance to classes.

Veteran Affairs Benefits

Parker University is approved by the Texas Veterans Commission under the provision of Title 38, U.S. Code for VA educational benefits to train veteran and other eligible persons for approved programs and courses required for those programs. For information on currently approved programs and other opportunities available to Veterans, please visit the [Veteran Affairs](#) page on MyParker, or contact a Certifying Official in the Registrar's Office. Students who are eligible for VA Benefits and wish to utilize those benefits at Parker, must provide the following documents:

- VA Enrollment Certification Request form: Must be submitted for each term of enrollment in which the student wishes to utilize benefits.
- A Certificate of Eligibility from the U.S. Department of Veterans Affairs
- Copy of VA form DD-214 (veteran only)
- Authorization Approval from VR&E Counselor (VR&E – Chapter 31 only)
- All official military transcripts (veteran only)
- All official transcripts from previously attended institutions

Academic Policies, Procedures and Regulations

Academic Regulations

The academic regulations and procedures define student academic rights and responsibilities. Students are responsible to be aware of and comply with all academic policies and regulations. Students have access to all updated policies via the University Catalog and/or addendum published to Parker.edu. Any changes published will apply to all currently enrolled students.

Parker University reserves the right to change academic policies, regulations and procedures, course or program offerings. The University may also revise tuition, fees, refund policies, or any aspect of its programs at its discretion without prior notice. The University reserves the right to cancel classes, cohorts, or programs with fewer than five (5) enrolled students.

Upon successful program completion and completion of all degree requirements, students earn a degree from Parker University. While the University offers employment assistance, it does not guarantee employment or salary outcomes.

The university defines **extenuating circumstances** as follows: Extenuating circumstances are circumstances outside a student's control that may impact their attendance and/or academic performance. Extenuating circumstances are generally considered rare, uncontrollable, and unpredictable, and most often fall into the categories of accidents, injuries and/or illnesses. However, Parker recognizes that students may also face long-term personal situations that impact their academic performance.

When policy exceptions or appeals based upon extenuating circumstances are allowable, the preceding definition is utilized by those adjudicating the appeal. Documentation of the extenuating circumstance is required by the student.

Academic Year

The academic year for Parker University is defined as three 4-month periods, also known as trimesters. These periods include Fall: September – December; Winter: January – April; and Summer: May – August. Courses are offered in 15-week, 7.5-week, and 26 day formats, based on the program structure. Generally, doctorate courses are 15 weeks, graduate courses are 7.5 weeks, and undergraduate courses are 26 day modules. Please refer to programmatic information for specific details.

Parker University's Definition of a Credit Hour

Parker follows the requirements and procedures for awarding credit as required by the Texas Higher Education Coordinating Board (THECB) Texas Administrative Code. Parker University's credit hour definition is consistent with the Carnegie unit and The Council for Higher Education Accreditation. Credit hour values are based on the amount of time and type of activity spent per week in each course, including student work outside of the classroom.

Minimum requirements:

- One lecture semester credit hour is equal to 15 contact hours in the course.
- One laboratory semester credit hour is equal to 30 contact hours in the course.
- One clinical education semester credit hour is equal to 45 contact hours in the course.

Doctor of Chiropractic internships consist of a combination of lecture and laboratory components and vary in contact hours. Please refer to the program's curriculum outline for detailed information on the contact hours.

Parker University requires all semester credit hour courses to meet or exceed the minimum contact hours. The institution's credit hour policy applies to all undergraduate and graduate courses that award academic credit, regardless of the delivery method (i.e., face-to-face, hybrid, online).

Conversion from Quarter Hours to Credit Hours (when applicable)

Quarter hours represent about two-thirds of a semester credit hour. To convert quarter hours to semester hours, multiply the quarter hours by two and divide by three. For example:

- 5 quarter hours x 2 = 10
- 10/3 = 3.33 semester hours

To convert semester hours to quarter hours, multiply the semester hours by three and divide by two. For example:

- 3 semester hours x 3 = 9
- 9/2 = 4.5 quarter hours

Residency Policy

Parker University requires a minimum amount of institutional credit hours required for a degree be earned at Parker University. Exceptions may apply in the instance of articulation agreements.

Graduate/Professional Degree

A minimum of one-third of credits toward a graduate or post-baccalaureate professional degree must be earned through instruction offered by Parker University for a degree to be awarded.

Undergraduate Degree

A minimum of 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by Parker University for a degree to be awarded.

[Academic Policies, Procedures and Regulations](#)

Enrollment and Registration

Full-Time/Part-time Enrollment

Students will be enrolled at Parker at a full-time status. A student may enroll on a part-time basis depending on the program. Doctor of Chiropractic part-time status is limited to the courses in a single trimester unless approval is granted by the Dean of Academics of the College of Chiropractic. Part-time students will be charged on a per credit hour basis. Full-time enrollment is defined below per degree level. Students enrolled in less than the full-time hours will be considered as part-time.

- Doctor of Chiropractic: minimum of 16 credit hours per trimester
- Master's Programs: minimum of 6 credit hours per term
- Undergraduate/Certificate Programs: minimum of 12 credit hours per term

Course Overloads

Students who have proven ability to undertake additional course loads may be approved to enroll in a course overload. This exception must be approved by the Program Director or Dean. The student's GPA, academic standing, and current course load will be considered. Enrolling in excess of full-time hours may cause a balance increase and may not be covered by federal student aid. Students who are approved to enroll in a course overload must submit a completed schedule change request form to the Registrar's Office prior to the beginning of the term.

Concurrent Program Enrollment

Students who wish to enroll in a secondary program or pursue advanced academic training must meet the following conditions:

Dual Degree Enrollment

- Applicants/Students who wish to enroll in two programs of the same degree level upon admission to the university may do so.
- The applicant/student must meet all admission requirements for each program.
- The applicant/student must receive approval from the Academic Deans of both programs to pursue dual degree enrollment.
- Dual degree enrollment is limited to the following credit hour limits per term:
 - Undergraduate: 18 semester hours
 - Graduate: 12 semester hours
- Students must adhere to the Satisfactory Academic Progress (SAP) Policy for each program to remain concurrently enrolled.
- Students pursuing the same level secondary degree are ineligible for the Concurrent Program Enrollment and Advanced Training Scholarship and will be financially responsible for all tuition and fees for each program.

Primary Program Enrollment Requirements

- The student must be enrolled full-time in an Associate level program or higher as their primary program.
- The student must have been continuously enrolled in their primary program for at least two full terms.
- The student must be in good academic standing with a minimum cumulative GPA (cGPA) of 3.0 in their primary program.

Concurrent Enrollment Requirements

- The student must meet all admission requirements for the secondary program or advanced academic training.
- The student must be enrolled full-time in their primary program, with the following combined credit hour limits per term:
 - Undergraduate: 18 semester hours
 - Graduate: 12 semester hours
 - Doctor of Chiropractic (DCP): 30 semester hours
- The student must receive approval from the Academic Deans of both programs to enroll in the concurrent program.
- Students must adhere to the Satisfactory Academic Progress (SAP) Policy for each program to remain concurrently enrolled.
- Students pursuing a lower-level secondary degree are eligible for the Concurrent Program Enrollment and Advanced Training Scholarship.

Advanced Academic Training for DCP Students

- DCP students who wish to pursue advanced academic training, such as a secondary degree or certificate program, may do so concurrently or within six months following the completion of their DC degree.
- The advanced academic training must be directly related to the foundational curriculum of the DCP and enhance their professional growth.

- As part of programmatic reporting, students' completion of the NBCE board examinations will be documented upon successful completion of all four exams. This reporting must occur no later than six months following the completion of the Doctor of Chiropractic Program (DCP), and the identified advanced academic training program related to their DC education.

Currently enrolled students must submit a [Declaration of an Additional Program form](#) on MyParker prior to the start of the term in which they wish to begin the secondary program or advanced academic training.

Returning DC graduates within 6 months of their graduation must submit an admissions application through the Office of Admissions.

Registration

Current students are continuously enrolled each term according to their academic plan. Students not wishing to continue enrollment into the next trimester must complete the withdrawal process. A student may not be allowed to continue in classes until all financial obligations are met from the current trimester. Continuing students that do not establish attendance by the drop/add deadline of the new term will be dropped from all courses and withdrawn from the university in accordance with the university's [attendance policy](#).

Drop/Add and Changes to Student Schedules

Parker University acknowledges the fifth business day of any term (four-month period of enrollment) as the official deadline to drop/add courses without financial penalty for all programs. Students who begin their enrollment in Subterm B or Module 2-4 will also be given up to the fifth business day of the first scheduled Subterm or Module to add/drop courses without financial penalty. After the drop/add deadline, students will incur charges for all enrolled courses for the term. Enrolled students are not allowed to add any courses after the drop/add deadline of the term, except for the following circumstances:

- Being accepted in a major program
- Graduating during that particular term
- Currently on a schedule gap with an opportunity to take a new course
- Failing a previous course
- Change of major

These exceptions must be approved by the Academic Dean, Financial Aid, Bursar's, and Registrar's Offices.

Students wishing to make changes to their schedule must initiate the change by submitting a completed [Schedule Change Request form](#) on MyParker.

Students who register for a class that is canceled or have scheduling errors are given schedule change assistance by the Program Director. Dates and times for schedule changes are posted as far in advance as possible.

[Academic Policies, Procedures and Regulations](#)

Course Substitution

Course substitutions is the formal approval from an academic division to use one or more courses to satisfy degree requirements. Course substitutions can be used to transfer credits from another college or university, such as general education and major requirements. The registrar's office will determine transferability of credits and approve courses that meet the degree requirements per the University Catalog.

Students may request to substitute courses previously completed at another university or if an extenuating circumstance prevents a student from taking a particular course at a particular time. A Program Director or Dean may approve a course substitution if a specific course is not being offered or if students must complete a degree within a specified timeframe.

[Academic Policies, Procedures and Regulations](#)

Graduation, Degree Conferral, & Commencement

Graduation Requirements

Students should discuss graduation requirements with their Academic Advisor, Program Director, or Dean during their last period of enrollment. Students who apply for graduation but fail to meet graduation requirements must submit a new graduation application and pay any applicable fees. The Registrar's Office will certify the completion of graduation requirements.

To earn a degree from Parker University, students must meet the following criteria*:

- Complete all course requirements with the minimum cumulative GPA required by the program of study as defined in the Satisfactory Academic Progress Policy. A student will not be eligible to earn the degree unless the minimum SAP standards are met.
- Students in a Master's program must complete the degree requirements by earning no more than two courses with a final course grade of C.

*Individual programs may have additional criteria.

Students should file a Graduation Application during the last term of enrollment and pay applicable fees. A student's diploma and final transcripts may be released once the following criteria have been met:

- Graduation Application is on file for the degree being earned.
- Graduation Application fee has been paid.
- Resolve any outstanding holds on student accounts (financial obligations, student affairs, etc.).
- Complete all exit paperwork required by the Financial Aid office.

Degree Conferrals

For a degree to be conferred from Parker University, the student must meet all graduation requirements for the degree. Should a student receive an Incomplete grade in their final course following guidelines in the Incomplete Policy, the degree will be conferred at the next conferral date for the program.

Degree	Date Utilized	Conferral Periods per Academic Year
Doctor of Chiropractic	End of Term	December, April, August
Master's	End of Final Course	Bi-Monthly
Bachelor	End of Final Course	Monthly
Associate	End of Final Course	Monthly
Certificate – MT	End of Term	December, April, August
Certificate - CT	End of Final Course	Monthly

Commencement Participation Eligibility

To be eligible to participate in a commencement ceremony, students must meet all the following criteria:

- Completion of Degree Requirements – The student must have successfully completed all coursework required for their degree.
- Graduation Application – The student must submit a Graduation Application by the published deadline via MyParker.
- Academic Standing – The student must be in good academic standing, meeting all requirements under the Satisfactory Academic Progress (SAP) Policy.
- Disciplinary Standing – The student must not be subject to any disciplinary sanctions that would prohibit participation in the commencement ceremony.

Petition Process for Near-Completion Students

Students who have not fully met degree requirements but wish to participate in commencement must submit a Commencement Participation Petition on MyParker. Approval is subject to the following conditions:

- The student is within 75 days of completing their program requirements.
- The student is registered for the remaining coursework in the first 75 days of the next academic term.
- The student has an approved academic completion plan from their academic advisor.
- The student is in good standing in all required categories (academic, disciplinary, and financial).
- The Program Director and the Registrar must approve the petition before participation is granted.

Included in the form is the student's acknowledgement that they understand that:

- Commencement participation does not imply degree completion;
- Diplomas and transcripts will not be released until all requirements are fulfilled; and
- Neither the student nor the University will misrepresent the student as a graduate.

[Academic Policies, Procedures and Regulations](#)

Withdrawal and Readmission

Withdrawal from Parker University

A student wishing to withdraw from Parker University is required to submit a completed Student Withdrawal form prior to departure. University Withdrawal forms are available on MyParker.edu. Failure to complete this process may result in the assignment of failing grades. If a student stops attending all courses and does not complete the withdrawal process by submitting the Student Withdrawal form, they will be administratively withdrawn from the university due to non-attendance after ten (10) consecutive days of absences. In the event a student is withdrawn for non-attendance, they must go through the readmission process in order to re-enroll as a student at Parker University.

Withdrawal Deadlines

Students who voluntarily withdraw or are administratively withdrawn from a course or program may be assigned a withdrawn or final grade based on the time frame in which the withdrawal is initiated by the student or university, as well as the student's last date of attendance in the course(s). The deadline to withdraw from a course or the term is represented below based on the course or program format in which the student is enrolled. Withdrawal from a course or program after the specified deadline may result in the assignment of failing grades. A grade of 'W' will be assigned to courses the student last attended before the deadline to withdraw. A grade of 'F' will be assigned to courses where the student posts attendance after the withdrawal deadline.

Course Type	Deadline
Doctor of Chiropractic	End of Week 11
7.5-Week Subterm Courses	End of Week 4
26 Day Modules	End of Day 14

Readmission Policy

A student must apply for readmission to the university after voluntary or administratively withdrawn. This policy also applies to students who have been on an approved leave of absence. The readmission policy is as follows:

- Students who wish to return must submit a Readmission Request on MyParker.
 - Before returning, students must verify with the Business Office that all previous financial obligations to the university have been met. Students are charged tuition in effect at the time of re-enrollment according to the current University Catalog.
 - Students returning in good academic standing must contact Parker One Stop to re-apply for financial aid.
 - Students withdrawn for disciplinary reasons who:
 - are eligible to return to the university may be placed on one term of disciplinary probation upon readmission as determined by the Dean of Student Affairs. Students will be removed from disciplinary probation at the conclusion of the probationary term if there are no further violations.
 - were permanently dismissed are not eligible to re-enroll at Parker University.

- Students who have been absent from the university for more than one calendar year will be assigned to an admissions representative and will be evaluated for eligibility of readmission based on the admission requirements published in the current University Catalog. The admissions representative will assist the student through the readmission process.
- Any student who was academically dismissed must submit an appeal to the Satisfactory Academic Progress (SAP) Appeals Committee to determine whether readmission will be granted. Please refer to the SAP Policy for additional information on the appeals process and effects on financial aid eligibility.
- Students may be required to establish proficiency prior to being approved for readmission. Depending on the program, academic record, and the amount of time away from the program, the Program Director or College Dean may require students to demonstrate competency through examination, to audit or repeat courses. Fees may be associated with establishing proficiency.
- Students being approved for readmission to Parker must meet the requirements established in the catalog for the term in which they return.

Grading System

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final course grades and their interpretation are listed below:

Grade	Description	Quality Points
A	Excellent Performance. Computed in completion rate and GPA calculations.	4
B	Good Performance. Computed in completion rate and GPA calculations.	3
C	Average Performance. Computed in completion rate and GPA calculations.	2
D	Poor Performance. Computed in completion rate and GPA calculations.	1
F	Failing Performance. Computed in completion rate and GPA calculations.	0
FA	Failing due to Absences. Computed in completion rate and GPA calculations.	0
I	Incomplete grade. Not computed in completion rate or GPA calculations.	N/A
W	Withdrawal. Grade received as a result of withdrawing from a course(s) or the university. * "W" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
P	Passing. Grade received in a Pass/Fail course, if successfully passed. Equivalent to a grade of "C" or higher. "P" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
NG	Non-Grade. Indication that a course does not receive grades. "NG" is not computed in GPA calculations or completion rate.	N/A
NA	Non-Attendance. Grade received as a result of a withdrawn course a student did not post attendance. Not computed in GPA calculations or completion rate.	N/A
WL	Withdrawn-Leave of Absence. Grade received as a result of withdrawing due to an approved Leave of Absence. Not computed in GPA calculations or completion rate.	N/A
WM	Withdrawn-Military. Grade received as a result of a withdrawn course due to military deployment. Not computed in GPA calculation or completion rate.	N/A
AU	Audit. Grade received when auditing a course. Not computed in GPA calculations or completion rate.	N/A
WIP	Work In Progress. The course is currently in progress and the student is currently enrolled in the course.	N/A

Grade Scale: Undergraduate Programs

Grade	Numerical Value	Grade Point Value
A	90 – 100	4.0
B	80 – 89.99	3.0
C	70 – 79.99	2.0
D	60 – 69.99	1.0
F	Below 60	0.0

Grade Scale: Doctor of Chiropractic, Graduate, and Massage Therapy Programs

Grade	Numerical Value	Grade Point Value
A	90 – 100	4.0
B	80 – 89.99	3.0
C	70 – 79.99	2.0
F	Below 70	0.0

Grading System

Academic Progress Calculations

Grades are assigned and recorded at the end of each course and are available on My.Parker.edu.

Grade Point Average Calculation

A student's term Grade Point Average (GPA) is calculated as follows:

1. For each course, the grade point value of the grade received is multiplied by the credit hour value of the course.

2. These products are totaled and divided by the sum of the credit hour values for the term to produce the GPA.

A student's Cumulative Grade Point Average (cGPA) is calculated as above using data from all terms in which the student has been enrolled.

Repeat of Course Calculations in Grade Point Average

When a student takes the same course more than once, all grades received remain on the student's transcript but only the best grade is used in calculating cGPA. If a student repeats a course for a third time, only one attempt is forgiven. However, all courses count towards Maximum Time Frame (MTF). Students will be charged for repeat courses. Students in the Doctor of Chiropractic degree program may not elect to repeat a course in which a passing grade has already been recorded.

Grading System

Incomplete Grade Policy

Incomplete grades may be given **only** in the following circumstances:

- The student's work to date is sufficient to complete the course with a passing grade;
- Attendance has been satisfactory through at least 70% of the term or course, whichever is shorter;
- When warranted and at the discretion of the faculty member, the student must provide third-party documentation demonstrating that an illness, military service, or other extenuating circumstance legitimately prevents completion of required work by the end of the course;
- Required work may reasonably be completed in an agreed-upon time frame that is within 14 calendar days from the last date of the course in which the Incomplete is earned and does not require the student to re-take any portion of the course; this is exclusive of school holidays and scheduled laboratory time.
- The incomplete is not given as a substitute for a failing grade;
- An incomplete grade cannot be granted in the final course with the exception of clinicals;
- And the incomplete is not based solely on a student's failure to complete work or as a means of raising their grade by doing additional work after the grade reporting time.

Appropriate grades must be assigned in all other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course with the understanding that this may impact their eligibility for Financial Aid under the Satisfactory Academic Progress policy.

Grading System

Grade Appeals

Parker University provides a mechanism for grade appeals. The process respects the judgment of faculty members, and protects the interests of students in instances where inappropriate criteria are used to determine a grade or where a faculty member does not adhere to stated procedures or grading standards. A grade appeal may apply to a final course grade or a graded assessment. The assignment of a grade is the sole right and responsibility of the instructor, reflecting his or her careful and deliberate judgment. Assigned grades are presumed to be correct. Students have the right to appeal a grade assigned in error or perceived as prejudiced, arbitrary, or capricious. As this is an educational proceeding and not a legal proceeding, no other advocate may be present on behalf of either party. The student is responsible for knowing and initiating the grade appeal process; the burden of proof rests on the student. The student must file a grade appeal for a final grade or a graded assessment with the appropriate party as indicated below within three days from the date which the grade was received. Documented extenuating circumstances (such as medical complications or recall to military duty) may extend this timeline. Students needing assistance with the appeal process due to a disability or language barrier should contact the Coordinator of Accessibility and Student Belonging before beginning the process.

A student may appeal a grade if they believe it was awarded in an erroneous, arbitrary or discriminatory manner. The student must provide evidence to support that their grade was either incorrectly calculated, assigned based on standards that differ from those applied to other students in the course, or not assigned in accordance with grading standards published in the syllabus or announced to the class. Grade reductions due to exceeding the allowable absences (See programmatic student handbooks for more information) do not satisfy the conditions for Grade Appeal.

Appealing a Course Grade:

To appeal a grade, students must complete the [Grade Appeal Form](#) and then follow the process described below within the appropriate timeframe.

Step 1: The student must first attempt to resolve the matter with the faculty member.

Step 2: If the matter is not resolved after talking to the faculty member, the student must meet with the Department Chair/Clinic Director/Program Director. The Department Chair/Director/Program Director may resolve the appeal only through the agreement of both the student and the faculty member. **This is the final level for an Interim Grade Appeal.**

Step 3: If a Final Grade appeal cannot be resolved at the level of the Department Chair/Clinic Director/Program Director, the grade may be appealed to the Faculty Executive Council. The Faculty Executive Council President will review the grade appeal and will convene a grade appeal subcommittee to govern the appeals process. The grade appeal subcommittee will be appointed by the FEC President and will consist of faculty members from the student's program of enrollment that are not directly involved in the determination of the grade being appealed. **The Grade Appeals Form must be accompanied by appropriate documentation provided by the student when submitted for review by the Faculty Executive Council. This must include a formal letter of appeal and all supporting documentation. Appeals submitted without supporting documentation will not be considered.**

The grade appeal subcommittee will interview the student and the faculty member separately, review all appropriate documentation, and make a determination on the grade appeal.

Step 4: The grade appeal subcommittee will present their determination and any supporting information to the Faculty Executive Council President who will ratify it. Once ratified, this decision is final.

Step 5: The Faculty Executive Council President will notify the student, the faculty member, Department Chair/Clinic Director/Program Director and appropriate Dean of the final outcome of the appeal. If the outcome of the grade appeal results in a grade change, the faculty member will process the grade change through the Registrar's Office.

Timetable for Grade Appeals

Interim Grades (awarded before the final grade):

- Step 1 must occur no later than 2 school days after the grade is posted or becomes available;
- Step 2 and Step 3 must occur no later than the third school day after the decision is received from Step 2;

- Steps 4 and 5 must occur no later than 5 school days after the FEC appeal is submitted.

Appeals of a final grade cannot be utilized to adjudicate grades awarded prior to the final examination and not appealed within the time frame for appealing interim grades.

Final Grades:

- Step 1 must occur no later than 2 school days after the final grade is received;
- Steps 2 and 3 must be completed no later than the third school day of the next trimester or course;
- Steps 4 and 5 must be completed no later than noon of the fifth school day of the next trimester or course.

Grading System

Academic Honors

Parker University publicly acknowledges the academic excellence of its students.

Honors/Dean's List

Full-time students whose term GPA is between 3.5 and 4.0 are recognized with a letter from the Office of the Dean for their College. Dean's List are awarded based upon the following criteria:

1. Term GPA between 3.5 and 4.0 for the term.
2. Full-time enrollment during the term.
3. No failures or course withdrawals during the term.
4. No disciplinary action or sanctions during the term.

Graduation Honors

Recognition is also given at graduation to individuals who have maintained excellent academic achievement throughout their program of study. To be considered for graduation with honors, students must meet all university graduation requirements. Commencement honors are tentative pending final grades and can differ from final degree honors. The cumulative GPA, as well as other factors, is taken into consideration.

Doctorate and Bachelor's Degrees

- *Cum laude* (honors) – Achievement of at least a 3.5 CGPA
- *Magna cum laude* (high honors) – Achievement of at least a 3.75 CGPA
- *Summa cum laude* (highest honors) – Achievement of at least a 3.9 CGPA

Associate Degrees and Certificates:

- With Honors – Achievement of at least a 3.50 CGPA

Valedictorian and Salutatorian (DC Program Only)

The students who have achieved the highest GPA in their class are recognized through the award of Valedictorian (highest GPA in the class) and Salutatorian (second highest GPA in the class) during the Commencement exercises. Students eligible for this very prestigious academic award must earn all the required credit hours at Parker University. Transfer students and/or students receiving advanced standing in coursework taken at Parker University are not eligible. To be considered for Valedictorian or Salutatorian of a class, the eligible students must also meet the following criteria:

- Must have fulfilled all requirements for graduation
- Have no record of disciplinary or academic action against them
- Must complete 100 percent of the program in the prescribed time period (10 consecutive trimesters)

Satisfactory Academic Progress Policy

To comply with federal regulations and to ensure that students receiving Title IV Federal Financial Aid are making progress toward degree completion, Parker University has established this policy on Satisfactory Academic Progress (SAP). All students at Parker University are expected to maintain Satisfactory Academic Progress (SAP) and to make ongoing progress toward graduation, regardless of program or funding sources. There are two standards that must be met: a qualitative and a quantitative standard.

The Satisfactory Academic Progress (SAP) policy at Parker University is required for regulatory compliance with Title IV of the Higher Education Act, which mandates that institutions set minimum academic standards for students receiving federal aid. This policy ensures the responsible allocation of financial aid resources, promotes academic achievement and progression, and provides a transparent framework for student accountability. It also facilitates university intervention for students at risk of falling behind, safeguarding both student success and institutional eligibility for federal funding.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress is comprised of two standards: qualitative and quantitative. Parker University calculates Satisfactory Academic Progress for all students for each enrolled program at the completion of each trimester. Students placed on Warning or are Dismissed are notified via email to their Parker University student email address within one week following the end of the trimester. The notification outlines any action to be taken by the student including advising and appeal processes.

Qualitative Standard

The qualitative standard requires that a student achieve a minimum cGPA as defined in the Requirements for Program Completion. Transfer credit hours and all courses with a final grade (passing or failing) are calculated in the cGPA.

Quantitative Standard

The quantitative standard requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours, repeated courses, withdrawn, and all attempted courses that meet degree requirements are considered in the determination of this 150% normal time frame. The normal timeframe is measured in credit hours attempted (rather than terms) to accommodate schedules of full-time and part-time students. To ensure completion of a program within the maximum timeframe, Parker University requires students to successfully complete 67% of credit hours attempted per term of enrollment. All students must have completed a minimum of 67% of the credit hours attempted to graduate within 150% of the normal timeframe.

Satisfactory Academic Progress for the Texas Tuition Equalization Grant (TEG) Program

Recipients of the Texas Tuition Equalization Grant must earn and maintain a cGPA of 2.5 and complete at least 24 credit hours per year (Graduate students must complete 18 credit hours per year) and be enrolled at least ½ time. The minimum quantitative completion rate is 75% (and is higher than the Federal minimum completion rate of 67%).

Type of Student Accounts Subject to SAP Policy

These standards apply to all student account types (those receiving veterans' benefits, state aid, tuition remission, institutional aid, and cash-paying students). If a student receiving VA Benefits is placed on Dismissal, VA Benefits may be terminated. A student terminated from VA Benefits due to unsatisfactory progress may be recertified for benefits upon successfully appealing the dismissal and being placed on Probation.

Students enrolled in more than one program of study concurrently, regardless of account status (those receiving veterans' benefits, those receiving institutional aid and cash-paying students), are subject to the satisfactory academic progress standards for each enrolled program. Specific programs may have standards that are stricter than the university Satisfactory Academic Progress policy.

[Satisfactory Academic Progress Policy](#)

Satisfactory Academic Progress Status Definitions

Good Standing

The aid recipient has maintained the above described minimum quantitative, qualitative and 150% maximum timeframe measures to obtain their degree or certificate.

Warning

A student may be placed on Warning for Quantitative, Qualitative or both standards at the end of a term should their cumulative completion rate fall below 67%. Similarly, a student whose cumulative cGPA falls below the specified cGPA requirement for the program is placed on Warning. While on Warning, students are permitted to continue enrollment and remain eligible for Title IV financial aid funds for one term. Students placed on Warning who meet the minimum SAP standards after one term on Warning will return to Good Standing and be allowed continued enrollment. Students who fail to meet the minimum SAP standards after one term on Warning will be dismissed with the opportunity to appeal as outlined in the SAP Appeal Process.

Dismissal

A student on Warning status that does not complete at least 67% of the credits attempted and/or earn the minimum cGPA required by the program by the end of the warning term will be dismissed. A student who has been dismissed must appeal and be granted their appeal to continue enrollment. A student who fails to appeal, or whose appeal is denied by the SAP Appeals Committee, will remain dismissed from the program.

Additional Satisfactory Academic Progress Considerations

Transfer Credits – Transfer credits (including those from foreign institutions) that apply toward the student's degree may be placed within the SAP policy quantitative and maximum time frame requirements.

Change of Major – A student that requests and receives approval to change their major will have SAP determination based on their new major and the number of credits required to obtain the changed degree. The maximum time frame will be calculated based upon the submission of the new requirement for graduation. Undergraduate students changing their major must be mindful of the maximum Federal Pell Grant limit and 150% Subsidized Loan limit.

Second or Dual-Degree – Students pursuing a second degree while simultaneously pursuing their primary degree will only receive aid for their primary degree. However, SAP will be calculated for each program enrolled and not just their primary/aid receiving program.

Repeating a Course – Allowable repeats include a failed course and a course the student has previously withdrawn from. Please note that the repeat course will count toward quantitative and maximum time frame requirements. In addition, only the first retake of any previously passed course is eligible for Federal student aid.

Graduate students enrolled in undergraduate coursework – Graduate students may not receive financial aid to take undergraduate coursework as these credits and hours will not apply toward their graduate degree program.

Course Withdrawals, Incompletes, and Failing Grades – A course that is assigned a grade of "W" for a course withdrawal or a grade of "I" for an incomplete will be evaluated as a non-completed course. Non-completed courses will be calculated into the quantitative Satisfactory Academic Progress standards. A course that receives a failing grade of "F" will be calculated into both the qualitative and quantitative Satisfactory Academic Progress standards. When a student fails a course and repeats the failed course, the grades for both course enrollments are recorded on the official university transcript; however, only the passing grade is included in the grade point calculation and both grades are counted towards the cumulative completion or quantitative standard. A course that receives a grade of "NA" for a course withdrawal-no attendance will be evaluated as a non-completed course and will not be calculated into either the qualitative or quantitative Satisfactory Academic Progress standards.

[Satisfactory Academic Progress Policy](#)

Requirements for Program Completion

Maximum Timeframe for Program Completion

Students are expected to complete all courses leading to a degree as they are scheduled in sequence. Under unusual circumstances, the University Provost or Vice Provost may authorize additional time to allow a student the opportunity to satisfy graduation requirements. Under no condition will a student be allowed to extend the time needed to graduate beyond the maximum time frame of one-and-one-half times the standard program length (150%). Students who fail to meet this educational objective will be ineligible for financial aid and all financial disbursements must be terminated.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS BY PROGRAM

Doctoral Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe
Chiropractic	DC	2.25*	67%	15 Trimesters
Master's Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Master of Business Administration	MBA	3.0*	67%	54
Master of Public Health	MPH	3.0*	67%	67.5
MS – Clinical Research	MSCR	3.0*	67%	54
MS – Functional Nutrition	MSFN	3.0*	67%	45
MS - Interprofessional Spine Management	MISM	3.0*	67%	49.5
MS - Pediatric Musculoskeletal Health & Promotion	MPMSK	3.0*	67%	45
MS – Strength and Human Performance	MSHP	3.0*	67%	30-hr. = 45 36-hr. = 54
Bachelor's Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
BS – Anatomy	ANAG	2.0	67%	180
BS – Computer Information Systems	CIS	2.0	67%	180
BS – Health Information Management	HIM	2.0**	67%	186
BS – Integrative Health	INTHL	2.0	67%	180
BS – Nutritional Sciences	BSNS	2.0	67%	180
BS – Sports Psychology	BSPSY	2.0	67%	180
BS – Strength and Human Performance	BSHP	2.0	67%	180
Associates Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
AS – Health Science	HTHSC	2.0	67%	90
AAS – Diagnostic Cardiac Sonography	ACDS	2.75*	67%	114
AAS – Diagnostic Sonography	DS	2.75*	67%	108
AAS – Radiologic Technology	RT	2.0	67%	111
Certificate Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Computed Tomography	CT	2.0	67%	24
Massage Therapy	MT	2.0*	67%	51
Medical Assistant	CMA	2.0	67%	58
200 Hour Yoga Teaching Certificate	CYGA2	2.0	67%	300 (clock hours)

*Student must earn a minimum course grade of C in all course requirements.

**Student must earn a minimum course grade of C or higher in all major course requirements.

[Satisfactory Academic Progress Policy](#)

SAP Appeal Process

Dismissed students have the right to appeal by filing a Satisfactory Academic Progress Appeal with their Academic Dean. All SAP appeals are reviewed by the SAP Appeals Committee. The appeal must be based on extenuating circumstances. Examples include serious illness or injury of a student or serious illness, injury, or death of a student's immediate family member, or other long-term severe extenuating circumstance.

To submit a completed appeal, each of the following items are required:

- Satisfactory Academic Progress Appeal Form
- Satisfactory Academic Progress Academic Plan
- A formal letter of appeal with required supporting documentation. This letter should address the following:
 - Explanation of extenuating circumstance(s) that led to dismissal.
 - Explanation as to what has changed in the student's situation that will allow them to meet satisfactory academic progress in the returning term.

If an appeal is granted, the student may be placed on Probation for one term and must meet Satisfactory Academic Progress by the end of the term unless the student has an approved academic plan that ensures academic progress for more than one term. Students may receive Title IV aid while on Financial Aid Probation.

Probation

A student returning on Probation following a successful appeal must minimally meet the qualitative and quantitative standard as described in this policy. A student on Probation who fails to meet the qualitative or quantitative standard at the end of the probationary term becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

Financial Aid Suspension

There may be instances where the SAP Appeals Committee may allow a student placed on dismissal to continue to attend the University without Federal student aid. In these instances, the Office of Financial Aid will consider these students on financial aid suspension and will be eligible for Federal/State student aid until they regain eligibility as defined in this policy.

Regaining Eligibility

Students who are denied an appeal or who are on Probation with Financial Aid Suspension may regain eligibility by taking action that brings them into compliance with Parker's satisfactory academic progress standards. A student may re-appeal once they meet minimum SAP requirements. Taking time off and returning after an extended period is not sufficient reason for re-appeal approval.

Limitations to SAP Appeals and Cumulative Dismissals

To ensure academic integrity and promote student success, Parker University limits the number of times a student may be dismissed and appeal under the SAP policy. Students who have been dismissed multiple times from any academic program(s) for failure to maintain SAP standards are subject to permanent academic dismissal from the institution and/or program and are ineligible for further appeal.

Students who are dismissed twice from the same academic program due to failure to meet SAP standards will be ineligible for future appeal or reentry to that specific program. However, such students may seek enrollment in a different academic program, provided they meet the admission criteria for the new program and receive approval from the respective program dean and the SAP Appeals Committee.

Students who receive three cumulative SAP dismissals at the institution, regardless of the program(s), will be permanently dismissed from Parker University.

The SAP Appeals Committee retains the discretion to consider exceptional cases in which a student provides clear and compelling evidence of changed circumstances, substantial academic improvement, and a strong likelihood of future academic success. These cases are rare and must be supported with supporting documentation.

Attendance Policy

A professional education requires a full-time commitment by the student. Thus, Parker University considers attendance at all scheduled classes and laboratories to be mandatory. Classes are demanding, and academic standards are high. Students must expect to spend a significant part of each day in and out of class studying to successfully complete the program. Students are expected to attend, be attentive, and participate in all classroom and laboratory activities.

Students are responsible for their own attendance for each course in which they are enrolled. Students must be in attendance by the end of the drop/add period or they are not permitted to begin courses and their enrollment will be cancelled for the term. For any student that has been absent from all courses for ten (10) consecutive days will be administratively withdrawn from the university due to non-attendance. Specific programs may have attendance policies that have additional requirements beyond that of the university. In those cases, the program attendance policy must be followed. For additional information on specific program attendance policies, please refer to the program's student handbook.

On-Campus Attendance

If a roll sheet is used, it is the student's responsibility to sign the roll sheet for every class session. Attendance roll sheets are passed out at the beginning of each class. To be counted present for a class, the student must be present, in their seat, and must sign the roll sheet.

Tardiness is disruptive to the class. A professor may refuse to allow a tardy student to enter the classroom. A student who is tardy to a class and does not sign the roll sheet will be counted absent for that class period. A student may in fact be bodily present in the class, but if the student's signature does not appear on the roll sheet associated with their name, the student will be marked as absent from that class.

Online Attendance

Attendance in an online class requires a student to log in and complete an academically related activity such as a course certification, discussion post, assignment or quiz. Simply logging into the online class does not constitute attendance.

[Attendance Policy](#)

Modes of Instruction

Parker University utilizes three modes of instruction: On-Campus, Online and Hybrid instructional formats. These formats are defined below.

On-Campus Instructional Format

Courses offered on campus vary by program and are subject to faculty availability. In the event a class must be cancelled due to inclement weather, faculty illness or other appropriate faculty unavailability, a structured, instructional activity (or activities) is required to meet the equivalency standard.

Online Instructional Format

Online courses offered at Parker University may include, but are not limited to, discussion boards, live chats, case studies, blogs/journals, web quests, library research, virtual field trips, course projects, and course/lecture materials. For additional information on online instructional format, please contact the Registrar's Office.

Guidelines for Online Instructional Time Equivalencies

Parker University is committed to a student learning outcome-based approach to curriculum and assessment in accordance with its accreditation by the Southern Association of Colleges and Schools, Commission on Colleges and Schools and by programmatic accreditation associations.

Hybrid Instructional Format

Hybrid courses are offered as a blend of on-campus instruction and online instruction. Students are expected to attend both aspects of the course in accordance with the university attendance policy.

HyFlex Instructional Format

HyFlex, or Hybrid Flexible, courses are an instructional approach that combines on-campus and online learning, providing the student the opportunity to choose how to participate. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online.

[Attendance Policy](#)

Absence Policies

Successful performance in college courses is dependent upon regular student attendance and participation. It is the University's expectation that students will participate in every class, independent of whether attendance is formally part of the course grade. The University recognizes there will be occasions when students must miss classes that contain examinations, graded assignments, projects, and general class participation. This policy will provide guidelines for attendance and excused absences for all Parker University students.

Absences Due to Disability

- Students who miss classes because of diagnosed disabilities that are registered through the Office of Student Accessibility and Inclusion are governed by policies established by that office.
- Students who miss a small number of classes because of a temporary disability, such as an illness, are subject to policies in this administrative document.

Absences Due to Pregnancy/Parenting

- Students who miss classes due to Pregnancy/Parenting are governed by policies established by the Parker University Title IX Coordinator.
- Students may access information regarding Pregnancy and Parenting on MyParker.

ABSENCES DUE TO MILITARY DUTIES

- Students who miss classes due to military duties are covered under the Military Deployment provisions within the Leave of Absence Policy.
- For detailed information regarding Military Leaves of Absence, students should refer to the Leave of Absence Policy.

Excused Absences

- Excused absences are authorized by the University. Anticipated excused absences must be cleared with the instructor prior to the event, and religious observances must be declared at the beginning of the term. Authentic third-party documentation must be provided to verify unanticipated or emergency excused absences. The university reserves the right to verify the authenticity of any documentation submitted for consideration. Extraordinary personal circumstances that may be difficult to document will be considered on a case-by-case basis depending upon the extenuating circumstance/s. Examples of excused absence requests are listed below (Note that excused absence requests are not limited to these items):

ANTICIPATED ABSENCE	REQUIRED DOCUMENTATION
Official university holiday	No verification required, calendar from Registrar
Official university function	University official authorizing the absence
Required court or jury appearance	Clerk of the Court Documentation
Required military obligation	Copy of orders, or commanding officer notification
Religious observances	Reported by student at the beginning of the term
EMERGENCY OR UNANTICIPATED	REQUIRED DOCUMENTATION
Extraordinary illness or injury	Physician documentation (student authorization may be required)
Death of family member	Copy of death certificate/obituary, verification of family relationship
Closed campus/inclement weather	No verification required
Open campus/inclement weather	Highway department closed road verification

- Upon failure of the student to notify the instructor in advance (anticipated) or immediately upon return (emergency/unanticipated), the instructor may consider the absence unexcused. Instructors have the right to ask for written, third party documentation of an excused absence before classifying the absence as excused, or before providing any accommodations for the absence.
- Students are responsible for identifying anticipated absences at the beginning of the term of enrollment in order to give instructors time to mentor the student about possible accommodations and to provide advising regarding whether the student should continue in the class. Students who know in advance about numerous excused absences should avoid, when possible, courses with required attendance or courses in which attendance is part of the course grade.
- The lack of attendance or class participation as a result of excused absences cannot be counted against a student in a class with required attendance or participation unless such absences are so numerous as to interfere with the learning process or to preclude an adequate evaluation of student performance in which case an administrative solution should be explored.
- The lack of academic performance from missed assignments that result because of an excused absence cannot be counted against a student unless such absences are so numerous as to interfere with an adequate evaluation of student performance in which case an administrative solution should be explored.
- Students are responsible for materials covered in classes missed during an excused absence. It is the student's responsibility to verify excused absences and to contact the instructor for completing missed materials and assignments.
- For students with excused absence(s), faculty members will provide accommodations consistent with the number of assignments missed and time frame available. Any makeup accommodations must be at a time and place mutually agreeable to the instructor and student. Accommodations are restricted to material(s) for which the student was originally responsible. Accommodations may include, but are not limited to, the following:
 - appropriate substitute assignments, examinations, quizzes, or projects
- Students who abuse the excused absence policy or provide false documentation are in violation of the Parker University Student Code of Conduct and may be subject to disciplinary action.

Unexcused Absences

- Student absences that do not meet the criteria for an excused absence are classified as unexcused.
- Faculty are under no obligation to allow students to make up, or to provide any grading adjustment for, missed assignments or assessments as a result of an unexcused absence.
- Faculty should not award an Incomplete grade to students who claim excused absences but fail to provide requested third-party documentation.

- A student who believes a faculty member's attendance policies are inconsistent with University policies or unfair for the circumstances, should follow the appropriate chain of communication for resolution of academic issues.

Assessments Missed Due to Absence

Students must notify instructors in advance, when possible, if extenuating circumstances prevent a student from completing a scheduled assessment. Authentic third-party, written documentation is required and must be submitted within 24 hours of the missed assessment (including weekend days). Missed assessments without appropriate notification to the instructor may result in a grade of "O." Assessments should be made up no later than 48 hours after the excused absence (based on business days) and in line with faculty requirements unless there are extenuating circumstances that prevent the student from completing the assessment in this timeframe. Extensions must be approved by the assigned course faculty. Timeframe of makeup of missed assessment due to official leaves of absence will be handled on a case-by-case basis according to the leave policies.

The instructor will evaluate the circumstances resulting in the missed assessment and determine whether a make-up assessment will be available. The student should communicate with the instructor for information regarding the make-up assessment date, time, location, and format. Faculty are under no obligation to allow students to make up, or to provide any grading adjustment for, missed assessments because of an unexcused absence.

Some degree programs may vary on make-up assessments. Please contact your Program Director or appropriate Dean for information specific to your program.

Assessments missed due to a Parker University sanctioned event may be eligible for make-up. Please gain approval from your Program Director or appropriate Dean prior to missing an assessment and claiming a sanctioned event as the cause. University sanctioned events are defined by the appropriate Dean and not subject to appeal.

Satisfactory Academic Progress (SAP) Warning or Probation Absence

A student on Warning or Probation is required to attend all lectures, laboratory sessions, clinicals and scheduled academic conferences. Students on Warning or Probation who do not attend in accordance with this requirement may be administratively withdrawn.

Licensing Considerations for Absence

Some state boards/licensing agencies require a specific number of classroom hours in order to grant appropriate credentials to practice. Students should familiarize themselves with the requirements for eligibility for the states in which they wish to practice.

For Chiropractic regulations, this can be done by visiting the applicable state board websites or the Federation of Chiropractic Licensing Boards' website at www.fclb.org. It is the student's responsibility to fulfill and document the requirements of the state(s) to which they plan to apply for licensure. Program Directors will assist students as necessary.

For other programs, consult the Program Director or appropriate Dean. Licensing Information is also located in the [Parker University Academic Catalog](#).

Religious Observances

- While Parker University is a private institution, instructors have a legal and moral obligation to accommodate students who must miss class because of religious observances. Instructors are encouraged to plan examinations and graded assignments to minimize conflicts with major religious holidays. Students must notify instructors at the beginning of the term of enrollment about religious conflicts with graded assignments outlined in the syllabus.
- Students and instructors are encouraged to exercise sound judgment pertaining to absences associated with the observance of religious, or ethnic, holidays.

Excused Absence Limits

The university reserves the right to address instances of excessive absence. Excused absence limits may vary based on programmatic requirements. Students with excessive absence may be referred for advisement and encouraged to seek potential alternative options provided in other policies including Dropping Courses, Withdrawals, Leaves of Absence, and temporary grades of Incomplete. Students should reference the University Academic Catalog and course syllabi for specific absence limits related to enrolled courses. Identified abuse of the excused absence policy may be referred to the Office of the Dean of Student Affairs for adjudication through the Academic and Professional Standards Process.

Faculty Responsibilities

- Faculty members are required to provide a course syllabus/calendar to students at the start of the course. The syllabus must clarify how attendance and participation affect, if at all, the student's course grade. The syllabus/calendar must identify dates for examinations and due dates for graded assignments. Faculty reserve the right to alter the course calendar due to extenuating circumstances and must communicate alterations to the students with a reasonable amount of advance notice.
- Faculty shall include in the syllabus information regarding academic accommodations for students with disabilities. Faculty shall not provide attendance accommodations to students with disabilities without a current approval letter from the Parker University Office of Disability Services.
- For courses in which attendance is part of the course grade, faculty members must identify how attendance will be taken and must clarify the difference between an absence and being tardy. Faculty are strongly encouraged to use a daily, written record for student attendance when attendance is part of the course grade.
- Clarify how participation will be evaluated. Faculty are strongly encouraged to communicate student performance based on participation, just as with any graded assignment.
- Faculty have a responsibility to solicit from students, information about planned or anticipated absences. If such planned absences are so numerous the evaluation of student performance is compromised, the faculty member has a responsibility to inform the student in advance of the course drop deadline.
- Faculty have a responsibility to meet every class period during the term. Faculty must make every effort to seek class coverage from another faculty member because of professional travel or for short term illness.

Grievances and Appeals

- Either the student or faculty member may appeal an excused absence or excused absence accommodation to the department chair of the registered course.
- If further appeal is deemed necessary by the student or faculty member, the Dean of the college in which the course is offered will make the final decision.
- Each level of appeal must be made in writing no later than five calendar days from the date of the decision. Final decisions regarding an appeal shall be sent to the student, in writing, no more than five days from the date the appeal is received.
- Either the student or faculty member may appeal an excused absence based on religious observances to the department chair of the department offering the course. If necessary, the Dean of the college in which the course is offered will make a final decision.
- Once a grade is awarded at the conclusion of the term, a student may appeal a grade based on absences only through the policies and procedures provided for grade appeal.

Leave of Absence Policy

A leave of absence (LOA) is a temporary interruption in a student's program of study and cannot exceed 120 days in any twelve-month period. A leave of absence can be voluntary, due to a medical condition, or related to military deployment. Students may apply for a personal leave of absence for any reason; however, the request for a personal leave of absence must be submitted prior to the start of a new semester. A student may request a medical leave of absence if temporarily unable to continue their program due to an illness or injury and students can apply at any point during an existing semester. A leave of absence can impact a student's financial aid therefore the student must promptly consult with their Academic Dean and Parker One Stop to determine how their financial aid may be affected. Students who do not qualify for an approved leave of absence should submit an institutional withdrawal request as outlined in the Withdrawal Policy.

Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted if the total number of days does not exceed 120 days in any twelve-month period. A leave of absence is granted only when there is a reasonable expectation a student will return to school at the expiration of the leave of absence. To be eligible to apply for a leave of absence, a student must have completed one full term at Parker University. The student must submit a leave of absence request form to their Academic Dean prior to the start of a semester. An exception to this policy may be made for a student with a medical emergency or military deployment.

When a student returns from an approved leave of absence, the student must resume training at the same point in the academic program that they began the leave unless directed to do otherwise by the Program Director or Academic Dean. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave beginning with the next full class following an attempted course. However, if there is a demonstrated financial need, the student may contact Parker One Stop to discuss funding options and eligibility.

If a student does not return to school on their intended return date of an approved leave of absence, the student will be withdrawn from the university. The student's last day of attendance will be used to calculate charges, refunds and/or return to Title IV funding. A consequence of failing to return from a leave for students who have received federal student loans is that most of a student's grace period may be exhausted and student loan repayment may begin immediately. In the event the student wishes to return after being withdrawn from Parker University, the student must apply for re-admission.

Student Request for a Leave of Absence Process:

- The student is responsible to submit a personal or medical leave of absence request to the Academic Dean prior to the start of the semester. A personal leave of absence should be requested and approved prior to the start of a new semester. Exceptions can be made by the Dean on a case-by-case basis.
- The student will document intent to return on a specified date to complete the course of study.
- The leave of absence shall not exceed 120 days in any 12-month period.

Reasons for a leave of absence:

- Illness of self or a family member
- Death in family
- Birth of a baby or situations covered under the Family and Medical Leave Act of 1993
- Financial difficulty
- Military duty
- Jury duty
- Other circumstances approved by the Academic Dean, Director of Financial Aid, and Registrar

All other absences will be considered an unapproved leave of absence and will result in the student being withdrawn from Parker University per the attendance policy. Withdrawn students must apply for re-admission if they wish to return to Parker.

The Office of Financial Aid will complete an R2T4 calculation upon the LOA being approved. Funds will be returned according to the R2T4 calculation, if applicable. Upon the student's return from their LOA, the previously returned Title IV funds will be reinstated.

Administrative Approval Process:

- After the student submits the LOA request the academic, bursar, and financial aid departments will approve the request. The registrar will process the request for LOA.
- The academic department is required to provide academic counseling with the student via phone or email. Special attention should be focused on the ability of the student to complete the course of study upon returning to the university.
- The Office of Financial Aid and Bursar's Office will counsel the student with an emphasis on Title IV regulations for failure to return from LOA.

Failure to return:

- Failure to return from an approved leave of absence shall be considered a withdrawal. The student's last date of attendance will be reported as the effective withdrawal date.
- If the student does not return by their anticipated date of return, they will be fully withdrawn from the university and will be responsible for any balance that may be owed.

Military Leave

Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal or leave of absence for Military Duty. No academic penalty will be given for deployment. Parker University offers several options for students who are deployed and are unable to complete their course work.

Accommodations for Short-Term Absence (up to 10 days):

Enrolled students who are members of the U.S. Armed Forces, National Guard, and Reserves who are unable to attend a class for **10 days or less** are encouraged to consult with their instructor about finishing the course early or to make up assignments if the student can return to the class before the end date. If the student is not able to complete the course, they may be eligible to receive an Incomplete (I) grade.

- The student is responsible for notifying their instructor and Program Director/Academic Dean within two days of receipt of orders and before missing scheduled classes, exams, and assignments.
- The instructor will provide reasonable accommodations for coursework such as, but not limited to
 - Rescheduled or alternative assignments, quizzes, and exams
 - Alternative dates and times for presentations
 - Opportunities to make up missed participation/discussion board points
 - Offering online alternatives for in-person content

Military Short-Term Leave of Absence (11 days or more):

Enrolled students who are members of the U.S. Armed Forces, National Guard, and Reserves who are unable to attend a class for **11 consecutive calendar days** within a term will have the opportunity to complete the course requirements.

- The student is responsible for notifying their instructor and Program Director/Academic Dean within five days of receipt of orders and before missing scheduled classes, exams, and assignments.
- The instructor will provide the student with an opportunity to complete the course requirements with reasonable due dates to accommodate the excused absence.
- The instructor may grant an Incomplete (I) grade if the dates of military orders are near the end of the course.
- Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis with approval from the Academic Dean.

Military Leave of Absence (MLOA):

An undergraduate or graduate student who is a member of the U.S. Military, National Guard, or other armed forces reserves may be granted an MLOA when ordered to report for duty. Students may apply for an MLOA if they are called for active-duty deployment, mandatory training or drills, reassignment to a different military base, natural disaster responses, and travel days for **30 days or more**.

- The student must notify the Program Director/Academic Dean within five days of receiving military orders for deployment.
- Placed on leave for up to 180 days or withdrawn with the opportunity to return according to the Readmission Policy.
- If a student does not qualify for an Incomplete grade, a grade of WM will be assigned.

NOTE: Veterans' Administration benefits and some Title IV funds may not cover the cost of repeating courses. Students should speak with the School Certifying Official of the Financial Aid office for further details.

Student Affairs

The mission of Student Affairs is to provide services and co-curricular opportunities that promote intellectual, emotional, physical, personal, and professional development, while educating students on their rights and responsibilities as members of the Parker University community.

The Department of Student Affairs oversees Student Affairs Administrative Services, Athletics and Recreation, Career Services, Student Programs and Traditions including all co-curricular and social programs, Counseling Services, Student Rights and Responsibilities/Student Conduct, Student Success and Retention, and Diversity and Inclusion.

Student Affairs

Office of Administrative Services

The Office of Administrative Services assists with classroom reservations, facility requests, housing assistance, special projects, and fundraising, and helps facilitate the elections for the class leadership. This office also approves and processes student reimbursements for class expenses.

Housing Information

A wide variety of living accommodations are available in the Dallas/Fort Worth area. Information about apartments, houses for sale or rent, rooms, and roommates is compiled and maintained in Student Affairs.

Licensure and State Boards

Information about the different state requirements for licensure and taking State Boards is available in the Student Affairs Office. In addition, students can access the governing state board regulations for the area in which they wish to practice online.

Locker Rentals

Lockers are available free of charge in the North and East Buildings for student academic use. Registration is required each trimester prior to use, and students are required to provide a lock. Lockers must be cleaned out at the end of each trimester. Register by visiting https://my.parker.edu/ICS/Campus_Life/Student_Affairs/Student_Locker_Registration/. Locks are subject to removal and items will be confiscated if registration procedures are not followed. Athletic lockers are available for day use only in the ParkerFit Gym. No registration is required, but students must provide a lock. Any locks left on lockers will be cut at the end of each day. Lockers in the Standard Process Activity Center are for faculty and staff use only.

Student Discounts

Student Affairs may sometimes obtain discounts to assist students in reducing living and entertainment costs. Discounts may be available for: baby-sitting, banks, beauty/barber, car repair, clothing, entertainment, such as movie tickets, Six Flags, Hurricane Harbor, Scarborough Faire, Scream, the State Fair of Texas, health services, restaurants, sports, travel, and other businesses. Discounted services will be made available to students as they are received.

Student Employment

Parker provides a limited number of work opportunities on campus through the University Work Study program. A student must be eligible for financial aid to qualify for this program. Jobs range from clerical to teaching and lab assistants.

Student Handbook

The Student Handbook is revised and distributed routinely by Student Affairs. Each student is individually responsible for knowledge of current policies, regulations and procedures as contained in the Student Handbook, the University Catalog, and other documents.

Student Affairs

Office of Athletics and Recreation

This office provides co-curricular athletic, recreation, fitness, and wellness programs and services that benefit and exceed the expectations of students. Parker University encourages students to maintain a healthy lifestyle, with plenty of exercise, a healthy diet, and an active role in promoting health and physical fitness. Many opportunities are provided for exercise and physical development either at ParkerFit or through various sports and recreation programs, such as intramural leagues and tournaments in sports like basketball, softball, volleyball, table tennis and dodgeball. Parker has had several athletic club teams and in previous years some club teams have competed against colleges, universities, and other teams in the DFW area. Parker University also competes annually in Chiro Games against Wellness Institutions from coast-to-coast. Parker has claimed a record 16 overall team championships. The Office of Athletics and Recreation manages the programs, services, and operations of ParkerFit, as well as the Standard Process Center, and Parker University's participation in the Chiro Games.

Student Affairs

Office of Career Services

Information about career opportunities such as practices for sale or lease, partnerships, associate, or exam doctor positions is compiled on Parker Success Academy's website. Check out [Professional Opportunities](#) online for all current job listings. This website is updated daily. The office organizes two career fairs each year to allow soon-to-be graduates and alumni the chance to meet with potential employers.

Career Services offers help with resumes, cover letters, follow-up, references, job opportunities, recruitment for full-and part-time positions, job and employment wanted listings, business plans and on-campus mock interviewing skills. Virtual and In-person appointments are available for resume and cover letter review/help and other brief career-related questions. Students are encouraged to set up an appointment to visit with the Coordinator of Student Engagement and Career Services about any career-related concerns.

Additional resources can be found on the Parker Website under the Student Life Professional Opportunities section.

Student Affairs

Office of Student Programs and Traditions

This office provides co-curricular opportunities which facilitate student development, highlight student leadership, and expose students to University Traditions and Rites of Passage, such as New Student Orientation, Parker Preamble (Welcome Week programs), Graduation, Parker Serves, Talent Show and White Coat Ceremony. In addition, this office works directly with Registered Student Organizations and outside speaker requests.

Orientation (New Patriot Orientation)

New and transfer students are introduced to the many facets of life, policies and procedures at Parker through a student new orientation program. Orientation is held online for programs with a monthly start and three times per year in a hybrid format for programs with a trimester start. Students, faculty, and administrators present information about student life and the academic process.

Students will participate in an Orientation that includes general information, resources on student services and academic success, and information about learning strategies to help students meet the challenges of the academic program.

Graduation Activities

Graduation ceremonies are held at the end of each trimester. This uplifting occasion is made even more moving by the regal atmosphere and impressive surroundings. Graduation ceremonies at Parker University are memorable events. The graduation ceremony is meant to celebrate the completion of all degree and certificate programs from Parker University.

In the Doctor of Chiropractic program, the class president begins meeting with the Department of Student Affairs to assist in planning graduation activities, such as the graduation luncheon and photos. A meeting is held with each class as graduation approaches to collect information regarding caps and gowns, announcements, and graduation pictures. The Dean of Student Affairs is responsible for overseeing graduation and the Doctor of Chiropractic Graduation Awards Selection Committee.

Student Organizations/Clubs

Student organizations and clubs are formed to further the common interest of its members and the Parker community. The functioning of student organizations and clubs are an essential part of the learning environment at Parker University.

Student organizations and clubs are open to all Parker students, faculty, and staff. These organizations provide many opportunities for experiential learning and leadership development, which is facilitated through staff and faculty advisors. All official student organizations must be approved by the Dean of Student Affairs and recognized by Parker University.

Student organizations and clubs will conduct their activities and be held accountable to the policies and procedures detailed in the Student Organization Handbook. The Dean of Student Affairs is the final determining party for all student organization speaker requests.

The University maintains an [activities calendar](#) on [Events.Parker.edu](#) which lists all meetings, activities, and events scheduled on campus. Any class or student organization wishing to schedule a meeting or event on campus should contact the Department of Student Affairs to schedule the meeting or event.

Class Officers and Representatives

Students are also encouraged to serve their trimester class as a class officer or class representative. For the College of Chiropractic, officers for the following positions are elected by the class: President, Vice President, Secretary, and Student Senator(s). Students in the College of Health Science elect one Senator per class.

Student Senate

The student body consists of all enrolled students at Parker University. The student governing body of the student body is the Student Senate which includes the Student Senate Executive Committee (President, Vice President, Secretary, Treasurer, Events Coordinator, and Public Relations Coordinator) and Class Officers of each Doctor of Chiropractic class and representatives from the Colleges of Health Sciences and Business and Technology. The Senate Executive Committee shall be elected at large by the Student Body each summer. Students are also encouraged to serve their class as a class officer or class representative.

All Student Senate meetings are open to the student body, faculty, and staff. Students may request, through their elected representatives, that issues and concerns be placed on the agenda for discussion and action. Only the elected representatives to the Student Senate may vote. The Dean of Student Affairs is the advisor to the Student Senate.

Student Affairs

Office of Student Belonging

The Dean of Student Affairs provides overall management and supervision to Office of Student Belonging. This office seeks to promote a supportive climate for all members of the Parker community and encourage open dialogue about issues related to student engagement and campus connectivity. Through this office we provide opportunities for training initiatives to all faculty, staff, and students. We also provide opportunities for the Parker community to engage in honest self-examination and to take action to create a safer and more accepting campus environment.

Student Affairs

Office of Student Success and Retention

Student Success and Retention houses the Student Success Center and Disability Testing and Special Accommodation Services. The office provides academic support to students in all programs via workshops, advising/success coaching, and connecting students with tutoring services in the Center for Teaching and Learning. Information is available and individualized assistance is given to help in identifying areas that need improvement. Workshops are offered to provide information on learning strategies, study skills, time management, test-taking, stress, and test anxiety.

Disability Services/Testing and Special Accommodations

Parker University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students who are in need of accommodations must notify the Coordinator of Accessibility and Student Belonging in the Department of Student Affairs, located in the North Building, Suite 102. The Department of Student Affairs can also be reached at (214) 902-2422.

The Association on Higher Education and Disability (AHEAD), in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, has published guidelines to provide institutions with uniformity in determining standards of proof in documenting the veracity of a student's disability status and the need for specified accommodations. These guidelines have been adopted for use by the National Board of Chiropractic Examiners (NBCE) and are followed by Parker University.

The burden of proof lies with the student in order to show why a disability requires accommodation. The supporting documents must clearly show that the individual (1) has a disability, (2) is substantially limited by the disability, and (3) has an existing need for accommodation. Documentation requirements may include psycho-educational testing, history of prior disability services identifying specifically when, where, type, and for what disability the services were provided, official SAT/ACT results indicating that testing accommodations were provided, medical reports, audiology results, optometry results, and/or other documentary evidence as deemed relevant by Student Affairs.

Lawfully, accommodations may be granted if sufficient documentary evidence of disability is provided and if the circumstances imposed by the disability can be alleviated with the provision of reasonable accommodations. It is the responsibility of the Coordinator of Accessibility and Student Belonging to make a final determination of eligibility status and prescribed accommodations or services.

Student Affairs

Office of Counseling Services

The objective of counseling is to help students improve their well-being, alleviate their distress, resolve their crises, and increase their ability to solve problems and make decisions. Counselors enable and facilitate psychological growth and development by helping students better use existing resources and skills or by guiding them in developing new ways to help themselves.

The counseling staff consists of a licensed counselor who is available to counsel students concerning personal, social, marriage and family, and academic problems. There is no fee for students to utilize counseling services. In addition, information regarding referrals and other counseling options is available. Counseling is scheduled by appointment only.

Counseling services are available through various delivery methods Monday through Friday, 8:00 a.m. to 5:00 p.m. The Office of Counseling Services follows the University Calendar for closings/delays.

All information revealed by the student to the counselor will be kept strictly confidential and will not be revealed to any other person or agency without the student's written permission except for those situations which by law a counselor is required to report. These include:

- If one threatens bodily harm or death to themselves or another person
- If one reports the physical or sexual abuse of a minor child
- If one reports the physical or sexual abuse of an elderly person
- If one reports sexual abuse or exploitation by a mental health provider

To schedule an appointment, fill out a Counseling Request Form available online. Students can call the counselor with any questions concerning counseling at 972-438-6932 x7155.

Counseling and guidance are also available 24 hours a day seven days a week via internet [TimelyCare](#) or via the TimelyCare app. Through our TimelyCare telehealth plan, all students have access to counseling services free of charge with licensed clinicians. All students are automatically enrolled in the TimelyCare plan upon admission to the University.

Student Affairs

Office of Student Rights and Responsibilities

The Dean of Student Affairs provides overall management and supervision to the Office of Student Rights and Responsibilities, conduct and compliance programs, and pertinent staff. Areas of oversight and responsibility include publishing the Student Handbook, enforcing the Code of Student Conduct, overseeing the Academic and Professional Standards and Appeal Committees, managing the Student Complaint and Grievance Policy and the Alcohol and Drug Policy, chairing the Parking Committee, Title IX Coordination, and serving as the Emergency Preparedness Coordinator.

Student Rights

Some personal freedoms and rights of students include, but are not limited to:

- Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, actual or perceived sexual orientation, gender expression, pregnancy, or veteran status in accordance with applicable federal and state laws.
- A right to fair and impartial academic evaluation.
- A right to be free from involuntary disclosure of private information that faculty, staff, or administrators acquire in the course of their work, examples include information regarding their gender identity, sexual orientation, health information, personal views, beliefs and political associations.
- A right to have the university maintain and protect the private status of all educational records except as directed by appropriate legal authority.
- A right to an environment conducive to intellectual freedom and a campus characterized by safety and order.
- A right to a private and fundamentally fair conduct process, as described in the student conduct procedures.

Student Responsibilities

Each student has the responsibility:

- To act in a manner that does not infringe upon the rights or property of others.
- To maintain an atmosphere that promotes respect for learning and human dignity.
- To know and comply with the Code of Student Conduct, other university policies, and applicable laws.
- To facilitate the learning environment and the process of learning, including attending class regularly, completing class assignments, and coming to class prepared.
- To recognize that student actions reflect upon the individuals involved as well as upon the entire university community.
- To recognize the university's obligation to provide an environment conducive for learning and academic inquiry.
- To uphold and maintain academic and professional honesty and integrity and to adhere to the academic requirements determined by individual instructors.
- To serve as a responsive bystander, reporting safety concerns and violations of the Code of Student Conduct.

Student Affairs

Student Code of Conduct

Disciplinary Actions

Parker University is a self-governing, private, nonprofit institution of higher education. The University attempts to provide for all students an environment that is conducive to academic endeavor, personal and social growth, and individual discipline. Acceptance to attend is a privilege extended to a selected group. Enrollment is considered an implicit acceptance of rules, regulations, procedures, and guidelines governing student behavior at this institution.

Each student is responsible for full knowledge of all published policies, rules, regulations, and guidelines of the university as well as any subsequent changes or updates. The university holds each student responsible for compliance with all policies, rules, regulations, and guidelines and obtaining any printed revisions. Students are also expected to comply with all federal state and local laws and to conduct themselves on-campus, off-campus and through electronic communication, in a manner that is ethical and professional. A student is not entitled to any greater immunities or privileges before the law than those enjoyed by other citizens generally.

Students have the right of free expression and advocacy; however, the time, place and manner of exercising speech and advocacy will be determined and regulated by the university in such a manner as to ensure orderly conduct, non-interference with university functions or activities and the safety of students, faculty, and staff. Any action that interrupts the scheduled activities or processes of education is classified as disruptive; thus, anyone who initiates any gathering leading to disruptive activity will be violating university regulations.

Authority and Jurisdiction This Code applies to all conduct that occurs on university premises, at university-sponsored activities (on or off campus), and to off-campus conduct that adversely affects the university community or the pursuit of its objectives. The university reserves the right to address behavior regardless of the location if it impacts the safety, reputation, or functioning of the institution.

The basic standard of conduct and behavior requires a student to:

- Adhere to all university policies, rules, regulations, and guidelines;
- Not violate any municipal, state, or federal laws;
- Not exhibit any conduct or behavior on or off campus or through electronic communication and social media which might have an adverse effect on the university, its faculty, staff and students or on the educational process;
- Not interfere with or disrupt the orderly educational processes of the university; and
- Report any known violation of university policies and/or procedures.

Any student who violates the standard of conduct and behavior policies, regulations or procedures is subject to any of the following disciplinary actions, notwithstanding any action taken by civil or criminal authorities.

Written reprimand	A letter of reprimand is delivered to the student and placed in the student's official file.
Probation	The student is placed on notice that any future violation of policy or procedure could result in dismissal from the university.
Discretionary Sanctions	Including but not limited to: Failing grade on exam, lab practical, paper, project, or course. Work assignments, written apologies, written papers, service to the university or other related assignments. Exclusion from participation in extracurricular activities of the institution.
Suspension	Prohibits a student from attending a class or classes and/or clinic duties or from being on campus or attending any school activities or events, for a specified period of time. Participation in academic activities is prohibited during periods of suspension.
Dismissal	Permanent removal from Parker University.

Examples of actions that would violate the Student Code of Conduct include, but are not limited to, the following:

A. Acts of Academic dishonesty. Academic dishonesty is directly counter to the goals and ideals of every academic institution and will not be tolerated at Parker University. A substantiated allegation of academic dishonesty brought against a student may result in dismissal from the institution. Appropriate designated individuals within the Institution will judge cases of alleged academic dishonesty according to the principles, policies and procedures outlined in the University Catalog and/or Handbook.

Students must read and sign the cover page (if applicable) present on all exams prior to taking the examination. The cover sheet contains a more inclusive list of what will be considered dishonest academic behavior. This cover sheet must be submitted when students turn in their exam or exam answer sheet.

Any writing, erasures, marks, etc. on a scantron sheet submitted by the student for any exam/lab practical/quiz, etc., other than those marks or erasures directly pertaining to the marking of the bubbles on the scantron sheet will be considered cheating and if discovered, the student will receive a grade of zero on that exam/lab practical/quiz and appropriate disciplinary action will be taken which could result in the student being suspended or dismissed from the Institution.

Acts of Academic Dishonesty/Academic Misconduct include, but are not limited to:

1. Copying, giving the appearance of copying, or attempting to copy from another student's test or other academic work either in person or during online assessments;
2. Taking into an exam, quiz, practical or other assessment and/or using during an exam, quiz, practical or other assessment, material, equipment, or electronic devices not authorized by the instructor administering the test;
3. Collaboration with another person during a written, oral, or electronic exam/practical examination or in preparing academic work for credit;
4. Collusion – unauthorized collaboration with another person in preparing written work for credit or allowing another to use one's work, copying from one's research or test paper, providing answers and/or test materials and aiding or abetting another in any unethical or unprofessional manner.
5. Plagiarism – attempt to represent someone else's words or ideas (whether published or unpublished) as one's own. Examples of such activities include, but are not limited to, the following:
 - a. Using the words of a published source in a written exercise without appropriate documentation.
 - b. Presenting as one's own original concepts, ideas, and/or arguments of another source.
 - c. Presenting as one's own another's scientific research, case studies, etc. without properly acknowledging the source of the material.
 6. Knowingly accessing, using, buying, selling, stealing, transporting or soliciting in whole or in part, the contents of confidential test information;
 7. Substituting- using a proxy or acting as a proxy in an academic exercise. Examples include, but are not limited to the following:
 - a. Taking an examination for another student.
 - b. Doing homework assignments for another student.
 - c. Using someone else's homework assignment and substituting it for their own original work.
 - d. Bribing another person to obtain confidential test material or information about confidential test material;
 8. Alteration or falsification of records will not be tolerated. Examples include but are not limited to the following:
 - a. Signing another student's name on the class roll sheet or any attendance taking platform.
 - b. Changing an answer on an already graded academic exercise (or scantron sheet) without appropriate authorization.
 - c. Altering entries in any way in any University record. Furnishing false information to any university office, staff, or faculty member or on an admissions application; and
 - d. Forgery, alteration, destruction or misuse of any university document, record, or identification form.
 - e. Submitting forged or falsified documentation to the university for the purposes of excused absence, accommodations requests, or any other university policy that requires documentation.
 9. Sabotage will not be tolerated. Examples include but are not limited to the following:
 - a. Stealing another's academic work
 - b. Destroying another's academic work
 - c. Altering another's academic work
 - B. Obstruction or disruption of any educational process, whether online or in the classroom, laboratories, clinics or other university facilities/ to include, but not be limited to: being late for class, labs or clinic; conversations with other class members during the lecture; reading materials not related to the course or lab; feet on desks; speaking to faculty, staff or students in a disrespectful aggressive manner, throwing paper or other items.
 - C. Any violation of policy or misconduct in the Dallas or Irving Chiropractic Clinic, Community Based Internships, Massage Therapy Clinic, externship site for students in the Colleges of Health Science programs. (please see program specific handbooks for additional information)
 - D. Failure to care adequately for clients/patients, a student who exposes a client/patient or other person to risk of harm may be dismissed from the institution. This include failure to conform to minimum standards of acceptable practice under the supervision of the faculty, university staff or official, or designee of a Parker University-affiliated facility;
 - E. Unauthorized possession, duplication or use of keys or unauthorized entry to, or use of the university premises.
 - F. Damaging, defacing, or destroying university property or the property of a student, faculty or staff member or a campus visitor.
 - G. Attempted or actual theft and/or damage to the property of the university or property of any student, faculty, or staff member.

- H. Misconduct which adversely affects the university community, or which constitutes a violation of criminal laws of the federal, state or city governments.
- I. Misconduct relating to student obligations with the university or university employees, including but not limited to:
 - 1. Issuance of a check without sufficient funds;
 - 2. Failure to fulfill financial obligations to Parker University;
 - 3. Failure to comply with reasonable directives of faculty, staff, or administrators acting in the performance of their duties;
 - 4. Failure to heed an official notice or summons by faculty, staff, or administrators.
 - 5. Failure to maintain a current mailing address and phone number in the Office of the Registrar or giving a false or fictitious address to the university.
- J. Violation of federal copyright laws, including, but not limited to, downloading unauthorized copies, or copying textbooks, lab manuals or unauthorized computer programs.
- K. Violation of the Parker University Title IX Policy.
- L. Physical abuse/assault, verbal abuse, threats, intimidation, harassment, coercion, electronic bullying, or harassment and/or other conduct which threatens or endangers the health or safety of any person.
- M. Hazing - any intentional, knowing or reckless act, occurring on or off the campus, by one person alone or acting with others, which endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in or maintaining membership in any organization whose members are or include students at Parker University. Under the Texas Education Code, criminal penalties may be imposed against persons who engage in hazing or fail to report hazing to the Dean of Student Affairs.
- N. Use or possession of ammunition, firearms, guns, or other objects which are dangerous or flammable or which could cause damage by fire or explosion.
- O. Use or possession of a knife with a blade longer than 5 ½ inches, which is also prohibited by the State of Texas (Penal Code 46.016A).
- P. Unlawfully using, manufacturing, distributing, dispensing, possessing, selling, purchasing, and/or being under the influence of drugs; including narcotics, or hallucinogens.
- Q. Smoking (include e-cigarettes, vapors, and hookahs) and the use of smokeless chewing tobacco is prohibited on campus; in all campus buildings, parking lots and campus facilities.
- R. Unauthorized consumption of alcohol on the Parker University campus or at any university event or activity on campus or being under the influence or intoxicated at any on or off-campus university event or activity.
- S. Use of foul unprofessional, inappropriate, prejudice or bigoted language on campus or at a university-sponsored event either verbally and/or in written form, using a telephone or electronic device in an obscene, mischievous, harassing, or malicious manner, or the wearing of inappropriate or offensive clothing.
- T. Tampering with or vandalizing fire alarms or other safety devices or equipment.
- U. Unauthorized solicitation, advertising or selling merchandise on campus or on any university managed or branded virtual platform.
- V. Students acting as an agent for businesses or organizations or for faculty/staff who wish to give presentations, seminars, workshops, teach courses, etc., for entrepreneurial purposes.
- W. Abuse of computers, technology, or computer time, including but not limited to:
 - 1. Unauthorized entries into a file, to use, read or change the contents or for any other purpose including reading another person's e-mail.
 - 2. Unauthorized transfer of a file.
 - 3. Unauthorized use of another individual's identification and password.
 - 4. Unauthorized access into network files.
 - 5. Use of computer facilities to interfere with the work of another student, faculty, or staff member.
 - 6. Use of computing facilities to send, receive, or view obscene or abusive messages or information, including pornography.
 - 7. Use of computing facilities to interfere with the normal operation of the university computing system.
- X. Abuse of the judicial system, including but not limited to:
 - 1. Failure to comply with a directive or summons of a judicial committee or university official.
 - 2. Falsification, distortion, or misrepresentation of information before a judicial committee.
 - 3. Disruption or interference with the conduct of a judicial committee.
 - 4. Attempting to discourage an individual's participation in or use of the judicial procedures.
- Y. Performing any spinal adjustments or extra spinal manipulation on others without authorized supervision or violating any provision of the Texas Chiropractic Practice Act (students may practice the following without supervision: static palpation; motion palpation; leg checking procedures, i.e., Thompson and Activator; muscle testing and the setups of the nine separate chiropractic technique systems taught at Parker University).
- Z. Massage Therapy students will ensure clients will be properly draped during massage procedures. Full conservative draping is required at all times.
- AA. Abuse of any university policy or any attempt to misuse university policy in a way that is unethical and fails to meet professional standards.

SOCIAL MEDIA/INTERNET POLICY

Students are advised to be aware that the information they post/share online or is posted/shared online by others becomes public information that may be viewed by their relatives, faculty, future employers, etc. Students are expected to conduct themselves in a professional and ethical manner if they choose to have an online presence. Any communication that involves threats, intimidation, harassment, coercion, electronic bullying, or harassment and/or other conduct which threatens or endangers the health or safety of any other person is prohibited. Use of foul unprofessional, inappropriate, prejudice or bigoted language online and via social media is also prohibited. This includes but is not limited to pictures, videos, posts, or statements. Parker University reserves the right to investigate any electronic communication or social media engagement which might have an adverse effect on the university, its faculty, staff, and students or on the educational process. If the University receives information that any content or postings

online or on social media violates the Student Code of Conduct such allegations will be investigated through the student conduct process. Students may be held accountable for any violations that are revealed through the investigative process. Posts that demonstrate a need for support or mental health assistance may also be addressed to offer support and resources as needed.

Responsible Use of Artificial Intelligence (AI) The use of Artificial Intelligence tools by students is subject to academic integrity and responsible technology use policies. Students are expected to:

1. Use AI tools only when explicitly permitted by faculty or course guidelines.
2. Properly attribute AI-generated content when used as part of coursework or assignments.
3. Avoid using AI to fabricate data, plagiarize, impersonate others, or otherwise mislead or misrepresent original work.
4. Understand that unauthorized or deceptive use of AI in academic submissions may constitute academic misconduct.
5. Respect privacy and security standards when using AI tools involving personal or university data. Faculty reserve the right to define acceptable uses of AI in their courses. Any misuse of AI tools may result in disciplinary action under the university's academic or behavioral misconduct policies.

Charges of Misconduct

Faculty upon becoming aware of possible misconduct:

1. Notify the student of the charge against him/her.
2. Determine whether, in the faculty member's view, the students are guilty of the infraction; if so faculty should determine if the infraction meets the criteria for adjudication at the instructor level. If so, disciplinary action should be reported to the Dean of Student Affairs for entry into the student record. If the student does not wish to accept the disciplinary action determined by the faculty, the case should be referred to the Dean of Student Affairs for adjudication through the APS Process.
 3. Cases of more severe infractions should be referred to the Dean of Student Affairs and determination will be made regarding how the case should be handled according to the Student Code of Conduct.
4. Upon receiving this report, the Dean of Student Affairs will:
 1. Contact the student to notify him/her of the reported misconduct
 2. Meet with the student to collect a statement regarding the charges of misconduct
 3. Determine if the report constitutes a violation of the Student Code of Conduct. The Dean of Student Affairs reserves the right to seek alternative resolution in cases where the determination of violation is unclear.
 4. Advise the student of the Academic and Professional Standards hearing process
 5. Schedule a hearing of the APS committee and notify the student of the scheduled hearing
 6. Provide the APS committee with the student statement and all pertinent evidence related to the report of misconduct

Academic and Professional Standards Committee Hearing Process

The Dean of Student Affairs reserves the right to impose an immediate suspension to a student while the APS hearing and investigation process is being conducted if the Dean of Student Affairs perceives the student to be a risk to the campus community.

The Dean of Student Affairs conducts an investigation to determine if the charges constitute a violation of the Code of Conduct. In cases where the violation may be unclear, the Dean of Students reserves the right to impose administrative resolution, such disposition will be final and there will be no subsequent proceedings or appeals. If there is no administrative resolution, a hearing will be scheduled before the Academic and Professional Standards Committee within an appropriate time period from the date of the reported violation. If a report is filed during the last two weeks of the term, it may be necessary to postpone the hearing until no later than the Friday of the first week of the following term.

The Academic and Professional Standards hearing is an educational process and will be conducted according to the following guidelines.

1. The faculty members of the committee will be appointed by the Dean of Student Affairs. The student representatives on the committee will be recommended by the Student Body President and once approved will be appointed by the Dean of Student Affairs. The committee is chaired by the Dean of Student Affairs. For cases involving chiropractic interns, Clinic faculty doctors will serve as the faculty representatives on the committee.
2. The student(s) will be notified in writing of the charges and directed to appear before the committee. Failure to appear before the committee does not hinder the hearing process. Should a student choose not to appear before the committee, the hearing will proceed as scheduled using the information gathered during the investigation.
3. Hearings are confidential, closed to the public and press, will be conducted in private and due process guidelines will be followed. Admission of any person to the hearing is at the discretion of the committee Chair. Legal or other representation during the hearing is prohibited. The student(s) will be a) advised of the charges, b) given the opportunity to respond to the charges, and c) present documentation and/or witnesses to support their response. Everyone appearing before the committee is subject to questioning by the committee. Patients are prohibited from appearing before the committee as witnesses; however, their written statement may be presented. Minutes are taken at the hearing. All documents, including minutes and other materials are disciplinary records and are confidential and not available to students or the public.
4. The committee will review all available and relevant information and documentation presented and after careful consideration of the preponderance of evidence, the committee will determine by a majority vote, what disciplinary action, if any, is warranted. The committee chair/Dean of Student Affairs will inform the student in writing within five business days of the committee's decision. If the committee's determination is delayed for any reason, the student will be notified and given an updated timeline for decision.

One or more of the following penalties may be imposed once the need for sanction has been substantiated:

1. A written record of the infraction will be included in the student's permanent file.
2. A failing grade on the exam, lab practical, paper or project.
3. A failing grade in the course.
4. Suspension from the Institution.
5. Permanent dismissal from the Institution.
6. Exclusion from participation in any extra-curricular activities of the Institution
7. Any appropriate sanctions designated by the Academic and Professional Standards Committee and validated by the Office of Student Rights and Responsibilities

The disciplinary action decided by the committee becomes effective upon receipt of the written letter. If the disciplinary action is suspension for any period of time, the student is prohibited from attending any activities or events specified in the suspension, whether on campus or off campus. Students who are suspended may be required to meet conditions in order to return after their period of suspension. Conditions will be indicated in the letter notifying student of sanctions. The university reserves the right to refuse or delay readmission if conditions are not met, or if additional violations of university policy occur during the period of suspension. If the disciplinary action is dismissal, the student is dismissed from the university and is prohibited from being on campus, attending any classes, clinic duties, events, or activities of the university, whether on campus or off campus. Special permission may be given by the Dean of Student Affairs for the student to come on campus for a specific purpose.

Appeal Procedure

If the decision of the Academic and Professional Standards committee is an adverse decision (suspension or dismissal) the student may appeal the decision. The appeal must be submitted in writing within five business days of the receipt of the committee's decision to the Dean of Student Affairs. The student may be permitted to return to classes and clinic duties and activities and events of the university until the appeal has been decided, unless one of the following circumstances is determined by the Dean of Student Affairs to exist:

1. The appeal has not been made according to the conditions in the decision letter;
2. The presence of the student in university activities constitutes a disruptive influence on the educational process or to patient care activities;
3. The presence of the student is considered to be a danger to the health, safety and welfare of the student or other students, faculty and staff.

The Academic and Professional Standards Appeals Committee is chaired by the Dean of Student Affairs and consists of the Assistant Dean of Students, Chief Compliance Officer, Dean of the College of Health Sciences, Dean of Clinics-College of Chiropractic, and the Dean of Academics-College of Chiropractic. If one of the aforementioned members of the Appeals committee is unavailable, an alternate administrator may be appointed to serve on the Appeals Committee. The Appeals Committee hearing will be conducted in the same manner as the initial APS hearing. The Appeals Committee may affirm the committee's decision, or may uphold the appeal of the student and modify the disciplinary action by reducing the sanction. The Dean of Student Affairs will notify the student of the decision within five business days of the Appeals Committee's decision. If the committee's determination is delayed for any reason, the student will be notified and given an updated timeline for decision. If the appeal is upheld, the student is immediately reinstated and may be allowed to make-up any missed course work during the suspension or dismissal. If the appeal is denied, the disciplinary action becomes effective upon the student's receipt of the decision. The decision of the Academic and Professional Standards Appeal Committee is final and may only be overturned by the university Provost. In order to request a review by the Office of the Provost, the student must be able to document that the disciplinary process was not handled according to policy, or provide documentation to support that the decision made was malicious, capricious, or arbitrary. Requests without documentation of the above will not be considered. If a review is completed, the Office of the Provost will provide the student with a response detailing the findings of the review within five days of receiving the request. The determination of the Office of the Provost is final and cannot be overturned.

Student Complaint Policy

Problem Resolution Chain of Communication

In the event that a student has an issue, students should first attempt to address the issue through the following chain of communication:

- Student Conduct issues: Student → Instructor → Dean of Student Affairs → Academic and Professional Standards Process (if applicable)
- Issues with an exam or course, exam questions, exam scheduling, course concerns etc.: Student → Instructor → Program Director/Department Chair → Academic Dean
- Grade disputes: Student → Instructor → Grade Appeals Form → Program Director/Department Chair → Grade Appeals Committee
- Issue with a faculty: Student → Instructor if possible, otherwise Program Director/Department Chair → Academic Dean (The Dean of Student Affairs should be the first point of contact for an issue with a faculty member related to Title IX)

It is the policy of Parker University to provide appropriate services to our students and treat each student fairly and respectfully in the application of University policies and procedures. In the event a student cannot resolve an issue through the Chain of Communication. Students should follow the student complaint procedures outlined in the following section.

Complaint Procedures

It is the desire of the University to provide an education and services of high quality to its students, and to treat them fairly and respectfully in the application of policies and procedures. Should a student have a perceived violation of a policy or procedure, they are encouraged to resolve their concern through the University's Student Complaint process. This process involves an informal resolution process and a formal resolution process.

Informal Resolution Procedure

When a student has a complaint, resolution should be sought through informal communication with the appropriate individual or direct supervisor. The student should arrange a meeting with the person involved with the complaint and/or with the direct supervisor of the person involved. The parties involved should meet and determine if the complaint can be resolved through mutual consent. If mutual consent is achieved, such disposition will be final, and there will be no subsequent proceedings or appeals. If there is no mutual consent, the students should begin the formal resolution process. If the student does not feel safe seeking informal resolution alone, the Dean of Student Affairs may be contacted to serve as a mediator for any communications aimed at seeking resolution.

Formal Complaint Procedures

A student that wishes to file a formal complaint must complete the Complaint Intake Form which is available in paper and electronic formats through the Office of Student Affairs and via MyParker [Complaint Form](#). The Complaint Form consists of the following elements:

- **Complaint** – separately list complaint(s), with the relevant date(s), and identify the person(s) about whom the complaint is being filed.
- **Evidence** – identify and attach copies of all letters, notes, memos, diaries, calendars, reports, or other documents or items that support the complaint(s)
- **Witnesses** – identify all individuals who know about the incident(s)
- **Describe Attempt to Solve as Informal Complaint** – identify steps taken in an attempt to resolve issue with the appropriate individual of direct supervisor
- **Desired Outcome** – state what actions are believed to be appropriate to address the concerns identified

Once complete, the student must submit the form to Student Affairs. The Dean of Student Affairs will conduct an interview with the student to review the complaint and permit the student to provide additional relevant communication. The Dean of Student Affairs will conduct an investigation to determine if the complaint has merit and/or can now be resolved administratively by mutual consent. If the complaint has merit, a written recommendation will be made to all the involved parties within an appropriate time of the completion of the investigation.

If either the student or other involved party does not feel that the recommendation is appropriate, they may appeal in writing to the university Provost within five (5) business days of receiving the recommendation.

The Provost will conduct an investigation and have a final decision within an appropriate time from completing their investigation. Should the original complaint involve the Provost the uninvolved party will render a final decision.

If the complaint involves the Dean of Student Affairs or a member of Student Affairs, the form may be submitted to the Provost.

Unresolved Complaint(s)

If an issue cannot be resolved internally after all avenues for resolution are exhausted, students may file a complaint with the [Texas Higher Education Coordinating Board](#).

The rules governing student complaints also are addressed in [Title 19 of the Texas Administrative Code, Section 1.110-1.120](#).

Student Affairs

Use of Artificial Intelligence

Parker University recognizes that AI technologies, such as language models, generative content tools, and data analysis platforms, can enhance teaching, learning, and research. However, the use of AI must align with the University's core values of integrity, accountability, and respect for intellectual property. Students are expected to use AI tools responsibly, transparently, and in accordance with course-specific guidelines.

Acceptable Use:

Students may use AI tools when:

- The instructor or course syllabus explicitly identifies acceptable use of AI-assisted work.
 1. *Option 1: Use of AI is Prohibited:* In this course, students are not allowed to use AI programs to complete any submissions. < Writing, analytical, and critical thinking skills are essential aspects of this course>. Each student is expected to complete all submissions without using AI programs. Students must prepare all submissions; any AI-generated <text and> submissions are not permitted and will be treated as plagiarism.
 2. *Option 2: Use of AI is allowed only with prior permission:* In this course, students are allowed to use AI programs to complete assessments if the instructor's permission is obtained in advance. Unless permitted to use those programs, each student is expected to complete all assessments without using AI programs. If permitted, <students are expected to write a note to clarify where in the process they used AI and which platform(s) they used>. AI-generated materials should be cited like any other reference material. Using AI programs without proper citation will be treated as plagiarism.
 3. *Option 3: Use of AI is allowed only with acknowledgement:* In this course, students are allowed to use AI programs to complete assessments, if that use is properly <documented and> cited. <Proper documentation includes writing a note to clarify where in the process AI program(s) were used.> AI-generated materials should be cited like any other reference material. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other AI programs should follow a similar citation convention. Using AI programs without proper citation will be treated as plagiarism.
- AI is used as a supplemental learning aid (e.g., for grammar checking, brainstorming, or concept clarification).
- The student clearly acknowledges and cites the use of AI tools in their work, as directed by the instructor.
- AI tools are used for approved research or data analysis within ethical and legal boundaries.

All university data, including personal student information, must be anonymized and held in the strictest confidence according to HIPAA and FERPA regulations.

Prohibited Use / Academic Misconduct:

Use of AI constitutes academic misconduct when a student:

- Submits AI-generated content as their own original work without proper disclosure or permission.
- Uses AI to complete assignments, exams, or assessments that are meant to evaluate individual understanding or skill.
- Employs AI tools to fabricate data, references, or research results.
- Uses AI to impersonate another person, falsify identity, or produce misleading academic submissions.
- Fails to follow course-specific AI policies or instructor directives regarding AI use.
- The release of university data is not permitted.

Violations of this policy will be addressed through the University's academic and professional standards procedures and may result in disciplinary action.

Faculty Responsibilities:

- Clearly communicate course-specific expectations regarding AI use in syllabi.
- Design assessments that promote authentic learning and critical thinking.
- Provide guidance on appropriate AI tools and citation methods when applicable.

Student Responsibilities:

- Understanding and adhering to this policy and any course-level AI guidelines.
- Disclosing AI use transparently when required.
- Exercising academic honesty in all interactions involving AI tools.

Student Affairs

Policy for Self-Harming or Suicidal Students

Students who are disruptive should be offered the option of off-campus screening for the identification and treatment of underlying emotional/psychological disorders.

If any employee of the university becomes aware of a student's suicidal ideas or self-harming behaviors, they should contact the Dean of Student Affairs or submit an "early alert" (The employee may, but does not have to, tell the student that they will do so. The emphasis will be on the desire to keep them safe and help them get the treatment they need). The student should be asked to meet with the Dean of Student Affairs.

There they should be told of the observed behavior or verbalizations, the concern Parker University has for their well-being, and the resources available to help them. The student can be encouraged to set up an appointment for on-campus counseling and/or given a psychological treatment referral list for other agencies/professionals in the community. The student can be offered a follow-up contact to verify that they were able to schedule an appointment for assessment/treatment. If the student needs and seeks hospitalization, they can be offered a medical leave of absence for the term. The conversation around these issues would work best if they were compassionate versus punitive.

Care should also be offered to those who were involved/affected by the distressed or suicidal student (friends or classmates). If a student commits suicide, open sessions will be facilitated by counselors to help those close to the student process their emotions about this. The group processing can help clear up misconceptions about the event (through the other students' experiences with the person—not by releasing confidential information about the student). The community will be reminded of psychological care available on campus and through CampusCare.

If the student asks to be hospitalized or for psychiatric care, they should be asked to contact their insurance company to plan care based on their coverage. If the student does not have insurance coverage, the Parkland Hospital system, Dallas Metrocare Services (214) 331-0148, or ValueOptions/NorthSTAR are sources for help: (888) 800-6799 or via email at northstarcustomer@valueoptions.com. If the student does not believe they can get themselves to the hospital on their own, 911 and a psychiatric emergency team can be called. Any hospital must admit a person threatening suicide and hold them until they are stable.

Typically, if the student voluntarily withdraws or admits themselves to the hospital, they have control over reentering the institution. If, however, they are deemed by university administration to be a danger to others and are put on leave, they must meet the conditions set by the institution for remittance (which may include mandated assessment and treatment prior to application for readmission).

Title IX Sexual Harassment Policy

INCLUDING SEXUAL HARASSMENT, SEXUAL ASSAULT, DOMESTIC AND DATING VIOLENCE, AND STALKING ("SEXUAL HARASSMENT")

TITLE IX STATEMENT ON NON-DISCRIMINATION

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in educational programs and activities that receive federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex-based harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. To ensure compliance with Title IX and other federal and state civil rights laws, Parker University has developed policies and procedures that prohibit all forms of sex-based discrimination and/or retaliation. Accordingly, Parker University does not tolerate unlawful discrimination and makes every effort to maintain a work and academic environment free from all forms of sexual misconduct, including sexual harassment, sexual assault, domestic and dating violence, and stalking. The University will promptly respond to individuals who are alleged to have experienced sexual harassment by offering supportive measures, following a fair grievance process as outlined in this policy to resolve formal complaints of sexual harassment, and providing remedies to those who are determined to have experienced sexual harassment through that process. Thus, all forms of prohibited conduct under this policy are considered serious offenses, and violations will result in discipline, up to and including possible suspension and dismissal from the University.

Title IX Sexual Harassment Policy

Title IX: Definitions

Actual knowledge: Notice of sexual harassment to the Title IX Coordinator or other official of the University, who has authority to take corrective action on behalf of the University. In addition to the Title IX Coordinator, officials with authority to take corrective action include the Provost, Vice Provost, Dean of Student Affairs, and VP of Human Resources. Although all employees are considered mandatory reporters and are required to report sexual harassment, those employees not listed in this paragraph, do not qualify as individuals, who have authority to take corrective action. Therefore, notice to those employees does not qualify as actual notice to the University.

Coercion: Coercion is the use of unreasonable pressure to compel an individual to initiate or continue sexual activity against an individual's will. It includes a wide range of behaviors which override the voluntary nature participation.

Complainant: Individual, who alleges conduct that would, *if true*, constitute sexual harassment.

Education Program or Activity: Any operations of Parker University, including locations, events, or circumstances over which Parker University exercised substantial control over both the respondent and the context in which the sex discrimination or sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by Parker University.

Formal Complaint: A document filed by the complainant or signed by the Title IX Coordinator, alleging sexual harassment by a respondent, and requesting that the University investigate the allegations of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the University's education program or activity. If the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this Policy and must comply with the requirements of this Policy.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or through electronic form submission by using the contact information list for the Title IX Coordinator in this Policy and by any additional method designated by the University. The complaint must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint.

Incapacitation: Incapacitation is defined as the inability, temporarily or permanently, to give consent because an individual is mentally and/or physically helpless, asleep, unconscious, or unaware that sexual activity is occurring. An individual who is incapacitated lacks the ability to make informed, rational judgments and therefore cannot consent to sexual activity. Persons with certain intellectual or developmental disabilities may not have the capacity to give consent.

Where alcohol or other drugs are involved, incapacitation is a state beyond intoxication. Evaluating incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects an individual's decision-making ability, awareness of consequences, ability to make informed judgments, capacity to appreciate the nature of the act, and their level of consciousness. In other words, a person cannot give valid consent due to incapacitation if the person cannot appreciate the who, what, where, when, why, or how of a sexual interaction.

A respondent may not be held responsible for invalid consent through incapacitation where the respondent did not know and should not have known of the complainant's incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober reasonable person in the respondent's position.

Minors: Minors are defined as anyone under the age of 18, who participates in the University's programs or activities, or who participate in any program on the University's campus, or who are otherwise covered under the foregoing Scope of Policy. Under many laws, minors may not have the capacity to consent.

Respondent: A respondent is an individual who has been reported to have committed conduct that could, *if true*, constitute sexual harassment.

DEFINITIONS OF PROHIBITED CONDUCT

The following acts of Title IX Sexual Harassment are prohibited under this policy:

Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following criteria:

1. An employee of the University conditions an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, *and* objectively offensive that it effectively denies a person equal access to the University's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking, as further defined in this section.

Sexual Assault: Sexual and non-forcible sex offenses, as defined in the FBI's Uniform Crime Reporting database, including:

Non-Consensual Penetration: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim [complainant].

Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of the victim's age or because of the victim's temporary or permanent mental or physical incapacity.

Incest: Sexual intercourse between persons who are related to each other, within the degrees wherein marriage is prohibited by law. In Texas, incest is illegal even among consenting adults.

Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In Texas, a person under the age of 17 cannot consent.

Dating Violence: An act of violence committed by a person who is or has been in a romantic or intimate relationship with the complainant. The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of the interactions between the individuals involved in the relationship.

Domestic Violence: An act of violence committed on the basis of sex by:

- A current or former spouse or intimate partner of the complainant;
- A person with whom the complainant shares a child in common
- A person, who is cohabiting with, or has cohabited with, the complainant as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic/family violence laws of the jurisdiction;
- Any other person against an adult or youth victim, who is protected from person's acts under domestic/family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person with similar characteristics under similar circumstances to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress
- Significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

To qualify under Title IX, the conduct must be sex-based stalking. Stalking that does not constitute sexual harassment because it is not on the basis of sex may still fall under other University codes of conduct.

A course of conduct, for purposes of stalking, means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

RETALIATION IS PROHIBITED

Parker University does not tolerate retaliatory conduct and strictly prohibits retaliation. Any retaliatory conduct against such persons will be addressed by the University in the most serious manner, and individuals who engage in such actions will be subject to disciplinary action that may include suspension, dismissal, termination, or removal and exclusion from the University.

Retaliation is defined as intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by this Policy, Title IX or its implementing regulations. Retaliation also includes intimidation, threats, coercion, or discrimination aimed at a person because that person complained of sex discrimination or sexual harassment, testified, provided information, assisted, participated in, or refused to participate in, in any manner, in a sex discrimination or sexual harassment investigation, proceeding, or hearing under Parker

University policies or the law. Notwithstanding this prohibition, there may be circumstances in which conduct, that does not fall under this policy, may fall under other University policies, such as the University's Harassment and Discrimination Policy or other University Code of Conduct. In those instances, after determining the conduct in question does not fall under this Policy, but rather under another university policy, the University may investigate such conduct under the other policy, so long as the purpose is not to engage in retaliation. Anyone who is aware of possible retaliation or has other concerns regarding the response to a sexual misconduct complaint should report such concerns to the Title IX Coordinator, who will take appropriate actions to address such conduct in a prompt and equitable manner.

The University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination or harassment, any respondent, and any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), or as otherwise required by law or to carry out the purposes of Title IX, its implementing regulations, or this Policy, including the conduct of any investigation, hearing, or judicial proceeding arising under this Policy. Complaints alleging retaliation may be filed with the Title IX Coordinator and will be addressed under the University's Harassment and Discrimination Policy.

Charging an individual with a violation of this policy for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. However, a determination regarding responsibility is not sufficient, by itself, to conclude that any party made a materially false statement in bad faith.

CONSENT

Consent represents the cornerstone of respectful and healthy intimate relationships. Thus, all sexual conduct or contact occurring on campus and/or occurring with a member of the Parker University community must be consensual.

Consent requires words or overt acts by a competent person indicating a freely given agreement to the sexual conduct at issue. Consent must be freely given without compulsion or duress by a person legally capable of consenting, and not based on fraud or deception. Consent may not be inferred from silence or passivity alone and a current or previous relationship is not sufficient to constitute consent. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent to the same or another sexual act. Consent must be ongoing throughout a sexual encounter and can be revoked or withdrawn at any time prior to or during a specific sexual act by either person.

Consent is not valid when given by someone who is incapacitated or is not of legal age to consent under the circumstances. Consent is also not valid when obtained by coercion or force. In order to find a lack of consent under one of these circumstances, there must be a finding that the complainant was unable to consent and a finding that the respondent knew or had reason to know the complainant was unable to consent. Intoxication of the respondent is not an excuse for failure to obtain consent or failure to know of the complainant's inability to consent.

Title IX Sexual Harassment Policy

Scope of Policy

This policy applies to all members of the Parker University community, including, but not limited to, Parker students, faculty, staff, alumnae/alumni, third-party vendors, contractors, guests, and all other visitors, including minors, to the Parker University campus or any other property owned or controlled by the University, within the United States. This policy also applies to all acts of Prohibited Conduct (as defined below) committed by or against any member of the Parker University community (as defined above) if:

- The Prohibited Conduct occurs on property owned or controlled by Parker University, within the United States; or
- The Prohibited Conduct is directly related to or occurs in the context of University employment or an education program or activity of the University, including, but not limited to: university-sponsored research, internship/externship programs, on-line courses, volunteer activities, work-related travel, training, attendance at seminars or conferences, participation in athletics, student organizations, or any other extra-curricular activity, within the United States; or
- The Prohibited Conduct is directly related to or occurs while using property or resources owned, controlled, or provided by Parker University, including, but not limited to: university-owned vehicles, laptops, mobile devices, computer systems and networks, email accounts, telephone and voice mail systems, within the United States; or
- The Prohibited Conduct has continuing adverse effects on a member of the Parker University community (as defined above) as it relates to an education program or activity of the University, within the United States.

Additionally, an attempt to commit an act prohibited by this policy, as well as assisting or willfully encouraging any such act, is also considered a violation of this policy.

Notwithstanding the foregoing, this Policy's grievance procedures apply only to sex discrimination occurring against a person *in the United States*. Please note that the University's Harassment and Discrimination and/or other University Codes of Conduct may apply to discrimination based on sex, race, national origin, disability, age, or other protected class occurring against a person participating in a University program or activity outside of the United States. Please refer to the [Parker University Student Handbook](#) for additional information.

In the event of any conflict or inconsistency between the provisions and requirements of this Title IX Sexual Harassment Policy and any other Parker University policy regulating the conduct of any member of the Parker University community or setting forth procedures governing the suspension, dismissal, termination, or removal and exclusion from Parker University property of any member of the Parker University community, the provisions and requirements of the most current version of this Policy shall prevail and govern. Where prohibited conduct violates both this Title IX Sexual Harassment Policy and any other Parker University policy regulating the conduct of any member of the Parker University community, the University's response will be governed by the provisions and procedures outlined in the most current version of this Policy.

Sexual misconduct not otherwise covered under this policy may be addressed under the University's Harassment and Discrimination Policy if it applies. Under no circumstances may the Harassment and Discrimination Policy be used to retaliate against an individual, who has filed a complaint under the University's Title IX Sexual Harassment Policy.

Title IX Sexual Harassment Policy

Title IX Contacts

TITLE IX COORDINATORS

Parker University has designated and authorized the following University official to coordinate and oversee its Title IX compliance efforts, to handle reports of sex discrimination, sexual harassment, and retaliation, and to decide whether formal complaints, alleging actions prohibited by Title IX or this policy, should be accepted for investigation, resolved informally, or dismissed. The Coordinator shall also have authority to file formal complaints when appropriate; to assign formal complaints, alleging action prohibited by Title IX or this policy, to an investigator; to offer supportive measures; and to implement remedial measures upon the recommendation of the hearing decision-maker. Prohibited actions include all forms of sexual harassment, including sexual assault, domestic and dating violence, stalking, and retaliation.

Alaina Mount, MS Title IX Coordinator-Students Dean of Student Affairs Office Location: East 234 Telephone: (972) 438-6932 Ext. 7156 Email: amount@parker.edu	Vonetta Fuller-Williams Title IX Coordinator-Employees Chief Human Resource Officer Telephone: 972-438-6932 x 7060 Email: VonettaWilliams@parker.edu
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TITLE IX INVESTIGATORS

The University may designate qualified and trained staff and faculty members to investigate formal complaints, which the Title IX Coordinator has accepted for investigation. The investigator on a case may not be the same person as the hearing officer on the case and may not decide appeals. Individuals who are assigned to investigate formal complaints are referred to internally as the University's Title IX Investigators. The following individuals have been trained and designated to serve as Title IX Investigators for Parker University, for formal complaints accepted by the Title IX Coordinator and delegated for investigation.

Gordon Newell Director of Student Success and Special Advising Office Location: North 200 Telephone: (972)-438-6932 Ext.7162 Email: gnewell@parker.edu	Laura Randolph Student Support Specialist Office Location: East Building 235 Telephone: (972)-438-6932 Email: ldrandloph02@parker.edu
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Please Note: The Title IX Coordinator and the Title IX Investigators are not confidential reporting resources. While they will address the complaint with sensitivity and keep the information as private as possible, confidentiality cannot be guaranteed. Please see below for information on confidential reporting options.

Reporting Options & Duties

Any person may report sex discrimination, including sexual harassment (whether or not the reporter is the alleged victim), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, by using the Title IX Coordinator's contact information.

The reporting and disciplinary procedures outlined in this policy are separate and apart from the criminal justice system, and a victim of sexual misconduct may choose to file a complaint with either the University or law enforcement, with neither, or with both simultaneously. The outcome of a sexual misconduct complaint filed with the University is not dependent on the outcome of a criminal investigation conducted by law enforcement.

Reporting Incidents of Title IX Sexual Harassment to Parker University

Parker University strongly encourages all victims and witnesses to promptly report incidents of sexual harassment (including sexual assault, domestic violence, dating violence, and stalking, to the Title IX Coordinator. The University takes all complaints of sexual harassment seriously and will work to reach a prompt, impartial, and equitable resolution of the matter.

At Parker, all University employees are considered responsible employees and are required to report all incidences of sexual misconduct to the Title IX Coordinator, unless such employees are specifically designated as confidential employees, as further explained below. In addition, employees that become aware of felony crimes must report such crimes to law enforcement. Parker University Security Department can assist with reports to law enforcement, and they can assist with immediate actions to keep individuals safe in emergency situations. In emergencies, individuals can also call 9-1-1.

1. Upon learning of a complaint of sexual harassment, the University will offer supportive measures; will take immediate and appropriate steps to discuss appropriate options (e.g., supportive measures, informal resolution (e.g., mediation), or a formal complaint investigation and hearing), with the complainant.
2. All employees are responsible employees and must report to the Title IX Coordinator all relevant details of any alleged act of sexual harassment that the employee is aware of— including the names of the alleged victim (complainant) and alleged perpetrator(s)(respondent(s)), the names of any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with those officials responsible for handling the University's response to the report.
3. The University must treat complainants and respondents equitably by offering supportive measures as defined in this Policy and by following the grievance process as set forth in this policy, before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Before a complainant reveals any information to a responsible employee, the employee should ensure that the complainant understands the employee's reporting obligations and, if the complainant wants to ensure that confidentiality is maintained, the complainant should be directed to one of the confidential resources identified below. If the complainant still seeks confidentiality but chooses to disclose to the responsible employee what happened despite the warning, the employee should remind the complainant that the University will consider the request but cannot guarantee confidentiality. In reporting the details of the incident to the Title IX Coordinator, the responsible employee should also inform the Coordinator of the complainant's request for confidentiality. Responsible employees should not pressure a complainant into making a full report if the complainant is not ready to do so, nor should they encourage the complainant to remain silent about the incident; rather, the employee should honor and support the complainant's wishes. Please note that the University's responsibility to minors on campus may preclude treating the minor's complaint as confidential. State and federal reporting requirements may apply.

If a complainant discloses an incident of sexual misconduct to a responsible employee, but wishes to maintain confidentiality or requests that no investigation is conducted or no disciplinary action is taken, the University must weigh that request against the University's legal obligation to provide a safe, non-discriminatory environment for all students and employees, including the victim. If the University honors the request for confidentiality, a complainant must understand that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s) may be limited. Sometimes, the University will not be able to honor a complainant's request because of the need to provide a safe, non-discriminatory environment for all students and employees.

When a report is filed with the Title IX Coordinator, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, as well as the option to file a formal complaint. The Title IX Coordinator must also inform the complainant of the availability of supportive measures with or without the filing of a formal complaint and explain to the complainant the process for filing a formal complaint.

When weighing a complainant's request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator may consider a range of factors, including, but not limited to the following:

- the increased risk that the respondent will commit additional acts of sexual harassment, sexual assault, dating violence, domestic violence, or stalking, such as:
- whether there has been other sexual harassment, sexual assault, dating violence, domestic violence, or stalking complaints against the same respondent;
- whether the respondent has a criminal record demonstrating a history of sexual harassment, sexual assault, dating violence, domestic violence, or stalking;
- whether the respondent has a history of engaging in sexual harassment, sexual assault, dating violence, domestic violence, or stalking from a prior school or employer;
- whether the respondent threatened further sexual harassment, sexual assault, dating violence, domestic violence, or stalking against the victim or others;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking was committed by multiple perpetrators or against multiple victims;
- whether the sexual harassment, sexual assault, dating violence, domestic violence or stalking was perpetrated with a weapon;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking occurred on campus or other property owned or controlled by the University;
- whether the complainant is a minor;
- whether the respondent(s) is a member of the Parker University community;
- whether the University possesses other means to obtain relevant evidence of the sexual harassment, sexual assault, dating violence, domestic violence, or stalking (e.g., security cameras or personnel, audio recordings, physical evidence).

The presence of one or more of these factors could lead the Title IX Coordinator to file a formal complaint to investigate and, if appropriate, pursue disciplinary action against the respondent, despite the complainant's request.

If the Title IX Coordinator determines that the University cannot honor a complainant's request for confidentiality, the University will inform the complainant prior to starting an investigation and will maintain the privacy of the investigation to the extent possible in the context of implementing this Policy. The University will work with the complainant regarding the availability of supportive measures. If the University decides not to open an investigation or pursue disciplinary action, the Title IX Coordinator will inform the complainant of that decision. Retaliation against the complainant will not be tolerated.

The University recognizes that complainants impacted by sexual harassment may wish to take advantage of the health and support services available on campus without disclosing the incident or making a formal report to the University. To that end, certain University employees have been designated as **limited and fully confidential resources** to whom complainants can speak without their personally identifying information being shared with the Title IX Coordinator or Campus Security.

Certain individuals are not considered responsible employees and can generally talk to a complainant without revealing any personally identifying information about an incident to the University.

Pastoral and licensed professional counselors, when acting in their professional capacity, are not considered responsible employees, and are not required to report any information regarding complaints of sexual misconduct to either the Title IX Coordinator or to law enforcement. Thus, these counselors are not required to report crimes for investigation or inclusion in the annual disclosure of crime statistics. Crimes reported to these counselors are **strictly confidential**, except in very limited cases where the information suggests an imminent threat to the health and safety of the patient or others, or in cases of child abuse. These counselors include: University Psychologist, **Dr. Jacquelyn Elbel** and any other licensed professional counselors in the Office of Counseling Services, who provide mental health counseling to members of the University Community. As a matter of policy, pastoral and licensed professional counselors are encouraged – if and when they deem it appropriate – to inform persons being counseled of the procedures to report crimes on a voluntary and confidential basis for inclusion in the annual crime statistics report, and of the option to seek supportive measures and resolution through the Title IX process.

A complainant who speaks to a professional or non-professional counselor or advocate must understand that if the complainant wants to maintain confidentiality, the University may not be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the complainant in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A complainant who at first requests confidentiality may later decide to file a complaint with the University or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the complainant with assistance in filing a complaint if the complainant wishes to do so.

Please Note: While these professional and non-professional counselors and advocates may maintain a complainant’s confidentiality vis-à-vis the University, they may have reporting or other obligations under state or federal law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; mandatory reporting of felonies; and requirements to testify if subpoenaed in a criminal case.

Reporting Incidents of Sexual Harassment to Law Enforcement

Some types of sexual harassment, including sexual assault, dating and domestic violence, and stalking are criminal acts and Parker University strongly encourages all victims and witnesses to report suspected criminal acts to the Dallas Police Department or any other appropriate law enforcement agency if the incident occurred off campus. Upon request, Parker University officials are available to assist an individual in contacting and/or notifying the appropriate law enforcement agency. Please note that under Texas law, with certain exceptions, persons who have knowledge of a felony are required to report such information to law enforcement authorities. Failure to report a felony may itself be a crime.

The contact information for the Dallas Police Department is listed below:

Dallas Police Department 1400 S. Lamar Street Dallas, TX 75215
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For emergencies, dial 911. For non-emergency calls to all divisions or personnel of the Dallas Police Department, use the business line at 214-671-3001 and the operator will direct the call.

Although cooperation with law enforcement may require Parker University to temporarily suspend its internal investigation into complaints/reports of sexual misconduct, the University will promptly resume the investigation as soon as it is notified by law enforcement that the agency has completed its evidence gathering. The University will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if necessary, will take immediate and interim measures to address the alleged conduct.

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting [online](#) or by calling 1-800-421-3481.

AMNESTY FOR REPORTING

Parker University encourages reporting of sexual misconduct and seeks to remove any barriers to an individual making a report. The University recognizes that individuals who have been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for their own conduct. Thus, individuals who report sexual misconduct or participate in a sexual misconduct investigation, will not be subject to disciplinary action by the University for their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. Parker University may, however, initiate an educational discussion on the use of alcohol or other drugs or require participation in an alcohol/drug prevention training course/program. Amnesty will not be extended for any violations of Parker University policy other than for alcohol/drug use. In addition, amnesty does not preclude or prevent action by police or other legal authorities.

ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted; however, the University’s ability to obtain necessary and additional information may be compromised and the ability to investigate or resolve anonymous complaints may be limited.

BAD FAITH COMPLAINTS

This policy shall not be used to bring frivolous or malicious complaints against members of the Parker University community. If the University’s investigation reveals that a complaint is made in bad faith or is knowingly false, such complaint shall be dismissed and the person who filed the bad faith complaint may be subject to disciplinary action. A complaint, however, will not be considered false, frivolous or in bad faith solely because it cannot be corroborated.

Accommodations and Supportive Measures

ACADEMIC/WORK ACCOMMODATIONS AND SUPPORTIVE MEASURES

Upon learning of sexual harassment, the University may implement non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant and the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's education environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The University must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

In certain instances, the University may need to report an incident to law enforcement authorities (e.g., when a suspected felony has occurred). Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the student, employee or other members of the Parker University community or other situations in which there is clear and imminent danger, and when a weapon may be involved. However, in all cases, crisis intervention and safety concerns will take precedence.

IMMEDIATE AND ONGOING ASSISTANCE

Individuals who experience sexual harassment are strongly encouraged to seek immediate medical attention in order to treat injuries, test for and treat sexually transmitted infections, test for pregnancy, and access emergency contraception (if requested). Hospitals can also perform rape evidence collection procedures and test for "date rape" drugs. In addition, the Dallas Area Rape Crisis Center offers free, comprehensive services to anyone seeking to heal from sexual violence. Advocates are available 24 hours per day, 7 days per week to support sexual violence victims and their families and friends. They may be contacted at 972-641-7273.

Counseling services will be made available to victims of sexual harassment occurring on or off campus in accordance with the policies of the Office of Counseling Services. The counselor will also assist the victim in establishing an off-campus counseling relationship if needed; however, the cost of such counseling will be borne by the victim. The counselor will help victims find access to any additional community services that may be needed.

PRESERVATION OF EVIDENCE

If possible, an individual who has been sexually assaulted should not shower, bathe, urinate, douche, brush teeth, drink or change clothes or bedding before going to the hospital or seeking medical attention. If the individual decides to change clothes, they should not wash the clothes worn during the assault and should bring them to the hospital or medical facility. Because medical evidence dissipates quickly, individuals who wish to preserve such evidence are encouraged to seek medical attention within 48 hours (and no more than 86 hours) of the incident. In addition, all physical evidence, including electronic communications (e.g., emails and text messages), recordings, and photographs should be preserved in its original form. These steps are important to help preserve evidence for possible use in legal actions or requests for a civil no-contact order and/or an order of protection.

[Title IX Sexual Harassment Policy](#)

Procedures

PROCEDURES FOR INVESTIGATION AND RESOLUTION OF COMPLAINTS (GRIEVANCE PROCEDURES)

These grievance procedures apply only to sexual harassment occurring against a person in the United States. Please note that the University's Harassment and Discrimination and/or other University codes of conduct may apply to sexual harassment occurring against a person outside other the United States.

Upon notification of a complaint alleging a violation of this Title IX Sexual Harassment Policy, an investigation into the matter will be conducted in a prompt, thorough, and impartial manner by the Title IX Coordinator and/or one or more of the University's Title IX Investigators, who shall have adequate knowledge and training on how to conduct proper investigations under Title IX. The designated investigator(s) shall be responsible for gathering relevant evidence but shall not serve as the decision-maker. The objective of the investigation process is to gather relevant evidence, including information from both parties and relevant witnesses, to facilitate a hearing to determine whether a policy violation occurred. If the decider determines that the conduct constitutes a policy violation, the decider will determine what sanctions should be imposed and what actions will be taken to end the harassing or discriminatory conduct and prevent its recurrence.

If the complainant or the respondent has a concern about the conduct of any investigator or believes that an investigator has a conflict of interest that may impair the investigator's ability to be fair and impartial, the complainant/respondent should immediately put her/his concerns in writing and submit them to the Title IX Coordinator for review. The Title IX Coordinator will promptly review the matter and determine whether it is appropriate to recuse the investigator.

COOPERATION WITH INVESTIGATION AND DISCIPLINARY PROCEDURES

Parker University encourages all members of the University community to cooperate fully in the investigation and disciplinary procedures.

The University also understands that there may be circumstances in which a party wishes to limit her/his participation in an investigation. The complainant retains this right. However, the designated investigator(s) may be required to move forward with an investigation, absent the party's participation in the process. In such situations, the University will not draw any adverse inference from a party's silence. However, silence of a party will result in an absence of their side of the story being represented in the information presented for adjudication.

If a complainant or respondent refuses to undergo cross-examination, during the hearing, that person's statements will not be considered.

The University will not restrict the ability of any party to discuss the allegations under investigation or to gather and present relevant evidence. A party's communication with a witness or potential witness is considered part of a party's right to meaningfully participate in furthering the party's interests in the case. However, where a party's conduct toward a witness violates a no-contact order or rises to the level of retaliation, it is prohibited.

INITIAL ASSESSMENT OF COMPLAINT/REPORT

The investigative process is initiated when the Title IX Coordinator receives a formal complaint of a sexual harassment. The Title IX Coordinator will conduct an initial assessment of the complaint/report to determine the next steps. Following the initial assessment, one or more of the following actions will be taken:

- The Title IX Coordinator must dismiss a complaint if the conduct alleged would not constitute sexual harassment, even if proven, or the conduct did not occur within recipient's education program or activity or in the United States.

- Such a dismissal does not preclude action under another provision of the University's code of conduct or the University's Harassment and Discrimination Policy if they apply.
- The University may dismiss the formal complaint, or any allegations contained in the complaint, if at any time during the investigation or hearing:
 - a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in that complaint;
 - the respondent is no longer enrolled or employed by the University; or
 - specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations in that complaint.
- Upon dismissal, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) for the dismissal to both parties, simultaneously.
 - *Consolidation of formal complaints:* The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
 - *Please note that sexual misconduct occurring outside of the United States may, under appropriate circumstances, be investigated under the University's Harassment or Discrimination Policy or other relevant policies, so long as the intent is not to retaliate against a person for filing a complaint or otherwise participating in the complaint process. (See, Retaliation section).*
- If it is determined that the complaint/report, if substantiated, would constitute a violation of this policy, the appropriate supportive measures will be determined and the Title IX Coordinator will explain the options for informal resolution (e.g., mediation) and a formal investigation. The complainant will be advised that a hearing will be held, at which parties and witnesses will be cross-examined by advisors for each party. Neither the complainant nor respondent will be allowed to directly cross examine each other.

Any individual designated by the University as a Title IX Coordinator, investigator, decision-maker, or any person designated by the University to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Title IX Coordinator's initiation of a formal complaint or an individual's decision that allegations warrant an investigation or hearing shall not be considered evidence of bias. An individual's current job title, professional qualifications, past experience, identity, or sex will not alone indicate bias. Use of trauma-informed practices will not be considered evidence of bias when such practices do not rely on sex stereotypes, apply generalizations to allegations in specific cases, cause loss of impartiality, or prejudice the facts at issue. The University will apply an objective, common sense approach to evaluating whether a particular person serving in a Title IX process is biased and will exercise caution not to apply generalizations that might unreasonably conclude that bias exists.

NOTICE OF ALLEGATIONS

Upon receipt of a formal complaint, the University must provide the following written notice to the parties who are known:

1. Notice of the University's grievance process that complies with this section, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include, if known:
 - a. The identities of the parties involved in the incident.
 - b. The conduct allegedly constituting sexual harassment.
 - c. The date and location of the alleged incident.
3. A notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
4. Inform the parties of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
5. Inform the parties of any provision in the University's Policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
6. If, during the investigation, the University decides to investigate additional allegations, the University will provide written notice of the additional allegation to all known parties.

INFORMAL RESOLUTION

1. The University may not require a party to waive the right to an investigation and a live hearing with cross-examination.
 2. The University may not require the parties to engage in an informal resolution process and may not offer informal resolution, unless a formal complaint is filed and both parties agree, in writing, to an informal resolution.
 3. At any time prior to reaching a determination regarding responsibility, the University may facilitate an informal resolution process, such as mediation, a negotiated resolution, or restorative justice, that does not involve a full investigation and adjudication, provided that the University issues a written notice disclosing:
 - the allegations
 - the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegation);
 - a statement that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - an explanation that any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- Obtains the parties' voluntary, written consent to the informal resolution process;
- Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Informal resolutions shall be resolved within 30 days of assignment, unless there is good cause shown to continue the process. Good cause shall include: showing that reasonable progress is being made and that continued informal resolution efforts will likely result in resolution or that there was a good reason for failure to resolve the complaint within 30 days (e.g., the unavailability of the parties, school closings, etc.)

FORMAL INVESTIGATION

The following procedures shall apply during a formal investigation:

1. The investigator will offer each party the opportunity to be interviewed, to provide a written statement, to provide evidence for consideration, to submit suggested witnesses, and to submit information from fact witnesses and expert witnesses.
2. Both the complainant and the respondent to the complaint will have an equal opportunity to provide evidence and to identify any witnesses that support their position.
3. The investigators must presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
4. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the University and not on the parties.
5. Interviews shall be sought from the complainant, the respondent, any witnesses identified by the parties as relevant and necessary to the matter, and any witnesses determined by the investigator(s) to be relevant to the matter. If any witnesses identified by the parties as relevant and necessary to the matter are not interviewed, then the investigator(s) will state, in the written response to the parties, the reason(s) for not conducting the additional interviews.
6. Parties and witnesses may be interviewed more than once in order to gather all relevant information and evidence.
7. All relevant documents and evidence shall be gathered and reviewed by the investigator(s) and, upon request, made available for review by the parties, except to the extent that such documents and/or evidence contain privileged, confidential, or FERPA-protected information, which shall be determined solely by the University. For example, the University cannot access, consider, disclose, or otherwise use a party's records, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the University obtains that party's voluntary, written consent to do so for a grievance process under this Policy. If a party is a minor, then the University must obtain the voluntary, written consent of a parent or guardian.
8. Due to the nature of most sexual harassment allegations, the parties will be interviewed separately and neither the complainant nor respondent will be permitted to directly question one another. However, the parties may have their advisors cross-examine the other party and/or their witnesses, in a live cross examination hearing. A complainant's or respondent's advisor may also be allowed to ask questions of their own party, to help the party explain the party's side of the story. Cross examination may not include questions about a complainant's sexual behavior or disposition, unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation.
9. All investigations will be conducted under a preponderance of the evidence standard, meaning, the decision-maker will determine whether it is more likely than not that the respondent violated this Title IX Sexual Harassment Policy.
10. Both the complainant and the respondent may have a single advisor/support person of their choice present during any meetings with the investigator(s). The advisor/support person may not actively participate during any meetings or ask or answer any questions during the meetings. They may advise the parties privately but may not confer with them while the meeting is in progress. The investigator(s) may remove any advisor/support person who distracts or disrupts the investigatory process. The support person may be the same individual who represents the party at the live hearing with cross-examination. An advisor may participate in the hearing to conduct live cross examination of the parties or witnesses and to respond to questions from the decision maker.
11. The investigator(s) may record by electronic, stenographic, or other means any meeting, to the extent permitted by law. Other than the official recording made by the investigator(s), no photographs, tape recordings, videotapes, stenographic records, or other recordings of proceedings under this policy may be made by any person.
12. The investigation shall be completed as promptly as possible. Generally, investigations will be completed within *90 calendar days* of receipt of the complaint. However, complicated cases, absence of witness, school closings, or other factors may result in longer investigations. If the investigation will exceed *90 calendar days*, the investigator(s) will notify the complainant and the respondent.
13. The parties and their advisors shall receive simultaneous access to the investigative report.
14. The parties must have an opportunity to review all the evidence, including evidence upon which the University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
15. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties and advisors are not permitted to disseminate the evidence subject to inspection and review. The parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. The University must also make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
16. The investigators shall create an investigative report that fairly summarizes relevant evidence. At least 10 days prior to a hearing or other time of determination regarding responsibility, the University must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The decider shall review the written responses prior to hearing.

HEARING

1. The University must provide a live hearing, with cross-examination.
2. At the hearing, each party's advisor is allowed to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility.
3. A party is never permitted to cross-examine another party. Only the party's advisor can conduct cross examination.
4. An advisor can attend the hearing and conduct cross-examination, even if the party they represent does not appear. No assumption should be inferred about the appearance or non- appearance of the party.
5. Third party cross-examination of what a non-appearing party stated does not count as statements tested on cross-examination. For example, family or friends cannot appear on behalf of the non-appearing party and answer questions for them.
6. The decider may rely on a description of the words allegedly used by a respondent, if those words constitute part of the alleged sexual harassment at issue, even if the party does not submit to cross-examination.
7. Although the refusing party's statement cannot be considered, the decider may reach a determination based on the remaining evidence so long as no inference is drawn based on the party or witness's absence from the hearing or refusal to answer cross-examination (or other) questions. (Example: The complainant refused to answer cross-examination questions, but video evidence shows the underlying incident. The video evidence may still be considered.)

8. No statements in police reports, medical reports, or other documents can be considered statements of parties or witnesses who do not submit to cross examination.
9. The decision as to what occurred, whether it constitutes a policy violation, and what sanctions are appropriate shall be made by the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator. The decision-maker shall be trained on how to conduct a hearing, including any technology needed to conduct the hearing remotely.
10. The decision maker shall also be trained on how to recognize that a party should not be "unfairly judged due to inability to recount each specific detail of an incident in sequence, whether such inability is due to trauma, the effects of drugs or alcohol, or simple fallibility of human memory".
11. The hearing may be conducted with all parties physically present in the same geographic location or in separate rooms. At the request of either party or at the University's discretion, the hearing may occur with the parties located in separate rooms with technology enabling the decider and parties to simultaneously see and hear the party or the witness answering questions, using an online platform, such as Zoom, as long as both parties can see each other.
12. The University must create an audio or audiovisual recording or transcript, of any live hearing. It must be available to the parties for inspection and review.
13. Each party is entitled to the advisor of the party's choice. If a party does not have an advisor, the University shall appoint an advisor, of the University's choice, to conduct cross-examination in the place of the party's advisor of choice. Both parties must have advisors, who may be, but are not required to be attorneys. There shall be no charge to either party for an advisor appointed by the University.
14. The parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding. The University may, however, establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long the restrictions apply equally to both parties.
15. For reasons of confidentiality, the advisor is the only individual permitted to accompany the party at hearing, unless otherwise required by law (e.g., a sign language interpreter).
16. The advisor's role in the hearing shall be limited to cross examination unless the advisor is asked a question by the decider. For all other meetings, the advisor may accompany the complainant or respondent. However, the advisor's role is limited to that of silent support person in those other meetings.
17. The University will provide to a party, whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
18. The decider shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient, etc.), unless the person holding such privilege has waived the privilege in writing.
19. At the live hearing, the decision-maker must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including questions that challenge credibility. The advisor's questions may test consistency, accuracy, and memory, so that the decision-maker can better assess whether a party's story should be believed. The advisor may direct the decision-maker's attention to implausibility, inconsistency, unreliability, and ulterior motives, in the other party's statements. Appropriate questions will advance the asking party's perspective with respect to the specific allegation at issue. The decider may also ask questions to help the decider determine whether or not a policy has been violated.
20. No party-on-party questioning will be permitted. Such cross-examination must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. Other than this function, the advisor may not participate in the proceedings, except if the decider uses its discretion to allow participation, for the purpose of obtaining additional relevant evidence only.
21. If a party does not submit to cross examination at the live hearing, the decision-maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the decider cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
22. During the hearing, the decider will evaluate each question for relevance before an answer may be given to that question. Questions that are not relevant will be disallowed. Before a complainant, respondent, or witness answers a cross-examination or other question, the decider must first determine whether the question is relevant and explain any decision to disallow a question as not relevant. The decider is not required to give a lengthy or complicated explanation of a relevancy determination during the hearing. The decider may send to the parties after the hearing any revisions to the decider's explanation that was provided during the hearing.
23. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless: (a) such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or (b) if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
24. Repetition of the same question, evidence that is duplicative of other evidence, and information protected by a legally recognized privilege that has not been waived is irrelevant.
25. The decider will not exclude relevant evidence but may objectively evaluate such evidence by analyzing whether that evidence warrants a high or low level of weight or credibility.
26. Both parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other evidence, to show that the respondent either did or did not commit a policy violation.
27. After the hearing, the decision-maker must issue a written determination regarding responsibility, applying the preponderance of evidence standard. There shall be an objective evaluation of all relevant evidence, including both evidence that tends to prove a policy violation and evidence that disproves a policy violation.
28. The decision-maker will evaluate all admissible, relevant evidence for weight or credibility. The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker, after having the opportunity to ask questions of parties and witnesses, and to observe how parties and witnesses answer the questions posed by the other party. Corroborating evidence is not required. Credibility determinations are not based solely on observing demeanor, but are also based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence). Credibility determinations will not be based on an individual's status as a complainant, respondent, or witness.
29. The written determination must include the following:
 - a. The standard of evidence for making the decision, which shall be the preponderance of the evidence standard (i.e., whether it is more likely than not that the violation occurred).
 - b. Identification of the Complainant's allegations potentially constituting sexual harassment, as defined above.
 - c. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
 - d. Findings of fact supporting the determination.
 - e. Conclusions regarding the application of the University's Title IX Sexual Harassment Policy and other relevant policies to the facts.

- f. The result, as to each allegation, including a statement of, and rationale for the result, a determination regarding responsibility, any disciplinary sanctions the University imposes on the respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant.
- g. The University's procedures and permissible bases for the complainant and respondent to appeal.
30. The University must provide the written decision to both parties simultaneously.
31. The determination regarding responsibility becomes final, either on the date that the University provides the parties with the written determination of the result of the appeal, if one is filed or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
32. The respondent shall not be informed of all remedies offered to the Complainant unless they specifically relate to the respondent.
33. The Title IX Coordinator or the Deputy Coordinator is responsible for effective implementation of any remedies.

APPEALS

34. Each party shall have an equal opportunity to file a written appeal to the University's dismissal of a formal complaint or any allegations in the complaint or a determination regarding responsibility, within 10 calendar days of receipt of the determination on the following bases:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time of the determination regarding responsibility (the hearing decision) or dismissal was made, that could affect the outcome of the matter; and/or
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.
35. The appeal shall be filed with the Title IX Coordinator, who will assign the appeal to a trained senior administrator or external party for decision.
36. As to all appeals, the Title IX Coordinator must:
 - a. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - c. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in this Policy;
 - d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - e. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - f. Provide a written decision simultaneously to both parties.
 - g. Appeals shall be resolved within 30 calendar days from the date of filing, unless good cause is shown, with written notice to the parties. Good cause may include, but shall not be limited to: the unavailability of parties, a party's advisor, or a witness (if needed); delays caused by concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; school closings; or emergencies caused by the pandemic.

SANCTIONS

A complaint alleging sexual misconduct does not alone constitute proof of prohibited conduct. As such, the fact that a complaint has been filed against an individual in the past shall not be taken into consideration when evaluating or making decisions regarding the academic or employment status of such individual, unless the previous or current investigation results in a finding of a policy violation.

Persons found to be in violation of this policy will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. Possible sanctions include: educational sanctions, oral or written warning/reprimand, loss of privileges, mandatory training or counseling, disciplinary probation, performance improvement plan, last chance agreement, University or social probation, expulsion from school, reassignment, fine, restitution, no-contact order, restriction from specific University programs or activities, restriction from University employment, involuntary leave of absence, and/or removal and exclusion from Parker University property.

EMERGENCY REMOVAL

The University may remove a respondent from the University's education program or activity on an emergency basis, provided that the University performs an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision shall not modify any rights under the Section 504 of the Rehabilitation Act of 1973 or other applicable laws.

Title IX Sexual Harassment Policy

Training, Prevention and Education

Parker University provides educational resources, programming and counseling services throughout the year related to the prevention of sexual assault, stalking, and domestic and dating violence. Educational awareness and training programs are presented during student and employee orientations. The Title IX Coordinator also provides routine and ongoing education and training related to the prevention of sexual assault, stalking, and domestic and dating violence.

Parker University now requires that all students and employees successfully complete an on-line training course/program on the awareness and prevention of sexual assault, stalking, and domestic and dating violence. The on-line training course/program is currently provided through an outside vendor and addresses the following:

- Definitions of sexual harassment, sexual assault, domestic violence, dating violence, stalking, and consent;
- Safe and positive options for bystander intervention that may be utilized by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person; and
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks, among other topics.

In addition to the on-line training course/program, students and employees are required to successfully complete a refresher course/program annually.

All individuals designated to serve as investigators, deciders, facilitators, advisors, and appeal panelists under this policy (including the University's Title IX and Disability Coordinator) receive training and education regarding these policies as required by Title IX and Clery Act regulations. Investigators are trained on how to conduct proper investigations in a prompt, thorough, and impartial manner. Training and certification is conducted by the Title IX Coordinator, and by other trained professionals.

Title IX Sexual Harassment Policy

Record Keeping

The University must maintain, for a period of seven years, records of:

1. Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required under this policy; any disciplinary sanctions imposed on the respondent; and, any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result of the appeal;
3. Any informal resolution and the result of the informal resolution; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The University must make these training materials publicly available on its website.
5. A University must create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the University must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the University's education program or activity. If the University does not provide a complainant with supportive measures, then the University must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

All Programs

ACDS - Diagnostic Cardiovascular Sonography (AAS)

General

Degree Type

Associate of Applied Science

Major Title

Diagnostic Cardiovascular Sonography (AAS)

Mission

The Diagnostic Cardiovascular Sonography Program at Parker University provides students with the academic and clinical knowledge to prepare them for a career in the healthcare industry.

Catalog Full Description

Ultrasound of the heart chambers, valves, and vessels are conducted by technologists called Cardiovascular sonographers or Echocardiographers. They use diagnostic sonography equipment to provide patients with competent medical services and physicians with echocardiograms and vascular exams. These exams can be done while the patient is resting or after physical activity. The technologists work under a licensed physician and help assist them in an overall diagnosis of the patient.

Parker University's Diagnostic Cardiovascular Sonography Program consists of 8 general education courses, 11 technical courses, and 7 months of clinical experience courses for a total of 7 trimesters (24 months). Parker University conducts courses on a year-round basis with scheduled breaks each year. Students accepted into the Diagnostic Cardiovascular Sonography Program are required to successfully complete all general education courses required for the DCS program with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the major curriculum.

The major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of (75%). If a student fails a course, they must wait until the course re-sequences contingent upon not exceeding the program's maximum capacity. The student is permitted to repeat a professional course one time with two maximum course attempts. Students in the Diagnostic Cardiovascular Sonography program are held to the standards of the university's Satisfactory Academic Progress Policy.

Due to the evolving nature of the Diagnostic Cardiovascular Sonography field, the DCS curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed due to academic failure and are permitted to return to complete the program with another class, are required to test their didactic and/or laboratory skills. The student must pass with a 78% to re-enter the program. They will be required to audit the class before and pass with a weighted total of 75%. Additionally, students are required to meet the graduation requirements of the class to which they return.

Professional Licensure Disclosure

Graduates of this program may seek voluntary national certification exams which are available through Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonographers (ARDMS). These organizations have been recognized as credentialing agencies for cardiac technologist certification and vascular technology certification. The cardiac CCI exam must be attempted prior to graduation. Certification may be a condition for employment. Refer to www.ARDMS.org or ccionline.org/ for more information.

Enrollment in and graduation from Parker University's Diagnostic Cardiovascular Sonography program does not guarantee future licensure or employment. Once registered in the United States as a Diagnostic Medical Sonographer, employment is possible in all US territories.

State	Eligible for Professional Licensure
Alabama	Yes
Alaska	Yes
American Samoa	No licensing regulations/regulating body
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes
Federated States of Micronesia	No licensing regulations/regulating body
Florida	Yes
Georgia	Yes
Guam	Yes
Hawaii	Yes
Idaho	Yes
Illinois	Yes
Indiana	Yes
Iowa	Yes
Kansas	Yes
Kentucky	Yes
Louisiana	Yes
Maine	Yes
Maryland	Yes
Massachusetts	Yes
Michigan	Yes
Minnesota	Yes
Mississippi	Yes
Missouri	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Hampshire	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes

North Carolina	Yes
North Dakota	Yes
Northern Mariana Islands	No licensing regulations/regulating body
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania	Yes
Puerto Rico	Yes
Republic of Palau	No licensing regulations/regulating body
Republic of the Marshall Islands	No licensing regulations/regulating body
Rhode Island	Yes
South Carolina	Yes
South Dakota	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virgin Islands	No licensing regulations/regulating body
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	Yes
Wyoming	Yes

General Information

Length of Program

The Associate of Applied Science with a major in Diagnostic Cardiovascular Sonography is seven trimesters, 24-month program (based on full-time status). The Associate of Applied Science in Diagnostic Cardiovascular Sonography program must be completed within nine trimesters of initial admission.

Mode of Instruction

The Associate of Applied Science degree with a major in Diagnostic Cardiovascular Sonography will be offered through academic and clinical studies. The DCS curriculum includes both on campus classroom education and clinical training. General education courses are offered on campus and online. The program curriculum encompasses both independent and collaborative learning.

Additional Information or Requirements

Additional Information

Computer Skills and Access

Cardiovascular Sonography students are required to demonstrate a variety of computer skills throughout the program. All students must be able to access the Parker University online teaching platform, Brightspace, for instruction and dissemination of information. Some Cardiovascular Sonography courses may operate with part of the content to be completed online and the remainder of the content delivered in the on-campus setting. Students are assigned a Parker University email address upon admission to the university. Students may utilize library computers on campus to check their Parker University email accounts and to access Brightspace. Brightspace and email accounts should be checked frequently for assignments, announcements and/or messages.

Admission Requirements

Application for admission to Parker University is a separate process which must be completed prior to applying to the Diagnostic Cardiovascular Sonography program. Please see the [Parker University website](#) for the Parker University admission process.

All applicants applying for admission into the DCS program must complete and meet the following requirements:

- Students are required to successfully complete all prerequisite classes for the Associate of Science in Diagnostic Cardiovascular Sonography.
- A grade of "C" or better in all courses and a minimum cumulative GPA of 3.0 (on a 4.0 scale) must be earned to be eligible to progress to the major courses of the program.
- An acceptable level -3 criminal background screening will be required for all who begin the program. Students with criminal charges and /or convictions may not be eligible for admission.
- A drug and alcohol screening will be required for all who begin the program.
- Completion of any healthcare degree (ex. RT. RN. LPN/LVN. PA. DC. MD.) which requires licensure must submit proof of good standing.
- Each DCS applicant is asked to complete a personal essay highlighting what led to pursuing a career in Diagnostic Cardiovascular Sonography and outline their specific career goals in medical imaging and what you know about sonography. The essay will be examined by all committee members.

Step 1

Enroll in Parker University and begin to take relevant DCS pre-professional phase requirements. Admissions to Parker University does not guarantee admission to the DCS program.

- The DCS program considers applicants on their eligibility and completion of admission requirements.
- Students must have completed all the required 25 pre-diagnostic sonography credit hours (general course work) with a grade of "C" or better and have a minimum cumulative GPA of 3.0 (on a 4.0 scale) at the time of submission to the DCS program.
- Prerequisite Anatomy & Physiology courses must have been taken within five years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waving this 5-year requirement provided the original prerequisites were completed.

Please note: Students who do not meet the coursework requirements will not be considered for the DCS program. If a student earns a grade of a "D" or "F," they must repeat the course to be eligible for admission. If the student wishes to repeat the course to continue his/her program of study, they will be required to go through the re-entry process as outlined in the Parker University catalog.

Step 2

Students must have proof of all immunization requirements before applying to the DCS program. Students without proof of completed immunizations will not be considered for entrance into the program.

- Completed Hepatitis B Series – Please note: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B Series prior to direct patient care. The Hepatitis B Series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer. Or Hepatitis B is a 2 stage series called Heplisav-B.
- Meningitis (MV) – Texas Legislature approved Senate Bill 1107 requiring all entering university students under the aged of 22 to submit evidence of being immunized against meningococcal meningitis.
- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test (TB), within the last 12 months- (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)
- Influenza

Please note: Clinical sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons.

Basic Life Support (BLS training from the American Heart Association CPR is required

Step 3

Write a one-page minimum personal essay highlighting what led to pursuing a career in Diagnostic Cardiovascular Sonography outlining specific career goals in medical imaging and what you know about sonography.

- APA format
- Proper grammar and spelling is expected as well as organization.
- Although not required, volunteer or observation in sonography along with reference letters is highly recommended.

Step 4

Read and sign all program acknowledgement and disclosure forms found online.

Step 5

Complete and submit the online DCS program application which can be found on www.parker.edu. Include all supporting documents required from Step 1, Step 2, Step, 3 and Step 4.

Diagnostic Cardiovascular Sonography program online application and all required documents must be submitted by the designated due date. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted. NO EXCEPTIONS. Submission of application does not guarantee an interview. Interviews will be determined by the amount of applicants each year.

Application Due Date – July 1st

Diagnostic Cardiovascular Sonography start date – September

The DCS program will accept 15 students a year. The number of students accepted may vary from year to year based upon the number of appropriate clinical sites available for clinical placements throughout the length of the program.

- Application to the program does not constitute admission.
- Completion and academic strength, past failures and withdrawals in all prerequisite courses may impact consideration for admission.
- Evaluation of all academic experience, past failure and withdrawals in other sonography programs will impact consideration for admission.
- It should be noted that not all applicants who meet minimum selection criteria will be invited to a personal interview.
- The selection committee reserves the right to request additional interviews before the final report is generated.

Acceptance

Applicants will be notified of acceptance by an email from Parker University. It is the applicants' responsibility to keep up with their email and notify Parker University if they have any change of address.

If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the university without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation based on his/her criminal record. The applicant will agree that the university will not be held liable in the case of failure to progress in clinical rotation and /or achieve licensure. Failure to disclose a misdemeanor or felony to the university is grounds for dismissal.

Once accepted into the program, it is the students' responsibility to notify the DCS program director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program.

Drug screening are performed as a condition of acceptance into the DCS program. The drug screen will part of student tuition. Failure to comply with the drug screen will result in dismissal from the DCS program.

Students must possess a current CPR certification in BLS from the American Heart Association. The students' card must not expire while participating in the DCS program. If the CPR for BLS Healthcare Provider Card expires during the student's time in the DCS program, they could be dismissed from the program.

Criminal Background

The student will obtain a national background check prior to application to the DCS program. Students cannot participate in lab or clinical studies involving patients without a clear criminal background check. According to the State of Texas and National Accreditation agencies, clinical training with employees, students, and volunteers who work with children, the elderly, or the disabled, must have a clear criminal background check. The facilities may choose to request additional nationwide and international criminal background checks. The final decision regarding acceptance of a student for clinical education is based on previous criminal history results with each facility. A criminal conviction may affect a graduate's ability to sit for the national licensure examination. An individual who is considering entering or who has already entered the DCS educational program can have his/her background reviewed by requesting an Ethic Review Pre-Application. Please note that there are costs to the student associated with both voluntary reviews.

Clinical Experiences

Clinical Education is an important part of the curriculum of the Diagnostic Cardiovascular Sonography Program. Supervised clinical experience is essential for professional preparation, as it provides the students with a "hands-on" opportunity to integrate academic knowledge with clinical skills in a professional setting.

Students are not allowed to receive compensation for hours worked during clinical experience. Clinical experience will consist of 40 hours per week in the students' assigned clinical site. Students will be graded on clinical performance just as they are classroom instruction.

Every effort will be made to provide local clinical experiences; however, students are not guaranteed local clinical placements and should expect clinical experience to be outside the area requiring traveling to and from the facility or possible relocation. Students do not have the option of choosing their clinical site or shift.

Prior to clinical experiences students will be required to provide immunization records, medical/health insurance, CPR/BLS, drug screening and level-3 background check. *If a student has a felony or misdemeanor on their record, they may not be placed at a clinical facility for their clinical experience. This may interfere with their ability to graduate.*

Interactions with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Diagnostic Cardiovascular Sonography Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the medical diagnoses' patients may have include tuberculosis, MRSA, hepatitis A, B, or C, HIV, COVID-19 or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards.

Technical Standards

In addition to academic and performance standards, students must be able to meet and maintain the following technical standards for the purpose of admission and continuation in the program:

- Communicate Effectively- Ability to interact with patients and healthcare professionals in both written and verbal form. Be able to articulate in a clear and distinct manner procedures, instructions and oral reports.

- Cognitive- Ability to execute complex mental processes. Obtain and retain didactic knowledge including many procedures and protocols with the ability to apply this knowledge for the purpose of collecting, interpreting, and integrating information to make examination related decisions. Utilize problem-solving skills while performing sonographic procedures to establish the best diagnostic information possible.
- Coordination- Gross body coordination such as maintain balance, hand-eye coordination, arm-hand steadiness and precision. Dexterity to operate control panel while manipulating transducer simultaneously.
- Visual and Hearing- Ability to distinguish color on Doppler procedures as well as various shades of gray while performing sonograms. Hearing must be adequate to perceive and interpret equipment signals, monitor alarms, and calls for help.
- Stamina- Ability to push/pull objects in excess of fifty (50) pounds. Ability to stand during examinations and long procedures. Lift and transfer patients from wheelchair or stretcher to and from examination table. Assist patients into proper position for examination.
- Emotional Stability- Ability to adapt and function under stress. Deal with the unexpected and adapt to change. Perform multiple tasks and responsibilities concurrently. Possess a strong work ethic, compassion and integrity.

Note: Student is subject to dismissal if after admission to the Diagnostic Cardiovascular Sonography Program it is discovered that a student cannot meet the technical standards.

Readmission Requirements

Students who withdraw or are dismissed from the program must apply for readmission according to university policy. No preferential consideration is given to prior students for readmission. Students will be readmitted one time only if the cumulative GPA and programmatic requirements are met in addition to the program not exceeding maximum class capacity.

Physical Requirements

Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting and moving patients and handling equipment in a clinical setting. Ability to stand or sit for up to eight hours per day and lift fifty pounds. This may include lifting, pulling, bending, and squatting. Additional requirements include but are not limited to clinical reasoning, attention to detail, efficiency, excellent hand/eye coordination, clearly distinguish color, ability to hear differences in sound and compassion. Direct patient contact may include invasive procedures and bodily fluids.

Persons with disabilities are eligible for admission if they can carry out classroom, laboratory and clinical assignments, patient intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all the requirements of the school and program. Parker University will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder completion of the curriculum. In considering a prospective or actual applicant who discloses a disability, Parker University may require an interview to determine if the individual meets the physical qualifications to complete the program. The [Office of Student Services](#) can provide more information regarding accommodations that Parker University might be able to provide.

Insurance Requirements

Students are required to provide proof of current personal health insurance to the clinical coordinator three months prior to the start of their clinical experience. It is the responsibility of the student to obtain and maintain health insurance. It is their responsibility to provide an updated copy of their insurance to the clinical coordinator if insurance changes are made when enrolled in the program.

All health science students are required to carry professional liability insurance. This type of insurance is automatically purchased through Parker University's registration fees. Liability coverage for the students' clinical education does not apply outside scheduled clinical affiliation time.

Additional Expenses included in Tuition

In addition to tuition and textbooks, school supplies and fees, DCS students should expect to have the following expenses:

- SDMS Annual Membership
- Trajecsys
- Malpractice Insurance Fee
- Background and Drug Screening
- Licensing Exam Fees (Sonography Principles & Instrumentation (SPI), Cardiovascular Credentialing International (CCI), American Registry for Diagnostic Medical Sonography (ARDMS))

Additional Expenses not included in Tuition

- Costs to attend clinical experiences including meals, travel, parking, lab coat, scrubs, room and board if necessary and any other costs incurred with clinical education courses.
- Plain-colored (program specific) scrubs with the Parker University logo
- Mandatory health insurance
- Physical examination by a physician including immunizations and laboratory tests
- CPR/BLS American Heart Association certification (class offered at Parker University or show proof of completion)
- Castle Branch (provided from the PD)
- Scrub jacket (provided from the PD)

Standards of Appearance

Proper professional dress and appearance are required. The DCS program has a firm dress code guideline for all students (this includes fieldtrips and observation visits, clinical settings and campus). All attire must always be well-maintained and clean. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up and accessories.

- Daily Hygiene
- Students having hair longer than collar length shall tie it back with no decorative adornment
- Beards and facial hair shall be neatly trimmed
- Perfumes, colognes, and aftershave are not allowed
- Closed toe, light-in-color, clean shoes (no cloth or shoes with air holes on the top) with socks must be worn
- Approved standardized scrubs
- Jewelry is limited to one ring on each hand (engagement rings, wedding rings, graduation rings) and wristwatch. One small post earring on each ear permitted. No other jewelry or body piercing allowed
- Natural appearing make-up
- Fingernails – clean, neat, trimmed short; nail polish may be limited to clear or neutral shades
- Name tag
- No visible tattoos
- Plain colored (program specific) scrubs with the Parker University logo fitting appropriately
 - Neckline must not be too low
 - Pants must not be too large or small and worn at the natural waist.

Note: During clinical placements students are to follow the established dress code for their assigned placements.

Clinical Attendance

Students are expected to be at their clinical site every day except when ill or needed for an emergency in the immediate family. If more than three (3) days are required for personal illness or immediate family emergency, a conference is required between the clinical coordinator and the clinical instructor to determine opportunities and scheduling for lost days. It is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish clinical rotation if it extends beyond the scheduled time period. Students withdrawn from clinical courses will be required to repeat the entire course.

Note: Up to three (3) days can be taken for illness or family emergency only. *Students are not entitled to time off during clinical fieldwork.*

Students should notify their supervisor in advance if there are extenuating circumstances that require them to be absent from the location. Under **no** circumstances should a student ever be absent without notifying their supervisor.

Students are expected to be located at their clinical education site and ready to scan at the time their shift begins. Example: If a shift begins at 8:00 am, the student should be ready to scan at 8:00 am. If the student arrives at 8:00 am, they are not ready to scan and will be considered tardy.

In the event of inclement weather, students should monitor university and facility closures, road conditions, and follow guidance from the program director or clinical coordinator. Inclement weather does not automatically excuse a student from clinical; students must wait for specific instructions.

Any student displaying unprofessional behavior while in the clinical setting causing the clinical preceptor to request their removal from the site is subject dismissal from the program. Students displaying unprofessional behavior while performing clinical experience which causes Parker University to lose the clinical affiliation will be terminated from the program and will not be considered eligible for re-entry.

Program Requirements

Program Student Learning Outcomes

The goal of the Diagnostic Cardiovascular Sonography is to prepare competent entry-level sonographers in the cognitive(knowledge), psychomotor (skills), and affective (behavior) learning domains for the Adult Cardiac and Vascular concentrations . The goals reaffirm the program's commitment to meet the diverse needs of students, the college, and the community.

- By graduation the sonographer will be able to perform the following:
 - Utilize patient history and relevant clinical information to obtain optimal diagnostic results (C) (clinical comps) (JRC-DMS graduate survey) (Employer Survey)
 - Demonstrate the knowledge and the skills to perform, obtain and analyze anatomic, pathologic and/or physiologic observations made during procedures to present to the interpreting physician (C, P) (clinical comp, JRC-DMS graduate survey and JRC-DMS employer survey)
 - Demonstrate the use of strong clinical judgement when performing sonographic exams (P) (clinical site mid rotation evaluation, clinical site exit evaluations)
 - Utilize skills to act in a professional and ethical manner while communication with patients, professional peers, and physicians (A) (clinical site mid rotation evaluation) (clinical site exit evaluation) (JRC-DMS employer survey)

Learning Domains: C=Cognitive; P=Psychomotor; A=Affective

Degree and Graduation Requirements

The Associate of Applied Science – Diagnostic Cardiovascular Sonography is a 76-credit hour program which requires:

- 25 credit hours - General education - Pre- DCS
- 34 credit hours – DCS major curriculum
- 17 credit hours - Clinical fieldwork education

In addition to Parker University's graduation requirements, a student in the Diagnostic Cardiovascular Sonography program must complete to the following:

- Complete all degree requirements with a grade of 75% or higher in all courses.
- Register, and take a national credentialing examination.
 - ARDMS SPI registry taken and passed before completing the program, CCI exam attempted.

Curriculum

Course order, content and credit hours is subject to change.

<u>ASSOCIATE OF APPLIED SCIENCE - DIAGNOSTIC CARDIOVASCULAR SONOGRAPHY</u>		
GENERAL EDUCATION COURSES		25 Semester Credit Hours
MAJOR REQUIREMENTS		51 Semester Credit Hours
TOTAL		76 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	25 Semester Credit Hours	
BIOL 2401	4	Anatomy and Physiology I - no substitutions
BIOL 2402	4	Anatomy and Physiology II - no substitutions
ENGL 1301	3	English Composition I - no substitutions
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
HPRS 1106	1	Essentials of Medical Terminology
Mathematics	3	Choose from: College Algebra, Calculus or Statistics
PHYS 1401	4	College Physics - no substitutions
PSYC 2301	3	General Psychology - no substitutions
MAJOR REQUIREMENTS	51 Semester Credit Hours	
DMSO 1310	3	Introduction to Sonography
DMSO 1302	3	Basic Ultrasound Physics
DMSO 1342	3	Intermediate Ultrasound Physics
DSAE 1322	3	Cardiovascular Concepts
DSAE 1303	3	Introduction to Echocardiographic Techniques
DSAE 2341	3	Echocardiographic Evaluation of Pathology I
DSAE 2352	3	Echocardiographic Evaluation of Pathology II
DSAE 2364	3	Advanced Echocardiography
DSVT 1311	3	Introduction to Vascular Technology
DSVT 1322	3	Principles of Vascular Technology
DSVT 1333	3	Advanced Vascular Technology
DSAE 2155	.5	Adult Echocardiography Advanced Review I
DSAE 2156	.5	Adult Echocardiography Advanced Review II
DSAE 2371	3	Clinical I
DSAE 2272	2	Clinical II
DSAE 2273	2	Clinical III
DSAE 2274	2	Clinical IV
DSAE 2275	2	Clinical V
DSAE 2376	3	Clinical VI
DSAE 2377	3	Clinical VII

ANAT - Anatomy (BS)

General

Degree Type

Bachelor of Science

Major Title

Anatomy (BS)

Mission

The mission of the Bachelor of Science degree with a Major in Anatomy offers students a Bachelor of Science degree with an emphasis in the biological sciences, scientific research, and service to the community.

Catalog Full Description

The Bachelor of Science degree in Anatomy, with an optional minor, provides a broad-based education in modern life science while offering the opportunity for students to concentrate their efforts within various biological disciplines. The Bachelor of Science curriculum includes a strong background in the supporting sciences: Chemistry, Physics, and Mathematics and prepares students for admission to graduate, medical, chiropractic, dental, optometric, and other health related programs. Graduates can also pursue careers in teaching and research or work in pharmaceutical, biomedical and biotechnology industries.

The Bachelor of Science with a Major in Anatomy is recommended for students intending to enroll in the Doctor of Chiropractic program but still need to meet admission requirements. First-time college students can acquire a BS in Anatomy with a minor, a Doctor of Chiropractic degree, and a master's degree in 5.5 years. The Bachelor of Science degree in Anatomy includes the 90-hour prerequisites for admission to the Doctor of Chiropractic program at Parker. After successfully completing trimester four of the Doctor of Chiropractic program, students may apply to graduate with a Bachelor of Science in Anatomy. They may then apply for admission to a master's degree starting in trimester six of the Doctor of Chiropractic program. Students must meet admission requirements to other degree programs. Admission to master's degree programs is not guaranteed, and requirements may vary.

General Information

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms.

Mode of Instruction

The Bachelor of Science degree with a major in Anatomy program will be offered through a variety of instructional formats (i.e., on-campus, online and hybrid instructional formats).

Additional Information or Requirements

Additional Information

STEM (Science, Technology, Engineering and Math) courses have a 5-year timeframe for transferability. This is typically because advancements in the field evolves the understanding or practical methodologies used within them. STEM credits older than 5 years are non-transferable to the Bachelor of Science with a major in Anatomy for applicants seeking future enrollment into a graduate academic degree program (i.e. Master's or Doctoral science degrees) or doctoral healthcare programs (i.e., medicine, dentistry, etc.). This requirements does not apply to pre-chiropractic students. Exceptions to the 5-year time limitation must be approved by the Program Director and the Academic Dean of offering the degree.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Demonstrate a mastery of human anatomy by identifying anatomical structures.
- Demonstrate a mastery of the anatomical landmarks and structural relationships of the human.
- Demonstrate and contrast the functional and structural divisions and organization of the nervous system.
- Provide students a foundation for future studies in academic graduate science and advanced healthcare related degrees.

Degree and Graduation Requirements

The Bachelor of Science with a Major in Anatomy program requires a minimum of 120 semester credit hours of coursework which are as follows:

- 36 Semester credit hours in General Education courses.
 - 84 Semester credit hours in Major Requirement courses.
- OR
- 36 Semester credit hours in General Education courses.
 - 54 Semester credit hours in Major Requirement courses.
 - 30 Semester credit hours in Minor Requirement courses.

The Bachelor of Science in Anatomy program must be completed within 15 terms.

Curriculum

<u>BACHELOR OF SCIENCE - ANATOMY</u>		
GENERAL EDUCATION COURSES	36 Semester Credit Hours	
MAJOR REQUIREMENTS	84 Semester Credit Hours	
TOTAL	120 Semester Credit Hours	
GENERAL EDUCATION MAJOR COURSES	36 Semester Credit Hours*	
Course ID	Cr	Course Title
Communication	6	Choose from English Composition, Speech Communication, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: College Algebra, Trigonometry, Statistical Methods, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	9	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS	84 Semester Credit Hours	
CHEM 1411	4	General Chemistry I (lecture + lab)
CHEM 1412	4	General Chemistry II (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
CHEM 2423	4	Organic Chemistry I (lecture + lab)
CHEM 2425	4	Organic Chemistry II (lecture + lab)
PHYS 2425	4	University Physics I (lecture + lab)
PHYS 2426	4	University Physics II (lecture + lab)
BASC 4315	3	Biochemistry I
BASC 4316	3	Biochemistry II
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
BASC 4404	4	Developmental and Applied Anatomy (lecture + lab)
BASC 4405	4	Neuroscience (lecture + lab)
BASC 4406	4	General Pathology (lecture + lab)
CLSC 4411	4	Diagnostic Imaging I (lecture + lab)
BASC 4501	5	Gross Anatomy I (lecture + lab)
BASC 4502	5	Gross Anatomy II (lecture + lab)
BASC 4503	5	Physiology I (lecture + lab)
BASC 4514	5	Physiology II (lecture + lab)
BASC 4605	6	Microbiology/Immunology (lecture + lab)

BACHELOR OF SCIENCE-ANATOMY WITH MINOR		
GENERAL EDUCATION COURSES		39 Semester Credit Hours
MAJOR REQUIREMENTS		54 Semester Credit Hours
MINOR REQUIREMENTS		27 Semester Credit Hours
TOTAL		120 Semester Credit Hours
GENERAL EDUCATION COURSES		39 Semester Credit Hours
Communication	6	Choose from: English Composition, Speech Communication, or equivalent
Creative Arts/Humanities	3	Choose from: Music Appreciation, Literature, or equivalent
Mathematics	6	Choose from: College Algebra, Statistics, Trigonometry, or equivalent
Social Sciences/Behavioral Sciences	9	Choose from: History, Government, Psychology, Sociology, Ethics, or equivalent
Natural Sciences	12	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology, Intro to Nutrition (highly recommended/required)
COSC 1301	3	Introduction to Computers
MAJOR REQUIREMENTS		54 Semester Credit Hours
Life Sciences with Labs - All Required		
CHEM 1411	4	General Chemistry I (lecture + lab)
CHEM 1412	4	General Chemistry II (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
<i>Category Total</i>	16	
Life Sciences Electives – select 2		
CHEM 2423	4	Organic Chemistry I (lecture + lab)
CHEM 2425	4	Organic Chemistry II (lecture + lab)
PHYS 2425	4	University Physics I (lecture + lab)
PHYS 2426	4	University Physics II (lecture + lab)
<i>Category Total</i>	8	
DC Cross-Listed - not taken until in the DCP		
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
BASC 4605	6	Microbiology/Immunology (lecture + lab)
BASC 4501	5	Gross Anatomy I (lecture + lab)
BASC 4502	5	Gross Anatomy II (lecture + lab)
BASC 4503	5	Physiology I (lecture + lab)
BASC 4514	5	Physiology II (lecture + lab)
<i>Category Total</i>	30	
MINOR REQUIREMENTS		27 Semester Credit Hours
<u>Minor Requirements</u>		

BACHELOR OF SCIENCE-ANATOMY WITH MINOR		
BGMT 1301	3	Introduction to Management
SOCI 1343	3	Introduction to Public Health
HSCI 2301	3	Health Policy and Healthcare Systems
HSCI 2315	3	Disease Prevention and Health Promotion Concepts
KINE 2305	3	Community Health
Category Total	15	
Minor Electives	Choose 12 Semester Credit Hours From One Field of Study	
Integrative Health		
KINE 2364	3	Intro to Physical Fitness and Wellness
IHCR 3308	3	The Meaning of Health
HPER 2302	3	Health Behavior Theories and Planning Models
IHCR 3310	3	Introduction to Herbology
Nutritional Sciences		
NUTR 2315	3	Nutritional Assessment
NUTR 3376	3	Medical Nutrition Therapy I
NUTR 4386	3	Medical Nutrition Therapy II
NUTR 3301	3	Nutrition Counseling & Education
NUTR 4301	3	Advanced Nutrition and Metabolism
Strength & Human Performance		
HPER 1301	3	Intro to Strength and Human Performance
HPER 3403	4	Exercise Physiology (lecture + lab)
HPER 4403	4	Exercise Prescription and Application (lecture + lab)
HPER 4413	4	Biomechanics (lecture + lab)
HPER 4303	3	Strength and Conditioning Training

BSHP - Strength and Human Performance (BS)

General

Degree Type

Bachelor of Science

Major Title

Strength and Human Performance (BS)

Mission

The mission of the Bachelor of Science degree in Strength and Human Performance program at Parker University is to provide students the foundation in exercise and movement sciences to promote health, fitness, strength and conditioning, and human performance.

Catalog Full Description

The Bachelor of Science Degree in Strength and Human Performance curriculum provides a challenging and creative learning environment with an intensive program of study that is focused on exercise physiology, psychology, prescription, and application. Current and future health professionals seeking to expand their knowledge in exercise science and its application in the sports, health, and wellness industry will benefit from the Bachelors of Strength and Human Performance program. Students will choose between the Strength and Human Performance Practicum or the Strength and Conditioning Concentration.

Students that choose the BS in Strength and Human Performance **Practicum** will complete an 80-hour practicum in exercise and sports science-related field. The practicum experience includes field assignments that allow students to observe and document how professionals perform their job duties. The practical application of coursework is a crucial element in the education of students pursuing a career in exercise and sport science. The goal of the practicum is to bridge the gap between classroom theory and real-world job duties.

Students that choose to enroll in the BS in Strength and Human Performance with a **Concentration in Strength and Conditioning** will complete a 300-hour in-person internship simulating real-world job responsibilities in a related field. Students are enrolled in (4) Internship Experience courses during their last trimester designed to prepare students to sit for the Certified Strength and Conditioning Specialist (CSCS) exam through the National Strength and Conditioning Association. Students can apply for site placement at training facilities anywhere in the country. The internship is a full-time commitment with assigned work schedules for 300 total hours over 12 weeks. Interns will perform hands-on applications, as relevant to the field and will receive academic credit for their fieldwork experience and academic preparation for the CSCS.

Students that complete the BS in Strength and Human Performance may be eligible for the following certifications. American College of Sports Medicine (ACSM) Certifications:

- ACSM Certified Personal Trainer (ACSM-CPT)
- ACSM Certified Exercise Physiologist (ACSM-EP)
- ACSM Certified Group Exercise Instructor (ACSM-GEI)
- ACSM Certified Clinical Exercise Physiologist (ACSM-CEP)
- ACSM Exercise is Medicine Credential
- ACSM/ACS Certified Cancer Exercise Trainer (CET)
- ACSM/NCHPAD Certified Inclusive Fitness Trainer (CIFT)
- ACSM/NPAS Physical Activity in Public Health Specialist (PAPHS)

National Strength and Conditioning Association (NSCA) Certifications:

- Certified Strength and Conditioning Specialist (CSCS)
- Certified Special Population Specialist (CSPS)
- NSCA-Certified Personal Trainer (NSCA-CPT)

General Information

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms.

Both the practicum and the strength and conditioning concentration include 30 semester credit hours of general education courses, 67 semester credit hours of major courses, and 23 semester credit hours of concentration courses.

Mode of Instruction

The Bachelor of Science degree in Strength and Human Performance is offered online with an in-person component of either an 80-hour in person practicum or a 300-hour in person strength and conditioning internship, depending on the track chosen

Additional Information or Requirements

Additional Information

Basic keyboarding skills and use of Microsoft Office applications are required. Internet connection is required.

Program Requirements

Program Student Learning Outcomes

Graduates will demonstrate knowledge relevant to:

- The critical thinking skills that will enable success in graduate school
- The understanding of functional anatomy and biomechanics of the human body
- The ability to conduct health assessments, fitness testing, and prescribe exercise programs
- The skills needed as a personal trainer or strength and conditioning coach through the National Strength and Conditioning Association or the American College of Sports and Medicine.

Degree and Graduation Requirements

The Bachelor of Science with a Major in Strength and Human Performance requires a minimum of 120 semester credit hours of coursework which are as follows:

- 30 Credit hours in General Education courses
- 67 Credit hours in Major Requirements
- 23 Credit hours in Concentration Requirements

*The Bachelor of Science with a Major in Strength and Human Performance with a Concentration in Strength and Conditioning has the same requirements as outline above plus the completion of a 300-hour in-person internship.

The Bachelor of Science in Strength and Human Performance program must be completed within 15 terms.

BACHELOR OF SCIENCE - STRENGTH AND HUMAN PERFORMANCE		
GENERAL EDUCATION COURSES		30 Semester Credit Hours
MAJOR REQUIREMENTS		67 Semester Credit Hours
CONCENTRATION COURSES*		23 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	30 Semester Credit Hours	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	3	General Biology or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Sociology, or equivalent
PSYC 2301	3	General Psychology - No Substitutions
MAJOR REQUIREMENTS	67 Semester Credit Hours	
CHEM 1411	4	General Chemistry I (lecture + lab)
RSMT 2301	3	Introduction to Ethics
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
PHYS 1401	4	College Physics I (lecture + lab)
HPER 1306	3	Introduction to Strength and Human Performance
NUTR 2301	3	Introduction to Nutrition
HPER 3313	3	Motor Learning and Skill Development
HPER 3323	3	Business of Sport Management
NUTR 3323	3	Nutrition for Exercise Performance
HPER 3403	4	Exercise Physiology (Lecture + lab)
HPER 3304	3	Therapeutic Modalities
HPER 3333	3	Rehabilitation of Athletic Injuries
HPER 4303	3	Strength and Conditioning Training
HPER 4403	4	Exercise Prescription and Application (Lecture + lab)
HPER 4313	3	Cardiorespiratory Disorders and Fitness
HPER 4323	3	Kinesiology
NUTR 4301	3	Advanced Nutrition and Metabolism

PSYC 4302	3	Sport Psychology
HPER 4413	4	Biomechanics (Lecture + lab)
PRACTICUM EXPERIENCE CONCENTRATION COURSES*	23 Semester Credit Hours	
HPER 1311	3	Introduction to Health Promotion and Wellness
HPER 1333	2	First Aid and Safety
HPER 2302	3	Health Behavior Theories and Planning Models
HPER 2304	3	Epidemiology
HPER 2311	3	Entrepreneurial Skills for Small Business
HPER 4301	3	General Medicine in Sports
PSYC 3335	3	Psychology of Coaching
HPER 4499	3	Strength and Human Performance Capstone / Practicum
STRENGTH AND CONDITIONING CONCENTRATION COURSES*	23 Semester Credit Hours	
HPER 1333	2	First Aid and Safety
HPER 2302	3	Health Behavior Theories and Planning Models
HPER 2311	3	Entrepreneurial Skills for Small Business
HPER 4301	3	General Medicine in Sports
HPER 4419	3	Internship Experience I
HPER 4429	3	Internship Experience II
PSYC 3335	3	Psychology of Coaching
HPER 1311	3	Intro to Health Promotion & Wellness

*Choose one concentration option for degree completion.

BSNS - Nutritional Science (BS)

General

Degree Type
Bachelor of Science

Major Title
Nutritional Science (BS)

Mission

The mission of the Bachelor of Science degree in Nutrition Science is to apply scientific knowledge and clinical application to improve human health and well-being and to prepare students to pursue graduate studies, pre-health professional degrees, and careers in public health and nutrition policy.

Catalog Full Description

The Bachelor of Science degree in Nutrition Science integrates theory and evidence-based research focusing on the physiological, biological, and behavioral aspects of human nutrition, emphasizing the role of nutrition in health maintenance and disease prevention. The program provides a comprehensive nutritional science curriculum and the foundation for integrating nutrition across disciplines. The Nutrition Science degree is a pathway for students to advance to graduate studies, pre-health professional degrees, dietetics, public health, and research.

Beginning **January 1, 2024**, a graduate degree will be the minimum degree requirement for those seeking to become eligible for the registration examination for dietitians. ***The BS in Nutrition Science at Parker University does not qualify students to write for the RD exam. Students will need to apply to an ACEND accredited MS degree program to become a Registered Dietitian.***

General Information

Length of Program

Students can complete the degree in a minimum of 10 terms of instruction and with a maximum satisfactory time frame of 15 terms. The curriculum includes 51 semester credit hours of general education courses, 15 semester credit hours in elective courses, and 54 semester credit hours in major required courses.

Mode of Instruction

The Bachelor of Science degree in Nutrition Science is available through online education.

Additional Information or Requirements

Additional Information

Career Options

- Graduate studies
- Corporate Wellness
- Food Scientist
- Health Promotion
- Public Health
- Nutrition Educator
- Food Safety Auditor
- Food Service
- Nutrition Science Researcher

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Apply nutritional science to improve health and wellness at the individual and community levels.
- Analyze, synthesize, and evaluate scientific literature to make ethical, evidence-based decisions about nutrition.
- Integrate justice, equity, diversity, and inclusion principles into nutritional science and food systems decisions.
- Demonstrate skills and abilities as nutritional science and health researchers for post-graduate opportunities and/or entering the workforce.

Degree and Graduation Requirements

The Bachelor of Science in Nutrition Science requires a minimum of 120 semester credit hours of coursework which are as follows:

- 31 Credit hours in General Education courses.
- 15 Credit hours in elective courses.
- 74 Credit hours in major required courses.

The Bachelor of Science in Nutritional Sciences program must be completed within 15 terms.

BACHELOR OF SCIENCE DEGREE - NUTRITIONAL SCIENCES		
GENERAL EDUCATION COURSES		31 Semester Credit Hours
ELECTIVE REQUIREMENTS		15 Semester Credit Hours
MAJOR REQUIREMENTS		74 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	31 Semester Credit Hours	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
MATH 1342	3	Elementary Statistical Methods I
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Trigonometry, or equivalent
Natural Sciences	4	BIOL 1301: General Biology I BIOL 1101: General Biology I Lab
Social/Behavioral Sciences	6	Choose from: History, Government, Sociology, General Psychology, or equivalent
ELECTIVE REQUIREMENTS	15 Semester Credit Hours	
Health Field Related Electives	15	Recommended: HPER 1311, HPER 2302, HPER 2304, KINE 2305, RSMT 2301
MAJOR REQUIREMENTS	74 Semester Credit Hours	
CHEM 1411	4	General Chemistry I
CHEM 1412	4	General Chemistry II
CHEM 2423	4	Organic Chemistry I
CHEM 2425	4	Organic Chemistry II
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
BIOL 2312	4	Microbiology
BASC 4315	3	Biochemistry I
NUTR 2301	3	Introduction to Nutrition I
NUTR 2144	1	Introduction to Health & Nutrition Professions
NUTR 2310	3	Food Science & Systems
NUTR 2315	3	Nutritional Assessment
NUTR 3301	3	Nutrition Counseling & Education
RSMT 3351	3	Experimental Methods & Research Design: Special Topics
NUTR 3364	3	Public Health Nutrition
NUTR 4301	3	Advanced Nutrition & Metabolism

BACHELOR OF SCIENCE DEGREE - NUTRITIONAL SCIENCES		
NUTR 3376	3	Medical Nutrition Therapy I
NUTR 4386	3	Medical Nutrition Therapy II
NUTR 3374	3	Food & Culture
NUTR 5600 [±]	3	Nutrition in the Life Span
NUTR 6100 [±]	3	Nutrition for Exercise Performance
PSYC 5623	3	Psychology Eating Behaviors
CPST 4351	3	Nutrition Science Capstone

BSPSY - Sport Psychology (BS)

General

Degree Type

Bachelor of Science

Major Title

Sport Psychology (BS)

Mission

The mission of the Bachelor of Science in Sport Psychology degree is to provide students with the critical skills and knowledge necessary for professional, educational, and personal advancement in Sport Psychology.

Catalog Full Description

The Bachelor of Science degree in Sport Psychology reflects current trends in sports psychology through its emphasis on scientific research, psychological theory, and practice in coaching and counseling. In addition, the curriculum includes foundational courses in general psychology, applied sport psychology, exercise science, and positive leadership.

The program is an excellent preparatory program for students planning to attend graduate school in sport psychology, research, or a related field. In addition, the BS in Sport Psychology offers advanced training for professionals in education, coaching, health care, and wellness that wish to enhance their knowledge of Sport Psychology.

General Information

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes 34 semester credit hours of general education courses, 18 semester credit hours in interdisciplinary courses, and 69 semester credit hours in major required courses.

Mode of Instruction

The Bachelor's of Science degree in Sport Psychology is offered through distance education.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Interpret psychological theories and current trends in research related to sport psychology.
- Discuss the legal and ethical issues in sport psychology and athletic performance.
- Describe the physiological principles of athletic performance and the role of applied sport psychology in enhancing skills to improve athletic performance.
- Analyze and apply techniques to improve athletic performance and enhance mental well-being.
- Develop critical thinking and writing skills that describe empirical research.

Degree and Graduation Requirements

The Bachelor of Science in Sport Psychology requires a minimum of 121 semester credit hours of coursework which are as follows:

- 34 Credit hours in General Education courses.
- 18 Credit hours in elective courses.
- 69 Credit hours in major required courses.

BACHELOR OF SCIENCE - SPORT PSYCHOLOGY			
GENERAL EDUCATION CORE COURSES		34 Semester Credit Hours	
ELECTIVE COURSES		18 Semester Credit Hours	
MAJOR REQUIREMENTS		69 Semester Credit Hours	
TOTAL		121 Semester Credit Hours	
GENERAL EDUCATION COURSES	34 Semester Credit Hours		
Course ID	Cr	Course Title	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent	
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent	
Creative Arts/Humanities	3	Choose from: Fine Arts Appreciation, Literature, or equivalent	
MATH 1342	3	Elementary Statistical Methods I	
MATH 2342	3	Elementary Statistical Methods II	
Mathematics*	3	Choose from: Calculus, College Algebra, Finite Math, Trigonometry, or equivalent	
BIOL 1301	3	General Biology I	
BIOL 1101	1	General Biology I Lab	
PSYC 2301	3	General Psychology	
Social/Behavioral Sciences	3	Choose from: History, Government, Sociology, or equivalent	
ELECTIVE COURSES	18 Semester Credit Hours		
Health Field Related Electives	18	Recommended: HPER 1311, HPER 2302, HPER 2304, KINE 2305, NUTR 2301, RSMT 2301	
MAJOR REQUIREMENTS	69 Semester Credit Hours		
BIOL 2401	4	Anatomy & Physiology I	
PSYC 2322	3	Learning, Memory & Cognition	
PSYC 3304	3	Abnormal Psychology	
PSYC 3334	3	Social Psychology	
PSYC 3344	3	Applied Positive Psychology	
PSYC 4306	3	Neuroscience	
PSYC 4320	3	Personality and Motivation	
PSYC 4330	3	Research Methods in Psychology	
PSYC 4331	3	Psychology of Culture & Diversity	
PSYC 4351	3	Sport Psychology	
PSYC 4326	3	Biological Basis of Behavior	
PSYC 4323	3	Applied Sport Psychology	
PSYC 3335	3	Psychology of Coaching	
PSYC 4342	3	Psychology of Athletic Injury & Rehabilitation	

<u>BACHELOR OF SCIENCE - SPORT PSYCHOLOGY</u>		
NUTR 4364	3	Eating Disorders in Sports
PSYC 4363	3	Psychological Skills Training
HPER 3313	3	Motor Learning & Skill Development
HPER 3403	4	Exercise Physiology (Lecture + Lab)
HPER 4413	4	Biomechanics (Lecture + Lab)
HPER 3333	3	Rehabilitation of Athletic Injuries
PSYC 4499	3	Sport Psychology Capstone

CEKG - Electrocardiography

General

Degree Type
PFT

Major Title
Electrocardiography

Mission

The Professional Training in Electrocardiography at Parker University promotes competent EKG technologists eligible for immediate employment and certification to work in the healthcare industry.

Catalog Full Description

Parker University's Professional Training in Electrocardiography (EKG) will educate students to be a vital part of a cardiovascular healthcare team. EKG technicians focus on administering the different tests to assess a patient's cardiovascular system. Technicians utilize specialized equipment to create images and to conduct tests related to cardiovascular needs. Such assessments may be completed for diagnostic, therapeutic, and research purposes in the private practice or hospital settings.

The curriculum will develop competent electrocardiography technicians in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning and professional domains.

Parker University's Professional Training in Electrocardiography presents an integration of didactic, laboratory and clinical experiences. The curriculum prepares students to function as skilled cardiovascular technologists.

General Information

Length of Program
Two months.

Mode of Instruction

The professional training in electrocardiography courses is offered online with in-person observation along with Cardiopulmonary Resuscitation (CPR) and Electrocardiography Technician (EKG) instruction.

Additional Information or Requirements

Additional Information

Applicants must be 18 years of age and provide proof of high school graduation or General Educational Development (GED) to be considered for admission the professional training in electrocardiography.

Program Requirements

Program Student Learning Outcomes

Students completing the professional training in electrocardiography will be able to:

- Understand the anatomy and interconnected physiology of the heart
- Apply appropriate techniques to formulate risk reduction and patient outcomes

Degree and Graduation Requirements

The professional training in electrocardiography requires the completion of 6 credit hours of professional training in electrocardiography.

Curriculum

PROFESSIONAL TRAINING - ELECTROCARDIOGRAPHY		
COURSES	6 Semester Credit Hours	
TOTAL	6 Semester Credit Hours	
Course ID	Cr	Course Title
DSAE 1312	3	Principles of Electrocardiography
DSAE 1326	3	Advanced Techniques of Electrocardiography

CIS - Computer and Information Systems (BS)

General

Degree Type

Bachelor of Science

Major Title

Computer and Information Systems (BS)

Mission

Inspired by the foundational pillars of Parker University which emphasize on empowering education, research and leadership through service, the mission of the Bachelor of Science Degree in Computer Information Systems is to provide a thorough, well-rounded education in computer and information sciences, based on constantly evolving technologies and innovative techniques, that prepare graduates to serve as leaders in their field and their community. Graduates can identify and analyze opportunities and effectively utilize information technology in process management, providing the operational and strategic IT solutions needed by organizations.

Catalog Full Description

The Bachelor of Science in Computer Information Systems program helps students understand the methods, principles, and tools crucial to advance in today's information technology and cybersecurity landscapes. Required courses include a broad range of subjects such as software design, security, networking, communications, business, and mathematics. The program allows students to choose a concentration of Information Technology, Cybersecurity, or Healthcare Cybersecurity or all three with an Internship/Industrial Experience Program in IT= related organizations. The Bachelor of Science Degree in Computer Information Systems is a prerequisite for a wide range of advanced study or graduate programs.

General Information

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms.

Mode of Instruction

The Bachelor of Science with a major in Computer Information Systems program will be offered via the online instructional format. The other instructional formats such as on-campus or hybrid, can be offered based on significant student demand.

Additional Information or Requirements

Additional Information

Technical Standards

Credits, Degrees and Certificates earned from this institution do not automatically qualify the holder to participate in professional certification or licensure exams. Different IT certification examinations or tests are at the discretion of the student. Parker University does not guarantee graduates will successfully pass such exams.

Note: The Cybersecurity Concentration track includes material which is covered by the Systems Security Certified Practitioner (SSCP®) exam.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Exhibit the ethical leadership standards, technical knowledge, and critical thinking skills required of their profession in effective oral and written communications.
- Demonstrate proficiency in the following areas: object-oriented programming; event-driven, database-enabled applications with graphical user interfaces (including conceptual design); elegant and efficient coding; complete testing/debugging; and meaningful documentation.
- Demonstrate understanding of database concepts and proficiency in developing effective data models, designing and implementing relational databases, and manipulating data using SQL.
- Demonstrate an understanding of the technical fundamentals of telecommunications and computing networks, with reinforced knowledge of the layered network communications model, through hands-on laboratory experiences.

- Demonstrate an understanding of the integration of information systems within the enterprise by analyzing, diagramming, and evaluating the information systems processes of integrated business units. Emphasis will be placed on the functional models, physical architectures, and security controls of an organization.

Degree and Graduation Requirements

The Bachelor of Science with a major in Computer Information Systems requires a minimum of 120 semester credit hours of coursework which are as follows:

- 45 Credit Hours in General Education course
- 57 Credit Hours in Major Requirements
- 18 Credit Hours in a Concentration

The Bachelor of Science in Computer Information Systems program must be completed within 15 terms.

BACHELOR OF SCIENCE - COMPUTER INFORMATION SYSTEMS		
GENERAL EDUCATION COURSES		45 Semester Credit Hours
MAJOR REQUIREMENTS		57 Semester Credit Hours
CONCENTRATION COURSES		18 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	45 Semester Credit Hours	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	9	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS	57 Semester Credit Hours	
BCIS 1301	3	Fundamentals of Computer Information Systems
BCIS 1302	3	Programming Logic and Design
BMGT 1301	3	Introduction to Management
BCIS 2306	3	Fundamentals of Network Systems
BCIS 2307	3	Operating Systems
BCIS 2308	3	Data and Information Management
BCIS 2309	3	Ethical, Social, and Legal Dimensions of Computer
BCIS 2322	3	Client-Side Scripting (HTML)
BCIS 2390	3	System Analysis and Design
BCIS 3303	3	Networking II
BCIS 3311	3	IT Project and Service Management
BCIS 3313	3	Data Warehouse and Business Intelligence (BI)
BCIS 4301	3	Fundamentals of Information Security
BCIS 4311	3	Cloud Computing and Virtualization Methods
BCIS 4304	3	Introduction to UNIX/LINUX Administration
BCIS 4305	3	Advanced UNIX/LINUX Administration
BCIS 4361	3	IT Audit and Controls
BCIS 4362	3	Capstone Project I
BCIS 4363	3	Capstone II (Internship)
CONCENTRATION COURSES	18 Semester Credit Hours	
Choose from one of the following CIS Certificate Programs as a Concentration		
CYBERSECURITY		
BCSC 2302	3	Digital Forensics in Criminal Justice System

BACHELOR OF SCIENCE - COMPUTER INFORMATION SYSTEMS		
BCSC 2303	3	Threats of Terrorism and Crime
BCSC 2304	3	Risk Management: Assessment and Mitigation
BCSC 2305	3	Security Policy Analysis and Implementation
BCSC 3305	3	Fundamentals of Ethical Hacking & Penetration Testing
BCSC 4306	3	Database Security
HEALTHCARE CYBERSECURITY		
HITT 1311	3	Electronic Medical Records Systems (EMRS)
COSC 2303	3	Introduction to Digital Forensics
COSC 2304	3	Security Policy Analysis, HIPPA and Implementation
COSC 3305	3	Web Application Security I
COSC 3306	3	Network Security
COSC 4307	3	Intrusion Detection and Incident Response
INFORMATION TECHNOLOGY		
BCIS 2302	3	Computer Programming I
BCIS 2303	3	Computer Programming I Lab
BCIS 2304	3	Computer Programming II
BCIS 2305	3	Computer Programming II Lab
BCIS 3301	3	Data Structures and Algorithm Analysis
BCIS 3302	3	Data Structures and Algorithm Analysis Lab

CMA - Medical Assistant (Cert)

General

Degree Type
Certificate

Major Title
Medical Assistant (Cert)

Mission

The Medical Assistant Certificate mission is to provide comprehensive training that equips students with the skills and knowledge to excel as medical assistants, empowering them to grow their careers and improve healthcare quality within their communities as entering healthcare professionals.

Catalog Full Description

The Medical Assistant Certificate is designed to equip individuals with the skills and knowledge needed for careers in healthcare as proficient medical assistants. This program integrates classroom learning with practical training to build expertise in both administrative and clinical responsibilities, preparing students to work in diverse healthcare environments such as physicians' offices, hospitals, and outpatient clinics.

Medical assisting can serve as an excellent foundation for advancing to higher healthcare degrees. By working closely with healthcare professionals in clinical and administrative roles, medical assistants gain valuable hands-on experience and a deep understanding of patient care, medical procedures, and healthcare systems. This exposure helps them build practical skills, such as communication, time management, and technical expertise, which are essential for more advanced roles.

Additionally, many of the credits earned in a medical assisting certificate, such as courses in anatomy, physiology, and medical terminology, can often transfer to higher education programs like nursing, healthcare administration, or specialized medical fields such as sonography or radiology technologists. The experience and certifications obtained as a medical assistant can also strengthen applications to degree programs, making candidates more competitive.

Ultimately, medical assisting provides a steppingstone for those looking to advance in medical roles as it equips individuals with a strong knowledge base, real-world experience, and a clear understanding of the demands of the healthcare profession.

General Information

Length of Program

The Medical Assistant Certificate is intended to be completed in 12 months.

Mode of Instruction

The Medical Assistant Certificate is offered in a hybrid format. While some courses are offered online, some courses require in person lab components.

Additional Information or Requirements

Additional Information

Applicant Requirements:

Applicants may be high school seniors and must provide proof of high school graduation or a General Educational Development (GED) credential to be considered for admission to the Medical Assistant Certificate program.

Immunizations:

Students must have proof of all immunization requirements before applying to the MA program. Students without proof of completed immunizations will not be considered for entrance into the program.

Completed Hepatitis B Series

Please note: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B Series prior to direct patient care. The Hepatitis B Series includes a two-injection series or three injections. Hepatitis B could be a 2-stage series or a 3-stage series that will take at least 6 months to administer.

Meningitis (MV)

Please note: Texas Legislature approved Senate Bill 1107 requiring all entering university students under the aged of 22 to submit evidence of being immunized against meningococcal meningitis.

Mumps, Measles, Rubella (MMR)

Varicella

Tetanus and Diphtheria

Tuberculosis test, within the last 12 months- (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)

Influenza

Please note: Negative titer results may require a repeat of vaccine doses and additional titer screenings.

Program Requirements

Program Student Learning Outcomes

Students completing the Medical Assistant Certificate will be able to:

1. Demonstrate proficiency in performing essential administrative tasks such as scheduling appointments, managing medical records, billing and coding, and handling insurance documentation.
2. Display the knowledge and skills required to successfully pass national medical assistant certification exams, meeting or exceeding industry standards.
3. Perform key clinical procedures, including taking vital signs, collecting patient histories, performing blood draws, administering medications, and preparing patients for examinations, with accuracy and professionalism.

Degree and Graduation Requirements

The medical assistant certificate requires the successful completion of 39 credit hours of Medical Assistant curriculum.

Curriculum

MEDICAL ASSISTANT CERTIFICATE		
MAJOR COURSES		39 Semester Credit Hours
Course ID	Credit Hours	Course Title
Trimester 1	13	
HSCI 2310	3	Development of Health Professionals
MDAS 1305	3	Medical Terminology
BIOL 2401	4	Anatomy and Physiology I
RSMT 2301	3	Introduction to Ethics
Trimester 2	14	
MDAS 1353	3	Pharmacology for Entry Health Professions
HSCI 1372	3	Administrative Procedures
HSCI 1273	2	Laboratory Procedures for Entry Health Professions
HSCI 1392	3	Medical Insurance for Entry Health Professions
DSAE 1312	3	Principles of Electrocardiography
Trimester 3	12	
DSAE 1326	3	Advanced Techniques of Electrocardiography
HSCI 1326	3	Phlebotomy Principles
HSCI 1133	1	Phlebotomy Lab
HSCI 1193	1	Credential Review: Medical Assisting
HSCI 2400	4	Foundations of Clinical Practice

CNEUR - Clinical Neuroscience (MS)

General

Degree Type
Master of Science

Major Title
Clinical Neuroscience (MS)

Mission

The Master of Science Degree in Clinical Neuroscience will provide graduates with an in-depth study of human neuroanatomy, neurophysiology, and core concepts in functional neurorehabilitation in a variety of professional settings.

Catalog Full Description

The Master of Science in Clinical Neuroscience is designed for learners who already possess a bachelor's degree or higher. The curriculum will include courses in human neurobiology, the management of specific neurological disorders, harm prevention, professional communications, and emerging themes in the clinical neurosciences. All courses will be taught by experts with a Ph.D. or equivalent terminal degree in the relevant domain, or a professional degree plus an advanced qualification in a relevant domain (e.g., a fellowship or graduate degree). The elective Clinical Residency course will expose students to complex cases not typically seen in community-based primary care practices, such as traumatic brain and spinal cord injuries, paraplegia and the sequelae to limb amputations. The degree program will prepare graduates for positions in healthcare, healthcare education, and research, where they can work as educators, consultants, researchers, or team members supporting patient care and research efforts, depending on their background and training.

Professional Licensure Disclosure

The Master of Science in Clinical Neuroscience does not lead to professional licensure or certification. Completion of this degree does not authorize graduates to diagnose, treat, or provide healthcare services unless they already hold a valid clinical license. This program does not expand or alter the legally defined scope of practice for licensed healthcare professionals. Students are responsible for understanding and complying with all regulations governing professional practice in their jurisdiction.

General Information

Length of Program

The program consists of 36 credit hours which includes 3 credit hours of elective courses required. Courses are 7.5 weeks in length, and students may take one or two courses at a time. Students may complete the program in 12 to 24 months.

Mode of Instruction

The Master of Science degree with a major in Clinical Neuroscience will be offered in an online format. The Clinical Residency (NEUR 6325) elective course requires live attendance in Dallas, Texas.

Additional Information or Requirements

Additional Information

Admission Requirements

In addition to the university graduate admission requirements, all applicants applying for admission into the Clinical Neuroscience program must meet the following prerequisite requirements with a 'B' or above:

- Anatomy (or equivalent) – 6 credits

Applicants may be admitted into these programs with a four-year baccalaureate degree in the sciences or allied health sciences (or equivalent) from an accredited institution. A currently enrolled Doctor of Chiropractic student may enroll in the program provided they meet admission requirements and are enrolled in Tri 6 or higher of the DC program. All DC students must possess a 3.0 GPA and have achieved a minimum grade of B in both neuroscience courses in the DC curriculum.

Program Requirements

Program Student Learning Outcomes

Graduates will demonstrate knowledge of and clinical skills of relevance to:

- Clinically-relevant neuroanatomy of the peripheral, central, and autonomic divisions of the nervous system
- The biological basis of neurological disorders that have been shown to respond to manual and adjunctive therapies.
- Diagnosis of selected neurological disorders.
- Management of those neurological disorders that respond to manual and adjunctive therapies.
- The critical analysis of clinically-oriented, neuroscience research.
- Oral and written communication skills appropriate for presentation at scientific meetings and for peer-reviewed publication.

Degree and Graduation Requirements

The Master of Science with a Major in Clinical Neuroscience requires a minimum of 36 semester credit hours of coursework which are as follows:

- 30 Credit hours in major courses
- 3 Credit hours of electives
- 3 Credit hours in Capstone course

Curriculum

MASTER OF SCIENCE DEGREE - CLINICAL NEUROSCIENCE		
MAJOR COURSES		30 Semester Hours
ELECTIVES		3 Semester Hours
CAPSTONE COURSE		3 Semester Hours
TOTAL		36 Semester Hours
Course ID	Cr.	Course Title
Major Courses	30 Semester Hours	
NEUR 5300	3	Review of human neurobiology (45 hours)
NEUR 5401	3	Advanced functional neuroanatomy (45 hours)
NEUR 5302	3	Pain physiology and management (45 hours)
NEUR 5303	3	Sensorimotor integration and reflex physiology (45 hours)
NEUR 5304	3	Management of CNS disorders (45 hours)
NEUR 5305	3	Management of PNS disorders (45 hours)
NEUR 5306	3	Management of ANS disorders (45 hours)
NEUR 6106	3	Research Design and Scholarly Activity (45 hours)
NEUR 6310	3	Professional communications (45 hours)
NEUR 6312	3	Emerging themes in human neurosciences (45 hours)
Elective (Choose One Course)	3 Semester Hours	
NEUR 6326	3	Neuromodulation (45 hours)
NEUR 6327	3	Neurological Examination (45 hours)
NEUR 6325*	3	Clinical Residency (90 lab hours)
Capstone	3 Semester Hours	
NEUR 6320	3	Capstone Project (45 hours)
Total Hours	36 Semester Hours	

*The Clinical Residency course is required to be completed in person in Dallas, TX.

CT - Computed Tomography (Cert)

General

Degree Type
Certificate

Major Title
Computed Tomography (Cert)

Mission

The Certificate in Computed Tomography Program at Parker University produces competent CT Technologists eligible for immediate employment and certification by offering high quality educational and clinical experiences who respond to the needs of their patients while assuming a vital role in the patient's healthcare team.

Catalog Full Description

Computed Tomography is an advanced radiographic imaging modality that utilizes highly-collimated fan-shaped x-ray beam and array of radiation detectors to produce cross-sectional images of human body structures and organs needed by physicians for diagnostic purposes. Computed tomographic images can be reconstructed in various anatomical orientations to demonstrate image details that allow for better visualization of pathology, diagnostic analysis, and radiologic interpretations.

State	Eligible for Professional Licensure
Alabama	Yes
Alaska	Yes
American Samoa	No licensing regulations/regulating body
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes
Federated States of Micronesia	No licensing regulations/regulating body
Florida	Yes
Georgia	Yes
Guam	Yes
Hawaii	Yes
Idaho	Yes
Illinois	Yes
Indiana	Yes
Iowa	Yes
Kansas	Yes
Kentucky	Yes
Louisiana	Yes
Maine	Yes
Maryland	Yes
Massachusetts	Yes
Michigan	Yes
Minnesota	Yes
Mississippi	Yes
Missouri	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Hampshire	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes

North Carolina	Yes
North Dakota	Yes
Northern Mariana Islands	No licensing regulations/regulating body
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania	Yes
Puerto Rico	Yes
Republic of Palau	No licensing regulations/regulating body
Republic of the Marshall Islands	No licensing regulations/regulating body
Rhode Island	Yes
South Carolina	Yes
South Dakota	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virgin Islands	No licensing regulations/regulating body
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	Yes
Wyoming	Yes

General Information

Length of Program

Parker's Certificate in Computed Tomography can be completed in 4 months with a maximum satisfactory time frame of 6 months.

Mode of Instruction

The Certificate in Computed Tomography is completely online with clinical components on-site at clinic sites.

Additional Information or Requirements

Additional Information

Admission Requirements

All applicants applying for admission into the Computed Tomography Program must complete and meet the following requirements:

- Be a high school graduate or have earned a GED.
- Provide proof of being an ARRT Registered Radiologic Technologist or Registered Nuclear Medicine Technologist and licensed in the state of employment.

Application Process

Candidates for the CT Certificate Program must apply to the university.

- Complete an application to Parker University selecting Computed Tomography (CT) program.
- Submit a copy of current certification document from ARRT/ARRT card.
- Submit a copy of current license to practice as a Radiographer in the applicant's state of practice (if applicable).

- Provide official transcripts showing proof of earning a high school diploma or GED.
- Read and sign all program acknowledgment and disclosure forms provided by an admissions representative at Parker University.

**** Application to the program does not constitute admission.**

Clinical Experience

The purpose of clinical training is to provide the student with the necessary practical skills that will ensure the student masters competency in those procedures required by the ARRT. Procedure competency is continually evaluated by the instructors and qualified technical staff at the facility chosen to obtain competencies. Skills must be completed before the CT Certificate can be given.

Students are required to obtain their own clinical sites/facilities to meet the requirements. The Clinical Experience Requirements for CT consist of 59 procedures within the 8 following categories:

- Head and neck
- Spine and musculoskeletal
- Chest
- Abdomen and pelvis
- Musculoskeletal
- Special procedures
- Image display and post processing
- Quality assurance

Candidates must document complete diagnostic quality procedures according to the following rules:

- Choose a minimum of 25 different procedures out of the 59 in 8 different categories.
- Complete and document a minimum of 3 and a maximum of 5 repetitions of the chosen procedures (Less than 3 will not be counted).
- A minimum total of 125 repetitions across all procedures must be documented.
- No more than one procedure may be documented on one patient.

Students are expected to initiate and investigate new and more advanced learning opportunities, as those opportunities present themselves. Common, yet unplanned, opportunities for learning such as cardiac arrests, major trauma and rare conditions and diseases cannot by their nature be a planned part of clinical education. Therefore, the student should take the initiative to become engaged in those activities as they present themselves.

Program Requirements

Program Student Learning Outcomes

- Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures
- Students will demonstrate radiation protection methods

Degree and Graduation Requirements

The Certificate of Computed Tomography requires a minimum of 16 semester credit hours of major coursework.

Professional Licensure Disclosure

Enrollment in and graduation from Parker University's Computed Tomography program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. At this time, it is unknown if the Certificate in Computed Tomography meets the educational requirements for professional licensure in the following territories as there is no licensing board or regulating body:

- American Samoa
- Federated States of Micronesia
- Northern Mariana Islands
- Republic of Palau
- Republic of the Marshall Islands
- US Virgin Islands

For additional information, please check our website at Parker.edu and the [list of state requirements](#).

Curriculum

CERTIFICATE - COMPUTED TOMOGRAPHY		
MAJOR COURSES	16 Semester Credit Hours	
Course ID	Cr.	Course Title
CTMT 2432	4	Principles of Computed Tomography
RADR 2440	4	Sectional Anatomy for Medical Imaging
CTMT 2436	4	Computed Tomography Equipment and Methodology
CTMT 1491	4	Special Topics in Tomography Technology
TOTAL	16 Semester Credit Hours	

CYGA2 - 200 Hour Yoga Teaching Certificate

General

Degree Type	Major Title
Certificate	200 Hour Yoga Teaching Certificate

Mission

The mission of the 200-Hour Yoga Teaching Certificate is to equip all students with a solid foundation in yoga’s history, philosophy, and practice, while developing safe, inclusive teaching skills and professional readiness.

Catalog Full Description

The 200-Hour Yoga Certificate bridges ancient Eastern tradition with modern Western science to create a transformative learning experience. Students explore yoga's rich history, philosophy, and ethics while mastering practical skills in safe, inclusive teaching and holistic wellness. With a focus on self-discovery, professional growth, and community impact, the program empowers students to become confident, compassionate instructors ready to inspire and serve all populations in a rapidly evolving world. *The Yoga Teaching certificate program is pending approval by Southern Association of Colleges and Schools Commission on Colleges.*

General Information

Length of Program
200 hours over 15 weeks.
Mode of Instruction
Online lecture material and campus lab participation.

Additional Information or Requirements

Additional Information
The 200-Hour Yoga Teacher Certificate Program is not eligible for the Concurrent Program Enrollment or Advanced Academic Training Scholarship.

Students who meet the criteria for Concurrent Program Enrollment may pursue the Yoga Teacher Certificate while enrolled in their primary program; however, they will be fully responsible for all associated fees and 50% of associated tuition.

Program Requirements

Program Student Learning Outcomes
1. Recall and describe key historical events, philosophical concepts, and ethical principles of yoga relevant to personal practice and teaching. 2. Demonstrate safe execution and clear instruction of foundational yoga postures, pranayama, and meditation techniques 3. Construct coherent yoga sequences that accommodate beginner students and diverse needs 4. Explain basic anatomical structures and holistic wellness concepts such as Ayurveda, applying this knowledge to promote safety and balance in yoga practice. 5. Evaluate personal teaching skills through self-reflection and peer feedback, and apply ethical standards and professional behaviors necessary for yoga instruction.
Degree and Graduation Requirements
Completion o the 200 hour certificate course requirements.

Curriculum

200-HOUR YOGA TEACHING CERTIFICATE			
COURSES		200 CLOCK HOURS	
TOTAL		200 CLOCK HOURS	
Course ID	Course Title	On-Campus Lab Clock Hours	Online Clock Hours
YOGA 0311	The Yoga Path: History, Ethics, & Foundational Practice	16	36
YOGA 0322	The Art and Science of Yoga Practice	16	36
YOGA 0333	Beyond the Mat: Teaching Yoga, Building Business, & Serving All	16	36
YOGA 0399	Becoming the Teacher: Reflection & Professional Readiness	32	12

DC - Doctor of Chiropractic

General

Degree Type

Doctor of Chiropractic

Major Title

Doctor of Chiropractic

Mission

The mission of the Doctor of Chiropractic Program is to educate individuals as patient-centered chiropractic physicians and members of a collaborative interdisciplinary healthcare team while embracing education, research, and service.

Catalog Full Description

Consistent with the 2025 Standards of the Council on Chiropractic Education, the Doctor of Chiropractic program prepares:

...graduates to serve as competent, caring, patient-centered, and ethical doctors of chiropractic/chiropractic physicians qualified to provide independent, quality, patient-focused care to individuals of all ages and genders by:

1. Providing direct access, portal of entry care that does not require a referral from another source;
2. Establishing a partnership relationship with continuity of care for each individual patient;
3. Evaluating a patient and independently establishing a diagnosis or diagnoses; and,
4. Managing the patient’s healthcare and integrating healthcare services, including treatment, recommendations for self-care, referral, and/or co-management.

Parker University’s Doctor of Chiropractic program includes basic, clinical, and chiropractic education with an emphasis on conservative, functional, integrated, and patient-centered methods.

At Parker, chiropractic is taught as a science, philosophy, and art concerned with the relationship between the structure and function of the human body. Parker Doctors of Chiropractic focus their attention on the neuro-musculoskeletal system’s impact on the restoration and preservation of health and function while performing as unique practitioners in the modern integrated health care system.

Professional Licensure Disclosure

Enrollment in and graduation from Parker University’s Doctor of Chiropractic program does not guarantee future licensure or employment.

Each state sets the requirements for professional licensure within that state. In addition to the Doctor of Chiropractic degree and passage of National Board exams, some states require completion of a bachelor’s degree and quantitative requirements for specific clinical procedures. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. The chart below details the state requirements for licensure.

Additional information along with a state-by-state directory is published by the Federation of Chiropractic Licensing Boards on the Federation’s website www.fclb.org.

State	Disclosure
Alabama	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV .
Alaska	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
American Samoa	Unknown as there is no licensing regulations or regulating body
Arizona	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Arkansas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT. Minimum 4,400 total hours. Minimum 120 hours of physiological therapeutics.
California	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT; Minimum 4,400 total hours. Specific subjects and hours in the curriculum. To meet the clinical requirements, the student must complete 25 physical examinations, at least 10 of which must not be performed on student patients. Additionally, the student must perform 25 urinalyses, 20 complete blood counts (CBCs), and 10 blood chemistry tests. Conduct 30 X-ray examinations and provide 30 written interpretations of X-rays (film or slide); 10 proctological examinations and 10 gynecological examinations; 30 physiotherapy procedures on their own clinic patients; 250 patient treatments, including diagnostic procedures, adjustive techniques, and patient evaluations.
Colorado	By passing the National Board of Chiropractic Exam parts I, II, III, and IV. Minimum 120 hours of electrotherapy.
Connecticut	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Delaware	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
District of Columbia	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Federated States of Micronesia	Unknown as there is no licensing regulations or regulating body
Florida	With a bachelor's degree from an institution holding accreditation for that degree from a regional accrediting agency which is recognized by the United States Department of Education and by passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Georgia	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Guam	Unknown. Contact the Guam regulatory board at http://dphss.guam.gov/guam-board-of-allied-health-examiners/
Hawaii	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Idaho	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Illinois	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Indiana	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Iowa	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Kansas	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Kentucky	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Louisiana	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Maine	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT. Minimum 4,400 total hours.
Maryland	With a bachelor's degree from a college or university approved by an accrediting agency of the United States Department of Education and by passing the National Board of Chiropractic Exam parts I, II, III, and IV. Minimum 4,400 total hours.
Massachusetts	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Michigan	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Minnesota	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Mississippi	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV. Not less than 40 hours of instruction in the operation of X-ray machinery and not less than 40 hours of instruction in X-ray interpretation and diagnosis.

Missouri	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Montana	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Nebraska	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Nevada	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
New Hampshire	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
New Jersey	By passing the National Board of Chiropractic Exam parts I, II, III, and IV, Complete curriculum with specific subjects and percentages.
New Mexico	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
New York	By passing the National Board of Chiropractic Exam parts I, II, III, and IV; minimum of 24 semester hours in life and physical science courses, which may include, but not be limited to, courses in general biology, human anatomy, physiology, general chemistry, biochemistry, physics, biomechanics and kinesiology. At least half of these courses shall include a laboratory component.
North Carolina	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
North Dakota	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Northern Mariana Islands	Unknown. Contact the Northern Mariana Islands regulatory board at http://cnmibpl-hcplb.net/resources/files/Chiropractic%20Regulations.pdf
Ohio	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Oklahoma	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Oregon	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Pennsylvania	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Puerto Rico	With a bachelor's degree earned before enrollment in the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Republic of Palau	Unknown as there is no licensing regulations or regulating body
Republic of the Marshall Islands	Unknown as there is no licensing regulations or regulating body
Rhode Island	With a bachelor's degree earned before enrollment in the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
South Carolina	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
South Dakota	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Tennessee	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Texas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT, and have earned 90 undergraduate credit hours that are <u>transferable to the University of Texas at Austin</u> .
Utah	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Vermont	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Virgin Islands	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, and III
Virginia	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Washington	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
West Virginia	With a bachelor's degree earned before enrollment in the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV

Wisconsin	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Wyoming	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV

General Information

Length of Program

The Doctor of Chiropractic curriculum is designed to be completed in ten trimesters, with a maximum satisfactory time frame for completion of 15 terms. This includes seven trimesters of academic coursework and three trimesters of clinical internship.

If a student has interrupted their chiropractic education at Parker University, no credit will be given for previous coursework greater than 5 years old upon readmission (this requirement may be appealed to the SAP committee of the College of Chiropractic for students with special circumstances such as a first professional degree or a graduate degree in a related discipline who have been active in the workforce). Students readmitted to the program must follow the Readmission Policy.

Class Schedules

The curriculum in the Doctor of Chiropractic program requires a minimum of 10 trimesters for completion. All entering students are placed on a full-time schedule as presented in the University Catalog unless a reduced load is requested. Students may request a reduced schedule for a single term or for multiple terms. Reduced course loads will result in changes to the anticipated graduation date, increase the cost of the program, and may impact financial aid eligibility.

Students who fail or withdraw from courses receive academic advising and are placed on a modified schedule that includes the failed/withdrawn course(s). Modified schedules are designed to support successful academic progress and return students to a regular schedule of courses without violating course prerequisites or other academic policies. Students who do not accept the academic advising recommendations may experience further delay in program completion, higher costs to complete the program, and financial aid ineligibility.

Parker University reserves the right to set and/or modify the schedule of enrolled students.

Lab Schedules

Students are required to attend the lab section to which they are officially assigned. Lab section assignments are considered final, and **lab changes are not permitted once schedules are released**, except in the case of an approved **even swap**.

Lab Swap Process

- A student who wishes to change lab sections must identify a classmate willing to exchange lab sections.
 - Both students must complete and submit a **DC Lab Swap Request Form** to AskRegistrar@parker.edu.
 - The Registrar's Office will process the request within **two business days** of receiving completed forms from both students.
 - Approval is contingent on availability and the absence of scheduling conflicts for either student.
- **Individual lab change requests will not be accepted.**

Missed Labs Due to Scheduling Conflicts

If a student cannot attend their assigned lab due to extenuating circumstances (e.g., documented illness, emergency, university-sanctioned event), the absence will be reviewed under the **Excused Absence Policy**. These are not considered valid reasons for lab section changes, but missed labs may be addressed according to the excused absence protocol.

Appeals

Students who believe they have exceptional circumstances that justify a lab change outside of the approved process may submit an appeal in writing via email (CMaguire@parker.edu) to the **Office of the Dean of Academics**. Appeals are reviewed on a case-by-case basis and **are not guaranteed** to result in a change. A **non-refundable administrative fee** of \$25 will apply to any individual approved lab section change through the appeal process.

Final Deadline

All lab schedules must be finalized by the end of the **drop/add period (first 5 business days of the trimester)**. After this deadline, no further changes to lab schedules will be made, except in rare cases approved through the appeals process.

Mode of Instruction

Parker University's Doctor of Chiropractic Program embraces online learning and educational technology throughout the curriculum. Every DC course is accessible online via the learning management system's course page, where the syllabus, course calendar, grade book, and course material can be found. Coursework may be delivered in person in the classroom, synchronously online, and asynchronously. Many courses deliver lecture contact hours in all three formats. While the mode of delivery of lab and lecture varies, the learning activities and opportunities for interaction are commensurate with the contact hours and course content.

The DC program offers a blended track that allows the student to engage in primarily Basic Science coursework asynchronously in a fully online format for the first three trimesters, and for the first 12 weeks of the fourth trimester. Students then arrive on campus to focus on the hands-on components of the curriculum. The adjusting coursework threads have been refined in this track to allow an increased number of contact hours once these students arrive on campus. The blended track is offered as a curricular unit, and the courses therein are only available to students who have committed to this path of study.

Requesting a Change of Track

Eligibility

A student may request to change tracks no later than the end of Trimester 2. Change requests cannot be approved after the start of a term. Only one change of major request is permitted per student enrollment. To be eligible for a change between these tracks, students must meet the following requirements:

- Be in good academic standing with a minimum cumulative GPA of 2.25
- Be in good conduct standing with no record of academic misconduct

Approval

Approval is not guaranteed, and the University reserves the right to deny requests if the change would not be in the interest of student success.

Exceptions

The University recognizes that exceptional circumstances may warrant a change of track request for students who do not meet the criteria for eligibility. In such cases, students may submit a written request for an exception to the Dean of Academics for the College of Chiropractic. The Dean will then review the request with the College of Chiropractic Leadership Team (CCLT) and a determination will be made on whether the change is approved.

This policy aims to ensure that students who wish to change their major between the blended and traditional Doctor of Chiropractic tracks are able to do so under certain conditions. The University reserves the right to deny change of major requests.

Laboratory Participation

The Doctor of Chiropractic program includes many courses with associated laboratory experiences. The purpose of lab participation is to ensure active engagement in both the online and in-person components of each course. Laboratory participation is mandatory for all Doctor of Chiropractic program courses with associated laboratory experiences. Students must be present and actively engaged for the full duration of each lab session to receive attendance credit. Failure to meet these requirements will result in a loss of attendance credit.

All students are required to participate in laboratory activities unless a documented disability or other extenuating circumstance requires special accommodations. Laboratory experiences include but are not limited to, the following: microscopy, chemical experiments, cadaver dissection, physical and neurological examinations, palpation and adjustment, application of physiological therapeutics, and active care techniques. Students are expected to participate as both patients and examiners/ doctors in applicable laboratory experiences.

To maintain our educational standards and ensure consistent engagement in active learning, there are guidelines on lab session absences. Below are the specifics on excused absences, the consequences of exceeding these, and options for extended absences:

- Excused Absence Limit – Excused absences may be granted for a maximum of three lab sessions. No makeup opportunities will be granted for additional missed lab sessions.
- Extended Absence Alternatives – Students with greater than three lab absences are encouraged to seek potential alternative options provided in other policies including Dropping Courses, Withdrawals, and temporary grades of Incomplete.
- Students who accumulate a total of 5 or more absences from the lab component, whether excused or unexcused, will receive a grade of FA (Failed due to Absences) for the entire course, including lecture and lab components.

Electives

Electives are taught in a hybrid format with the lecture component being delivered online and the laboratory component delivered face-to-face and hands-on. Elective offerings may be impacted by faculty schedules and/or availability, as well as student interest.

Clinic Internship

The Doctor of Chiropractic program's Internship Practicum is a three-course sequence that students complete during their final year of enrollment (Trimesters 8, 9, and 10). Concurrently, students are enrolled in two other clinic courses called Clinical Development I and Clinical Development II.

Beginning in January 2026, students must pass the NBCE Part I exam in order to be enrolled in Internship Practicum and Clinical Development courses.

The three practicum courses, Internship Practicum I, Internship Practicum II, Internship Practicum III, and the two Clinical Development courses include lecture and laboratory hours. Hours correlate to participation in onsite or online educational activities and laboratory, as well as participation in patient service at one of the University's chiropractic clinics or one of the Community-Based Internship clinics. Each student is evaluated to measure achievement of each outcome of the educational Meta-Competencies from the Council on Chiropractic Education (CCE) during enrollment in each of these courses.

A student qualifies for graduation by passing each of the clinic courses, completing the quantitative patient service credit requirements, and achieving each of the CCE Meta-Competency Outcomes.

COMMUNITY BASED INTERNSHIP PROGRAM - The Community Based Internships (CBI) Department offers diverse clinical experiences in solo, multi-provider, multidisciplinary, and/or hospital settings, and is committed to enhancing the student's education in safe and productive clinical environments.

CBI opportunities are open for application to all students who meet set requisite benchmarks as published in the [CBI Handbook](#). The application process for each program will be opened by the CBI Department at scheduled intervals. For each CBI rotation, student interns will utilize all the skills taught at Parker University to experience a wide range of patient presentations. Guidance and supervision for all programs is given by credentialed Extension or Affiliate Faculty members of Parker University. Students complete their qualitative assessments while in the Parker Clinics and will have the opportunity to continue to obtain quantitative graduation credit requirements during participation in all CBI rotations.

PRACTICE BASED INTERNSHIPS (PBI) - Practice Based Internships encompasses the clinical experience in off-campus facilities in the local Dallas-Fort Worth area, state of Texas, and throughout the country. In this setting, interns will have the opportunity to provide chiropractic care to a variety of patients within private practice settings of either solo or multi-provider environments, while observing and learning successful practice management strategies. These opportunities will allow interns the ability to

expand their patient care knowledge and understanding by participating in supervised clinical experiences while learning various aspects of small business operations including front and back-office duties, shadowing the doctor, exam procedures and patient care participation. Student participation numbers in PBI varies from trimester-to-trimester and is dependent upon class size and the number of current participating private practice offices.

VETERANS AFFAIRS HOSPITAL ROTATION PROGRAM (VA HOSPITALS) - The Department of Veterans Affairs (VA) Hospital rotation offers a clinical experience whereby interns have the opportunity to provide chiropractic care to veterans experiencing a variety of health challenges within a multidisciplinary, highly regulated and fully electronic hospital environment. Students in this rotation will gain experience in their skills, abilities, and confidence seeing a variety of patient cases.

Out-of-Metroplex/State VA rotations, due to the competitive nature with interns from other chiropractic institutions, require a **Resume, Cover Letter and three Letters of Recommendation** due at the time of application. A list of the VA sites can be found at www.parker.edu/veterans-affairs-hospital-rotation/.

DEPARTMENT OF DEFENSE (DoD) ROTATIONS at MADIGAN ARMY MEDICAL CENTER and CAMP PENDLETON - During these rotations, interns will be supervised by a Doctor of Chiropractic and Parker University Extension Faculty at the Madigan Army Medical Center in Tacoma, WA or Camp Pendleton in Oceanside, CA. This veteran preferred program will provide a broad clinical experience working with a team of chiropractic experts within the Physical Medicine and Rehab Department. This department provides high quality physical therapy care to the beneficiaries of Madigan Army Medical Center or Camp Pendleton, including access to care and treatment levels consistent with producing the best possible outcomes. The Naval Hospital Camp Pendleton offers a unique opportunity for driven and passionate individuals to gain hands-on experience in a dynamic and fast-paced environment. The Madigan Army Medical Center's Chiropractic Clinic's mission, as stated from their website, is to *"maintain a fit force and high level of unit readiness while simultaneously integrating the highest quality preventive, clinical, surgical, and rehabilitative services; research; and graduate medical education so that we are the choice for musculoskeletal care among all our health care beneficiaries."*

CLEVELAND CLINIC FOUNDATION (CCF) - During this rotation, interns will be supervised by chiropractors and Parker University Extension Faculty at the Cleveland Clinic Foundation in Cleveland, OH. This program will provide a broad clinical experience and the opportunity to work alongside the CCF Chiropractic team. Housed within the Wellness Division, this also boasts such services as Acupuncture, Chinese Medicine, Integrative Medicine, Holistic Psychotherapy, Reiki and Masso-therapy. The student intern will have to opportunity to experience a true hospital environment with full support and referrals from within the Wellness Division and throughout the hospital. This will provide the intern a wide array of patient case experiences as they will be part of a multi-doctor approach to patient care. The goal of this rotation is to provide a diverse learning environment and help prepare the student to take on even the toughest cases with confidence and competence.

CHIROPRACTIC MENTORSHIP PROGRAM (CMP) - Interns who have completed all graduation credit requirements, except for their last 40% of required hours in IP3, and complete other IP3 course requirements, have the opportunity to complete these hours shadowing a practicing chiropractor. This is a program whereby an intern may learn more about a practice, its business operations by shadowing a licensed Doctor of Chiropractic in their day-to-day patient management and business operations. Applications for students and doctors are available from the CBI Department. Interested students should contact the CBI Department one trimester in advance, i.e., at the beginning of IP2. Only hours may be accrued in this rotation.

Additional Information or Requirements

Additional Information

Satisfactory Academic Progress – College of Chiropractic

In addition to the Satisfactory Academic Progress policy, the following are required of students on Warning in the Doctor of Chiropractic program:

- Repeat all failed or withdrawn courses (F, W, or FA) in the next trimester of enrollment unless approved by the Dean or Director of Student Success and Special Advising.
- Sign a Warning Contract with the Director of Student Success and Special Advising.
- Subject to a reduced load as determined by the Director of Student Success and Special Advising.
- Ineligible for the following: Federal work-study or other University employment, holding office in a campus organization, representing the university at outside functions.

To ensure timely completion of the DC program, Parker University requires students to successfully complete each course within a maximum of three attempts. Final course grades of W, F, or FA (Failed due to Absences) are not successfully completed:

- First Failed Attempt: *Academic Support*
 - Upon a failed attempt to complete a course, students are strongly encouraged to utilize [academic support services](#) and resources to enhance their performance.
- Second Failed Attempt: *Academic Concern*
 - If a student fails to complete a course for the second time, they will be placed on immediate Academic Concern status.
- Dismissal after Third Failed Attempt: *Academic Deficiency*
 - Upon failing to complete a course for the third time, irrespective of GPA or completion rate, the student will face **academic dismissal** from the program with the opportunity to appeal to the SAP committee.

National Board Exams

The National Board of Chiropractic Examiners (NBCE) was established to maintain uniformly high standards of excellence in the chiropractic profession and chiropractic education. The NBCE primarily prepares and administers examinations to qualified applicants. State licensing boards and/or legal agencies governing the practice of chiropractic may accept, at their discretion, those individuals who have successfully completed any part of the examinations.

NBCE exams include written exams Parts I, II, III, and PT, as well as clinical practical exam Part IV. All states require some or all parts of the NBCE exams to be passed as a prerequisite for licensing. A directory of state licensing requirements can be found in the Professional Licensure section of the Catalog or on the Federation of Chiropractic Licensing Boards' website at www.fclb.org.

Parker University is responsible for certifying that students are eligible to take National Boards in accordance with the deadlines set by the NBCE. Because of the importance of performance on National Board examinations, Parker University has requirements for certifying students for National Board eligibility.

The NBCE schedule allows all students on the standard 10-trimester curriculum to take all parts of the NBCE exams prior to graduation, but students who fail or withdraw from classes, on a special schedule, or take a leave of absence from the program may experience a delay in qualifying for NBCE exams.

Parker University is an official test site for Computer-Based testing (CBT) of the National Boards. However, the number of exam sessions, dates of the exams, and the number of students permitted to take the exams at the University are determined by NBCE.

NBCE Exam Timeline

Students are expected to fulfill the requirements of the National Board of Chiropractic Examiners (NBCE) exams within the timeline outlined below. While exam fees are included in the cost of attendance during the earliest eligible trimester, additional funding (Grad PLUS Loan or Alternative Loan) may be borrowed to cover the registration fees.

Part 1

- **Exam Eligibility:** Trimester 5, upon the completion of Trimesters 1-4 basic science coursework.
- **Financial Aid Eligibility:** Trimester 5, and Special Schedule 5.
- **Requirement:** Successful completion is required for registration in Trimester 8 Internship 1 Practicum and Clinic Development 1 (Winter 2026 and beyond).

Part 2

- **Exam Eligibility:** Upon completion of Trimesters 1-7 coursework.
- **Financial Aid Eligibility:** Trimester 8.
- **Requirement:** Exam must be taken before graduation. Passing score required to participate in CBI (Summer 2026 and beyond).

Part 3

- **Exam Eligibility:** After passing NBCE Part 1 and during enrollment in Trimester 8 or 9 or 10.
- **Financial Aid Eligibility:** Trimester 8.
- **Requirement:** Exam must be taken before graduation.

Part 4

- **Exam Eligibility:** After passing NBCE Part 1 and during enrollment in Trimester 9 or 10.
- **Financial Aid Eligibility:** Trimester 9.
- **Requirement:** Exam must be taken before graduation.

Physiotherapy (PHT) Exam

- **Exam Eligibility:** After successful completion of Parker's physiotherapy course sequence.
- **Financial Aid Eligibility:** PHT exam costs are not automatically included in a student's cost of attendance as the exam is not required in all states. Students should contact One Stop at ask1stop@parker.edu to discuss eligibility and funding options.
- **Licensure Note:** Passing the PHT exam is required for licensure in Texas. Students should review the [Professional Licensure Disclosure](#) to verify requirements in other states.

Graduation Requirement

Successful completion or current registration for **Parts 2-4** is required for graduation.

NBCE Exam Retake Policy

Parker University is committed to supporting students' success on the National Board of Chiropractic Examiners (NBCE) exams. Students who do not pass an NBCE exam on their first attempt must complete a **board review course** before retaking the exam.

Board Review Requirement

Students must:

- Enroll in a board review course approved by Parker University.
- Obtain approval from their academic advisor to ensure the board review course aligns with their program of study.
- Complete the board review course as outlined by the course provider.

Financial Aid Eligibility for Board Review Course(s)

A Grad PLUS Loan and an Alternative Loan may be used to pay for educational expenses, including board review course(s) and travel expenses related to board reviews.

- Students should contact One Stop at ask1stop@parker.edu to discuss eligibility and funding options.

- The student must complete the Cost of Attendance Increase form and provide documentation of the board review course, including the cost, course description, travel expenses, and enrollment verification.
- Once the Office of Financial Aid determines eligibility and approves the funding, the funds will be disbursed according to the institution's disbursement schedule.

Financial Aid for Retake Board Exam(s)

Current students who need to retake any portion of the National Board of Chiropractic Examiners (NBCE) exams are eligible to apply for a Grad PLUS Loan or an Alternative Loan to cover the exam fees. To qualify for financial aid, students must complete a Parker University-approved board review course before retaking the exam, as outlined in the **Board Review Requirement** section of this policy.

- **Financial Aid Eligibility:** Retake board exam costs are not automatically included in a student's cost of attendance as the exam is not required for all students. Students should contact One Stop at ask1stop@parker.edu to discuss eligibility and funding options.
- Financial aid is **not available** once a student has exited the University.

By implementing these policies and processes, Parker University aims to support student success on the National Board of Chiropractic Examiners (NBCE) exams and maximize the effectiveness of financial aid funds.

Program Requirements

Program Student Learning Outcomes

The Doctor of Chiropractic graduate meets the program's mission based on its program objectives consistent with the Meta-Competency Outcomes from the Council on Chiropractic Education Accreditation Standards, January 2025.

1. ASSESSMENT & DIAGNOSIS

Assessment and diagnosis require developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation; hypothesis generation and testing; and critical evaluation of diagnostic strategies. This dynamic process includes the collection and assessment of data through history, physical examination, imaging, laboratory tests, and case-related clinical services.

2. MANAGEMENT

Management involves the development, implementation and monitoring of a patient care plan for positively impacting a patient's health and well-being, including specific healthcare goals and prognoses. It may include case follow-up, referral, and/or collaborative care.

3. HEALTH PROMOTION AND DISEASE PREVENTION

Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognition of the impact of biological, chemical, behavioral, structural, psychosocial, and environmental factors on general health.

4. COMMUNICATION AND RECORD KEEPING

Effective communication includes oral, written, and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare-related activities, to include patient care, professional communication, health education, record keeping, and reporting.

5. PROFESSIONAL ETHICS AND JURISPRUDENCE

Professionals are expected to comply with the law and exhibit ethical behavior.

6. CULTURAL COMPETENCY

Cultural competency includes the knowledge, skills, and core professional attributes needed to provide care to patients with diverse values, beliefs, and behaviors, including the tailoring of health care delivery to meet patients' social, cultural, and linguistic needs in an effort to reduce disparities in healthcare delivery.

7. CHIROPRACTIC ADJUSTMENT/MANIPULATION

Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction; interpretation and application of clinical knowledge; and the use of cognitive and psychomotor skills.

8. INTER-PROFESSIONAL EDUCATION

Students have the knowledge, skills, and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical, or simulated learning environments.

Degree and Graduation Requirements

The Doctor of Chiropractic degree requires a minimum of 227.5 semester credit hours of coursework, which are as follows:

- 61 Semester Credits in Basic Science
- 53 Semester Credits in Chiropractic Sciences
- 61.5 Semester Credits in Clinical Sciences

- 46 Semester Credits in Clinical Internship
- 6* *Semester Credits in Electives* (*must complete a minimum of 3 elective courses)

Co-Curricular Graduation Requirements: Service-Learning Opportunities and Assemblies

The Doctor of Chiropractic program requires that students participate in co-curricular activities as a component of their educational program. To qualify for graduation or to be considered for a community-based internship, a student must have participated in no less than 24 University-sanctioned activities in this category. Students are therefore strongly encouraged to complete the assembly credit requirement prior to entering clinic in trimester 8.

The 24 events (assembly credits) must consist of the following: 18 General and 6 Seminar credits.

Students can track their progress toward fulfillment of this requirement on MyParker [Assembly Credit Tracking](#). Additionally, students, faculty, and staff periodically attend Parker University Assembly to learn from experts in various fields including health care, education, philosophy, science, and business. All assemblies must be approved by the Dean of Student Affairs.

Curriculum

The DC curriculum at Parker University is drawn from three academic areas and the Chiropractic Clinics. Courses are identified by a department prefix, course number, and course title. While many of the courses in the basic sciences are taken during the first half of the course of study, a strong thread of chiropractic philosophy, principles and techniques is maintained throughout the entire curriculum. Clinical experience constitutes a substantial portion of student time during the last half of the course of study.

<u>DOCTOR OF CHIROPRACTIC</u>					
Department		Lecture Hours	Lab Hours	Total Credit Hours	Clock Hours
Basic Sciences - BASC		53	16	61	1035
Chiropractic Sciences - CHSC		38	30	53	1020
Clinical Sciences - CLSC		46	31	61.5	1155
Clinic Internship - CLIN		10	72	46	1230
Elective Courses (minimum required hours)		3	6	6	135
Total		150	155	227.5	4575
Course #	Course Name	Lecture Hours	Lab Hours	Total Credit Hours	Clock Hours
Trimester I	Trimester Total Hours	19	9	23.5	420
BASC 5101	Biology of Cells and Tissues	3	2	4	75
BASC 5104	Development and Applied Anatomy	4	2	5	90
BASC 5109	Principles of Biomedical Sciences	3	0	3	45
CHSC 5014	Success Strategies for Chiropractic Students	0	2	1	30
CHSC 5103	Foundations of Chiropractic	4	0	4	60
CHSC 5104	Introduction to Clinical Reasoning	2	0	2	30
CHSC 5105	Chiropractic Methods I	1	2	2	45
CLSC 5102	Fundamentals of Diagnostic Imaging	2	1	2.5	45
Trimester II	Trimester Total Hours	23	10	28	495
BASC 5105	Biochemistry I	3	0	3	45
BASC 5202	Gross Anatomy I	4	2	5	90
BASC 5204	Physiology I	4	2	5	90
BASC 5205	Microbiology/Immunology	5	2	6	105
CHSC 5203	Clinical Biomechanics/Motion Palpation	3	2	4	75
CLSC 5201	Clinical Psychology	3	0	3	45
CLSC 5202	Clinical Imaging I	1	2	2	45
Trimester III	Trimester Total Hours	21	10	26	465
BASC 5206	Biochemistry II	3	0	3	45
BASC 5301	Gross Anatomy II	4	2	5	90
BASC 5303	Physiology II	4	2	5	90
BASC 5306	General Pathology	3	0	3	45
CHSC 5305	Exploring the Evolution of Chiropractic	2	0	2	30
CHSC 5306	Analysis & Adjusting Technique I	2	2	3	60
CHSC 5307	Extra Spinal Analysis & Tech. Upper Extremity	1	2	2	45
CLSC 5302	Clinical Imaging II	2	2	3	60
Trimester IV	Trimester Total Hours	22	10	27	480
BASC 5304	Public Health	2	0	2	30

BASC 6105	Neuroscience	4	2	5	90
BASC 6106	Systems Pathology	5	0	5	75
CHSC 6106	Analysis & Adjusting Technique II	1	2	2	45
CHSC 6107	Extra Spinal Analysis & Tech. Lower Extremity	1	2	2	45
CLSC 6103	Physical Diagnosis	3	2	4	75
CLSC 6105	Clinical Nutrition	4	0	4	60
CLSC 6106	Clinical Imaging III	2	2	3	60
Trimester V	Trimester Total Hours	17	16	25	495
BASC 6202	Pharmacology/Toxicology	2	0	2	30
CHSC 6207	Physiotherapy I	2	2	3	60
CHSC 6208	Full Spine Adjusting I	0	2	1	30
CHSC 6209	Analysis & Adjusting Technique III	1	2	2	45
CHSC 7400	Technique Elective #1	1	2	2	45
CLSC 6201	Clinical Orthopedics	2	2	3	60
CLSC 6204	Lab Diagnosis	3	2	4	75
CLSC 6205	Clinical Neurology	4	2	5	90
CLSC 6206	Clinical Imaging IV	2	2	3	60
Trimester VI	Trimester Total Hours	21	12	27	495
CHSC 6204	OB/GYN/Pediatrics	4	0	4	60
CHSC 6305	Physiotherapy II	3	2	4	75
CHSC 6307	Science & Philosophy of the VSC	4	0	4	60
CHSC 6308	Full Spine Adjusting II	0	2	1	30
CHSC 6310	The Business of Chiropractic	3	0	3	45
CHSC 7400	Technique Elective #2	1	2	2	45
CLSC 6303	Functional Assessment Principles	1	2	2	45
CLSC 6305	Differential Diagnosis	4	2	5	90
CLSC 6307	Clinical Imaging V	1	2	2	45
Trimester VII	Trimester Total Hours	14	16	22	450
CHSC 7103	Geriatrics	2	0	2	30
CHSC 7104	Documentation for the Chiropractic Practice	1	2	2	45
CHSC 7107	Communications	1	2	2	45
CHSC 7108	Full Spine Adjusting III	0	2	1	30
CHSC 7400	Technique Elective #3	1	2	2	45
CLSC 7104	Emergency Care	3	2	4	75
CLSC 7106	Patient Management	4	2	5	90
CLSC 7107	Radiographic Examination	1	2	2	45
CLSC 7109	Clinic Readiness	1	2	2	45

Trimester VIII	Trimester Total Hours	7	20	17	405
CLIN 7200	Intermediate Clinical Integration*	2	12	8	210
CLSC 7105	Wellness Concepts	3	0	3	45
CLIN 7233	Clinic Development I	2	2	3	60
CLIN 7203	Internship I Practicum	2	18	11	300
Trimester IX	Trimester Total Hours	3	26	16	435
CLIN 7333	Clinic Development II	2	2	3	60
CLIN 7303	Internship II Practicum	1	24	13	375
Trimester X	Trimester Total Hours	3	26	16	435
CLIN 8103	Internship III Practicum	3	26	16	435

DOCTOR OF CHIROPRACTIC BLENDED TRACK					
Course #	Course Name	Lecture Hours	Lab Hours	Total Credit Hours	Clock Hours
Trimester I	Trimester Total Hours	18	7	21.5	375
BASC 5101	Biology of Cells and Tissues	3	2	4	75
BASC 5104	Developmental and Applied Anatomy	4	2	5	90
BASC 5109	Principles of Biomedical Sciences	3	0	3	45
CHSC 5014	Success Strategies for Chiropractic Students	0	2	1	30
CHSC 5103	Foundations of Chiropractic	4	0	4	60
CHSC 5104	Introduction to Clinical Reasoning	2	0	2	30
CLSC 5102	Fundamentals of Diagnostic Imaging	2	1	2.5	45
Trimester II	Trimester Total Hours	20	8	24	420
BASC 5105	Biochemistry I	3	0	3	45
BASC 5202	Gross Anatomy I	4	2	5	90
BASC 5204	Physiology I	4	2	5	90
BASC 5205	Microbiology/Immunology	5	2	6	105
CLSC 5201	Clinical Psychology	3	0	3	45
CLSC 5202	Clinical Imaging I	1	2	2	45
Trimester III	Trimester Total Hours	20	6	23	390
BASC 5206	Biochemistry II	3	0	3	45
BASC 5301	Gross Anatomy II	4	2	5	90
BASC 5303	Physiology II	4	2	5	90
BASC 5304	Public Health	2	0	2	30
BASC 5306	General Pathology	3	0	3	45
CHSC 5305	Exploring the Evolution of Chiropractic	2	0	2	30
CLSC 5302	Clinical Imaging II	2	2	3	60
Trimester IV	Trimester Total Hours	21	12	27	495
BASC 6105	Neuroscience	4	2	5	90
BASC 6106	Systems Pathology	5	0	5	75
CHSC 5105	Chiropractic Methods I**	1	2	2	45
CHSC 5203	Clinical Biomechanics/Motion Palpation**	3	2	4	75
CLSC 6103	Physical Diagnosis**	3	2	4	75
CLSC 6106	Clinical Imaging III	2	2	3	60
CLSC 6204	Lab Diagnosis	3	2	4	75
Trimester V	Trimester Total Hours	23	12	29	525
BASC 6202	Pharmacology/Toxicology	2	0	2	30
CHSC 5306	Analysis & Adjusting Technique I	2	2	3	60
CHSC 5307	Extra Spinal Analysis & Tech. Upper Extremity	1	2	2	45

CHSC 6204	OB/GYN/Pediatrics	4	0	4	60
CHSC 6207	Physiotherapy I	2	2	3	60
CLSC 6105	Clinical Nutrition	4	0	4	60
CLSC 6201	Clinical Orthopedics	2	2	3	60
CLSC 6205	Clinical Neurology	4	2	5	90
CLSC 6206	Clinical Imaging IV	2	2	3	60
Trimester VI	Trimester Total Hours	17	18	26	525
CHSC 6106	Analysis & Adjusting Technique II	1	2	2	45
CHSC 6107	Extra Spinal Analysis & Tech. Lower Extremity	1	2	2	45
CHSC 6305	Physiotherapy II	3	2	4	75
CHSC 6310	Business of Chiropractic	3	0	3	45
CHSC 6311	Accelerated Full Spine Adjusting	0	4	2	60
CHSC 7103	Geriatrics	2	0	2	30
CHSC 7400	Technique Elective #1	1	2	2	45
CLSC 6303	Functional Assessment Principles	1	2	2	45
CLSC 6305	Differential Diagnosis	4	2	5	90
CLSC 6307	Clinical Imaging V	1	2	2	45
Trimester VII	Trimester Total Hours	18	20	28	570
CHSC 6209	Analysis & Adjusting Technique III	1	2	2	45
CHSC 6307	Science & Philosophy of the VSC	4	0	4	60
CHSC 7104	Documentation of the Chiropractic Practice	1	2	2	45
CHSC 7107	Communications	1	2	2	45
CHSC 7108	Full Spine Adjusting III	0	2	1	30
CHSC 7400	Technique Elective #2	1	2	2	45
CHSC 7400	Technique Elective #3	1	2	2	45
CLSC 7104	Emergency Care	3	2	4	75
CLSC 7106	Patient Management	4	2	5	90
CLSC 7107	Radiographic Examination	1	2	2	45
CLSC 7109	Clinic Readiness	1	2	2	45
Trimester VIII	Trimester Total Hours	7	20	17	405
CLIN 7200	Intermediate Clinical Integration*	2	12	8	210
CLSC 7105	Wellness Concepts	3	0	3	45
CLIN 7233	Clinic Development I	2	2	3	60
CLIN 7203	Internship I Practicum	2	18	11	300
Trimester IX	Trimester Total Hours	3	26	16	435
CLIN 7333	Clinic Development II	2	2	3	60
CLIN 7303	Internship II Practicum	1	24	13	375

Trimester X	Trimester Total Hours	3	26	16	435
CLIN 8103	Internship III Practicum	3	26	16	435

*CLIN 7200 is an elective course for those students who do not meet the NBCE prerequisite to enter IP1. This elective will extend the overall time for completion and total credits towards the DC degree.

***Students will complete the lecture component of the course, then come to campus for 3 weeks before starting tri 5 and complete the lab portion.*

The curriculum is subject to change for continuous quality improvement, as well as to be compliant with licensing and other regulatory requirements. Students will be notified of changes. Course offerings may be limited based on faculty availability and/or enrollment.

Credit Hours - the unit of measure for the valuation of courses

Clock Hours or Contact Hours - the actual number of hours a student is in a class, lab, or Chiropractic Wellness Clinic. "Clock Hour" is a 50-minute period. Note that two contact hours in the lab count for 1 credit hour, and 1 lecture hour counts for 1 credit hour.

DS - Diagnostic Sonography (AAS)

General

Degree Type

Associate of Applied Science

Major Title

Diagnostic Sonography (AAS)

Mission

The Diagnostic Sonography Program at Parker University provides students with the academic and clinical knowledge to prepare them for a career in the healthcare industry.

Catalog Full Description

The Diagnostic Sonography Program is designed to prepare future sonographers to critically think and problem-solve to meet the required examination protocol and technical needs. Focused coursework prepares students for the certification examination they will take to become registered sonographers. Employment for a sonographer may be in, but not limited to hospitals, private physician practice, imaging centers and diagnostic laboratories.

Parker University's Diagnostic Sonography Program consists of 8 general education courses, 12 technical courses, and 6 months of clinical experience courses for a total of 7 trimesters (26 months). Parker University conducts courses on a year-round basis with scheduled breaks each year. Students accepted into the Diagnostic Sonography Program are required to successfully complete all general education prerequisites with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the major curriculum.

The major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as attainment of a minimum grade of (75%). If a student fails a course, they must wait until the course re-sequences contingent upon not exceeding the program's maximum capacity and at the program director's discretion. The student is permitted to repeat a professional course one time with two maximum course attempts. Students in the Diagnostic Sonography program are held to the standards of the university's Satisfactory Academic Progress policy.

Due to the evolving nature of the Diagnostic Sonography field, the DS curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed due to academic failure and are permitted to return to complete the program with another class, are required to test their didactic and/or laboratory skills. The student must pass with a 78% to re-enter the program. They will be advised to audit the class before and pass with a weighted total of 75%. Additionally, students are required to meet the graduation requirements of the class to which they return.

Professional Licensure Disclosure

Registration with American Registry for Diagnostic Medical Sonography (ARDMS) requires passing the Sonography Principles & Instrumentation (SPI) Examination in addition to passing a specialty such as Abdomen or Obstetrics and Gynecology. Upon successful completion of the Basic as well as Intermediate Ultrasound Physics courses at Parker University, students will be eligible to sit for the SPI examination. Upon passing the SPI examination, students will become eligible for the ARDMS specialty examination. The best way to view prerequisite and requirement eligibility is by visiting the [ARDMS](#) website.

Enrollment in and graduation from Parker University's Diagnostic Sonography program does not guarantee future licensure or employment. Once registered in the United States as a Diagnostic Medical Sonographer, employment is possible in all US territories.

State	Eligible for Professional Licensure
Alabama	Yes
Alaska	Yes
American Samoa	No licensing regulations/regulating body
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes
Federated States of Micronesia	No licensing regulations/regulating body
Florida	Yes
Georgia	Yes
Guam	Yes
Hawaii	Yes
Idaho	Yes
Illinois	Yes
Indiana	Yes
Iowa	Yes
Kansas	Yes
Kentucky	Yes
Louisiana	Yes
Maine	Yes
Maryland	Yes
Massachusetts	Yes
Michigan	Yes
Minnesota	Yes
Mississippi	Yes
Missouri	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Hampshire	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes

North Carolina	Yes
North Dakota	Yes
Northern Mariana Islands	No licensing regulations/regulating body
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania	Yes
Puerto Rico	Yes
Republic of Palau	No licensing regulations/regulating body
Republic of the Marshall Islands	No licensing regulations/regulating body
Rhode Island	Yes
South Carolina	Yes
South Dakota	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virgin Islands	No licensing regulations/regulating body
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	Yes
Wyoming	Yes

General Information

Length of Program

The Associate of Applied Science with a major in Diagnostic Sonography is seven trimesters, twenty-six-month program (based on full-time status). The Associate of Applied Science in Diagnostic Sonography program must be completed within nine trimesters of initial admission.

Students requesting acceptance of experiential learning credits should follow the university's policies and procedures for transfer of credit, residency, alternative credit, and course substitution. It may be necessary to forfeit previously earned credits during the transfer process, as university philosophies, objectives, and program outcomes can vary and change annually. Additionally, Parker University students who change their major from one institutional program to another may find that the new major's requirements do not allow for transferable coursework.

Mode of Instruction

The Associate of Applied Science degree with a major in Diagnostic Sonography will be offered through academic and clinical studies. The DS curriculum includes both on campus classroom education and clinical training. General education courses are offered on campus and online. The program curriculum encompasses both independent and collaborative learning.

Additional Information or Requirements

Additional Information

Computer Skills and Access

Sonography students are required to demonstrate a variety of computer skills throughout the program. All students must be able to access the Parker University online teaching platform, blackboard, for instruction and dissemination of information. Some sonography courses may operate with part of the content to be completed online and the remainder of the content delivered in the on-campus setting. Students are assigned a Parker University's email address upon admission to the university. Students may utilize library computers on campus to check their Parker University email accounts and to access Brightspace. Brightspace and email accounts should be checked frequently for assignments, announcements and/or messages.

Admission Requirements

Admission to Parker University does not guarantee admission to the Diagnostic Sonography program. In addition to the university's undergraduate admission requirements, all applicants applying for admission into the Diagnostic Sonography Program must complete and meet the following requirements:

- Successfully complete all general education courses. This consists of 8 general education courses in the first 8 months. A grade of "C" or better in all courses and a minimum cumulative GPA of 3.0 (on a 4.0 scale) must be earned to be eligible to progress to the major curriculum of the program.
 - Prerequisite Anatomy & Physiology courses must have been taken within five years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waiving this 5-year requirement provided the original prerequisites were completed.
- An acceptable drug screen and Level-3 criminal background screening will be required for all students beginning the program. **Students with felony charges and/or convictions may not be eligible for admission into this Allied Health Program.**
- Completion of CPR certificate in BLS from the American Heart Association is due before applying.
- A personal essay in APA format stating why the applicant chose a career in Diagnostic Sonography outlining their specific career goals in medical imaging and what they can tell us about sonography.
- Applicants must provide proof of high-school graduation or GED or an official transcript of undergraduate level study.

Step 1 - Enroll in Parker University's Health Science Associate Degree program and begin taking relevant Diagnostic Sonography prerequisites. **Admission to Parker University does not guarantee admission to the Diagnostic Sonography program.**

- The DS program considers applicants on their eligibility and completion of admission requirements.
- Students must have completed all the required 25 semester prerequisite credit hours with a grade of "C" or better and have a minimum cumulative GPA of 3.0 (on a 4.0 scale) at the time of submission to the DS program.
- Prerequisite Anatomy & Physiology courses must have been taken within 5 years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waiving this 5-year requirement provided the original prerequisites were completed.

Please note: Students who do not meet the coursework requirements will not be allowed to progress to the DS curriculum. Students must earn a grade of a "C" or better in all required prerequisite courses. If a student earns a grade of a "D" or "F," they must repeat the course to be eligible for admission into the professional sequence of the DS program. If the student wishes to repeat the course to continue their program of study, they will be required to go through the Readmission process.

Step 2 - Collect proof of all immunization requirements before applying for DS program admission. A completed immunization form is due at the time of application for Diagnostic Sonography program admission. Students enrolling in the DS program must have completed the immunization series. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.

- Completed Hepatitis B Series - The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer. *It is suggested that students begin immunization series during prerequisite coursework to ensure timely completion.*
- Meningitis (MV) - Texas Legislature approved Senate Bill 1107 requiring all entering University students, under the age of 22, to submit evidence of being immunized against meningococcal meningitis.
- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test (TB), within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)
- Influenza

Information on vaccination requirements and exemptions can be located on the [Registrar's webpage](#) of the Parker University website at:

Note: Clinical Fieldwork sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. Interactions with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Diagnostic Sonography Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the medical diagnoses' patients may have include tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS, or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards.

Step 3 - Write a one-page minimum personal essay in APA format explaining: Why did you choose a career in Diagnostic Sonography, outline your specific career goals in medical imaging and what can you tell us about sonography?

Step 4 - Read and sign all program acknowledgment and disclosure forms found on the [University's website](#).

Step 5 - Complete and submit the online [DS program Application](#). Include all supporting documents required from Step 1, Step 2 Step 3 and Step 4. The Diagnostic Sonography program online application and all required documentation must be submitted by the designated due date. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted. NO EXCEPTIONS. Submission of application does not guarantee an interview. Interviews will be determined by the number of applicants each year.

The Diagnostic Sonography program begins each fall term. The application due date is July 1st.

Selection - Parker University's Diagnostic Sonography Program accepts 15 students per year. This can also be based on the available number of clinical sites.

*Application to the program does not constitute admission. The selection committee reserves the right to request interviews before the final report is generated.

Acceptance - Students will be notified of provisional program acceptance approximately one month before the program begins. Acceptance into the DS program is conditional pending submission of final grades from remaining prerequisite coursework. Drug screenings are performed as a condition of acceptance into the Diagnostic Sonography Program. A drug screen and Level-3 criminal background check may be required at any time during the program.

If accepted into the Diagnostic Sonography program the student must provide proof of a current CPR certification in BLS from the American Heart Association. The student's card must not expire while participating in the Diagnostic Sonography program. If a student's CPR expires during the time in the DS program, they will be dismissed from the program. Additionally, the student must submit proof of health insurance three months prior to the beginning of their clinical rotation.

Criminal Background - If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the university without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation, based on their criminal record and agrees that the university will not be held liable in the case of failure to progress in clinical rotation and/or achieve licensure. Once accepted into the program, it is the student's responsibility to notify the DS program director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program. Students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting.

All students admitted will be required to provide a written acceptance to the offer.

Clinical Experiences

Clinical Education is an important part of the curriculum of the Diagnostic Sonography Program. Supervised clinical experience is essential for professional preparation, as it provides the students with a "hands-on" opportunity to integrate academic knowledge with clinical skills in a professional setting. Students are not allowed to receive compensation for hours worked during clinical experience. Clinical experience will consist of 40 hours per week in the students' assigned clinical site. Students will be graded on clinical performance just as they are classroom instruction.

Every effort will be made to provide local clinical experiences; however, students are not guaranteed local clinical placements and should expect clinical experience to be outside the area requiring traveling to and from the facility or possible relocation. Students do not have the option of choosing their clinical site or shift.

Prior to clinical experiences students will be required to provide immunization records, medical/health insurance, CPR/BLS, drug screening and level-3 background check. *If a student has a felony or misdemeanor on their record, they may not be placed at a clinical facility for their clinical experience. This may interfere with their ability to graduate.*

Interactions with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the diagnostic sonography program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the diagnosed patients may have the following: tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS, or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards.

Technical Standards

In addition to academic and performance standards, students must be able to meet and maintain the following technical standards for the purpose of admission and continuation in the program:

- **Communicate Effectively**- Ability to interact with patients and healthcare professionals in both written and verbal form. Be able to articulate in a clear and distinct manner procedures, instructions, and oral reports.
- **Cognitive**- Ability to execute complex mental processes. Obtain and retain didactic knowledge including many procedures and protocols with the ability to apply this knowledge for the purpose of collecting, interpreting, and integrating information to make examination related decisions. Utilize problem-solving skills while performing sonographic procedures to establish the best diagnostic information possible.
- **Coordination**- Gross body coordination such as maintain balance, hand-eye coordination, arm-hand steadiness, and precision. Dexterity to operate control panel while manipulating transducer simultaneously.
- **Visual and Hearing**- Ability to distinguish color on Doppler procedures as well as various shades of gray while performing sonograms. Hearing must be adequate to perceive and interpret equipment signals, monitor alarms, and calls for help.
- **Stamina**- Ability to push/pull objects of 50 pounds or more. Ability to stand during examinations and long procedures. Lift and transfer patients from wheelchair or stretcher to and from examination table. Assist patients into proper position for examination.
- **Emotional Stability**- Ability to adapt and function under stress. Deal with the unexpected and adapt to change. Perform multiple tasks and responsibilities concurrently. Possess a strong work ethic, compassion, and integrity.

Note: Student is subject to dismissal if after admission to the Diagnostic Sonography Program it is discovered that a student cannot meet the technical standards.

Readmission Requirements

Students who withdraw or are dismissed from the program must apply for readmission according to university policy. No preferential consideration is given to prior students for readmission. Students will be re-admitted one time only if the cumulative GPA and programmatic requirements are met in addition to the program not exceeding maximum class capacity.

Physical Requirements

Diagnostic Sonography students must exhibit good physical health and endurance. Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting and moving patients and handling equipment in a clinical setting. Ability to stand or sit for up to eight hours per day and lift 50 pounds. This may include lifting, pulling, bending and squatting. Additional requirements include but are not limited to clinical reasoning, attention to detail, efficiency, excellent hand/eye coordination, clearly distinguish color, ability to hear differences in sound and compassion. Direct patient contact may include invasive procedures and bodily fluids.

Persons with disabilities are eligible for admission if they can carry out classroom, laboratory and clinical assignments, patient intake, assessment and techniques, or the equivalent; pass written, oral, and practical examinations and meet all the requirements of the school and program. Parker University will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder completion of the curriculum. In considering a prospective or actual applicant who discloses a disability, Parker University may require an interview to determine if the individual meets the physical qualifications to complete the program. The [Office of Student Services](#) can provide more information regarding accommodations that Parker University might be able to provide.

Insurance Requirements

Students are required to provide proof of current personal health insurance to the clinical coordinator three months prior to the start of their clinical experience. It is the responsibility of the student to obtain and maintain health insurance. It is their responsibility to provide an updated copy of their insurance to the clinical coordinator if insurance changes are made when enrolled in the program.

All health science students are required to carry professional liability insurance. This type of insurance is automatically purchased through Parker University's registration fees. Liability coverage for the students' clinical education does not apply outside scheduled clinical affiliation time.

Additional Expenses included in Tuition

In addition to tuition and textbooks, school supplies and fees, DS students should expect to have the following expenses:

- SDMS Annual Membership
- Trajecsys
- Malpractice Insurance Fee
- Background and Drug Screening
- Licensing Exam Fees (Sonography Principles & Instrumentation (SPI), American Registry for Diagnostic Medical Sonography (ARDMS))

Additional Expenses not included in Tuition

- Costs to attend clinical experiences including meals, travel, parking, lab coat, scrubs, room and board if necessary and any other costs incurred with clinical education courses.
- Plain-colored (program specific) scrubs with the Parker University logo
- Mandatory health insurance
- Physical examination by a physician including immunizations and laboratory tests
- CPR/BLS American Heart Association certification (class offered at Parker University or show proof of completion)
- Castle Branch (provided by PD)
- Scrub jacket (provided by PD)

Standards of Appearance

Proper professional dress and appearance are required. The DS program has a firm dress code guideline for all students (this includes fieldtrips and observation visits, clinical settings, and campus). All attire must always be well-maintained and clean. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up, and accessories.

- Daily hygiene
- Students having hair longer than collar length shall tie it back with no decorative adornment
- Beards and facial hair shall be neatly trimmed
- Perfumes, colognes, and aftershave are not allowed
- Closed toe, light-in-color, clean shoes (no cloth or shoes with air holes on the top) with socks must be worn
- Approved standardized scrubs with a plain white lab coat (optional)
- Jewelry is limited to one ring on each hand (engagement rings, wedding rings, graduation rings) and wristwatch. One small post earring on each ear permitted. No other jewelry or body piercing allowed
- Natural appearing make-up
- Fingernails – clean, neat, trimmed short; nail polish may be limited to clear or neutral shades
- Name tag
- No visible tattoos

- Plain colored (program specific) scrubs with the Parker University logo fitting appropriately
 - Neckline must not be too low
 - Pants must not be too large or small and worn at the natural waist.

Note: During Clinical placements students are to follow the established dress code for their assigned placements.

Clinical Attendance

Students are expected to be at their clinical site every day except when ill or needed for an emergency in the immediate family. If more than three (3) days are required for personal illness or immediate family emergency, a conference is required between the clinical coordinator and the clinical instructor to determine opportunities and scheduling for lost days. It is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish clinical rotation if it extends beyond the scheduled period. Students withdrawn from clinical courses will be required to repeat the entire course.

Note: Up to three days (3) can be taken for illness or family emergency only. *Students are not entitled to time off during clinical fieldwork.*

Notification should be given to a supervisor in advance if students have a valid reason to be absent from the location. Under **no** circumstances should students ever be absent without notifying their supervisor.

Students are expected to be located at their clinical education site and ready to scan at the time their shift begins. Example: If a shift begins at 8:00 am, the student should be ready to scan at 8:00 am. If the student arrives at 8:00 am, they are not ready to scan and will be considered tardy.

In the event of inclement weather, students should monitor university and facility closures, road conditions, and follow guidance from the program director or clinical coordinator. Inclement weather does not automatically excuse a student from clinical; students must wait for specific instructions.

Any student displaying unprofessional behavior while in the clinical setting causing the clinical preceptor to request their removal from the site is subject dismissal from the program. Students displaying unprofessional behavior while performing clinical experience which causes Parker University to lose the clinical affiliation will be terminated from the program and will not be considered eligible for re-entry.

Program Requirements

Program Student Learning Outcomes

The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the accrediting body for Parker University's Diagnostic Sonography program, affirms that the program does not offer academic concentrations within its curriculum. The Parker University Diagnostic Sonography goal statement aligns with JRC-DMS accreditation and programming requirements.

The goal of the Diagnostic Sonography program at Parker University is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the Abdominal sonography and Extended and Obstetrics and gynecology sonography concentrations.

By graduation the sonographer will be able to perform the following:

- Utilize patient history and relevant clinical information to obtain optimal diagnostic results (C)
- Demonstrate the knowledge and the skills to perform, obtain, and analyze anatomic, pathologic and/or physiologic observations made during procedures to present to the interpreting physician (C, P)
- Demonstrate the use of strong clinical judgement when performing sonographic exams (P)
- Utilize skills to act in a professional and ethical manner while communicating with patients, professional peers, and physicians (A)

Learning Domains: C=Cognitive; P=Psychomotor; A=Affective

Degree and Graduation Requirements

The Associate of Applied Science – Diagnostic Sonography is a 76-credit hour program which requires:

- 25 credit hours - General education - Pre- DS
- 36 credit hours – DS major curriculum
- 15 credit hours - Clinical fieldwork education

In addition to Parker University's graduation requirements, a student in the Diagnostic Sonography program must complete the following:

- Complete all degree requirements with a grade of 75% or higher in all courses.
- Register, and take a national credentialing examination
 - ARDMS SPI registry taken and passed before completion of program
 - ARDMS registry in Abdomen attempted and OB attempted before completion the program

Curriculum

ASSOCIATE OF APPLIED SCIENCE - DIAGNOSTIC SONOGRAPHY		
GENERAL EDUCATION COURSES		25 Semester Credit Hours
MAJOR REQUIREMENTS		51 Semester Credit Hours
TOTAL		76 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	25 Semester Credit Hours	
BIOL 2401	4	Anatomy and Physiology I- no substitutions
BIOL 2402	4	Anatomy and Physiology II-no substitutions
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
ENGL 1301	3	English Composition I- no substitutions
HPRS 1106	1	Essentials of Medical Terminology
Mathematics	3	Choose from: Calculus, College Algebra, or Statistics
PHYS 1401	4	College Physics- no substitutions
PSYC 2301	3	General Psychology- no substitutions
MAJOR REQUIREMENTS	51 Semester Credit Hours	
DMSO 1310	3	Introduction to Sonography
DMSO 1302	3	Basic Ultrasound Physics
DMSO 1342	3	Intermediate Ultrasound Physics
DMSO 1351	3	Sonographic Sectional Anatomy
DMSO 1301	3	Techniques of Ultrasound
DMSO 1341	3	Abdominopelvic Sonography
DMSO 2341	3	Sonography of Abdominopelvic Pathology
DMSO 2353	3	Sonography of Superficial Structures
DMSO 2305	3	Sonography of Obstetrics/Gynecology
DMSO 2342	3	Sonography of High-Risk OB
DSVT 1311	3	Intro to Vascular
DSCT 1322	3	Principles of Vascular Technology
DMSO 2130	0.5	Advanced Review I
DMSO 2131	0.5	Advanced Review II
DMSO 2260	2	Clinical I
DMSO 2261	2	Clinical II
DMSO 2262	2	Clinical III
DMSO 2263	2	Clinical IV
DMSO 2360	3	Clinical V
DMSO 2361	3	Clinical VI

HIM - Health Information Management (BS)

General

Degree Type

Bachelor of Science

Major Title

Health Information Management (BS)

Mission

The mission of the Bachelor of Science with a Major in Health Information Management is to provide graduates with the technical and administrative skills to manage health information systems consistent with the professional standards (medical, ethical, and legal) in healthcare delivery systems. Graduates also possess the knowledge and skills needed to plan and develop health information systems that meet standards of accrediting and regulatory agencies.

Catalog Full Description

The Bachelor of Science with a Major in Health Information Management program is integrated with existing programs to provide the community the leading health and wellness education resource. This degree will provide additional educational opportunities and contribute toward filling the need for health information management personnel in the job market.

The Bachelor of Science with a Major in Health Information Management prepares students to work in the health information management profession, which focuses on healthcare data and the management of healthcare information resources. The profession addresses the nature, structure, and translation of data into usable forms of information including the electronic health record for the advancement of health and healthcare of individuals and populations. Health information management professionals collect, integrate, and analyze primary and secondary healthcare data, disseminate information and manage information resources, related to the research, planning, provision, and evaluation of healthcare services. Health Information Management professionals are an integral part of the planning, implementation and utilization of electronic health record systems.

HIM graduates will be able to sit for the national certification examination to become a [Registered Health Information Administrator \(RHIA\)](#).

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM) professionals. When a program is accredited by CAHIIM, it means that it has voluntarily undergone a rigorous review process and has been determined to meet or exceed the accreditation standards. All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations.

State	Eligible for Professional Certification
Alabama	Yes
Alaska	Yes
American Samoa	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes
Federated States of Micronesia	Yes
Florida	Yes
Georgia	Yes
Guam	Yes
Hawaii	Yes
Idaho	Yes
Illinois	Yes
Indiana	Yes
Iowa	Yes
Kansas	Yes
Kentucky	Yes
Louisiana	Yes
Maine	Yes
Maryland	Yes
Massachusetts	Yes
Michigan	Yes
Minnesota	Yes
Mississippi	Yes
Missouri	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Hampshire	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes

North Carolina	Yes
North Dakota	Yes
Northern Mariana Islands	Yes
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania	Yes
Puerto Rico	Yes
Republic of Palau	Yes
Republic of the Marshall Islands	Yes
Rhode Island	Yes
South Carolina	Yes
South Dakota	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virgin Islands	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	Yes
Wyoming	Yes

General Information

Length of Program

The Bachelor of Science with a Major in Health Information Management may be completed in 10 terms of instruction with a maximum timeframe to complete of 15 terms.

Mode of Instruction

The Bachelor of Science in Health Information Management is offered through an online format reinforced with professional practice experience assignments in hospitals and other healthcare related facilities and organizations.

Additional Information or Requirements

Additional Information

Students must have access to the internet (DSL, LAN, or Cable connection disable) to participate in the Online Electronic Health Records (EHRs) Lab, as well as have the ability to use Microsoft Word and PowerPoint.

Admission Requirements

In addition to the university undergraduate admission requirements, all applicants applying for admission into the Health Information Management Program must complete and meet the following requirements:

- Immunization Requirements: Students enrolling in the HIM program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into clinical courses.
 - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
 - Mumps, Measles, Rubella (MMR)
 - Varicella
 - Tetanus and Diphtheria
 - Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)

Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website. Hospitals/Clinics have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually.
- Criminal Background Check/ Drug Screening: After being accepted to the program, prior to the clinical courses, students must undergo and pass a criminal background check and drug screening. These screenings will be administered by the clinical sites and will be at the student's expense. There are no exceptions.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Verify, analyze and validate the accuracy and completeness of healthcare data.
- Abstract, calculate, interpret, and present healthcare data maintained in paper-based and computer-based resources.
- Develop, implement, and manage health information policies and procedures to ensure compliance with federal, state, and accreditation agency requirements.
- Evaluate, implement, and manage both paper-based and computer-based health information systems.
- Organize and manage the health information personnel and services.

Degree and Graduation Requirements

The Bachelor of Science with a major in Health Information Management requires a minimum of 124 semester credit hours of lower and upper division coursework including:

- 44 Credit hours in General Education courses
- 80 Credit hours in Major Requirements

In addition to Parker University's graduation requirements, a student in the Health Information Management program must complete a minimum of 40 hours of an externally supervised experience in the Professional practice experience (PPE) course.

BACHELOR OF SCIENCE - HEALTH INFORMATION MANAGEMENT		
GENERAL EDUCATION COURSES		44 Semester Credit Hours
MAJOR REQUIREMENTS		80 Semester Credit Hours
TOTAL		124 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		44 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Literature, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
BIOL 2401	4	Anatomy and Physiology I (Lecture w/lab)
BIOL 2402	4	Anatomy and Physiology II (Lecture w/lab)
Mathematics	6	Choose from: Calculus, College Algebra, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		80 Semester Credit Hours
HITT 1305	3	Medical Terminology *(prerequisite course)
HPRS 2336	3	Pathophysiology for Health Information Management *(prerequisite course)
HPRS 2335	3	Pharmacology and Medical Treatment *(prerequisite course)
BHIM 1310	3	Principles of Health Information Management
BHIM 1311	3	Fundamentals of Health Information Systems
BHIM 1301	3	Introduction and Technical Aspects of Health Information Management
BHIM 2310	3	Departmental Management
BHIM 2402	4	Clinical Classification Systems (coding)
BHIM 3201	2	Health Information Management Research and Education
BHIM 3302	3	Clinical Procedural Terminology Coding Systems for Provider
BHIM 3301	3	Legal Aspects of HIM
BHIM 3300	3	Electronic Health Records
BHIM 3305	3	Quality Improvement Regulations & Procedures for HIM
BHIM 3345	3	Systems Analysis in Healthcare Settings
BHIM 3304	3	Healthcare Privacy and Data Security
BHIM 2311	3	Management of HIM Systems
BHIM 4301	3	Finance and Reimbursement Methodologies for HIM
BHIM 3310	3	Health Information Management Research and Data Analysis
BHIM 3311	3	Comparative Health Records
BHIM 3303	3	Management Science Statistics (Healthcare Statistics)

BHIM 3501	5	Health Information Technology Throughout Enterprise
BHIM 4310	3	Seminar in Health Information Management
BHIM 3466	4	Health Information Management Practicum
BHIM 4320	3	Contemporary Leadership in Health Information Management
BHIM 4566	5	Professional Practice Experience

*These designated courses must be taken prior to any other HIM major courses.

HTHSC - Health Sciences (AS)

General

Degree Type

Associate of Science

Major Title

Health Sciences (AS)

Mission

The mission of the Health Sciences department is to develop graduates to acquire professional careers in health science, to become researchers in their field of interest, to pursue advanced studies in health science programs and to develop leaders in the field of health and wellness.

Catalog Full Description

The Health Sciences degree is a dynamic interdisciplinary program that allows students to prepare for many careers within the healthcare industry. Associate degree graduates are prepared to enter the healthcare workforce with opportunities in community organizations, research laboratories, and insurance companies. This program will also provide pathways for students to advance to other Parker degree programs within the health sciences.

General Information

Length of Program

The degree program may be completed in a minimum of 5 terms of instruction and with a maximum satisfactory time frame for completion of 7.5 terms. The curriculum includes: 27 semester credit hours of General Education courses, and 33 semester credit hours of Health Sciences major courses.

Mode of Instruction

The Associate of Science degree with a major in Health Sciences will be offered through an online instructional format. The other instructional formats such as on-campus or hybrid, can be offered based on significant student demand.

Additional Information or Requirements

Additional Information

Technology Requirements

In addition to Parker University's technology requirements, students must possess the following computer hardware prior to enrolling in the Associate of Science with a Major in Health Science major Program at Parker University: sound card with speakers, webcam, and microphone. Some courses have additional software and hardware requirements.

Skill Sets

Students need to have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some of the highlights: Knowledge of terminology, such as browser, IMHO, application, etc. Understanding of basic computer hardware and software; ability to perform computer operations.

Internet skills: (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Recognize how socio-economic, cultural, behavioral, structural, biological, environmental, and other factors impact the health of individuals and communities, contribute to health disparities, and provide opportunities for promoting health throughout the life course.
- Understand and apply information relevant to assessing and improving population health.
- Work independently and collaboratively, demonstrating an understanding of professional standards.
- Describe issues of healthcare in the United States.

Degree and Graduation Requirements

The Associate of Science with a major in Health Sciences requires a minimum of 60 semester credit hours of coursework which are as follows:

- 27 Credit hours of General Education courses

- 33 Credit hours in Major Requirements

The Associate of Science in Health Science program must be completed within 7.5 terms.

Curriculum

<u>ASSOCIATE OF SCIENCE - HEALTH SCIENCES</u>		
GENERAL EDUCATION COURSES		27 Semester Credit Hours
MAJOR REQUIREMENTS		33 Semester Credit Hours
TOTAL		60 Semester Credit Hours
Course ID	Cr.	Course name
GENERAL EDUCATION COURSES		27 Semester Credit Hours
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Creative Arts/ Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
HPRS 1106	1	Essentials of Medical Terminology
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Psychology, Sociology, or equivalent
Elective	3	Choose from: Basic Science, Communication, or Psychology courses (Sonography program requires PHYS 1401: College Physics, Radiologic Technology program requires COCS 1301: Introduction to Computers)
CORE REQUIREMENTS		33 Semester Credit Hours
BMGT 1301	3	Introduction of Management
SOCI 1343	3	Introduction to Public Health
KINE 2305	3	Community Health
NUTR 2301	3	Introduction to Nutrition
PSYC 2314	3	Lifespan Growth & Development
BIOL 1301	3	General Biology I
RSMT 2301	3	Introduction to Ethics
HSCI 2301	3	Health Policy and Healthcare Systems
HSCI 2305	3	Introduction to Statistics for Health Sciences
HSCI 2310	3	Development of Healthcare Professions
HSCI 2315	3	Disease Prevention and Health Promotion Concepts

A.S. Degree Program Length: 20 months. The maximum timeframe to complete is 30 months.

For additional information on the Radiologic Technology, Diagnostic Sonography, and/or Diagnostic Cardiovascular Sonography programs, contact the appropriate Program Director.

INTHL - Integrative Health (BS)

General

Degree Type

Bachelor of Science

Major Title

Integrative Health (BS)

Mission

The mission of the Integrative Health program at Parker University is to prepare students to become health educators and to encourage holistic approaches to health promotion and disease prevention.

Catalog Full Description

The Bachelor of Science degree in Integrative Health is an interdisciplinary program that applies a holistic approach to health promotion and disease prevention. The courses provide graduates with an understanding of the human body and the fundamentals of health and disease. The program consists of various scientific disciplines including biology, chemistry, nutrition, anatomy and physiology, prevention, and wellness, and herbology. Upon graduation, students are equipped to work in health and wellness industries and are prepared to apply for graduate degree programs in Naturopathic Medicine, Doctor of Chiropractic, Nutrition, Exercise Science, and related health science degrees.

General Information

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 31 semester credit hours of general education courses, 27 semester credit hours of lower division required courses, 20 semester credit hours of electives, and 42 semester credit hours of upper division required courses.

Mode of Instruction

The Bachelor of Science degree in Integrative Health is offered online.

Additional Information or Requirements

Additional Information

N/A

Program Requirements

Program Student Learning Outcomes

Graduates will demonstrate knowledge relevant to:

- The analysis and application of current scientific literature related to integrative health.
- The application of dietary and lifestyle patterns for health promotion and disease prevention.
- The identification and application of medicinal herbs for disease prevention and health maintenance.
- Written and oral communication skills

Degree and Graduation Requirements

The Bachelor of Science with a Major in Integrative Health requires a minimum of 120 semester credit hours of coursework which are as follows:

- 31 Credit hours in General Education courses.
- 20 Credit hours in Electives courses.
- 69 Credit hours in Major courses.

BACHELOR OF SCIENCE - INTEGRATIVE HEALTH		
GENERAL EDUCATION COURSES		31 Semester Credit Hours
ELECTIVE REQUIREMENTS		20 Semester Credit Hours
MAJOR REQUIREMENTS		69 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	31 Semester Credit Hours	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, or equivalent
Natural Sciences	4	General Biology or equivalent
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
ELECTIVES	20 Semester Credit Hours	
Choose 20 Semester hours from the following courses or other courses within the Health Science discipline.		
KINE 2305	3	Community Health
HPER 1311	3	Introduction to Health Promotion & Wellness
NUTR 2301	3	Introduction to Nutrition
RSMT 2301	3	Introduction to Ethics
HPER 2304	3	Epidemiology
HPER 2302	3	Health Behavior Theories & Planning Models
HPER 1333	2	First Aid & Safety
MAJOR REQUIREMENTS	69 Semester Credit Hours	
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
CHEM 1411	4	General Chemistry I (Lecture + Lab)
CHEM 1412	4	General Chemistry II (Lecture + Lab)
CHEM 2423	4	Organic Chemistry I (Lecture + Lab)
CHEM 2325	3	Organic Chemistry II
PHYS 2425	4	Physics I (Lecture + Lab)
KINE 2364	3	Introduction to Physical Fitness & Wellness
IHCR 3354	3	History of Natural Healing
IHCR 3357	3	Lifestyle Intervention
NUTR 3303	3	Nutrition and Diet Therapy

IHCR 3360	3	Integrative Manual Therapy Techniques
NUTR 3323	3	Nutrition for Exercise Performance
IHCR 3370	3	Foundations of Chiropractic
IHCR 3310	3	Introduction to Herbology
IHCR 3308	3	The Meaning of Health
IHCR 3369	3	Nutrition for Healthy Aging
IHCR 3363	3	Fundamentals of Oriental Medicine
PSYC 4327	3	Health, Stress, and Coping
IHCR 4313	3	Advanced Herbology
IHCR 4365	3	Integrative Health Capstone

MHCM - Business Administration - Health Care Management (MBA)

General

Degree Type

Master of Business Administration

Major Title

Business Administration - Health Care Management (MBA)

Mission

The mission of the Master of Business Administration is to offer an intensive graduate program that educates students in theories and practices of the modern business world.

Catalog Full Description

The Master of Business Administration degree fosters independent learning and enables students to contribute intellectually to the healthcare business profession. In addition, MBA students will complete general coursework in valuable areas such as accounting, finance, management, marketing, and business research methods. Graduates demonstrate a conceptual understanding of advanced business strategies and critically analyze and solve problems based on applied research methods.

General Information

Length of Program

The Master of Business Administration is 36 semester credit hours and can be completed in 6 terms.

Mode of Instruction

The Master of Business Administration degree is offered via online instructional format.

Additional Information or Requirements

Additional Information

Admission Requirements

Parker University welcomes applications from persons seeking an opportunity to obtain an MBA in a fully online degree. This degree is built specifically for part-time students, with online courses that allow for flexibility. The seven and a half week courses allow students to focus on one subject at a time. The university reserves the right to restrict or deny admission to any applicant who is not considered to be an appropriate degree candidate as determined by the university.

In addition to the university graduate admission requirements, all applicants applying for admission into the MBA program may be admitted by meeting one of the following options:

1. Four-year baccalaureate degree in business (or equivalent) from an accredited institution.
2. A bachelor degree or equivalent from an accredited institution and completion of MBA foundational (pre-requisite) courses*.

ACCT 2301 Principles of Financial Accounting

MANA 3301 Principles of Management

**Pre-requisite Courses: Foundational courses must be successfully completed with 80 percent or "B" or above prior to taking the MBA major course.*

3. Provisional Admission: Students may be provisionally admitted to the graduate program pending the completion of prerequisite course(s) with a grade point average of 3.0, with no course grades below a "B" for the first six hours in the MBA program.

4. Incomplete Admission: Should a student not be able to provide all the required documentation for entrance into the program, at the discretion of the Dean or Vice Provost, the student may be allowed to register for one term. Should the student not provide the remaining documentation for admission, during the first term, the student may not register for additional classes. Failure to provide documentation, test scores, or to achieve the grade-point average required by the program student will be a probationary status. The graduation date will be a year later. The graduation date will be a year later.

Program Requirements

- evaluate an organization's financial position through financial statement analysis and/or forecasting.
- design and compare operational and strategic plans business systems based on sound accounting, global economic, and financial principles.
- function with integrity and make ethical decisions within the dynamic business environment.
- function with integrity and make legal decisions within the healthcare workplace.
- demonstrate an understanding of the ethical and legal issues that impact leaders of organizations.
- demonstrate a capacity to lead others to achieve organizational goals and to effectively manage projects.
- demonstrate a capacity to lead others to develop marketing strategies and operations.
- communicate proficiently in the healthcare environment through scholarly writing and knowledgeable oral presentations that lead to clarity of purpose and effective decision-making.
- apply data-driven quantitative reasoning and statistical tools to address complex problems.
- apply quantitative reasoning to analyze healthcare policy and make decisions in the dynamic business environment.
- analyze and develop health care policies and interpret and evaluate their legal and regulatory impact.

Degree and Graduation Requirements

In addition to Parker University's graduation requirements, a student in the Master of Business Administration program must complete to the following:

- Complete the degree requirements with no more than two courses with a grade of "C".
- Complete all MBA degree requirements within five years of beginning coursework; exceptions for extenuating circumstances will be reviewed by the Dean. No elective courses are offered in this program.

Curriculum

MASTER OF BUSINESS ADMINISTRATION		
BUSINESS MAJOR COURSES		24 Semester Credit Hours
TRACK COURSES		9 Semester Credit Hours
CAPSTONE		3 Semester Credit Hours
TOTAL		36 Semester Credit Hours
Course ID	Cr.	Course Name
BUSINESS MAJOR COURSES	24 Semester Credit Hours	
BUSI 6301	3	Organization Behavior
MRKT 6301	3	Marketing Management
BUSI 6305	3	Business Research Methods
ACCT 6301	3	Accounting for Decision Making
FINA 6301	3	Financial Management
ECON 6301	3	Global Economic Environment
BUSI 6310	3	Developing Ethical Leadership
BUSI 6320	3	Strategic Management
TRACK COURSES*	9 Semester Credit Hours	
Health Care Management Track		
MHCM 6301	3	Healthcare Policy Analysis and Decision Making
MHCM 6310	3	Strategic Management of Health Services Organizations
MHCM 6320	3	Corporate Compliance and Legal Issues in Healthcare
Practice Management Track		
PMGT 6301	3	Small Business Creation and Management
PMGT 6310	3	Small Business Promotion and Leadership Skills
PMGT 6320	3	Compliance and Legal Issues in Management
CAPSTONE	3 Semester Credit Hours	
BUSI 6330	3	Graduate Business Capstone

* All Major courses must be successfully completed before enrolling in Track courses.

MISM - Interprofessional Spine Management (MS)

General

Degree Type
Master of Science

Major Title
Interprofessional Spine Management (MS)

Mission

The Master of Science in Interprofessional Spine Management program integrates neuroscience and public health principles to develop professionals adept at guiding patients through their spine care journey within large hospital systems or medical groups. This program emphasizes the detailed understanding of interprofessional therapies, aiming to create providers who excel in comprehensive spine care management.

Catalog Full Description

Parkers University's Masters of Science in Interprofessional Spine Care presents an integration of didactic, imaging, and clinical experiences. The program prepares students to function as entry-level providers directing the coordination of spine care in their community. Individuals who receive education in this program will help manage the flow of patients through the conservative and/or medical specialty pathway in managing spine pain. In this program, students will learn to plan and implement case referrals and goal treatments. The new Spine Management program will be taught by distance learning. The proposed plan is to offer the ease of clinical engagement with the guidance and oversight of program faculty and leadership.

Professional Licensure Disclosure

This program does not lead to professional licensure. Graduates of this program will not receive new clinical privileges or a license to diagnose or treat patients beyond the scope of their existing professional credential. The scope of practice for all graduates remains defined by the laws and regulations governing their original licensure. This program is designed to enhance interdisciplinary knowledge and collaboration in spine care, not to alter or expand clinical scope.

General Information

Length of Program

The program consists of 33 credit hours. Courses are 7.5 weeks in length and students may take one or two courses at a time. Students may complete the program in 12 to 24 months.

Mode of Instruction

The Master of Science degree with a major in Interprofessional Spine Management will be offered in an online format.

Additional Information or Requirements

Additional Information

Admission to the program is contingent upon completion of a previously earned healthcare professional degree, or current enrollment in such a program. Acceptable credentials include, but are not limited to, Doctor of Chiropractic (DC), Doctor of Physical Therapy (DPT), Doctor of Medicine (MD), Doctor of Osteopathic Medicine (DO), Physician Assistant (PA), Registered Nurse (RN), Nurse Practitioner (NP), or other licensed clinical healthcare degrees. Applicants must also meet all general graduate admission requirements established by Parker University.

Program Requirements

Program Student Learning Outcomes

Upon completing of the program, the following student learning objectives will be accomplished:

- Graduates will be able to describe the clinical and basic science principles of the generation and transmission of painful stimuli in the acute and chronic phases of spine pain.
- Graduates will be able to formulate an interventional pain management plan incorporating specific techniques, utilizing qualitative and quantitative evidence-based data.
- Graduates will be able to explain and analyze the social, political, and economic determinants of wellness and how they contribute to population health inequities and morbidity in the US and other communities.
- Graduates will be able to understand the structure and describe the technical function of hardware and spinal implants associated with spinal imaging modalities and be able to understand interventional pain management techniques and their effects on the function and stability of the human spine.
- Graduates will be able to appraise and explain how images are generated and the effects of the presence of imaging artifacts during advanced imaging procedures in the spine patient.
- Graduates will be able to correlate and apply knowledge of both healthy, degenerative and traumatically altered spinal anatomy and its correlation to the disease process in the human spine.

Degree and Graduation Requirements

To be eligible for the Master of Science in Interprofessional Spine Management degree, students at Parker University must fulfill the following requirements:

- 33 credit hours in major courses
- A final, comprehensive exam during the NEUR 6320 Capstone/Thesis course
- A thesis or scholarly paper that meets the level of quality sufficient to be published in an indexed bio-medical journal.

Curriculum

MASTER OF SCIENCE DEGREE - INTERPROFESSIONAL SPINE MANAGEMENT		
MAJOR COURSES		33 Semester Credit Hours
TOTAL		33 Semester Credit Hours
Course ID	Cr.	Course Title
Major Courses	33 Semester Hours	
NEUR 5302	3	Pain Physiology and Management
PUBH 5314	3	Introduction to Epidemiology
PUBH 5334	3	Health Management and Policy
NEUR 5401	3	Advanced Functional Neuroanatomy
SPCR 5352	3	Advance Imaging 1
SPCR 5362	3	Advance Imaging 2
SPCR 6312	3	Principles of Spine Surgery
SPCR 6314	3	Interventional Pain Management
NEUR 6327	3	Neurological Examination
NEUR 6106	3	Research Design and Scholarly Activity
NEUR 6320	3	Capstone project/Thesis

MPH - Master of Public Health (MPH)

General

Degree Type

Master of Public Health

Major Title

Master of Public Health (MPH)

Mission

The mission of the Master of Public Health (MPH) program at Parker University is to develop leaders who will improve health, diminish health disparities, and contribute to the profession through education, community service, and innovative research.

Catalog Full Description

The MPH degree is designed to prepare students to address the broad mission of public health utilizing education, community service, and research. Public health practitioners are prepared to plan, implement, and evaluate programs designed to meet the health needs of populations. The MPH program includes knowledge basic to public health, including biostatistics, epidemiology, environmental health sciences, social and behavioral sciences, and health services administration. In addition to providing students with the educational foundation of public health, the MPH program provides students with field experience and an opportunity to apply their knowledge through the Applied Practice Experience and the Integrative Learning Experience.

Parker University offers two concentrations in the MPH degree program. Upon enrollment, students will choose either Epidemiology or Health Promotion.

Program Description MPH Epidemiology

The MPH in Epidemiology prepares students for specialization in advanced quantitative methods of epidemiology and its applications for health research, policymaking, and program implementation.

Program Description MPH Health Promotion

The MPH in Health Promotion provides students with the knowledge and skills for applied public health practice in the private and public sectors as related to population health.

Program Description MPH Veterans Health

The MPH in Veterans Health prepares students with the knowledge and skills for applied public health practice with the veteran population including veteran disease epidemiology, the Veterans Affairs system, and strategies for veteran health advocacy and policy.

General Information

Length of Program

The MPH program may be completed in eight terms, requiring 45 credit hours.

Mode of Instruction

The Master of Public Health degree is offered through distance education. Students will be required to choose an in-person site for the Practicum.

Additional Information or Requirements

Additional Information

Computer Skills

Basic keyboarding skills and the use of Microsoft Office applications are required. Internet connection is required.

Admission Requirements

In addition to university graduate admission requirements, applicants to the Master of Public Health must:

- Submit two letters of recommendation within the first semester of enrollment.
- Submit a resume indicating education and complete work history.
- Have a minimum of a 3.0 Grade Point Average (GPA) on a 4.0 scale. (GRE: Not required)

At the discretion of the Dean or Provost's Office, a candidate demonstrating academic potential may be admitted. The student must maintain a "B" or above for the first term of enrollment.

Failure to provide all admissions documentation or to achieve the grade point average required by the end of the first semester may lead to suspension or dismissal from the University. All graduate students are required to complete foundational courses for the appropriate program through undergraduate or equivalent coursework. Students who have not completed relevant undergraduate courses will be required to take equivalent courses upon acceptance to the program.

Program Requirements

Program Student Learning Outcomes

The MPH major curriculum is designed to meet the Foundational Public Health Knowledge learning objectives, the MPH Foundational Competencies, the Applied Practice Experience, and the Integrative Learning Experience established by the Council on Education for Public Health (CEPH).

The MPH program ensures that all students are grounded in the following foundational public health knowledge upon graduation:

Foundational Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain the effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health.

Core Competencies

- Biostatistics
- Epidemiology
- Environmental Health Sciences
- Health Services Administration
- Social and Behavioral Sciences

The MPH program ensures that all students can demonstrate the following competencies upon graduation:

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice.
- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
- Interpret results of data analysis for public health research, policy or practice.

Public Health & Health Care Systems

- Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.

Public Health & Health Care Systems

- Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health

- Assess population needs, assets, and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- Design a population-based policy, program, project or intervention.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.

Policy in Public Health

- Discuss multiple dimensions of the policymaking process, including the roles of ethics and evidence.
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- Evaluate policies for their impact on public health and health equity.

Leadership

- Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- Apply negotiation and mediation skills to address organizational or community challenges.

Communication

- Select communication strategies for different audiences and sectors.
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

- Perform effectively on interprofessional teams.

Systems Thinking

- Apply systems thinking tools to a public health issue.

Degree and Graduation Requirements

The Master of Public Health students must complete a total of 45 graduate semester credit hours of coursework. Students will be enrolled in fifteen credits from the major required courses representing the fundamental domains of public health: biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health science. Fifteen credits will be chosen based on the specialization of one of two concentrations: epidemiology or health promotion. Students will choose an additional six credits from elective courses. Three credits will be Applied Practice Experience that includes a public health field practicum, and six credits will be awarded from the Integrative Learning Experience.

Students are required to complete the Applied Practice Experience and the Integrative Learning Experience.

Practicum: Applied Practice Experience

The Applied Practice Experience (APE) requires students to complete a three-credit-hour practicum experience, a minimum of 120 hours. The practicum is a supervised work experience for MPH students to work on a project to help integrate and apply the knowledge and competencies from the MPH program to a real-world public health concern. Students may choose a public health setting, such as a local health department, community organization, school, or hospital. The practicum will allow the students to apply and enhance the skills necessary to function as a public health professional. The practicum is designed to address the program's competencies and the student's career interests while making contributions to the practicum site.

Upon completion of the APE, students will be able to:

- Expand knowledge of public health and health services
- Apply the skills and competencies learned in the academic program in a public health practice setting
- Increase self-confidence as a public health professional
- Acquire practical skills to enhance career opportunities
- Provide a service to the practicum site by participating in projects to serve the community

Students are expected to gain supervised experience in a public health setting that will allow them to demonstrate competency through the APE. Students are required to submit at least two products, or deliverables, from the practicum experience. Each student will demonstrate a total of five competencies: three MPH foundational competencies and two competencies that are defined by the chosen field of study.

Integrative Learning Experience

The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

To be eligible for the Master of Public Health, students at Parker University must fulfill the following requirements:

- Complete 45 credit hours of graduate study
- Complete the course of study required for the Master of Public Health with a grade point average of 3.0 or higher, based on a 4.0 scale
- Complete the degree requirements with no more than two courses with a grade of "C."
- Complete all of the Master of Public Health degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean.

Curriculum

MASTER OF PUBLIC HEALTH - HEALTH PROMOTION

PUBLIC HEALTH CORE COURSES		15 Semester Credit Hours
SPECIALIZATION REQUIRED COURSES		15 Semester Credit Hours
ELECTIVES		6 Semester Credit Hours
PRACTICUM		3 Semester Credit Hours
INTEGRATIVE LEARNING EXPERIENCE (ILE)		6 Semester Credit Hours
TOTAL		45 Semester Credit Hours
<u>Course ID</u>	<u>Cr.</u>	<u>Course name</u>
CORE COURSES Complete 15 Semester Credit Hours		
Biostatistics		
CRSH5312	3	Biostatistics I
Epidemiology		
PUBH 5314	3	Introduction to Epidemiology
Social & Behavioral Science		
PUBH 5324	3	Disease Prevention & Health Promotion
Health Services Administration		
PUBH 5334	3	Health Management and Policy
Environmental Health Science		
PUBH 5343	3	Principles of Environmental Health
SPECIALIZATION Complete 15 Semester Credit Hours		
PUBH 5316	3	Community Health Assessment
PUBH 5326	3	Program Design & Implementation
PUBH 5344	3	Program Evaluation in Public Health
PUBH 5383	3	Intervention Approaches in Health Promotion
RSMT5311	3	Research Methods
ELECTIVES Complete 6 Semester Credit Hours		
PUBH 5354	3	Infectious Disease in Epidemiology
PUBH 5364	3	Principles of Cancer Epidemiology
PUBH 5322	3	Nutritional Epidemiology
PUBH 5374	3	Advanced Epidemiology
PUBH 5336	3	Strategies for Public Health Advocacy
PUBH 5351	3	Biological Basis of Disease
CRSH 5323	3	Biostatistics II
PRACTICUM Complete 3 Semester Credit Hours		
PUBH 5399	3	Practicum in Public Health
ILE Complete 6 Semester Credit Hours		
PUBH 5379	3	Integrative Learning Experience I
PUBH 5389	3	Integrative Learning Experience II

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MASTER OF PUBLIC HEALTH - EPIDEMIOLOGY

PUBLIC HEALTH CORE COURSES		15 Semester Credit Hours
SPECIALIZATION REQUIRED COURSES		15 Semester Credit Hours
ELECTIVES		6 Semester Credit Hours
PRACTICUM		3 Semester Credit Hours
INTEGRATIVE LEARNING EXPERIENCE (ILE)		6 Semester Credit Hours
TOTAL		45 Semester Credit Hours
<u>Course ID</u>	<u>Cr.</u>	<u>Course name</u>
CORE COURSES Complete 15 Semester Credit Hours		
Biostatistics		
CRSH 5312	3	Biostatistics I
Epidemiology		
PUBH 5314	3	Introduction to Epidemiology
Social & Behavioral Science		
PUBH 5324	3	Disease Prevention & Health Promotion
Health Services Administration		
PUBH 5334	3	Health Management and Policy
Environmental Health Science		
PUBH 5343	3	Principles of Environmental Health
SPECIALIZATION Complete 15 Semester Credit Hours		
RSMT 5311	3	Research Methods
CRSH 5323	3	Biostatistics II
PUBH 5374	3	Advanced Epidemiology
PUBH 5354	3	Infectious Disease in Epidemiology
PUBH 5364	3	Principles of Cancer Epidemiology
ELECTIVES Complete 6 Semester Credit Hours		
RSMT 5323	3	Introduction to SAS for Public Health (moved from specialization)
PUBH 5351	3	Biological Basis of Disease
PUBH 5383	3	Intervention Approaches in Health Promotion
PUBH 5326	3	Program Design & Implementation
PUBH 5344	3	Program Evaluation in Public Health
PUBH 5322	3	Nutritional Epidemiology
PUBH 5336	3	Strategies for Public Health Advocacy
PRACTICUM Complete 3 Semester Credit Hours		
PUBH 5399	3	Practicum in Public Health
ILE Complete 6 Semester Credit Hours		
PUBH 5379	3	Integrative Learning Experience I
PUBH 5389	3	Integrative Learning Experience II

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MASTER OF PUBLIC HEALTH - VETERANS HEALTH

PUBLIC HEALTH CORE COURSES		15 Semester Credit Hours
SPECIALIZATION REQUIRED COURSES		15 Semester Credit Hours
ELECTIVES		6 Semester Credit Hours
PRACTICUM		3 Semester Credit Hours
INTEGRATIVE LEARNING EXPERIENCE (ILE)		6 Semester Credit Hours
TOTAL		45 Semester Credit Hours
<u>Course ID</u>	<u>Cr.</u>	<u>Course name</u>
CORE COURSES Complete 15 Semester Credit Hours		
Biostatistics		
CRSH 5312	3	Biostatistics I
Epidemiology		
PUBH 5314	3	Introduction to Epidemiology
Social & Behavioral Science		
PUBH 5324	3	Disease Prevention & Health Promotion
Health Services Administration		
PUBH 5334	3	Health Management and Policy
Environmental Health Science		
PUBH 5343	3	Principles of Environmental Health
SPECIALIZATION: VETERANS HEALTH Complete 15 Semester Credit Hours		
PUBH 5376	3	Strategies for Veteran Health Advocacy and Policy
PUBH 5384	3	Disease Prevalence and Military Exposures in Veterans
PUBH 5391	3	Veterans Affairs Healthcare System
PUBH 5301	3	Military Culture, History, and Veteran Health
PUBH 5326	3	Program Design and Implementation in Public Health
ELECTIVES Complete 6 Semester Credit Hours		
RSMT 5323	3	Introduction to SAS for Public Health
RSMT 5311	3	Research Methods
PUBH 5383	3	Intervention Approaches in Health Promotion
PUBH 5351	3	Biological Basis of Disease
PUBH 5344	3	Program Evaluation in Public Health
PUBH 5322	3	Nutritional Epidemiology
PUBH 5336	3	Strategies for Public Health Advocacy
PRACTICUM Complete 3 Semester Credit Hours		
PUBH 5399	3	Practicum in Public Health
ILE Complete 6 Semester Credit Hours		
PUBH 5379	3	Integrative Learning Experience I
PUBH 5389	3	Integrative Learning Experience II

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MPMSK - Pediatric Musculoskeletal Health & Performance (MS)

General

Degree Type

Master of Science

Major Title

Pediatric Musculoskeletal Health & Performance (MS)

Mission

The mission of the MS in Pediatric Musculoskeletal Health and Performance is to provide graduates with the appropriate skills in evaluating the musculoskeletal system, identifying musculoskeletal conditions, and promoting healthy movement behaviors through evidence-based application for pediatric populations.

Catalog Full Description

Musculoskeletal and sports-related conditions are common in pediatric populations. The combined burden of medical conditions affecting the musculoskeletal system and preventable chronic diseases related to improper nutrition and inactivity in the United States continues to increase. Therefore, the degree in Pediatric Musculoskeletal Health and Performance is designed for current and future health professionals seeking to expand their knowledge and skills in the evaluation, assessment, and interventions related to musculoskeletal concerns in the pediatric population. The degree focuses on pediatric physiology, biomechanics, evidence-based interventions for acute and chronic musculoskeletal conditions, nutrition-related concerns, and health trajectories in pediatrics.

General Information

Length of Program

The MS in Pediatric Musculoskeletal Health & Performance program may be completed in five terms, requiring 30 credit hours.

- 27 Credit hours in major courses
- 3 Credit hours in the Capstone course

Mode of Instruction

The MS in Pediatric Musculoskeletal Health & Performance is offered through distance education.

Additional Information or Requirements

Additional Information

The following courses are prerequisite requirements for admission to the Master of Science in Pediatric Pediatric Musculoskeletal Health and Performance:

- Anatomy and Physiology I
- Anatomy and Physiology II
- Exercise Physiology
- Biomechanics

Program Requirements

Program Student Learning Outcomes

- The analysis of current literature and evidence-based pediatric musculoskeletal research and treatment interventions.
- The comparison of acute and chronic pediatric musculoskeletal conditions and the application of evidence-based interventions to promote healthy body movement.
- The application of public health interventions to promote a healthy and active lifestyle for youths.
- Written and oral communication skills

Degree and Graduation Requirements

The Master of Science in Pediatric Pediatric Musculoskeletal Health and Performance requires a minimum of 30 semester credit hours of coursework which are as follows:

- 27 Credit hours in major courses
- 3 Credit hours in Capstone course

Curriculum

MASTER OF SCIENCE DEGREE		
PEDIATRIC MSK HEALTH & PERFORMANCE		
TOTAL		30 Semester Credit Hours
Course ID	Cr.	Course name
Required Courses		
PMSK 5313	3	Pediatric Development & Biomechanics
RSMT 5311	3	Research Methods
PMSK 5322	3	Pediatric Musculoskeletal Diseases & Assessment
PMSK 5334	3	Pediatric Neurological Assessment
PMSK 5345	3	Pediatric Motor Learning
NUTR 5342	3	Maternal and Pediatric Nutrition
PUBH 5352	3	Pediatric Public Health Issues
PMSK 5362	3	Pediatric Exercise and Sport
PMSK 5372	3	Pediatric Musculoskeletal Intervention
PMSK 5396	3	Pediatric Musculoskeletal Capstone

MSCR - Clinical Research (MS)

General

Degree Type
Master of Science

Major Title
Clinical Research (MS)

Mission

The MS in Clinical Research program at Parker University is dedicated to the innovation, development, and application of knowledge related to all aspects of clinical research. The mission is to prepare health professionals to apply the knowledge and analytical skills to engage in clinical research, epidemiology, ethical and regulatory principles, and evidence-based healthcare.

Catalog Full Description

The MS in Clinical Research is an extensive program of study and research experience designed for researchers and health professionals that plan to oversee clinical trials as investigators, study coordinators, and site managers. The curriculum provides students with a comprehensive understanding of clinical research methodology, biostatistics, research ethics, and regulatory principles. The degree program will provide graduates with the necessary skills to conduct clinical research and prepare graduates for enrollment in a doctoral program.

General Information

Length of Program

The MS in Clinical Research program may be completed in six terms, requiring 36 credit hours.

- 30 credit hours from core requirements
- 3 credit hours from Independent Research
- 3 credit hours from the Clinical Research Capstone

Mode of Instruction

The Master of Science in Clinical Research is offered through distance education. Opportunities may be available for in-person research assistant roles.

Additional Information or Requirements

Additional Information

Computer Skills

Basic keyboarding skills and use of Microsoft Office applications are required. Internet connection is required.

Admission Requirements

In addition to the university Graduate Admission requirements, the following are required for admission to the Master of Science in Clinical Research:

- Submit two letters of recommendation
- Submit a resume indicating education and complete work history
- GRE: Not required
- Must have a minimum of a 3.0 Grade Point Average (GPA) on a 4.0 scale.

At the discretion of the Dean or Provost's Office, a candidate demonstrating academic potential may be admitted. The student must maintain a "B" or above for the first term of enrollment.

Failure to provide all admissions documentation, test scores or to achieve the grade point average required by the end of the first semester may lead to suspension or dismissal from the University. All graduate students are required to complete foundational courses for the appropriate program through undergraduate or equivalent course work. Students who have not completed relevant undergraduate courses will be required to take equivalent courses upon acceptance to the program.

Program Requirements

Program Student Learning Outcomes

The graduating student will be able to:

- Compare and contrast fundamental clinical research concepts
- Prepare a clinical research study
- Demonstrate the ability to critically appraise clinical research literature
- Develop grant proposals
- Interpret appropriate data analysis plans for clinical research studies
- Prepare scientific presentations for clinical research studies

Degree and Graduation Requirements

The MS in Clinical Research students must complete a total of 36 graduate semester credit hours of coursework. No elective courses are offered in this program. The MS in Clinical Research degree supports the development of clinical research. Students are encouraged to identify areas of clinical research and to utilize supervised research opportunities within the curriculum to develop research projects. Students are required to complete the Practicum and Capstone project(s).

Independent Research

Completion of three credit hours in independent research is required for the degree. Independent research begins after the first semester and near completion of the core requirements. Students will enroll in one 1- credit hour course over three terms, in conjunction with completing the core requirements. The student will work with a research mentor and will be actively involved in the development, execution, and evaluation of a clinical research project(s). During the practicum, the student will be exposed to clinical research planning, protocol preparation, Institutional Review Boards application, regulatory requirements, selection of study participants, data monitoring, and analysis. The practicum may be completed with a research mentor at Parker University. The practicum may also be performed under the supervision of a clinical research professional within a drug, device, or biotechnology company, a clinical research organization, or site management organization actively involved in clinical trials. Practicum sites outside of Parker University must be approved by the Program Director and Dean of Health and Human Performance.

Capstone Project

The Capstone Project provides a culminating experience that applies the knowledge and analytical skills to engage in clinical research. The purpose of the Capstone Project is to provide the student with a comprehensive understanding of the research experience beginning with the formulation of the research question, design and conduct of the research protocol, analysis, interpretation of the findings, and publication of the research results. Students will develop the Capstone Project while they are completing their coursework and independent studies under the supervision of their research mentor. The Capstone Project must involve the analysis and interpretation of data. Students are required to provide an oral presentation on their Capstone Project to their research mentor, peers, and faculty members, and any other interested parties. The purpose of the oral presentation is to demonstrate the student's ability to demonstrate understanding of study design, clinical findings, and preparation of a manuscript for publication. Publication is encouraged, but not a requirement for graduation.

To be eligible for the MS in Clinical Research, students at Parker University must fulfill the following requirements:

- Complete 36 credit hours of graduate study
- Complete the course of study required for the MS in Clinical Research with a grade point average of 3.0 or higher, based on a 4.0 scale
- Complete the degree requirements with no more than two courses with a grade of "C."
- Complete all the MS Clinical Research degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean.

Curriculum

MASTER OF SCIENCE - CLINICAL RESEARCH		
TOTAL		36 Semester Credit Hours
Course ID	Cr.	Course name
PUBH 5314	3	Introduction to Epidemiology
RSMT 5324	3	Designing Clinical Trials
RSMT 5333	3	Scientific Translation and Presentation
CRSH 5312	3	Biostatistics I
CRSH 5323	3	Biostatistics II
RSMT 5361	3	Clinical Data Management
CRSH 5376	3	Grant Writing
RSMT 5382	3	Ethics and Regulatory Issues
CRSH 5345	3	Critical Assessment of Clinical Research
RSMT 5386	3	Qualitative Analysis and Mixed Methods
RSMT 5096	1-3*	Special Topics: Independent Research (*Requires multiple enrollments for a minimum of 3 cumulative credit hours)
CRSH 5316	3	Clinical Research Capstone

MSFN - Functional Nutrition (MS)

General

Degree Type

Master of Science

Major Title

Functional Nutrition (MS)

Mission

The Master of Science Degree in Functional Nutrition will provide graduates the ability to communicate the link between functional nutrition, health promotion, and disease prevention with an evidence-based curriculum. Graduates will be able to apply research findings to the issues they face as clinicians, consultants, educators, and researchers in the field of nutrition.

Catalog Full Description

The Master of Science Degree in Functional Nutrition curriculum provides a creative learning environment with an intensive program of study that is evidence-based and focuses on health promotion and disease prevention through nutrition, diet, and exercise; looking at health history, physiology, and lifestyle to address wellness. Current and future health professionals seeking to expand their knowledge in holistic, personalized, science-based health partnerships to achieve optimal wellbeing will benefit from the Master of Science in Functional Nutrition program.

General Information

Length of Program

The Master of Science in Functional Nutrition may be completed in 5 terms for the 30-hour program. All degree requirements must be completed within five years of beginning coursework. Exceptions for extenuating circumstances will be reviewed by the Academic Dean.

Mode of Instruction

The Master of Science in Functional Nutrition is offered online.

Additional Information or Requirements

Additional Information

Computer Skills

Basic keyboarding skills and use of Microsoft Office applications are required. Internet connection is required.

Admission Requirements

In addition to the university graduate admission requirements, all applicants applying for admission into the Functional Nutrition program must complete and meet the following requirements:

- Submit two letters of recommendation to be received within the first semester of enrollment.
- Submit a formal resume indicating education and complete work history.

The following prerequisite courses must be completed with a “C” or higher:

- Introduction to Nutrition
- Biology
- Anatomy & Physiology
- General Chemistry
- Biochemistry

Program Requirements

Program Student Learning Outcomes

Graduates will demonstrate expert knowledge relevant to:

- Analyzing current literature and evidence-based research to identify best practices in functional nutrition for health promotion and disease prevention
- Demonstrating a personalized nutrition approach with consideration of individual’s symptoms, food choices, nutrient intake, lifestyle, environmental, and metabolic differences for optimal health, wellness, and human performance goals
- Evaluating and applying emerging tools, technology, and assessments for use in functional nutrition education and practice
- Developing effective written and oral communication skills to translate and disseminate nutrition expertise

Degree and Graduation Requirements

To be eligible for the Master of Science in Functional Nutrition degree, students at Parker University must fulfill the following requirements:

- Complete 30 credit hours of graduate study (24 credits must be earned at Parker University)
- Complete the course of study required for the Master of Science in Functional Nutrition with a grade point average of 3.0 or higher, based on a 4.0 scale
- Complete the degree requirements with no more than two courses with a grade of “C”

Curriculum

MASTER OF SCIENCE - FUNCTIONAL NUTRITION		
TOTAL		30 Semester Credit Hours
Course ID	Cr.	Course Title
NUTR 5100	3	Functional Nutrition Therapy I
NUTR 5200	3	Functional Nutrition Therapy II
RSMT 5311	3	Research Methods
NUTR 5313	3	Nutrition Counseling
NUTR 5363	3	Gut Microbiome & Health
NUTR 5384	3	Nutrition & Human Performance
NUTR 5395	3	Nutrients & Functional Foods
NUTR 5600	3	Nutrition Across the Lifespan
PSYC 5623	3	Psychology of Eating
NUTR 6999	3	Functional Nutrition Capstone

MSHP - Strength and Human Performance (MS)

General

Degree Type

Master of Science

Major Title

Strength and Human Performance (MS)

Mission

The mission of the Master of Science degree in Strength and Human Performance program at Parker University is to prepare graduates to apply evidence-based research to promote health, enhance physical performance, apply principles of strength and conditioning, and prevent athletic injuries. (Edited December 2022)

Catalog Full Description

The Master of Science degree in Strength and Human Performance provides a comprehensive study of evidenced-based research in physiology, biomechanics, and human metabolism to enhance health, function, and physical performance. This program prepares students for advanced graduate work in research and for professionals in a health-related field to strengthen their knowledge and application of exercise science. The courses are designed to facilitate certifications from the American College of Sports Medicine and the National Strength and Conditioning Association.

Students may choose to enroll in the MS in Strength and Human Performance with the Strength and Conditioning concentration. The Strength and Conditioning concentration includes an internship experience that simulates real-world job responsibilities in a related field. Internships require students to work full-time with assigned work schedules. Interns will perform hands-on application, as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester.

Students that complete the MS in Strength and Human Performance may be eligible for the following certifications:

- American College of Sports Medicine (ACSM) Certifications:
- ACSM Certified Personal Trainer (ACSM-CPT)
- ACSM Certified Exercise Physiologist (ACSM-EP)
- ACSM Certified Group Exercise Instructor (ACSM-GEI)
- ACSM Certified Clinical Exercise Physiologist (ACSM-CEP)
- ACSM Exercise is Medicine Credential
- ACSM/ACS Certified Cancer Exercise Trainer (CET)
- ACSM/NCHPAD Certified Inclusive Fitness Trainer (CIFT)
- ACSM/NPAS Physical Activity in Public Health Specialist (PAPHS)

National Strength and Conditioning Association (NSCA) Certifications:

- Certified Strength and Conditioning Specialist (CSCS)
- Certified Special Population Specialist (CSPS)
- NSCA-Certified Personal Trainer (NSCA-CPT)

General Information

Length of Program

The degree program may be completed in 5 terms for the 30-hour program. Students that choose the Strength and Conditioning concentration may complete the degree program in 6 terms for the 36-hour program.

Mode of Instruction

The Master of Science degree in Strength and Human Performance is offered online. The Strength and Conditioning concentration includes both an online component of coursework and an in-person hands-on experience.

Additional Information or Requirements

Additional Information

Computer Skills

Basic keyboarding skills and use of Microsoft Office applications are required. Internet connection is required.

Admission Requirements

In addition to the university graduate admission requirements, all applicants applying for admission into the Strength and Human Performance graduate program must complete the following prerequisite courses with a "C" or higher:

- Exercise Physiology (lecture + lab)
- Exercise Prescription and Application (lecture + lab)
- Biomechanics (lecture + lab)

- Kinesiology

Program Requirements

Program Student Learning Outcomes

Graduates will demonstrate expert knowledge relevant to:

- Conduct scholarly research on current health-related topics.
- Develop skills in written and verbal communication.
- Prescribe specialized training in areas related to cardiac rehabilitation, sports injuries and rehabilitation, and other allied health professions.
- Develop exercise programs that are goal-oriented to meet the needs of various populations.
- Apply principles of strength and conditioning to develop programs that enhance human performance.

(Edited December 2022)

Degree and Graduation Requirements

The Master of Science in Strength and Human Performance students must complete a total of 30 graduate semester credit hours of coursework or 36 graduate semester credit hours of coursework plus 300-hours of Internship if the strength and conditioning concentration is selected. No elective courses are offered in this program.

Curriculum

MASTER OF SCIENCE - STRENGTH AND HUMAN PERFORMANCE		
MAJOR REQUIREMENTS	30 Semester Credit Hours	
INTERNSHIP TRACK*	6 Semester Credit Hours	
Course ID	Cr.	Course Title
HPER 5305	3	Principles of Strength and Conditioning
HPER 5313	3	Exercise and Health
RSMT 5311	3	Research Methods
NUTR 6100	3	Nutrition and Exercise Performance
HPER 5355	3	Exercise Prescription for Special Populations
PSYC 5314	3	Applied Sports Psychology
HPER 5342	3	Cardiovascular Health and Exercise
HPER 5364	3	Advanced Methods of Strength and Conditioning
NUTR 5371	3	Advanced Nutrition and Metabolism
HPER 5379	3	Strength & Human Performance Capstone
INTERNSHIP TRACK COURSES*	6 Semester Credit Hours	
HPER 5389	3	Internship Experience I
HPER 5399	3	Internship Experience II

*Internship Track: Optional; Increases total credit hours to 36 for degree completion.

MT - Massage Therapy (Cert)

General

Degree Type
Certificate

Major Title
Massage Therapy (Cert)

Mission

Parker University School of Massage Therapy will enhance the development of wellness leaders through massage therapy by offering sound, ethical, evidence-based, and relevant instruction embracing the highest standards of education, research, and service.

Catalog Full Description

The Massage School and clinic gives scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial and neuromuscular therapies. The Massage School faculty teach the art of massage through a natural health and wellness model, while the structured clinic internship prepares student for professional practice. In addition to a comprehensive curriculum, students have the advantages of intimate classroom size, hands-on experience, and the opportunity to work with professionals in the field. To assist students with busy schedules, the school offers both day and an evening programs. One of the day programs is offered in a dual language format with assessments and lectures in Spanish. For more information about the dual language program please visit the [Parker University website](#).

The School of Massage Therapy also features contemporary equipment and a pristine environment where students can learn and network with others in the healthcare profession. Students at the Parker University School of Massage Therapy interact with other massage therapy, chiropractic and health science students. Financial assistance is available to help students who qualify manage both their financial and professional goals.

Professional Licensure Disclosure

Students who need information regarding licensure should contact the Massage School administration or the regulatory body that governs massage therapy practice in the state or country where the student wishes to practice. For Texas, the Department of Licensing and Regulation is the managing body (<https://www.tdlr.texas.gov/>). The licensing requirements of each state vary widely. Some state boards require a specific number of classroom hours to obtain a license to practice as a Massage Therapist in their respective states. It is the student's responsibility to determine, fulfill and document the requirements of the state(s) in which they are planning to apply for licensure.

A directory, published by the Associated Bodywork and Massage Professionals, is available for student use in the Massage School administrative office. More information is available at the Association's website www.abmp.com. Students are responsible for obtaining all information regarding practice regulations in any jurisdiction selected. Because state licensing requirements may change, the eligibility of a student to obtain a state's professional requirement(s) may change.

Texas Licensing Requirements

The State of Texas requires licensees to have successfully completed a minimum of a 500-hour supervised course of instruction in massage studies provided by a licensed massage school, a massage therapy instructor at a massage school, a state approved educational institution, or a combination of any of these. The Certificate in Massage Therapy is recognized by the [Texas Department of Licensing and Regulation](#) and can be contacted by mail: Massage Therapy Licensing Program, PO Box 12157, Austin, TX 78711-2157; or phone: (512) 463-6599.

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Massage Therapy program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. In addition to obtaining the Certificate of Massage Therapy, some states have additional requirements. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. The chart below details the state requirement for licensure.

For additional information, please check our website at Parker.edu and the following state requirement chart.

State	Disclosure Statement
Alabama	50 additional clock hours needed and state board approval
Alaska	25 additional clock hours needed and state board approval
American Samoa	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Arizona	100 additional clock hours needed and state board approval
Arkansas	The Massage Therapy program meets the requirements for professional licensure.
California	The Massage Therapy program meets the requirements for professional licensure.
Colorado	50 additional clock hours needed and state board approval.
Connecticut	150 additional clock hours needed and state board approval
Delaware	25 additional clock hours needed and state board approval.
District of Columbia	The Massage Therapy program meets the requirements for professional licensure.
Federated States of Micronesia	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Florida	Florida laws/rules course and state board approval.
Georgia	The Massage Therapy program meets the requirements for professional licensure.
Guam	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Hawaii	State exam required and state board approval.
Idaho	The Massage Therapy program does not meet the requirements for professional licensure.
Illinois	The Massage Therapy program does not meet the requirements for professional licensure.
Indiana	25 additional clock hours needed and state board approval
Iowa	The Massage Therapy program meets the requirements for professional licensure.
Kansas	No state regulations. Check local requirements.
Kentucky	The Massage Therapy program meets the requirements for professional licensure.
Louisiana	25 additional clock hours needed and state board approval.
Maine	The Massage Therapy program meets the requirements for professional licensure.
Maryland	150 additional credit hours and state board approval.
Massachusetts	50 additional clock hours needed and state board approval.
Michigan	25 additional clock hours needed and state board approval.
Minnesota	No state regulations. Check local requirements.
Mississippi	The Massage Therapy program meets the requirements for professional licensure.
Missouri	25 additional clock hours needed and state board approval.
Montana	The Massage Therapy program meets the requirements for professional licensure.
Nebraska	400 additional clock hours needed and state board approval.
Nevada	25 additional clock hours needed and state board approval.
New Hampshire	150 additional clock hours needed and state board approval
New Jersey	The Massage Therapy program meets the requirements for professional licensure.

New Mexico	50 additional clock hours needed and state board approval
New York	400 additional clock hours needed/state exam and state board approval
North Carolina	50 additional clock hours needed and state board approval.
North Dakota	150 additional clock hours needed and successful passing of the practical exam
Northern Mariana Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Ohio	The Massage Therapy program meets the requirements for professional licensure.
Oklahoma	The Massage Therapy program meets the requirements for professional licensure.
Oregon	25 additional clock hours needed and state board approval.
Pennsylvania	The Massage Therapy program meets the requirements for professional licensure.
Puerto Rico	400 additional clock hours needed and state board approval.
Republic of Palau	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Republic of the Marshall Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Rhode Island	50 additional clock hours needed and state board approval.
South Carolina	50 additional clock hours needed and state board approval.
South Dakota	The Massage Therapy program meets the requirements for professional licensure.
Tennessee	50 additional clock hours needed and state board approval.
Texas	The Massage Therapy program meets the requirements for professional licensure.
Utah	The Massage Therapy program meets the requirements for professional licensure.
Vermont	The Massage Therapy program meets the requirements for professional licensure.
Virgin Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Virginia	The Massage Therapy program meets the requirements for professional licensure.
Washington	25 additional clock hours needed and state board approval.
West Virginia	The Massage Therapy program meets the requirements for professional licensure.
Wisconsin	The Massage Therapy program meets the requirements for professional licensure.
Wyoming	No state regulations. Check local requirements.

General Information

Length of Program

The massage program is designed to be completed in eight months and is 600 Clock hours in length. This is the typical amount most students take to complete the program. However, students that need to extend their time of study will have a maximum of 12 months of continual enrollment to complete the program. If a student takes a leave of absence from the program for any reason, the amount of time remaining for the student to complete the program will be calculated from the last date of attendance. If a student's leave of absence exceeds 36 months, the student will be required to repeat the entire program. If a student has interrupted their education at Parker University School of Massage or any other massage school for more than three years, no credit will be given for the previous course work upon readmission. Former students must also meet all current admission requirements.

Mode of Instruction

The Massage Therapy program major courses are on ground at the Parker University Campus with some clinical component offerings being available off campus at events (i.e., chair massage, sports massage events, etc.) but these offerings are voluntary to the student.

Parker University's Certificate in Massage Therapy (CMT) program is also offered in a Dual Language format. In-class lectures, handouts, and assessments are presented in Spanish. Most textbooks are in English as well as students need conversational English skills to interact with clients in the Intern clinic. All curriculum content is the same for all methods of delivery.

El programa de Certificación en Terapia de Masaje (CMT) de la Universidad de Parker también se ofrece en un formato de lenguaje dual. Las clases en clase, folletos y evaluaciones son presentadas en español. Los libros de texto están en inglés y los estudiantes necesitan tener la habilidad de conversar en inglés para interactuar con los clientes en la clínica interna. Todo el contenido de el plan de estudios es el mismo para todos los métodos de entrega.

Clinical Experiences

Please confer with the [School of Massage Therapy Clinic Handbook](#) for information on 'Clinical Experiences.'

Additional Information or Requirements

Additional Information

Admission Requirements

Admission to Parker University does not guarantee admission to a Health Sciences program. Applicants to the Certificate in Massage Therapy Certificate program who do not hold legal residency status in the US are eligible for entry but will be subject to citizenship status of state licensing boards and employers in the US.

Massage Therapy Transfer Credit - The Certificate in Massage Therapy program does not accept transfer credits from other institutions.

Physical Requirements

Parker University School of Massage Therapy has established physical qualifications for admission to the massage program. These minimum qualifications are essential to prepare and practice as a Massage Therapist. Students at the University must be able to perform at a high level of competency in all phases of the classroom, clinic, and laboratory activities because they will use this knowledge as Massage Therapists. The physical qualifications are as follows:

- The student must possess sufficient coordination and use of both upper limbs to perform body work.
- The student must possess manual dexterity to perform in the various clinical and classroom requirements without posing a threat to themselves, clients, or fellow students.
- The student must have the ability to stand to perform therapies.
- The student must hear and see – appropriately assisted if needed – well enough to record client histories, to provide routine safety instructions, and conduct a massage session without constant supervision.

Persons with disabilities are eligible for admission if they can carry out classroom, laboratory, and clinical assignments. Including client intake, assessment and techniques, or the equivalent; pass written, oral, and practical examinations; and meet all the requirements of the school. Parker University will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder completion of the curriculum. In considering a prospective or actual applicant who discloses a disability, Parker University may require an interview to determine if the individual meets the physical qualifications to complete the program. The [Office of Student Services](#) can provide more information regarding accommodations that Parker University might be able to provide.

Program Requirements

Program Student Learning Outcomes

- Demonstrate both therapeutic and relaxation modalities of massage therapy to provide appropriate client care.
- Identify the relationship between the structure (particularly the musculoskeletal system) and function of the human body.
- Articulate an understanding that the body heals itself and the massage therapist assists in removing musculoskeletal imbalance by various massage procedures.
- Demonstrate proper professional and personal ethical guidelines which govern business/clinical practice for massage therapy.
- Develop business goals and objectives that will assist students upon graduation for a career in the massage therapy industry.
- Demonstrate the ability to incorporate basic massage technique knowledge with clinical application to provide high-quality, evidence-based care.

Degree and Graduation Requirements

The Certificate in Massage Therapy is 34-credit hour/600 clock hour program. In addition to Parker University's graduation requirements, a student in the Massage Therapy program must complete all degree requirements with a grade of 69.5% or higher in all courses.

Curriculum

CERTIFICATE - MASSAGE THERAPY			
MAJOR COURSES		34 Semester Credit Hours	
Course ID	Clock Hr	Credit Hr	Course Title
Trimester 1 Total	300	18	
MTE 0101	125	7.5	Swedish Massage
AMM 0101	75	5	Anatomy & Physiology
AMM 0102	40	2.5	Pathology for the Massage Professional
HYM 0101	20	1	Hydrotherapy
HHM 0101	20	1	Human Health & Hygiene
HHM 0102	12	0.5	Nutrition
BPM 0101	8	0.5	Business Practices & Professional Ethics I
Trimester 2 Total	300	16	
AMM 0201	60	4	Applied Anatomy and Kinesiology
MTM 0201	40	2.5	Neuromuscular Therapy
MFM 0201	40	2.5	Myofascial Therapy
NMM 0201	32	2	Eastern Modalities
BPM 0201	48	3	Business Practices & Professional Ethics II
INM 0201	80	2	Massage Therapy Intern Clinic
TOTAL	600	34	

RT - Radiologic Technology (AAS)

General

Degree Type
Associate of Applied Science

Major Title
Radiologic Technology (AAS)

Mission

The Radiologic Technology Program exists to provide students with the academic and technical foundation to competently and safely perform procedures.

Catalog Full Description

The Associate in Applied Science degree with a major in Radiologic Technology Program provides the knowledge and techniques required to obtain expertise in the field of Radiologic Technology. Students' that complete classroom and laboratory work at Parker University and clinical education in an affiliated clinical setting gain value with the "hands on" instruction. Students also build an understanding of the methods, ethics and tools crucial to advancement in today's healthcare landscape.

Professional Licensure Disclosure

Students that have completed the Associate of Applied Science with major in Radiologic Technology degree will be eligible to take the ARRT exam. This exam will allow the student to work within the United States. Students successfully passing the exam with a 75 will be able to apply for licensure in the state they become employed.

Enrollment in and graduation from Parker University's Radiologic Technology program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice.

State	Eligible for Professional Licensure	Additional Requirements
Alabama	Yes	
Alaska	Yes	
American Samoa	No licensing regulations/regulating body	
Arizona	Yes	
Arkansas	Yes	
California with	Yes	Fluorography(specific) exam for state
Colorado	Yes	
Connecticut	Yes	
Delaware	Yes	
District of Columbia	Yes	
Federated States of Micronesia	No licensing regulations/regulating body	
Florida	Yes	
Georgia	Yes	
Guam	Yes	
Hawaii	Yes	
Idaho	Yes	
Illinois	Yes	
Indiana	Yes	
Iowa	Yes	
Kansas	Yes	
Kentucky	Yes	
Louisiana	Yes	
Maine	Yes	
Maryland	Yes	
Massachusetts	Yes	
Michigan	Yes	
Minnesota	Yes	
Mississippi	Yes	
Missouri	Yes	
Montana	Yes	
Nebraska	Yes	
Nevada	Yes	
New Hampshire	Yes	
New Jersey	Yes	
New Mexico	Yes	
New York	Yes	

North Carolina	Yes	
North Dakota	Yes	
Northern Mariana Islands	No licensing regulations/regulating body	
Ohio	Yes	
Oklahoma	Yes	
Oregon	Yes	
Pennsylvania	Yes	
Puerto Rico	Yes	
Republic of Palau	No licensing regulations/regulating body	
Republic of the Marshall Islands	No licensing regulations/regulating body	
Rhode Island	Yes	
South Carolina	Yes	
South Dakota	Yes	
Tennessee	Yes	
Texas	Yes	
Utah	Yes	
Vermont	Yes	
Virgin Islands	No licensing regulations/regulating body	
Virginia	Yes	
Washington	Yes	
West Virginia	Yes	
Wisconsin	Yes	
Wyoming	Yes	

To be licensed in the state of California, one must successfully complete the degree program at Parker University and successfully pass the California Fluorography exam. For additional information, please check our website at Parker.edu and the [list of state requirements](#).

General Information

Length of Program

Parker's Associate of Applied Science with major in Radiologic Technology can be completed in 6 terms with a maximum satisfactory time frame of 9 terms. The RT major curriculum is a 16-month program. The Radiologic Technology program consists of 10 months of evening classes and 6 months of clinical classes.

Mode of Instruction

Most major Radiologic Technology courses are on ground at the Parker University Campus with some didactic coursework being online with the exception of the clinical component. A variety of clinical facilities throughout the Dallas/Fort Worth area will be utilized for the clinical component.

Additional Information or Requirements

Additional Information

Computer Skills and Access

Students need to have access to online resources to be successful in the Radiologic Technology program.

Admission Requirements

In addition to the university undergraduate admission requirements, all applicants applying for admission into the Radiologic Technology Program must complete and meet the following requirements:

- Students apply for admission to the Associate of Science with a major in Health Science program and once the required General Education courses have been completed, students may apply for admission to Radiologic Technology program.
- Admission to the Radiologic Program is based on the student's required cumulative grade point average of a 3.0 on a 4.0 scale with a grade of "C" or higher in General Education courses.
- All students must complete the HESI exam with a minimum average score of 75.
- Immunization Requirements: A completed immunization form is due at the time of application to the Radiologic Technology program. Students enrolling in the RT program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.
 - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
 - Mumps, Measles, Rubella (MMR)
 - Varicella
 - Tetanus and Diphtheria
 - Tuberculosis test – to be completed within 12 months prior to going to the clinical site. Two tests may be required depending on clinical placement. If the TB test comes back positive, results from a current annual chest x-ray must be provided.

Some immunizations may need to be updated upon going to clinical. Clinical sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. An interaction with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Radiologic Technology Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the patient's medical diagnoses may include tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards. Information on vaccination requirements and exemptions can be found on [MyParker](#).

- CPR Certification: The Associate of Applied Science in Radiologic Technology program requires students to have a current Texas Healthcare Provider CPR Certification. Proof of which must be submitted when applying for admission to the program. CPR for BLS Healthcare Provider Card must not expire while attending the RT program. If the student's CPR for BLS Healthcare Provider Card expires, they may be dismissed from the program, as it is vital that the CPR for BLS Healthcare Provider Card stay current. American Heart Association – The AHA CPR classes for BLS is for the Healthcare Professional, if students are in the medical field, BLS is the only class available. It is the most widely accepted course for hospitals and dentists. Acceptable CPR courses must be BLS for Healthcare Professionals. Online courses will not be accepted.
- Criminal Background Check/ Drug Screening: After being accepted to the program, but before clinical classes begin, students must undergo and pass a criminal background check and drug screening. These screenings will be administered through the university and will be at the student's expense. There are no exceptions. Upon acceptance/admission to the University, students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting.
 - If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the University without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on their criminal record and agrees that the University will not be held liable in the case of failure to progress in clinical rotation and/or achieve licensure. Failure to disclose a misdemeanor or felony to the University is grounds for dismissal.
- Once accepted into the program, it is the student's responsibility to notify the RT program Director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program.
- Drug screenings are performed as a condition of acceptance into the Radiologic Technology Program. The student will be responsible for any cost involved in a drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the RT program.
- The Radiologic Technology program online application and all required documentation must be submitted by the designated due date. Due dates are listed below for application deadlines. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted.

Application Due Date	Major Semester
October 1	Winter – January
February 1	Summer – May
June 1	Fall – September

Criminal Background Check

Upon acceptance/admission to the University, students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting. The student will be responsible for any cost involved in a drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the RT program.

A criminal background check will be performed 30 days prior to attending the clinical setting. Students cannot participate in the clinical setting without a “clear” criminal history background check. Clinical sites, in accordance with the regulations of the State of Texas and national accreditation agencies, require employees, students, and volunteers who work with children, the elderly, or the disabled to have a “clear” criminal history background check. Agencies vary as to what the definition of “clear” means. The facilities may choose to request additional nationwide and international criminal history background checks. The final decision regarding acceptance of a student at the Clinical site based on previous criminal history rests with each facility. A student who does not have a clear criminal history record is required to meet with the RT Program Director prior to admission into the RT program to discuss the implication of the criminal record on their potential progression in and completion of all requirements of the curriculum. A felony conviction may affect a graduate’s ability to sit for the American Registry of Radiologic Technologist, Radiography Examination.

Students that have a criminal background SHOULD apply to the ARRT to get a pre-application packet in order to see if the ARRT is going to allow the student to sit for the Registry. There is a fee to submit a pre-application.

Physical Requirements

Each student is required to have a physical health screen check-up. Each student must exhibit good physical health and endurance. Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting and moving of patients and handling radiography equipment in a clinical setting.

Program Requirements

Program Student Learning Outcomes

- Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures.
- Students will apply verbal and written communication skills to effectively interact within a healthcare setting.
- Students will acquire critical thinking and problem-solving skills to effectively practice in the profession.
- Students will demonstrate radiation protection methods.

Degree and Graduation Requirements

The Associate of Applied Science with major in Radiologic Technology requires a minimum of 74 semester credit hours of course work which are as follows:

- 26 semester credit hours in General Education Courses
- 30 semester credit hours in RT major Courses
- 18 semester credit hours in RT Clinical Courses

Curriculum

ASSOCIATE OF APPLIED SCIENCE - RADIOLOGIC TECHNOLOGY		
GENERAL EDUCATION COURSES		26 Semester Credit Hours
MAJOR REQUIREMENTS		48 Semester Credit Hours
TOTAL		74 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES	26 Semester Credit Hours	
BIOL 2401	4	Anatomy and Physiology I (lecture and lab)
BIOL 2402	4	Anatomy and Physiology II (lecture and lab)
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS	48 Semester Credit Hours	
RADR 1309	3	Introduction to Radiologic Science and Patient Care
RADR 1313	3	Principles of Radiographic Imaging I
RADR 1311	3	Basic Radiographic Procedures
RADR 2301	3	Intermediate Radiographic Procedures
RADR 1360	3	Clinical Education I
RADR 1361	3	Clinical Education II
RADR 2305	3	Principles of Radiographic Imaging II
RADR 2317	3	Radiographic Pathology
RADR 2331	3	Advanced Radiographic Procedures
RADR 2333	3	Advanced Medical Imaging
RADR 2360	3	Clinical Education III
RADR 2361	3	Clinical Education IV
RADR 2313	3	Radiation Protection and Biology
RADR 2362	3	Clinical Education V
RADR 2363	3	Clinical Education VI
RADR 2335	3	Radiologic Technology Seminar

*Course order, content and credit hours is subject to change.

All Courses

ACCT2301 - PRINCIPLES OF FINANCIAL ACCOUNTING

Course Information

Course Title

PRINCIPLES OF FINANCIAL ACCOUNTING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. Generally Accepted Accounting Principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company. Students will be exposed to International Financial Reporting Standards (IFR).

ACCT2302 - PRINCIPLES OF MANAGERIAL ACCOUNTING

Course Information

Course Title

PRINCIPLES OF MANAGERIAL ACCOUNTING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.
Prerequisite(s): ACCT 2301 Principles of Financial Accounting

ACCT6301 - ACCOUNTING FOR DECISION MAKING

Course Information

Course Title

ACCOUNTING FOR DECISION MAKING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

Students learn to research, evaluate, analyze and present an organization's financial position using managerial accounting techniques. Topics include financial statement analysis, costing, forecasting, budgeting, and performance measures. Emphasis will include the use of accounting information to communicate and support ethical managerial decision making and planning.

AMM0101 - Anatomy & Physiology

Course Information

Course Title

Anatomy & Physiology

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	5

Course Description

This is the foundation course in systems-based human anatomy and physiology. Students will learn the structure and function of each of the major systems of the human body, how they inter-relate, and how they are affected by massage therapy. Students will also learn basic medical terminology, including roots, prefixes, suffixes, and combining vowels. Laboratory time will include observation of prosected human cadavers.

AMM0102 - Pathology for Massage Professional**Course Information****Course Title**

Pathology for Massage Professional

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	2.5

Course Description

Students will learn to recognize pathologies and to adapt techniques to promote healing and ease discomfort. Coursework will include a thorough review of endangerment sites and contraindications for massage therapy, and the development of a network of healthcare professionals for referrals, when appropriate.

AMM0201 - Applied Anatomy & Kinesiology**Course Information****Course Title**

Applied Anatomy & Kinesiology

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	4

Course Description

This course is a continuation of AM0101, with a detailed study of the effects of massage therapy on the cardiovascular and nervous systems, an exploration of fascia, and special emphasis on the skeletal and muscular systems and their role in human movement. Students will extend their knowledge of muscle origin, insertion, action, refine palpation skills, and will be introduced to the oriental anatomical model.

Prerequisites: AMM 0101 Anatomy & Physiology

ANTH2351 - SOCIAL & CULTURAL ANTHROPOLOGY**Course Information****Course Title**

SOCIAL & CULTURAL ANTHROPOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

BASC2312 - MICROBIOLOGY/IMMUNOLOGY**Course Information****Course Title**

MICROBIOLOGY/IMMUNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course explores the general concepts, methods, and applications of microbiology. Course topics include the history of microbiology, the morphology, physiology and metabolism of microbes, and methods of physical and chemical control. Special attention will be given to understanding the pivotal roles microorganisms play in the environment, human health, and food production.

BASC4315 - BIOCHEMISTRY I

Course Information

Course Title

BIOCHEMISTRY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course provides an introduction to the fundamental concepts in biochemistry, which focuses upon the major macromolecules and chemical properties of living systems. Primary topics include basic concepts on the physical properties of water, pH, and buffers; basic organic chemistry and importance of functional groups in biomolecules; structure and function of amino acids, proteins, and nucleic acids; enzyme kinetics, general properties and regulation; cellular signaling mechanisms; bioenergetics; the structure, function and metabolism of carbohydrates; hormonal regulation of metabolism; fundamental of molecular biology: DNA replication, transcription, and translation. Emphasis is placed on using biochemistry in the process of clinical problem solving.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5105: Credit cannot be earned for BASC 4315 and 5105

BASC4316 - BIOCHEMISTRY II

Course Information

Course Title

BIOCHEMISTRY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is designed to provide students with a fundamental foundation in biochemistry by exploring concepts of the biochemical basis of human growth, metabolism, and disease. This includes a comprehensive consideration of the role of carbohydrates, lipids, proteins, vitamins, and minerals in maintaining a healthy state. It will help students to develop a general foundation for understanding the biochemical basis of human growth, metabolism, and disease. Special emphasis will be placed on, but not limited, to the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and 235 minerals, and their essential biochemical roles will be explained and emphasized. This will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet.

Prerequisite(s): Biochemistry I

Cross-List BASC 5206: Credit cannot be earned for BASC 4316 and 5206

BASC4401 - BIOLOGY OF CELLS AND TISSUES

Course Information

Course Title

BIOLOGY OF CELLS AND TISSUES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course is designed to provide student with a general overview and foundation of the way cellular components of different organ systems are combined to produced coordinated function. The course requires students to develop conceptual skills to visualize the functions of individual components and coordinate them with the overall function of an organ. The course presents microscopic anatomy of cells, tissues organs and organ systems in the human body and correlates these structures with their various functions. The unity of the human body is examined beginning first at the cellular level with a study of the basic life processes of cells including cell structure and function. Emphasis is given to growth, maintenance, energetics, and membrane transport, as well as to how information that is used to run the cell is stored and expressed. Secondly, the way various kinds of cells and their products are organized into the basic tissues are examined, and thirdly the organization of tissues within the various organs and organ systems are studied with an emphasis on the inter-relationship between the structure and function of tissues. Laboratory sessions are used to visualize concepts and the development and application of skills obtained from the lectures or assigned readings. This course provides a foundation for the study of biochemistry and physiology as well as illustrating the cellular organization of systems studied in anatomy.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5101: Credit cannot be earned for BASC 4401 and 5101

BASC4404 - DEVELOPMENTAL AND APPLIED ANATOMY

Course Information

Course Title

DEVELOPMENTAL AND APPLIED ANATOMY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course is designed to give the student a general overview of human embryology and anatomy using a systems approach via a lecture and laboratory format. The course requires students to utilize evidence-based research to gain insight into the concepts presented. The course will introduce embryological and anatomical concepts whose understanding is essential to continuing in gross anatomy. Each section in anatomy is preceded by the embryological development of that area or system. The main body of information will be presented in a lecture format supported by self-paced labs using models and student partners to emphasize the anatomical features and topographical landmarks.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5104: Credit cannot be earned for BASC 4404 and 5104

BASC4405 - NEUROSCIENCE

Course Information

Course Title

NEUROSCIENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

The topics considered in this lecture/laboratory course are centered on the fundamental neuroanatomical and neurophysiological principles essential to establishing a foundation of knowledge related to the human nervous system. This course provides a general study of the nervous system with an emphasis on brain organization, neuron physiology, perceptual systems, and motor systems. The course is intended for Anatomy majors, and those considering neuroscience, graduate academic science studies, or other advanced medical majors.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 6105: Credit cannot be earned for BASC 4405 and 6105

BASC4406 - GENERAL PATHOLOGY

Course Information

Course Title

GENERAL PATHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course is an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the mechanism of development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with 236 an emphasis on the fact that the pathological process is not a new entity, but a misapplication of the normal processes already encountered.

Prerequisite(s): Physiology I; Microbiology/Immunology; and Developmental and Applied Anatomy

Cross-List BASC 5306: Credit cannot be earned for BASC 4406 and 5306

BASC4501 - GROSS ANATOMY I

Course Information

Course Title

GROSS ANATOMY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

The course is a general study of human gross anatomy and its correlation to clinical practice. The course provides students with a regional study of the back, chest, abdominal muscles, spinal cord and structures, and upper and lower limb structures. The laboratory component utilizes human dissection to enhance the concepts of the course by macroscopic visualization of the anatomical regions. This course is appropriate for undergraduate and post-baccalaureate students, pre-medical and pre-allied health students who are seeking to gain a better appreciation of the anatomical and functional relationship of the human body.

Prerequisite(s): Developmental and Applied Anatomy

Cross-List BASC 5202: Credit cannot be earned for BASC 4502 and 5202

BASC4502 - GROSS ANATOMY II

Course Information**Course Title**

GROSS ANATOMY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

The course is a general study of human gross anatomy and its correlation to clinical practice. The course provides student with a regional study of the thoracic, abdomen, pelvic, and cranial cavities. The laboratory component utilizes human dissection to enhance the concepts of the course by macroscopic visualization of the anatomical region. The course is appropriate for undergraduate and post-baccalaureate students, pre-medical and pre-allied health students who are seeking knowledge of the anatomical and functional relationship of the human body.

Prerequisite(s):Gross Anatomy I

Cross-List BASC 5301: Credit cannot be earned for BASC 4501 and 5301

BASC4503 - PHYSIOLOGY I

Course Information**Course Title**

PHYSIOLOGY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

The course explores the foundational physiological principles that apply to normal body function by an in-depth examination of the underlying chemical and physical mechanisms. Primary topics include the nervous system, muscle physiology, and special senses. Discussion will include ion movement, action potential, synapses and receptors, the central, peripheral, and autonomic nervous systems, excitation-contraction coupling in skeletal muscle and the mechanisms specific to vision, hearing, smell, and taste, in addition to the somatosensory system. The laboratory component of the course enhance student understanding of the concepts of the primary topics of the course.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5303: Credit cannot be earned for BASC 4503 and 5303

BASC4514 - PHYSIOLOGY II

Course Information**Course Title**

PHYSIOLOGY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

The course explores the foundational physiological principles that apply to normal body function by an in-depth examination of the underlying chemical and physical mechanisms. Topics covered in the course consists of the physiological mechanism that regulate the renal, digestive, and endocrine systems, as well as exercise, acid-base regulation, and temperature regulation. The laboratory component of the course enhance student understanding of the concepts covered.

Prerequisite(s): Physiology I

Cross-List BASC 5204: Credit cannot be earned for BASC 4514 and 5204

BASC4605 - MICROBIOLOGY/IMMUNOLOGY

Course Information

Course Title

MICROBIOLOGY/IMMUNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	6

Course Description

Microbiology is a six-credit hour lecture/laboratory course. Microbiology is the study of microorganisms further defined as the branch of biology focused on microorganisms and the effects they have on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminths. Topics include an overview of growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms.

Prerequisite(s): Biology of Cells and Tissues

Cross-List BASC 5205: Credit cannot be earned for BASC 4605 and 5205

BASC5101 - BIOLOGY OF CELLS AND TISSUE

Course Information

Course Title

BIOLOGY OF CELLS AND TISSUE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course is designed to provide the graduate student a foundation in the way cellular components of different organ systems is combined to produce coordinated function. The course requires the students to develop conceptual skills to visualize the functions of individual components and coordinate them with the overall function of an organ. The course presents the microscopic anatomy of cells, tissues, organs, and organ systems in the human body and correlates these structures with their various functions. The unity of the human body is examined beginning at the cellular level with a study of the basic life processes of cells including cell structure and function. Second, the way different kinds of cells and their products are organized into the basic tissues are examined, and third the organization of tissues within the various organs and organ systems are studied with an emphasis on the interrelationship between the structure and function of tissues. At each step, emphasis is placed on the necessity of proper function of each component to the well-being of the whole. Reference is made to the impact of lifestyle choices (diet, activity, etc.) on the structure and function of individual components to prepare the graduate student for more advanced coursework in pathology and diagnosis. Course material will be presented in an online format for both lectures and labs.

BASC5104 - DEVELOPMENT AND APPLIED ANATOMY

Course Information

Course Title

DEVELOPMENT AND APPLIED ANATOMY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course is designed to give the graduate student a sound educational foundation in human embryology and anatomy using a systems approach. The course requires that student's research outside sources to gain insight into the concepts presented. Embryological and anatomical concepts are introduced whose understanding is essential to continuing in gross anatomy and other subjects. Each section in anatomy is preceded by the embryological development of that area or system. Areas of emphasis include anatomic terminology, fertilization and implantation, embryological development, osteology, arthrology, myology, neurology, and the cardiovascular system to prepare the graduate students for advanced anatomy and diagnosis coursework. Course material will be presented in an online lecture format with either online or on campus labs supported by models and virtual technology to emphasize anatomical features and topographical landmarks.

BASC5105 - BIOCHEMISTRY I

Course Information

Course Title

BIOCHEMISTRY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course provides graduate students broad coverage of fundamental concepts in biochemistry, which focuses upon the major macromolecules and chemical properties of living systems. Primary topics include basic concepts of the physical properties of water, pH, and buffers; basic organic chemistry and importance of functional groups in biomolecules; structure and function of amino acids, proteins, and nucleic acids; enzyme kinetics, general properties and regulation; cellular signaling mechanisms; bioenergetics; the structure, function and metabolism of carbohydrates; hormonal regulation of metabolism; fundamentals of molecular biology: DNA replication, transcription, and translation. Emphasis is placed on using biochemistry in the process of clinical problem solving and in providing an understanding of basic nutrition necessary for human wellness. This course is designed to prepare the graduate student to apply biochemical knowledge to Clinical Nutrition coursework. This is delivered in an online format. Prerequisite(s): Principles of Biomedical Sciences

BASC5109 - PRINC OF BIOMEDICAL SCIENCES**Course Information****Course Title**

PRINC OF BIOMEDICAL SCIENCES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course provides an in-depth introduction to key concepts in chemistry, cell biology, human physiology, and physics, essential for biomedical sciences. In physics, students will explore biomechanics, forces, torque, fluid dynamics, and electromagnetism, applying these to solve problems related to fluid flow, pressure, and electric currents in biological systems. Chemistry topics include atomic structure, chemical bonding, acid-base equilibria, redox reactions, and organic chemistry, focusing on functional groups and stereochemistry within metabolic pathways. Biochemistry covers macronutrients, vitamins, thermodynamics, Gibbs free energy, and calculations involving pH and buffers. In cell biology, students will study cellular organelles, membrane transport, and molecular signaling. Human physiology will emphasize homeostasis, endocrine feedback mechanisms, neurophysiology, and cardiovascular function. The course promotes problem-solving skills and mathematical analysis, integrating medical terminology to prepare students for advanced biomedical and health-related fields.

BASC5202 - GROSS ANATOMY I**Course Information****Course Title**

GROSS ANATOMY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course is an intensive study of human gross anatomy and its clinical correlations. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. Human Gross Anatomy I feature a regional approach to anatomy and includes Back, Thorax, Neck and Head regions including embryological development. The laboratory component of this course is done by human dissection. Prerequisite(s): Developmental and Applied Anatomy

BASC5204 - PHYSIOLOGY I**Course Information****Course Title**

PHYSIOLOGY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. This part of the physiology sequence covers the following: skeletal, smooth, and cardiac muscle anatomy; excitation-contraction coupling, mechanical function, skeletal muscle fiber types and their function. Also, the cardiovascular, pulmonary systems and exercise physiology are addressed. Physiology coursework prepares the graduate student for more advanced study in pathology and the mechanisms of disease. This course has a complementary lab that reinforces the lecture and improves understanding in smaller groups. Prerequisite(s): Developmental and Applied Anatomy, Principles of Biomedical Sciences, Biology of Cells and Tissues

BASC5205 - MICROBIOLOGY AND IMMUNOLOGY

Course Information

Course Title

MICROBIOLOGY AND IMMUNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	6

Course Description

Microbiology is the study of microorganisms and their effects on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminths. Topics include growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms. This graduate level course prepares students for advanced coursework in pathology and diagnosis. Prerequisite(s): Biology of Cells and Tissues

BASC5206 - BIOCHEMISTRY II

Course Information

Course Title

BIOCHEMISTRY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course is the continuation of the study of Biochemistry. It includes a comprehensive consideration of the role of carbohydrates, lipids, proteins, vitamins, and minerals in maintaining a healthy state. It will help graduate students to develop a general foundation for understanding the biochemical basis of human growth, metabolism, and disease, and acquire the biochemical background required for successful progression in the basic biomedical and clinical sciences. Special emphasis will be placed on, but not limited to, the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, and some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and minerals, and their essential biochemical roles will be explained and emphasized. This course will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet. This course is designed to prepare the chiropractic student to apply biochemical knowledge to Clinical Nutrition coursework. Prerequisite(s): Biochemistry I

BASC5301 - GROSS ANATOMY II

Course Information

Course Title

GROSS ANATOMY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course is an intensive study of human gross anatomy and its clinical correlations. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. Human Gross Anatomy II features a regional approach and includes the subjects of Upper Extremity, Abdomen, Pelvis, and Lower Extremity regions along with the embryological development of the abdominopelvic viscera. The laboratory component of this course is done by human dissection. Prerequisite(s): Gross Anatomy I

BASC5303 - PHYSIOLOGY II

Course Information

Course Title

PHYSIOLOGY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

In this part of the physiology sequence, the physiological mechanisms that regulate the renal, digestive, and endocrine systems, exercise physiology, acid-base balance, and temperature regulation, together with dietary balance and nutrition are discussed. Physiology coursework prepares the graduate student for more advanced study in pathology and the mechanisms of disease. The lab component of this course is used to reinforce the lecture content and improve understanding in smaller groups. Part of the Tri 3 Capstone assignment also occurs in the lab to begin the preparation for performing a case history. Prerequisite(s): Physiology I

BASC5304 - PUBLIC HEALTH**Course Information****Course Title**

PUBLIC HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to give the student a sound educational foundation in the issues of public health. The core curriculum consists of basic public health topics: historical perspective of public health; the purpose, structure, and function of public health organizations; injuries as a community health problem; safety and health in the workplace; environmental factors in disease transmission and inhibition of disease; epidemiology; food and environmental microbiology; social determinants of health and health disparities. Prerequisite(s): Physiology I, Microbiology/Immunology

BASC5306 - GENERAL PATHOLOGY**Course Information****Course Title**

GENERAL PATHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course provides the graduate student with an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with an emphasis that the pathological process is not a new entity, but a misapplication of the normal processes already encountered. The topics include cellular pathology, inflammation and repair, hemodynamics, congenital and pediatric disorders, immunopathology, and neoplasms. This course is meant to integrate the knowledge gained from the cells and tissues, microbiology and immunology, anatomy, and physiology courses and prepares the student for advanced coursework in diagnosis. Prerequisite(s): Physiology I, Developmental and Applied Anatomy, Microbiology/Immunology

BASC6105 - NEUROSCIENCE**Course Information****Course Title**

NEUROSCIENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

The topics discussed in this lecture / laboratory course are centered on the basic neuroanatomical and neurophysiological principles essential to establishing a foundation of knowledge related to the human nervous system. The development, differentiation, and histology of the nervous system will be studied, along with the external and internal configuration of the spinal cord, brain stem, cerebellum, cerebral hemispheres, and the neurocircuitry within these regions. Spinal cord pathways, along with pathway lesions, will be emphasized. The special sensory systems will be addressed from peripheral receptors to central neural pathways. The laboratory sessions will reinforce the structural and functional relationships of the entire neuroaxis from spinal cord to cerebral hemispheres. In this course the fundamental principles of the discipline are taught to form a strong intellectual foundation for further study of the subject and its clinical applications. Prerequisite(s): Physiology II, Gross Anatomy I

BASC6106 - SYSTEMS PATHOLOGY**Course Information****Course Title**

SYSTEMS PATHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course is a continuation into the basic principles of pathology as covered in General Pathology. Course materials will include an in-depth discussion into multiple organ systems pathology, with an emphasis on understanding the origins of the pathophysiological disease state. An understanding of initial factors in the early development of organ dysfunction will lead to a more appropriate intervention by the future healthcare provider. Discussion of the benefits of preventive care as it relates to wellness is included. Prerequisite(s): General Pathology, Physiology II

BASC6202 - PHARMACOLOGY AND TOXICOLOGY

Course Information**Course Title**

PHARMACOLOGY AND TOXICOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

Pharmacology/Toxicology is the study of drugs, with special emphasis on drug usage, clinical effects, toxic reactions, and poisoning. This course has been specifically designed and organized to introduce the foundational concepts of pharmacology and toxicology. It is imperative that the chiropractic clinician have a sound working knowledge of the more commonly used medications and supplements and their effects on the human body. Prerequisite(s): Physiology II, General Pathology

BCIS1301 - FUND OF COMPUTER INFORMATION SYS

Course Information**Course Title**

FUND OF COMPUTER INFORMATION SYS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

Overview of computer information systems. Introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business and other segments in society. The fundamentals of computer problem solving and programming in a higher-level programming language may be discussed and applied.

BCIS1302 - PROGRAMMING LOGIC AND DESIGN

Course Information**Course Title**

PROGRAMMING LOGIC AND DESIGN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is an introduction to the program development and design process, including computer-based concepts of problem-solving, structured programming logic and techniques, algorithm development and program design. Topics include program flowcharting, algorithms, input/output techniques, control structures (sequence, selection/decision, and repetition/looping), modularization, procedures/functions/ methods, file handling, control breaks, pseudo-coding, and user documentation. Basic concepts of object-oriented programming are also introduced (classes and objects). The course offers students an opportunity to apply skills in a laboratory environment.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS1305 - BUSINESS COMPUTER APPLICATIONS

Course Information**Course Title**

BUSINESS COMPUTER APPLICATIONS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

The focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

Prerequisite(s): COSC 1301 Introduction to Computing: The designated course must be taken prior to any other HIT major courses.

BCIS2302 - COMPUTER PROGRAMMING I

Course Information**Course Title**

COMPUTER PROGRAMMING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course provides introductory IT students with a basic introduction to computer programming technology and algorithmic problem-solving using Java as the introductory programming language. Topics covered include control structures, arrays, functions, recursion, dynamic memory allocation, simple data structures, files, and structured program design. Elements of object-oriented design and programming are also introduced.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS2303 - COMPUTER PROGRAMMING I LAB

Course Information**Course Title**

COMPUTER PROGRAMMING I LAB

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

BCIS 2303 Computer Programming I Lab – 3 Credit Hours

This course is a continuation of Programming I. This course introduces the student to object-oriented programming through a study of the concepts of program specification and design, algorithm development, and coding and testing using a modern software development environment. Students learn how to write programs in an object-oriented high-level programming language. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, classes and methods, control structures, arrays, and strings.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS2304 - COMPUTER PROGRAMMING II

Course Information**Course Title**

COMPUTER PROGRAMMING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is a continuation of Programming I. This course includes an introduction to data structures such as queues and stacks. Students will use a structured programming language such as JAVA or C++ in problem solving. Examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered.

Prerequisite(s): BCIS 2302 Computer Programming 1 or Transfer credits

BCIS2305 - COMPUTER PROGRAMMING II LAB

Course Information

Course Title
COMPUTER PROGRAMMING II LAB

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description
This is the laboratory activities section of BCIS 2304 and covers structured programming languages such as JAVA or C++ in problem solving. This course examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered. This course will also include an introduction to data structures such as queues and stacks.

Prerequisite(s): BCIS 2302 Computer Programming II or Transfer credits

BCIS2306 - NETWORK ESSENTIALS

Course Information

Course Title
NETWORK ESSENTIALS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description
This course covers the architecture, function, and configuration of computer hardware and networks, along with basic operating system software functions. The students are introduced to network and communications concepts including operational issues surrounding network planning, configuration, monitoring, trouble shooting, and management.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS2307 - OPERATING SYSTEMS

Course Information

Course Title
OPERATING SYSTEMS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description
This course examines the important problems in operating system design and implementation. The operating system provides an established, convenient, and efficient interface between user programs and the bare hardware of the Computer on which they run. Responsible for sharing resources (e.g., disks, networks, and processors), providing common services needed by many different programs (e.g., file service, the ability to start or stop processes, and access to the printer), and protecting individual programs from interfering with one another. Emphasis will be given to three major OS subsystems: process management (processes, threads, CPU scheduling, synchronization, and deadlock), memory management (segmentation, paging, swapping), and file systems; and on operating system support for distributed systems, monitoring, trouble shooting, and management.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS2308 - DATA AND INFORMATION MANAGEMENT

Course Information

Course Title
DATA AND INFORMATION MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This is an introductory course to database management systems. Examines data structures, file organizations, concepts, and principles of database management systems (DBMS), as well as data analysis, database design, data modeling, database management and database implementation. The course provides hands-on experience in database design and implementation through assignments, lab exercises and course projects.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS2309 - ETHICAL SOCIAL AND LEGAL DIMENSIONS

Course Information**Course Title**

ETHICAL SOCIAL AND LEGAL DIMENSIONS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

The course covers ethical style of good writing in Computer Information Systems and Science; the social, legal, philosophical, and economic issues related to Computers that members of a technological society might face in their professional and civic lives; the copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods; the proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and Intranet; the measures, such as passwords or virus detection/prevention, to protect Computer systems and databases from unauthorized use and tampering; and the impact of Computer programming on the World Wide Web (WWW) community.

BCIS2322 - CLIENT SIDE SCRIPTING

Course Information**Course Title**

CLIENT SIDE SCRIPTING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

The course covers the introduction to programming and scripting concepts, using JavaScript as the catalyst for learning client-side scripting. Topics include JavaScript and Dynamic HTML for interactivity · Forms and introductory data processing.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS2390 - SYSTEMS ANALYSIS AND DESIGN

Course Information**Course Title**

SYSTEMS ANALYSIS AND DESIGN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

A study of the systematic analysis, design, and implementation of software systems with special emphasis on the processes and skills used in the first four stages of the System Development Life Cycle. Traditional and current methodologies, including Computer aided analysis and design tools will be considered. Topics will be approached through project - oriented cases and projects, which integrate theory and practical application.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS3301 - DATA STRUCTURES AND ALGORITHM ANALY

Course Information**Course Title**

DATA STRUCTURES AND ALGORITHM ANALY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course aims to introduce the student to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, de-queues, sets/maps, directed acyclic graphs, and graphs; and implementations including the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists.

Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS3302 - DATA STRUCTURES ALGORITHM ANALYSIS

Course Information**Course Title**

DATA STRUCTURES ALGORITHM ANALYSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will continue from BCIS 3301 and apply concept of algorithms design. This includes greedy, divide-and-conquer, random and backtracking algorithms and dynamic programming, and specific algorithms including, for example, resizing arrays, balancing search trees, shortest path, and spanning trees.

Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS3303 - NETWORKING II

Course Information**Course Title**

NETWORKING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

An introduction to the advanced design and analysis of computer communication networks. Topics include application layer protocols, internet protocols, network interfaces, local and wide area networks, wireless networks, bridging and routing, and current topics. Topics include history, media, hardware, software, standards, networks, analysis and design, distributed processing, and network management.

Prerequisite(s): BCIS 2306 Fundamental of Network Systems or Transfer credits

BCIS3311 - IT PROJECT AND SERVICE MANAGEMENT

Course Information**Course Title**

IT PROJECT AND SERVICE MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

In this course, emphasis will be placed on the issues associated with the successful completion of a project, including defining, scheduling, and monitoring project activities; interacting with clients in interviews and project reviews; and managing client expectations. The rapidly changing field of information technology requires a solid knowledge foundation. Reviews contemporary information technology management and the relevant issues of effective management of the information service activities.

Prerequisite(s): BMGT 1301 Introduction to Management or Transfer credits

BCIS3313 - DATA WAREHOUSE AND BI

Course Information

Course Title

DATA WAREHOUSE AND BI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will help the student understand the process by which a data warehouse system is designed and developed. The student will get acquainted with OLAP models and their differences with standard OLTP models. Students will learn concepts, tools, and technologies associated with modeling, design, implementation, and management of data warehouses.

Prerequisite(s): BCIS 2308 Data and Information management or Transfer credits

BCIS4301 - FUNDAMENTAL OF INFORMATION SECURITY

Course Information

Course Title

FUNDAMENTAL OF INFORMATION SECURITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course outlines best practices for the information security goals of confidentiality, integrity and availability; explain ethical practices; define vocabulary/terminology related to information security; explain the importance of planning and administrative controls; identify security threats, vulnerabilities, and countermeasures; and identify procedures for security risk management.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS4304 - INTRO TO UNIX ADMINISTRATION

Course Information

Course Title

INTRO TO UNIX ADMINISTRATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will introduce the UNIX/LINUX operating system, discuss UNIX/LINUX commands, the file system, text editors, the UNIX/LINUX shell, and shell scripts. The primary focus will be on command line usage. This course covers the history, kernel, file systems, shells, and user utilities. andalso introduces students to the fundamentals of shell programming, processes, communications, and basic security.

Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS4305 - ADVD UNIX ADMINISTRATION

Course Information

Course Title

ADVD UNIX ADMINISTRATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will concentrate on normal tasks of a system administrator to include system backup and file maintenance, Linux server maintenance and set up. Overview of integration of files and directories, shell scripting and systems programming; UNIX/LINUX tools; UNIX/LINUX internals; file systems, process structure. Using the system call interface and Inter-process communication.

Prerequisite(s): BCIS 4304 Introduction to UNIX/LINUX Administration or Transfer credits

BCIS4311 - CLOUD COMP & VIRTUALIZATION METHODS**Course Information****Course Title**

CLOUD COMP & VIRTUALIZATION METHODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course covers a series of current cloud computing technologies, including technologies for infrastructure as a service, platform as a service, software as a service, and physical systems as a service. For different layers of the cloud technologies, practical solutions using real world examples as well as theoretical solutions are introduced. Highly project oriented, involving hands-on exploration of existing technologies as well as development of new technologies.

Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS4361 - IT AUDIT AND CONTROLS**Course Information****Course Title**

IT AUDIT AND CONTROLS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course explores organizational and managerial issues relevant to planning and conducting IT audit and control activities. Covers the role of the IS auditor, the IS audit functions, and the anatomy of controls in an information systems environment. Access to systems, resources, and data audit controls. Access to IT performance design, placement, and quality of controls. Understand some of the basic theory underlying computer security policies, models, and problems.

BCIS4362 - CAPSTONE I**Course Information****Course Title**

CAPSTONE I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

In this Capstone, students will develop the proposal for the Capstone Project, including project design, methods, and procedures using Java programming for specific task. During this course, students will work with their Capstone Committee, completing the project and preparing a written manuscript and oral presentation of the Capstone. This course will culminate in an oral defense of the capstone.

Prerequisite(s): BCIS 4304 Introduction to UNIX/LINUX

BCIS4363 - CAPSTONE II**Course Information****Course Title**

CAPSTONE II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	

Course Description

A course consists of internship with IT related companies. Work experience is cooperatively planned by the department and employer to fulfill the student's objectives. Weekly conferences, assignments, and reports required. Students are expected to apply classroom and laboratory concepts and principles in an industry work environment. In this course, students are expected to establish goals by working with supervision to define work objectives for the internship experience. They are also expected to demonstrate time and project management skills by completing the work objectives within the specified time limits.

Prerequisite(s): BCIS 4362 Capstone Project I

BCSC2302 - DIGITAL FORENSICS CRIMINAL JUSTICE

Course Information**Course Title**

DIGITAL FORENSICS CRIMINAL JUSTICE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will introduce students to digital forensics as practiced by local, state, and federal law enforcement. Students will gain hands-on experience with several digital forensic tools in this laboratory-based course. Students taking this course will become familiar with the emerging responsibilities of cybercrime investigators, as well as developing a hands-on working knowledge of software commonly used at many law enforcement agencies. The course will use "Encase Tools" for laboratory activities.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCSC2303 - THREATS OF TERRORISM & CRIME

Course Information**Course Title**

THREATS OF TERRORISM & CRIME

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is designed to acquaint students with the security threats posed by both terrorist and criminal activity, and with strategies to combat these threats. Terrorism and security are defined as well as terrorism in its historical context. Varieties of terrorist groups, organizations and their actions are studied with targets of terrorism being a focus. Types of crime including street, employee, organization, and white-collar crime are studied.

BCSC2304 - RISK MGMT: ASSESSMENT & MITIGATION

Course Information**Course Title**

RISK MGMT: ASSESSMENT & MITIGATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will cover events such as identify theft, physical security during international travel, or invasion of one's privacy. Focus will be on incidents such as cyber-crimes, fires, flooding, financial frauds, kidnapping of employees, and expropriation of resources. Covers the following conceptual areas: business risks and the management of business risk, IT risk as a component of business risk, the need to manage IT risks, and the basic type of controls required in a business system to control IT risks. Issues associated with new risks created using the internet for business applications and electronic businesses are also covered.

BCSC2305 - SECURITY POLICY ANALYSIS/IMPLEMENT

Course Information**Course Title**

SECURITY POLICY ANALYSIS/IMPLEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will cover network security policies and implementation of firewall policies, stateful firewalls, and firewall appliances. Network-related physical security, risk management and disaster recovery/contingency planning issues and housekeeping procedures.

BCSC3305 - FUND ETHICAL HACK/PENETRAT TESTING

Course Information**Course Title**

FUND ETHICAL HACK/PENETRAT TESTING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will cover the process of gathering information intelligence, identifying and solving security vulnerabilities, develop exploits, scan and produce vulnerability assessments and application of network attacking techniques. Message authentication codes and key management. WLAN security, IPSec, SSL, and VPNs are also included in the topics to be covered.

Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC4306 - DATABASE SECURITY

Course Information**Course Title**

DATABASE SECURITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course covers the principles and practices of implementing computer database security in modern businesses and industries, including database security principles, database auditing, security implementation and database reliability. Focus will be on issues related to the design and implementation of secure data stores. Emphasis will be placed on multi-level security in database systems, covert channels, and security measures for relational and object-oriented database systems.

Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BHIM1301 - INTRO AND TECH ASPECTS OF HIM

Course Information**Course Title**

INTRO AND TECH ASPECTS OF HIM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the basic concepts and techniques for managing and maintaining health record systems. Topics include record content, format and uses of healthcare data, record systems: storage and retrieval, quantitative analysis of health data, forms design and control, release of information, function of indexes and registers, accreditation, certification, and licensure standards applicable to healthcare facilities. In addition, students will be given the opportunity to utilize and practice with current software packages common to the industry such as an online Electronic Health Record System (EHRs).

BHIM1310 - PRINCIPLES OF HIM

Course Information**Course Title**

PRINCIPLES OF HIM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Exploration of the expanding role of the HIM professional. Emphasis will be on the organizational structure and delivery of healthcare in hospitals and other healthcare agencies and the associated roles of HIM professionals.

BHIM1311 - FUNDAMENTALS HEALTH INFORMATION SYS

Course Information**Course Title**

FUNDAMENTALS HEALTH INFORMATION SYS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to the information technology aspects of health information management to include hardware components, systems architecture, operating systems languages, software applications, tools, and related topics and concepts.

BHIM2310 - DEPARTMENT MANAGEMENT

Course Information**Course Title**

DEPARTMENT MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the concepts and management tools used in the analysis of health information systems, including the development of objectives, policies and procedures, benchmarking, workflow, productivity measurement, layout analysis, and project management.

BHIM2311 - MANAGEMENT OF HIM SYSTEMS

Course Information**Course Title**

MANAGEMENT OF HIM SYSTEMS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to the system life cycle with an emphasis on the role of the HIM professional in the implementation of health information systems.

BHIM2402 - CLINICAL CLASSIFICATION SYS CODING

Course Information**Course Title**

CLINICAL CLASSIFICATION SYS CODING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools, provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.

Prerequisite: HITT 1305 Medical Terminology, and BIOL 2401 and BIOL 2402 w/ lab components

BHIM3201 - HIM EDUCATION AND RESEARCH

Course Information

Course Title
HIM EDUCATION AND RESEARCH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

This course provides an overview of the scientific process and elements required to conduct health services research such as major components of a research proposal, the components of qualitative, experimental, survey, and evaluation research.

BHIM3300 - ELECTRONIC RECORDS

Course Information

Course Title
ELECTRONIC RECORDS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course provides an in-depth analysis of the concept of an organization-wide electronic health record system. A major focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective. Laboratory accompanying.

BHIM3301 - LEGAL ASPECT HEALTH INFORMATION MGM

Course Information

Course Title
LEGAL ASPECT HEALTH INFORMATION MGM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the legal and regulatory issues in healthcare with emphasis on their application to healthcare information services and documentation of care. Course content includes law, ethics and compliance issues associated with health information management. Students explore the rights and responsibilities of providers, employers, payers, and patients in a healthcare context. Students are introduced to legal terminology pertaining to civil liability and the judicial and legislative processes. State and Federal confidentiality laws addressing release of information (ROI) and retention of health information/records are examined. Virtual assignments and/or simulations support experiential learning.

BHIM3302 - CLINICAL PROCEDURAL TERMINOLOGY

Course Information

Course Title
CLINICAL PROCEDURAL TERMINOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Continued study of ICD-10-CM/PCS, CPT4 and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

BHIM3303 - MANAGEMENT SCIENCE STATISTICS**Course Information****Course Title**

MANAGEMENT SCIENCE STATISTICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the basic healthcare statistics and analysis such as inpatient service days, average length of stay, occupancy rates, and mortality rates, etc. The primary focus of descriptive, causal, correlational, evaluation, and experimental statistics are also explored.

BHIM3304 - HLTH CARE PRIVACY AND DATA SECURITY**Course Information****Course Title**

HLTH CARE PRIVACY AND DATA SECURITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course examines laws and regulations addressing the management of protected health information (P.H.I.), electronic health records (EHR), and e-discovery guidelines. Coursework includes discussion of case studies illustrative of the current legal and political environment affecting the healthcare industry and developing policies and procedures to ensure compliance.

BHIM3305 - QUALITY REGULATIONS PROCEDURES**Course Information****Course Title**

QUALITY REGULATIONS PROCEDURES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course addresses the collection and use of aggregate data in the analysis and evaluation of healthcare services. Topics such as performance improvement principles, concepts of quality and its importance in healthcare, patient safety and quality goals, clinical quality assessment, clinical outcomes management, clinical guidelines and case management, are explored.

BHIM3310 - HIM RESEARCH AND DATA ANALYSIS**Course Information****Course Title**

HIM RESEARCH AND DATA ANALYSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The course further explores the concepts from BHIM 3201 in additional to analyzing and identifying statistical methods for analysis of data. Statistical software will be utilized by focusing on data analysis and data presentation.

BHIM3311 - COMPARATIVE HEALTH RECORDS

Course Information

Course Title

COMPARATIVE HEALTH RECORDS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course examines health records in a variety of healthcare settings and specialty systems. The focus is on health record content and format, regulatory and accreditation requirements, privacy and security, data standards and classification systems, computerized information systems, reimbursement and compliance issues, quality measures and reporting, and current trends affecting specialty care.

BHIM3345 - SYSTEMS ANALYSIS IN HLTH CARE

Course Information

Course Title

SYSTEMS ANALYSIS IN HLTH CARE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course explores the role of a system analyst in a healthcare organization. As the future of HIM professionals, students will learn to recognize and identify problems and opportunities in a healthcare organization that might benefit from the application of information technology. Once identified, a problem is investigated and thoroughly analyzed. A business justification for possible solutions is then performed and presented to management for approval. As a term project, students investigate a real problem in a healthcare organization and recommend the best course of action.

BHIM3466 - HLTH INFORMATION MGMT PRACTICUM

Course Information

Course Title

HLTH INFORMATION MGMT PRACTICUM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This is a virtual practicum course that prepares the students before going on-site. The course includes expectations for the Professional Practice experience (PPE) and the clinical sites, reviewing the knowledge gained from the previous courses and lab activity to better equip the students prior to an actual PPE course.

Prerequisite: BHIM 2402 Clinical Classification Systems (coding), and BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider

BHIM3501 - HIM TECHNOLOGY AND ENTERPRISE

Course Information

Course Title

HIM TECHNOLOGY AND ENTERPRISE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, health information exchange, and personal health records. The course will prepare students to work in an electronic health record environment. Laboratory accompanying.

BHIM4301 - FINANCE REIMBURSEMENT METHODS HIM

Course Information

Course Title

FINANCE REIMBURSEMENT METHODS HIM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basic of health insurance and public funding programs, managed care contracting, and how services are paid. In addition, the complexity of reimbursement systems and the profound impact they have had on providers and payers, consumers will also be explored.

BHIM4310 - SEMINAR HEALTH INFORMATION MGMT

Course Information

Course Title

SEMINAR HEALTH INFORMATION MGMT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is a synthesis of the health information management curriculum. This synthesis will include lecture, case studies, and mock RHIA exams. The assignments facilitate the application of health information management expertise and the skills needed for a professional career path.

BHIM4320 - CONTEMPORARY LEADERSHIP PRINICIPLES

Course Information

Course Title

CONTEMPORARY LEADERSHIP PRINICIPLES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership. Topics focus on various styles and approaches of effective leadership. The course will examine leadership principles in realistic situations and problems such as quality and productivity. It will also examine the role of leadership in achievement of organizational goals.

BHIM4566 - PROFESSIONAL PRACTICAL EXPERIENCE

Course Information

Course Title

PROFESSIONAL PRACTICAL EXPERIENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	5

Course Description

This is an intensive four-week (150 hrs.) preceptor-guided experience in the administrative aspects of health information management services of an accredited hospital, healthcare system, or alternative healthcare facility. A management project and visits with users of health information (finance, decision support, registries, etc.) are an integral component of this externship experience. A PowerPoint online presentation highlighting the experience is required at the conclusion of the professional management experience.

Prerequisite: BHIM 3466 Health Information Management Practicum

BIOL1101 - GENERAL BIOLOGY I LAB

Course Information

Course Title

GENERAL BIOLOGY I LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

The laboratory reinforces concepts discussed in BIOL 1301 lecture. The Online laboratory activities will emphasize cellular respiration, cellular function, cellular reproduction, and genetics.

BIOL1102 - GENERAL BIOLOGY II LAB

Course Information

Course Title

GENERAL BIOLOGY II LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

The laboratory reinforces concepts discussed in BIOL 1302 lecture emphasizing taxonomy, micro and macro evolution, and select areas of human physiology such as the nervous system, cardiovascular system, and digestive system.

Prerequisite(s): BIOL 1101

BIOL1301 - GENERAL BIOLOGY I LECTURE

Course Information

Course Title

GENERAL BIOLOGY I LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

This introductory course is designed to define the foundational principles of living organisms including cellular physiology, and cellular reproduction. Students will identify the physical and chemical properties of life in addition to organization, function, and classification nomenclature. Additionally, the concept of plant physiology and human genetics will be reviewed.

BIOL1302 - GENERAL BIOLOGY II LECTURE

Course Information

Course Title

GENERAL BIOLOGY II LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

This course will differentiate between the evolution, diversity, and classification systems of life which will include viruses, bacteria, plants, invertebrates, vertebrates and humans. Students will be able demonstrate comprehension of life at the organismal and ecological levels. Human physiology will be emphasized.

Prerequisite(s): BIOL 1301

BIOL2101 - ANATOMY AND PHYSIOLOGY I LAB

Course Information

Course Title

ANATOMY AND PHYSIOLOGY I LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

BIOL2102 - ANATOMY AND PHYSIOLOGY II LAB

Course Information

Course Title

ANATOMY AND PHYSIOLOGY II LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, 71 lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

BIOL2301 - ANATOMY AND PHYSIOLOGY I LECTURE

Course Information

Course Title

ANATOMY AND PHYSIOLOGY I LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

BIOL2302 - ANATOMY AND PHYSIOLOGY II LECTURE

Course Information

Course Title

ANATOMY AND PHYSIOLOGY II LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

BIOL2312 - MICROBIOLOGY

Course Information

Course Title

MICROBIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course explores the general concepts, methods, and applications of microbiology. Course topics include the history of microbiology, the morphology, physiology and metabolism of microbes, and methods of physical and chemical control. Special attention will be given to understanding the pivotal roles microorganisms play in the environment, human health, and food production.

BIOL2322 - NUTRITION & DIET THERAPY

Course Information**Course Title**

NUTRITION & DIET THERAPY

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.

BIOL2401 - ANATOMY AND PHYSIOLOGY I

Course Information**Course Title**

ANATOMY AND PHYSIOLOGY I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

BIOL2402 - ANATOMY AND PHYSIOLOGY II

Course Information**Course Title**

ANATOMY AND PHYSIOLOGY II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

BMGT1301 - INTRODUCTION TO MANAGEMENT

Course Information**Course Title**

INTRODUCTION TO MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will provide students with a framework to understand the introductory structure and dynamics of Management. In addition, this hands-on class intends to provide students a deep understanding and practical skills to manage an organization in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Innovation Knowledge environments.

BPM0101 - Business Practices & Prof Ethics I

Course Information**Course Title**

Business Practices & Prof Ethics I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	0.5

Course Description

This is the introductory course in the fundamentals of business and the ethics of professional touch. Students will build a business plan, learn basic business management tools, and learn to interview and be interviewed. State massage therapy laws will be reviewed and discussed. Students will learn key principles for ethical practice.

BPM0201 - Business Practice & Prof Ethics II

Course Information**Course Title**

Business Practice & Prof Ethics II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	3

Course Description

This is the second of two courses in the fundamentals of business and the ethics of professional touch, with emphasis on effective communication, marketing, and creating a sustainable practice. The importance of developing a referral network of DCs, DOs, MDs, L.Acs, and other healthcare professionals will be discussed and a plan for implementation will be developed.

Prerequisites: All Tri 1 Classes or be an LMT

BUSI6301 - ORGANIZATIONAL BEHAVIOR

Course Information**Course Title**

ORGANIZATIONAL BEHAVIOR

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

Students focus on three factors that contribute to successful organizational performance: individual behavior, group/team behavior and organization-wide processes. Topics include ethics, diversity, communication, motivation, leadership, conflict management and organizational culture, structure and change. Learning activities emphasize practical application of organizational theory.

BUSI6305 - BUSINESS RESEARCH METHODS

Course Information**Course Title**

BUSINESS RESEARCH METHODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course examines the quantitative tools and techniques used to model business functions and applications. Emphasis is placed on how to set up models, and how to interpret and apply their results. Quantitative tools will include forecasting, risk analysis, uncertainty assessment, inferences from samples, and regression analysis. Guidance is provided in planning research strategy, documentation of research data, and design of a defensible study.

BUSI6310 - DEVELOPING ETHICAL LEADERSHIP

Course Information

Course Title

DEVELOPING ETHICAL LEADERSHIP

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course will focus on academic theory and research leading to modern leadership approaches as well as learning and applying ethical decision making. Students will also utilize leadership self-assessment tools to learn more about their own personal leadership style.

BUSI6320 - STRATEGIC MANAGEMENT

Course Information

Course Title

STRATEGIC MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course covers topics such as assessment of external and internal environments, allocating resources, developing and applying policy and procedures using various strategic models. Students will also learn how to manage change within an organization.

BUSI6330 - GRADUATE BUSINESS CAPSTONE

Course Information

Course Title

GRADUATE BUSINESS CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course serves as the capstone course for the Parker University Masters of Business Administration. The main areas of focus for the course are the application of strategic management for competitive advantage related to business organizations in today's competitive environment, corporate compliance and legal issues, and management and leadership of organizations. Students will conduct case studies and a practicum project related to their concentration.

BUSI6333 - OPERATIONS MANAGEMENT

Course Information

Course Title

OPERATIONS MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course provides graduate-level instruction regarding the analytic methods and concepts that are essential to understanding operations management. Special emphasis will be placed on challenging issues confronting operations managers and providing the student with language, concepts, insights and tools to deal with these issues in order to gain a competitive advantage through operations. Since the course deals with the management of "processes," it applies to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

BUSI6335 - OBJECT-ORIENTED PROGRAMMING

Course Information

Course Title

OBJECT-ORIENTED PROGRAMMING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course provides students with graduate level instruction in order to understand, manage, and interact with object-oriented languages used to develop internet-based applications. A large portion of the course will include an overview of characteristics of Java applets and discusses their development. Foundations in Object Oriented Programming (OOP) concepts, will include objects, classes, methods, parameter passing, information hiding, inheritance and polymorphism. Elements and characteristics of the Java language, include data types, operators, control structures are discussed in order to develop Java applications. This foundation in OOP and Java will prepare students for creating Java database connectivity manipulating databases with JDBC; as well as programming for the Internet and World Wide Web.

BUSI6340 - CHANGE MANAGEMENT

Course Information

Course Title

CHANGE MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course focuses on the changing environment of organizations today. In order for an organization to succeed, they understand that change is certain. Whether the organization is adjusting to changes in its current environment or anticipating changes in the future, change is inevitable. Equally important, as the organization changes, employees must not only adapt to the different setting, but see the need for the change. This course requires student to analyze and assess the process of change; reason for changes, the objective plan, change agents, those that are impacted by the change, the implementation process, and the evaluation of the change.

BUSI6345 - COMPUTER NETWORKING

Course Information

Course Title

COMPUTER NETWORKING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course will focus on advanced networking topics including cloud computing, Internet routing, network programing and management, network measurement, software defined networking and network architectures. Other topics include wireless and sensor networks, congestion control, quality of network service and mobile computing.

BUSI6350 - PROJECT MANAGEMENT

Course Information

Course Title

PROJECT MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course presents the key components of managing complex projects within modern organizations. Topics include project lifecycles, project management knowledge areas, and processes. Students gain competency in the tools and techniques used to successfully initiate, plan, execute, and close projects. This is accomplished through the exploration of current project management literature and cases studies.

BUSI6355 - DATABASE DESIGN & MGMT

Course Information

Course Title
DATABASE DESIGN & MGMT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description
This course will cover advanced concepts related to the design, implementation and management of database management systems. The student will learn various topics such as data mining, data warehousing, functions stored procedures, transactions, and triggers through creating, deploying, and utilizing various relational database designs.

CCAT5101 - CHIROPRACTIC COLLEGE APTITUDE TEST

Course Information

Course Title
CHIROPRACTIC COLLEGE APTITUDE TEST

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No Grade	0

CHEM1111 - GENERAL CHEMISTRY I LAB

Course Information

Course Title
GENERAL CHEMISTRY I LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description
Basic laboratory experiments supporting theoretical principles presented in CHEM 1311; introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM1112 - GENERAL CHEMSITRY II LAB

Course Information

Course Title
GENERAL CHEMSITRY II LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description
Basic laboratory experiments supporting theoretical principles presented in CHEM 1312; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM1311 - GENERAL CHEMSITRY I LECTURE

Course Information

Course Title
GENERAL CHEMSITRY I LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.

Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM1312 - GENERAL CHEMISTRY II LECTURE

Course Information**Course Title**

GENERAL CHEMISTRY II LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

This course covers chemical equilibrium, phase diagrams and spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, an introduction to organic chemistry and descriptive inorganic chemistry.

Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM1411 - GENERAL CHEMISTRY I

Course Information**Course Title**

GENERAL CHEMISTRY I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Basic laboratory experiments supporting theoretical principles presented in CHEM 1311; introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all the elements of 1311 General Chemistry I Lecture and 1111 General Chemistry I Lab, including the learning outcomes listed for both courses.

Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM1412 - GENERAL CHEMISTRY II

Course Information**Course Title**

GENERAL CHEMISTRY II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

This course covers chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry. Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. This lecture and lab course should combine all the elements of 1312 General Chemistry II Lecture and 1112 General Chemistry II Lab, including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM2123 - ORGANIC CHEMISTRY I LAB

Course Information

Course Title

ORGANIC CHEMISTRY I LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

This laboratory-based course accompanies CHEM 2323, Organic Chemistry I. Laboratory activities will reinforce fundamental principles of organic chemistry, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Methods for the purification and identification of organic compounds will be examined.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM2125 - ORGANIC CHEMISTRY II LAB

Course Information

Course Title

ORGANIC CHEMISTRY II LAB

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

This laboratory-based course accompanies CHEM 2325, Organic Chemistry II. Laboratory activities reinforce advanced principles of organic chemistry, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 2423 Organic Chemistry I (lecture + lab)

CHEM2323 - OGRANIC CHEMSITRY I LECTURE

Course Information

Course Title

OGRANIC CHEMSITRY I LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM2325 - ORGANIC CHEMISTRY II LECTURE

Course Information

Course Title

ORGANIC CHEMISTRY II LECTURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Advanced principles of organic chemistry will be studied, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

CHEM2423 - ORGANIC CHEMISTRY I

Course Information**Course Title**

ORGANIC CHEMISTRY I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities will reinforce the concepts of the material covered in lecture. Methods for the purification and identification of organic compounds will be examined. This lecture and lab course should combine all the elements of CHEM 2323 (lecture) and CHEM 2123 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM2425 - ORGANIC CHEMISTRY II

Course Information**Course Title**

ORGANIC CHEMISTRY II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Advanced principles of organic chemistry will be studied, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities will reinforce the concepts of the material covered in lecture. This lecture and lab course should combine all the elements of CHEM 2325 (lecture) and CHEM 2125 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

CHSC5014 - SUCCESS STRATEGIES: CHIRO STUDENTS

Course Information**Course Title**

SUCCESS STRATEGIES: CHIRO STUDENTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	1

Course Description

This course equips chiropractic students with essential metacognitive strategies to excel academically and professionally. Through targeted techniques, students will learn to effectively manage their studies, optimize learning processes, and prepare for lifelong success in the chiropractic field. The course integrates key academic events with practical, evidence-based learning approaches, ensuring students are well-prepared for immediate and future challenges.

CHSC5103 - FOUNDATIONS OF CHIROPRACTIC

Course Information

Course Title

FOUNDATIONS OF CHIROPRACTIC

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course provides the freshman chiropractic student with an introduction to foundational concepts necessary for practicing chiropractic. This survey course will cover professionalism, chiropractic history, introduction to chiropractic philosophy and paradigms within the profession, research and the practicing chiropractor, tools and techniques used by chiropractors, an introduction to scientific theories of subluxation, and the basis of collaborating as an interdisciplinary healthcare team member. The goal of this course is to equip the student with a foundational knowledge of the Parker University College of Chiropractic program and the chiropractic profession. Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC5104 - INTRO TO CLINICAL REASONING

Course Information

Course Title

INTRO TO CLINICAL REASONING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to introduce students to the tools necessary for working productively within an evidence-based practice environment. This course will enable future chiropractic clinicians to critically appraise and evaluate the existing body of scientific evidence, strengthening their capacity for sound clinical decision-making. Fundamental research concepts and techniques necessary for critical reading of the scientific literature will be presented. The course focuses on the chiropractor as a research consumer and is designed for students who have little or no experience in clinical or epidemiological research. The program will provide tools the student can use to ask appropriate clinical questions, locate resources and literature necessary to answer those questions, and understand how to interpret the information that has been found. There has been such a growth in the information available to chiropractors that keeping up with it is becoming harder and more complex. The student will learn how to use the best available evidence, and how to find that evidence. This is a necessary concomitant of being a health care practitioner. The information offered in this course is designed to empower students to take an evidence-based approach to clinical practice. Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC5105 - CHIROPRACTIC METHODS I

Course Information

Course Title

CHIROPRACTIC METHODS I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course introduces the chiropractic student to the communication and hands-on examination skills commonly utilized in chiropractic practice. Through lecture and laboratory experiences, students will develop knowledge and skills in chiropractic and healthcare terminology, doctor-patient communication, basic history taking, spine and extremity palpation, postural and ergonomic assessment, and psychomotor skill development. Emphasis will be placed on professionalism and ethics for the practicing Doctor of Chiropractic. Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC5203 - CLINICAL BIOMECHANICS/MOTION PALP

Course Information

Course Title

CLINICAL BIOMECHANICS/MOTION PALP

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course introduces the concept of clinical biomechanics as it applies to the practice of chiropractic. The objective of the course is to gain an understanding of the clinical biomechanics of the spine, pelvis, and extremities as this forms the foundation to be able to scientifically diagnose and apply treatment to correct the vertebral subluxation complex. This course includes the study of procedures used to evaluate normal and abnormal joint dynamics (subluxation) of the spine, pelvis, and extremities to determine if Chiropractic Manipulative Therapy (CMT) is indicated. The concepts of the subluxation complex and motion and static listing systems are introduced. Pre/co-requisite(s): Chiro Methods or concurrent enrollment

CHSC5303 - EXTRA SPINAL ANALYSIS & TECHNIQUE**Course Information****Course Title**

EXTRA SPINAL ANALYSIS & TECHNIQUE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to assist students in developing psychomotor skills using high-velocity low-amplitude techniques to correct structural and/or functional findings of the upper and lower extremities. Students will utilize examination and palpation techniques to determine if an adjustment is appropriate and to verify if the adjustment was effective.

Prerequisites: CHSC 5105 Chiropractic Methods I, CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC5305 - EXPLORING THE EVOLUTION OF CHIRO**Course Information****Course Title**

EXPLORING THE EVOLUTION OF CHIRO

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This online course is structured to provide the chiropractic student with a deeper exploration into the philosophical principles of chiropractic as they relate to the evolution of healthcare. The course includes reinforcement of medical terminology which helps students better understand scientific literature and the co-management of patients. The core material is presented through the lens of current chiropractic issues and challenges with a primary goal to foster genuine discussion and critical thinking. Prerequisite(s): Foundations of Chiropractic

CHSC5306 - ANALYSIS & ADJUSTING TECHNIQUE I**Course Information****Course Title**

ANALYSIS & ADJUSTING TECHNIQUE I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

The most widely practiced and researched method in chiropractic is a high-velocity low-amplitude (HVLA) technique. This course represents the student's first exposure to the primary entity that sets chiropractic apart and makes it complementary to other healing arts. Students will learn to differentiate between soft tissue and joint restrictions through functional movement and joint assessment paired with reassessment and further development of their motion palpation skills. Students will acquire the core skills needed (knowledge, biomechanics & ergonomics) to select and perform appropriate full spine HVLA adjustments, mobilizations, and other manual therapies. Students will also learn to recognize presentations of some common and serious clinical conditions utilizing the best evidence to begin developing differential diagnoses and determining the appropriateness of associated chiropractic care as well as possible complications from and contraindications to HVLA adjusting. Prerequisites: Clinical Biomechanics/Motion Palpation

CHSC5307 - EXTRA SPINAL ANALY/TECH UPPER EXT**Course Information****Course Title**

EXTRA SPINAL ANALY/TECH UPPER EXT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to assist students in developing psychomotor skills using High-Velocity Low-Amplitude techniques to correct structural and/or functional findings of the upper extremities, paired with soft tissue mobilizations. Students will be able to differentiate between soft tissue and joint restrictions. Students will utilize examination and palpation techniques to determine if an adjustment is appropriate and to verify if the adjustment was effective. Prerequisites: Clinical Biomechanics / Motion Palpation

CHSC6106 - Analysis and Adjusting Technique II

Course Information**Course Title**

Analysis and Adjusting Technique II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

The most widely practiced and researched method in chiropractic is a high-velocity low-amplitude (HVLA) technique. This course is a continuation of Analysis & Adjusting Technique I by building on the foundational concepts and exploring additional doctor and patient adjusting positions. Students will learn to differentiate between soft tissue and joint restrictions through functional movement and joint assessment paired with reassessment and further development of their motion palpation skills. Students will acquire the core skills needed (knowledge, biomechanics & ergonomics) to select and perform appropriate full spine HVLA adjustments, mobilizations, and other manual therapies. Students will also learn to recognize presentations of some common and complex clinical conditions utilizing the best evidence to begin developing differential diagnoses. This course helps students learn to determine the appropriateness of associated chiropractic care as well as possible complications arising from, and contraindications to, HVLA adjusting. Prerequisite(s): Clinical Biomechanics / Motion Palpation

CHSC6107 - EXTRA SPINAL ANALY/TECH LOWER EXT

Course Information**Course Title**

EXTRA SPINAL ANALY/TECH LOWER EXT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to assist students in developing psychomotor skills using High-Velocity Low-Amplitude (HVLA) techniques to correct structural and/or functional findings of the lower extremities, paired with soft tissue mobilizations. Students will be able to differentiate between soft tissue and joint restrictions. Students will utilize examination and palpation techniques to determine if an adjustment is appropriate and to verify if the adjustment was effective. Prerequisite(s): Clinical Biomechanics / Motion Palpation

CHSC6204 - OB/GYN/PEDIATRICS

Course Information**Course Title**

OB/GYN/PEDIATRICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

Ob-Gyn introduces the basic concepts and understanding of the physiology of the female reproductive system and common gynecological conditions. Changes in a healthy pregnancy and uncomplicated labor and delivery are discussed, as well as, understanding complications and risks that may occur during pregnancy, labor and delivery. Pediatric conditions are introduced as well as physical, neurological development, and psychosocial conditions unique to infants and children. Prerequisite(s): Physical Diagnosis, Analysis & Adjusting Technique I, Analysis & Adjusting Technique II or concurrent enrollment

CHSC6207 - PHYSIOTHERAPY I

Course Information

Course Title

PHYSIOTHERAPY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course will focus on the rationale and the safe application of physiotherapy modalities by utilizing a Systematic approach for selected conditions that may present to a chiropractic office. The following modalities will be addressed as possible adjunctive procedures to the chiropractic adjustment: thermal- heat/cold, paraffin, infrared and ultraviolet light, cold laser, electrotherapy, hydrotherapy, spinal traction, massage, Myofascial release, IASTM, therapeutic muscle stretching, diathermy and vibrational therapy, taping, bracing, and orthotics. The basics of therapeutic exercise using bands and exercise balls will be introduced. Cupping, acupuncture, and dry needling are discussed. The course also covers an explanation of the underlying physics of each modality and instructs the student in the static and dynamic neuromuscular relationships that will be the basis of passive and active care therapies in future courses. Prerequisite(s): Systems Pathology, Physical Diagnosis concurrent enrollment

CHSC6208 - FULL SPINE ADJUSTING I

Course Information

Course Title

FULL SPINE ADJUSTING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	1

Course Description

This lab is a continuation of the core courses of Diversified and Gonstead. This lab course reinforces skill building towards mastery of psychomotor skills in preparation for clinic. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. This is a pass/fail course. Students pass once they demonstrate competency in their manual high-velocity low-amplitude adjusting skills. Prerequisite(s): Analysis & Adjusting Technique I, Analysis & Adjusting Technique II, Extra Spinal Analysis & Technique UE, Extra Spinal Analysis & Technique LE

CHSC6209 - Analysis & Adjusting Technique III

Course Information

Course Title

Analysis & Adjusting Technique III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This class is the continuation of the analysis & adjusting technique course work and focuses on more advanced set-ups and transition areas of the spine. This course is designed to assist students in developing assessment, psychomotor, and reassessment skills for High-Velocity Low-Amplitude techniques (HVLA), soft tissue, and manual therapies. The course covers the diverseness of HVLA techniques related to structural and/or full spine functional findings. It consists of lab and lecture components with the greatest emphasis being placed on core skills acquisition necessary for the students to continue developing their adjusting competency. Students will continue to learn to recognize presentations of selected common and serious clinical conditions. Students will use the best evidence to continue to develop differential diagnoses and determine the appropriateness of associated chiropractic care, as well as possible complications arising from, and contraindications to, HVLA adjusting. Prerequisite(s): Analysis & Adjusting Technique I, Analysis & Adjusting Technique II

CHSC6305 - PHYSIOTHERAPY II

Course Information

Course Title

PHYSIOTHERAPY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

Building on the concepts learned in Physiotherapy I, Physiotherapy II focuses on common disorders/injuries and treatment/management including both active and passive functional neuromusculoskeletal rehabilitation. In order to create a patient-centered approach to rehabilitation, motor learning principles and biopsychosocial considerations make-up the framework for this course. Physiotherapy II focuses on muscle strengthening, coordination of movement patterns, core/spine stabilization, and rehabilitation of specific disorders in the spine, pelvis, upper and lower extremities. Aerobic capacity testing and energy system training are presented with considerations for specific patient goals and populations. Prerequisite(s): Physiotherapy I, Clinical Neurology, corequisite Functional Assessment Principles, Differential Diagnosis

CHSC6307 - SCIENCE PHILOSOPHY of the VSC**Course Information****Course Title**

SCIENCE PHILOSOPHY of the VSC

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course presents theoretical constructs of the vertebral subluxation complex along with their associated philosophical, biomechanical, pathophysiological, and scientific basis. The philosophical relationship between theory and clinical application is explored through patient case presentations. The student will learn how chiropractic paradigms and research can inform clinical application of chiropractic theory and act as a basis for collaborating as an interdisciplinary healthcare team member. Prerequisite(s): Clinical Neurology or concurrent enrollment

CHSC6308 - FULL SPINE ADJUSTING II**Course Information****Course Title**

FULL SPINE ADJUSTING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	1

Course Description

This lab is a continuation of Full Spine Adjusting I. This lab course reinforces skill building towards mastery of psychomotor skills in preparation for clinic. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. Spinal inclinometry is utilized. Documentation of the adjustment is practiced in electronic health records. This is a pass/fail course. Students pass once they demonstrate competency in their manual high-velocity low-amplitude adjusting skills. Prerequisite(s): Full Spine Adjusting I

CHSC6310 - THE BUSINESS OF CHIROPRACTIC**Course Information****Course Title**

THE BUSINESS OF CHIROPRACTIC

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course is designed to expose the chiropractic student to the various types of chiropractic offices that are available to practice the science, philosophy, and art of Chiropractic to better prepare them to operate a successful chiropractic office. Prerequisite(s): Physiotherapy I or concurrent enrollment

CHSC6311 - ACCELERATED FULL SPINE ADJUSTING**Course Information****Course Title**

ACCELERATED FULL SPINE ADJUSTING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	2

Course Description

This lab is a continuation of the core courses of Analysis and Adjusting Technique I and in support of Analysis and Adjusting II. This lab course reinforces skill building towards mastery of psychomotor skills in preparation for clinic. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. Spinal inclinometry is utilized. Documentation of the adjustment is practiced in electronic health records. This is a pass/fail course. Students pass once they demonstrate competency in their manual high-velocity low-amplitude adjusting skills. Prerequisite(s): Analysis & Adjusting Technique I, co-requisite Analysis & Adjusting Technique II

CHSC7103 - GERIATRICS**Course Information****Course Title**

GERIATRICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

Geriatrics is the study of older adults and the aging process. This course covers how aging influences the assessment, diagnosis, and management of health challenges of the older patient as well as clinical conditions. Prerequisite(s): Differential Diagnosis or concurrent enrollment

CHSC7104 - DOCUMENT. OF THE CHIRO PRACTICE**Course Information****Course Title**

DOCUMENT. OF THE CHIRO PRACTICE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course provides the learner with the skills necessary to properly document patient care, in preparation for their clinical experience in the Parker Clinics and ultimately in their private practice. After learning the basics and processes of clinical documentation via interactive class discussions, the student will further develop those skills through case driven scenarios. Topics will include modern healthcare commerce, claims commerce, case management, coding, fee setting, Medicare, and documentation procedures related to treatment planning, patient financial reporting (billing), treatment records. Prerequisite: Full Spine Adjusting II, Physiotherapy II, or concurrent enrollment in Patient Management

CHSC7105 - CHIRO BUS PROMO & LEAD. SKILLS**Course Information****Course Title**

CHIRO BUS PROMO & LEAD. SKILLS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

Chiropractic Business Promotion and Leadership Skills is a general introduction into the disciplines of marketing, patient billing, human resources, and effective communication strategies within the chiropractic practice/small business setting. Students will learn important business concepts for use in the chiropractic practice related to proper insurance/cash billing and coding, how effectively market and to monitor the success of the marketing strategies used, staff management (HR) policies and skills, and proper internal and external office communication strategies. Students will learn from real-world examples of current chiropractic practices and small businesses in the healthcare field and apply these concepts through individual and group learning and assessment strategies. Prerequisite(s): CHSC 6309 Small Business Creation and Management; CLSC 6305 Differential Diagnosis or concurrent enrollment; CLSC 6303 Functional Assessment Protocols or concurrent enrollment

CHSC7107 - COMMUNICATIONS**Course Information****Course Title**

COMMUNICATIONS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to provide students with basic knowledge about the framework for communication concepts and practice. It creates an awareness of the role communication plays in our interprofessional and doctor-patient relationships. Students will be introduced to basic models, definitions, and approaches. Students will also learn basic professional writing skills such as narrative reports. Prerequisite(s): Differential Diagnosis or concurrent enrollment

CHSC7108 - FULL SPINE ADJUSTING III

Course Information**Course Title**

FULL SPINE ADJUSTING III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	1

Course Description

This lab course reinforces skills learned in Diversified I/II, Gonstead, Physical Diagnosis and Clinical Neurology which make up the foundation of neuromusculoskeletal assessment and treatment. This lab reinforces skill building towards mastery of psychomotor skills in preparation for clinic. This lab is a continuation of Full Spine Adjusting I and II. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. Spinal inclinometry is utilized. Documentation of the adjustment is practiced in electronic health records. Student clinical skills are refined by directed practice of basic examination techniques including vital signs and neurological examination. This is a pass/fail course. Prerequisite(s): Full Spine Adjusting II

CHSC7401 - FLEXION/DISTRACTION

Course Information**Course Title**

FLEXION/DISTRACTION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This class introduces the student to two different flexion/distraction techniques. The first is the motorized technique as developed by Dr. Leander Eckard and the second is the manual technique developed by Dr. James M. Cox. The motorized flexion-distraction table as developed by Dr. Eckard uses the concept of using motorized continuous passive motion to help find spinal fixations and then reduce the force necessary to correct vertebral subluxation through concurrent motion-assisted adjusting. "Full-spine" adjustment delivery on the "Eckard Advantage" table will be presented. Manual flexion distraction, as further developed and refined by Dr. Cox (based on the work of John V. McManis, D.O.), is the second flexion distraction technique covered in this course. This is a non-surgical technique for the treatment of (cervical, thoracic & lumbar) disc herniations, spondylolisthesis, and facet syndrome just to name a few. This technique has a long history, is well documented and continues to be utilized in ongoing research. Furthermore, Cox flexion distraction is used in several of the Veterans Affairs hospitals. Prerequisite(s): Analysis and Adjusting Technique I

CHSC7402 - SOT

Course Information**Course Title**

SOT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course presents the student with analysis and adjusting procedures while utilizing the principles and protocol developed by Major Bertrand DeJarnette, D.C., D.O. This technique will equip the student with the ability to analyze and interpret information obtained through the appropriate materials and procedures via the Sacro Occipital Technique (SOT). The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique. Prerequisite(s): Analysis and Adjusting Technique I

CHSC7403 - APPLIED KINESIOLOGY

Course Information

Course Title

APPLIED KINESIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is structured to provide the chiropractic student with a deeper exploration into the principles and practice of upper cervical chiropractic care. This course will teach the chiropractic student how to competently detect and correct the upper cervical subluxation complex. The side-posture adjusting table will be the table utilized. Other upper cervical techniques will be introduced in an overview format to encourage the student to continue future study in specific techniques of chiropractic upper cervical care. Prerequisite(s): Analysis and Adjusting Technique I

CHSC7404 - UPPER CERVICAL

Course Information

Course Title

UPPER CERVICAL

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is structured to provide the chiropractic student with a deeper exploration into the principles and practice of upper cervical chiropractic care. This course will teach the chiropractic student how to competently detect and correct the upper cervical subluxation complex. The side-posture adjusting table will be the table utilized. Other upper cervical techniques will be introduced in an overview format to encourage the student to continue future study in specific techniques of chiropractic upper cervical care.

Prerequisite(s): Analysis and Adjusting Technique I

CHSC7407 - ACTIVATOR II

Course Information

Course Title

ACTIVATOR II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This is a continuation of the full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr taught in Activator I. The technique uses a system of analyzing body mechanics for diagnosis and uses a small, hand-held instrument called an "Activator Adjusting Instrument" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust. At the completion of this course, the student should be able to do full spine and extremity adjusting utilizing both the Basic and Advanced Protocols of Activator Method Chiropractic Technique. Prerequisite(s): Analysis and Adjusting Technique I, Activator I

CHSC7408 - SOFT TISSUE FOCUS TECHNIQUE

Course Information

Course Title

SOFT TISSUE FOCUS TECHNIQUE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course expands the concept of increasing functional movement within the practice of chiropractic by means of a soft tissue focus, and a concentration on the musculoskeletal structures of the body. The objective of the course is to gain an understanding of various soft tissue constraints and how to address such using various evidence-based approaches. A combination of lecture and lab classes will provide the chiropractic student with both a broader knowledge base and a dynamic technique skill set for the provision of soft tissue mobilization. The material will be presented with the understanding that the Doctor of Chiropractic may use the information either

directly with patients or else to help supervise a soft tissue practitioner who is treating those patients. Regional applications of soft tissue strategies for the improvement of functional movement with the body constitute the core of this course, with discussion regarding critical thinking, outcome measures, and patient benefits incorporated where applicable. Prerequisites: Analysis and Adjusting Technique I, Extra Spinal Analysis & Technique UE, Extra Spinal Analysis & Technique LE

CHSC7409 - ACTIVATOR I TECHNIQUE

Course Information

Course Title

ACTIVATOR I TECHNIQUE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This is a full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr. The technique uses a system of analyzing body mechanics for diagnosis and utilizes a small, hand-held instrument called an "Activator Adjusting Instrument" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust. Prerequisite(s): Analysis and Adjusting Technique I

CHSC7410 - GONSTEAD TECHNIQUE ELECTIVE

Course Information

Course Title

GONSTEAD TECHNIQUE ELECTIVE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to give the chiropractic student a foundation in the Gonstead Chiropractic adjusting technique. This course introduces the student to the full-spine system of analysis and adjusting spinal subluxations as developed by Dr. Clarence S. Gonstead. The student is introduced to the use of the cervical chair, knee chest table and pelvic bench. Prerequisites: Analysis and Adjusting Technique I

CHSC7411 - THOMPSON TECHNIQUE ELECTIVE

Course Information

Course Title

THOMPSON TECHNIQUE ELECTIVE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course presents the student with analysis and adjusting procedures using a terminal point drop table, as developed by Dr. J. Clay Thompson. This technique will equip the student with the ability to analyze and interpret information obtained through the appropriate materials and the Thompson protocol. The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique. Prerequisites: Analysis and Adjusting Technique I

CHSC7412 - ADVANCED REHABILITATION

Course Information

Course Title

ADVANCED REHABILITATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

Building on the concepts learned in Physiotherapy II and Functional Assessment Principles, Advanced Rehabilitation focuses on applying a multimodal approach to patient-centered care. Integrating concepts from a wide variety of approaches, Advanced Rehabilitation focuses on getting patients to the initial stages of loading as well as guiding patients into the early stages of strength and conditioning. Prerequisite(s): Physiotherapy II, Functional Assessment Principles, and Differential Diagnosis

CHSC7413 - ADVANCED PASSIVE MODALITIES

Course Information

Course Title

ADVANCED PASSIVE MODALITIES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course will focus on the rationale and the safe application of passive physiotherapy modalities by utilizing an evidence based systematic approach for selected conditions that may present to a chiropractic office. The following modalities will be addressed as possible adjunctive procedures to the chiropractic adjustment: Low Level Laser Class 3b, Spinal Traction, IASTM (instrument assisted soft tissue mobilization), Shockwave, Taping, and Cupping. The course also covers an explanation of the underlying physics of each modality and instructs the student in static and dynamic neuromuscular relationships. Prerequisite: Physiotherapy I

CHSC7414 - Adjusting Special Populations

Course Information

Course Title

Adjusting Special Populations

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course will discuss the treatment and co-management of select special populations in primary healthcare and family-based practice. These include the cultural, physical, neurological, and/or psychological considerations these patients face as well as how to accommodate their specific needs as chiropractic patients. Students will learn to modify chiropractic adjustments given to this population by integrating the differential diagnosis for the patient, with the related risks and complications that may be present in those special populations. Prerequisite(s): Analysis & Adjusting Technique I, Public Health, General Pathology, Physical Diagnosis

CHSC7415 - Adv Extra Spinal Analysis Technique

Course Information

Course Title

Adv Extra Spinal Analysis Technique

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to assist students in developing psychomotor skills using manual High-Velocity Low-Amplitude, drop, and instrument-assisted adjusting techniques. Students will learn to differentiate between soft tissue and joint restrictions and to address these findings. Students will use examination and palpation procedures to determine the adjustment options appropriate for those findings and assess them for change. Prerequisite(s): Extra Spinal Analysis & Technique UE, Extra Spinal Analysis & Technique LE

CLIN7200 - INTERMEDIATE CLINICAL INTEGRATION

Course Information

Course Title

INTERMEDIATE CLINICAL INTEGRATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	Pass/Fail	8

Course Description

This transitional course provides structured academic continuity and clinical readiness for Doctor of Chiropractic students who have completed all academic requirements through Trimester 7 but have not yet passed NBCE Part I. The course bridges the gap between the pre-clinical phase and Trimester 8 clinic entry by reinforcing diagnostic reasoning, examination proficiency, and foundational treatment skills in a supervised learning environment. Students participate in weekly hybrid sessions that integrate clinical simulations, case-based discussions, and NBCE Part I board preparation. Under faculty supervision, students will begin limited-scope clinical encounters with classmates or designated student volunteers to practice patient history, examination, and basic chiropractic procedures. These encounters emphasize professional

communication, ethical boundaries, and evidence-informed care consistent with Parker University and CCE expectations. The course aims to maintain student engagement, ensure clinical skill progression, and promote readiness for both NBCE Part I success and full clinic participation in Internship Practicum I. Prerequisites: Completion of trimesters 1-7.

CLIN7203 - INTERNSHIP I PRACTICUM

Course Information

Course Title

INTERNSHIP I PRACTICUM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	11

Course Description

In this course, interns will demonstrate mastery of recovery care skills in patient history, examination, and treatment planning and application via patients and case-based scenarios. Interns will be participating in patient service via doctor-led teams and lecture and activity-based hours online and in person. During time spent in their doctor teams, interns will be interacting online and in person working on evidence-based and patient-centered care development and treatment approaches, as well as participating in patient acquisition activities. Skills workshops will be provided to further professional development. Lecture and activity hours will consist of case-based scenario review and practice of topic-associated diagnostics, treatments, and outcome assessments throughout orientation and marketing and event training. Weekly online assignments and projects will be required to further assess clinical decision making and intern preparedness. Outside marketing events will be encouraged and made available to promote and develop marketing skills. Interns will have opportunities to participate in health fair booths, spinal screenings, health talks, virtual presentations, and additional promotions. Prerequisite(s): All academic courses from trimesters 1 – 7

CLIN7233 - CLINICAL DEVELOPMENT I

Course Information

Course Title

CLINICAL DEVELOPMENT I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

In this course, students will construct and demonstrate proficiency of clinical development skills as it pertains to patient communication, differential diagnosis, BPS integration, case reflection, and relationship building through the interactive Grand Rounds and Meta-Competency assignments. This course serves to reinforce and sharpen clinical aptitude and applied knowledge to further enable interns to perform clinical skills efficiently and effectively in accordance with current best practice guidelines. Prerequisites: All academic courses from trimesters 1 – 7

CLIN7303 - INTERNSHIP II PRACTICUM

Course Information

Course Title

INTERNSHIP II PRACTICUM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	13

Course Description

This course teaches interns to render patient care to the public for recovery, supportive, and wellness needs in preparation for the increased patient case complexity during Internship Practicum III. Interns will be participating in patient service via doctor-led teams, lecture, and activity-based hours. During time spent in their doctor teams, interns will be interacting with patients throughout the course of assessment and treatment, as well as participating in patient acquisition activities. Lecture and activity hours will consist of case-based scenario review and practice of topic-associated diagnostics, treatments, and outcome assessments. Prerequisite(s): Internship Practicum I

CLIN7333 - CLINICAL DEVELOPMENT II

Course Information

Course Title

CLINICAL DEVELOPMENT II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	

Course Description

In this course, students will construct and demonstrate proficiency of clinical development skills as it pertains to patient communication, differential diagnosis, BPS integration, case reflection, and relationship building through the interactive Grand Rounds and Meta-Competency assignments. This course serves to reinforce and sharpen clinical aptitude and applied knowledge to further enable interns to perform clinical skills efficiently and effectively in accordance with current best practice guidelines. In Clinical Development 2, students will advance their clinical skills and proficiency with a focus on patient-centered care, evidence-based practice, interdisciplinary collaboration, and professional growth. Through engaging in Intern-led Grand Rounds and Meta-Competency assignments, students further develop their abilities in patient communication, critical thinking, differential diagnosis, biopsychosocial application, and reflective practice. This course is designed to enhance students' clinical propensity, refine their applied knowledge, and equip them with the necessary skills to deliver efficient and effective patient care aligned with current best practice guidelines. Prerequisites: Clin Development I

CLIN8103 - INTERNSHIP III PRACTICUM**Course Information****Course Title**

INTERNSHIP III PRACTICUM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	16

Course Description

While Internship Practicums I and II assessed the quality of the intern's patient-centered skills during patient care, this course will continue intern development through reflection on ancillary testing choices, application of necessary services, evaluation of patient outcomes, and review of evidence applied to their patient experiences. Additionally, interns will continue to develop communication skills applied to patients, healthcare providers, third-party payers, and employers by participating in on-line lecture hours and submitting communication assessments. Prerequisite(s): Internship II Practicum

CLSC4411 - DIAGNOSTIC IMAGING I**Course Information****Course Title**

DIAGNOSTIC IMAGING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course focuses on the recognition and understanding of normal images, variations of normal and congenital anomalies of the neuro musculoskeletal structures of the axial and appendicular skeleton. Although conventional radiography will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be evaluated.

Prerequisite(s): Developmental and Applied Anatomy

Cross-List CLSC 5301: Credit cannot be earned for CLSC 4411 and 5301.

CLSC5102 - FUNDAMENTALS OF DIAGNOSTIC IMAGING**Course Information****Course Title**

FUNDAMENTALS OF DIAGNOSTIC IMAGING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2.5

Course Description

Fundamentals of Diagnostic Imaging (FDI) is an introduction to the basic physics principles that govern diagnostic imaging. It is designed to provide foundational knowledge of the production of x-rays and the acquisition of diagnostic quality images. The primary focus of the course includes the history and discovery of x-rays, x-ray interactions with matter, x-ray film and screens, film processing, digital radiography, and radiobiology. It also includes an overview of other contemporary imaging modalities such as magnetic resonance imaging (MR), computed tomography (CT), dual-energy x-ray absorptiometry (DEXA), diagnostic ultrasound, and nuclear medicine. The course emphasizes the utility of diagnostic imaging in formulating a diagnosis, and an introduction to the process of ordering diagnostic studies, preparing the graduate student for advanced courses in utilizing diagnostic imaging. Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CLSC5201 - CLINICAL PSYCHOLOGY

Course Information

Course Title

CLINICAL PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

Clinical Psychology has three main areas or purposes. The first is learning to use psychological principles in dealing with patients. Crisis intervention, communication skills training, stress reduction and pain management are among the principles included. The second is the recognition of psychiatric disorders in order to help the learner prepare for treatment planning and referral. Last, the learner will better understand the influence of bio-psychosocial factors of physical health. Prerequisite(s): Enrollment at Parker University, College of Chiropractic

CLSC5202 - CLINICAL IMAGING I

Course Information

Course Title

CLINICAL IMAGING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is the first in a series of five to develop students' clinical reasoning skills pertaining to the utilization and interpretation of diagnostic imaging studies. Clinical Imaging I focuses on the recognition and understanding of imaging of the axial skeleton and thorax. This includes normal imaging, normal anatomy, roentgenometric assessment, congenital anomalies, normal variants, scoliosis, spondylolisthesis, osseous trauma, and degenerative changes including disc lesions. Although conventional radiographic imaging will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be discussed. Additionally, basic principles of film interpretation and report writing will be covered. Prerequisites: Fundamentals of Diagnostic Imaging

CLSC5301 - DIAGNOSTIC IMAGING I

Course Information

Course Title

DIAGNOSTIC IMAGING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course focuses on the recognition and understanding of normal images, variations of normal and congenital anomalies of the neuro musculoskeletal structures of the axial and appendicular skeleton. Although conventional radiography will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be evaluated. An introduction to roentgenometric of the axial and appendicular skeleton, scoliosis and spondylolisthesis will also be provided. Osseous dysplasias will also be studied. We will also cover an introduction to basic principles of radiographic interpretation. Prerequisite(s): CLSC 5102 Fundamentals of Diagnostic Imaging; BASC 5104 Developmental and Applied Anatomy

CLSC5302 - CLINICAL IMAGING II

Course Information

Course Title

CLINICAL IMAGING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course is the first in a series of five to develop students' clinical reasoning skills pertaining to the utilization and interpretation of diagnostic imaging studies. This course focuses on the recognition and understanding of imaging of the appendicular skeleton and abdomen. This includes normal anatomy, normal imaging, roentgenometrics assessment, congenital anomalies, normal variants, osseous trauma, avascular necrosis, skeletal dysplasias and degenerative changes. Although conventional radiographic imaging will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be discussed. Additionally, basic principles to film interpretation and report writing will be covered. Prerequisite(s): Fundamentals of Diagnostic Imaging, Developmental and Applied Anatomy

CLSC6103 - PHYSICAL DIAGNOSIS**Course Information****Course Title**

PHYSICAL DIAGNOSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

Physical Diagnosis is the most fundamental of diagnostic techniques. After an introduction to diagnosis and clinical history taking, the course covers the basic principles and procedures used in physical examination, including inspection, palpation, percussion and instrumentation of the various body systems. Conditions are presented as they relate to the body systems. Prerequisite(s): Physiology II

CLSC6104 - DIAGNOSTIC IMAGING II**Course Information****Course Title**

DIAGNOSTIC IMAGING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

Diagnostic Imaging II features clinical imaging of the musculoskeletal system in various disease states. Lectures are geared toward a practical, problem-solving approach to musculoskeletal conditions and a systematic approach to interpretation of diagnostic imaging studies will be utilized. Emphasis is placed on the interrelationships between the fundamental histopathology and pathophysiology, the observable changes seen on imaging studies, and clinically relevant physical and biochemical findings. Categories of bone disease to be discussed include primary benign and malignant neoplasms of bone of various histological etiologies, metastatic disease of bone, vascular pathologies, nutritional/metabolic and endocrine diseases, osteomyelitis, inflammatory and degenerative arthritis disorders, and autoimmune connective tissue disorders such as systemic lupus and scleroderma. Prerequisite(s): CLSC 5301 Diagnostic Imaging I; BASC 5306 General Pathology

CLSC6105 - CLINICAL NUTRITION**Course Information****Course Title**

CLINICAL NUTRITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course presents the principles of evidence-based clinical nutrition and introduces the application of the material as it pertains to the chiropractic practice. Topics discussed include basics of nutritional science, standard nutritional guidelines, nutrients and nutrient deficiencies, and nutritional assessment. This course complements courses in the curriculum by presenting and reinforcing disease-specific and population-specific nutritional applications. This course emphasizes the conditions likely to be identified in a chiropractic practice with acknowledgement of appropriate referral and co-management scenarios. Prerequisite(s): Physiology II, General Pathology, Biochemistry II

CLSC6106 - CLINICAL IMAGING III**Course Information****Course Title**

CLINICAL IMAGING III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course is the third in a series of six to develop students' clinical reasoning skills pertaining to the utilization and interpretation of diagnostic imaging studies. Clinical Imaging III is designed to give the student a sound educational foundation in imaging of the arthritides, internal derangement of joints, chest, and abdomen. The course requires the student to research outside sources to gain insight into the concepts presented. The course will introduce a systematic approach to the interpretation of plain film and advanced imaging of the chest, abdomen and select joints. The understanding of the concepts presented are essential to becoming a successful Chiropractor. Areas of emphasis are listed in the learning objectives below. Students are encouraged to help each other in class and lab. Prerequisite(s): Clinical Imaging II, Systems Pathology concurrent enrollment

CLSC6201 - CLINICAL ORTHOPEDICS**Course Information****Course Title**

CLINICAL ORTHOPEDICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course introduces students to proper orthopedic examination procedures and test for the cervical, thoracic, and lumbar spine, pelvis, hip, shoulder, elbow, wrist, hand, knee, ankle and foot. Orthopedic assessments of plexopathies, thoracic outlet, and nerve tension signs are also taught and assessed. It also presents an organized system for approaching musculoskeletal disorders and introduces students to the necessity of differentially diagnosing between musculoskeletal disorders and visceral disease processes. Prerequisite(s): Gross Anatomy I, Clinical Biomechanics / Palpation

CLSC6204 - LAB DIAGNOSIS**Course Information****Course Title**

LAB DIAGNOSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course teaches clinical laboratory diagnostic tests and procedures as they relate to the identification and diagnosis of systemic disorders of the human body. This includes blood chemistry, hematology, urinalysis and a variety of other laboratory tests. The course emphasizes laboratory tests that are useful for evaluating health and wellness in the chiropractic practice. Prerequisite(s): Physiology II, Systems Pathology concurrent enrollment

CLSC6205 - CLINICAL NEUROLOGY**Course Information****Course Title**

CLINICAL NEUROLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course builds upon information presented in earlier courses such as anatomy, physiology, neuroscience, and physical diagnosis. Clinical Neurology also serves to develop the student competency in performing neurological evaluations that are essential to clinical practice. This course will require development of observation, patient interaction, examination, critical analysis, and problem-solving skills. The neurological examination and clinical diagnosis of the following areas are taught and assessed: CN I-XII, central nervous system, peripheral motor /sensory/muscle stretch reflexes, pathological and superficial reflexes, central/peripheral/neurovascular /muscular disorders, neurological gait disorders. Prerequisite(s): Neuroscience

CLSC6206 - CLINICAL IMAGING IV

Course Information

Course Title

CLINICAL IMAGING IV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course is the fourth in a series of six to develop students' clinical reasoning skills pertaining to the utilization and interpretation of diagnostic imaging studies. Clinical Imaging IV is focused on the imaging appearance of a variety of pathological aberrations affecting patients. Categories of bone disease to be discussed include primary benign and malignant neoplasms of bone, metastatic disease of bone, vascular pathologies, nutritional, metabolic, and endocrine disease, osteomyelitis, and septic arthritis. This course will include a high-level review of clinical imaging of the musculoskeletal system in various disease states. Lectures are geared toward a practical, problem-solving approach to musculoskeletal conditions. A systematic approach to interpretation of diagnostic imaging studies will be utilized. Emphasis is placed on the interrelationships between the fundamental histopathology and pathophysiology, the observable changes seen on imaging studies, and clinically relevant physical and biochemical findings. Additionally, the current state-of-the-art clinical practice for musculoskeletal advanced imaging will be included, highlighting the role and applications of such techniques. Prerequisite(s): Clinical Imaging III, Systems Path concurrent enrollment

CLSC6303 - FUNCTIONAL ASSESSMENT PRINCIPLES

Course Information

Course Title

FUNCTIONAL ASSESSMENT PRINCIPLES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to introduce and reinforce assessment of the function of the musculoskeletal system. It expands on biomechanical, range of motion, and orthopedic assessments with a focus on relationships and interactions between regions of the body and how movement pattern asymmetry and dysfunction can contribute to patient presentations. This course will develop visual and manual evaluation skills as well as teach the fundamental principles of human movement to allow for proper implementation of these skills in clinical internship and private practice. Prerequisite(s): Clinical Orthopedics, Pre or corequisite Differential Diagnosis, Physiotherapy II

CLSC6305 - DIFFERENTIAL DIAGNOSIS

Course Information

Course Title

DIFFERENTIAL DIAGNOSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

This course is designed to give the student a sound educational foundation and support critical thinking skills in the development of a differential and working diagnosis through the presentation and evaluation of cases and case studies. Emphasis will be placed on common conditions that the chiropractor will encounter in practice. A systematic approach to the development of a differential diagnosis that uses clinical reasoning skills and algorithms will be introduced. Prerequisite(s): Clinical Orthopedics, Clinical Neurology, Lab Diagnosis

CLSC6306 - DIAGNOSTIC IMAGING III

Course Information

Course Title

DIAGNOSTIC IMAGING III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course is designed to give the student a sound educational foundation in imaging of the chest, abdomen, and internal derangement of joints. The course requires the student to research outside sources to gain insight into the concepts presented. The course will introduce a systematic approach to the interpretation of plain film and the role of advanced imaging of the chest, abdomen and select joints. Areas of emphasis include skeletal trauma, thoracic, and abdominal conditions. Prerequisite(s): BASC 6106 Systems Pathology; CLSC 6104 Diagnostic Imaging II; BASC 5202 Gross Anatomy I; BASC 5301 Gross Anatomy II; CLSC 6103 Physical Diagnosis

CLSC6307 - CLINICAL IMAGING V**Course Information****Course Title**

CLINICAL IMAGING V

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course concentrates on the integration of knowledge required to assess various diagnostic imaging studies. An emphasis is placed on musculoskeletal imaging. This includes identifying various imaging modalities, recognizing indications for imaging, interpretation of findings, generating clinical impressions, and creating radiographic reports. The laboratory portion of the course is dedicated to the advancement of interpretation of various imaging studies, proper diagnosis, and case management. Prerequisites: Clinical Imaging I-IV

CLSC7104 - EMERGENCY CARE**Course Information****Course Title**

EMERGENCY CARE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	4

Course Description

This course serves to develop student competency in evaluating and providing emergency care in a variety of situations including public and private settings such as their practice. Emphasis is placed on proficiency in recognizing and providing care for cardiopulmonary emergencies including cardiac and respiratory arrest, poisoning, thermal injuries, shock, head and spinal injuries, choking, fractures, dislocations, strains and sprains and other common medical emergencies including seizures, diabetic emergencies and heat and cold emergencies. Upon successful completion of this course, the student will be certified in BLS-CPR, emergency medical response, emergency oxygen, asthma/epinephrine administration and bloodborne pathogens. The training occurs both in a didactic and laboratory setting, using scenarios and critical thinking activities. Upon completion of this course, the student will obtain a one year certification in Emergency Medical Responder – 2 years; Basic Life Support – 2 years; Emergency Oxygen – 1 year; Asthma and Epi – 1 year and Bloodborne Pathogens Training – 1 year. Prerequisite(s): Physical Diagnosis

CLSC7105 - WELLNESS CONCEPTS**Course Information****Course Title**

WELLNESS CONCEPTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	3

Course Description

This course presents information to the learner so they can guide their patients towards improving their health and achieving optimal level of function. This course is designed to address the internal and external environmental risk factors that contribute most significantly to wellness. The course stresses the health of the whole person. Topics include the current Healthy People initiative, health risk factors, motivational interviewing, health maintenance and promotion activities. Other wellness topics covered include nutrition, weight management, exercise, tobacco, alcohol, and substance abuse. Prerequisite(s): Public Health, Systems Pathology, Physical Diagnosis, Lab Diagnosis

CLSC7106 - PATIENT MANAGEMENT**Course Information****Course Title**

PATIENT MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	5

Course Description

The student will create evidence-based treatment plans based on patient outcome measures, history, and examination findings. Clinical decision-making using case scenarios will be the core focus of this course. This course addresses management of patients with neuromusculoskeletal complaints and co-morbid conditions. Prerequisite(s): Differential Diagnosis, co-requisite Full Spine Adjusting III

CLSC7107 - RADIOGRAPHIC EXAMINATION

Course Information**Course Title**

RADIOGRAPHIC EXAMINATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course concentrates on the skills and knowledge required to properly perform an optimal radiographic examination. In the lab, emphasis will be placed on patient positioning and protection, technique calculations, and instrument operation. The lecture will focus on determining the need for x-rays, informed consent procedures, completing a radiology requisition, generating a radiographic report, referring for additional imaging and professional communication with specialists in radiology and other disciplines. Prerequisite(s): Clinical Imaging IV

CLSC7108 - CLINICAL IMAGING VI

Course Information**Course Title**

CLINICAL IMAGING VI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is the first in a series of five to develop students' clinical reasoning skills pertaining to the utilization and interpretation of diagnostic imaging studies.

CLSC7109 - CLINIC READINESS

Course Information**Course Title**

CLINIC READINESS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

In this course, students will construct and demonstrate proficiency of patient care skills as it pertains to patient history taking, exam planning, exam execution, treatment planning, and relationship building throughout the timed intern-student interaction. This course serves to reinforce clinical exam skills introduced in earlier trimesters to be clinic ready upon entering Internship Practicum I and assess clinic readiness by providing mock clinic Intern Meta-competency Assessments (IMA). Prerequisite: Differential Diagnosis

CLSC7401 - ADVANCED CLINICAL NEUROLOGY SKILLS

Course Information**Course Title**

ADVANCED CLINICAL NEUROLOGY SKILLS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course builds upon the information presented in earlier courses such as anatomy, physiology, neuroscience, physical diagnosis, and clinical neurology. This course serves to further develop the student skills in performing neurological evaluations that are beneficial in clinical practice. This course will require the development of observation, patient interaction, examination, critical analysis, and problem-solving skills. The neurological examination and clinical diagnosis are taught and assessed. Prerequisite(s): Clinical Neurology

CLSC7402 - CLIN ORTH JOINT MOBILIZATION/ASSESS**Course Information****Course Title**

CLIN ORTH JOINT MOBILIZATION/ASSESS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course builds upon the information presented in earlier courses such as anatomy, physiology, neuroscience, differential diagnosis, clinical neurology, and clinical orthopedics. This course further develops student skills in performing orthopedic evaluations, assessments, and interventions with emphasis in palpation, joint ROM, mobilization techniques, and clinical diagnosis. This course will help students develop the ability to identify when joint mobilization is appropriate, identify various contraindications to manipulation, and teach students how to apply these skills across a spectrum of progressions and regressions in treatment and assessment. This course will also emphasize the development of observation, patient interaction, examination, critical analysis, and problem-solving skills. Prerequisite(s): Clinical Orthopedics, Clinical Neurology

CLSC7403 - MSK ULTRASOUND-GUIDED PALP/CLIN APP**Course Information****Course Title**

MSK ULTRASOUND-GUIDED PALP/CLIN APP

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to reinforce students to correlate prior knowledge in anatomy through palpating under ultrasound-guidance. This will require students to 're-learn' the anatomy on a live subject with the aid of diagnostic ultrasound that will provide visual feedback to students of the exact anatomical location of the structures covered in the course work. The course will introduce clinical applications of musculoskeletal ultrasound with common soft tissue conditions in the upper and lower extremities. Prerequisites: Systems Pathology, Gross Anatomy II

CLSC7404 - MULTIMODAL REHAB PRENAT/POSTPARTUM**Course Information****Course Title**

MULTIMODAL REHAB PRENAT/POSTPARTUM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course is designed to introduce musculoskeletal principles and a variety of methodologies that can be utilized during the rehabilitation and management of a patient throughout the perinatal period. It will integrate approaches to prevent and manage common neuromusculoskeletal conditions that occur in the perinatal patient population. It will expand on functional anatomy and physiology of the joints, muscles, and soft tissue structures and different changes that occur, as well as introduce common complaints and dysfunctions that patients in this population present with during this life phase. The course will be dedicated to the development of skills in evaluation and treatment of common areas of concern for pregnant and postpartum patients. Intervention avenues that will be presented, discussed, and integrated will include active rehabilitative exercises, active mobilizations and movement preparation, soft-tissue mobilization strategies, general manipulation strategies, strength training, and home care instruction. The focus of the course will be in integration of a variety of intervention options to allow for the maximal potential of implementation of these skills into a clinical internship and private practice. Prerequisites: Analysis & Adjusting Technique I, Physical Diagnosis

CLSC7405 - SPORTS MED - INTEGRATIVE MGMT ATHL

Course Information

Course Title

SPORTS MED - INTEGRATIVE MGMT ATHL

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

Integrative Management of Athletes course curriculum includes establishing an understanding of the role of a Sports Medicine Chiropractor. The goal is to understand the varying forms of a Sports Chiropractor, the duties involved in developing an athlete/team centered approach, and reinforcement of a musculoskeletal assessment in achieving the responsibilities of the Sports Chiropractor. The curriculum presents common sport injuries and topics and allows students to further develop their skills by working towards differential diagnoses, treatment protocols, and return to play guidelines. This course will also emphasize the development of observation, patient interaction, multi-disciplinary collaboration, critical analysis, and problem-solving skills. Prerequisite(s): co-requisite Differential Diagnosis, Functional Assessment Principles, Physiotherapy II

CLSC7406 - FASCIA & FUNCT: INTG APP BODY MECH

Course Information

Course Title

FASCIA & FUNCT: INTG APP BODY MECH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This course builds upon foundational knowledge in anatomy, physiology, neuroscience, and orthopedics, as well as complementary courses like differential diagnosis and functional assessment. In this elective course students will learn comprehensive techniques for evaluating myofascial distortions, identifying underlying biomechanical dysfunctions, and integrating treatment strategies for optimal patient outcomes. Through a combination of hands-on practice, case studies, and evidence-based research, students will demonstrate proficiency in assessing myofascial patterns, understanding contributing factors, and developing individualized treatment options that incorporate biomechanical principles. The course will also explore the integration of the Mulligan technique as a complementary approach to enhance functional joint movement and address musculoskeletal imbalances. By the end of the course, students will be equipped with the knowledge and tools to effectively assess, diagnose, and address myofascial conditions while integrating biomechanical principles for comprehensive patient care. Prerequisite(s): Clinical Orthopedics, Clinical Neurology

CLSC7407 - PEDIATRIC RADIOLOGY

Course Information

Course Title

PEDIATRIC RADIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF CHIROPRACTIC	Doctor of Chiropractic	No D Allowed	2

Course Description

This elective course explores normal skeletal development and radiographic patterns of musculoskeletal, pulmonary, and abdominal pathologies affecting the pediatric population. The course will discuss the appropriateness of imaging for pediatric patients, as well as the radiographic appearance of the normal immature skeleton, congenital anomalies, and pathologies affecting the pediatric population. Particular focus will be made on common conditions which present to the chiropractic office. Prerequisite(s): CLSC 5202 Clinical Imaging I; CLSC 5302 Clinical Imaging II; BASC 6106 Systems Pathology

COSC1301 - INTRODUCTION TO COMPUTERS

Course Information

Course Title

INTRODUCTION TO COMPUTERS

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Overview of computer systems—hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science.

COSC2303 - INTRO TO DIGITAL FORENSICS**Course Information****Course Title**

INTRO TO DIGITAL FORENSICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is an introductory course in collecting, examining, and preserving evidence of computer crimes. This course examines the issues, tools, and control techniques needed to successfully investigate illegal activities facilitated using information technology. The tools of collecting, examining, and evaluating data to establish intent, culpability, motive, means, methods, and loss resulting from e-crimes will be examined.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

COSC2304 - SECURITY POLICY HIPPA & IMPLEMENT**Course Information****Course Title**

SECURITY POLICY HIPPA & IMPLEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course will cover Network Security Policies, HIPPA Privacy Rule, and implementation of firewall policies, stateful firewalls, and firewall appliances. Network-related physical security, risk management and disaster recovery/contingency planning issues and housekeeping procedures.

COSC3305 - WEB APPLICATION SECURITY 1**Course Information****Course Title**

WEB APPLICATION SECURITY 1

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

The security issues related to web applications will be discussed in this course. Topics include web application authentication, authorization, as well as browser and web database security principles. Various web application security attack types such as code injection, cross-site scripting, and cross-site request forgery will be studied. The course will also include discussions about business aspects that contribute to a secure online transaction environment.

Prerequisite(s): BCIS 2322 - Client-Side Scripting (JavaScript & HTML) with a grade of "C" or better.

COSC3306 - NETWORK SECURITY**Course Information****Course Title**

NETWORK SECURITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course provides a foundation in networking technologies that are core to creating secure networks. Topics included in this course are basic cryptography, secure networking protocols, logical and physical security management and security devices. Relation between these technologies and operational and implementation issues for these technologies will also be discussed.

Prerequisite(s): BCIS 2306 – Fundamental of Network Systems and Network Administration and BCIS 3303 - Network II with a grade of "C" or better.

COSC4307 - INTRUSION DETECTION & INCIDENT RESP**Course Information****Course Title**

INTRUSION DETECTION & INCIDENT RESP

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course provides an in-depth look at intrusion detection methodologies and tools and the approaches to handling intrusions when they occur; examines the laws that address cybercrime and intellectual property issues; and includes a study of proper computer and network forensics procedures to aid in the identification and tracking of intruders and in the potential prosecution of criminal activity.

Prerequisite(s): COSC 3305 -Web Application Security with a grade of "C" or better.

CPST4351 - NUTRITION SCIENCE CAPSTONE**Course Information****Course Title**

NUTRITION SCIENCE CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This Capstone Project: Special Topics/Interests course allow a student the opportunity to personalize his or her education by engaging in a mentored experience in an area of study. Special Topics may take the form of immersion in a laboratory, a defined literature review, research experience, hands-on major related activity, or internship/externship.

Prerequisite(s): Completion of Major Courses

CPST4365 - SERVICE LEARNING CAPSTONE**Course Information****Course Title**

SERVICE LEARNING CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The undergraduate capstone experience is designed to bring reflection and focus to the whole college experience. It encourages students to integrate facets of their interests with important concepts from their area of study. Students will be given the option to complete a service-learning project or an internship.

Prerequisite(s): Completion of Major Courses

CRSH5312 - BIOSTATISTICS I**Course Information****Course Title**

BIOSTATISTICS I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course prepares students to understand the basic concepts of statistics including probability theory, sampling, estimation, confidence intervals, and hypothesis testing. Students will be able to conduct graphical and numerical exploratory data analysis using SPSS, and to perform statistical analyses, including comparative tests of categorical and continuous data.

CRSH5316 - CLIN RESEARCH CAPSTONE

Course Information**Course Title**

CLIN RESEARCH CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The purpose of the Capstone Project is to provide the student with a comprehensive understanding of the research experience beginning with the formulation of the research question, design and conduct of the research protocol, analysis, interpretation of the findings, and publication of the research results.

CRSH5323 - BIOSTATISTICS II

Course Information**Course Title**

BIOSTATISTICS II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

Students will conduct more advanced regression-based statistical analyses, including simple linear regression and correlation analysis, multiple linear regression, logistic regression, and Cox proportional hazards models. The analyses will be conducted in SPSS.

CRSH5345 - CRITICAL ASSESMENT OF CLIN RSCH

Course Information**Course Title**

CRITICAL ASSESMENT OF CLIN RSCH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The aim of this course is to evaluate research articles for their validity and relevancy to practice. Students will critically assess data collection, statistical analysis, results, and the quality of research findings.

CRSH5376 - GRANT WRITING

Course Information**Course Title**

GRANT WRITING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course introduces students to the grant writing process. Students will learn the basics of grant writing including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans.

CTMT1491 - ST: CT TECHNOLOGY/TECHNICIAN

Course Information

Course Title

ST: CT TECHNOLOGY/TECHNICIAN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	4

Course Description

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course may be repeated if topics and learning outcomes vary.

CTMT2432 - PRINCIPLES OF COMPUTED TOMOGRAPHY

Course Information

Course Title

PRINCIPLES OF COMPUTED TOMOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	4

Course Description

In-depth coverage of computed tomography imaging techniques. Image quality assurance and radiation protection are emphasized. Prerequisite: None

CTMT2436 - COMPUTED TOMOGRAPHY EQUIP& METHOD

Course Information

Course Title

COMPUTED TOMOGRAPHY EQUIP& METHOD

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	4

Course Description

Skill development in the operation of computed tomographic equipment, focusing on routine protocols, image quality, quality assurance, and radiation protection. Prerequisite: None

DMSO1091 - DS SPECIAL TOPICS

Course Information

Course Title

DS SPECIAL TOPICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	No Grade	0

Course Description

A review course to prepare for the American Registry for Diagnostic Medical Sonographers (ARDMS). A comprehensive review with multiple practice examinations covering abdominal and small parts sonography, and ob/gyn sonography will be offered. Prerequisite: satisfactory progress in the DMS program.

DMSO1301 - TECHNIQUES OF SONOGRAPHY

Course Information

Course Title

TECHNIQUES OF SONOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Scanning techniques. Includes scan protocols and procedures within the laboratory setting utilizing live scanning and/or simulated experience.

Prerequisite: DMSO 1342

DMSO1302 - BASIC ULTRASOUND OF PHYSICS

Course Information**Course Title**

BASIC ULTRASOUND OF PHYSICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Basic acoustical physics and acoustical waves in human tissue. Emphasis on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams.

Prerequisite: DMSO 1351 or DSAE 1322

DMSO1310 - INTRODUCTION TO SONOGRAPHY

Course Information**Course Title**

INTRODUCTION TO SONOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to the profession of sonography and the role of the sonographer. Emphasis on medical terminology, ethical/legal aspects, written and verbal communication, and professional issues relating to registry, accreditation, professional organizations, and history of the profession.

Prerequisite: General Education Required classes

DMSO1341 - ABDOMINOPELVIC SONOGRAPHY

Course Information**Course Title**

ABDOMINOPELVIC SONOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Normal anatomy and physiology of the abdominal and pelvic cavities as related to scanning techniques, transducer selection and scanning protocols.

Prerequisite: DMSO 1301

DMSO1342 - INTERMEDIATE ULTRASOUND PHYSICS

Course Information**Course Title**

INTERMEDIATE ULTRASOUND PHYSICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Continuation of Basic Ultrasound Physics. Includes interaction of ultrasound with tissues, mechanics of ultrasound production and display, various transducer designs and construction, quality assurance, bio effects and image artifacts. May introduce methods of Doppler flow analysis.

Prerequisite: DMSO 1302

DMSO1351 - SONOGRAPHIC SECTIONAL ANATOMY

Course Information

Course Title

SONOGRAPHIC SECTIONAL ANATOMY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Sectional anatomy of the male and female body. Includes anatomical relationships of organs, vascular structures, and body planes and quadrants.

Prerequisite: DMSO 1310

DMSO2130 - ADVANCED ULTRASOUND REVIEW

Course Information

Course Title

ADVANCED ULTRASOUND REVIEW

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	0.5

Course Description

Knowledge, skills, professional values within a legal and ethical framework addressing emerging technologies and professional development.

Prerequisite: DMSO 2261

DMSO2131 - ADVANCED ULTRASOUND REVIEW

Course Information

Course Title

ADVANCED ULTRASOUND REVIEW

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	0.5

Course Description

Knowledge, skills, professional values within a legal and ethical framework addressing emerging technologies and professional development.

Prerequisite: DMSO 2262

DMSO2260 - CLINICAL I

Course Information

Course Title

CLINICAL I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DSVT 1322

DMSO2261 - CLINICAL II

Course Information

Course Title

CLINICAL II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2260

DMSO2262 - CLINICAL III

Course Information

Course Title

CLINICAL III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2261

DMSO2263 - CLINICAL IV

Course Information

Course Title

CLINICAL IV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2262

DMSO2305 - SONOGRAPHY OF OB_GYN

Course Information

Course Title

SONOGRAPHY OF OB_GYN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Detailed study of the pelvis and obstetrics/gynecology as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2353

DMSO2341 - SONOGRAPHY ABDPELVIC PATH

Course Information

Course Title

SONOGRAPHY ABDPELVIC PATH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Pathologies and disease states of the abdomen and pelvis as related to scanning techniques patient history, data, transducer selection and scanning protocols.

Prerequisite: DMSO 1341

DMSO2342 - SONOGRAPHY OF HIGH RISK OB

Course Information

Course Title

SONOGRAPHY OF HIGH RISK OB

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Maternal disease and fetal abnormalities. Includes scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2305

DMSO2353 - SONOGRAPHY SUPERFICIAL STRUCTURES

Course Information

Course Title

SONOGRAPHY SUPERFICIAL STRUCTURES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Detailed study of normal and pathological superficial structures as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2341

DMSO2360 - CLINICAL V

Course Information

Course Title

CLINICAL V

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2263

DMSO2361 - CLINICAL VI

Course Information

Course Title

CLINICAL VI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2360

DSAE1303 - INTRO ECHOCARDIOGRAPHIC TECHNIQUES

Course Information

Course Title

INTRO ECHOCARDIOGRAPHIC TECHNIQUES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to scanning techniques and procedures with hands-on experience in a lab setting. Emphasis is placed on the sonographic evaluation of the normal adult heart.

Prerequisite: DMSO 1342

DSAE1311 - INTRO ADULT ECHOCARDIOGRAPHY

Course Information

Course Title

INTRO ADULT ECHOCARDIOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introductory course to gain knowledge of scanning techniques and procedures with hands-on experience in a lab setting. Emphasis is placed on the sonographic evaluation of the normal adult heart.

Prerequisite: General Education Required classes

DSAE1312 - PRINCIPLES OF ELECTROCARDIOGRAPHY

Course Information

Course Title

PRINCIPLES OF ELECTROCARDIOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	PT	Letter Grade	3

Course Description

Actively demonstrates the understanding of basic electrocardiography procedures, interpretation of basic dysrhythmias, and appropriate treatment modalities for culturally and socially diverse patients/clients.

DSAE1322 - CARDIOVASCULAR CONCEPTS

Course Information**Course Title**

CARDIOVASCULAR CONCEPTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will associate the cardiovascular systems of anatomy, physiology, and pathophysiology. Students will contrast the cardiac and vascular structural anatomy and relationships, differentiating electrical innervation, embryology, and hemodynamics of the heart and vascular system. This includes pathophysiology, etiology, pathology, signs, symptoms, risk factors, and treatment of cardiovascular diseases.

Prerequisite: DSAE 1311

DSAE1326 - TECH & PRACT OF ELECTROCARDIOGRAPHY

Course Information**Course Title**

TECH & PRACT OF ELECTROCARDIOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	PT	Letter Grade	3

Course Description

Critically engages and facilitating appropriate medical terminology, procedures, and analysis of interpretations to formulate risk, reduction and improve patient/client outcomes.

DSAE2155 - ADULT ECHOCARDIO ADV REVIEW I

Course Information**Course Title**

ADULT ECHOCARDIO ADV REVIEW I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	0.5

Course Description

Students will formulate knowledge, skills and professional values within legal and ethical context addressing emerging technologies and professional development, as it is related to the field of echocardiography. Ergonomic techniques and equipment applications associated with technological advances in the field of echocardiography will be integrated. Registry review techniques and preparedness will be integrated in this course.

DSAE2156 - ADULT ECHOCARDIO ADV REVIEW II

Course Information**Course Title**

ADULT ECHOCARDIO ADV REVIEW II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	0.5

Course Description

Students will formulate knowledge, skills and professional values within legal and ethical context addressing emerging technologies and professional development, as it is related to the field of echocardiography. Ergonomic techniques and equipment applications associated with technological advances in the field of echocardiography will be integrated. Registry review techniques and preparedness will be integrated in this course.

DSAE2272 - CLINICAL II

Course Information

Course Title
CLINICAL II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description
Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: DSAE 2371

DSAE2273 - CLINICAL III

Course Information

Course Title
CLINICAL III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description
tudents will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: DSAE 2272

DSAE2274 - CLINICAL IV

Course Information

Course Title
CLINICAL IV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description
Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: DSAE 2273

DSAE2275 - CLINICAL V

Course Information

Course Title
CLINICAL V

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description
Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: DSAE 2274

DSAE2286 - ADULT ECHOCARDIO ADV REV

Course Information

Course Title
ADULT ECHOCARDIO ADV REV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

Students will formulate knowledge, skills and professional values within legal and ethical context addressing emerging technologies and professional development, as it is related to the field of echocardiography. Ergonomic techniques and equipment applications associated with technological advances in the field of echocardiography will be integrated. Registry review techniques and preparedness will be integrated in this course.

Prerequisite: DSAE 2376

DSAE2341 - ECHOCARDIO EVAL PATH I

Course Information**Course Title**

ECHOCARDIO EVAL PATH I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course will focus on adult acquired cardiac pathologies. Topics include cardiovascular pathophysiology, quantitative measurements, and the application of 2-D, M-Mode, and Doppler. Recognition of the sonography appears of cardiovascular disease is stressed.

Prerequisite: DSAE 1336

DSAE2352 - ECHOCARDIO EVAL PATH II

Course Information**Course Title**

ECHOCARDIO EVAL PATH II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course is a continuation of Echocardiographic Evaluation of Pathology I emphasis on cardiac disease. Course emphasis is placed on quantitative measurements and application of 2-D, M-Mode, Doppler and recognition of the sonographic appearances of cardiac disease.

Prerequisite: DSAE 2341

DSAE2364 - ADVANCED ECHOCARDIOGRAPHY

Course Information**Course Title**

ADVANCED ECHOCARDIOGRAPHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course will investigate and analyze advanced echocardiographic procedures. Topics include stress echo, related diagnostic imaging, and related noninvasive cardiac testing.

Prerequisite: DSAE 2352

DSAE2371 - CLINICAL I

Course Information**Course Title**

CLINICAL I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DSVT 1322

DSAE2376 - CLINICAL VI

Course Information

Course Title

CLINICAL VI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DSAE 2275

DSAE2377 - CLINICAL VII

Course Information

Course Title

CLINICAL VII

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

Clinical practice experiences are designed for the students to develop, think critically, analyze and be able to apply concepts in a clinical environment. Clinical experiences educate students on patient care, assessment, competent performance of ultrasound images and the quality of health care. Prerequisite courses include DSAE 1311, DSAE 1322, DSMO 1302, DMSO 1342, DSAE 1336, DSAE 2341, DSAE 2352, DSAE 2364, DSVT 1311, DSVT 1322

DSVT1311 - INTRO TO VASCULAR TECHNOLOGY

Course Information

Course Title

INTRO TO VASCULAR TECHNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

DSVT 1311 Introduction to Vascular Technology – 3 Credit Hours

Introduction to basic non-invasive vascular theories. Emphasizes image orientation, transducer handling, and identification of anatomic structures.

Prerequisite: DMSO 2342 or DSAE 2364

DSVT1322 - PRINCIPLES OF VASCULAR TECHNOLOGY

Course Information

Course Title

PRINCIPLES OF VASCULAR TECHNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

DSVT 1322 Principles of Vascular Technology – 3 Credit Hours

Introduction to non-invasive vascular technology modalities. Includes 2D imaging, Doppler, Plethysmography, and segmental pressure. Emphasis on performing basic venous and arterial imaging and non-imaging exams.

Prerequisite: DSVT 1311

DSVT1333 - ADVANCED VASCULAR TECHNOLOGY

Course Information

Course Title

ADVANCED VASCULAR TECHNOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

A study of advanced vascular concepts such as digital intraoperative, intravascular, abdominal vascular, graft surveillance, vascular interventions, and research. Emphasizes case studies, technical reporting, and preliminary interpretation.

ECON6301 - GLOBAL ECONOMICS

Course Information

Course Title

GLOBAL ECONOMICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course will explore economic theory emphasizing the global context and application. Central issues include the unique attributes of economics, supply and demand, markets, and the role of government and regulations, financing, and economic evaluation. Tools of international macroeconomics will be used to explore the economic environment facing firms operation around the globe, addressing areas such as economic indicators and forecasting, employment and unemployment, interest rates, inflation, and monetary policy; global trade in goods and capital, foreign exchange rates, and emerging market crises. The impact of economic globalization and increasing global knowledge/information will be emphasized.

ENGL1301 - COMPOSITION I

Course Information

Course Title

COMPOSITION I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

ENGL1302 - COMPOSITION II

Course Information

Course Title

COMPOSITION II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	

Course Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite(s): ENGL 1301 or its equivalent

ENGL2326 - AMERICAN LITERATURE

Course Information

Course Title

AMERICAN LITERATURE

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite(s): ENGL 1301 Composition I

FINA6301 - FINANCIAL MANAGEMENT

Course Information

Course Title

FINANCIAL MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

Students will learn concepts of financial management. Various tools and cases are used to assist and train financial managers in decision-making. Topics include the analysis of risk and return, valuation of financial assets, capital budgeting applications, capital structure management, mergers and acquisitions, leveraged buyouts and working capital management.

GOVT2305 - FEDERAL GOVERNMENT

Course Information

Course Title

FEDERAL GOVERNMENT

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

GOVT2306 - TEXAS GOVERNMENT

Course Information

Course Title

TEXAS GOVERNMENT

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

HHM0101 - Human Health & Hygiene

Course Information

Course Title

Human Health & Hygiene

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	1

Course Description

Students will learn disease prevention and hygiene. This course serves as the introduction to the wellness model. Wellness is defined as an active process employing a set of values and behaviors that promote optimal health, function, and quality of life. Students will be presented with a set of tools that can be utilized for both self-care and to teach clients to be active participants in the optimization of their own health and well-being.

HHM0102 - Nutrition

Course Information

Course Title

Nutrition

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	0.5

Course Description

Students will learn the role of balanced nutrition in the wellness model. Both western and oriental approaches to general nutrition and the therapeutic use of food will be discussed.

HIST1301 - UNITED STATES HISTORY I

Course Information

Course Title

UNITED STATES HISTORY I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST1302 - UNITED STATES HISTORY II

Course Information

Course Title

UNITED STATES HISTORY II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

HITT1160 - CLIN I - HLTH INFO/MED RECORDS TECH

Course Information

Course Title

CLIN I - HLTH INFO/MED RECORDS TECH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	1

Course Description

This is a virtual practicum course that prepares the students before going on-site. Practicum competencies reinforce previous coursework and include application of knowledge of –and skills in – health record content, structure, functions, and use. The course activities include discussions, simulations, and assignments. All students prepare a written report and present a verbal summary of their virtual practical experience.

HITT1255 - HEALTH CARE STATISTICS

Course Information

Course Title

HEALTH CARE STATISTICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	2

Course Description

This course introduces statistical computations and provides students with assignments for compiling inpatient service days, average length of stay, occupancy rates, and mortality rates. Descriptive and inferential statistics and basic research principles are also explored.

HITT1301 - HEALTH DATA CONTENT AND STRUCTURE

Course Information

Course Title

HEALTH DATA CONTENT AND STRUCTURE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course provides an introduction to the basic concepts and techniques for managing and maintaining health record systems. Topics include record content, format and uses of healthcare data, record systems, storage and retrieval, quantitative analysis of health data, forms design and control, release of information, function of indexes and registers, accreditation, certification and licensure standards applicable to healthcare facilities. Students will be given the opportunity to utilize and practice with current software packages common to the industry.

HITT1305 - MEDICAL TERMINOLOGY

Course Information

Course Title

MEDICAL TERMINOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces elements of medical terminology such as foundations of words used to describe the human body and its conditions, terminology for medical procedures, and names of commonly prescribed medications. Spelling, pronunciation and meanings of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations.

Prerequisite course: The designated course must be taken prior to any other HIT/HIM major courses.

HITT1311 - ELECTRONIC MEDICAL RECORDS SYSTEM

Course Information

Course Title

ELECTRONIC MEDICAL RECORDS SYSTEM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

Introduction to the concepts of computer technology related to health care and the tools and techniques for collecting, storing, and retrieving health care data.

HITT1341 - CODING AND CLASSIFICATION SYS

Course Information

Course Title

CODING AND CLASSIFICATION SYS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.

Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology

HITT1342 - AMBULATORY CODING

Course Information

Course Title

AMBULATORY CODING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course is a continuation of the study of ICD-10-CM/PCS, CPT4, and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology, HITT 1341 Coding and Classification Systems

HITT1345 - HEALTH INFORMATION DELIVERY SYS

Course Information

Course Title

HEALTH INFORMATION DELIVERY SYS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

Introduction to health IT standards, health-related data structures, software applications, and enterprise architecture in healthcare and public health. Healthcare delivery systems including organization, financing, accreditation, licensure, and regulatory agencies will also be examined.

Prerequisite: HITT 1342 Ambulatory Coding

HITT1353 - LEGAL AND ETHICAL ASPECTS HIT

Course Information

Course Title

LEGAL AND ETHICAL ASPECTS HIT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course introduces the legal and regulatory issues in healthcare with emphasis on their application to healthcare information services and documentation of care. Course content includes law, ethics, and compliance issues associated with health information management. Students explore the rights and responsibilities of providers, employers, payers, and patients in a healthcare context. Students are introduced to legal terminology pertaining to civil liability and the judicial and legislative processes. State and Federal confidentiality laws addressing release of information (ROI) and retention of health information/records are examined. Virtual assignments and/or simulations support experiential learning.

HITT2321 - EHR TRAINING METHODS DATA SECURITY

Course Information

Course Title

EHR TRAINING METHODS DATA SECURITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, privacy, and ethical practices with regard to Health Information exchange and personal health records. The course will prepare students to work in an electronic health record environment.

HITT2335 - CODING AND REIMBURSEMENT METHODS

Course Information

Course Title

CODING AND REIMBURSEMENT METHODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course explores reimbursement and payment methodologies applicable within the various healthcare settings. Forms, processes, practices and the roles of health information management professionals are examined. Concepts related to insurance products, third-party, prospective payment, and managed care capitation are explored. Issues of data exchange among patient, provider, and insurer are analyzed in terms of organizational policy, regulatory issues, and information technology operating systems. Management of the chargemaster and importance of coding integrity are emphasized.

HITT2339 - HLTH INFOMATION ORG SUPERVISION

Course Information

Course Title

HLTH INFOMATION ORG SUPERVISION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course presents an overview of organizational principles and supervisory management. This includes methods and management tools used in the analysis of health information systems, including the development of objectives, policies, and procedures; benchmarking; workflow; productivity measurement; layout analysis; and project management.

HITT2343 - QUALITY ASSESSMENT PERFORM IMPROVE

Course Information

Course Title

QUALITY ASSESSMENT PERFORM IMPROVE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course addresses quality management processes and performance improvement with an emphasis on health information services. Additional topics presented include evaluation of patient care and safety, clinical information analysis, integrated quality improvement activities, risk management, utilization management, medical staff organization and function, biomedical research, and compliance.

HITT2361 - CLINICAL II HLTH INFORMATION TECH

Course Information

Course Title

CLINICAL II HLTH INFORMATION TECH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

This course allows students to complete supervised professional practicum hours at an approved healthcare facility. Student must complete a minimum of 40 hours of externally supervised activity prior to graduation. The externally supervised activity PPE must relate to higher level competencies at the Associate degree level and result in a learning experience for the student and/or a deliverable to a practice site.

Prerequisite: HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician

HPER1306 - INTRO TO STRENGTH/HUMAN PERFORMANCE

Course Information

Course Title

INTRO TO STRENGTH/HUMAN PERFORMANCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will explain the key theories, concepts, and scientific principles of strength training and conditioning as well as their direct application to athletic competition and performance.

HPER1311 - INTRO TO HEALTH PROMO/WELLNESS

Course Information

Course Title

INTRO TO HEALTH PROMO/WELLNESS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course emphasizes a holistic approach to health. It covers topics such as nutrition, physical activity, stress, and the influence of socio-economic and environmental factors on all aspects of health and well-being.

HPER1333 - FIRST AID AND SAFETY

Course Information

Course Title

FIRST AID AND SAFETY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

This course is designed to enable the student to recognize and avoid safety hazards; to intelligently assist in case of accident or illness; to develop the necessary skills for immediate and temporary care of a victim. This course prepares students for the First Aid and CPR Certification.

HPER2302 - HLTH BEHAV THEORY & PLANING METHODS

Course Information

Course Title

HLTH BEHAV THEORY & PLANING METHODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces students to concepts fundamental to the understanding of human health behavior. Students will learn the different theories of health promotion, implementation, and evaluation. There will be an emphasis on the determinants of health behavior and techniques used by health professionals to promote health.

HPER2304 - EPIDEMIOLOGY

Course Information

Course Title

EPIDEMIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will provide a basic introduction to the principles and methods of epidemiology. This course includes the biological, behavioral, sociocultural, and environmental factors associated with the etiology and distribution of health and disease.

HPER2311 - ENTREPRENEURIAL FOR SMALL BUSINESS

Course Information

Course Title

ENTREPRENEURIAL FOR SMALL BUSINESS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course aims to provide training in entrepreneurial skills and small business management as it relates to the health and fitness industry. Students will identify opportunities, and have the knowledge, attitudes, and skills to develop innovative business ideas to manage small businesses successfully.

HPER3304 - THERAPEUTIC MODALITIES

Course Information

Course Title

THERAPEUTIC MODALITIES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

Introduces physiological principles, concepts, and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries.

HPER3313 - MOTOR LEARN AND SKL DEV

Course Information**Course Title**

MOTOR LEARN AND SKL DEV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course investigates the principles of human performance and actions. Students will learn the principles underlying the acquisition of motor skills and how control of skilled movements is gained, maintained, and adapted. Students will understand the various ways that people learn to move, acquire skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

HPER3323 - BUSINESS OF SPORT MANAGEMENT

Course Information**Course Title**

BUSINESS OF SPORT MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course emphasizes basic management principles as they relate to the sports industry. A variety of marketing techniques and approaches are analyzed to provide students with the skills to develop effective and comprehensive sports marketing plans.

HPER3333 - REHAB OF ATHLETIC INJURIES

Course Information**Course Title**

REHAB OF ATHLETIC INJURIES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course aims to introduce the concepts and principles of a rehabilitation program. Students will learn how to determine therapeutic goals and objectives, selection of therapeutic exercises, and the methods of evaluating and recording rehabilitation progress.

HPER3403 - EXERCISE PHYSIOLOGY

Course Information**Course Title**

EXERCISE PHYSIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

4

Course Description

The purpose of this course is to increase the student's knowledge and understanding of human physiology and the adaptations that occur during exercise. Emphasis is on bioenergetics as well as circulatory, respiratory, and neuromuscular responses to the physical stress of exercise. The lab component will include neural control during physical activity, skeletal muscle contraction, pulmonary and circulatory physiology, gas exchange and transport, aerobic and anaerobic energy sources for muscular activity,

and temperature regulation during exercise.

Pre-requisite: BIOL 2401 Anatomy and Physiology I, and BIOL 2402 Anatomy and Physiology II

HPER4301 - GENERAL MEDICINE IN SPORT

Course Information

Course Title

GENERAL MEDICINE IN SPORT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course focuses on the evaluation and management of injuries and disorders. Students will learn to assess critical injuries and illnesses, including acute care, rehabilitation, and prevention, and to implement guidelines that affect decisions for allowing athletes to continue with physical activity.

HPER4303 - STRENGTH & CONDITIONING TRAINING

Course Information

Course Title

STRENGTH & CONDITIONING TRAINING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The course will focus on the assessment and implementation of strength and conditioning concepts and the analyses of various sports movements as they apply to strength and power exercises for sports training.

HPER4313 - CARDIORESP DISORDER & FIT

Course Information

Course Title

CARDIORESP DISORDER & FIT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course prepares students to design, implement, and administer exercise programs for developing physical fitness for special populations with cardiovascular and respiratory conditions.

HPER4323 - KINESIOLOGY

Course Information

Course Title

KINESIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces students to the study of anatomical and biomechanical principles of human performance and movement science.

HPER4403 - EXERCISE PRESCRIPTION & APPLICATION

Course Information

Course Title

EXERCISE PRESCRIPTION & APPLICATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

This course provides theoretical knowledge and practical skills to design personalized exercise programs that produce specific physiologic responses and adaptations. Emphasis is placed on prescribing safe and effective cardiorespiratory, musculoskeletal, and weight management programs for individuals with or without a controlled disease. The lab provides students the opportunity to acquire the necessary skills to perform a fitness assessment and exercise testing for cardio-respiratory fitness, body composition, muscle flexibility, strength, and endurance, and to demonstrate various exercises prescribed.

Pre-requisites: HPER 3403 Exercise Physiology + Lab and Biomechanics + Lab

HPER4413 - BIOMECHANICS

Course Information

Course Title

BIOMECHANICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	4

Course Description

The course provides an overview of the mechanical and anatomical analysis of movement related to human performance. Students will acquire knowledge to structurally, functionally, and mechanically analyze the performer and performance of physical activities. The lab component: This course focuses on the development of techniques of human movement analysis from structural and functional points of view and incorporates principles of mechanics as they apply to the study of human motion.

Pre-requisite: HEPR 3403 Exercise Physiology

HPER4419 - INTERNSHIP EXPERIENCE I

Course Information

Course Title

INTERNSHIP EXPERIENCE I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the first 75 hours of the internship experience.

HPER4429 - INTERNSHIP EXPERIENCE II

Course Information

Course Title

INTERNSHIP EXPERIENCE II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the second 75 hours of the internship experience.

HPER4439 - INTERNSHIP EXPERIENCE III

Course Information

Course Title

INTERNSHIP EXPERIENCE III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the third 75 hours of the internship experience.

HPER4449 - INTERNSHIP EXPERIENCE IV

Course Information

Course Title

INTERNSHIP EXPERIENCE IV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they complete the final 75 hours of the internship experience.

HPER4499 - STRENGTH AND HUMAN PERF CAPSTONE

Course Information

Course Title

STRENGTH AND HUMAN PERF CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course requires the student to produce an original research design suitable for submission to a Institutional Review Board (IRB) that demonstrates mastery of a specified subject/field they wish to pursue professionally. In addition to the Capstone project, students will apply for an internship in exercise and sport science-related field. The practical application of course work is a crucial element in the education of students pursuing a career in exercise and sport science. The goal of the internship is to bridge the gap between classroom theory and real-world job duties. Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

HPER5305 - PRINCIPLES OF STRENGTH & CONDITION

Course Information

Course Title

PRINCIPLES OF STRENGTH & CONDITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will explain the key theories, concepts, and scientific principles of strength training and conditioning as well as their direct application to athletic competition and performance. Students will study information on testing and evaluation, exercise techniques, training adaptations, and program design for common high school, collegiate and professional sports.

HPER5313 - EXERCISE AND HEALTH

Course Information

Course Title

EXERCISE AND HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course explores the fundamental role of exercise and fitness in health. Students will examine the principles of exercise and various components of fitness and wellness.

HPER5333 - ENDOCRINOLOGY IN HLT&EXER

Course Information

Course Title

ENDOCRINOLOGY IN HLT&EXER

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course examines the physiological principles and mechanisms of endocrinology as it relates to health and exercise. There is an emphasis on the endocrine organs, hormone classifications, detailed mechanisms of action of hormones, and the role of nutrition.

HPER5342 - CARDIOVASCULAR HEALTH AND EXERCISE

Course Information

Course Title

CARDIOVASCULAR HEALTH AND EXERCISE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course focuses on the acute and chronic effects of aerobic and resistance exercise on the cardiovascular system. Structural and functional operation and regulation of the cardiovascular system, physiological changes, and a comprehensive understanding of the regulatory mechanisms controlling cardiovascular function at rest and in response to exercise will be explored.

HPER5355 - EXER PRESCRIPTION FOR SPEC POP

Course Information

Course Title

EXER PRESCRIPTION FOR SPEC POP

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course emphasizes the evaluation of physical fitness in special populations and to design, implement, and administer programs for developing physical fitness and changing lifestyle behaviors.

HPER5364 - ADV METHODS OF STRENGTH & CONDITION

Course Information

Course Title

ADV METHODS OF STRENGTH & CONDITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course explores the scientific literature of sports-related fitness for competitive and professional athletes. Muscle strength, endurance, agility, speed, and flexibility in athletes are discussed. Current research and development in exercise physiology and human kinetics will be explored.

HPER5379 - STRENGTH & HUM PERF CAPSTONE

Course Information

Course Title

STRENGTH & HUM PERF CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course requires the student to produce an original research design suitable for submission to a Human Subjects Review Board (IRB) that demonstrates mastery of a specified subject/field they wish to pursue professionally. The primary focus of the course is the analysis of scientific literature to formulate a research proposal, including a thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of exercise and sport science.

Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

HPER5389 - INTERNSHIP EXPERIENCE I

Course Information

Course Title

INTERNSHIP EXPERIENCE I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the internship experience.

HPER5399 - INTERNSHIP EXPERIENCE II

Course Information

Course Title

INTERNSHIP EXPERIENCE II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they finalize the internship experience.

HPRS1106 - ESSENTIALS OF MEDICAL TERMINOLOGY

Course Information

Course Title

ESSENTIALS OF MEDICAL TERMINOLOGY

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	

Course Description

A study of medical terminology, word origin, structure, and application for Allied Health majors.

HPRS1210 - INTRO TO PHARMACOLOGY

Course Information

Course Title

INTRO TO PHARMACOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	2

Course Description

A study of drug classifications, actions, therapeutic uses, adverse effects, and routes of administration. Does NOT include dosage calculations.

Prerequisite course: The designated course must be taken prior to any other HIT major courses.

HPRS2201 - PATHOPHYSIOLOGY

Course Information

Course Title

PATHOPHYSIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	2

Course Description

Study of the pathology and general health management of diseases and injuries across the life span. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries.

Prerequisite course: The designated course must be taken prior to any other HIT major courses.

HPRS2335 - PHARMACOLOGY AND MEDICAL TREATMENT

Course Information

Course Title

PHARMACOLOGY AND MEDICAL TREATMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The study of basic concepts and terminology associated with medication structure, function, interaction, and administration. Emphasis is placed on the mechanism of drug action, uses, adverse effects, contraindications, and clinically important drug interactions. Students will review case scenarios to identify diseases associated with medications. Students will also identify medications prescribed for certain diseases.

Prerequisite course: The designated course must be taken prior to any other HIM major courses.

Prerequisite: HPRS 2336 Pathophysiology for Health Information Management

HPRS2336 - PATHOPHYSIOLOGY FOR HIM

Course Information

Course Title

PATHOPHYSIOLOGY FOR HIM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course emphasizes the study of the major diseases associated with each body system. It introduces important medical terminology, inflammation and allergy, neoplasia, heredity and disease, dietary factors and diseases, and infectious diseases. Understanding of the Pathophysiology language is explored by reading and interpreting the documentation in patient medical records.

Prerequisite course: The designated course must be taken prior to any other HIM major courses.

HSCI1133 - PHLEBOTOMY LAB

Course Information**Course Title**

PHLEBOTOMY LAB

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	1

Course Description

A health-focused work-based learning experience allowing students to apply specialized skills, and concepts under the direct supervision of an instructor.

HSCI1193 - CREDENTIAL REVIEW: MEDICAL ASSIST

Course Information**Course Title**

CREDENTIAL REVIEW: MEDICAL ASSIST

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	1

Course Description

Apply course and professional knowledge for preparation to one of the National Commission for Certifying Agencies (NCCA) recognized credentialing exams.

HSCI1273 - LAB PROCEDURES FOR ENTRY HLTH PROF

Course Information**Course Title**

LAB PROCEDURES FOR ENTRY HLTH PROF

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	2

Course Description

Examine government healthcare guidelines, including specimen collection and handling, as well as quality assurance and quality control in conducting CLIA-waived laboratory testing.

HSCI1326 - PHLEBOTOMY PRINCIPLES

Course Information**Course Title**

PHLEBOTOMY PRINCIPLES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Develops skills in various blood collection techniques while adhering to proper procedures and standard precautions. Covers vacuum collection devices, syringes, capillary skin punctures, butterfly needles, and blood culture collection for adults, children, and infants. Emphasizes infection prevention, patient identification, specimen labeling, quality assurance, specimen handling and processing, accessioning, professionalism, ethics, and medical terminology.

HSCI1372 - ADMINISTRATIVE PROCEDURES

Course Information

Course Title

ADMINISTRATIVE PROCEDURES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Articulate medical office procedures include scheduling appointments, managing medical records, facilitating interpersonal communication, handling bookkeeping tasks, processing coding and billing, collecting payments, managing third-party reimbursements, arranging credit, and utilizing computer systems within a medical office.

HSCI1392 - MEDICAL INSURANCE - ENTRY HLTH PROF

Course Information

Course Title

MEDICAL INSURANCE - ENTRY HLTH PROF

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Focuses on generalizing medical office coding to facilitate payment and reimbursement from patients or third-party payers in healthcare settings.

HSCI2193 - CREDENTIAL REVIEW: MEDICAL ASSIST

Course Information

Course Title

CREDENTIAL REVIEW: MEDICAL ASSIST

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	1

Course Description

Apply course and professional knowledge for preparation to one of the National Commission for Certifying Agencies (NCCA) recognized credentialing exams.

HSCI2301 - HEALTH POLICY & HEALTH CARE SYSTEM

Course Information

Course Title

HEALTH POLICY & HEALTH CARE SYSTEM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This introductory course takes a policy and politics angle to healthcare's three persistent issues - access, cost, and quality. The roles of patients, physicians, hospitals, insurers, and pharmaceutical companies will be established. The interaction between the government and these different groups will also be covered. Current national healthcare policy initiatives and the interests of class members will steer the specific topics covered in the course. The course aims to provide skills for critical and analytical thought about the U.S. healthcare system and the people in it.

HSCI2305 - INTRO TO STATS FOR HEALTH SCI

Course Information

Course Title

INTRO TO STATS FOR HEALTH SCI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course will provide students with the opportunity to develop a working knowledge and understand the basics of analysis methods commonly used in medical research, to understand published research and to participate in more specialized courses. Students will learn to use and interpret basic statistical methods, with reference to cohort studies, case control studies and randomized controlled trials.

HSCI2310 - DEVELOP OF HEALTH CARE PROF

Course Information

Course Title

DEVELOP OF HEALTH CARE PROF

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

This course introduces students to various aspects of the healthcare field. Students will explore a variety of health-related disciplines, create an academic and career plan for their chosen profession, and develop a healthcare e-portfolio. Students will study health implications for several cultural groups, including belief systems, communication styles and the role of the family. Professional behavior and essential qualities for healthcare professionals will also be addressed.

HSCI2315 - DISEASE PREV & HLTH PROMO CONCEPTS

Course Information

Course Title

DISEASE PREV & HLTH PROMO CONCEPTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

3

Course Description

The purpose of this course is to help prepare health professionals as leaders in the field of disease prevention and health promotion. Students will learn the value of and barriers to disease prevention and health promotion, how to identify and use federal public health data sets, factors that influence personal health decisions, preventive interventions directed at individuals (clinical settings) and populations (community settings), strategies for using population health principles to integrate disease prevention and health promotion into routine clinical and public health practice, and the organization of federal agencies that fund disease prevention and health promotion activities.

HSCI2400 - FOUNDATIONS OF CLINICAL PRACTICE

Course Information

Course Title

FOUNDATIONS OF CLINICAL PRACTICE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

4

Course Description

This course prepares students to apply fundamental clinical skills in patient assessment, examination, and physician-directed treatment. Students will process vital signs, documenting patient information, performing aseptic techniques, and applying routine clinical procedures in accordance with established clinical standards.

HSCI2400 - Foundations of Clinical Practice

Course Information

Course Title

Foundations of Clinical Practice

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Credit	

4

Course Description

This course prepares students to apply fundamental clinical skills in patient assessment, examination, and physician-directed treatment. Students will process vital signs, documenting patient information, performing aseptic techniques, and applying routine clinical procedures in accordance with established clinical standards.

HYM0101 - Hydrotherapy

Course Information

Course Title

Hydrotherapy

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	1

Course Description

This course discusses the scientific application of water, in all three of its physical states, for therapeutic purposes. Students will learn and practice the correct use of hot and cold temperatures in a variety of applications.

IHCR3308 - THE MEANING OF HEALTH

Course Information

Course Title

THE MEANING OF HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Covers a combination of current and traditional studies on how both internal and external factors may affect the various systems of the body and negatively impact a person's physical or mental wellbeing.

IHCR3310 - INTRODUCTION TO HERBOLOGY

Course Information

Course Title

INTRODUCTION TO HERBOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to the study of herbs, ranging from weeds to culinary flavoring, to medicines. It includes the principles of herbal medicine, the properties of herbs and indications for use of selected herbs.

IHCR3354 - NATURAL HEALING

Course Information

Course Title

NATURAL HEALING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The history, concepts, and principles of naturopathy are traced from Hippocrates through the 20th century. Fundamental principles of this healing art are discussed in depth.

IHCR3357 - LIFESTYLE INTERVENTION

Course Information

Course Title

LIFESTYLE INTERVENTION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will explore the dietary and lifestyle influences on disease. By the end of the course, students will gain knowledge, skills, and competency on the association between nutrition, lifestyle choices, and the development and management of chronic disease.

IHCR3360 - INTGV MANUAL THERAPY TECH

Course Information

Course Title

INTGV MANUAL THERAPY TECH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to manual therapies including massage, reflexology, and acupressure. The course provides an overview of each therapy, the principles used in each therapy and the indications and contraindications of each therapy.

IHCR3363 - FUND OF ORIENTAL MEDICINE

Course Information

Course Title

FUND OF ORIENTAL MEDICINE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An introduction to the traditional medicine used by the Chinese. This course will explore the philosophy, techniques, and practices used in Chinese medicine.

IHCR3369 - NUTRITION HEALTHY AGING

Course Information

Course Title

NUTRITION HEALTHY AGING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course covers cultural, environmental, psychosocial, physical, and economic factors affecting dietary intake and nutrition status for the older adult. Students will identify strategies for maintaining and improving mental and physical function in later years through proper nutrition.

IHCR3370 - FOUNDATIONS OF CHIROPRACTIC

Course Information

Course Title

FOUNDATIONS OF CHIROPRACTIC

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will present various aspects of the foundational concepts necessary to become a successful chiropractor.

Prerequisite(s): BIOL1402 General Biology II

IHCR4313 - ADVANCED HERBOLOGY**Course Information****Course Title**

ADVANCED HERBOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is a continuation of Introduction to Herbology and increases the student's knowledge of selected topics in advanced herbology. Students explore plant constituents in depth including the classes of plant hormones toxins and their roles in plants and humans.

IHCR4365 - INTGV HEALTH CAPSTONE**Course Information****Course Title**

INTGV HEALTH CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Students will demonstrate knowledge learned throughout the program by taking case studies and transforming them into usable information in an appropriate format.

Prerequisite(s): Completion of all Integrative Health Major Courses

INM0201 - Massage Therapy Intern Clinic**Course Information****Course Title**

Massage Therapy Intern Clinic

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	2

Course Description

Students provide massage therapy treatment to the public in the School of Massage Therapy Intern Clinic, under the supervision of specially licensed School faculty. Students will perform client intake, full-body massage therapy, exit interviews and documentation (SOAP note format) for each session. Students will participate in case conferences and learn client check-in and check-out procedures.

Prerequisites: Must attend the 'Clinic Orientation' class presented in Swedish Technique MTE 0101, complete MTE 0101 Swedish Massage, AMM 0101 Anatomy & Physiology and AMM 0102 Pathology for the Massage Professional.

KINE1304 - PERSONAL & COMMUNITY HEALTH**Course Information****Course Title**

PERSONAL & COMMUNITY HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description

Emphasis is placed on relating course content to lifestyle to foster a better understanding of the major health issues of today. Current issues include, but are not limited to: emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, death and dying.

KINE2305 - COMMUNITY HEALTH

Course Information

Course Title
COMMUNITY HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course introduces the major areas of public health, epidemiology, health care management, environmental health, social-behavioral health, and health informatics. Students will interpret and analyze various demographic and epidemiological information as they impact a given community.

KINE2364 - INTRO PHYSICAL FITNESS & WELLNESS

Course Information

Course Title
INTRO PHYSICAL FITNESS & WELLNESS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
Students will learn comprehensive approaches in applying functional physical activity to daily life and in making superior wellness choices. Students will grasp how to educate and empower individuals towards making positive steps in developing a lifelong commitment to fitness and wellness.

MANA3301 - PRINCIPLES OF MANAGEMENT

Course Information

Course Title
PRINCIPLES OF MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Undergraduate	Letter Grade	3

Course Description
This course is a study of the basic managerial functions of planning, organizing, leading, and controlling resources to accomplish organizational goals. The student will learn how to comprehend, apply, analyze, synthesize, and evaluate the basic principles of the fundamentals of managing contemporary organizations. The student will also learn to apply appropriate management techniques and skills necessary to become an effective manager.

MATH1314 - COLLEGE ALGEBRA

Course Information

Course Title
COLLEGE ALGEBRA

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description
In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

MATH1316 - TRIGONOMETRY

Course Information

Course Title
TRIGONOMETRY

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	

Course Description

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

MATH1342 - ELEMENTARY STATISTICAL METHODS I

Course Information

Course Title

ELEMENTARY STATISTICAL METHODS I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	

Course Description

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

MATH2342 - ELEMENTARY STATISTICAL METHODS II

Course Information

Course Title

ELEMENTARY STATISTICAL METHODS II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	

Course Description

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

MDAS1305 - MEDICAL TERMINOLOGY

Course Information

Course Title

MEDICAL TERMINOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course introduces elements of medical terminology such as foundations of words used to describe the human body and its conditions, terminology for medical procedures, and names of commonly prescribed medications. Spelling, pronunciation and meanings of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations.

MDAS1353 - Pharmacology for Entry Health Profe

Course Information

Course Title

Pharmacology for Entry Health Profe

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

An exploration of drug classifications, mechanisms of action, therapeutic applications, adverse effects, administration routes, and dosage calculations.

MDAS3300 - ELECTRONIC HEALTH RECORDS

Course Information

Course Title

ELECTRONIC HEALTH RECORDS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course provides an in-depth analysis of the concept of an organization-wide electronic health record system. A major focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective. Laboratory accompanying.

MFM0201 - Myofascial Therapy

Course Information

Course Title

Myofascial Therapy

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	2.5

Course Description

This is the first class designed to deepen and broaden therapeutic skills. Myofascial therapy is an elegant system for opening tissues to deeper work and to engender flexibility, balance, and postural alignment. This course will provide the student with the fundamental tools for this approach to bodywork.

Prerequisites: All Tri 1 Classes or be an LMT

MHCM6301 - HEALTH CARE POLICY ANALYSIS

Course Information

Course Title

HEALTH CARE POLICY ANALYSIS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course will introduce the theories and methods involved in the development of healthcare policy, and the role of healthcare professionals working in interdisciplinary teams. Students will examine the historical and contemporary approaches used in analyzing complex health policy issues. Throughout the course the tools used in the analysis, decision and policy making process, and in policy design, implementation, and evaluation will be discussed. Must be taken after major courses are completed.

MHCM6310 - STRATEGIC MGMT OF HEALTH SERVICES

Course Information

Course Title

STRATEGIC MGMT OF HEALTH SERVICES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

The focus of the course will be on the role and function of managed care organizations as it pertains to the management of health insurance. Students will evaluate the various types of health insurance options that are available to consumers and analyze the inter-workings of managed care operations. Emphasis will be placed on laws and regulations, accreditation and performance management, member services, budgeting, and patient protection and affordable care act. Must be taken after major courses are completed.

MHCM6320 - CORPORATE COMPLIANCE IN HEALTH CARE

Course Information

Course Title

CORPORATE COMPLIANCE IN HEALTH CARE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course provides the student the basic structure of a corporate compliance program including laws and penalties surrounding compliance and monitoring/auditing practices. The course will identify areas of concern and risk for various healthcare settings. Must be taken after major courses are completed.

MHCM6330 - CAPSTONE BUSINESS STRATEGIES

Course Information

Course Title

CAPSTONE BUSINESS STRATEGIES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	Letter Grade	3

Course Description

MHCM 6330, Capstone: Business Strategies (3 credit hours) This course serves as the capstone course for the MBA health care program emphasis. The primary focus of the course is the application of strategic management for competitive advantage related to Health Care incorporating health care policy, corporate compliance and legal issues, and management of health services. Students will conduct case studies and a practicum project related to health care. Prerequisites: All MBA core courses and health care concentration courses. This course must be taken in final term of enrollment.

MRKT6301 - MARKETING MANAGEMENT

Course Information

Course Title

MARKETING MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

Students gain the knowledge and skills necessary to understanding the critical role of marketing in successful organizations. Topics include segmentation analysis, target markets, positioning, marketing mix elements, supply chain, marketing communication and pricing.

MTE0101 - Swedish Massage

Course Information

Course Title

Swedish Massage

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	7.5

Course Description

Students are introduced to the theory and history of massage. Swedish massage, as synthesized by Pehr Henrik Ling, stands as the foundation for modern Western massage, and students will learn to use the basic Swedish techniques of effleurage, petrissage, friction, vibration, tapotement and Swedish movements/gymnastics, individually and in combination to create a full-body massage. Students will be taught proper body mechanics, draping methods, indications and contraindications for massage, introductory evaluative techniques, charting, and SOAP method note taking. In addition to class sessions, students are required to engage in practice massage sessions outside of scheduled class hours.

MTM0201 - Neuromuscular Therapy

Course Information

Course Title

Neuromuscular Therapy

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	2.5

Course Description

Neuromuscular therapy introduces the student to basic principles and techniques to address pain at specific muscles and is a powerful set of tools for use in the clinical setting.

Prerequisites: All Tri 1 Classes or be an LMT

MUSI1306 - MUSIC APPRECIATION

Course Information

Course Title

MUSIC APPRECIATION

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. (Does not apply to a music major degree).

NEUR5300 - REVIEW OF HUMAN NEUROBIOLOGY

Course Information

Course Title

REVIEW OF HUMAN NEUROBIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations which review advanced undergraduate human neurobiology. Central and peripheral nervous system anatomy will be reviewed with emphasis on the distributions of the cranial and spinal nerves, including the autonomic nerves. Neuronal cell biology will be covered in depth, with detailed consideration of developmental biology and of the regulation of membrane potential, axonal transport, cell-cell signaling, neuronal repair and apoptosis.

NEUR5302 - PAIN PHYSIOLOGY AND MANAGEMENT

Course Information

Course Title

PAIN PHYSIOLOGY AND MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with the physiology and management of pain. Mechanisms of pharmacological and physical analgesia will be dealt with in depth, including pain relief from acupuncture and manual therapies. Special topics will include referred pain, phantom limb pain and complex regional pain syndromes.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR5303 - SENSORIMOT INTEGRATION & REFLEX PHY

Course Information

Course Title

SENSORIMOT INTEGRATION & REFLEX PHY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with reflex physiology and sensorimotor integration. Learners will identify sites of sensorimotor integration in the brain and spinal cord and will learn in detail the connections between sensory and motor neurons. This will provide understanding of how sensory input can both aggravate and relieve motor signs and symptoms. This provides context for the later study of such phenomena as the dystonias and somatovisceral disorders.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR5304 - MANAGEMENT OF CNS DISORDERS

Course Information

Course Title

MANAGEMENT OF CNS DISORDERS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the viewing of video recordings of patients, and the reading and analysis of core research papers dealing with CNS disorders. The focus will be on the diagnosis and treatment of CNS disorders that respond to manual and evidence-based neurorehabilitation therapies. Specific topics will include management of the post-stroke/post-traumatic brain injury patient, concussion, movement and disorders of motor control.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR5305 - MANAGEMENT OF PNS DISORDERS

Course Information

Course Title

MANAGEMENT OF PNS DISORDERS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with PNS disorders. The focus will be on the diagnosis and treatment of PNS disorders that respond to manual and evidence-based neurorehabilitation therapies. Specific topics will include mono and polyneuropathy, radiculopathy, and myopathy.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR5306 - MANAGEMENT OF ANS DISORDERS

Course Information

Course Title

MANAGEMENT OF ANS DISORDERS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with ANS disorders. The focus is on the diagnosis and treatment of ANS disorders that respond to manual and adjunctive therapies. Specific topics include orthostatic hypertension, whiplash associated disorders and post-concussion syndromes.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR5401 - ADVANCED FUNCTIONAL NEUROANATOMY

Course Information**Course Title**

ADVANCED FUNCTIONAL NEUROANATOMY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course consists of an in-depth study of the anatomy of the central and peripheral nervous systems. Focus will be placed on the brain stem, cranial nerves, peripheral nerves as well as the cerebral cortex. An anatomically focused identification of common sites of pathology will be undertaken, with particular emphasis on CNS pathology such as demyelination, vascular and traumatic lesions. This course will serve a major foundation for the anatomical basis for functional neurorehabilitation studies in future courses.

Pre-requisites: NEUR 5300 Review of Human Neurobiology

NEUR6105 - PREVENTION & MGMT OF ADVERSE EVENTS

Course Information**Course Title**

PREVENTION & MGMT OF ADVERSE EVENTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	Letter Grade	1

NEUR6106 - Research Design & Scholarly Activ

Course Information**Course Title**

Research Design & Scholarly Activ

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is an interactive study of research methodology and critical appraisal of the literature. Data collection and management techniques will be explored with an overview of essential statistical methods. Emphasis will be placed on the development of a research hypothesis, experimental design, data management and manuscript preparation. The course is intended to prepare the learner to be capable of the design, development and completion of an original research project and thesis presentation. This course serves as a foundation for thesis preparation and future scholarly activities.

NEUR6310 - PROFESSIONAL COMMUNICATION

Course Information**Course Title**

PROFESSIONAL COMMUNICATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations that characterize discourse in biomedical research communications. Learners will critique content and style guidelines, and journals' instructions to authors. An overview and discussion of the peer review process and trends toward open access publications will be performed. Learners will work toward competence by critiquing the writings of others and themselves. Learners will write one complete paper by course completion.

NEUR6312 - EMERGING THEMES IN HUM NEUROSCIENCE**Course Information****Course Title**

EMERGING THEMES IN HUM NEUROSCIENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online interactive presentations, supplemented by the online discussion of papers dealing with new and emerging themes in human neurosciences. Learners will practice the skills of analyzing new discoveries, theories and technologies so that they can make evidence-based decisions and advise others on potential future incorporation of novel therapeutic interventions. Course content will react to current events and controversies but will include such topics as the effects of manual and brain-based therapies and their utilization in patient management.

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR6320 - CAPSTONE PROJECT**Course Information****Course Title**

CAPSTONE PROJECT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	Pass/Fail	3

Course Description

Learners will write a manuscript of publishable quality, such as a systematic or scoping review, addressing a topic that they have chosen in discussions with a faculty member/advisor. The learner and faculty advisor will correspond directly during the evolution of the paper, which shall be graded as either pass or fail. All capstone projects will be prepared and submitted to the appropriate journal for publication.

Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

NEUR6325 - CLINICAL RESIDENCY**Course Information****Course Title**

CLINICAL RESIDENCY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	Pass/Fail	3

Course Description

Learners will participate in at least 90 hours of supervised clinical practice in a facility approved by the university. They will demonstrate their proficiency at diagnosis and treatment of patients with complex neurological disorders and designing and implementing effective management plans. This component of the program will be graded as either pass or fail.

Pre-requisites: completion of all 5000 level NEUR major courses.

NEUR6326 - NEUROMODULATION**Course Information****Course Title**

NEUROMODULATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is an overview of modern neuromodulation and neuromodulation techniques. Many define therapeutic neuromodulation as “the alteration of nerve activity through the targeted delivery of a stimulus such as electrical or magnetic stimulation”. This course will introduce the learner to the history, advancement, and applications of neuromodulation techniques. An in-depth study of common neuromodulation techniques such as, but not limited to, transcranial magnetic stimulation and transcranial direct current stimulation will be carried out. The course will emphasize these techniques through weekly journal manuscript readings, “mini lectures” and assigned videos.

NEUR6327 - NEUROLOGICAL EXAMINATION

Course Information**Course Title**

NEUROLOGICAL EXAMINATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course consists of online lecture presentations, supplemented by the reading and analysis of core research papers dealing with the neurologic exam. The focus will be on the examination of the components of the central and peripheral nervous system, including the breadth of neurological examination from cortex to end-organ. The discussion will also consist of commonly encountered clinical conditions in a primary care or spine care practice. Special topics will include neurological lesion localization, neurological differential diagnosis, and miscellaneous neurological signs.

NMM0201 - Eastern Modalities

Course Information**Course Title**

Eastern Modalities

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	2

Course Description

Eastern Modalities focuses on the technique of Acupressure. Acupressure utilizes touch therapy combined with the principles of acupuncture and Chinese medicine. This course will introduce the students to an in-depth study of the meridian lines as well as provide them with a detailed sequence for a client session.

Prerequisites: All Tri 1 Classes or be an LMT

NUTR2144 - INTRO PROFESSION OF DIETETIC & NUTR

Course Information**Course Title**

INTRO PROFESSION OF DIETETIC & NUTR

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	1

Course Description

This course will introduce the professional aspects and career opportunities in dietetics and nutrition, including professionalism, the Code of Ethics for the profession, and the governance of dietetics. Students will explore the educational and professional role of nutrition educators and dietitians in varied settings.

NUTR2301 - INTRO TO NUTRITION

Course Information**Course Title**

INTRO TO NUTRITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course introduces the basic concepts of nutrition. The content includes the functions of the macronutrients and micronutrients, as well as the principles of diet evaluation, nutritional assessment, energy balance, weight management, nutrition, and fitness.

NUTR2310 - FOOD SCIENCE & SYSTEMS

Course Information

Course Title

FOOD SCIENCE & SYSTEMS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course focuses on the fundamental, biological, chemical, and physical scientific principles associated with the study of foods. Topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food engineering, food biotechnology, product development, and sensory evaluation.

NUTR2315 - NUTRITIONAL ASSESSMENT

Course Information

Course Title

NUTRITIONAL ASSESSMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course introduces the methods and approaches for conducting nutrition assessment of individuals and populations throughout the lifecycle. The course is structured into three assessment components: dietary, biochemical, and body size and body composition.Prerequisite(s): NUTR 2302

NUTR2317 - NUTRITION AND PHYSIOLOGY

Course Information

Course Title

NUTRITION AND PHYSIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

The course is designed to facilitate the understanding of biochemical principles and concepts to human nutrition.

NUTR3301 - NUTRITION COUNSELING & EDUCATION

Course Information

Course Title

NUTRITION COUNSELING & EDUCATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	

Course Description

This course focuses on nutrition counseling and education based on effective nutrition interventions, evidence-based theories and models, clinical nutrition principles, and knowledge of behavioral science and educational approaches.

NUTR3303 - NUTRITION AND DIET THERAPY

Course Information

Course Title
NUTRITION AND DIET THERAPY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course focuses on the dietary and lifestyle factors that influence the risk of chronic disease. The course topics include obesity, digestive health, Type 2 diabetes, cardiovascular disease, and cancer. Students will learn how evaluate current research and compare strategies for prevention.

Prerequisite(s): NUTR2301 Introduction to Nutrition

NUTR3323 - NUTRITION FOR EXERCISE PERFORMANCE

Course Information

Course Title
NUTRITION FOR EXERCISE PERFORMANCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course presents sport nutrition guidelines to enhance athletic performance. The course content includes energy expenditure during exercise, the use of supplements, and dietary recommendations for athletic training. Students will gain an understanding of exercise physiology and learn how to create a nutrition plan for each sport. (Pre-requisite: Introduction to Nutrition)

NUTR3364 - PUBLIC HEALTH NUTRITION

Course Information

Course Title
PUBLIC HEALTH NUTRITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course introduces students to nutrition research and will discuss topics related to epidemiology, diet and disease, dietary patterns, and nutritional needs in diverse populations. Students will explore nutrition programs and interventions.

NUTR3370 - NUTRITION IN THE LIFESPAN

Course Information

Course Title
NUTRITION IN THE LIFESPAN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course investigates how nutrition requirements and challenges throughout the human lifecycle and how alteration in nutritional requirements impact on human health. The course will begin by investigating the influence of nutrition prior to and during conception.

NUTR3374 - FOOD AND CULTURE

Course Information

Course Title
FOOD AND CULTURE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course examines the historical, religious, and sociocultural influences on the development of cuisine, cooking methods, dietary patterns, and nutritional status of various ethnic groups. In addition, students will explore how attitudes toward food and food behaviors are shaped by culture.

NUTR3376 - MEDICAL NUTRITION THERAPY I

Course Information**Course Title**

MEDICAL NUTRITION THERAPY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is designed to provide students with an understanding of the pathophysiology of selected diseases. Students will use critical thinking skills and knowledge of nutrition, pathophysiology, and nutrition assessment to determine nutritional status, nutrition diagnosis, and evidence-based medical nutrition therapy to develop nutrition plans for individuals with disease.

NUTR4301 - ADV NUTRITION & METABOLISM

Course Information**Course Title**

ADV NUTRITION & METABOLISM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course focuses on the metabolism of carbohydrates, protein, and lipids and the role in human and physical performance.

NUTR4364 - EATING DISORDERS IN SPORTS

Course Information**Course Title**

EATING DISORDERS IN SPORTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Eating disorders are common and potentially serious conditions that affect an athlete's health and physical ability. In this course, students will identify various eating disorders and explore evidence-based treatment recommendations such as Cognitive Behavioral Therapy, Dialectical Behavior Theory, and Family Based Treatments.

NUTR4386 - MEDICAL NUTRITION THERAPY II

Course Information**Course Title**

MEDICAL NUTRITION THERAPY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Students will apply critical thinking skills and integrate theories and principles of medical nutrition therapy into clinical practice. This course will focus on planning, monitoring, and evaluating nutrition interventions in managing nutrition-related diseases. In addition, students will demonstrate ethical decision-making and cultural competency when applying knowledge of nutritional science.

NUTR5100 - FUNCT NUTRITION THERAPY I

Course Information

Course Title

FUNCT NUTRITION THERAPY I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course includes evidence-based guidelines and current nutrition theory as it relates to the immune, cardiovascular, endocrine, and gastrointestinal systems as well as an overview of the Nutrition Care Process. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.

NUTR5200 - FUNCT NUTRITION THERAPY II

Course Information

Course Title

FUNCT NUTRITION THERAPY II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course includes evidence-based guidelines and current nutrition theory as it relates to the Respiratory, Hematological, Musculoskeletal, and Neurological systems. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.

Pre-Requisite: NUTR5100 Functional Nutrition Therapy I

NUTR5313 - NUTRITION COUNSELING

Course Information

Course Title

NUTRITION COUNSELING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

NUTR5342 - MATERNAL AND PEDIATRIC NUTRITION

Course Information

Course Title

MATERNAL AND PEDIATRIC NUTRITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course provides an overview of nutrition issues affecting pregnant and postpartum women, infants, children, and adolescents. In addition, this course addresses nutrition education, community intervention strategies, and promoting healthy eating and physical activity to reduce obesity and chronic disease risk among maternal and child health.

NUTR5363 - GUT MICROBIOME AND HEALTH

Course Information

Course Title

GUT MICROBIOME AND HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course provides a science-based whole systems approach to digestive health and functional nutrition therapy for imbalances within the GI microbiome that impact human health and disease, including inflammation, motility, functional GI disorders, obesity, and immunity. Students apply evidence- based strategies and recommendations to realistic case studies.

NUTR5371 - ADV NUTRITION & METABOLISM

Course Information

Course Title

ADV NUTRITION & METABOLISM

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course focuses on the functions, requirements, and metabolism of carbohydrates, protein, and lipids and the role in human and physical performance.

NUTR5384 - NUTRITION & HUM PERFORMANCE

Course Information

Course Title

NUTRITION & HUM PERFORMANCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course studies nutrient selection and evidence-based practices to promoted optimal performance and longevity. Students learn about cognitive and physical performance, calculate macronutrient requirements, and analyze ergogenic aids for peak training and recovery.

NUTR5395 - NUTRIENTS & FUNCTIONAL FOODS

Course Information

Course Title

NUTRIENTS & FUNCTIONAL FOODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course examines the integration of macronutrients (carbohydrates, protein, fat) and micronutrients (vitamins, minerals) with common supplements, nutraceuticals, and other functional foods to support optimal health and healing. Students review and apply evidence-based findings and interpret biochemical measures to determine the use of functional foods in personalized therapeutic diets plans.

NUTR5600 - NUTRITION ACROSS LIFESPAN

Course Information

Course Title

NUTRITION ACROSS LIFESPAN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course presents different methods used for assessment and screening of nutritional status for the purpose of promoting health. The use of anthropometric, dietary, clinical and biochemical measures is emphasized in pregnancy and lactation, infancy, childhood, adolescence, adults, and elderly populations.

Pre-requisite: NUTR 5100 Functional Nutrition I

NUTR6100 - NUTRN AND EXERCISE PERFORMANCE

Course Information

Course Title

NUTRN AND EXERCISE PERFORMANCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course offers an advanced overview of the role of nutrient selection, metabolism, and timing play in supporting and improving human physical performance. Emphasis will be placed on applying evidence- based strategies and recommendations to realistic case studies.

NUTR6501 - MACRONUTRIENTS

Course Information

Course Title

MACRONUTRIENTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The course is designed to facilitate the understanding of biochemical principles and concepts to human nutrition. Topics include metabolism of carbohydrates, lipids, proteins, and amino acids.

NUTR6502 - MICRONUTRIENTS

Course Information

Course Title

MICRONUTRIENTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course focuses on the integration of chemical, biological, and physiological functions of vitamins and minerals as related to human nutrition.

Pre-requisite: NUTR 6502 Nutrition Biochemistry II

NUTR6999 - CAPSTONE

Course Information

Course Title

CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course serves as the Master’s Capstone for Parker University Master’s of Functional Nutrition program. The Capstone course affords the opportunity to conduct applied research, program planning, or program evaluation on a specific nutrition problem, topic, or existing program in either a community or institutional setting. The primary focus of the course is the analysis of scientific literature to formulate a research proposal including thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of functional nutrition.

Prerequisite(s): All major coursework. This course must be taken in final term of enrollment.

OCCT5395 - Research Methods in OT - II

Course Information

Course Title

Research Methods in OT - II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course supports students implementing a research project, including research topic application, data collection and analysis, and interpretation of results, with a poster presentation of the research and conclusions. Upon successful completion of this course, the student will earn 3 credits. Prerequisite: MATH 1342 or HSCI 2305, MOT 5313, MOT 5391. Corequisite: MOT 5386.

ONSO0002 - ONLINE STUDENT ORIENTATION

Course Information

Course Title

ONLINE STUDENT ORIENTATION

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	No Grade	0

PHYS1101 - COLLEGE PHYSICS I (LAB)

Course Information

Course Title

COLLEGE PHYSICS I (LAB)

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

This laboratory-based course accompanies PHYS 1301, College Physics I. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; emphasis will be on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS1301 - COLLEGE PHYSICS I (Lecture)

Course Information

Course Title

COLLEGE PHYSICS I (Lecture)

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS1401 - COLLEGE PHYSICS FOR SCI MAJOR

Course Information

Course Title

COLLEGE PHYSICS FOR SCI MAJOR

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Laboratory activities will reinforce the concepts of the material covered in the lecture. This lecture and lab course should combine all the elements of PHYS 1301 (lecture) and PHYS 1101 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS2125 - UNIVERSITY PHYSICS LABORATORY I

Course Information**Course Title**

UNIVERSITY PHYSICS LABORATORY I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

Basic laboratory experiments supporting theoretical principles presented in PHYS 2325 involving the principles and applications of classical mechanics, including harmonic motion and physical systems, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS2126 - UNIVERSITY PHYSICS LABORATORY II

Course Information**Course Title**

UNIVERSITY PHYSICS LABORATORY II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	1

Course Description

Laboratory experiments supporting theoretical principles presented in PHYS 2326 involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): PHYS 2325 Physics I

PHYS2325 - UNIVERSITY PHYSICS LECTURE I

Course Information**Course Title**

UNIVERSITY PHYSICS LECTURE I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems, and thermodynamics; and emphasis on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS2326 - UNIVERSITY PHYSICS LECTURE II

Course Information

Course Title
UNIVERSITY PHYSICS LECTURE II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description
Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics.
Prerequisite(s): PHYS 2325 Physics I

PHYS2425 - UNIVERSITY PHYSICS I

Course Information

Course Title
UNIVERSITY PHYSICS I

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description
Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems, and thermodynamics; and emphasis on problem solving. Basic laboratory experiments supporting theoretical principles presented in lecture and includes experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all of the elements of PHYS 2325 University Physics I Lecture and PHYS 2125 University Physics I Lab, including the learning outcomes listed for both courses.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS2426 - UNIVERSITY PHYSICS II

Course Information

Course Title
UNIVERSITY PHYSICS II

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	4

Course Description
Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Laboratory experiments supporting theoretical principles presented in lecture and includes experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all the elements of 2326 University Physics II Lecture and 2126 University Physics II Lab, including the learning outcomes listed for both courses.

Prerequisite(s): PHYS 2425 University Physics I

PMGT6301 - SMALL BUSINESS CREATION & MANGEMENT

Course Information

Course Title
SMALL BUSINESS CREATION & MANGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description
This course is a general introduction into small business management. It will include the topics related to the disciplines associated with managing a small business including all that is associated with the startup of a small business, ownership structures, entry into the competitive, economic, and social environment, developing a business plan and associated strategies, marketing and selling the product or service; accounting, finance and financing; tax strategies; operations; risk and insurance; legal issues; ethics;

and human resources. Students will analyze and evaluate current small businesses and apply management strategies through individual and group case scenarios in order to be successful small business owners. Students will learn from real-world examples in small businesses and apply these concepts through individual and group learning and assessment strategies.

PMGT6310 - SMALL BUS PROMOTION AND LDRSP SKILL

Course Information

Course Title

SMALL BUS PROMOTION AND LDRSP SKILL

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

This course builds competencies in a key functional area in the modern business organization; promotion. Students will learn concepts and theories associated with the three key aspects of promotion: advertising, public relations and publicity. Attention will also be given to social media; integrated communications; branding and brand awareness; image and reputation; positioning and differentiation of products and services through a strategic promotional mix that fits with the overall organizational strategy. The course will then address leaders and leadership skills to include a comparison of styles (autocratic to democratic), differences and commonalities of management and leadership, leaders as visionaries and creating the culture of the organization. It will conclude with skills associated with leading the promotions and communication plan. Students will learn from real world examples in small businesses and apply these concepts through individual and group learning and assessment strategies.

PMGT6320 - COMPLIANCE AND LEGAL ISSUES IN MGMT

Course Information

Course Title

COMPLIANCE AND LEGAL ISSUES IN MGMT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF BUSINESS AND TECHNOLOGY	Graduate	No D Allowed	3

Course Description

The success of a leader or business owner is predicated upon a practical knowledge of, and compliance with, applicable laws and regulations. This course will provide exposure to an overview of essential laws and regulations relevant to running and/or managing a business - including practical know-how for creating a business, setting business goals, obtaining lines of credit, complying with employment laws, understanding the U.S. court system, etc. Students will be given real-world examples and problems to aid in their learning and personal understanding.

PMSK5313 - Pediatric Development & Biomechanic

Course Information

Course Title

Pediatric Development & Biomechanic

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course aims to understand the typical stages of growth and development in pediatrics. In addition, the analysis and assessment of movement to minimize the risk of injury and improve athletic performance will be discussed.

PMSK5322 - Pediatric Musculoskeletal Diseases

Course Information

Course Title

Pediatric Musculoskeletal Diseases

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course focuses on the common MSK conditions diagnosed in pediatric populations, clinical assessment, and implementation of evidence-based interventions. Students will have an in-depth understanding of techniques and rationale used in assessing, evaluating, and treating pediatric MSK dysfunction.

PMSK5334 - Pediatric Neurological Assessment

Course Information**Course Title**

Pediatric Neurological Assessment

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will focus on assessing and managing sports-related neurological injuries that may develop because of participation in athletic activities. In addition, students will assess the neurological benefits of physical activity, including neurophysiology of peak performance in pediatrics.

PMSK5345 - PEDIATRIC MOTOR LEARNING

Course Information**Course Title**

PEDIATRIC MOTOR LEARNING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will assess the behavioral, biomechanical, and neural basis of the development and performance of functional movement skills in pediatrics. In addition, students will evaluate developmental motor patterns, cognitive, emotional, and physiological development, and fundamental motor pattern analysis for proper development in pediatrics.

PMSK5362 - PEDIATRIC EXERCISE & SPORT

Course Information**Course Title**

PEDIATRIC EXERCISE & SPORT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will provide guidelines for the field of pediatric exercise and sports. Topics include the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. In addition, students will assess the effects of maturation, growth, and puberty on fitness, typical exercise responses, and training adaptations.

PMSK5372 - PEDIATRIC MUSCULOSKELETAL INTERVENT

Course Information**Course Title**

PEDIATRIC MUSCULOSKELETAL INTERVENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will allow students to study physiological and medical aspects of exercise and physical activity in healthy children and children diagnosed with a disease. In addition, this course will focus on the significance of exercise testing and rehabilitation in pediatric diseases. Finally, students will demonstrate their knowledge by researching and presenting student-directed seminars to explain the role of exercise in specific pediatric populations with an illness or disability.

PMSK5396 - Pediatric Musculoskeletal Capstone

Course Information

Course Title

Pediatric Musculoskeletal Capstone

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course requires the student to produce an original research design suitable for submission to a Human Subjects Review Board (IRB) that demonstrates mastery of a subject/field they wish to pursue professionally. The course's primary focus is the analysis of scientific literature to formulate a research proposal, including a thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of pediatric MSK care related to exercise and sport science, nutrition, and public health issues. (Pre-requisites: completion of all core courses. (Students must complete this course in the final term of enrollment)

PSYC2301 - GENERAL PSYCHOLOGY

Course Information

Course Title

GENERAL PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

Prerequisite(s): None

PSYC2314 - LIFESPAN GROWTH & DEVELOPMENT

Course Information

Course Title

LIFESPAN GROWTH & DEVELOPMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Human Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.

PSYC2322 - LEARNING MEMORY & COGNITION

Course Information

Course Title

LEARNING MEMORY & COGNITION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course presents an experimental and theoretical approach to the study of learning and cognition to include problems, methods, and content in the area of learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSYC3304 - ABNORMAL PSYCHOLOGY

Course Information

Course Title

ABNORMAL PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course includes the theories, classifications, and research issues relevant to the understanding of human psychopathology, including clinical syndromes and theories of pathology. Topics in Abnormal Psychology, from a multicultural perspective, are discussed.

PSYC3314 - PSYCH OF HUMAN SEXUALITY

Course Information**Course Title**

PSYCH OF HUMAN SEXUALITY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course provides and overview of theories, research, and contemporary issues in the scientific study of human sexual behavior and experience.

Prerequisite(s): PSYC 2301

PSYC3334 - SOCIAL PSYCHOLOGY

Course Information**Course Title**

SOCIAL PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Social Psychology –

A study of the influence of people on each other's behavior, including social influence and social interaction.

Prerequisite(s): PSYC 2301

PSYC3335 - PSYCHOLOGY OF COACHING

Course Information**Course Title**

PSYCHOLOGY OF COACHING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course focuses on specialized instruction and training to enable individuals to acquire or enhance specific skills to improve athletic performance.

PSYC3344 - APPLIED POSITIVE PSYCH

Course Information**Course Title**

APPLIED POSITIVE PSYCH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the science related to happiness, well-being, flourishing and the positive aspects of human experience. Students will gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living.

PSYC4301 - ADDICTION & ADDICTIVE BHV

Course Information

Course Title

ADDICTION & ADDICTIVE BHV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Addictions and Addictive Behaviors –

This course provides an overview of the principles of substance-related addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, risk and protective influences that act on the course of addiction and its adverse health consequences. Both genetic and environmental underpinnings will be discussed.

Prerequisite(s): PSYC 2301

PSYC4302 - SPORTS PSYCHOLOGY

Course Information

Course Title

SPORTS PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

An analysis of the social and psychological dimensions of sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs.

PSYC4304 - EXPER DESIGN & STAT INFER

Course Information

Course Title

EXPER DESIGN & STAT INFER

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is an introduction to experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

PSYC4306 - NEUROSCIENCE

Course Information

Course Title

NEUROSCIENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will provide a detailed understanding of neurons and the functional role of various aspects of the human nervous system. A survey of topic areas relevant to psychology and neuroscience related disciplines will also be included.

Prerequisite(s): PSYC 2301

Cross-listed: BASC 6105 Credit cannot be earned for BASC 6105 and PSYC 4306.

PSYC4312 - SENSATION-PERCEPTION

Course Information

Course Title

SENSATION-PERCEPTION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will examine how observers perceive their environment through sensory information with an emphasis on the major sensory systems including vision, audition, spatial orientation, touch, taste, and olfaction. Students will understand the underpinnings of the senses and how the brain interprets this information with a primary focus on how we see and hear.

PSYC4316 - BEHAVIORAL DISORDERS IN CHILDREN

Course Information

Course Title

BEHAVIORAL DISORDERS IN CHILDREN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This focus of this course is to provide students with an understanding of the biological, emotional, and environmental aspects that impact childhood development. This course incorporates evidence-based treatment to children experiencing a range of emotional and/or behavioral problems.

PSYC4320 - PERSONALITY & MOTIVATION

Course Information

Course Title

PERSONALITY & MOTIVATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course investigates the impact of motivation and personality traits on performance. The selection of topics combines elements that the prevalent motivation and personality theories have in common, thereby promoting research from different theoretical perspectives.

Prerequisite(s): PSYC 2301

PSYC4322 - FORENSIC PSYCHOLOGY

Course Information

Course Title

FORENSIC PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course will explore the interface of psychology and the law, with an emphasis on forensic psychology. Students will explore how human minds interpret incidents differently, and the effects on judicial outcomes.

PSYC4323 - APPLIED SPORT PSYCHOLOGY

Course Information

Course Title

APPLIED SPORT PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course explores the application of psychological theories to enhance the performance of athletes. Students will investigate current research interventions to improve or make athletes' performance consistent. Prerequisite: PSYC4302 Sport Psychology

PSYC4326 - BIOLOGICAL BASIS OF BEHAVIOR

Course Information**Course Title**

BIOLOGICAL BASIS OF BEHAVIOR

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course explores biological, psychological, and clinical approaches to understand the biological basis of behavior, including perception, memory, motivation, and emotion.

PSYC4327 - HEALTH STRESS & COPING

Course Information**Course Title**

HEALTH STRESS & COPING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course examines current theory and research on self-regulatory and adaptational processes with a focus on the resources, strategies, goals, emotions, and social processes implicated in coping with chronic illness and other stressors.

PSYC4330 - RESEARCH METHODS IN PSYCHOLOGY

Course Information**Course Title**

RESEARCH METHODS IN PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This is an undergraduate psychology course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others.

Prerequisite(s): Math 1342

PSYC4331 - PSYC OF CULTURE & DIRVSTY

Course Information**Course Title**

PSYC OF CULTURE & DIRVSTY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

In this course, students will study how cultural differences combine with perspectives in psychology and anthropology to understand pattern of beliefs, behavior, and social institutions. Students will learn how these patterns compare and contrast to those of other cultural groups, and how cultural differences appear both between and within societies.

PSYC4336 - PSYCHOLOGY OF ADOLESCENCE

Course Information**Course Title**

PSYCHOLOGY OF ADOLESCENCE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Students will study the factors that contribute to the psychological, sociological, and biological changes that occur during the transitions from childhood to young adulthood. This course introduces the psychological research on adolescent growth with emphasis on physical, cognitive, social, emotional, sexual, and moral development.

PSYC4340 - ORGANIZATIONAL BEHAVIOR

Course Information**Course Title**

ORGANIZATIONAL BEHAVIOR

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course is an exploration of how psychology, the science of behavior and mental processes, is applied in the workplace. The focus in this course will be on industrial and organizational psychology, specifically job analysis, description, and evaluation; employee selection; performance evaluation; motivation; job satisfaction; leadership; and group and team development. The course will include reading, writing, discussion, exercises, and research.

Cross-listed: BUSI 6301 Credit cannot be earned for PSYC 4340 and BUSI 6301.

PSYC4342 - PSYCHOLOGY OF ATHLETIC INJURY/REHAB

Course Information**Course Title**

PSYCHOLOGY OF ATHLETIC INJURY/REHAB

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course explores the physical and psychological stresses related to athletic injury. Students will address the psychological antecedents and emotional reactions of athletic injuries and discover psychological strategies such as goal setting, positive self-talk, cognitive restructuring, and imagery/visualization to promote recovery and return to play.

PSYC4346 - PSYCHOLOGY OF ADULTHOOD & AGING

Course Information**Course Title**

PSYCHOLOGY OF ADULTHOOD & AGING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course focuses on the quantitative and qualitative ways in which people develop from young adulthood through old age, including the changes in physical, mental, social, and emotional functioning associated with the aging process. This course also emphasizes study of the socio-cultural forces that impact adult development, including marriage and family, work, and institutions and cultural practices associated with healthcare and dying.

PSYC4363 - PSYCHOLOGICAL SKILLS TRAINING

Course Information

Course Title
PSYCHOLOGICAL SKILLS TRAINING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
This course focuses on the systematic practice of psychological skills to enhance sports performance, increase enjoyment, and achieve greater sport and physical activity self-satisfaction. Students will explore skills related to positive self-talk, improving confidence, goal setting, and achieving a positive mindset.

PSYC4364 - EATING DISORDERS IN SPORTS

Course Information

Course Title
EATING DISORDERS IN SPORTS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
Eating disorders are common and potentially serious conditions that affect an athlete's health and physical ability. In this course, students will identify various eating disorders and explore evidencebased treatment recommendations such as CognitiveBehavioral Therapy, Dialectical Behavior Theory, and Family-Based Treatments.

PSYC4499 - PSYCHOLOGY CAPSTONE

Course Information

Course Title
PSYCHOLOGY CAPSTONE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description
The capstone focuses on the use of skills, methodology, and knowledge acquired throughout the undergraduate curriculum in Psychology. The primary focus of the course is the analysis of scientific literature to formulate a research proposal including thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of psychology. Prerequisite(s): All major coursework. This course must be taken in final term of enrollment.

PSYC5314 - APPLIED SPORTS PSYCHOLOGY

Course Information

Course Title
APPLIED SPORTS PSYCHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description
This course covers the psychological and social-psychological consequences of exercise and competitive sport. Students will analyze and apply evidence-based practices in sport psychology to enhance performance, health, and self-efficacy.

PSYC5623 - PSYCHOLOGY OF EATING

Course Information

Course Title
PSYCHOLOGY OF EATING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course focuses on understanding the psychological processes of eating behaviors and the adoption of habits concerning food, eating, and our bodies. Issues to be addressed include food choices, the development of food preferences, eating patterns, body image, and treatment of unhealthy eating behaviors.

PUBH5301 - Military Culture, History, Vet Hlth

Course Information

Course Title

Military Culture, History, Vet Hlth

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course provides study of the importance of understanding military culture and history for public health practitioners and medical providers to be effective in working with military and veteran populations.

PUBH5314 - INTRO TO EPIDEMIOLOGY

Course Information

Course Title

INTRO TO EPIDEMIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course is designed to introduce students to the basic principles of epidemiology in public health. Investigative techniques, methodology, utilization of statistical approaches to describe health populations, and critical appraisal of epidemiological studies and data analysis will be emphasized.

PUBH5316 - COMM HEALTH ASSESSMENT

Course Information

Course Title

COMM HEALTH ASSESSMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

The class enables students to develop knowledge and skills in community assessment, program development and evaluation, health services, and policymaking for at-risk populations.

PUBH5322 - NUTRITIONAL EPIDEMIOLOGY

Course Information

Course Title

NUTRITIONAL EPIDEMIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course prepares students to interpret epidemiological studies related to diet, nutrition, and chronic disease. An introduction to nutritional epidemiologic analysis will be presented and discussed. Critical evaluation of nutritional epidemiologic literature will be practiced.

PUBH5324 - DISEASE PREVENTION/HEALTH PROMO

Course Information

Course Title

DISEASE PREVENTION/HEALTH PROMO

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course examines the behavioral and social science concepts as the basis for public health. Topics include health behavior theories and strategies for effective behavioral and social change efforts in public health.

PUBH5326 - PROG DESIGN & IMPLEMENT

Course Information

Course Title

PROG DESIGN & IMPLEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course provides the foundation for health promotion program planning, implementation, and evaluation. Students will develop skills for assessing community needs for health promotion, preparing objectives, developing strategies for achieving program objectives, designing an action plan, and applying evaluation methods for measuring outcome effectiveness.

PUBH5334 - HEALTH MGMT & POLICY

Course Information

Course Title

HEALTH MGMT & POLICY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is a survey of the organization, financing, and delivery of healthcare services. Students will explore the role of scientific research in public health and health services policymaking.

PUBH5336 - STRATEGIES PH ADVOCACY

Course Information

Course Title

STRATEGIES PH ADVOCACY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The focus of the course is on advocacy in advancing public health programs. Students will learn to gather evidence, develop advocacy strategies, and implement and evaluate advocacy efforts.

PUBH5343 - PRINCIPLES OF ENVIRONMENTAL HEALTH

Course Information

Course Title

PRINCIPLES OF ENVIRONMENTAL HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

Course Description

This course applies the basic principles of toxicology, epidemiology, and exposure assessment of environmental hazards. The fundamental concepts and principles of environmental health are presented through a critical review and discussion of current environmental public health issues.

PUBH5344 - PROGRAM EVALUATION IN PUBLIC HEALTH

Course Information**Course Title**

PROGRAM EVALUATION IN PUBLIC HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

3

Course Description

The course examines the concepts, tools, data collection, statistical analysis methods, and designs used to evaluate health promotion programs. Students will analyze data from public health programs to conduct qualitative and quantitative evaluations of health-related programs.

PUBH5351 - BIOLOGIC BASIS OF DISEASE

Course Information**Course Title**

BIOLOGIC BASIS OF DISEASE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

3

Course Description

This course aims to introduce students to the biological and physiological basis of diseases. Emphasis will be placed on the natural and behavioral aspects of disease processes, as well as its relationship to public health and health promotion.

PUBH5352 - PEDIATRIC PUBLIC HEALTH ISSUES

Course Information**Course Title**

PEDIATRIC PUBLIC HEALTH ISSUES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

3

Course Description

This course is intended to provide students with an understanding of the health status of children in the United States, factors that determine health trajectories, systems of care for children, and strategies to improve the quality of children's health care.

PUBH5354 - INFECTIOUS DISEASE EPID

Course Information**Course Title**

INFECTIOUS DISEASE EPID

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	

3

Course Description

This course aims to introduce the primary methods for infectious disease epidemiology. Students will explore case studies to discuss the application of epidemiological principles and practices to infectious disease research in public health. Emphasis will be placed on the investigation of infectious disease outbreaks, efficacy and effectiveness of vaccinations, and the surveillance for infectious disease.

PUBH5364 - PRINCIPLES OF CANCER EPID

Course Information

Course Title
PRINCIPLES OF CANCER EPID

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course aims to provide an in-depth overview of the concepts and issues related to cancer epidemiology. Students will examine the cause, incidence, and trends in cancer, as well as the known risk factors and biology and pathology of the disease. A critical review of study designs for cancer epidemiology and interventions will be discussed.

PUBH5374 - ADVANCED EPIDEMIOLOGY

Course Information

Course Title
ADVANCED EPIDEMIOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course further explores the methodology and techniques for designing, implementing, analyzing, and interpreting epidemiologic studies. Pre-requisite PUBH 5314 Introduction to Epidemiology and RSMT 5323 Introduction to SAS for Public Health

PUBH5376 - Strategies Vet Hlth Advoc/Policy

Course Information

Course Title
Strategies Vet Hlth Advoc/Policy

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The focus of the course is on advocacy in advancing military and veteran health programs. Students will learn to gather evidence, develop advocacy strategies, and implement and evaluate advocacy efforts.

PUBH5379 - INTEGRATIVE LEARNING EXPERIENCE I

Course Information

Course Title
INTEGRATIVE LEARNING EXPERIENCE I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

PUBH5383 - INTERVENTION HLTH PROMO

Course Information

Course Title
INTERVENTION HLTH PROMO

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course will provide students with the skills to effectively plan a public health intervention program. The application of scientific evidence from randomized trials and systemic reviews in public health decision-making will be utilized to develop an intervention program.

Pre-requisites: PUBH 5326 Program Design and Implementation and PUBH 5344 Program Evaluation in Public Health

PUBH5384 - Disease Prevalence & Military Exp

Course Information**Course Title**

Disease Prevalence & Military Exp

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course examines the current literature and epidemiological data on numerous disease conditions in military veterans and their families. This course also investigates the challenges regarding diagnosis and treatment of current and former military personnel and their families in comparison to civilian patients.

PUBH5389 - INTEGRATIVE LEARNING EXPERIENCE II

Course Information**Course Title**

INTEGRATIVE LEARNING EXPERIENCE II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is a continuation of the project from ILE I. The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

PUBH5391 - Veterans Affairs Healthcare System

Course Information**Course Title**

Veterans Affairs Healthcare System

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

A study of the veteran health and healthcare services within the United States Department of Veterans Affairs (VA). The Department of Veteran Affairs mission, organizational structure, history, and evolution will be studied.

PUBH5399 - PRACTICUM IN PUBLIC HEALTH

Course Information**Course Title**

PRACTICUM IN PUBLIC HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	1.5

Course Description

The Applied Practice Experience (APE) requires students to complete a three-credit-hour practicum experience, a minimum of 120 hours. The practicum is a supervised work experience for MPH students to work on a project to help integrate and apply the knowledge and competences from the MPH program to a real-world public health concern.

RADR1309 - INTRO TO RT AND PATIENT CARE

Course Information**Course Title**

INTRO TO RT AND PATIENT CARE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content is an overview of the historical development of radiography, basic radiation protection, an introduction to medical terminology, ethical and legal issues for healthcare professionals, and an orientation to the profession and to the healthcare system. Patient assessment, infection control procedures, emergency and safety procedures, communication and patient interaction skills, and basic pharmacology are also included. A lab component is included with this course.

RADR1311 - BASIC RADIOGRAPHIC PROCEDURES

Course Information**Course Title**

BASIC RADIOGRAPHIC PROCEDURES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content provides the knowledge base necessary to perform standard imaging procedures and special studies. Consideration is given to the evaluation of optimal diagnostic images such as the abdomen, chest, upper and lower gastrointestinal systems, biliary and urinary systems also to include fluoroscopic procedures, as well as contrast media and related pathologies. A lab component is included with this course.

Prerequisite(s): RADR 1313

RADR1313 - PRINCIPLES OF RAD IMAGING I

Course Information**Course Title**

PRINCIPLES OF RAD IMAGING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course establishes a knowledge base in factors that govern the image production process. The content of this course establishes a knowledge base in image quality, scatter radiation, film-screen radiography, CR, DR, and the formulation of radiographic technique (technical factors). The content also provides a basic knowledge of quality control for radiographic equipment. A lab component is included with this course.

Prerequisite(s): RADR 1309

RADR1360 - CLINICAL EDUCATION I

Course Information**Course Title**

CLINICAL EDUCATION I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure.

Prerequisite(s): RADR 2301

RADR1361 - CLINICAL EDUCATION II

Course Information**Course Title**

CLINICAL EDUCATION II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure.

Prerequisite(s): RADR 1360

RADR2301 - INTERMEDIATE RADIOGRAPHIC PROCEDURE

Course Information**Course Title**

INTERMEDIATE RADIOGRAPHIC PROCEDURE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content establishes a knowledge base in radiographic, fluoroscopic, and mobile diagnostic equipment requirements and design. The content also provides a basic knowledge of quality control for radiographic equipment. Additionally, the students will establish a basic knowledge of anatomy and a positioning of the lower and upper extremities shoulder girdle, acromial clavicle joints, pelvis, and sacroiliac joints. Patient care, image evaluation and technique formulas concerning portable x-ray machines will also be implement in this course. A lab component is included with this course.

Prerequisite(s): RADR 1311

RADR2305 - PRINCIPLES OF RAD IMAGING II

Course Information**Course Title**

PRINCIPLES OF RAD IMAGING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course introduces the physics of the field of radiologic technology (medical imaging) to the new radiography student. Content establishes a knowledge base in radiographic, fluoroscopic, and mobile diagnostic equipment requirements and design. The content also provides a basic knowledge of quality control for radiographic equipment. Additionally, the students will establish a basic knowledge of atomic structure and terminology. Finally, this course will present content on the nature and characteristics of radiation, x-ray production and the fundamentals of photon interactions with matter. A lab component is included with this course.

Prerequisite(s): RADR 1361

RADR2313 - RADIATION BIOLOGY AND PROTECTION

Course Information

Course Title

RADIATION BIOLOGY AND PROTECTION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course content describes effects of radiation exposure on biological systems. Includes typical medical exposure levels, methods for measuring and monitoring radiation, and methods for protecting personnel and patients from excessive exposure.

Prerequisite(s): RADR 2361

RADR2317 - RADIOGRAPHIC PATHOLOGY

Course Information

Course Title

RADIOGRAPHIC PATHOLOGY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Disease processes and their appearance on radiographic images.

Prerequisite(s): RADR 2305

RADR2331 - ADVANCED RADIOGRAPHIC PROCEDURES

Course Information

Course Title

ADVANCED RADIOGRAPHIC PROCEDURES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Continuation of positioning; alignment of the anatomic structure and equipment, evaluation of images for proper demonstration of anatomy and related pathology. A lab component is included with this course.

Prerequisite(s): RADR 2317

RADR2333 - ADVANCED MEDICAL IMAGING

Course Information

Course Title

ADVANCED MEDICAL IMAGING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Specialized imaging modalities includes concepts and theories of equipment operations and their integration for medical diagnosis. A lab component is included with this course.

Prerequisite(s): RADR 2331

RADR2335 - RADIOLOGIC TECHNOLOGY SEMINAR

Course Information

Course Title

RADIOLOGIC TECHNOLOGY SEMINAR

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

To provide each student with a comprehensive review of the art and science of diagnostic Radiologic Technology and a step-by-step method of preparation for the successful completion of the American Registry of Radiologic Technologists (ARRT) Registry Examination. Radiography students review the content areas that coincide with the ARRT certification examination: radiation protection, equipment operation and quality control, image acquisition and evaluation, imaging procedures, and patient care and education. Mock and practice examinations will be administered throughout the course.

Prerequisite(s): RADR 2363

RADR2360 - CLINICAL EDUCATION III

Course Information

Course Title

CLINICAL EDUCATION III

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2333

RADR2361 - CLINICAL EDUCATION IV

Course Information

Course Title

CLINICAL EDUCATION IV

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2360

RADR2362 - CLINICAL EDUCATION V

Course Information

Course Title

CLINICAL EDUCATION V

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2313

RADR2363 - CLINICAL EDUCATION VI

Course Information**Course Title**

CLINICAL EDUCATION VI

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2362

RADR2440 - SECTIONAL ANATOMY FOR MED IMAGING

Course Information**Course Title**

SECTIONAL ANATOMY FOR MED IMAGING

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Certificate	Letter Grade	4

Course Description

To provide each student with a knowledge of anatomic relationships present under various sectional orientations. The student will be able to differentiate the various planar orientations used in medical imaging; and identify sectional anatomic structures viewed on medical images.

RSMT2301 - INTRO TO ETHICS

Course Information**Course Title**

INTRO TO ETHICS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

The course will examine the principles of ethics as it applies to ethical decision-making by leaders in healthcare administration. Students will learn to draw on ethical principles and virtues, promote moral reflection in the context of contemporary health-care challenges, and utilize caring and empathy to make complex ethical decisions.

RSMT3351 - EXPER METHS/RESEARCH DESIGN

Course Information**Course Title**

EXPER METHS/RESEARCH DESIGN

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

This course presents a framework and process for conducting qualitative, quantitative, and mixed methods research in the fields of sustainability and environmental management. The course begins with an overview of research approaches, an assessment of the use of theory in research approaches, and reflections regarding the importance of writing and ethics in scholarly research.

RSMT5096 - SP TP: INDEPENDENT RSRC

Course Information

Course Title

SP TP: INDEPENDENT RSRC

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	Pass/Fail	1

Course Description

Independent research provides the opportunity for students to explore a special topic of interest under the direction of a research mentor.*Requires multiple enrollments for a minimum of 3 cumulative credit hours

RSMT5311 - RESEARCH METHODS

Course Information

Course Title

RESEARCH METHODS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course emphasizes gaining the skills required to plan and execute research studies in sport sciences. Topics include scientific writing, literature review skills, developing hypotheses, human ethics in research, and scientific presentation skills.

RSMT5313 - RSRCH DESIGN/ANALYSIS I

Course Information

Course Title

RSRCH DESIGN/ANALYSIS I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is an introduction to research design and statistical methods that provide a foundation for more advanced statistical techniques. Students will demonstrate the understanding of statistical methods in clinical, public health, epidemiology, and experimental research. Students will choose appropriate statistical methods to analyze data, interpret findings, and utilize appropriate statistical software.

RSMT5316 - RSRCH DESIGN/ANALYSIS II

Course Information

Course Title

RSRCH DESIGN/ANALYSIS II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course further explores the theory and application of research design and analysis in public health. Students will practice interpreting and presenting results of statistical analysis and writing reports following APA guidelines. Pre-requisite: RSMT 5313 Research Design and Analysis I

RSMT5323 - INTRO TO SAS FOR PUBLIC HEALTH

Course Information

Course Title

INTRO TO SAS FOR PUBLIC HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is an introduction to programming using SAS software for data management and analysis in public health.

RSMT5324 - DESIGNING CLINICAL TRIALS

Course Information

Course Title

DESIGNING CLINICAL TRIALS

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course introduces the theoretical and practical factors to be considered in designing and conducting a clinical trial. Topics include study designs, selecting appropriate tools for data management, identifying, and addressing ethical issues, analyzing, and reporting results.

RSMT5333 - SCIENTIFIC TRANSLATION/PRESENTATION

Course Information

Course Title

SCIENTIFIC TRANSLATION/PRESENTATION

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course focuses on the translation of scientific text from scientific research studies and clinical trials into healthcare interventions to improve the health of individuals and populations. Students will learn the fundamentals of scientific writing, translation of scientific findings, and preparation for oral presentation of scientific work.

RSMT5361 - CLINICAL DATA MANAGEMENT

Course Information

Course Title

CLINICAL DATA MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course provides students with the fundamentals of information management and discusses key issues regarding data acquisition and storage to support clinical research. Students will become familiar with current technology used to capture, store, and analyze clinical trial data.

RSMT5382 - ETHICS & REGULATORY ISSUES

Course Information

Course Title

ETHICS & REGULATORY ISSUES

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course provides an in-depth review of the development and implementation of regulatory and ethical issues involved with conducting clinical trials. Topics include protection of human subjects, privacy and confidentiality, conflicts of interest, research on vulnerable subjects, and genetic testing. Regulatory requirements for healthcare products and the process of taking a medical product from research to market will also be discussed.

RSMT5386 - QUALITATIVE/MIXED METHODS RESEARCH

Course Information

Course Title

QUALITATIVE/MIXED METHODS RESEARCH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course explores the development and application of qualitative research designs as well as the process of integrating quantitative and qualitative approaches to clinical research. Topics include the history and philosophy of mixed methods research, purposes and characteristics of mixed methods research, mixed methods research designs, data collection and analysis strategies.

SOCI1343 - INTRODUCTION TO PUBLIC HEALTH

Course Information

Course Title

INTRODUCTION TO PUBLIC HEALTH

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Undergraduate	Letter Grade	3

Course Description

Introduces students to the discipline of public health. It will cover a variety of disciplines to the basic tenets of public health. The course will provide a history of public health, an introduction to the five core disciplines (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy & Management). The course will also cover the role of public health in a global society.

SPCH1311 - SPEECH COMMUNICATIONS

Course Information

Course Title

SPEECH COMMUNICATIONS

College	Course Division	Credit Type	Credit Hours
GENERAL EDUCATION	Undergraduate	Letter Grade	3

Course Description

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

SPCR5352 - ADVANCED IMAGING I

Course Information

Course Title

ADVANCED IMAGING I

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This comprehensive course is designed for the learner seeking to deepen their understanding of imaging technology with a focus on Computed Tomography (CT) and Magnetic Resonance Imaging (MRI). Students will learn the fundamental structure and functions of CT and MRI equipment, delving into the mechanics behind image acquisition. The course covers essential physics of MRI image generation, explaining various sequences such as T1 weighted, T2 weighted, Short Tau Inversion Recovery (STIR), FLARE, Diffusion Weighted, and Proton Density (PD) imaging. Additionally, the curriculum includes a detailed exploration of flow-sensitive imaging techniques like

Magnetic Resonance Angiography (MRA) and Cerebrospinal Fluid (CSF) Flow Studies. Students will also gain insights into the physics underpinning CT scanning, including acquisition and reconstruction parameters. A key component of the course involves identifying common MRI and CT artifacts, understanding their origins, and learning how they impact image quality. This knowledge will equip learners with the skills necessary to interpret imaging results more accurately and effectively.

SPCR5362 - ADVANCED IMAGING II

Course Information

Course Title

ADVANCED IMAGING II

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is meticulously designed for learners seeking to enhance their expertise in the diagnosis and management of spinal conditions using advanced imaging techniques. Students will gain a comprehensive understanding of degenerative diseases affecting the spine, learning to navigate their classification systems through the application of sophisticated imaging procedures. The curriculum delves deeply into spinal anatomy, with a specific focus on the ligamentous and nervous system structures, elucidating their functions and implications in spinal health. Further, the course offers an in-depth look at the post-operative assessment of spine surgery patients, emphasizing the roles of plain film, CT, and MRI studies in effective patient management. Students will also explore the detailed nuances of specific spinal pathologies, including variations in intervertebral disc morphology, spinal tumor classification, and common post-surgical complications. Additionally, the course trains participants in the structured review processes of MRI and CT imaging, equipping them with the skills necessary to interpret and manage imaging findings accurately.

SPCR6312 - PRINCIPLES OF SPINE SURGERY

Course Information

Course Title

PRINCIPLES OF SPINE SURGERY

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This course is designed for learners interested in deepening their understanding of spinal surgery techniques and outcomes. Throughout the course, students will learn about common spinal surgical interventions and the techniques employed. A significant focus will be on evaluating and describing outcome measures following spinal surgeries, which are crucial for assessing the success and efficacy of surgical interventions. Additionally, the curriculum covers the comprehension of common measurements used to assess morbidity and mortality among spinal surgery patients, particularly within the framework of Enhanced Recovery After Surgery (ERAS) Protocols. Students will also gain insights into the basic criteria for patient selection for common spinal surgical procedures, ensuring a thorough understanding of which patients are suitable candidates for various interventions. A key component of the course involves understanding spinal sagittal balance and its impact on spine surgery outcomes. This knowledge is essential for healthcare providers involved in the pre-operative planning and post-operative management of spinal surgery patients.

SPCR6314 - INTERVENTIONAL PAIN MANAGEMENT

Course Information

Course Title

INTERVENTIONAL PAIN MANAGEMENT

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	Graduate	No D Allowed	3

Course Description

This comprehensive course is designed for learners specializing in or seeking to expand their knowledge in interventional pain management. The curriculum offers a detailed understanding of common interventional pain management providers and the techniques they employ to alleviate pain effectively. Students will learn how to correlate specific tissue injuries with appropriate procedural types, enhancing their ability to tailor treatments to individual patient needs. The course also explores the effects of various interventional pain procedures, providing insights into how these interventions alleviate pain. A significant emphasis is placed on understanding the common pharmacologic pathways utilized in pain management, including the identification and management of potential adverse events and side effects associated with these methods. Further, students will gain an in-depth understanding of the integration of advanced imaging findings with radiologic guidance to refine interventional techniques. This includes learning how to select appropriate patients for specific interventions based on a comprehensive assessment of their condition and imaging results.

YOGA0311 - YOGA PATH: HIST/ETH/FOUND PRACTICE

Course Information

Course Title

YOGA PATH: HIST/ETH/FOUND PRACTICE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	CC	Pass/Fail	52

Course Description

This course introduces students to the foundations of yoga, including its history, ethics, philosophy, and core practices. Students will examine key milestones in the development of yoga, study fundamental concepts of breath and movement, and become familiar with foundational asanas and sequencing principles. The course also provides an overview of the four classical streams of yoga - Raja Yoga, Bhakti Yoga, Karma Yoga, and Jnana Yoga. In addition, students will engage with essential ethical guidelines and philosophical teachings that inform both traditional and contemporary yoga practice.

YOGA0322 - THE ART & SCIENCE OF YOGA PRACTICE

Course Information

Course Title

THE ART & SCIENCE OF YOGA PRACTICE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	CC	Pass/Fail	52

Course Description

This course introduces foundational principles of asana alignment, cueing, and sequencing for the design of accessible and adaptable yoga classes. Instruction includes online learning and in-person laboratory practice. Students will examine techniques and intended outcomes of pranayama and meditation as they relate to physical, mental, and energetic well-being. Key anatomical structures and the musculoskeletal, nervous, and respiratory systems are reviewed to inform safe and effective teaching practices. The course also offers an overview of current yoga research and its applications, as well as an introduction to core yogic philosophies, including the Yoga Sutras, to support class theming, personal practice, and student-centered instruction.

YOGA0333 - BEYOND THE MAT: TEACH/BUSI/SERVE

Course Information

Course Title

BEYOND THE MAT: TEACH/BUSI/SERVE

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	CC	Pass/Fail	52

Course Description

This course emphasizes applied teaching methods in yoga, including the eight-step method of teaching and learning, strategies for adapting practices for special populations, and effective classroom communication and management. Through online instruction and in-person labs, students will apply anatomical knowledge and hands-on skills to create safe, accessible, and engaging learning environments. The course also introduces core principles of Ayurveda and their integration into yoga practices to support holistic well-being. In addition, students will explore foundational business strategies that promote professional development and long-term sustainability in teaching practice.

YOGA0399 - BECOMING THE TEACHER: REFLECT/PROF

Course Information

Course Title

BECOMING THE TEACHER: REFLECT/PROF

College	Course Division	Credit Type	Credit Hours
COLLEGE OF HEALTH SCIENCES	CC	Pass/Fail	44

Course Description

This course provides practice-based experience in applying key teaching principles, philosophy, and ethics in both peer and practicum settings. Through guided instruction and supervised practice, students will demonstrate effective class planning, explore introductory strategies for adapting instructional methods to diverse populations, and incorporate feedback to begin refining their personal teaching style. Emphasis is placed on integrating knowledge into real-world contexts, fostering self-reflection, and developing professional readiness through active engagement, constructive evaluation, and continuous improvement.