

PARKER UNIVERSITY ACADEMIC CATALOG

2016 - 2017



PARKER
UNIVERSITY

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Message from the 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,

A handwritten signature in black ink, appearing to read "Will Morgan". The signature is fluid and cursive, with a long horizontal line extending to the right.

William E. Morgan, DC
President

Introduction to the University Catalog

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 student's with Dr. Parker's principles and teaching to 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 has 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 1978. 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.

In 2011, Parker College of Chiropractic became Parker University to enter an age grounded in a vision that sees Parker becoming an even larger part of the health care revolution in the local community. This change

is the realization of a dream for many working at Parker, and lays the foundation to take Parker and the chiropractic profession into the next 50 years. With its enhanced status and stronger university partnerships, more 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 men and women of all ages, races, religions, creeds, and national origins who aspire to the high honor of becoming health care 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 make Parker University an exceptional institution of higher learning.

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 any and all prospective student questions. Faculty members work one-on-one with students to ensure key concepts are learned. The alumni association works to support 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
- "It if 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 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

Vision

Parker University, rich in its chiropractic tradition, strives to be the leading health and wellness education resource in the world.

“Our uppermost consideration:

***Never allow the quantity of students to endanger
the quality of their education.***

We are not the oldest college, and do not look to be the largest.

We only want to be the best.”

– Dr. James W. Parker

Mission

Parker University, built upon the legacy of its flagship Doctor of Chiropractic program, has established itself as a leading comprehensive institution. Parker University provides students, patients, and wellness professionals with the knowledge and healthcare experiences to realize their full potential through a dedicated focus on education, research, and service.

Empowering Education

Parker University equips its graduates in health sciences, technology, business, and education communities to establish trends in health and wellness through its certificate, associates, bachelors, masters, and doctoral degrees. Parker University provides an innovative, learning centered experience for students through a comprehensive curriculum, highly respected faculty, and family-oriented campus environment.

Research

Parker University seeks to build a culture of research aimed at generating new information and knowledge, enhancing student learning experiences, and improving institutional effectiveness. The institution supports campus and external research initiatives, promotes collaborative efforts, and communicates the results of discovery to those we serve.

Leadership Through Service

For knowledge beyond the degree, Parker University offers opportunities for continual education and peer networking, affording industry professionals' exposure to renowned leaders in their fields and the latest developments and advancements in our profession. These opportunities provide our graduates with the knowledge, skills, and attitudes to impact their communities and flourish in their respective careers.

Mission of the College of Chiropractic

Mission of the Doctor of Chiropractic Program is to educate individuals in chiropractic wellness to be leaders in education, research, and service as primary care physicians and gatekeepers for direct access to the health delivery system.

Mission of the College of Business and Technology

The College of Business and Technology (CBT) provides high quality innovative online undergraduate and graduate degrees in business, technology, and health care management for students to succeed in an information-driven global community.

Mission of the College of Health Sciences

The College of Health Sciences is to provide an exceptional educational experience and superior clinical preparation for students seeking careers in the Health Science field. This mission is accomplished through our dedication to excellence in learning and teaching, scholarship, research, leadership, clinical knowledge and service to the community. Our programs of study emphasize professional integrity, critical thinking, problem solving, and promotion of health and wellness.

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 to Parker may be tax deductible.

Parker University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Parker University.

The Doctor of Chiropractic degree program of Parker University is accredited by the Commission on Accreditation of the Council on Chiropractic Education. The Commission on Accreditation of the Council on Chiropractic Education is located at 8049 North 85th Way, Scottsdale, AZ 85258-4321 and can be reached by phone at (480) 443-8877.

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.

The Occupational Therapy Assistant Program (OTA) at Parker University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-AOTA (2682)
www.acoteonline.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 is located at 5335 Wisconsin Avenue, NW, Suite 440, Washington, D.C. 20015 and can be reached by phone at (202) 895-1518.

The Massage Therapy program is recognized by the Texas Department of State Health Services.
Massage Therapy Licensing Program
Texas Department of State Health Services MC-1982
1100 West 49th Street
Austin, Texas 78756-3183, USA
E-mail: massage@dshs.state.tx.us
Telephone: (512) 834-6616
Fax: (512) 834-6677

Website: <http://www.dshs.state.tx.us/massage/>

Problems not resolved by internal mechanisms of Parker University may be expressed to the above entities. Inquiries or general questions about Parker University should be directed to the University main operator at the following phone number (972) 438-6932.

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 spent per week in scheduled activities. Each contact hour of classroom work per week for fifteen weeks or its equivalent, is equal to one semester credit hour. Two contact hours of laboratory work per week for fifteen weeks, or its equivalent, is equal one semester

credit hour. Three contact hours of clinical work per week for fifteen weeks, or its equivalent, is equal one semester credit hour.

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.

Parker University requires all semester credit hours courses meet or exceed the minimum contact hours as stated in the policy.

Privacy of Student Records

Parker University is in compliance with the Family Educational Rights and Privacy Act of 1974, a Federal law designed to protect the privacy of education records. A student of 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 a request for access.
- The right to request an amendment of their education record if it 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, within a reasonable period of time, decides not to amend them it shall so 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 has been given 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 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 an emergency where the information is necessary to protect health or safety of the student or others.

Release of student record information is generally not done at Parker University without the expressed, written consent of the student. 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; 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.

Academic Programs

Parker University offers one certificate program, ten undergraduate programs, one master's program, and one first-professional degree program. English is the official language of instruction at Parker University. All prospective students must demonstrate English language competency prior to admission.

Faculty

Parker University employs 58 full-time faculty members. Eighty percent of the faculty hold doctorate or terminal degrees. The student/faculty ratio is 15:1.

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 Re-admission 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 of 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 Student Handbook, official documents and publications of the University, postings on official bulletin boards, and on official web sites of Parker University. All verbal communications that may have an impact on students, faculty or staff must be verified in writing.

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 Academic Catalog are corrected as needed. Major updates to the academic catalog will result in a published addendum.

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

Parker University is located in the mainstream of the Dallas/Fort Worth (DFW) Metroplex, a community of about five million people (providing an adequate base of patients for interns). The University's convenient location in North Dallas and near Irving/Las Colinas makes it accessible from all of the city's major highways. And it is close to the finest living, shopping, entertainment, recreational, cultural and business areas for which the DFW area is famous. Dallas offers a pleasant climate year round and the cost of living is moderate to inexpensive when compared to other metropolitan areas.

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

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 second largest in the US and ninth busiest in the world, making DFW accessible to any other city or country on the globe.

The Parker University campus is centrally located close to every conceivable convenience. Several major restaurants are within a couple of minutes from the campus with service stations, public transportation, hotels, a church, a bank, and a post office substation also nearby.

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. The University web site, www.parker.edu, has Internet links to apartment locator web sites.

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 are armed with Level III Certification, as well as the Director of Security. The security staff patrol and carefully monitor all areas of the campus. The campus also has around two

hundred interior and exterior video cameras to discourage inappropriate activities and aid in reviewing incidents.

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. Our facilities team routinely reviews lighting for possible additions and enhancements, as well as welcoming suggestions.

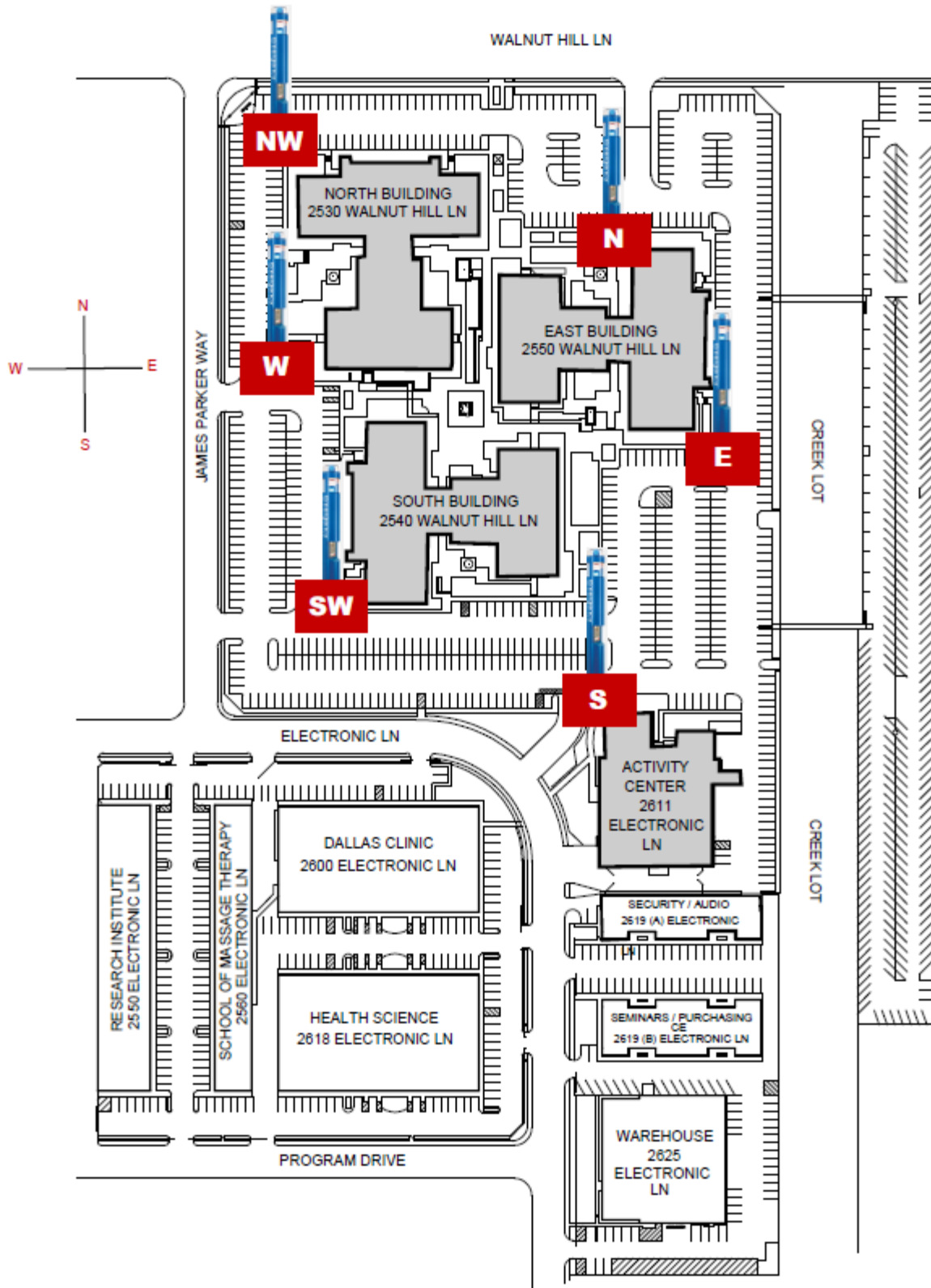
The University has augmented these safety measures with a six-foot-high ornamental fence around the main campus. All entrances, except the front and back gates, are locked from dusk to dawn. The front and back gates are locked after the campus officially closes each day. All buildings on campus were 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 and emails, and phone numbers when applicable. Current emergency contact information is requested of all students on the Registrar's webpage:

https://my.parker.edu/ICS/Student_Services/Registrar/Student_Contact_Information.jnz

Parker recently installed six (6) Code Blue Emergency phones and their locations are shown in the map below. They are identified as blue towers and are to be used for emergency purposes only. To activate a Code Blue phone, press the red button. You will notice a flashing strobe light and a call is immediately dispatched to the armed Security supervisor's cell phone. When the call connects to the cell phone, an identifying tower, e.g. CB North, is displayed on their cell phone so they can immediately proceed to the correct tower location and you will be engaged into a two-way conversation with them. The tower identifier was added in the case someone can't talk or stay by the phone. A couple of reasons for activating is if a crime is in progress or being witnessed, if emergency assistance is needed, if you are being harassed or feel threatened, or if you need medical attention.

CODE BLUE PHONES



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.

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 a state-of-the-art weight room offering strength and conditioning options for every age and gender, a fully-equipped aerobics area with treadmills, rowing machines, elliptical trainers and exercise bicycles. The main floor also includes a student computer center, lounge and strategically placed flat-screen televisions.

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 computer-generated game room with X-Box 360 and Nintendo Wii units. 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, including P90X and Insanity. Finally, the second level features complete locker room facilities for both men and women, with showers, lockers, sauna and towel service.

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.

Laboratories

Gross Anatomy

Parker University is extremely proud of the Anatomy Dissection Lab portion of the chiropractic curriculum. The principles of procedure are based on three important beliefs:

- that the deceased should be treated with the same dignity as the living;
- that, as doctors, a thorough knowledge of the human body is critical; and
- that study and education are amplified in bright, clean surroundings.

This dissection lab was created with these concepts in mind. To accomplish these goals, the college purchased 40 cadaver immersion tables. These tables hold the preserved cadavers so, when elevated, fluids drain back into the tank, making the cadaver exceptionally easy to work on. Because of the heavy insulation and master crafting of these tanks, there is virtually no unpleasant odor in the lab when the tanks are closed. Special study bookracks are located on each table, making it convenient for students to participate in the lab and still have notes readily visible. Usually no more than six students will ever be assigned to any one cadaver. This policy provides for an optimal educational experience. When the lab is in session, several instructors or lab assistants are present to answer questions students may have.

To understand the body, it must be seen clearly and in detail. Lab lighting is intensely bright to facilitate maximum viewing. In addition, ceiling-mounted retractable lights can throw an intensified beam of light onto any potential area of study.

The lab contains a preparation area where newly received cadavers are examined by the staff of the willed body program for suitability and preserved for future dissection. A separate refrigeration area allows for storage of an additional 60 cadavers.

Plans are underway to bring dissection demonstrations on-line in the Gross Anatomy gallery using digitized curriculum capabilities. Students can then view procedures on multiple screens, close at hand, for more detailed observation.

Thanks, in part, to facilities such as the Anatomy Lab, Parker University is able to offer a Bachelor of Science degree with a major in Anatomy. This allows students to pursue advanced degree offerings at other institutions, if they choose.

Cells and Tissues

The Cells and Tissues Lab was custom designed for the specific educational needs of Parker University and are proud to announce that in January 2015, sixty (60) new microscopes were purchased with the latest state-of-the-art technologies. Each student uses a modern binocular microscope having three dry objectives, mechanical stage and descriptive markers in the eyepiece. All students are provided with a variety of slides that serve as the basis for their microscopic work.

The instructor has a similar microscope, but it is capable of producing computerized images and transmitting them to television monitors in the lab. Thus, all students in the class can see a particular slide that the instructor wants viewed. This eliminates gathering around a single microscope and waiting in line to view a slide.

Neuroscience

The gross structure and internal configuration of the nervous system is comprehensively studied using human neurological specimens, models, and customized laboratory videotapes for each lab session, and numerous computer programs. Access to ten personal computers, plus video-camera presentations and demonstrations, enhance the overall understanding of the course material. Normal anatomical and neurological circuitry are emphasized and applied to the identification, diagnosis and localization of neural lesions.

Developmental and Applied Anatomy, Anatomy Lab

These labs meet weekly to study models that illustrate the anatomical structures discussed in lectures. Open labs are held weekly for additional study time. Emphasis is placed on the neurological, muscular and osseous structures of the body. Lab support personnel are available in all labs to answer student questions and discuss pertinent topics.

Developmental and Applied Anatomy, Palpation Lab

The student's first palpation lab is also part of their study of Developmental and Applied Anatomy. An intentional connection is made between the studied materials for anatomy and the practical clinical skill of palpation. Students meet in lab weekly and are guided through processes of identifying structures and learning basic spinal analysis skills that carry over into their chiropractic technique courses and the development of clinical assessment skills.

Microbiology and Physiology

The Microbiology Lab has been designed to provide a spacious environment for student experiments and demonstrations. The Physiology labs are equipped with computers and use the Biopac system for data acquisition and analysis. The Physiology labs also contain a variety of equipment to provide extensive investigation of physiological principles. The Microbiology, Physiology I and Physiology II labs all provide a safe and suitable work environment.

Chiropractic Radiology

The highlight of the Radiology Department is the modern x-ray equipment. The Chiropractic Wellness Clinic has equipment to take and view digital x-rays. Digital equipment will eliminate the need for film and darkrooms, will reduce the need to retake x-rays, and will make it faster and easier to share x-rays with radiologists, other health care providers, and instructors. The x-ray machine is equipped with a full-spine

wall Bucky, as well as an automatic laydown flow table Bucky to enable future doctors to learn every aspect of x-ray procedure more efficiently. A spacious darkroom connected to the x-ray room is equipped with two automatic film processors, an XMA unit (a revolving door that always keeps the darkroom dark) and one hand-dip tank.

The x-ray viewing room is equipped with 30 full-spine or sectional view boxes for interpreting x-ray film. This particular room is used solely for radiology labs. Similar viewing rooms are located in the Library and Resource Center.

Radiologic Technologist Lab

The Parker University Radiologic Technology lab consists of contemporary x-ray equipment. One large radiographic room contains a DR (Digital Radiography) unit, which allows images to be viewed on a computer screen. There is also a large CR (Computed Radiography) unit, which allows images to be taken on imaging plates or x-ray cassettes. A dark room has been installed to help with the processing needs to ensure the understanding of radiographic contrast and density.

Occupational Therapy Assistant Skills Lab

The OTA laboratory is a semi-functional apartment with designated living spaces for practice of activities of daily living skills. Designed with a handicap accessible bathroom, kitchen and bedroom, the OTA lab enables student learning in a practical setting. The OTA laboratory is furnished with a wide variety of therapeutic media and equipment that is representative of several practice areas in the community and reflects current trends in OT practice.

Sonography Lab

The sonography lab has been designed with bays surrounding a central teaching/demonstration area, multiple case study workstations, four general sonography machines and one sonography simulator. All of the major units are state-of-the-art and come with 3D/4D capabilities. For the more intimate examination, sonography phantoms are utilized.

X-Ray Physics

The x-ray/Physics Lab teaches students the skill of positioning, preparing and aligning the x-ray machine for optimum results. This lab is equipped with two additional wall Bucky's and two "dummy" units, both stationary and portable, for student training. In addition, the latest in special upper cervical x-ray equipment is available for student training.

Diagnostic and Physiotherapy

Using the most up-to-date equipment in a lab facility designed to simulate actual practice conditions, Parker University students learn correct ancillary procedures and adjunctive therapies such as low-volt

galvanic, interferential, high-volt, electrical muscle stimulation and short wave diathermy. “Thorough” is the key word that describes the instruction students receive in patient examination procedures, including the use of the ophthalmoscope, otoscope, cranial nerve examination, Upper Cervical, Extra Spinal Analysis Technique, and other physical examination techniques or emergency procedures.

Emergency Care

In the Emergency Care Lab students learn current standards and skills in the performance of CPR, the application and use of automated external defibrillators, oxygen administration, suctioning and insertion and use of oral and nasal airways. Students experience hands-on training in simulated accident trauma scenarios for bandaging and splinting techniques.

Other Laboratories

Parker University provides laboratories to support its core and elective technique curriculum.

Bookstore

The Campus Bookstore welcomes students and visitors during regular business hours Monday through Friday. It is located on the first floor of the South Building. Students may access the online bookstore 24 hours a day by visiting <http://share.parker.edu/store/>.

The Parker University Bookstore carries all textbooks and manuals required for classes, as well as laboratory instruments, lab coats and clinic jackets. The bookstore carries the latest in scientific and chiropractic reference materials. Office supplies, physical diagnosis instruments and equipment, replicas of the spine and other anatomical models, charts, posters, and many types of study aids are also available. Apparel displaying the Parker University logo may also be purchased, including sweaters, jackets, T-shirts and caps. Snack items and personal grooming aids are also available.

Café and The Marketplace

The Café and The Marketplace are both located in the South Building by the Donovan Lounge. 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.

Café Hours:

Monday – Friday 11:00 a.m. to 2:00 p.m.

*Café hours are abbreviated during academic breaks

The Marketplace Hours

Monday – Thursday 7:00 a.m. to 8:00 p.m.

Friday – 7:00 a.m. to 5:00 p.m.

*The Marketplace hours are abbreviated during academic breaks

Library and Resource Center

The Parker University Library Resource Center located in the North building of the University creates a comfortable and pleasant environment conducive for study. The library is a 13,500 square foot facility that houses casual seating areas, 17 study rooms, two computer rooms, media projection room, anatomical model room, and copy room. Library resources include 17,000 books, 33,000 eBooks, 50 computers, iPads, Apple TV, AV materials, anatomical models, printers, and copiers.

Parker Library resources may be searched through the Web-based Sirsi online catalog. Library information is available on the library webpage and Facebook. A-to-Z Electronic Resources (<https://www.parker.edu/journals>) provides access to full-text journals and eBooks. Resources are available remotely using the Parker ID and password.

Library Hours

| | |
|-----------|-------------------------|
| Monday | 6:30 a.m. to 10:00 p.m. |
| Tuesday | 6:30 a.m. to 10:00 p.m. |
| Wednesday | 6:30 a.m. to 10:00 p.m. |
| Thursday | 6:30 a.m. to 9:00 p.m. |
| Friday | 6:30 a.m. to 4:00 p.m. |
| Saturday | 12:00 p.m. to 4:00 p.m. |
| Sunday | 12:00 p.m. to 4:00 p.m. |

*Library Hours are abbreviated during academic breaks and holidays.

Adaptive Learning Lab

Computers in the library have Internet/Intranet access, and each workstation has the latest office programs and e-mail capabilities. Headsets and additional media are available at the circulation desk for check-out. The labs are equipped with four high-speed, high-volume copiers/printers, wireless capabilities, a Computer Lab Supervisor, and student workers who are available for technical support.

Database Access

Databases include Academic Search Complete, Alt Health Watch, Cinahl Complete, SportDiscus with Full Text, Index to Chiropractic Literature, Mango, Medline Complete and PubMed. Additional databases are available through EBSCO and ProQuest.

Research Capability

The Parker University Library Resource Center has nation-wide borrowing and computer research capabilities. Interlibrary loan is available to faculty and students. The library participates in cooperative agreements through OCLC (Online Computer Library Center), the Chiropractic Listserv, Healthline, and TexShare Library Consortium. TexShare allows Parker employees, staff, and students to borrow from other participating academic and public libraries. The Library maintains memberships in the American

Library Association, Medical Library Association (MLA), Southern Chapter of MLA, Texas Library Association, and Association of Chiropractic Colleges Educational Conference and Research Agenda Conference.

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.

Parker Wellness Clinics

Chiropractic Clinic: The Dallas Chiropractic Wellness Clinic is a 32,000-square-foot complex outpatient facility located on the campus of Parker University. The Dallas Chiropractic Wellness Center has 52 treatment/adjustment and physical modality rooms, two open adjusting and low tech rehab areas, six (6) report of findings rooms, six examination rooms with a sink and dressing room in each, and one-way mirrored walls for doctor observation of patient examinations. The Parker Chiropractic Wellness Center is an excellent teaching and learning facility. The facility also houses a laboratory for urinalysis, as well as digital X-ray facilities.

The second Chiropractic Wellness Center is located at the original campus in Irving. The Irving Chiropractic Wellness Center houses 13 treatment/adjusting rooms, three individual physical modality bays, four private examination rooms, a report-of-findings room, a fully equipped laboratory, a digital x-ray room, as well as an intern lounge/working space.

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

The outpatient Chiropractic Wellness Centers are designed to provide continuing and increasing service to patients seeking chiropractic and wellness care and to assist interns in developing, refining and perfecting the expected skills needed as primary health care providers. Because of the success of the Chiropractic Wellness 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 Clinic:

Research Institute

The mission of the Parker Research Institute is to conduct, support, and coordinate research studies to improve scientific knowledge related to chiropractic wellness, including the identification of the most effective procedures for prevention, diagnosis, and management. That support begins at the University with encouragement, expertise and help extended to students, faculty and staff who have an interest in research. The Institute helps other faculty and students design, administer and guide the research project, lending available scientific expertise, physical facilities and equipment. The ultimate goal is providing evidence to help chiropractors and other healthcare professionals provide high quality health care at low cost.

Research Institute faculty members are very involved in collaborative research with other health organizations, universities and institutions. This includes several joint publications with other medical and chiropractic school research programs. The collaboration extends to institutions in Canada, Mexico, Australia, and countries in Europe and Asia.

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.

Current students are permitted to take continuing education offerings if eligibility requirements are met. Eligibility requirements can be found on the continuing education webpage at: <http://ce.parker.edu/policies/>. The teaching agenda covers diverse subjects – chiropractic analysis, nutrition, diagnostic imaging, clinical diagnosis, animal chiropractic, chiropractic techniques, orthopedics, neurology, sports injuries, physiotherapy, acupuncture, insurance reporting, massage therapy, and ethics. For a current listing of all programs being offered please visit the Parker University website at www.parker.edu.

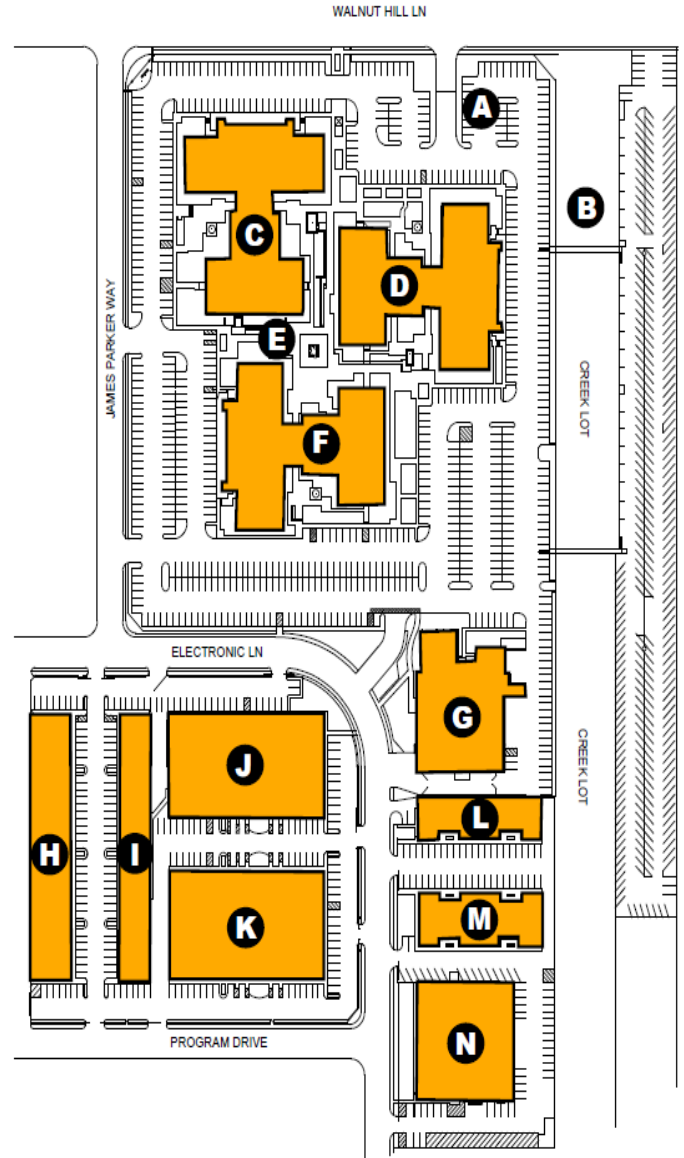
Directions to Campus

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 college easy to reach from anywhere in the Metroplex.

Campus Map

- A. North Gate**
- B. Creek Lot**
- C. North Building**
Library and Resource Center, Anatomical Gift Program and Gross Anatomy Lab, College of Business & Technology, Online & General Education Department and classrooms and labs.
- D. East Building**
Center for Academics, Adaptive Learning Lab, faculty offices, classrooms, labs, Information Technology, and JWP Conference Room.
- E. Courtyard**
- F. South Building**
Office of the President, Vice President of Academic Operations, Vice President of Business Affairs, Vice President of Advancement, Alumni, Bookstore, Business Office, Cashier, Enrollment, Financial Aid, Financial Services, Human Resources, Institutional Advancement, Marketing, Registrar's Office, Student Affairs. Also, includes the Parker Museum, Donovan Lounge, classrooms, and Café and MarketPlace.
- G. Standard Process Student Activity Center/ Gymnasium/Auditorium/Chapel)**
- H. Research Institute**
- I. School of Massage Therapy and Intern Lounge**
- J. Dallas Public Wellness Clinic**
- K. Health Sciences Building**
Occupational Therapy Assistant Lab, Sonography Lab, Radiology Technology X-Ray rooms, faculty offices, classrooms and Clinical X-Ray rooms.
- L. 2619(A) Building**
Security and Audio/Visual
- M. Continuing Education, Parker Seminars, and Purchasing**
- N. Warehouse**
Facilities, Receiving and Share Products



Policy on 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.

Arbitration Clause for Parker University

As stated on the Parker University Application for Admissions, it is agreed that, in the event the parties to the enrollment agreement are unable to amicably resolve any dispute, claim or controversy arising out of or relating to the 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 682.04, F.S. 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 any reasonable attorney's fees incurred in the defense of the student claim. The venue for any proceeding relating to arbitration of claims shall be in the county wherein the institution is located. This agreement cannot be modified, except in writing by the parties.

Admissions Policies and Procedures

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 age, sex, disability, race, color, or national origin. English is the official language of instruction at Parker University. All prospective students must demonstrate English language competency prior to admission.

Students may begin their chiropractic education or their massage therapy education at the start of any of the three trimesters. Graduate programs start once every eight weeks. Undergraduate programs with the exception of Diagnostic Sonography, Radiologic Technology and Occupational Therapy Assistant begin monthly. Radiologic Technology has three cohort starts a year of 15 students per cohort, usually September, January and May. Diagnostic Sonography and Occupational Therapy Assistant have two cohort starts a year of 20 students per cohort, usually September and May.

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.

Doctor of Chiropractic Program Admission Requirements

Consistent with its goal to be a renowned and selective Doctor of Chiropractic degree program, Parker University College of Chiropractic 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.

While completion of a bachelor's degree is not a requirement for admission, some states require a bachelor's degree as a condition of licensure. Parker University offers a Bachelor of Science in Anatomy and Bachelor of Science in Health and Wellness which eligible students can complete concurrently with the Doctor of Chiropractic degree. Prospective students should familiarize themselves with the licensure requirements of the states in which they intend to practice by visiting www.fclb.org.

Prospective students are encouraged to contact an Enrollment Advisors as soon as they begin considering a Doctor of Chiropractic degree and career. Enrollment Advisors can provide recommendations about the course of study that will best prepare an applicant. The Office of Enrollment Services is always glad to counsel students. The phone number is 1-800-GET MY DC (1-800-438-6932) or 972-GET MY DC (972-438-6932).

Application and personal statement should be submitted as early as possible for the entry date desired.

In accordance with the requirements of the Council on Chiropractic Education, the minimum standards for admission to the Doctor of Chiropractic degree program include the following.

1. **90 hours** of undergraduate level coursework with a minimum **3.0 GPA** from an institution accredited by the US Department of Education or an equivalent foreign agency.
2. **24 semester** hours of life and physical sciences (within the 90 hours), at least **half** of these courses with a substantive laboratory component.
 - a. Parker requires at least one course in each of the following as part of this 24 hours.
 - i. General Biology (Parker will also accept courses in the following subject areas to fulfill this requirement – Anatomy, Physiology, Cell Biology, Microbiology, Human Biology, Zoology)
 - ii. General Chemistry
 - b. The remainder of the 24 hour requirement may be satisfied by a combination of courses in the life and physical sciences. Courses in the following subject areas may be helpful in preparing students to succeed in the Doctor of Chiropractic degree program.
 - i. Biomechanics
 - ii. Kinesiology
 - iii. Organic Chemistry
 - iv. Physics
3. Courses in the humanities and social sciences (within the 90 hours) that provide a well-rounded general education background.
 - a. Parker recommends courses in one or more of the following subjects be among those used to satisfy this prerequisite.
 - i. English 101 or 102
 - ii. Psychology
 - iii. Communications
 - iv. Social Sciences
 - v. Business
4. Applicants may, at the discretion of the Admissions Committee, be required to appear for an interview or pre-admittance examination.

Alternative Admissions Track Plan

Students who do not meet the minimum standards for admission to the College of Chiropractic, but have at least a 2.75 GPA for 90 hours of acceptable undergraduate coursework, may be eligible for an Alternative Admissions Track Plan (AATP). Such applicants should contact the Office of Admissions for further information. Students admitted as AATP will be provided with individualized academic plans that may include, but are not limited to, any one or more of the following: reduced course loads, required tutoring, assigned mentors, and regular progress monitoring. AATP students take the Chiropractic College Aptitude Test (CCAT).

Completion of Admission Requirements

Students who do not furnish official documentation of completion of all admissions requirements within 30 days of matriculation will be withdrawn from Parker College of Chiropractic.

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

Technical and Physical Qualifications for Admission to the College of Chiropractic

Parker University College of Chiropractic will consider for admission those applicants who, with or without accommodations, possess the academic, technical and physical qualifications required for successful completion of the Doctor of Chiropractic degree and for 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 or not 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 in order to meet the College's technical qualifications, the chair of the Admissions Committee will arrange a consultation with the Assistant Director of Student Success, 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 acquisition or performance of the functions of a Doctor of Chiropractic or patient care.

Students with disabilities must complete the same scholastic requirements as all other students, including that all students must complete the entire Doctor of Chiropractic curriculum in order to graduate. The College 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 College, or endanger the health or safety of other students, clinic patients, or any other member of the College community.

The final determination of whether or not an individual meets the technical and physical qualifications is made by the College.

Parker University College of Chiropractic has established the following technical and physical qualifications for admission to the Doctor of Chiropractic degree program.

- **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences. Vision must be sufficient to identify histology, cytology, microbiology and pathology of structures through the use of a microscope. The candidate must be able to observe a patient accurately, and to read all forms of diagnostic imaging.
- **Communication:** The candidate must be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. The candidate must be able to communicate effectively and

sensitively with patients. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both oral and written form.

- **Motor Coordination/Function:** The candidate 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.
- **Intellectual Abilities:** Doctors are required to think critically and solve problems. Thus, candidates for admission must be skilled in measurement, calculation, reasoning, analysis and synthesis. In addition, candidates should possess the capacity to visualize and comprehend the three-dimensional and spatial relationships of structures.
- **Social and Behavioral Attributes:** Candidates must have the emotional health to 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 candidates should possess.

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

Misdemeanor or Felony Convictions

A graduate’s ability to obtain a chiropractic license may be impacted by misdemeanor or felony convictions. Applicants should familiarize themselves with the laws of the states in which they wish to practice by visiting www.fclb.org or individual state board websites. Applicants must disclose arrest and conviction records on the application for admission. All students in the Doctor of Chiropractic degree program complete a background check during their first trimester of enrollment. Failure to disclose arrests or convictions may result in penalties up to and including dismissal from the Doctor of Chiropractic program.

Applicants with arrest records and/or misdemeanor or felony convictions may be denied acceptance to the College of Chiropractic without further reason.

Should an applicant with a criminal record be granted acceptance, the applicant acknowledges that s/he may be unable to obtain licensure in a/any state upon graduation. Should the College grant acceptance to a student with a criminal record, s/he must sign a waiver agreeing that the College is not liable in the case of failure to achieve licensure.

Students currently enrolled in the College of Chiropractic have an ongoing duty to report any arrests, charges, or convictions that occur after matriculation. Such a report must be made as soon as is reasonably possible after the incident occurs. Upon receipt of such information, the Student Academic Advising Committee (SAAC) will meet to determine 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 dismissal.

Deadlines for Applications – College of Chiropractic

Prospective students are encouraged to contact an Admissions representative as soon as they begin considering a Doctor of Chiropractic degree and career. Admissions Advisors can provide recommendations about the course of study that will best prepare an applicant.

Applications should be submitted as early as possible for the entry date desired, and must be received no later than the following dates.

January Trimester: January 1 prior to start

May Trimester: May 1 prior to start

September Trimester: September 1 prior to start

All admission documents and reservation deposits must be received prior to registration, with the exception of the final official transcript from the school that the student is currently attending. All final transcripts must be received by the drop/add deadline of the trimester in which a student matriculates. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

Students may apply for admission to Parker University at any time before completing prerequisites.

Graduate Admissions 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 two month 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.

The applicant's academic record should show evidence of academic preparation and the ability to succeed in graduate studies. 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), resume which includes administrative, managerial, professional and military experience.

In certain cases, a student may be required to enroll in foundational courses to make up any deficiencies in the major field of study.

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

Master of Business Administration Admission Requirements

Applicants may be admitted by meeting one of the following four 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 (prerequisite) courses*.

MBA Prerequisite Courses

Prerequisite Courses: Foundational courses must be successfully completed with 80 percent or “B” or above prior to taking the complimentary MBA core course.

MBA Prerequisite courses are:

- ACCT 5000 Concepts of Financial Management
- BUSI 5000 Concepts in Management

* Applicants who choose either option #1 or #2 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:

- a. Graduate degree from an accredited institution.
 - b. Undergraduate degree from an accredited college or university with a grade-point average of 3.0 or above
 - c. 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.
 - d. Completion of the first semester of enrollment of the Parker University MBA program with a minimum grade-point average of 3.0 and no grade below a B.
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. Students must complete the prerequisite courses prior to taking the complementary major-specific course.
 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 President, the student may be allowed to register for one semester. Should the student not provide the remaining documentation for admission, during the semester, the student may not register for additional

classes. Failure to provide documentation or 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.

Undergraduate Admissions Requirements

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

1. Submit a completed online or paper admissions application
2. Provide proof of high school graduation or GED or an official transcript of undergraduate level study
3. Participate in a phone or in person interview to ensure the prospective student is a good fit and is aware of the process if requiring special accommodations
4. Comply with Meningitis (Meningococcal) Law

Note: Applicants who do not hold legal residency status in the U.S. must follow the guidelines in “Admissions Procedures for International Students” section below.

Application Procedures

Prospective students applying for admission to Parker University must:

- Submit to the Office of Enrollment Services a properly completed application for the term. Applications may be found on the University website:
https://my.parker.edu/ICS/Future_Students/Apply_to_Parker/
- Request official transcripts to be sent from all prior institutions where credits were earned and mailed from that institution directly to the Office of Enrollment Services at Parker University. Students also have the option to fill out a transcript authorization/release form available from the Office of Enrollment Services to allow Parker to request transcripts on a student’s behalf. Transcripts that accompany the student’s application form will be considered official if sealed by the institution and unopened by the student.
- Doctor of Chiropractic applicants must also submit a Personal Statement. The Personal Statement is a component of the application and must be completed for the application to be considered.

When transcripts are received, the file will be reviewed for admissions requirements and transfer credit. An advising report will be sent to the student listing any known deficiencies.

Students who are veterans of the United States armed forces and would like to use VA Benefits at Parker, must provide the University with a copy of their DD 214, a letter of eligibility from the U.S. Department of Veterans Affairs and all military transcripts.

All admission documents, application fees and required tuition deposits must be received prior to registration, with the exception of the final official transcript from the school that the student is currently attending. All final, official transcripts must be received within the first term of enrollment. Incoming students will not receive financial aid disbursements until they are fully matriculated.

Tuition Deposit

After the Office of Enrollment Services processes the required materials, candidates are notified in writing regarding transferable credits and admissions 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.

Admission Procedures for International Students

- Submit an online application for admission
- It is the students' responsibility to contact a reputable foreign evaluation services, such as one of the following organizations to request that a foreign transcript review be prepared and mailed directly to Parker University, Office of the Registrar, 2540 Walnut Hill Lane, Dallas, TX 75229. Educational Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53202-0970. Phone: 414-289-3400. Web: www.ece.org or World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Web: <http://www.wes.org> or
- Submit an original letter of support from a financial sponsor pledging to provide funding to pursue educational goals in the United States to the International Coordinator. No photocopies or facsimiles accepted. The letter must be written on the financial sponsor's personal or business stationary, signed by the sponsor. You may sponsor yourself.
- Submit an original letter of financial ability, documenting sponsor's capability to financially support you (This is often called the "bank letter") to the International Coordinator. This letter must be written and signed by an officer or official of your 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 your international advisor before submitting.
- Submit the completed educational experience form to the International Coordinator. List all colleges and universities that you have attended.
- Submit a completed financial information form to the International Coordinator. List all expected financial aid that you are planning to use from your country or any other sources to finance your 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.
- Submit all official transcripts: Submit to Parker University, Office of Enrollment, 2540 Walnut Hill Lane, Dallas, TX, 75229. 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 the Office of the Registrar at Parker University. A transcript stamped "Issued to Student" or hand-carried into the Office of Enrollment is not considered to be an official transcript.
- Provide course descriptions for all science prerequisite courses that were completed at a college or university outside the United States. Descriptions must detail lecture and lab contact hours.
- Submit official ETS/TOEFL or IELTS scores (Test of English as a Foreign Language) for students whose primary language is not English. Contact ETS/TOEFL at PO Box 6151, Princeton, NJ, 08541-6151, USA. Phone: 800-257-9547. Students must obtain these minimum scores: Paper-Based Test (PBT) – 550; Computer-Based Test (CBT) – 213; Internet-Based Test (IBT - Total score of 79 or above compromised of the following minimums: Reading: 21; Writing: 18; Speaking: 19; Listening:

21. The scores must be submitted directly to Parker University from the ETS/TOEFL office to be considered official. International students holding a bachelor's degree wholly obtained in the United States can be waived from the TOEFL requirement at the discretion of the Admissions Committee and Vice President/Dean. Contact IELTS at <http://www.ielts.org/default.aspx>. Students that take the IELTS must obtain a minimum score of 8. The scores must be submitted directly to Parker University from the IELTS office to be considered official.

- Students must furnish proof of health insurance.
- Policies applicable to international students only and do not apply to Green Card holders.
- 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.

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

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

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); or
- the student is enrolled only in online or other distance education courses; or
- the student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training; or
- 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

A student is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student submits to the institution:

- 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.

Limited Exceptions/Exemptions

Exceptions and Exemption forms are available in the Office of the Registrar or online at https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

Vaccination Location Options

- Primary care physicians normally offer the meningitis vaccine. The price of the vaccine depends on your insurance coverage and your 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: www.dallascounty.org/department/hhs
- Health care 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 – <http://www.cdc.gov/meningitis/index.html>

- Dallas County Health Department – www.dallascounty.org/department/hhs
- U.S. Department of Health and Human Services – www.hhs.gov

Undergraduate Program Specific Application Procedures

Application to the Certificate in Massage Therapy Program

Requirements for admission to undergraduate degree and certificate programs:

1. Applicants must be at least 18 years of age at the time of admission
2. Applicants must provide proof of high school graduation or GED or an official transcript of undergraduate level study
3. Complete an online or print application
4. Compliance with Meningitis (Meningococcal) Law
5. Must submit a properly completed application to the Office of Enrollment prior to the start.

Applications may be picked up in the Office of Enrollment or located on the Parker website at: https://my.parker.edu/ICS/Future_Students/Apply_to_Parker/

6. Request official transcripts to be sent from high school if less than 12 hours of college credit has been earned and all higher education institutions where credits were earned. Students with less than 12 hours of earned college credit who completed the GED for high school credit should fill out the transcript authorization/release form and the Office of the Registrar will verify credit.

**Transcripts that accompany the student's application form will be considered official if sealed by the institution, unopened by the student and not stamped issued to student on transcript.*

7. All admissions documents and reservation deposits must be received prior to admission into the program, with the exception of the final official transcript from the school that the student is currently attending. All final transcripts must be received within a student's first trimester. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

8. If the student is a veteran of the United States armed forces, the student must provide the university with a copy of their DD 214 and a letter of eligibility from the U.S. Department of Veterans Affairs, along with any military transcripts.

Note: Applicants who do not hold legal residency status in the U.S. are eligible for entry but will be subject to citizenship status of state licensing boards and employers in the U.S..

Application to the Associate of Applied Science with a major in Diagnostic Sonography

Admission to Parker University does not guarantee admission to a Health Sciences program

All applicants applying for admission into the Diagnostic Sonography Program must complete and meet the following requirements:

- Students applying for acceptance into the Diagnostic Sonography, Associate of Applied Science (A.A.S) Degree Program are required to successfully complete all general education courses. This consists of 8 general education courses in the first 8 months considered to be the “pre-DS” of our A.A.S program. 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 in order 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 any health discipline (ex RT, RN, LPN/LVN, PA, DC, MD) which requires licensure must submit proof of good standing.
- A personal essay stating why you chose a career in Diagnostic Sonography outlining your specific career goals in medical imaging.

Step 1

Enroll in Parker University and begin taking relevant Diagnostic Sonography program pre-DS requirements. ***Admission to Parker University does not guarantee admission to a Health Sciences program.***

- The DS program considers applicants on their eligibility and completion of admission requirements. Students completing prerequisite coursework at Parker University and meeting all admission requirements may receive first consideration for acceptance into the DS program.
- At the time of submission of the application for the DS program, perspective students must have completed a minimum of **15 of the required 27 pre-professional credit hours (general education and prerequisite coursework)** with a grade of “C” or better and a have minimum cumulative GPA of **3.0** (on a 4.0 scale).

Please note: *Students who do not meet the coursework will not be allowed to progress to the DS major curriculum. Students must earn a grade of “C” or better in all required pre-professional courses. If a student earns a grade of a “D” or “F”, he or she **must** repeat the pre-professional course to be eligible for admission into the professional sequence of the DS program. If the student wishes to repeat a course to continue his/her program of study, he/she will be required to go through the re-entry process as outlined in the Parker University catalog.*

Step 2

Collect proof of all immunization requirements before applying for DS program admission.

A completed immunization form is due at the time you apply 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 Pre-DS 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, 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 at: https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

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.

Step 3

Write a personal essay stating why you chose a career in Diagnostic Sonography outlining your specific career goals in medical imaging.

Step 4

Complete and submit the online DS program Application which can be found on www.Parker.edu.

Include all supporting documents required from Step 1, Step 2 and Step 3

The Diagnostic Sonography program online application and all required documentation must be submitted by the designated due date. Due dates are two months before the cohort begins. Incomplete applications and/or requirements, in addition to applications received after the application due date will not be accepted.

All students applying for admission into the Diagnostics Sonography Program must complete and meet the program admission requirements.

Step 5

Read and sign all program acknowledgment and disclosure forms found on www.Parker.edu

Selection:

The number of students accepted into Diagnostic Sonography is determined by the number of appropriate clinical sites available for clinical placements throughout the length of the program. The number of students accepted may vary from year to year.

**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 core. Acceptance into the DS program is conditional pending submission of final grades from remaining prerequisite coursework.

If accepted into the Diagnostic Sonography program the student must submit: proof of health insurance, completion of CPR/BLS certification, a drug screen and evidence of a Level-3 criminal background check.

* 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 he/she may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on his/her 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 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.

•Drug screenings are performed as a condition of acceptance into the Diagnostic Medical Sonography Program.

Note: Criminal Background checks/drug screens. 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.

•Students must possess a current CPR for BLS Healthcare Provider Card. The student's card must not expire while participating in the Diagnostic Sonography program. If your CPR for BLS Healthcare Provider Card expires during your time in the DS program, you will be dismissed from the program.

All students offered admission will be required to provide a written acceptance to the offer.

Environmental Requirements

Interactions with patients in health care carries inherent risks to both the patient and health care 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.

Application to the Associate of Applied Science with a major in Massage Therapy

Admission to Parker University does not guarantee admission to a Health Sciences program

Requirements for admission to undergraduate degree and certificate programs:

1. Applicants must be at least 18 years of age at the time of admission
2. Applicants must provide proof of high school graduation or GED or an official transcript of undergraduate level study
3. Complete an online or print application
4. Compliance with Meningitis (Meningococcal) Law
5. Must submit a properly completed application to the Office of Enrollment prior to the start.

Applications may be picked up in the Office of Enrollment or located on the Parker website at: https://my.parker.edu/ICS/Future_Students/Apply_to_Parker/

6. Request official transcripts to be sent from high school if less than 12 hours of college credit has been earned and all higher education institutions where credits were earned. Students with less than 12 hours of earned college credit who completed the GED for high school credit should fill out the transcript authorization/release form and the Office of the Registrar will verify credit.

*Transcripts that accompany the student's application form will be considered official if sealed by the institution, unopened by the student and not stamped issued to student on transcript.

7. All admissions documents and reservation deposits must be received prior to admission into the program, with the exception of the final official transcript from the school that the student is currently attending. All final transcripts must be received within a student's first trimester. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

8. If the student is a veteran of the United States armed forces, the student must provide the University with a copy of their DD 214 and a letter of eligibility from the U.S. Department of Veterans Affairs.

Note: Applicants 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.

Requirements for Transfer Students from Other Massage Therapy Programs

Provide an official transcript from a COMTA accredited program.

If determined necessary by the Massage School Director the following will be required:

- Syllabi and/or lesson plans from courses taken
- Assessments from courses taken
- Assessment exams to determine competency (a fee of \$25.00 to be paid to Parker University will be charged per exam).
- Comprehensive exam with a minimum passing score of 69.5%. An applicant may have two attempts to pass this exam. If they are unsuccessful in obtaining the minimum passing score they will not be admitted into the AAS-MT program.

- Observation/Practical exam with a minimum passing score of 69.5%. An applicant may have two attempts to pass this exam. If they are unsuccessful in obtaining the minimum passing score they will not be admitted into the AAS-MT program.

Application to the Associate of Applied Science with a major in Occupational Therapy Assistant

Admission to Parker University does not guarantee admission to a Health Sciences program

The Occupational Therapy Assistant (OTA) Program considers for admission those applicants who demonstrate exceptional academic and professional potential essential for successful completion of the program. Completion of general education courses does not guarantee admittance, the OTA program Admissions Committee reviews all completed application packets. Admission into this program is competitive, therefore all requirements must be met. Interested individuals are advised to complete their application as early as possible to ensure timely consideration.

Occupational Therapy Assistant Program Application Steps

Step 1

Enroll in Parker University and begin taking relevant Occupational Therapy Assistant program Pre-OTA requirements. ***Admission to Parker University does not guarantee admission to a Health Sciences program.***

- The OTA program considers applicants on a first come, first served basis based on their eligibility and completion of admission requirements until program slots are full. Please note; students completing prerequisite course work at Parker University and meeting all admission requirements may receive first consideration for acceptance into the OTA program.
- At the time of submission of the application for the OTA program perspective students must have completed all 24 of the required pre-professional credit hours (general education and prerequisite coursework) with a grade of “C” or better and have a minimum cumulative GPA of 2.5 (on a 4.0 scale). *Any exceptions to this policy are based on available space and require approval from the OTA Program Director and the Dean of the College of Health Sciences.*
- 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.
- Any student who has completed a healthcare degree (ex: RT, RN, LPN/LVN, PA, DC, MD) which requires licensure must submit proof of good standing.

Please note: *Students who do not meet the coursework will not be allowed to progress to the core OTA curriculum. Students must earn a grade of “C” or better in all required pre-professional courses. If a student earns a grade of a “D” or “F”, he or she **must** repeat the pre-professional course to be eligible for admission into the professional sequence of the OTA program. If the student wishes to repeat a course to continue his/her program of study, he/she will be required to go through the re-entry process as outlined in the Parker University catalog.*

Step 2

Submit proof of all immunization requirements before applying for OTA program admission.

A completed immunization form is due at the time you apply for Occupational Therapy Assistant program admission. Students enrolling in the OTA 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. *Students must have completed a minimum of 2/3 of the Hepatitis B series prior to application to the program.*

- Meningitis (MV) - Texas Legislature approved Senate Bill 62 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, 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/Seasonal Flu immunization (required annually, during flu season, Sept-March or April)
- Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website at: https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

Please 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.

Step 3

Submit Volunteer/Work experience form before applying for OTA program admission. Applicants must complete a minimum of 40 hours of observation/volunteer/work experience within an Occupational Therapy practice setting to be considered for admission to the OTA program and submit a completed Parker University Volunteer/Work Experience Form with application.

- The observation/volunteer experience must be completed within one year (12 months) of the date in which the application is submitted.
- This experience must be documented on the Parker University Volunteer/Work Experience Form and completed by a licensed OTR or COTA.

Please Note: It is the applicant's responsibility to arrange this experience. Students who do not meet the volunteer requirements will not be allowed to progress to the core OTA curriculum.

Step 4

Complete and submit the online OTA program Application. Read and sign all program acknowledgment and disclosure forms found on www.Parker.edu.

Occupational Therapy Assistant program online application and all required documentation must be submitted by the designated due date. Due dates are two months before the following semester cohort begins. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted.

| Application Due Date | Major Semester |
|-----------------------------|-------------------------|
| March 1 | Summer - May |
| July1 | Fall - September |

All students applying for admission into the Occupational Therapy Assistant Program must complete and meet all of the program admission requirements.

Acceptance

Selected applicants will be invited (by phone or e-mail) for a professional panel interview. An interview does not guarantee admission into the program. Letters will be mailed out to the rest of the applicants regarding their status. After interviews with selected applicants, the OTA Admissions Committee will make their final selections. Notifications will be send out to those selected students of provisional program acceptance for our new incoming class approximately one month before the following semester or cohort. Please note: acceptance into the OTA program is conditional pending submission of final grades from remaining prerequisite coursework. Included in the welcome letter is the orientation date, all selected applicants will be required to attend a new OTA student orientation session prior to the start of OTA core curriculum.

Note:

Applicants who meet the requirements are selected on a first come, first serve basis. Up to twenty students will be accepted for each start. Students may not enroll in the Occupational Therapy Assistant Program Major unless they have been accepted into the Occupational Therapy Assistant Program. Application to the program does not constitute admission.

If accepted into the Occupational Therapy Assistant program the student must submit; proof of health insurance, completion of CPR/BLS certification, a drug screen, and evidence of a Level-3 criminal background check **before** the start of Clinical Fieldwork.

* Students with felony charges and/or convictions may not be eligible for admission into this Allied Health Program.

- **Criminal Background Check and Drug Screen:** Students are provided a waiver to sign acknowledging that if they do not pass the criminal background check and drug screen, they may not be able to be placed in a clinical setting. Inability to complete the clinical component of the program will result in the student being dismissed from the OTA program. In addition a legal conviction may impact a graduate's ability to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Exam for the Occupational Therapy Assistant. An individual who is considering entering or who has already entered an OTA educational program can have his or her background reviewed by requesting an Early Determination Review. Please note that there are costs associated with this voluntary review. Present and past convictions or disciplinary actions may impact your ability to obtain state licensure. For those students with felonies or misdemeanors who wish to practice in

Texas contact the Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) for licensure eligibility. Please note that there are costs associated with voluntary background reviews.

- **Basic Life Support (BLS) for Healthcare Provider Certification** is required for all OTA students prior to participating in the fieldwork experiences and must not expire while attending the OTA program. If your BLS for Healthcare Provider Card expires you will be not be allowed to participate in the required fieldwork experiences and maybe dismissed from the program, it is vital that the BLS for Healthcare Provider Certification stay current.

Unaccepted students:

If a student is declined admission into the desired OTA cohort the student can reapply for the following cohort. Applications can be completed on-line at <http://parker.edu/academics/aas-occupational-therapy-assistant/> and should be updated to include any additional coursework and/or accomplishments that the candidate feels will contribute to academic and clinical success.

Transfer students/Transfer of Credit

In addition to the Parker University Transfer of credit policy, prospective students who wish to transfer into the OTA program must have completed all the required prerequisite or approved equivalent coursework, have a minimum cumulative GPA of 2.5 (on a 4.0 scale) and meet the 40 hours of volunteer/work experience prior to progression into the major phase of the OTA program. The volunteer experience must be completed within one year (12 months) of the date in which the application is submitted.

Application to the Associate of Applied Science with a major in Radiologic Technology

1. Students apply for admission to the university and once the required General Education Curriculum have been completed, students may apply for admission to Radiologic Technology program.
2. 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 and a minimum average HESI score of 75.
3. Applicants 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. In addition applicants must:
 - Satisfy reading and math through an institutionally approved placement exam (HESI)
 - Have met immunization requirements
 - Be CPR certified at time of applying for the Radiologic Technology program
 - Be able to pass a criminal background check/drug screening.
4. Request official transcripts to be sent from high school if less than 12 hours of college credit has been earned and all higher education institutions where credits were earned. Students with less than 12 hours of earned college credit who completed the GED for high school credit should fill

out the transcript authorization/release form and the Office of the Registrar will verify credit.

5. 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 at:

https://my.parker.edu/ICS/Student_Services/Registrar/Forms/Hospitals/Clinics

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.

6. CPR Certification: The Associate of Applied Science in Radiologic Technology program requires students to have a current Texas Healthcare Provider CPR Certification. CPR for BLS Healthcare Provider Card— must not expire while attending the RT program. Core classes are 16 months in duration; if CPR for BLS Healthcare Provider Card expires, you will be dismissed from the program, it is vital that the CPR for BLS Healthcare Provider Card stay current. Students must submit proof of certification when applying to the Radiologic Technology program. The following locations provide this certification training:
 - American Red Cross - 817-336-8710
 - Presbyterian Hospital of Dallas - 214-345-6055
 - Harris Methodist HEB Hospital - 817-355-7870
 - Arlington Memorial Hospital - 817-548-6400
7. Criminal Background Check/ Drug Screening: After being accepted to the program, but before classes begin, students must undergo and pass a criminal background check and drug screening. These screenings will be administered through the College and will be at the student's expense. There are no exceptions.
8. The Radiologic Technology program online application and all required documentation must be submitted by the designated due date. Due dates are two months before the following semester cohort begins. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted.

| Application Due Date | Major Semester |
|-----------------------------|-------------------------|
| November 1 | Winter - January |
| March 1 | Summer - May |
| July 1 | Fall - September |

9. All admission documents, application fees and required tuition deposits must be received prior to registration, with the exception of the final official transcript from the school that the student is currently attending. All final, official transcripts must be received within the first term of enrollment. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

Application to the Associate of Science with a major in Health Information Technology and Bachelor of Science with a major in Health Information Management

Students apply for admission to the University and select a major.

1. Complete an online program application.
2. Students are strongly encouraged to complete the following courses: Biology 2301 and Biology lab 2101, Biology 2302 and Biology lab 2102.

*Note: Applicants 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 U.S.. In addition, applicants must be able to pass a criminal background check/drug screening.

3. Request official transcripts to be sent from high school if less than 12 hours of college credit has been earned and all higher education institutions where credits were earned. Students with less than 12 hours of earned college credit who completed the GED for high school credit should fill out the transcript authorization/release form and the Office of the Registrar will verify credit.
4. 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 at:

https://my.parker.edu/ICS/Student_Services/Registrar/Forms/Hospitals/Clinics

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.

5. Criminal Background Check/ Drug Screening: After being accepted to the program, but before classes begin, students must undergo and pass a criminal background check and drug screening. These screenings will be administered through the College and will be at the student's expense. There are no exceptions.

6. All admission documents, application fees and required tuition deposits must be received prior to registration, with the exception of the final official transcript from the school that the student is currently attending. All final, official transcripts must be received within the first term of enrollment. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

University Transfer of Credit Policies and Procedures

For students enrolling at Parker University, the Registrar will evaluate all post-secondary transcripts for transferable credit and will calculate the applicant's Parker University transfer grade-point average from the submitted transcripts. The policy for determining equivalency or transfer credit between educational institutions in Texas has been set by the Texas Higher Education Coordinating Board (THECB). By the use of a Texas Common Course Numbering System (TCCNS), a uniform set of course designations, for lower-division academic courses, has been cooperatively agreed upon by institutions of higher education in Texas. The use of the TCCNS determines course equivalencies and promotes consistency in the evaluation process.

It is the students' responsibility to request that official transcripts be sent from all prior post-secondary institutions to the Office of Enrollment at Parker University. Students have the option to fill out a transcript authorization/release form available from the Registrar's office to allow Parker to request transcripts on a student's behalf.

The Registrar may complete a temporary evaluation from unofficial transcripts; however, only courses listed on official transcripts receive permanent transfer credit. Official transcripts must be received within a student's first term or no transfer credits will be officially granted. Failure to provide official transcripts in the first term will prevent a student from being registered for subsequent terms.

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 college philosophies, objectives and programs may vary and change from year to year.

Transfer of Credit Guidelines

The following guidelines are used in evaluating transcripts for transfer credit received from other accredited institutions:

Transfer from Regionally Accredited Institutions

Parker University accepts transfer credits applicable to an applicant's program of study from regionally accredited institutions. Parker University accepts transfer of associate degrees that, upon evaluation, include the appropriate major course distribution without time limitations. Prior to 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 is not accepted for grades of “D” or lower.

Transfer from Non-Regionally Accredited Institutions

Credit for courses from non-regionally accredited institutions which are substantially equivalent in content to Parker University courses and are applicable to an applicant's program of study may be granted on a course-by-course basis. The acceptance of courses from non-regionally accredited institutions is contingent upon appropriate faculty credentials and applicable course content of the course to be transferred. Prior to 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 is not accepted for grades of “D” or lower.

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

Credit from another CCE-accredited chiropractic college or an accredited first professional degree program may be accepted at Parker College of Chiropractic if the following conditions are met.

1. The applicant left the previous institution in good academic and conduct standing as verified by official documents provided by the previous institution.
2. Credit was earned at the previous institution within five years of the date of anticipated matriculation to Parker College of Chiropractic. (This requirement may be waived by the Vice President of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been in the workforce.)
3. Courses to be transferred were passed with a grade of “C” or better.
4. 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.

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations.

A transfer student may be required to audit a course for which transfer credit is awarded.

Transfer credit awarded is at the discretion of the College, and all decisions are final.

Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker College of Chiropractic.

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 students’ responsibility to contact an approved educational evaluator organization to request that a foreign transcript review be prepared and

mailed directly to Parker University, Office of the Registrar attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Prior to 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 will not be accepted for grades of “D” or lower.

Articulation Agreements

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

Veteran Transfer of Credits

A Veterans Administration benefit recipient has the responsibility to report all previous education and training to Parker University. The University evaluates the information and grants appropriate credit, with training time and tuition reduced proportionally. The veteran student and the Veterans Administration are notified.

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. The Doctor of Chiropractic program requires at least the final 25% of the program to be completed at Parker.

Acceptance of Alternative Credit

No more than 45 semester hours of credit may have been 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. Students cannot CLEP or test out of lab requirements. Alternative credit may not be used to meet the 24 hours life/physical science requirement for Doctor of Chiropractic admissions.

Credit by Examination

There are several credit-by-examination programs that earn credit toward a Parker University degree. The following guidelines apply:

- Credit granted can be used to satisfy specific, general or elective degree requirements, as determined by the college dean or vice-president.
- Credit by examination must be documented by an official score report from the examining agency. It will not be taken from another college or university transcript.

- A maximum of 45 semester hours may be granted by combining AICE, AP, IB and CLEP credit.
- Students must have taken the exams (AICE, AP, IB) and reported their scores to the university prior to registration or before the end of the first term of enrollment at Parker University at the latest.
- Current Parker students should obtain prior approval from the college dean or vice-president before taking CLEP examinations.
- Credit will only be awarded once for the same subject, whether the credit is 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.

Advanced International Certificate of Education (AICE)

Students completing approved AICE examinations with scores of A, B, or C on both A and AS levels will 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 his or her studies. Students who have participated in the AP Program in high school and received a score of 3 or better on qualifying AP examinations are eligible to receive college credit for related courses. In order 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 are responsible for ordering and paying any fees associated with AP score reports. Reports must be received by the Office of the Registrar directly from the College Entrance Examination Board.

To view AP scores and order score reports, please visit www.apscore.org.

Students who are unable to use the online score reporting system to send score reports may mail or fax a signed, written request with payment to AP Services.

To learn more about the fees, delivery and mail or fax requests, please visit the College Board website:

<http://professionals.collegeboard.com/testing/ap/scores/reporting>.

| College Board AP Test | AP Test Score | Parker Course Equivalent | | Credits Earned |
|-------------------------------------------|---------------|--------------------------|-----------------------------------------------|----------------|
| | | Course Number | Course Name | |
| Arts | | | | |
| <i>Music</i> | | | | |
| 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*, ENGL 1302* | English Composition I, English Composition II | 6 |
| English Literature & Composition | 3 or higher | ENGL 2326* | American Literature | 3 |
| Foreign Languages | | | | |
| Foreign Language | 3 | Elective | Elective | 3 |
| Mathematics & Computer Science | | | | |
| <i>Calculus</i> | | | | |
| Calculus AB | 3 or higher | Math Elective | Math Elective | 3 |
| Calculus BC | 3 or higher | Math Elective | Math Elective | 3 |
| <i>Computer Science</i> | | | | |

| | | | | |
|----------------------------------------------------|-------------|-----------------------------------------|-----------------------------------------------------------------|---|
| Computer Science A | 3 or higher | Computer Science Elective | Computer Science Elective | 3 |
| Statistics | | | | |
| Statistics | 3 or higher | MATH 1342 | Elementary Statistical Methods | 3 |
| Sciences | | | | |
| Biology | | | | |
| Biology | 3 | BIOL 1308 | Biology for Non Science Majors I | 3 |
| Biology | 4 or higher | BIOL 1308 and BIOL 1309 | Biology for Non Science Majors I and II | 6 |
| Chemistry | | | | |
| Chemistry | 3 | CHM2045, CHM2045L | General Chemistry & Laboratory | 4 |
| Chemistry | 4 or higher | CHM2045, CHM2045L, CHM2046, CHM2046L | General Chemistry & Laboratory, Advanced Chemistry & Laboratory | 8 |
| Geology/Geography | | | | |
| Environmental Science | 3 or higher | Science Elective for Non-Science Majors | Science Elective for Non-Science Majors | 3 |
| Physics | | | | |
| Physics B (<i>general principles of physics</i>) | 3 | PHYS2425 | Physics I | 4 |
| | 4 or higher | PHYS2425, PHYS2426 | Physics I Physics II | 8 |

| | | | | |
|------------------------------------------------|-------------|-------------------------|-----------------------------------------------------|---|
| Physics C (<i>mechanics</i>) | 3 or higher | PHY2053, PHY2053L | Physics I | 4 |
| Physics C (<i>electricity and magnetism</i>) | 3 or higher | PHYS2426 | Physics II | 4 |
| Social Sciences | | | | |
| <i>Economics</i> | | | | |
| Macroeconomics | 3 or higher | ECON2301 | Principles of Macroeconomics | 3 |
| Microeconomics | 3 or higher | ECON2302 | Principles of Microeconomics | 3 |
| <i>History</i> | | | | |
| U.S. History | 3 | HIST1301 | United States History I | 3 |
| U.S. History | 4 or higher | HIST1301, HIST1302 | United States History I, United States History II | 6 |
| World History | 3 or higher | HIST1301 or HIST1302 | United States History I or United States History II | 3 |
| <i>Political Science</i> | | | | |
| Comparative Government & Politics | 3 or higher | GOVT2305 | Federal Government | 3 |
| U.S. Government & Politics | 3 or higher | GOVT2305 | Federal Government | 3 |
| <i>Psychology</i> | | | | |
| 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 college dean or vice president. Students will 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 in order 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 (8 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 | MAT1314 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) |
|----------------------------------|----------|----------------------|

Transfer of Parker Credit to Other Institutions

Students who are interested in continuing their education at an institution other than Parker University should first make inquiry at the institution they plan to attend to determine credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of a 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 six (6) hours as a transient student to transfer back to the primary university. Student must provide a letter of good standing from the primary institution, current official transcript from the primary university, complete an application for Admissions to Parker University, pay all appropriate fees, and receive approval from the appropriate Dean or Vice President.

Cancellations and Deferments

Students must notify the Admissions team 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 Admissions team about an intent to cancel or defer and do not attend class by the Friday* of the 1st week will be considered a “cancel-no show,” and will lose their tuition deposit, have all of their classes cancelled before census date, and will be charged a “new tuition deposit fee” upon returning to Parker University.

Students who do not contact the Office of Admissions to defer their scheduled start term must receive approval from the Director of Admissions before a new start term will be scheduled. If a prospective student does not start within a year of the original term scheduled, s/he must reapply.

Students who attend class during the first week and do not withdraw by the Friday* of the first week of class will encumber charges for the entire trimester or 4- month term.

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

Financial Aid

A university education is an investment in your future and each dollar, invested wisely, is a step toward achieving your desired career goals. The Office of Financial Aid works diligently to assist students in obtaining scholarships, grants, and loans from various federal, state, and/or private sources to provide support to the student and the student's family in pursuit of those career goals. This section describes some general financial aid information that applies to all students, including students enrolled in the certificate, undergraduate, and graduate level programs.

The Financial Aid Department at Parker University provides assistance to students who need financial aid in order to pay tuition expenses at the University. The Financial Aid Department has established procedures which assure fair and consistent treatment of all applicants.

Parker University believes that the primary responsibility for educational costs rests with a student and his/her family. However, financial aid is available to meet the difference between a student's resources and his/her actual needs. Parker University examines the total cost associated with attending the University including, but not limited to, tuition and fees, room and board, books, supplies, personal expenses and allowable travel expenses.

Parker University uses the Free Application for Federal Student Aid (FAFSA) to document and collect information used in determining a student's eligibility for financial aid. The information a student supplies on the FAFSA is confidential. FAFSA instructions to complete on the web may be obtained in the Financial Aid Department.

Parker University maintains an Office of Financial Aid with a full-time Director responsible to assist and advise students in meeting their financial obligations in securing their education. Students are encouraged to make appointments to speak with a Financial Aid Administrator to ensure they obtain the funding needed for their college investment. The United States Department of Education has determined that Parker University is an institution eligible to participate in Federal Title IV financial aid programs.

The University has the following institutional and Federal aid programs available to students who qualify (subject to availability of funds). The amount of aid a student receives at Parker University is based on cost of attendance, Expected Family Contribution (EFC), enrollment status (full time, 3/4 time, 1/2 time, and less than half time) and length of attendance within an academic year.

Types of Aid Available (also see Financial Aid Handbook)

Grants

The main criterion for receiving grants is substantial financial need. Grants do not have to be repaid unless a student becomes ineligible. Students must maintain satisfactory academic progress as defined in the Parker University Satisfactory Academic Progress Policy. *Students enrolled in graduate programs are not eligible for Federal Grant dollars.*

Tuition Equalization Grant (TEG)

Texas residents may qualify for up to \$3,364 per academic year. Graduate students must maintain a cumulative grade point average of 2.50 on a 4.0 scale and have completed 18 credit hours per academic year with our institution. Please see the Office of Financial Aid for other eligibility requirements (*TEG language as of 2016*).

Federal Pell Grant

A Federal Pell Grant is an award to assist needy undergraduates in paying for their education. Pell Grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors. Students complete a Free Application for Federal Student Aid (FAFSA) and this generates an Expected Family Contribution (EFC) number. Using the EFC number and other criteria, the amount of award is determined. Students with a bachelor's degree are not eligible for Federal Pell Grants.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal SEOG provides additional grant assistance to students. Funds are limited and priority is given to Pell-eligible students with exceptional financial need. Federal SEOG awards do not have to be repaid unless a student becomes ineligible. Students with a bachelor's degree are not eligible for Federal SEOG.

Loans

Parker University offers a variety of low interest loans that enable students to meet their educational costs. Educational loans MUST BE PAID BACK. Interest charges vary with the type of loan and a minimum monthly payment may be required.

The William D. Ford Federal Direct Loan Program

Parker University was selected by the United States Department of Education to participate in the Federal Direct Student Loan Program. A Federal Direct Stafford Student Loan eliminates lender and guarantee agencies. Parker University processes a student's application in-house, and the loan is funded directly by the U.S. Department of Education. The Federal Direct Student Loans are low interest loans.

Subsidized and Unsubsidized Direct Loans

Subsidized loans are awarded based on need and do not accrue interest while the borrower is enrolled at least half time. Unsubsidized loans are non-need based loans to students who meet the qualifications. The loan is based on the cost of attendance less any other financial aid a student receives. Interest is charged throughout the life of the loan and is a variable rate determined each year by the Federal government. Federal Direct Loan Program repayment includes a one-time six (6) month grace period. The following chart provides maximum annual and total loan limits for subsidized and unsubsidized loans as of July 1, 2016.

| 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 or Professional Degree Students | Not Applicable | \$20,500 |
| 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 \$65,500 of this amount may be in subsidized loans. The graduate debt limit includes all federal loans received for undergraduate study. |

Federal Direct PLUS Loan

The Federal PLUS Loan (PLUS) programs provide non-need based loans to parents of dependent students. PLUS loan eligibility is based on the cost of attendance less any other financial aid a student receives. Repayment on a Federal PLUS begins within (60) sixty days after the final loan disbursement. These loans have variable interest rates determined annually by the federal government. Parents must fill out the Parent PLUS Loan Authorization Form (available on the My Parker website). If a parent is denied the Parent PLUS Loan need, students may be eligible to increase the student’s unsubsidized loan by \$2,000 with proper documentation.

Federal Graduate/Professional PLUS Loan

Graduate and professional degree students are eligible to apply for the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to the Graduate/Professional PLUS loans. The requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 7.2 percent* in the Direct Loan Program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan. *Current loan interest rates

Federal Perkins Loan

The Federal Perkins Loan is a fixed 5% interest loan that assists needy students in paying their educational costs. Funds are limited and eligibility is based on financial need. Repayment begins nine months from a student's last date of attendance.

Federal Work Study (FWS)

The Federal Work Study program gives part-time employment to undergraduate students who need income to help meet the costs of postsecondary education. When available, Parker University provides part-time jobs for needy students through the FWS program. Generally, students work 15 to 20 hours per week. The federal government has required that part of this program is for students to provide community service but the university is exempt from this requirement at this time.

Scholarships

Parker University offers a variety of scholarships ranging from academic to financial for students who meet the criteria set by the University. The Financial Aid Department can provide details on the various institutional scholarships offered by Parker University.

Budget

Students are awarded up to their budget using all available resources. The budget is based on tuition, fees, books and living expenses. Individual program budgets are available in the Financial Aid handbook.

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 his/her application that financial assistance is needed for education is to complete the Free Application for Federal Student Aid and the institutional Financial Aid Application 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
- Sign a Statement of Educational Purpose/Certification on refunds and default
- Sign a Statement of Registration Status if required to register with the Selective Service
- Be enrolled at least half-time (for most programs)
- Massage Therapy Only: A student must successfully complete 300 clock hours for the first semester to receive the second disbursement of financial aid for the second semester.

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.

Program Completion Limits

The maximum timeframe for a student to receive FSA funds in the 10 trimester DC program is 15; students previously in the nine (9) trimester DC program may receive FSA funds for a maximum of 13 trimesters.

The maximum timeframe for a student to complete the clock hour certificate program in Massage Therapy is 900 clock hours and 12 calendar months. This is measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time. (Note that a student in a clock hour program cannot receive aid for hours beyond those in the program; the maximum timeframe applies to the amount of calendar time the student takes to complete those hours.)

Satisfactory Academic Progress

To be eligible for federal student aid (FSA) funds, a student must make satisfactory academic progress (SAP), and Parker University must have a reasonable policy for monitoring that progress. Academic progress is evaluated both qualitatively and quantitatively at the end of each term.

- A grade of W is not calculated in a student's CGPA
- A grade of WP is not calculated in a student's CGPA
- A grade of WF is not calculated in a student's CGPA
- A grade of I (Incomplete) is not calculated in a student's CGPA; however, an I will turn into an F if classwork is not completed by the end of the trimester/term. The F is calculated in a student's CGPA.

The qualitative standard is measured by calculating the cumulative grade point average (CGPA) at the end of each term. The required CGPA is indicated in the Satisfactory Academic Progress table below. The quantitative standard (pace) at which students must progress through their program to ensure that they will graduate within the maximum timeframe is 67%. For students enrolled in the *Clock Hour Massage Therapy Program* it is imperative to complete 300 of 300 clock hours per term in order to meet the 67% requirement. Pace is calculated by dividing the total number of hours the student has successfully completed by the total number of hours the student has attempted. This includes course incompletes (I), withdrawals (W, WP, or WF), repetitions, and transfer hours from other schools.

- Any grade counts as attempted hours on the transcript.
- If a course is dropped within the designated add/drop period, it is not counted toward attempted hours.
- Hours attempted include transfer credit courses accepted toward the Parker degree program.

All periods of a student’s enrollment count when assessing progress, even periods in which the student did not receive FSA funds.

A SAP review is not complete until both the qualitative and quantitative measures have been reviewed. If a satisfactory progress check shows that a student does not have the required CGPA or is not maintaining the required pace, the student becomes ineligible for FSA funds unless he/she is placed on financial aid warning or probation (after a successful appeal). Notification is sent to students of the results of any evaluation that affects their eligibility for FSA funds.

Maximum Timeframe

The maximum timeframe (MTF) is defined as a period no longer than 150% of the published length of the program.

| SATISFACTORY ACADEMIC PROGRESS PROGRAM REQUIREMENTS | | |
|------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------|
| College of Chiropractic | CGPA | MTF |
| Doctor of Chiropractic | 2.25 *students must earn a minimum course grade of C | 15 Trimesters |
| College of Business and Technology | | |
| Master of Business Administration | 3.0 *students must earn a minimum course grade of C | 42-hr. MBA - 63 credit hours 36-hr. MBA - 54 credit hours |
| Bachelor of Business Administration | 2.0 | 180 credit hours |

| | | |
|----------------------------------------------------------------|------------------------------------------------------------|---------------------------------------|
| Bachelor of Science in Computer Information Systems | 2.0 | 180 credit hours |
| Bachelor of Science in Health Information Management | 2.0 *students must earn a minimum course grade of C | 186 credit hours |
| Associate of Applied Science in Health Information Technology | 2.0 *students must earn a minimum course grade of C | 103.50 credit hours |
| College of Health Sciences | | |
| Bachelor of Science in Anatomy | 2.0 *degree completion with Doctor of Chiropractic program | 195 credit hours |
| Bachelor of Science in Health and Wellness | 2.0 *degree completion with Doctor of Chiropractic program | 195 credit hours |
| Associate of Applied Science in Diagnostic Sonography | 2.75 *students must earn a minimum course grade of C | 108 credit hours |
| Associate of Applied Science in Occupational Therapy Assistant | 2.75 *students must earn a minimum course grade of C | 108 credit hours |
| Associate of Applied Science in Radiologic Technology | 2.75 *students must earn a minimum course grade of C | 111 credit hours |
| Associate of Applied Science in Massage Therapy | 2.0 | 90 credit hours |
| Certificate in Massage Therapy | 2.0 *clock hour program | 900 clock hours in 12 calendar months |

Financial Aid Warning

Status assigned to a student who is failing to make satisfactory academic progress at the end of the enrollment period. Parker University reinstates eligibility for aid for one trimester only and does so without a student appeal. This status may only be used for students who were making SAP in the prior trimester.

Financial Aid Probation

Status assigned to a student who failed to make satisfactory academic progress at the end of the warning period. Students are no longer eligible for federal financial aid after the probation period unless they successfully appeal. After a successful appeal, eligibility for aid is reinstated for only one trimester.

Parker University permits appeals for students who are not meeting SAP standards to petition the school for reconsideration of their eligibility for FSA funds. Students will appeal to an Appeals Committee. Only one (1) appeal may be submitted or approved throughout a student's Parker undergraduate and/or graduate program. Students will be notified in writing regarding the status of their appeal.

Financial Aid Appeals

When a student loses FSA eligibility because he/she failed to make satisfactory progress, he/she may appeal that result on the basis of: his/her injury or illness, the death of a relative, or other special circumstances. The appeal must explain in writing why the student failed to make satisfactory progress and what has changed in his/her situation that will allow the student to make satisfactory progress at the next evaluation.

If the Financial Aid Appeals Committee determines, based on the appeal, that the student should be able to meet the SAP standards by the end of the subsequent trimester, the student will be placed on probation without an academic plan. Parker reviews the student's progress at the end of that one trimester. However, if the Financial Aid Appeals Committee determines, based on the appeal, that the student will require more than one trimester to meet progress standards, the student may be placed on probation and an academic plan will be developed for the student. The student's progress will be reviewed at the end of one trimester as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan. However, if a student fails to meet those requirements, he/she will be deemed ineligible to continue receiving federal financial aid.

Re-establishing Aid Eligibility

Students who are not making satisfactory academic progress (SAP) can re-establish their eligibility for FSA funds by achieving a CGPA of 2.25 and completing at least 67% of their courses at Parker. Students can regain eligibility only by taking action that brings them into compliance with Parker's financial aid satisfactory progress standards. If a student decides to fund his/her education or chooses to no longer attend Parker University until a later date, he/she must again meet SAP to restore eligibility for FSA funds.

The complete Satisfactory Academic Progress policy may be found in the Parker University Financial Aid Handbook.

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 relating to job placement rates.
- Information concerning the cost of attendance.
- Information on the refund policy for students who withdraw.
- Information about 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 concerning special facilities and services that are available under the Americans with Disabilities Act.
- Information as to what financial assistance is available, including information on federal, state, local, private and institutional financial aid programs.
- Information as to who Financial Services personnel are, where they are located and how and when to contact them.
- Information concerning procedures and deadlines for submitting applications for each available financial aid program.
- Information concerning how financial aid recipients are selected for various programs.
- Information concerning how their financial aid eligibility is determined.
- Information on how much financial need, as determined by the University, has been met.
- Information concerning each type and amount of assistance in their financial aid package.
- Information concerning the interest rate on any student loan, the total amount which must be repaid, the length of time to repay, when repayment must begin, and what cancellation or deferment (postponement) provisions apply.
- Know their academic advisor.
- Information concerning 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.

NOTE: A student's financial aid is solely the responsibility of the student. Each student is responsible for correctly completing all applications and processing paperwork in a timely manner. If student aid is not received by the University while a student is in school, the student is responsible for all tuition and fees due to the University (**TEG Language as of 2016*).

The maximum amount for 2016-17 is \$3,364 and it's disbursed in two disbursements. The TEG can only be awarded during the Fall and Winter enrollment. This Grant is need based; therefore, you will only be eligible based on remaining need from the information you entered on your FAFSA.

Eligible individuals must earn and maintain an overall college GPA of at least a 2.5 on a 4.0 scale and

complete at least 24 credit hours per year (18 credit hours per year if a graduate student) with a minimum completion rate of 75%; enroll in at least a% basis, and have an EFC from your 2016-17 FAFSA lower than 18,177.

Interest Rates for New Direct Loans

| Loan | Interest Rate |
|----------------------------------------------------------------------|---------------|
| Direct Subsidized Loans (Undergraduates) | 3.76% |
| Direct Unsubsidized Loans (Undergraduates) | 3.76% |
| Direct Unsubsidized Loans (Graduate or Professional Students) | 5.31% |
| Direct PLUS Loans (Parents and Graduate or Professional Students) | 6.31% |

Tuition and Fees

Parker University wishes to eliminate possible areas of misunderstanding before students begin class. This allows the University to devote future efforts to support our students' education. At Parker University, tuition and fees are charged to the student by the semester or trimester. Each semester is 16 weeks long and each trimester is 15 weeks long. Parker University students are not charged by the course, but by credit/clock hours and subject to annual review and modification. Tuition is payable on the first day of the class in the semester or trimester except for those funds to be covered by federal aid sources designated by the Parker Financial Aid Department.

Effective Fall Term 2016

Doctor of Chiropractic

Initial Fees

Application Fee (non-refundable one-time charge) - \$75

Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - \$150

Tuition & Fees

All charges, including tuition and fees, are due and payable on or before the first day of class. Payment plans are to be completed by the Friday of the second week following the class start date.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Tuition (16 or more credit hours) | \$10,893 |
| Tuition (per hour - .5 through 15.5 credit hours) | \$500 |
| Activity Fee (per trimester) | \$65 |
| Background Fee (one-time fee) | \$45 |
| Parking Fee (per trimester) | \$25 |
| Technology Fee (per trimester) | \$125 |
| Lab Fee (s) (per credit hour) (Tri I-7 hrs, Tri II-9 hrs, Tri III- 10 hrs, Tri IV-10 hrs, Tri V-14 hours, Tri VI-12 hrs, Tri VII-10 hrs) | \$20 |
| Clinic malpractice insurance fee (dependent on clinic enrollment-(Tri VIII, IX and X)) | \$60 |
| Copy Expense (per trimester) | \$25 |

| | |
|-------------------------------------------------------------------------------------------------------------|---------|
| Seminar registration (Tri I) | \$325 |
| Orientation Fee (Tri I) | \$180 |
| Clinic Camp fee (Tri VIII) | \$325 |
| Graduation Fee (one-time fee) | \$200 |
| Special Fees: | |
| B.S. Degree fee (for first B.S. degree - due with application and prior to transcript evaluation) | \$150 |
| B.S. Degree fee (for second B.S. degree - due w/ application & prior to transcript evaluation) | \$50 |
| Excessive Hours Fee (per hour over 30 hours) | \$300 |
| Audit fee (per credit hour) | \$50 |
| Elective Courses (per credit hour & minimum of 8 students) | \$200 |
| Clinic Abroad (Tri X) | \$3,000 |
| Emergency Care Certificate Fee (Tri VII) (Course CLSC 7104- manuals available in bookstore for purchase) | \$25 |
| I .D. replacement | \$10 |
| Transcripts | \$10 |

Graduate Programs

MBA – Health Care Management

Initial Fees

Application Fee (non-refundable one-time charge) - \$50

Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - \$100

Tuition & Fees

All charges, including tuition and fees, are due and payable on or before the first day of class. Payment plans are to be completed by the Friday of the second week following the class start date.

| | |
|------------------------------------------------|-------|
| Tuition (per credit hour) | \$687 |
| On-Line fee (per credit hour) (non-refundable) | \$15 |
| Orientation Fee (one-time fee) | \$15 |
| Activity Fee (per credit hour - campus only) | \$25 |
| Parking Fee (per credit hour - campus only) | \$10 |
| Technology Fee (per credit hour - campus only) | \$75 |
| Graduation fee (one-time fee) | \$45 |
| Audit fee (per credit hour) | \$50 |
| Transcripts | \$10 |

Undergraduate Programs

BBA – Health Care Management

AAS – Health Information Technology

BS – Health Information Management

AAS – Radiologic Technologist

BS – Computer Information Systems

AAS – Diagnostic Sonography

BS – Anatomy

AAS – Occupational Therapy Assistant

BS – Health and Wellness

AAS – Massage Therapy

Initial Fees

Application Fee (non-refundable one-time charge) - \$50

Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - \$50

Tuition & Fees

All charges, including tuition and fees, are due and payable on or before the first day of. Payment plans are to be completed by the Friday of the second week following the class start date.

| | |
|------------------------------------------------|-------|
| Tuition (per credit hour) | \$624 |
| On-Line fee (per credit hour) (non-refundable) | \$62 |
| Audit fee (per credit hour) | \$50 |
| Parking fees (per semester) (campus only) | \$10 |
| Activity fee (per semester) (campus only) | \$25 |
| Orientation Fee (one-time fee) | \$15 |
| Technology fee (per semester) (campus only) | \$75 |
| Graduation Fee (one-time fee) | \$45 |
| Transcripts | \$10 |

| | |
|--------------------------------------------------------------|-------------|
| Program Specific Fees | |
| <i>AAS- Radiologic Technologist</i> | |
| Materials Fee (Badges, Drug Test, Background Check, Markers) | \$228 |
| Malpractice Insurance Fee (per clinical course – 3 courses) | \$20/course |
| Exam Fee (AART-\$200) (one-time fee) | \$200 |
| <i>AAS-Diagnostic Sonography</i> | |
| Materials Fee (Drug Test, Background Check) | \$110 |
| Malpractice Insurance Fee (per clinical course – 3 courses) | \$20/course |
| Exam Fee (AART-\$200, ARDMS-\$450) (one-time fee) | \$650 |
| <i>AAS-Occupational Therapy</i> | |

| | |
|------------------------------------------------------------------------|-------|
| Materials Fee (Drug Test, Background Check) | \$110 |
| Malpractice Insurance Fee – Level I (per clinical course – 3 courses) | \$10 |
| Malpractice Insurance Fee – Level II (per clinical course – 2 courses) | \$20 |
| Exam Fee (COTA - \$500) (one-time fee) | \$615 |
| <i>AAS-Health Information Technology</i> | |
| Materials Fee | \$180 |
| Malpractice Insurance Fee (one-time fee) | \$20 |
| <i>BS-Health Information Management</i> | |
| Materials Fee | \$180 |
| Exam Fee | \$229 |
| Malpractice Insurance Fee (one-time fee) | \$10 |

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 textbook will be immediately shipped to them.

Uniforms, Tests, Supplies, and Special Fees

Some health care 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 own 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.

Certificate Programs

Initial Fees

Application Fee (non-refundable, one-time charge) - \$25

Tuition Deposit (nonrefundable, but transferrable – to be applied towards tuition) – No Charge

Massage Therapy

Tuition and Fees

Tuition and fees are subject to change by the Board of Trustees. Cost is the same for the day and evening program. **All charges, including tuition and fees, are due and payable on or before the first day of class.**

600 hour Certificate Program Costs

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Tuition (2 trimesters) | \$8,182 |
| Activity fee (per trimester) | \$65 |
| Orientation fee (one-time fee) | \$15 |
| Parking fee (per trimester) | \$25 |
| Technology fee (per trimester) | \$50 |
| Materials fee (per trimester) | \$25 |
| ABMP membership (one-time fee paid in Tri One)-Nat'l membership association provides comprehensive liability insurance and practice support for students. | \$45 |
| Licensing Fee (one-time fee paid in Tri Two) | \$350 |
| Graduation Fee (one-time fee paid in Tri Two) | \$45 |

Other Fees that May Apply

| | |
|-------------------------------------------|---------------|
| Books (approximate) | \$510 |
| Lotion Holster | \$15 |
| I.D. Replacement | \$10 |
| Scrubs (mandatory during internship only) | \$25 |
| Massage table package (optional) | \$200 - \$700 |

| | |
|---------------------------------------------|-------|
| Extended Internship Tuition (per extension) | \$200 |
| Audit Fee (per clock hour) | \$2 |
| Transcripts | \$10 |

*If criminal background checks are required by the facility where student is placed for internship, an additional fee will apply.

Part-time Tuition

Classes may be taken on a part-time basis at the rate of \$20.36 per clock hour for tuition, plus other applicable fees, including parking, technology, and materials.

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 textbooks will be immediately shipped to them.

Uniforms, Tests, Supplies, and Special Fees

Some health care 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 own 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 is practical and is non-refundable.

Refund Policy for Institutional Charges

Tuition and Fee Disclosure

Tuition is computed on the assumption that a student remains throughout the academic year. Since a place in class has been reserved for each student, tuition is refunded in accordance with the University refund policy. A student withdrawing from the University must comply with proper clearance procedures as outlined in the catalog. Reductions in indebtedness are made solely at the discretion of the University.

A refund will be issued to the student for any excess balance (credit balance). The remaining credit must be refunded to the student within 14 days of the credit posting to the student account by the Business Office.

Factors taken into consideration to determine eligibility for disbursement are SAP, enrolled credit hours or clock hours completed and weeks of enrollment. If any of these factors change after disbursement, then this will affect the student's account which could result in the student owing funds to the University.

For students who received federal financial assistance:

For continuing DC students, funds for an upcoming trimester received prior to registration will be disbursed the Friday prior to school starting. For all incoming students, re-admitted students, and students on the academic deficient list, funds will be disbursed the second week of school after attendance and qualifications are verified.

For students who received federal financial assistance that withdraw, are dismissed or never attend class:

(1) If a student who received financial aid withdraws or is dismissed from Parker University, then the college or the student may be required to return some or all of the federal funds awarded to the student.

(2) If the student has completed less than 60% of the trimester/term, FINANCIAL AID FUNDS ARE REQUIRED TO BE RETURNED TO THE LENDER because the student will not be completing the trimester/term.

(3) If you received the proceeds of a loan but never attended classes, your Financial Aid Funds are required to be returned to the lender immediately. Your school will return any funds that it received and applied to your account. Funds returned by the University on behalf of the student will create a debt on the student's account and are to be paid by the student to the University.

Upon withdrawal, the student is required to meet with the Director of Financial Aid or a Financial Aid Coordinator to discuss the process of returning funds and to perform an exit-counseling interview. During this time the staff member will verify the address of the student, distribute handouts as to when the loans will go into repayment, the repayment amount, and the process for re-admission.

The amount of funds returned shall be calculated based upon the percentage of the trimester/term that has been completed. Returned financial aid will be handled in this order; unsubsidized loans, subsidized loans and any grants the student received but did not earn for the payment period.

The Office of Financial Aid uses the Department of Education's Return of Title IV funds calculator to determine the amount the student has earned and processes a return for the unearned portions. Worksheets to determine the amount of the returned funds are available in the Office of Financial Aid. Students and or parents will be notified within 30 days from the date of withdrawal of the financial aid

returned. Returned funds are processed as soon as possible but no later than 45 days from the date of withdrawal. The National Student Loan Data Service NSLDS is notified of the students' withdrawal within 30 days.

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.

Parker University reserves the right to change academic policies, regulations and procedures, schedule of classes, courses of study, and schedule of fees and tuition. Students will be notified in writing of such changes. Any changes will apply to all currently enrolled students.

The University defines **extenuating circumstances** as follows. Extenuating circumstances are circumstances outside a student's control that may impact his/her 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 are impactful to their academic performance.

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

Academic Year

College of Chiropractic

For academic purposes, the calendar year is divided into three trimesters of 15 weeks each. The winter trimester begins in January, the summer trimester begins in May, and the fall trimester begins in September. An academic year is two trimesters (8 months). An award year applies to some financial aid programs and is 12 months in duration.

College of Business and Technology

All terms in the College of Business and Technology are 16 weeks in length. Courses in the MBA Program are 8 weeks long, and the term is comprised of two consecutive 8-week courses. Students take one course at a time for a fulltime load of 6 semester credit hours. Classes in the BBA, BSCIS, BSHIM, and AASHIT Programs are 4 weeks long, and the term is comprised of four consecutive 4-week courses. Students take one course at a time for a fulltime load of 12 to 16 semester credit hours.

College of Health Sciences – Bachelor's Degrees

The terms in the bachelor degree completion programs in Anatomy and Health and Wellness are 15 weeks in length. The term is divided into two 7.5 week sub-terms. Students may take several courses at a time for a fulltime load of 12 to 20 semester credit hours.

College of Health Sciences – Associate Degrees

The terms in the associate degree programs in the College of Health Sciences are 16 weeks in length, and the term is comprised of four consecutive 4-week courses. Students take one course at a time for a fulltime load of 12 to 16 semester credit hours.

College of Health Sciences – Certificate

The terms in the Massage Therapy Certificate Program are 15 weeks in length. Students take several courses at a time for a fulltime load of 300 clock hours.

Please note: Semester credit hours or clock hours that exceed the full-time load within the term must be approved by the College Dean.

The fall term begins in August. The winter term begins in January, and the summer term begins in May. An award year applies to some financial aid programs and is 12 months in duration.

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 GPA calculations. | 4 |
| B | Good Performance. Computed in GPA calculations. | 3 |
| C | Average Performance. Computed in GPA calculations. | 2 |
| D | Poor Performance. Computed in GPA calculations | 1 |
| F | Failing Performance. This grade is also received as a result of withdrawing from a course(s) or the university after the mid-point of the course(s) in the undergraduate and graduate programs. This indicates that the student was not passing the course at the time of withdrawal. Computed in GPA calculations | 0 |
| I | Incomplete grade. Students must complete all course requirements before advancing in the program. The grade of "I" is a temporary grade given to a student due to extenuating circumstances that the student may have encountered which prevented the student from completing the coursework in the time prescribed. All Grades of "I" must be changed to a permanent grade designation by Friday of the first week of classes in the | N/A |

| | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| | subsequent term of enrollment. If the student fails to make up the deficient course requirements within the prescribed time period, the grade of "Incomplete" will be changed to an F and the entire course must be repeated. Not computed in GPA calculations. | |
| W | Withdrawal. Grade received as a result of withdrawing from a course(s) or the university prior to the mid-point of the course(s). Not computed in GPA calculations | N/A |
| WP | Withdrawal Passing. Grade received as a result of withdrawing from a course(s) or the university after the mid-point of the course(s). This indicates that the student was passing the course at the time of withdrawal. Not computed in GPA calculations | N/A |
| WF | Withdrawal Failing. Grade received as a result of withdrawing from a course(s) or the university after the mid-point of the course(s) in the DC program. This indicates that the student was not passing the course at the time of withdrawal. Not computed in GPA calculations | N/A |
| P | Passing. Grade received in a Pass/Fail course, if successfully passed. Not computed in GPA calculations | N/A |
| NG | Non-Grade. Indication that a course does not receive grades. Not computed in GPA calculations | N/A |
| NA | Non-Attendance. Grade received as a result of not attending a course. Not computed in GPA calculations | N/A |
| AU | Audit. Grade received when auditing a course. Not computed in GPA calculations | N/A |
| WIP | Work In Progress | N/A |

Note: When a student receives a W, WP or WF, that course may be used for financial aid determinations but only once.

Grade Scale for Doctor of Chiropractic Program

| Grade | Numerical Value | Grade Point Value |
|-------|-----------------|-------------------|
|-------|-----------------|-------------------|

| | | |
|----------|-------------------|------------|
| A | 89.5-100 | 4.0 |
| B | 79.5-89.49 | 3.0 |
| C | 69.5-79.49 | 2.0 |
| F | Below 69.5 | 0.0 |

Grade Scale for Graduate 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 for 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 for Certificate Program

| 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 69.99 | 0.0 |

Report of Academic Progress

Grades are assigned and recorded at the end of each course and are available on MyParker.

Grade Point Averages

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 trimester to produce the Grade Point Average.

A student’s Cumulative Grade Point Average (CGPA) is calculated as above using data from all terms in which the student has been enrolled. If a student repeats a course, only the grade received for the repeat course will be counted and calculated into the cumulative Grade Point Average.

Repeat of Course Calculations in Grade Average

When a student takes the same course more than once, all grades received remain on the student’s transcript but only the last grade is used in calculating cumulative grade point average. 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.

Grade Appeal Process – College of Chiropractic

Parker University provides a mechanism for grade appeals. The process respects the judgment of Faculty members and protects the interests of students if inappropriate criteria are used to determine a grade or if a Faculty member does not adhere to stated procedures or grading standards. Administrative officers cannot substitute their judgment for that of the Faculty concerning the assignment of a grade. The Faculty conducts the review of any student complaint over a grade, under these procedures adopted by the Faculty. Any resulting change in a grade should be by Faculty authorization.

A student may appeal a grade if s/he believes it was awarded in an erroneous, arbitrary or discriminatory manner. The student must provide evidence to support that his/her grade was either wrongly 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 Attendance Policy) do not satisfy the conditions for Grade Appeal.

Appealing a Course Grade:

Fill out the Grade Appeal Form available from the Academics front desk in East 200, and then follow the process described below within the appropriate timeframe.

Step 1: The student must first attempt to resolve the matter with the Instructor/Course Director.

Step 2: If the matter is not resolved after talking to the faculty member, the student must meet with the Department Chair/Clinic Director. The Chair/Director may resolve the appeal only through agreement of both the student and the faculty member.

Step 3: If the appeal cannot be resolved at the level of the Department Chair/Clinic Director, the grade may be appealed to the Commission on Curriculum and Grades:
The grade appeal form must be accompanied by appropriate documentation that is available to the student or the grade appeal will not be considered. The documentation must include a letter describing fully the reason for the grade appeal and any appropriate accompanying documentation.

A grade appeal subcommittee will interview the student and the faculty member separately, review any and all appropriate documentation, and make a recommendation to the Commission on Curriculum and Grades, which will determine the outcome of the appeal.

Step 4: The Chair of the Commission on Curriculum and Grades will present the information and their decision to the Faculty Senate Executive Council who will ratify it. The decision of the Faculty Senate Executive Council is final.

Step 5: The Chair of the Commission on Curriculum and Grades will notify the student, the faculty member, and appropriate VP 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.

Time Table for Grade Appeals

For interim grades awarded before the final exam only steps 1 and 2 above are applicable.

Step 1 must occur within 3 school days after the grade is posted or becomes available;

Steps 2 must occur within 5 school days after the grade is posted or becomes available; and

The decision of the Department Chair and/or Clinic Director is final.

For final trimester grades,

Step 1 must occur no later than 3:00 p.m. of the second day of the next trimester;

Steps 2 and 3 must be completed no later than 3:00 p.m. of the third day of the next trimester;

Steps 4 and 5 must be completed no later than 5:00 p.m. on the Friday of the first week of the next trimester.

Academic Probation and Dismissal Policy – College of Chiropractic

A student who does not make acceptable progress toward the degree based upon performance in, individual classes or through grade point average, will be placed on Academic Probation.

A student with a cumulative GPA below 2.25 on a 4.0 scale is placed on Academic Probation (applicable for students matriculating in Fall 2013 and beyond).

The following apply to students on Academic Probation:

- Student must raise his/her cumulative grade point average to above 2.25 on a 4.0 scale in the next trimester of enrollment or face dismissal.
- Student must not be placed on Academic Probation a second time (non-consecutive trimesters) or s/he will be dismissed.
- Student must repeat all failed or withdrawn courses (F, W, W/F or W/P) in the next trimester of enrollment.
- Student is subject to a reduced load as determined by the Office of Academic Advising or by the Student Academic Advising Committee (SAAC).
- Student must pass all failed academic course(s) or clinic practicum on the second enrollment or be dismissed.
- Student must attend the mandatory study skills workshops held at the beginning of the trimester.
- Student must attend ALL classes and labs.
- Student is ineligible for the following – work study or other University employment, holding office in a campus organization, representing the University at outside functions.

The Student Academic Advising Committee (SAAC) reviews the academic standing of all students on Academic Probation before enrolling them in subsequent trimesters. The committee will review the student's academic progress and consider each student on a case by case basis. Based on its review, SAAC may make recommendations to the student and may set stipulations that the student must meet for continued enrollment.

Academic Dismissal – College of Chiropractic

Students in the Doctor of Chiropractic degree program may be academically dismissed for any of the following reasons.

- Failure to earn a minimum 1.8 GPA in Trimester I coursework (even if that coursework is taken over multiple terms)
- Falling below a 2.25 CGPA in two consecutive terms
- Failing a course, including Internship Practicum, two times
- Failing to pass a course on the second enrollment
- Failing to meet requirements set by SAAC or the VPCOC upon readmission and/or while on Academic Probation

Appeals for Dismissals – College of Chiropractic

Students who are academically dismissed may file a written notice of appeal with the chair of SAAC (the Registrar) within 3 business days following the date the notification of dismissal is sent.

Written appeals of dismissal should be succinct and address the extenuating circumstances (not related to academic ability) that the student believes contributed to his/her academic dismissal. Documentation of extenuating circumstances should be included if applicable. Dismissed students will be offered the

opportunity to appear briefly before the SAAC to speak to their written appeal and answer questions from Committee members.

The SAAC may re-admit a student with or without conditions. The decision of the SAAC, and any conditions of re-enrollment, will be communicated to the student in writing. If the last day to add courses has not passed, the student may be re-admitted for the term immediately following his/her dismissal.

If SAAC denies the appeal for re-admission, the student may appeal that decision with the Vice President of the College of Chiropractic by filing a written notice of appeal within 3 business days after the notification of SAAC's decision is sent.

Students who are dismissed from the institution and appealing to the Vice President of the College of Chiropractic may, if the Committee's business is concluded prior to the last day, to add courses in the subsequent term, but permitted to continue in the program without interruption. The Vice President of the College of Chiropractic may:

- affirm the decision of the SAAC,
- remand the case to the SAAC for further investigation or consideration of new facts that could not have been presented to the SAAC, or
- reverse or modify the decision of the SAAC only if justified by extenuating circumstances or if the decision of the SAAC was erroneous, arbitrary, or capricious. In such cases, the Vice President of the College of Chiropractic will set the conditions of reinstatement.

Re-admission to the College of Chiropractic via appeal to the SAAC and/or the Vice President of the College of Chiropractic is solely an academic determination. Students granted re-admission must file a separate appeal to the financial aid office for eligibility to receive funding.

There is no further appeal of an academic dismissal following the decision of the Vice President of the College of Chiropractic.

Grade Appeal Process – Colleges of Business and Technology and Health Sciences

Parker University provides a mechanism for grade appeals. The process respects the judgment of Faculty members and protects the interests of students if inappropriate criteria are used to determine a grade or if a Faculty member does not adhere to stated procedures or grading standards. Administrative officers cannot substitute their judgment for that of the Faculty concerning the assignment of a grade. The Faculty conducts the review of any student complaint over a grade, under these procedures adopted by the Faculty. Any resulting change in a grade should be by Faculty authorization.

A student may appeal a grade if s/he believes it was awarded in an erroneous, arbitrary or discriminatory manner. The student must provide evidence to support that his/her grade was either wrongly 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 Attendance Policy) do not satisfy the conditions for Grade Appeal.

Appealing a Course Grade:

Fill out the Grade Appeal Form available from the Office of the College Dean, and then follow the process described below within the appropriate timeframe.

Step 1: The student must first attempt to resolve the matter with the Instructor/Course Director.

Step 2: If the matter is not resolved after talking to the faculty member, the student must meet with the Program Director. The Program Director may resolve the appeal only through agreement of both the student and the faculty member.

Step 3: If the appeal cannot be resolved at the level of the Program Director, the grade may be appealed to the College Dean:

The grade appeal form must be accompanied by appropriate documentation that is available to the student or the grade appeal will not be considered. The documentation must include a letter describing fully the reason for the grade appeal and any appropriate accompanying documentation.

A grade appeal subcommittee assembled by the Dean will interview the student and the faculty member separately, review any and all appropriate documentation, and will determine the outcome of the appeal.

Step 4: The Dean will notify the student, the faculty member, and appropriate VP 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.

Time Table for Grade Appeals

For interim grades awarded before the final exam only steps 1 and 2 above are applicable.

Step 1 must occur within 3 school days after the grade is posted or becomes available;

Steps 2 must occur within 5 school days after the grade is posted or becomes available; and the decision of the Program Director is final.

For final course grades,

Step 1 must occur within 2 school days of the next 4-week course, 7.5 week course, 8-week course, or 15-week course in the Massage Therapy Certificate Program;

Steps 2 and 3 must be completed no later than 5:00 p.m. of the third day of the next 4-week course, 7.5 week course, 8-week course, or 15-week course in the Massage Therapy Certificate Program;

Step 4 must be completed no later than 5:00 p.m. on the Friday of the first week of the next 4-week course, 7.5 week course, 8-week course, or 15-week course in the Massage Therapy Certificate Program.

Academic Probation and Dismissal Policy - Colleges of Business and Technology and Health Sciences

A student who does not achieve the minimum required CGPA after a term will be placed on Academic Probation. Please review the program CGPA requirements in the below chart:

| College of Chiropractic | CGPA |
|--------------------------------|------------------------------------------------------|
| Doctor of Chiropractic | 2.25 *students must earn a minimum course grade of C |

| | |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------|
| College of Business and Technology | |
| Master of Business Administration | 3.00 *students must earn a minimum course grade of C |
| Bachelor of Business Administration | 2.00 |
| Bachelor of Science in Computer Information Systems | 2.00 |
| Bachelor of Science in Health Information Management | 2.00 *students must earn a minimum course grade of C |
| Associate of Applied Science in Health Information Technology | 2.00 *students must earn a minimum course grade of C |
| College of Health Sciences | |
| Bachelor of Science in Anatomy | 2.00 *degree completion with Doctor of Chiropractic program |
| Bachelor of Science in Health and Wellness | 2.00 *degree completion with Doctor of Chiropractic program |
| Associate of Applied Science in Diagnostic Sonography | 2.75 *students must earn a minimum course grade of C |
| Associate of Applied Science in Occupational Therapy Assistant | 2.75 *students must earn a minimum course grade of C |
| Associate of Applied Science in Radiologic Technology | 2.75 *students must earn a minimum course grade of C |
| Associate of Applied Science in Massage Therapy | 2.00 |
| Certificate in Massage Therapy | 2.00 *clock hour program |
| Online and general education programs | |
| All other online and general education programs (Pre-DS, Pre-OTA, Pre-RT) | 2.00 |

The following apply to students on Academic Probation:

- The student must raise his/her cumulative grade point average to the minimum required program cGPA in the next term to return to good academic standing.
- If the student does not raise his/her cumulative grade point average to the minimum required program cGPA but earns the minimum required term GPA, the student may continue one more semester on probation. This is only granted if the student may still complete the program within the maximum time frame allowed. Due to licensing requirements and accreditation standards, allied health programs may have different requirements. The programmatic requirements supersede the general requirements.
- If the student does not raise his/her cumulative grade point average or meet the minimum term grade point average, the student will be academically dismissed.
- The student may apply for readmission after sitting out for one semester. Readmission is at the discretion of the Program Director and is based on the student's probability of succeeding in the program and completing it within the maximum timeframe allowed.
- A student must not be placed on Academic Probation a second time (non-consecutive terms) or s/he will be dismissed.
- A student must repeat all failed or withdrawn courses (F, W, W/F or W/P).
- A student must attend the tutoring sessions or study skills workshops recommended by the Program Director.
- A student must attend ALL classes and labs.

The Program Director reviews the academic standing of all students on Academic Probation before enrolling them in subsequent terms. The Program Director will review the student's academic progress and consider each student on a case by case basis. Based on the review, the Program Director may make recommendations to the student and may set stipulations that the student must meet for continued enrollment.

Academic Dismissal - Colleges of Business and Technology and Health Sciences

Students in the Colleges of Business and Technology and Health Sciences degree programs may be academically dismissed for any of the following reasons.

- Falling below the minimum required cGPA in two consecutive terms
- Failing a sequential course that prevents h/she from continuing in the program
- Falling below the minimum required cGPA after returning from dismissal
- Failing to meet requirements set by the Program Director upon readmission and/or while on Academic Probation

Appeals for Dismissals - Colleges of Business and Technology and Health Sciences

Students who are academically dismissed may file a written notice of appeal with the Program Director within 3 business days following the date the notification of dismissal is sent.

Written appeals of dismissal should be succinct and address the extenuating circumstances (not related to academic ability) that the student believes contributed to his/her academic dismissal. Documentation of extenuating circumstances should be included if applicable. Dismissed students will be offered the opportunity to appear briefly before the Program Director to speak to their written appeal.

The Program Director may readmit a student with or without conditions. The decision of the Program Director, and any conditions of re-enrollment, will be communicated to the student in writing. If the last day to add courses has not passed, the student may be readmitted for the term immediately following his/her dismissal.

If the Program Director denies the appeal for readmission, the student may appeal that decision to the Dean of the College by filing a written notice of appeal with the Dean of the College within 3 business days after the notification of the Program Director's decision is sent.

Students who are dismissed from the institution and appealing to the Dean of the College may, if the Dean's investigation is concluded prior to the last day to add courses in the subsequent term, be permitted to continue in the program without interruption. The Dean may:

- affirm the decision of the Program Director,
- remand the case to the Program Director for further investigation or consideration of new facts that could not have been presented to the Program Director, or
- reverse or modify the decision of the Program Director only if justified by extenuating circumstances or if the decision of the Program Director was erroneous, arbitrary, or capricious. In such cases, the Dean will set the conditions of reinstatement.

Readmission to the College of Business and Technology and the College of Health Sciences is solely an academic determination. Students granted readmission must file a separate appeal to the financial aid office for eligibility to receive funding.

Academic Honors

Parker University publicly acknowledges the academic excellence of its students.

Valedictorian and Salutatorian (DC Program Only)

The students who have achieved the highest grade point average in their class are recognized through the award of Valedictorian (highest grade point average in the class) and Salutatorian (second highest grade point average 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 course work 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:

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

PLEASE NOTE: Commencement honors are tentative pending final grades and can differ from final degree honors.

Graduation Honors

Recognition is also given at graduation to individuals who have maintained excellent academic achievement throughout their program of studies. 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

To be considered for graduation with honors, students must meet the following criteria:

1. Fulfill all requirements for graduation
2. Have no record of disciplinary or academic action against them
3. Must complete at least 75 percent of the required credit hours while enrolled as a student in Parker University

PLEASE NOTE: Commencement honors are tentative pending final grades and can differ from final degree honors.

Trimester/Term Honors

Full-time students whose term GPA is between 3.5 and 4.0 are recognized with a letter from the Office of the Vice President of the College of Chiropractic, the Office of the Dean of the College of Health Sciences or College of Business and Technology. Trimester/Term Honors are awarded based upon the following criteria:

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

Credit hours

Conversion from Clock Hours to Credit Hours (when applicable)

To convert clock hours to semester credit hours for transfer credit, the following formulas are used:

- 15 lecture clock hours = 1 semester credit hour
- 30 laboratory clock hours = 1 semester credit hour
- 45 externship clock hours = 1 semester credit hour

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:

$$5 \text{ quarter hours} \times 2 = 10$$

$$10/3 = 3.33 \text{ semester hours}$$

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

$$3 \text{ semester hours} \times 3 = 9$$

$$9/2 = 4.5 \text{ quarter hours}$$

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.

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 spent per week in scheduled activities. Each contact hour of classroom work per week for the duration of the trimester/term is equal to one semester credit hour. Two contact hours of laboratory work per week for the duration of the trimester/term is equal one semester credit hour. Three contact hours of clinical work per week for the duration of the trimester/term is equal one semester credit hour.

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.

Parker University requires all trimester/term credit hours courses meet or exceed the minimum contact hours as stated in the policy.

Campus-based Instructional Format

Campus-based courses offered at Parker University exceed the University's policy of 15 clock hours per semester credit hour. If a class has to be cancelled due to inclement weather or the illness or other

appropriate unavailability of the faculty member, then an additional structured instructional activity (or activities) would be required to meet the equivalency standard.

Web-based Instructional Format

Web-based courses offered at Parker University exceed the University's policy of 15 clock hours per term credit hour. The syllabus for the course reflects the type of activities to be utilized. Online activities may include but are not limited to the following:

- Discussion Board structured to provide instructor-guided or mediated, threaded discussion with specified timeframes and expectations for participation;
- Live Chat room via the *Collaborate* program for synchronous class or group projects that provide opportunities for collaborative learning and that have specific expectations for participation and feedback;
- Case Studies and Problem-Solving Scenarios relative to course objectives and student learning outcomes which utilize higher order analytical skills with instructor and class designed feedback;
- Blogs, Journals or Wikis in which students share the most relevant aspects of course information with the instructor and classmates;
- Web Quest activities in which students find Internet sites that address specific course topics and are shared with the class.
- Library research in which instructor provides assignments requiring students to locate certain information or resources online in relation to course objectives and present them in a designated manner;
- Course and Lecture Materials are provided as written transcripts or audio recordings from which students are expected to develop questions, comments, or observations shared with the class and instructor through discussion board postings, chat rooms, case studies or assessments.
- Virtual Field Trips or Virtual Tours in which students may participate as an individual or group in analyzing an activity (concert, museum, art exhibit, religious service, political debate, etc.) and prepare a paper or presentation to share with the instructor and class;
- Final course projects which represent a culmination of learning objectives and require students to research, analyze, synthesize, and prepare an overall course project submitted in a designated format that may include, but is not limited to, a research paper, journal article, PowerPoint presentation, speech, essay or group presentation.

Instructors establish and control the learning-based interactions (when, where, and why) including frequency, duration, evaluation and assessment techniques. These guidelines recognize the need for faculty to actively manage the online classroom.

In order to ensure consistency for students and faculty in meeting Time Equivalency Requirements and good pedagogy, Parker University has developed a rubric that establishes a standard amount of time for setting equivalencies to clock hours of classroom instruction for web-based activities.

Web-based Instructional Method Equivalency to Clock Hour

| Methods of Instruction | Description | Rate of Equivalency |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Discussion Board | Instructor-guided or mediated, threaded discussion that directly relates to course objectives and which has specified timeframes, expectation for participation, and thoughtful analysis. | 1 posting = 1 clock hour (requires reading all postings and researching the specified topic) |
| Live Chat - Collaborate | Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation and feedback. | 1 clock hour chat = 1 clock hour |
| Case Studies and Problem-Solving Scenarios | In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with instructor and/or classmates for feedback and assessment. | 1 Case Study Analysis = 3 clock hours |
| Blogs, Journals or Wiki's | Students' opportunities to apply learned concepts or for reflection on learning experiences; to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment. | 1 private posting = 1 clock hour 1 shared posting (requires reading all classmates' postings) = 2 clock hours |
| Web-Quest (Internet Research) | Instructor guided opportunity for students to research information on the Internet that enhances student learning and addresses specific course outcomes; | 1 in-depth posting = 2 clock hours |

| | | |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | findings shared with the instructor and classmates. | |
| Library Research – Instructor Led | In-depth instructor-led opportunity for students to research scholarly articles or professional journals that relate to course objectives; to be shared with class in a designated manner. | 1 one page project = 3 clock hours 1 three page project = 9 clock hours 1 five page project = 15 clock hours |
| Course Material and Lecture Activities – Written, Video, Audio, PowerPoint or CDs. | Instructor-mediated to expand upon and clarify course concepts and objectives. | 1 unit = 1 clock hour |
| Field Trips or Tours (to include virtual tours) | Students participate as individuals or in groups in analyzing an activity and preparing a paper or presentation, to be shared in whole or in part with instructor and/or classmates. | (Instructor-Led or Facilitator) 1 hour tour = 1 clock hour (Student(s) alone without instructor or facilitator) 1 hour tour plus reflection paper = 3 clock hours |
| Group Projects | An instructor mediated individual project with specific student learning outcomes; students collaborate via email, chat, or discussion boards to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance to the group. | 3 clock hours per week for duration of project |

| | | |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Guided Project | An instructor mediated individual project with specific student learning outcomes; student and facilitator collaborate via email, chat, or discussion boards to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance and feedback. | 3 hours per week for duration of project |
| Online Quizzes and/or Exams | Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress. | 1 hour quiz/exam = 1 clock hour |
| Reflection Paper, Critical Review, or Essay | Instructor guided activity for students to apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals. | 1 private posting = 2 clock hours 1 shared posting (required to read all classmates' postings) = 3 clock hours |

Registration

Current students are automatically registered every term. Students not wishing to continue enrollment, must complete the withdrawal process. A student will not be allowed to continue in classes until all financial obligations are met.

Course Waiver/Substitution

A prerequisite or course may be waived or substituted upon written recommendation of the appropriate Program Director, Dean or Vice President. The documentation must be filed with the Registrar and is maintained in a student's academic file.

Attendance

A professional education requires a full-time commitment by the student, and 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 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 a course. Specific programs may have attendance policies that have different requirements than the university attendance policy, in those cases, the program attendance policy must be followed.

Taking 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 his/her 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 his/her name then the student is absent from that class.

Online Attendance

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

Absence Policy

Student attendance in lectures, laboratory sessions and clinicals is a factor in deriving a student's final course grade. Students who miss more than 20% of the total contact hours in any given course would have their final course grade reduced by one whole letter grade. Due to the importance of the lab experience, no student can miss more than 2 labs in any course that has a lab component. If a student misses more than 2 labs, it will result in an automatic grade reduction. Students who miss more than 50% of the total contact hours in any given course will be dropped from the course with the grade of F. As an example: a three credit hour class = 45 contact hours, so the student who misses 9 contact hours (lecture and lab combined) would have his/her grade lowered. Missing 2 labs would also result in a grade reduction. Excessive absences may also result in the following administrative actions: attendance warning, probation, suspension or dismissal. Students should communicate with their instructors if extenuating circumstances cause them to exceed the allowable absences for any course.

Students are responsible for information and assignments given during scheduled class meetings whether they are present or not.

EXTENUATING CIRCUMSTANCES

Where policy exceptions or appeals based upon extenuating circumstances are allowable, the following definition is in use at Parker University College of Chiropractic.

Extenuating circumstances are circumstances outside a student's control that may impact his/her 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 are impactful to their academic performance.

SPECIAL CIRCUMSTANCE ABSENCES

The College Vice President/Dean should be notified in writing, in advance, (when possible) of the following types of absences in order to make appropriate accommodations.

- Military duty
- Jury duty
- Pregnancy, childbirth, and related conditions
- Significant medical conditions
- Bereavement

The options for assistance or accommodation of these circumstances include, but are not limited to, the following:

- Alternate arrangements for completing coursework. Parker University requires documentation to allow a student to make-up exams or assignments.
- Withdrawal from courses to reduce course load
- Incomplete grades in one or more courses
- Leave of absence from the university

Parker University does not discriminate against any student on the basis of pregnancy or related conditions. Absences deemed medically necessary by a student's doctor - students will be given the opportunity to make up missed work. Parker will work with the affected student on an individualized plan for making up missed work. Parker will not require a student to complete missed work during their medically necessary leave period unless the student so chooses.

Should a student be unsuccessful in addressing absences due to extenuating circumstances with his/her instructor(s), s/he may submit a written appeal to the College Attendance Committee. The Attendance Committees are as follows: COC - three COC Department Chairs; CBT – CBT Program Director, Dean, Vice President of Academic Operations; CHS – CHS Program Director, Dean, Vice President of Academic Operations. The appeal must be made within 3 days of notification that the student has had/will have his/her grade reduced due to attendance, and should include documentation of the extenuating

circumstances responsible for all absences. Upon review of the appeal and documentation, the Attendance Committee may or may not reverse the grade reduction.

ABSENCES FOR RELIGIOUS HOLIDAYS

Parker University students observing a religious holiday, including any travel for the occasion, must notify their instructors in writing in advance.

A religious holiday means a day of observance by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code (or would be exempt if located in Texas).

A student who is absent under this policy will be allowed to take examinations or complete any assignments missed due to observance of the religious holy day (see missed exam policy).

A student who plans to miss an examination or assignment for the observance of a religious holy day should notify the course directors of all courses affected prior to the absence.

Failure to notify in accordance with the requirements above may result in denial of the request for a make-up examination or assignment.

ABSENCES WHILE ON ACADEMIC PROBATION

A student on Academic Probation is required to attend all lectures, laboratory sessions, clinicals and scheduled academic conferences.

ABSENCES AND LICENSING

Some state boards require a specific number of classroom hours in order to grant a license to practice as a Doctor of Chiropractic. Students should familiarize themselves with the requirements for eligibility for licensure in the states in which they wish to practice. 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 s/he plans to apply for licensure.

EXAMINATIONS

Scheduling and format of lecture and laboratory examinations throughout the trimester/term is at the discretion of the course director/instructor.

NO EXAM DAYS

In an effort to assist students academically, Parker does not schedule exams, quizzes, lab practicals, or graded assignments for students in the affected trimesters the week preceding National Board exams and the two days following, as well as the 2 days of the annual Chiro Games and the first day following them.

MISSED EXAM POLICY

If extenuating circumstances prevent a student from taking a scheduled written examination or lab practical, s/he should notify the course director/instructor prior to the exam unless such notification is impossible due to the emergent nature of the circumstances. In all cases, notification must occur within 72 hours of the originally scheduled exam or practical in order to be eligible for a make-up exam. Written

documentation is required for missed examinations. Missed examinations without appropriate notification of the course director result in a grade of "0."

The course director/instructor will evaluate the circumstances resulting in the missed exam/lab practical and determine whether a make-up examination/practical will be available. The time, location and format of the make-up examination/practical are set by the course director/instructor. The make-up examination will be scheduled to occur as soon as possible upon the student's return to campus.

FINAL EXAMINATIONS

Final examinations are part of the evaluation process. Except for laboratory practical examinations, final examinations will be scheduled only during the last week of each trimester/term. A student is required to take the final exam for every course in which s/he is enrolled.

Absence from a final exam will result in the grade of zero for the examination. Students arriving late to take a final exam after the first student has exited the classroom will not be allowed to take the exam at that time and may receive a grade of zero.

If extenuating circumstances prevent a student from taking a final examination as scheduled, s/he should notify the course director/instructor prior to the final examination unless such notification is impossible due to the emergent nature of the circumstances. In all cases, notification must occur within 72 hours of the originally scheduled final. The student must take the final during finals week unless the extenuating circumstances prevent this. If so, the student will receive an Incomplete ("I"). The student must remove the "I" by Friday of the first week of classes in the subsequent trimester/term of enrollment, or it will automatically convert to an "F," and the entire course must be repeated.

FINAL EXAM CONFLICT

Students whose special schedules result in final exam conflicts should notify their instructors immediately to reschedule the conflicting exam(s) during finals week.

Leave of Absence Policy

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 written request for the leave (with required documentation) to the College Vice President/Dean prior to the start of a leave of absence. An exception to this policy may be made for a student with a medical emergency (such as a car accident). This exception to the policy is considered only when a student expects to return to school within the maximum time frame for a leave of absence. A student may make a single request for a non-contiguous leave of absence when the request is for the same reason (such as a serious health problem requiring multiple treatments). All leave of absences must be approved by the College Vice President/Dean and the Director of Financial Aid. A leave of absence may be granted for a maximum period of 120 days. Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted as long as the total number of days does not exceed 120 days in any twelve-month period. Acceptable reasons for a leave of absence or a second leave of absence within a twelve-month period are jury duty, military duty or circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA). These circumstances are birth of a child, placement of a child with a student for adoption or

foster care, student must care for spouse, child or parent with a serious illness or a serious health condition of the student.

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. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave. However, any student who fails to return to school at the end of an approved leave of absence is withdrawn from Parker University and will be charged a re-entry fee when he/she re-enrolls. A student returning from an LOA must resume training at the same point in the academic program that he or she began the LOA unless directed to do otherwise by the Program Director, Dean or Vice President.

If a student does not return to school at the expiration of an approved leave of absence, the student's last day of attendance is the date the student began the leave of absence, and charges and refund calculations are applied. All refund and cancellation policies are applied based on a student's last day of attendance. A major consequence of this 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.

Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal for Military Duty. No academic penalty will be given for deployment. If a student attended class, he/she will receive a grade of —W. The student has the option to complete class if 25% or more of the coursework has been completed. The student may request an incomplete grade and must complete all course work within his/her first trimester/term of re-entry. Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis. If the withdrawal is during the trimester/term, no withdrawal fee will be charged. Upon re-entry, admissions re-entry fees will be waived with a copy of military orders. All other admissions and academics requirements will be applicable.

NOTE: Veterans' Administration benefits and some Title IV funds may not cover the cost of repeating courses assigned a —D grade. Students should speak with the Financial Aid Department for further details.

Drop/Add

Effective May 4, 2015 - *"FOR ALL CLASSES STARTS, PARKER UNIVERSITY WILL ACKNOWLEDGE THE FRIDAY OF THE FIRST WEEK OF CLASS IN ANY ACADEMIC PROGRAM AS ITS OFFICIAL DROP/ADD DATE."*

1. Students must initiate dropping or adding courses by Friday* of the first week of class .
2. Students will not be able to add classes after the drop/add date (pending administrative approval).
3. After the drop/add date, students will incur charges for all enrolled courses for the trimester or four month term.

Students wishing to drop or add a course must turn in a completed drop/add to the Registrar's Office before the drop/add deadline.

*The drop/add deadline may vary due to a holiday

Schedule Change

Effective May 4, 2015, enrolled students are not allowed to add any classes after the drop/add date of the trimester or four month term, with the exception of students:

1. Being accepted in a major curriculum
2. Graduating during that particular term
3. Currently on a schedule gap with an opportunity to take a new course
4. Failing a course
5. Change of major

The above exceptions must be approved by the college Vice President/Dean. All other exceptions must come through an appeal committee comprised of senior representatives from academics, financial aid and the business office.

Students wishing to make changes after the drop/add period must submit a completed Change of Schedule form to the Registrar's Office.

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.

Part-time Enrollment

A student may enroll on a part-time basis depending on program. Doctor of Chiropractic part-time status is limited to the courses in a single trimester, unless approval is granted by the Vice President of the College of Chiropractic. Part-time students will be charged on a per credit hour basis.

Withdrawal from Parker University

A student wishing to withdraw from Parker University is required to submit a completed University Withdrawal form prior to departure. University Withdrawal forms are available in the Office of the Registrar or on MyParker. Students must obtain signatures from all of the offices indicated on the form. Failure to complete this process may result in the assignment of failing grades.

Withdrawal Deadlines:

| Program | Deadline | Grade |
|------------------------|---------------------------------|----------|
| Doctor of Chiropractic | Prior to mid-point of course(s) | W |
| Doctor of Chiropractic | After mid-point of course(s) | WP or WF |
| Doctor of Chiropractic | Cannot withdraw after week 11 | N/A |
| Graduate | Prior to mid-point of course(s) | W |
| Graduate | After mid-point of course(s) | WP or F |
| Undergraduate | Prior to mid-point of course(s) | W |
| Undergraduate | After mid-point of course(s) | WP or F |

Re-admission Policy

A student must apply for re-admission to the university after voluntary withdrawal or being withdrawn. This policy also applies to students who have been on an approved leave of absence that extended beyond the date granted which results in automatic withdrawal. The re-admission policy is as follows:

- Students who wish to return must begin the process in the Office of the Registrar. Students who have been absent from the university for more than one calendar year will be assigned an enrollment advisor and will first be evaluated for eligibility for re-enrollment by the Admissions Department. Upon determination that the applicant for re-enrollment meets current admissions prerequisites, the applicant will be evaluated by the Program Director to determine whether re-admission will be granted.
- Students requesting re-enrollment into the Doctor of Chiropractic Program are evaluated by the Student Academic Advising Committee (SAAC) to determine whether re-admission will be granted. Depending upon the academic record and the amount of time away from the program, the SAAC may require students to demonstrate competency through examination, to audit or repeat courses. Students who have been absent from the university for less than one calendar year will be evaluated solely through the SAAC.
- Students must contact a Financial Aid Administrator to re-apply for financial aid. Any student who was academically dismissed and is granted Re-admission will be on academic probation and will not automatically be eligible for financial aid during the first trimester of re-admission.
- 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 time of re-enrollment.
- If students are re-admitted under academic financial aid warning, they are not eligible for Title IV funds until they have re-established their eligibility; therefore, they are responsible for any charges incurred during this period.
- Students withdrawn for disciplinary reasons will be placed on one trimester/term of disciplinary probation upon re-admission. Students will be removed from disciplinary probation at the conclusion of the probationary trimester/term if there are no further violations.
- Students being approved to re-admit to Parker must meet the requirements established in the catalog for the term that they re-admit. Students may be required to establish proficiency prior to being approved as a readmit. Fees may be associated with establishing proficiency.

The time limit to complete the requirements for the Doctor of Chiropractic degree is seven years. If a student has interrupted his or her education at Parker University or any other chiropractic university for more than five years, no credit will be given for the previous course work upon re-admission. Former students must also meet all current admission requirements.

Doctor of Chiropractic Re-Admission Application Deadlines:

January Trimester: Last Friday of October

May Trimester: Last Friday of February

September Trimester: Last Friday of June

Applications received after the deadline are tabled until the following trimester. The Student Academic Advising Committee will consider timely requests and may require more information and a meeting with the student.

College of Chiropractic

Doctor of Chiropractic

Mission

Mission of the Doctor of Chiropractic Program is to educate individuals in chiropractic wellness to be leaders in education, research, and service as primary care physicians and gatekeepers for direct access to the health delivery system.

Program Information

Consistent with the Standards of the Council on Chiropractic Education, Parker University's College of Chiropractic "prepares its graduates to practice as primary care chiropractic physicians" who are educated to do the following.

- "Practice primary health care as a portal-of-entry provider for patients of all ages and genders focusing on the inherent ability of the body to heal and enhance function without unnecessary drugs or surgery.
- "Assess and document a patient's health status, needs, concerns and conditions with special consideration of axial and appendicular structures, including subluxation/neuro-biomechanical dysfunction.
- "Formulate the clinical diagnosis(es).
- "Develop a goal-oriented case management plan that includes treatment, prognosis, risk, lifestyle counseling, and any necessary referrals for identified diagnoses and health problems.
- "Follow best practices in the management of health concerns and coordinate care with other health care providers as necessary.
- "Focus on neuro-musculoskeletal integrity for the purpose of enhancing health and performance.
- "Promote health, wellness and disease prevention by assessing health indicators and by providing general and public health information directed at improving quality of life.
- "Serve as competent, caring/patient-centered and ethical healthcare professionals and maintain appropriate doctor/patient relationships.
- "Understand and comply with laws and regulations governing the practice of chiropractic in the applicable jurisdiction."(Council on Chiropractic Education Standards, January 2013)

Parker University's Doctor of Chiropractic program includes education in the basic and clinical sciences, as well as in other related health subjects. Its emphasis is on health, wellness and natural healing.

At Parker, chiropractic is taught as a science, philosophy, and art that is concerned with the relationship between the structure and function of the human body. Doctors of Chiropractic focus their attention on

the neuro-musculoskeletal system's impact on the restoration and preservation of health, and utilize neither drugs nor surgery in their practices.

Parker University teaches chiropractic as a unique and unduplicated discipline within the health care system.

The following programmatic goals and objectives have been established for the College of Chiropractic. They are derived from the program's Mission, based on its student learning outcomes, and provide direction and guidance for educational training and development.

DC Program Goals

Goal 1 - Empowering Education

Graduates will demonstrate a depth and breadth of competencies necessary to function as a primary care chiropractic portal of entry caregiver, with particular attention to structure and function and the relationships to the neuro-biological aspects of health and wellness.

Goal 2 - Scholarly Practitioner

Graduates will exhibit the ability to evaluate, develop and assimilate scholarly work in order to apply evidence-informed practices to improve patient outcomes, enhance the practice of chiropractic and deliver quality patient care.

Goal 3 - Leadership Through Service

Graduates will exemplify service to their community by living the Parker Principles.

Goal 4 - Business Practice/Development

Graduates will demonstrate knowledge of business tools and strategies to be successful in chiropractic practice.

Residency Policy

Parker University requires that Doctor of Chiropractic graduates complete the final 25% of credit hours while in resident study at Parker University. Students transferring into the Doctor of Chiropractic program must earn the final 25% of the total credits required for the degree while in resident study at Parker University.

Curriculum

The curriculum outlined in the Catalog presents the academic program as it was offered at the time of the Catalog's publication. The academic program 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.

Length of Program

The Doctor of Chiropractic curriculum is designed to be completed in ten trimesters. This includes seven trimesters of academic coursework and three trimesters of clinical requirements.

Instructional Organization

The curriculum at Parker University is drawn from three academic areas and the Chiropractic Wellness Clinic. While a majority 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 large portion of student time during the last half of the course of study.

Courses are identified by a department prefix, course number, and course title. Department designations and prefix descriptions are as follows:

Prefix Department

BASC Basic Sciences

CHSC Chiropractic Sciences

CLSC Clinical Sciences

CLIN Chiropractic Wellness Clinics

Schedule of Courses

| Course # | Course Name | Lecture Hours | Lab Hours | Total Credit Hours | Clock Hours |
|--------------------|------------------------------------|---------------|-----------|--------------------|-------------|
| Trimester I | | | | | |
| BASC 5101 | Biology of Cells and Tissues | 3 | 2 | 4 | 75 |
| BASC 5104 | Development and Applied Anatomy | 5 | 4 | 7 | 135 |
| BASC 5105 | Biochemistry I | 3 | 0 | 3 | 45 |
| 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 |
| Total | | 19 | 7 | 22.5 | 390 |

| Trimester II | | | | | |
|------------------|----------------------------------------|-----------|-----------|-------------|------------|
| BASC 5202 | Gross Anatomy I | 4 | 3 | 5.5 | 105 |
| BASC 5204 | Physiology I | 4 | 2 | 5 | 90 |
| BASC 5205 | Microbiology/Immunology | 5 | 2 | 6 | 105 |
| BASC 5206 | Biochemistry II | 3 | 0 | 3 | 45 |
| CHSC 5203 | Clinical Biomechanics/Motion Palpation | 3 | 2 | 4 | 75 |
| CLSC 5201 | Clinical Psychology | 3 | 0 | 3 | 45 |
| Total | | 22 | 9 | 26.5 | 465 |
| Trimester III | | | | | |
| 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 5301 | Chiropractic Principles/Philosophy | 2 | 0 | 2 | 30 |
| CHSC 5302 | Diversified I | 2 | 2 | 3 | 60 |
| CHSC 5303 | Extra Spinal Analysis & Technique | 1 | 2 | 2 | 45 |
| CLSC 5301 | Diagnostic Imaging I | 3 | 2 | 4 | 75 |
| Total | | 21 | 10 | 26 | 465 |
| Trimester IV | | | | | |
| BASC 6105 | Neuroscience | 4 | 2 | 5 | 90 |
| BASC 6106 | Systems Pathology | 5 | 0 | 5 | 75 |
| CHSC 6101 | Gonstead Technique | 1 | 2 | 2 | 45 |
| CHSC 6102 | Diversified II Technique | 1 | 2 | 2 | 45 |

| | | | | | |
|---------------------|--------------------------------------|-----------|-----------|-----------|------------|
| CLSC 6103 | Physical Diagnosis | 3 | 2 | 4 | 75 |
| CLSC 6104 | Diagnostic Imaging II | 4 | 2 | 5 | 90 |
| CLSC 6105 | Clinical Nutrition | 4 | 0 | 4 | 60 |
| | Total | 22 | 10 | 27 | 480 |
| Trimester V | | | | | |
| BASC 6202 | Pharmacology/Toxicology | 2 | 0 | 2 | 30 |
| CHSC 6204 | OB/GYN/Pediatrics | 4 | 0 | 4 | 60 |
| CHSC 6205 | Activator I Technique | 1 | 2 | 2 | 45 |
| CHSC 6206 | Thompson Technique | 1 | 2 | 2 | 45 |
| CHSC 6207 | Physiotherapy I | 2 | 2 | 3 | 60 |
| CHSC 6208 | Full Spine Adjusting I | 0 | 2 | 1 | 30 |
| CLSC 6201 | Clinical Orthopedics | 2 | 2 | 3 | 60 |
| CLSC 6204 | Lab Diagnosis | 3 | 2 | 4 | 75 |
| CLSC 6205 | Clinical Neurology | 4 | 2 | 5 | 90 |
| | Total | 19 | 14 | 26 | 495 |
| Trimester VI | | | | | |
| 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 6309 | Small Business Creation & Management | 3 | 0 | 3 | 45 |
| CHSC 7400 | Technique Elective #1 | 1 | 2 | 2 | 45 |
| CLSC 6303 | Functional Assessment Protocols | 1 | 2 | 2 | 45 |
| CLSC 6305 | Differential Diagnosis | 4 | 2 | 5 | 90 |
| CLSC 6306 | Diagnostic Imaging III | 3 | 2 | 4 | 75 |
| | Total | 19 | 12 | 25 | 465 |

| | | | | | |
|------------------------------|-----------------------------------------------|-----------|-----------|-----------|------------|
| Trimester VII | | | | | |
| CHSC 7103 | Geriatrics | 2 | 0 | 2 | 30 |
| CHSC 7104 | Documentation for the Chiropractic Practice | 2 | 0 | 2 | 30 |
| CHSC 7105 | Chiro. Business Promotion / Leadership Skills | 3 | 0 | 3 | 45 |
| CHSC 7108 | Full Spine Adjusting III | 0 | 2 | 1 | 30 |
| CHSC 7400 | Technique Elective #2 | 1 | 2 | 2 | 45 |
| CLSC 7104 | Emergency Care | 3 | 2 | 4 | 75 |
| CLSC 7105 | Wellness Concepts | 3 | 0 | 3 | 45 |
| CLSC 7106 | Patient Management | 4 | 2 | 5 | 90 |
| CLSC 7107 | Radiographic Examination | 1 | 2 | 2 | 45 |
| | Total | 19 | 10 | 24 | 435 |
| Trimester VIII | | | | | |
| CLIN 7203 | Internship I Practicum | 5 | 22 | 16 | 405 |
| | Total | 5 | 22 | 16 | 405 |
| Trimester IX | | | | | |
| CLIN 7303 | Internship II Practicum | 3 | 26 | 16 | 435 |
| | Total | 3 | 26 | 16 | 435 |
| Trimester X | | | | | |
| CLIN 8103 | Internship III Practicum | 3 | 26 | 16 | 435 |
| | Total | 3 | 26 | 16 | 435 |
| Summary | | | | | |
| Basic Sciences | | 51 | 19 | 60.5 | 1050 |
| Chiropractic Sciences | | 43 | 28 | 57 | 1080 |

| | | | | |
|-------------------|------------|------------|------------|-------------|
| Clinical Sciences | 47 | 25 | 59.5 | 1080 |
| Clinic Internship | 11 | 74 | 48 | 1275 |
| Total | 152 | 146 | 225 | 4485 |

Credit Hours - the unit of measure for valuation of courses

Clock Hours or Contact Hours - actual number of hours a student is physically in a class, lab or Chiropractic Wellness Clinic. "Clock Hour" is a 50-minute period. Note that two contact hours in lab counts for 1 credit hour and 1 lecture hour counts for 1 credit hour.

Academic Calendar

The Academic Calendar and class schedules for the Doctor of Chiropractic program can be located at https://my.parker.edu/ICS/Academics_Coursework/Academics/Calendars_and_Schedules/Doctor_of_Chiropractic.

Course Descriptions

The most current course descriptions for Doctor of Chiropractic courses are also available in the course descriptions section of this catalog and on the MyParker website.

Electives

Electives are generally taught in a hybrid format with the lecture component being delivered on line 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. Elective courses may include, but are not limited to, the following:

CHSC 7407 Activator Methods II

CHSC 7401 Flexion/Distracton

CHSC 7402 Sacral Occipital Technique (SOT)

CHSC 7404 Upper Cervical, CHSC 7403 Applied Kinesiology

Selectives

Selective courses provide students the opportunity to study topics that are neither part of the curriculum not required for graduation, but may be of special interest. Selective courses may not be utilized to fulfill a core or elective technique requirement. ***Selective techniques cannot be utilized in the Parker University Chiropractic Wellness Clinics and are not included in the regular tuition price.***

Selective offerings are managed through the Continuing Education department and are subject to instructor availability and demand. Elective courses may include, but are not limited to, the following:

Chiropractic Biophysics
Bio-Energetic Synchronization Technique (B.E.S.T.)
Neuro Emotional Technique (NET)

Clinic Internship

Parker University's Internship Practicum is a three-course sequence students completed during their final year of enrollment.

Students are eligible to begin Internship Practicum I (IP I) upon successful completion of all academic requirements in trimesters one through seven. Upon successfully completing the Clinical Orientation portion of IP I, interns are assigned to a Clinic Faculty Doctor (CFD) team to begin their patient care/clinical experience under the supervision of a licensed doctor of chiropractic. Complete quality patient care is the primary focus of the outpatient intern. Internship Practicums II and III are a continuation of IP I that are conducted in more stringent and expanded environments encompassing supportive and wellness care. The intern further develops ethical patient recruitment skills and business management techniques during IP II and III.

Interns progressively develop their clinical skills during Internship Practicums I, II and III in areas of patient consultations, physical examination, diagnostic testing as clinically indicated (imaging and laboratory), rendering diagnoses, developing treatment plans, communicating report of findings, obtaining informed consents, and initiating patient care. Patient care can include chiropractic adjustments, physiological therapeutics, nutritional or lifestyle counseling, exercise, the dispensing and use of orthotics or orthopedic appliances, or referral to another health care specialty when deemed clinically necessary. Intern clinical skills, knowledge and decision-making processes are assessed by clinic faculty doctors utilizing the Intern Meta-Competency Assessment (IMA) tool. The IMA allows the clinic faculty doctor to measure and maintain quality patient care and regularly assess intern competence and progress.

In order to satisfy the requirements for graduation from the Doctor of Chiropractic degree program, the intern must fulfill clinic hours, and meet qualitative and quantitative requirements. Additional requirements of the internship include, but are not limited to, attending Clinic Camp, successfully completing the clinic Capstone Exam, satisfying new patient recruitment expectations and managing an appropriate number of complex cases.

Community Based Internships (CBI)

Parker University offers Community Based Internships to expand the intern's clinical experience and knowledge. Participation in the Community Based Internships is on a voluntary basis, and is available to interns who've met specific requirements. Interns may apply to the Community Based Internships in Trimester 8 or Trimester 9 depending on the program of interest. All CBI programs last a full trimester

with the exception of the Dallas VA Program, which lasts for half of a trimester. CBI programs are only available to interns in their 10th trimester.

These programs include:

Practice Based Internships (PBI)

Practice-Based Internships provide interns with the opportunity to provide chiropractic care to a large volume and variety of patients (within solo or multi-provider practice environments), while observing and learning successful practice management strategies. The interns can use the experiences in PBI to complete their quantitative clinical requirements. Practice-Based Internships may be in the local area or further afield.

Clinic Abroad

Interns have the opportunity to provide chiropractic care to a large volume and variety of patients in the multi-disciplinary public clinic of Universidad Estatal del Valle de Ecatepec (UNEVE). The interns can use the experiences in UNEVE to complete their quantitative clinical requirements.

Veterans Affairs Hospital Rotation Program (VA Hospital)

Interns provide chiropractic care to veterans experiencing a large variety of health challenges within a multi-disciplinary, highly regulated and fully electronic environment. The interns can use the experiences in VA to complete their quantitative clinical requirements.

Cancer Treatment Centers of America Rotation Program (CTCA)

Interns participate in providing chiropractic care to patients receiving specialized multi-disciplinary care for cancer in a hospital setting. The interns can use the experiences in CTCA to complete their quantitative clinical requirements.

Carrick Brain Centers

Interns have the opportunity to improve their neurological skills within a multi-disciplinary brain rehabilitation center that utilizes evidence-based diagnostics with leading-edge technologies. The interns can use the experiences at Carrick Brain Centers to complete their quantitative clinical requirements.

Field Doctor Observation Program (FDOP)

Interns, who have completed all graduation credit requirements, with the exception of their last 40% of required hours, have the opportunity to complete these hours shadowing a practicing chiropractor. Only credits for hours may be accrued in this rotation.

Doctor of Chiropractic Degree Requirements

The Doctor of Chiropractic degree will be conferred by Parker University on individuals who:

1. Have satisfactorily fulfilled all requirements of the institution's doctoral curriculum for the degree;

2. Have earned no less than the final 25% of the total credits required for the degree in resident study at Parker University;
3. Have a cGPA of 2.25 (students matriculating prior to Fall 2012 must have a cGPA of 2.00);
4. Are not on academic probation or disciplinary sanctions at the time of graduation;
5. Have been recommended for graduation by the faculty;
6. Have satisfactorily fulfilled all indebtedness and other obligations to the University;
7. Participate in all required graduation activities;
8. Have exhibited the integrity and high morals expected of a professional;
9. Have had a financial aid exit interview, if financial aid was received while at Parker University.

Requirements for Commencement Participation

To be eligible to participate in Commencement, a student must have successfully completed or be enrolled in all courses required for completion of the curriculum by Friday of the first week of the trimester in which he/she plans to graduate and not be under academic or disciplinary sanctions by the University.

Time Limit to Complete

Beginning with the Fall 2015 entering class, the time limit to complete the requirements for the Doctor of Chiropractic degree is seven years. If a student has interrupted his or her education at Parker University or any other chiropractic university for more than five years, no credit will be given for the previous course work upon re-admission. Former students must also meet all current admission requirements.

Diagnostic Imaging Residency Program

The Diagnostic Imaging Residency Program at Parker University is a three (3) calendar year program designed to qualify licensed doctors of chiropractic to sit for the American Chiropractic Board of Radiology's certification examinations. The program is rigorous, and residents are selected on a competitive basis for limited openings. They receive an annual stipend and are eligible for full-time employee benefits. Applicants are selected on the basis of a written examination, oral film reading examinations, and an interview with the residency selection committee. The resident training program includes didactic content sessions, film interpretation sessions, clinic radiology interpretation duties, classroom teaching responsibilities, radiology conference attendance, and publication and presentation opportunities. Residents are periodically evaluated via sectional examinations for training progression and to provide feedback on areas of relative strength and weakness within the course of study. Applicants for a residency position must be graduates of an accredited doctor of chiropractic program and are expected to have above average knowledge of academic and clinical radiology topics. Successful residents are self-motivated and demonstrate a strong desire to successfully complete the program and pursue diplomate status with the American Chiropractic Board of Radiology.

Academic Credit

All academic work is assigned credit hour values based on the amount of time spent per week in scheduled activities. Each hour of classroom work per week for 15 weeks, or its equivalent, is worth one credit. Every two hours of laboratory work per week for 15 weeks, or its equivalent, is worth one credit.

Clinic hours are calculated as laboratory hours. Every two hours of clinic hours per week for 15 weeks, or its equivalent, is worth one credit.

Class Schedules in the Doctor of Chiropractic Program

The curriculum at Parker University College of Chiropractic requires a minimum of 10 trimesters for completion. All entering students are placed on a full-time schedule as presented in the 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 anticipated graduation date, and may impact financial aid eligibility.

Students who fail or withdraw from courses will be placed on a modified schedule that includes the failed/withdrawn course(s), is designed to support their academic success, and moves them efficiently back to a regular schedule of courses without violating course prerequisites or other academic policies. Failure to follow the modified course progression (through additional course failures or withdrawals) may result in changes to anticipated graduation date, and may impact financial aid eligibility.”

Parker University College of Chiropractic reserves the right to set and/or modify the schedule of enrolled students.

All students can access their schedules on-line through the MyParker website. Students may make course load reductions until the last day to withdraw from a course. These dates are posted on the Parker calendar for each trimester.

Lab Schedule Changes

Students are expected to attend labs as scheduled. In the event a student is unavailable to attend labs as scheduled, s/he should contact the instructor immediately for assistance. If the circumstances warrant moving the student to another lab and there is availability, the instructor will assist the student. Should a change in lab schedule be approved by the instructor, the student is responsible for completing and submitting an add/drop form to the Registrar by the add/drop deadline (end of the first week of the trimester). After this point, lab schedules may not be altered.

Laboratory Participation

The Doctor of Chiropractic degree program includes many courses with associated laboratory experiences. 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 patient and examiner/doctor in laboratory experiences.

Class Syllabi

Course syllabi are available to students via the Blackboard Learning Management System.

Co-Curricular Graduation Requirements: Service Learning Opportunities and Assemblies

Consistent with Dr. Parker's principles – particularly that loving service is our first technique and that our compassion to serve must be greater than our compulsion to survive – the College of Chiropractic requires that students participate in co-curricular activities as a component of their educational program.

In order to qualify for graduation, a student must have participated in no less than 24 college sanctioned activities in this category. Students are notified by the Office of Student Affairs of their progress toward fulfillment of this requirement as they enter Trimester 8, so that they may ensure they complete it by graduation.

Service learning opportunities and other co-curricular activities that can be utilized to fulfill this requirement are made available to students throughout the academic year.

Additionally, the entire College gathers together periodically for Assembly, where students, staff and faculty learn from experts in chiropractic science, philosophy, art, business and politics. Students arriving more than 15 minutes late to Assembly do not earn credit for attendance.

National Board Exams

The National Board of Chiropractic Examiners (NBCE) was established to maintain uniform 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. Additional information on Board exams can be found at www.nbce.org.

NBCE exams include: Written exams Parts I, II, III, and PT and clinical practical exam Part IV. All states require some or all parts of the NBCE exams to be passed as a prerequisite for licensing. The State of Texas requires passage of Parts I, II, III, IV and PT. A directory of state licensing requirements can be found on the Federation of Chiropractic Licensing Boards' website at www.fclb.org.

Because of the importance of performance on National Board examinations, Parker University College of Chiropractic has set the following requirements for certifying National Board eligibility. The eligibility requirements are not subject to appeal.

1. Student meets the minimum eligibility requirements set by NBCE.
2. Student has successfully completed the applicable coursework at the time his/her application is approved.
3. Student has successfully completed the Academic Retention Exam (ARE) and/or remediation through a Parker NBSS course.

4. Student is in academic Good Standing (minimum 2.25 cGPA and no course failures on second enrollment in term prior to application).

Eligibility for Part II of National Boards has the following additional requirement:

5. Student has passed all the subjects on Part I, or failed no more than two subjects on Part I.

Students entering Parker University College of Chiropractic on the 10-trimester program and neither failing nor withdrawing from courses can take all Parts of the National Board Exams (I – IV and PT) prior to graduation. Course failures and withdrawals, being placed on a special schedule for any reason, or taking a Leave of Absence will impact the timing of a student’s National Board Exams.

Scheduling of Boards

Parker University has been designated as an official test site for all parts of the National Boards. Board exams are scheduled twice a year in the spring and fall.

A student who begins the DC program in:

JANUARY

| | | |
|------------|----------|------------------------------|
| WILL TAKE: | PART I | SEPTEMBER (BEGINNING TRI VI) |
| | PT | MARCH (MID-TRI VII) |
| | PART II | SEPTEMBER (BEGINNING TRI IX) |
| | PART III | SEPTEMBER (BEGINNING TRI IX) |
| | PART IV | NOVEMBER (TRI IX) |

MAY

| | | |
|------------|----------|--------------------------------|
| WILL TAKE: | PART I | MARCH (MID-TRI VI) |
| | PT | SEPTEMBER (BEGINNING TRI VIII) |
| | PART II | March (MID-TRI IX) |
| | PART III | MARCH (MID-TRI IX) |
| | PART IV | MAY (BEGINNING TRI X) |

SEPTEMBER

| | | |
|------------|--------------|-----------------------------|
| WILL TAKE: | PART I | MARCH (MID-TRI V) |
| | PART II & PT | MARCH (MID-TRI VIII) |
| | PART III | SEPTEMBER (BEGINNING TRI X) |
| | PART IV | NOVEMBER (TRI X) |

Licensure Information

Enrollment in and graduation from Parker University College of Chiropractic does not guarantee future licensure or employment.

Each state sets its own requirements for licensure. In addition to the Doctor of Chiropractic degree and passage of National Board exams, some states require completion of a bachelor’s degree, a minimum threshold of attendance while in chiropractic college, and quantitative requirements for certain clinical

procedures. Students are responsible to know and to meet the licensure requirements of the states in which they intend to practice.

A directory, published by the Federation of Chiropractic Licensing Boards, is available for student use in the Office of the Registrar. More information is available at the Federation's website www.fclb.org.

College of Business and Technology

Mission of the College of Business and Technology

The College of Business and Technology (CBT) provides high quality innovative online undergraduate and graduate degrees in business, technology, and health care management for students to succeed in an information-driven global community.

Degrees Offered

Master of Business Administration with a Major in Health Care Management

Bachelor of Science Degree with a major in Computer Information Systems

Bachelor of Business Administration with a Major in Health Care Management

Bachelor of Science with a Major in Health Information Management

Associate of Applied Science with a Major in Health Information Technology

Master of Business Administration with a Major in Health Care Management

Mission

The mission of the Master of Business Administration with a Major in Health Care Management is to offer an intensive graduate program that educates students in theories and practices of the modern business world.

General Program Information

The Master of Business Administration program fosters independent learning and enables students to contribute intellectually to the health care business profession. In addition, MBA students 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.

Program Learning Outcomes

The graduating student will be able to:

1. Evaluate an organization's financial position through financial statement analysis and/or forecasting.
2. Design and compare operational and strategic plans for health care systems based on sound finance, accounting and global economic principles.
3. Function with integrity and make ethical and legal decisions within the healthcare workplace.
4. Demonstrate an understanding of the ethical and legal issues that impact leaders of organizations and the dynamic healthcare environment.
5. Demonstrate a capacity to lead others to achieve organizational goals and to effectively manage projects, develop marketing strategies, and operations.
6. Communicate proficiently in the healthcare environment through scholarly writing and knowledgeable oral presentations that lead to clarity of purpose and effective decision-making.

7. Apply data driven quantitative reasoning and statistical tools to address complex problems for critical decision making in dynamic business environments.

8. Critically analyze and develop health care policies and interpret and evaluate their legal and regulatory impact.

Length of Program

The degree may be completed in 6 terms for the 36 hour track and 7 terms for the 42 hour track. The curriculum will include: 6 semester credit hours of prerequisite coursework for the 42 hour track, and then for both tracks, 24 semester credit hours of business core coursework, and 12 semester credit hours of health care management coursework for a total of 36 semester credit hours.

Mode of Instruction

The Master of Business Administration with a Major in Health Care Management program is offered through campus-based, distance education and hybrid instructional formats.

Computer Skills and Access

Basic keyboarding skills are required.

Degree Requirements

The Master of Business Administration with a Major in Health Care Management has two tracks.

1. 42 credit hour program:

The Master of Business Administration with a Major in Health Care Management students must complete a total of 42.0 graduate semester credit hours of course work. It includes Prerequisite courses (6 graduate semester credit hours), MBA core courses (24 graduate semester credit hours), Health Care Management concentration courses (12 semester credit hours). No elective courses are offered in this program.

2. 36 credit hour program:

The Master of Business Administration with a Major in Health Care Management students must complete a total of 36.0 graduate semester credit hours of course work. It includes MBA core courses (24 graduate semester credit hours) and Health Care Management concentration courses (12 semester credit hours). No elective courses are offered in this program.

Graduation Requirements

To earn a Master of Business of Administration degree with a concentration in Health Care Management from Parker University, students must accomplish the following:

- Complete the designated program of study

- Complete the degree requirements with a cumulative grade point average of 3.0 or higher on a 4.0 scale
- 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 reviewed by the Dean.

Curriculum

**MASTER OF BUSINESS ADMINISTRATION WITH A MAJOR IN HEALTH CARE MANAGEMENT
42 HOUR TRACK**

| | |
|----------------------------------|---------------------------------|
| PREREQUISITE COURSES | 6 Semester Credit Hours |
| BUSINESS CORE COURSES | 24 Semester Credit Hours |
| HEALTH CARE CONCENTRATION | 12 Semester Credit Hours |
| TOTAL | 42 Semester Credit Hours |

| Course ID | Cr. | Course name |
|----------------------------------|------------|-------------------------------------------------------|
| PREREQUISITE COURSES | | 6 Semester Credit Hours |
| BUSI5000 | 3 | Concepts in Management |
| ACCT5000 | 3 | Concepts of Financial Management |
| BUSINESS CORE COURSES | | 24 Semester Credit Hours |
| BUSI6301 | 3 | Organizational Behavior |
| MRKT6301 | 3 | Marketing Management |
| BUSI6305 | 3 | Business Research Methods |
| ACCT6301 | 3 | Accounting for Decision Making |
| FINA6301 | 3 | Financial Management |
| ECON6301 | 3 | Global Economic Environment |
| BUSI6310 | 3 | Developing Ethical Leadership |
| BUSI6320 | 3 | Strategic Management |
| HEALTH CARE CONCENTRATION | | 12 Semester Credit Hours |
| MHCM6301* | 3 | Health Care Policy Analysis and Decision Making |
| MHCM6310* | 3 | Strategic Management of Health Services Organizations |
| MHCM6320* | 3 | Corporate Compliance and Legal Issues in Health Care |
| MHCM6330* | 3 | Capstone: Business Strategies |

*Concentration Courses: Core courses must be successfully completed before concentration courses are undertaken.

**MASTER OF BUSINESS ADMINISTRATION WITH A MAJOR IN HEALTH CARE MANAGEMENT
36 HOUR TRACK**

| | |
|----------------------------------|---------------------------------|
| BUSINESS CORE COURSES | 24 Semester Credit Hours |
| HEALTH CARE CONCENTRATION | 12 Semester Credit Hours |
| TOTAL | 36 Semester Credit Hours |

| Course ID | Cr. | Course name |
|----------------------------------|------------|-------------------------------------------------------|
| BUSINESS CORE COURSES | | 24 Semester Credit Hours |
| BUSI6301 | 3 | Organizational Behavior |
| MRKT6301 | 3 | Marketing Management |
| BUSI6305 | 3 | Business Research Methods |
| ACCT6301 | 3 | Accounting for Decision Making |
| FINA6301 | 3 | Financial Management |
| ECON6301 | 3 | Global Economic Environment |
| BUSI6310 | 3 | Developing Ethical Leadership |
| BUSI6320 | 3 | Strategic Management |
| | | |
| HEALTH CARE CONCENTRATION | | 12 Semester Credit Hours |
| MHCM6301* | 3 | Health Care Policy Analysis and Decision Making |
| MHCM6310* | 3 | Strategic Management of Health Services Organizations |
| MHCM6320* | 3 | Corporate Compliance and Legal Issues in Health Care |
| MHCM6330* | 3 | Capstone: Business Strategies |

*Concentration Courses: Core courses must be successfully completed before concentration courses are undertaken.

Courses failed in the MBA program must be re-taken at the next available term.

Bachelor of Science Degree with a major in Computer Information Systems

Mission

The mission of the Bachelor of Science with a Major in Computer Information Systems is to provide a well-rounded education advancing knowledge in the computing and information sciences where graduates are prepared to serve as leaders in their field and their community.

General Program Information

The Bachelor of Science in Computer Information Systems program is geared toward building an understanding of 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. Two concentrations are offered - Information Technology and Cybersecurity.

Program Learning Outcomes

The graduating student will be able to:

1. Exhibit the ethical and technical context of their professional obligations and contributions and skills in effective oral and written communication and critical thinking.
2. 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.
3. Demonstrate understanding of database concepts, and proficiency in developing effective data models, designing and implementing relational databases, and manipulating data using SQL.
4. Demonstrate an understanding of technical fundamentals of telecommunications and computing networks with reinforced knowledge of the layered network communications model through hands-on laboratory experiences.
5. 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 functional models, physical architectures, and security controls of an organization.

Length of Program

The degree will be offered through a web-based distance-learning instructional format and may be completed in a minimum 10 terms of instruction and a maximum satisfactory time frame completion of 15 terms. The curriculum will include: 45 Semester Credit Hours of General Education core coursework, 57 Semester Credit Hours of Computer Information Systems Core Courses, and 18 Semester Credit Hours

concentration course work in either Information Technology (IT) or Cybersecurity or both with an Internship/Industrial Experience Program in IT related organizations.

Mode of Instruction

The Bachelor Science degree with a major in Computer Information Systems will be offered through a web-based distance education instructional format.

Technical Standards

Credits and degrees 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. Detailed information on qualifications for the SSCP exam is available at www.isc2.org/sscp.

Degree 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 BS-CIS Major Core Courses
- 18 Credit Hours in Major concentrations in either “Information Technology or Cybersecurity” or both.

The Bachelor of Science in Computer Information Systems program must be completed within 15 terms.

Graduation Requirements

To earn a Bachelor of Science with a Major in Computer Information Systems from Parker University, students must accomplish the following:

- Complete the designated program of study.
- Complete degree requirements with a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- File an application for degree with the Office of the Registrar on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

Student cannot be on academic probation or subject to disciplinary sanctions at the time of graduation.

Curriculum

**BACHELOR OF SCIENCE WITH A MAJOR IN
COMPUTER INFORMATION SYSTEMS
CONCENTRATION: INFORMATION TECHNOLOGY**

| | |
|---------------------------------------------|----------------------------------|
| GENERAL EDUCATION CORE COURSES | 45 Semester Credit Hours |
| CIS CORE COURSES | 57 Semester Credit Hours |
| INFORMATION TECHNOLOGY CONCENTRATION | 18 Semester Credit Hours |
| TOTAL | 120 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|-----|---------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 45 Semester Credit Hours |
| PSYC 2301 | 3 | General Psychology |
| ENGL 1301 | 3 | English Composition I |
| ENGL 1302 | 3 | English Composition II |
| ENGL 2326 | 3 | American Literature |
| SPCH 1311 | 3 | Speech Communications |
| BIOL 1308 | 3 | Biology for Non-Science Majors I |
| BIOL 1309 | 3 | Biology for Non-Science Majors II |
| MATH 1314 | 3 | College Algebra |
| MATH 1342 | 3 | Elementary Statistical Methods |
| MATH 2305 | 3 | Discrete Mathematical Methods |
| MUSI 1306 | 3 | Music Appreciation |
| HIST 1301 | 3 | American History I |
| HIST 1302 | 3 | American History II |
| GOVT 2305 | 3 | Federal Government |
| GOVT 2306 | 3 | Texas Government |
| CIS CORE COURSES | | 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 3313 | 3 | Data Warehouse and Business Intelligence (BI) |
| BCIS 3303 | 3 | Networking II |
| BCIS 2390 | 3 | System Analysis and Design |
| BCIS 3311 | 3 | IT Project and Service Management |
| BCIS 4301 | 3 | Fundamentals of Information Security |
| BCIS 4311 | 3 | Cloud Computing and Virtualization Methods |

| | | |
|----------------------------------------------|---|--------------------------------------------|
| BCIS 4304 | 3 | Introduction TO UNIX Administration |
| BCIS 4305L | 3 | Advanced UNIX Administration |
| BCIS 4361 | 3 | IT Audit and Controls |
| BCIS 4362 | 3 | Capstone Project I |
| BCIS 4363 | 3 | Capstone II (Internship) |
| CONCENTRATION: INFORMATION TECHNOLOGY | | 18 Semester Credit Hours |
| BCIS 2302 | 3 | Computer Programming I |
| BCIS 2303L | 3 | Computer Programming LAB |
| BCIS 2304 | 3 | Computer Programming II |
| BCIS 2305L | 3 | Computer Programming II LAB |
| BCIS 3301 | 3 | Data Structures and Algorithm Analysis |
| BCIS 3302L | 3 | Data Structures and Algorithm Analysis LAB |

B.S. Degree Program Length: Minimum 10 terms of instruction. Maximum satisfactory time frame Completion: 15 terms

**BACHELOR OF SCIENCE WITH A MAJOR IN
COMPUTER INFORMATION SYSTEMS
CONCENTRATION: CYBERSECURITY**

| | |
|---------------------------------------|----------------------------------|
| GENERAL EDUCATION CORE COURSES | 45 Semester Credit Hours |
| CIS CORE COURSES | 57 Semester Credit Hours |
| CYBERSECURITY CONCENTRATION | 18 Semester Credit Hours |
| TOTAL | 120 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|-----|----------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 45 Semester Credit Hours |
| PSYC 2301 | 3 | General Psychology |
| ENGL 1301 | 3 | English Composition I |
| ENGL 1302 | 3 | English Composition II |
| ENGL 2326 | 3 | American Literature |
| SPCH 1311 | 3 | Speech Communications |
| BIOL 1308 | 3 | Biology for Non-Science Majors I |
| BIOL 1309 | 3 | Biology for Non-Science Majors II |
| MATH 1314 | 3 | College Algebra |
| MATH 1342 | 3 | Elementary Statistical Methods |
| MATH 2305 | 3 | Discrete Mathematical Methods |
| MUSI 1306 | 3 | Music Appreciation |
| HIST 1301 | 3 | American History I |
| HIST 1302 | 3 | American History II |
| GOVT 2305 | 3 | Federal Government |
| GOVT 2306 | 3 | Texas Government |
| CIS CORE COURSES | | 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 3313 | 3 | Data Warehouse and Business Intelligence (BI) |
| BCIS 3303 | 3 | Networking Administration |
| BCIS 2390 | 3 | System Analysis and Design |
| BCIS 3311 | 3 | IT Project and Service Management |
| BCIS 4301 | 3 | Fundamentals of Information Security |
| BCIS 4311 | 3 | Cloud Computing and Virtualization Methods |
| BCIS 4304 | 3 | Introduction TO UNIX Administration |
| BCIS 4305 | 3 | Advanced UNIX Administration |
| BCIS 4361 | 3 | IT Audit and Controls |
| BCIS 4362 | 3 | Capstone Project I |
| BCIS 4363 | 3 | Capstone II (Internship) |
| CYBERSECURITY CONCENTRATION | | 18 Semester Credit Hours |
| BCSC 2302 | 3 | Digital Forensics in Criminal Justice System |
| 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 4306 | 3 | Database Security |
| BCSC 3305 | 3 | Fundamentals of Ethical Hacking & Penetration Testing |

B.S. Degree Program Length: Minimum 10 terms of instruction. Maximum satisfactory time frame Completion: 15 terms

Bachelor of Business Administration with a Major in Health Care Management

Mission

The mission of the Bachelor of Business Administration with a Major in Health Care Management is to provide a well—rounded education integrating the principles of business and health care where graduates are prepared to serve as leaders in the health care industry and their community.

General Program Information

The Bachelor of Business Administration degree with a concentration in Health Care Management provides a thorough foundation for students seeking a degree in business with an emphasis on health care management. The program combines a core education in business management with a focal point on today’s most critical topics in health care management. The program is geared toward building an understanding of the methods, principles, and tools crucial to advance in today’s health care

management landscape. Course content includes accounting, marketing, and business objectives that explore the broad range of responsibilities that face today's leading health care managers.

Program Learning Outcomes

The graduating student will be able to:

- Demonstrate an ability to use business research methods to analyze data to make effective and efficient accounting and financial decisions and clearly communicate through appropriate IT systems.
- Clearly understand the dynamic marketing environment and the role business plays in the economic structure in U.S. and global markets.
- Clearly understand the planning and policies, regulations, and procedures to evaluate and implement ethical health care decisions in a global environment.
- Critically analyze a changing environment and develop competencies to apply practical adaptation in the Health Care field.

Length of Program

The degree will be offered through a web-based distance-learning instructional format and may be completed in ten terms. The curriculum will include: 45 semester credit hours of general education core coursework, 33 semester credit hours of business core coursework, and 42 semester credits hours of health care management coursework for a total of 120 semester credit hours.

Mode of Instruction

The Bachelor of Business Administration with a Major in Health Care Management program is offered through a web-based distance education instructional format.

Computer Skills and Access

Basic Keyboarding Skills.

Degree Requirements

The Bachelor of Business Administration with a Major in Health Care Management requires a minimum of 120 semester credit hours of lower and upper division coursework including:

- 45 semester credit hours of general education core coursework
- 33 semester credit hours of business core coursework
- 42 semester credit hours of health care management coursework

Graduation Requirements

To earn a Bachelor of Business Administration with a Major in Health Care Management from Parker University, students must accomplish the following:

- Complete the designated program of study.
- Complete degree requirements with a cumulative grade point average of 2.0 or higher on a 4.0 scale.

- File an application for degree with the Office of Student Affairs on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

Students cannot be on academic probation or subject to disciplinary sanctions at the time of graduation.

Curriculum

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN HEALTH CARE MANAGEMENT CURRICULUM

| | |
|---------------------------------------------|----------------------------------|
| GENERAL EDUCATION CORE COURSES | 45 Semester Credit Hours |
| BUSINESS CORE COURSES | 33 Semester Credit Hours |
| HEALTH CARE MANAGEMENT CONCENTRATION | 42 Semester Credit Hours |
| TOTAL | 120 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|------------|---------------------------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 45 Semester Credit Hours |
| PSYC 2301 | 3 | General Psychology |
| ENGL 1301 | 3 | Composition I |
| ENGL 1302 | 3 | Composition II |
| ENGL 2326 | 3 | American Literature |
| SPCH 1311 | 3 | Introduction to Speech Communication |
| BIOL 1308 | 3 | Biology for Non-Science Majors I |
| BIOL 1309 | 3 | Biology for Non-Science Majors II |
| MATH 1324 | 3 | Mathematics for Business and Social Sciences I (Finite Mathematics) |
| MATH 1325 | 3 | Mathematics for Business and Social Sciences II (Business Calculus) |
| MUSI 1306 | 3 | Music Appreciation |
| HIST 1301 | 3 | United States History I |
| HIST 1302 | 3 | United States History II |
| GOVT 2305 | 3 | Federal Government |
| ECON 2301 | 3 | Principles of Macroeconomics |
| ECON 2302 | 3 | Principles of Microeconomics |
| BUSINESS CORE COURSES | | 33 Semester Credit Hours |
| ACCT 2301 | 3 | Principles of Financial Accounting |
| ACCT 2302 | 3 | Principles of Managerial Accounting |

| | | |
|-------------------------------------------------|---|-------------------------------------------------------------|
| FINA 3301 | 3 | Corporate Financial Management |
| MANA 3301 | 3 | Principles of Management |
| MANA 3305 | 3 | Managerial Statistics |
| MANA 3306 | 3 | Management Communication |
| MANA 3308 | 3 | Business and Public Law |
| MANA 4301 | 3 | Operations and Quality Management |
| MANA 4320 | 3 | Capstone: Strategies and Problems in Management |
| MISM 3301 | 3 | Information Systems for Management |
| MRKT 3301 | 3 | Principles of Marketing |
| | | |
| HEALTH CARE MANAGEMENT CONCENTRATION | | 42 Semester Credit Hours |
| HCMG 3301 | 3 | Introduction to Health Care Management |
| HCMG 3302 | 3 | Health Care Planning and Policy Management |
| HCMG 3303 | 3 | Human Resource Management in Health Care |
| HCMG 3304 | 3 | Evidence Based Health Care |
| HCMG 3305 | 3 | Organizational Behavior in Health Care Management |
| HCMG 3306 | 3 | Health Care Regulations and Procedures |
| HCMG 3308 | 3 | Managed Health Care |
| HCMG 3310 | 3 | International Health Care Management |
| HCMG 4301 | 3 | Quality Improvement, Quality Assurance, and Risk Management |
| HCMG 4303 | 3 | Health Care Information Systems |
| HCMG 4305 | 3 | Ethics and Decision Making in Health Care |
| HCMG 4307 | 3 | Cultural Competence in Health Care |
| HCMG 4310 | 3 | Internship |
| HCMG 4320 | 3 | Capstone: Health Care Management |

B.B.A. Degree Program Length: Minimum 10 terms of instruction.

Maximum satisfactory time frame completion: 15 terms

Associate of Applied Science with a Major in Health Information Technology

Mission

The mission of the Health Information Technology Program at Parker University is to provide educational opportunities to develop skills and knowledge that will allow students to acquire, analyze, code, and protect electronic and traditional medical information vital to providing quality patient care. The program promotes professional development and supports the Code of Ethics of the American Health Information Management Association.

General Program Information

The Associate of Applied Science degree with a major in Health Information Technology prepares students for a career in the health information technology profession which focuses on health care data and the management of health care information resources. The profession addresses the nature, structure, and translation of data into usable forms of information including electronic health records for the advancement of health care. Health information technology professionals collect, integrate, and analyze primary and secondary health care data, disseminate information and manage information resources, related to the research, planning, provision, and evaluation of healthcare services. Health Information Technology professionals are an integral part of the planning, implementation and utilization of electronic health record systems. All Health Information Technology students are required to show proof of health insurance prior to starting clinical rotations each term.

Program Learning Outcomes

The graduating student will be able to:

- Code, classify, and index diagnoses and procedures using ICD-9-CM, ICD-10-CM/PCS, CPT, and HCPCS.
- Define and apply appropriate computerized and manual record management techniques for the maintenance of a quality health information system ensuring that health information is complete, accurate, and accessible to appropriate users.
- Collect and analyze information related to healthcare delivery.
- Identify and apply legal and ethical principles to health information technology, maintain compliance with standards and regulations regarding health information.
- Identify and apply management techniques appropriate to health information technology.
-

Length of Program

The Associate of Applied Science with a major in Health Information Technology is a 6 term program (based on full-time status). The Associate of Applied Science in Health Information Technology program must be completed within 9 terms of initial admission.

Mode of Instruction

The Associate of Applied Science degree with a major in Health Information Technology will be offered through Web-based instruction. The curriculum will be delivered through independent and collaborative learning.

Computer Skills and Access

Students must have access to the internet and the ability to use Microsoft Word and PowerPoint.

Clinical Experiences

The students will be exposed to healthcare facilities when they are in the PPE (Professional Practice experience) courses at the end of the program. The students are required to complete all the guidelines set forth by the healthcare facilities prior to the PPE.

Technical Standards

Internet connection (DSL, LAN, or Cable connection disable) to EHR Activity Lab (Neehr Perfect)

Re-admission Requirements

Students who withdraw or are dismissed from the program must apply for re-admission. No preferential consideration is given to prior students for re-admission. Students will be re-admitted one time only if the cumulative GPA and programmatic requirements are met.

Degree Requirements

The Associates of Applied Science with a major in Health Information Technology is a 69 semester credit hour program which requires:

- 26 semester credit hours of general education coursework
- 10 semester credit hours of program prerequisite coursework
- 33 semester credit hours of health information technology major coursework

Graduation Requirements

To earn an Associate of Applied Science with a Major in Health Information Technology from Parker University, students must accomplish the following:

- Complete the designated program of study.
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- File an application for degree with the Office of Student Affairs on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

Students cannot be on academic probation or subject to disciplinary sanctions at the time of graduation.

License to Practice

The Associate of Applied Science degree in Health Information Technology (HIT) Program is in the process of seeking programmatic accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Curriculum

**ASSOCIATE OF APPLIED SCIENCE
WITH A MAJOR IN HEALTH INFORMATION TECHNOLOGY
CURRICULUM**

| | |
|---------------------------------------|---------------------------------|
| GENERAL EDUCATION CORE COURSES | 26 Semester Credit Hours |
| PREREQUISITE COURSES | 10 Semester Credit Hours |
| HIT CORE COURSES | 33 Semester Credit Hours |
| TOTAL | 69 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|-----|-------------------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 26 Semester Credit Hours |
| COSC 1301 | 3 | Introduction to Computing |
| ENGL 1301 | 3 | Composition I |
| SPCH 1311 | 3 | Introduction to Speech Communications |
| BIOL 2401 | 4 | Anatomy and Physiology 1 *(prerequisite course) |
| BIOL 2402 | 4 | Anatomy and Physiology II *(prerequisite course) |
| MATH 1314 | 3 | College Algebra |
| ENGL 2326 | 3 | American Literature |
| PSYC 2301 | 3 | General Psychology |
| PREREQUISITE COURSES | | 10 Semester Credit Hours |
| BCIS 1305 | 3 | Business Computer Applications *(prerequisite course) |
| HITT 1305 | 3 | Medical Terminology *(prerequisite course) |
| HPRS 2201 | 2 | Pathophysiology *(prerequisite course) |
| HPRS 1210 | 2 | Introduction to Pharmacology *(prerequisite course) |
| HIT CORE COURSES | | 33 Semester Credit Hours |
| HITT 1301 | 3 | Health Data Content and Structure |
| HITT1345 | 3 | Health Information & Delivery Systems |
| HITT 2321 | 3 | EHR Training Methods and Data Security |
| HITT 1255 | 2 | Health Care Statistics |
| HITT 1341 | 3 | Coding and Classification Systems |
| HITT 1353 | 3 | Legal and Ethical Aspects of Health Information |
| HITT 1160 | 1 | Clinical I - Health Information/Medical Records Technology |
| HITT 1342 | 3 | Ambulatory Coding |
| HITT 2343 | 3 | Quality Assessment and Performance Improvement |
| HITT 2339 | 3 | Health Information Organization & Supervision |
| HITT 2335 | 3 | Coding and Reimbursement Methodologies |
| HITT 2361 | 3 | Clinical II - Health Information/Medical Records Technology |

*These designated courses must be taken prior to any other HIT core courses

A.A.S. Degree Program Length: Minimum 6 terms of instruction.
Maximum satisfactory time frame completion: 9 terms

Bachelor of Science with a Major in Health Information Management

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 health care 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.

General Program Information

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 through a web-based distance-learning instructional format. 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 health care data and the management of health care 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 health care of individuals and populations. Health information management professionals collect, integrate, and analyze primary and secondary health care data, disseminate information and manage information resources, related to the research, planning, provision, and evaluation of health care services. Health Information Management professionals are an integral part of the planning, implementation and utilization of electronic health record systems.

The Bachelor of Science with a Major in Health Information Management Program is in candidacy status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

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.

Program Learning Outcomes

The graduating student will be able to:

- Verify, analyze and validate the accuracy and completeness of health care 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

Length of Program

The degree will be offered through a web-based distance-learning instructional format and may be completed in ten semesters. The curriculum will include: 44 semester credit hours of general education coursework, 9 semester credit hours of prerequisite coursework, and 71 semester credit hours of Health Information Management coursework, reinforced with professional practice experience assignments in hospitals and other health care related facilities and organizations.

Mode of Instruction

The Bachelor of Science with a Major in Health Information Management will be offered through a web-based distance education instructional format.

Degree 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 General Education credit hours
- 9 Prerequisite credit hours prior to major courses
- 71 Health Information Management major credit hours

Graduation Requirements

To earn a Bachelor of Science with a Major in Health Information Management from Parker University, students must accomplish the following:

- Complete the designated program of study.
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for degree with the Office of the Registrar on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

*Students cannot be on academic probation or subject to disciplinary sanctions at the time of graduation.

License to Practice

The Bachelors of Science with a major in Health Information Management (HIM) Program is in the process of seeking programmatic accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Curriculum

BACHELOR OF SCIENCE WITH A MAJOR IN HEALTH INFORMATION MANAGEMENT

| | |
|---------------------------------------|----------------------------------|
| GENERAL EDUCATION CORE COURSES | 44 Semester Credit Hours |
| HIM CORE COURSES | 80 Semester Credit Hours |
| TOTAL | 124 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|------------|--------------------------------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 44 Semester Credit Hours |
| PSYC 2301 | 3 | General Psychology |
| COSC 1301 | 3 | Introduction to Computing |
| ENGL 1301 | 3 | English Composition |
| SPCH 1311 | 3 | Introduction to Speech Communication |
| BIOL 2401 & L | 4 | Anatomy and Physiology I |
| BIOL 2402 & L | 4 | Anatomy and Physiology II |
| MATH 1314 | 3 | College Algebra |
| MATH 1342 | 3 | Elementary Statistical Methods |
| MUSI 1306 | 3 | Music Appreciation |
| HIST 1301 | 3 | United States History I |
| HIST 1302 | 3 | United States History II |
| GOVT 2305 | 3 | Federal Government |
| GOVT 2306 | 3 | Texas Government |
| ENGL 2326 | 3 | American Literature |
| HIM CORE COURSES | | 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 System |
| 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 System 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 Health Care Settings |
| BHIM 3304 | 3 | Healthcare Privacy and Data Security |
| BHIM 2311 | 3 | Management of HIM Systems |
| BHIM 4301 | 3 | Finance, 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 (Health Care 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 core courses

B.S. Degree Program Length: Minimum 10 terms of instruction.

Maximum satisfactory time frame completion: 15 terms

College of Health Sciences

Mission of the College of Health Sciences

The College of Health Sciences is to provide an exceptional educational experience and superior clinical preparation for students seeking careers in the Health Science field. This mission is accomplished through our dedication to excellence in learning and teaching, scholarship, research, leadership, clinical knowledge and service to the community. Our programs of study emphasize professional integrity, critical thinking, problem solving, and promotion of health and wellness.

Degrees Offered

Bachelor of Science in Anatomy*

Bachelor of Science in Health Wellness*

Associate of Applied Science in Diagnostic Sonography

Associate of Applied Science in Massage Therapy

Associate of Applied Science in Occupational Therapy Assistant

Associate of Applied Science in Radiologic Technology

Certificate in Massage Therapy

**Bridge degrees with the DC curriculum*

Bachelor of Science degree with a major in Anatomy or Health and Wellness

Mission

The mission of the Bachelor of Science degree with a major in Anatomy or Health and Wellness is to offer students a Bachelor of Science degree with an emphasis on education, research, and service in chiropractic and wellness.

General Program Information

The Bachelor of Science with a major in Anatomy or Health and Wellness is an optional academic program for matriculated students. Many states require a Bachelor's degree for licensing. Students may maintain dual enrollment in the Bachelor of Science degree with a major in Anatomy or Health and Wellness program and the Doctor of Chiropractic degree program. Students must meet the requirements for the general education and foundational courses. These may be taken at Parker University or transferred in from another institution according to the DCP admissions' guidelines. The upper division courses must all be taken at Parker University in the Doctor of Chiropractic Program.

Students entering Parker with all required lower division courses may be eligible to receive the BS with a major in Anatomy or Health and Wellness as soon as all upper division courses in the program are successfully completed. The Bachelor of Science degree with a major in Anatomy or Health and Wellness is a program designed for students who have completed lower division course work at a regionally accredited college or university.

Program Learning Outcomes for the Bachelor of Science Degree in Anatomy

- Demonstrate a mastery of human anatomy by identifying anatomical structures.
- Demonstrate a mastery of the anatomical landmarks and structural relationships of the human body.
- Demonstrate and contrast the functional and structural divisions and organization of the nervous system.
- Provide students a foundation for future studies in advanced health care related degrees.

Program Learning Outcomes for the Bachelor of Science Degree in Health and Wellness

- Demonstrate a mastery of wellness and health promotion education for engagement of the campus and local community.
- Complete the course work required to obtain certification as a wellness coach through the National Wellness Institute, Inc.
- Evaluate the scientific literature and research in wellness, prevention, and complementary health care.
- Provide students a foundation for future studies in advanced health care related degrees.

Application Procedures

Students may apply for the Bachelor of Science degree with a major in Anatomy or Health and Wellness once all required courses for the degree have been completed through the following procedures:

- Obtain the transcript evaluation request in the Office of the Registrar. The Registrar will evaluate transcripts in terms of applicability of courses to the Bachelor of Science degree with a major in Anatomy or Health and Wellness. The student will be sent an evaluation letter reflecting degree compliance and/or deficiencies.
- Submit the application to the Registrar's Office once the transcript evaluation is received and arrange payment for the application with the cashier's office.

Questions regarding the Bachelor of Science degree should be directed to the Office of the Registrar.

Time Limit to Complete

The time limit to complete the requirements for the Bachelor of Science degree with a major in Anatomy or Health and Wellness is seven years from the date of initial enrollment at Parker. Matriculated students with deficiencies in the Bachelor of Science degree with a major in Anatomy or Health and Wellness may

fulfill these requirements while a student at Parker or within ten years of the date of initial enrollment in the Doctor of Chiropractic degree program at Parker.

Residency Requirements

To earn the Bachelor of Science degree with a major in Anatomy or Health and Wellness students must complete at least the final 25% of the total credits required while in resident study at Parker University.

Curriculum for the Bachelor of Science degree with a major in Anatomy

| | |
|---------------------------------------|------------------------------------|
| GENERAL EDUCATION CORE COURSES | 44 Semester Credit Hours |
| FOUNDATION COURSES | 29 Semester Credit Hours |
| UPPER DIVISION COURSES | 54.5 Semester Credit Hours |
| TOTAL | 127.5 Semester Credit Hours |

| Course ID | Cr. | Course name |
|--------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL EDUCATION COURSES | | 44 Semester Credit Hours |
| Effective Communications | 6 | Choose from: English Comp., Speech, Modern Language Communication Skills, or Other |
| Language, Philosophy, and Culture | 3 | Choose from: Liberal Arts (above Freshmen level), Literature, Creative Writing, or Other |
| Creative Arts | 3 | Choose from: Art, Dance, Music, Theatre, or Other |
| American History (6 Am Or 3 Am & 3 TX) | 6 | Choose from: American History, Texas History, or Other |
| Social and Behavioral Sciences | 3 | Choose from: Psychology, Human Growth & Development, Sociology, or Other |
| Mathematics | 6 | Choose from: Finite Math, Statistics, Calculus, or Other |
| Life Sciences | 8 | Choose from: Biology I, Biology II, Gen Chemistry I, Gen Chemistry II, Organic Chemistry I, Organic Chemistry II, Physics I, or Physics II, Kinesiology, Biomechanics, or Exercise Physiology |
| Computer Literacy | 3 | Choose from: Computer Applications, Computer Science, Management Information Systems, or Other |
| FOUNDATION COURSES | | 29 Semester Credit Hours |
| Biology I | | If not used in gen.ed. |
| Biology II | | If not used in gen.ed. |
| Gen. Chemistry I | | If not used in gen.ed. |
| Gen. Chemistry II | | If not used in gen.ed. |
| Organic Chemistry I | | If not used in gen.ed. |
| Organic Chemistry II | | If not used in gen.ed. |
| Physics I | | If not used in gen.ed. |
| Physics II, Kinesiology, Biomechanics or Exercise Physiology | | If not used in gen.ed. |
| Elective | | |
| Elective | | |
| UPPER DIVISION COURSES | | 54.5 Semester Credit Hours |
| Biology of Cells & Tissues | 4 | |
| Developmental and Applied Anatomy | 7 | |
| Gross Anatomy I | 5.5 | |
| Gross Anatomy II | 5 | |
| Neuroscience | 5 | |
| Diagnostic Imaging I | 4 | |
| Intro to Clinical Reasoning | 2 | |

| | | |
|-----------------------------|---|--|
| Biochemistry I | 3 | |
| Biochemistry II | 3 | |
| Physiology I | 5 | |
| Physiology II | 5 | |
| Microbiology and Immunology | 6 | |

Curriculum for the Bachelor of Science degree with a major in Health and Wellness

| | |
|--------------------------------------------------------|----------------------------------|
| PREREQUISITE COURSES | 73 Semester Credit Hours |
| COURSES IN DOCTOR OF CHIROPRACTIC PROGRAM MAJOR | 30 Semester Credit Hours |
| COURSES IN DOCTOR OF CHIROPRACTIC PROGRAM MINOR | 27 Semester Credit Hours |
| TOTAL | 130 Semester Credit Hours |

| Course ID | Cr. | Course name |
|----------------------------------------------------------------------------------------------|------------|---------------------------------|
| PREREQUISITE COURSES | | 73 Semester Credit Hours |
| Biological Sciences | 8 | |
| General Chemistry | 8 | |
| Organic Chemistry | 8 | |
| Physics | 4 | |
| Physics II, or Exercise Physiology, Biomechanics, Kinesiology | 3 | |
| English Composition | 3 | |
| English or Public Speaking | 3 | |
| Psychology | 3 | |
| Literature/Language/Philosophy | 3 | |
| History | 6 | |
| Government | 6 | |
| Music/Art/Theatre Appreciation | 3 | |
| College Algebra, Trigonometry, Analytical Geometry and/or Calculus, Stats (No Business Math) | 6 | |
| Computer Science | 3 | |
| Electives | 6 | |
| COURSES IN DOCTOR OF CHIROPRACTIC PROGRAM - MAJOR | | 30 Semester Credit Hours |
| Clinical Psychology | 3 | |
| Public Health | 2 | |
| Physiology II | 5 | |
| General Pathology | 3 | |
| Clinical Nutrition | 4 | |
| OB/GYN/Pediatrics | 4 | |
| Geriatrics | 2 | |
| Emergency Care | 4 | |
| Wellness Concepts | 3 | |
| COURSES IN DOCTOR OF CHIROPRACTIC PROGRAM - MINOR | | 27 Semester Credit Hours |
| Biology of Cells & Tissues | 4 | |
| Developmental and Applied Anatomy | 7 | |
| Physiology I | 5 | |
| Microbiology and Immunology | 6 | |
| Systems Pathology | 5 | |

Associate of Applied Science in Diagnostic Sonography

Mission

The Diagnostic Sonography program exists to holistically foster technically sound sonography graduates by providing a progressive curriculum which will enable them to approach their career with confidence, passion and commitment.

General Program Information

The Diagnostic Sonography Program is designed to prepare future sonographers to critically think and problem-solve in order to meet the required examination protocol and technical needs as a whole. 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, 11 technical courses, and 6 months of clinical experience courses for a total of 6 trimesters (24 months). Parker University conducts courses on a year round basis with scheduled vacations each year. Students accepted into the Diagnostic Sonography Program are required to successfully complete all general education courses in the pre-DS 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 "C" (70%). If a student fails a course, he or she will wait until the course re-sequences contingent upon not exceeding the program's maximum capacity. The student is allowed to repeat a professional course one time with two maximum course repeats. To continue satisfactory progress in the Diagnostic Sonography program, the student must achieve a minimum cumulative GPA of 2.75. If the required minimum cumulative GPA of 2.75 is not achieved, the student may be placed on probation for one term or dismissed from the program. If the student is placed on probation, the student must achieve a minimum cumulative GPA of 2.75 by the end of the next term to remain in the program. If the required minimum cumulative GPA of 2.75 is not achieved at the end of the probationary term, the student will be dismissed from the program. A student dismissed for failure to achieve a minimum cumulative GPA of 2.75 (on a 4.0 scale) is allowed a one-time opportunity to restart the program. The student has an opportunity to file an appeal to the DS review committee comprised of the DS Program Director, DS faculty member/Clinical Coordinators, College of Health Science Dean and Dean of Students.

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 return to complete the program with another class, are required to test their didactic and/or laboratory skills. The student must pass with an 80% or better to re-enter. Additionally students are required to meet the graduation requirements of the class to which they return.

Program Learning Outcomes

- Students will be able to demonstrate the ability to perform sonographic examinations.
- Students will be able to recognize and identify normal sonographic appearance.
- Students will be able to appropriately document abnormal sonographic appearance and modify the scanning protocol based on the sonographic findings and the differential diagnosis.
- Students will be able to utilize effective communication and exhibit professionalism.

Length of Program

The Associate of Applied Science with a major in Diagnostic Sonography is a six trimesters, twenty-four 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.

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.

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 email address upon admission to the University. Students may utilize library computers on campus to check their Parker University email accounts and to access Blackboard. Blackboard and email accounts should be checked frequently for assignments, announcements and/or messages.

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 a minimum of thirty hours with a maximum of forty hours per week in the students’ assigned clinical site. You will be graded on clinical performance just as you are classroom instruction.

*Please note that 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 proof of statement of good health, immunization record, 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 in a hospital, pediatric or diagnostic imaging facility for their clinical experience. This may interfere with their ability to graduate.

Interactions with patients in health care carries inherent risks to both the patient and health care 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.

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 Sonography Program it is discovered that a student cannot meet the technical standards.

Re-admission Requirements

Students who withdraw or are dismissed from the program must apply for re-admission. No preferential consideration is given to prior students for re-admission. 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 (8) hours per day and lift fifty (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, as long as, 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 of 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.

Additional Expenses

In addition to tuition and textbooks, school supplies and fees, DS students should expect to have the following expenses:

- SDMS annual membership
- 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
- Name tag

Students must provide proof of the following prior to attending clinical experiences:

- Mandatory health insurance
- Physical examination by a physician including immunizations and laboratory tests
- CPR/BLS certification (class offered at Parker University or show proof of completion)

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 be well-maintained and clean at all times. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up and accessories.

- Daily baths, deodorant
- 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 earrings 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

You are expected to be at your clinical site every day except when ill or needed for an emergency in the immediate family. If more than two (2) 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 two (2) days can be taken for illness or family emergency only. You are not entitled to time off during clinical fieldwork.

Notify your supervisor in advance, if you have a good reason to be absent from the location. Under **no** circumstances should you ever be absent without notifying your supervisor.

Students are expected to be located at their clinical education site and ready to scan at the time their shift begins. Example: if 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.

Clinical rotation attendance **IS NOT** affected by a delayed class schedule or canceled classes due to inclement weather. Students should use good judgment to make every attempt to arrive at their clinical site on time if at all possible. Inclement weather does not negate the timeframe in which you must notify your supervisor if you are delayed.

Any student displaying unprofessional behavior while performing clinical experience which causes clinical instructor to request they be removed from their site may be terminated. 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.

Degree Requirements

The Associates of Applied Science – Diagnostic Sonography is a 72 credit hour program which requires:

27 credit hours - General education - Pre- DS

45 credit hours - DS major courses

- 33 credit hours – DS major curriculum
- 12 credit hours - Clinical fieldwork education

Graduation Requirements

Parker University's graduation requirements for an Associate of Applied Science with a major in Diagnostic Sonography are as follows:

- Complete the designated program of study.
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.75 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for degree with the Office of Student Affairs on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.
- Register, and take a national credentialing examination
 - ARRT or ARDMS specialty within 90 days of completing the program
 - ARDMS SPI within 30 days of competing the program

In addition, students in the Diagnostic Sonography Program must comply with all established criteria as outlined in the curriculum in order to be eligible for graduation.

License to Practice

If you attend a regional accredited school with institutional accreditation you can qualify for The American Registry of Radiologic Technologists (ARRT) Sonography certification immediately upon graduation. 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. There are several pathways for students to become eligible for the ARDMS specialty examination. Below you will find examples; however, the best way to view prerequisite and requirement eligibility is by visiting the ARDMS website at www.ardms.org/prep/prerequisite.asp.

- ❖ If a student holds a Bachelor's Degree within the US or Canada he/she will be eligible under prerequisite 3A to sit for the ARDMS specialty examination immediately after graduating from a sonography program provided he/she can produce the documents required on the ARDMS website.

- Students with a Bachelor's Degree from a foreign country must have their transcript evaluated by a Foreign Education Transcript Evaluation Organization.
- ❖ If a student does not hold a Bachelor's Degree, typically he/she is eligible to sit for the ARDMS examination after one year of full time paid work in the field along with required documents.
- ❖ Successful completion of the ARRT (S) permits the graduate to sit for the ARDMS specialty examination provided he/she can produce required documents.

Curriculum

ASSOCIATE OF APPLIED SCIENCE DIAGNOSTIC SONOGRAPHY

| | |
|---------------------------------------|---------------------------------|
| GENERAL EDUCATION CORE COURSES | 27 Semester Credit Hours |
| DS CORE COURSES | 33 Semester Credit Hours |
| DS CLINICAL COURSES | 12 Semester Credit Hours |
| TOTAL | 72 Semester Credit Hours |

| Course ID | Cr. | Course name |
|----------------------------------------|-----|----------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 27 Semester Credit Hours |
| ENGL 1301 | 3 | English Composition |
| ENGL 2326 | 3 | American Literature |
| SPCH 1311 | 3 | Introduction to Speech Communication |
| MATH 1314 | 3 | College Algebra |
| PSYC 2301 | 3 | General Psychology |
| PHYS 1401 | 4 | College Physics |
| BIOL 2401 | 4 | Anatomy and Physiology I |
| BIOL 2402 | 4 | Anatomy and Physiology II |
| DS CORE COURSES | | 33 Semester Credit Hours |
| DMSO 1210 | 2 | Introduction to Sonography |
| DMSO 1201 | 2 | Techniques of Sonography |
| DMSO 1351 | 3 | Sonographic Sectional Anatomy |
| DMSO 1302 | 3 | Basic Ultrasound Physics |
| DMSO 1342 | 3 | Intermediate Ultrasound Physics |
| DMSO 1441 | 4 | Abdominopelvic Sonography |
| DMSO 2441 | 4 | Sonography of Abdominopelvic Pathology |
| DSVT 1200 | 2 | Principles of Vascular Technology |
| DMSO 2353 | 3 | Sonography of Superficial Structures |
| DMSO 2405 | 4 | Sonography of Obstetrics/Gynecology |
| DMSO 2330 | 3 | Advanced Ultrasound and Review |
| DS CLINICAL COURSES | | 12 Semester Credit Hours |
| DMSO 2460 (2 months) | 4 | Clinical I |
| DMSO 2461 (2 months) | 4 | Clinical II |
| DMSO 2462 (2 months) | 4 | Clinical III |
| ALTERNATIVE DS CLINICAL COURSES | | 12 Semester Credit Hours |
| DMSO 2660 (3 months) | 6 | Clinical I |
| DMSO 2661 (3 months) | 6 | Clinical II |

A.A.S. Degree Program Length: 24 months; Six (6) terms of instruction.

Maximum satisfactory time frame completion: Nine (9) terms of instruction

**Course order, content and credit hours is subject to change*

Associate of Applied Science in Massage Therapy

Mission

Parker University School of Massage Therapy will enhance the development of wellness leaders through massage therapy by offering sound, ethical, well-researched, and relevant programs through high standards of education, research, and service.

General Program Information

The massage school and clinic gives scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial release, and neuromuscular therapy. The massage school teaches 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 fields. Massage therapy students enjoy the same benefits of Parker's hallmark dedication and student-centered attention that our Chiropractic and undergraduate students do.

This Associates level degree program offers 26 credit hours of General Education courses after the completion of the 600-clock hour Massage Therapy Certificate. The General Education courses can be completed in eight months for an overall program length of 16-months. The Associate of Applied Science in Massage Therapy program assures graduates will be fully prepared to contribute to the health of any client through direct intervention, knowledgeable referral, or wellness advocacy. To assist students with busy schedules, the School now offers both a day and an evening program.

The School of Massage Therapy also features contemporary equipment and a pristine environment where students can learn and network with others in the health care profession. Students of the Parker University School of Massage Therapy interact with other massage therapy students and also with chiropractors and chiropractic students. The massage program offers one of the only Associate of Applied Science in Massage Therapy degree programs in Texas, and financial assistance is available to help students who qualify manage both their financial and professional goals.

Parker University gives every student a unique experience. Outside of the classroom, recreational facilities welcome the Parker family to have fun and be active on campus. The student activity center contains exercise equipment and a gymnasium for students as well as fitness classes for all levels, while lounges and a world-class library provide a quiet place to study, relax, and expand the mind. Parker University offers university life as it is meant to be lived – actively.

Program Learning Outcomes

- The student learning outcomes for the School of Massage Therapy are:
- Demonstrate both therapeutic and relaxation modalities of massage therapy in order to provide appropriate, evidence-based 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.
- Exhibit an understanding of health and professional hygiene in relation to self-care, stress reduction, universal precautions and client management.
- Demonstrate the ability to communicate effectively through writing.
- Demonstrate the ability to read critically and interpret literature.
- Demonstrate the ability to perform the basic mathematical calculations and understand quantitative information.
- Demonstrate the ability to think critically to evaluate and solve problems.

Length of Program

The AAS-MT program is designed to be completed in sixteen months. This is the typical amount most students take to complete the program. However, students that need to extend their time of study will have 24 months of continual enrollment to complete the program. The maximum length of time to complete the program is 24 months. 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 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 re-admission. Former students must also meet all current admission requirements.

Clinical Experiences

Please confer with the [School of Massage Therapy Clinic Handbook](#) for information on 'Clinical Experiences'

Re-admission Requirements

Students who are dismissed may file a written notice of appeal with the chair of MSAAC (Massage School Director) within 3 school days of the last Friday of the term (third day of break). MSAAC will overturn a dismissal only when justified by extenuating circumstances. The notice of appeal must explain those extenuating circumstances and include any appropriate documentation. If MSAAC denies the appeal for continued enrollment, the student may appeal that decision to the Executive Academic Advising Committee (EAAC) by filing a written notice of appeal with the chair of MSAAC (Massage School Director) within 3 school days after receiving notice of MSAAC's decision on the appeal.

The EAAC may:

- affirm the decision of the MSAAC,

- remand the case to the MSAAC for further investigation or consideration of new facts that could not have been presented to the MSAAC, or
- reverse or modify the decision of the MSAAC only if justified by extenuating circumstances, or if the decision of the MSAAC was malicious, arbitrary or capricious.

The decision of the Executive Academic Advising Committee is final.

Please Note: The MSAAC may re-admit a student to the school, but that does not guarantee eligibility for financial aid. Academically dismissed students who have been granted re-admission must file a separate appeal to the Office of Financial Aid for eligibility to receive funding.

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 ultimately 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, as long as, 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 of 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 Affairs can provide more information regarding accommodations that Parker University might be able to provide.

Graduation Requirements

Parker University's graduation requirements for the Associate of Applied Science with a major in Massage Therapy are as follows:

- Complete the designated program of study.
- Complete degree requirements with a cumulative grade point average of 2.00 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for graduation with the Office of the Registrar on or before the published date during the last term of resident study. The diploma will not be awarded unless the application is completed.

- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

License to Practice

Students who need information regarding licensure should contact the Massage School, the Office of the Registrar or the regulatory body that governs massage therapy practice in the state or country where the student wishes to practice.

The licensing requirements of the states vary widely. Some state boards require a specific number of classroom hours in order 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 and in the Office of the Registrar. More information is available at the Association’s web site www.abmp.com. Students are responsible for obtaining all information regarding practice regulations in any jurisdiction they select. Because state licensing requirements may change, the eligibility of a student to sit for a state’s licensing examination 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. Please contact the Texas Department of State Health Services with any questions you may have or ask a Parker University Massage School staff member for assistance.

Curriculum

ASSOCIATE OF APPLIED SCIENCE MASSAGE THERAPY CURRICULUM

| | |
|--------------------------------------------------------------|------------------------------------------|
| MT CERTIFICATE | 600 Clock Hours = 34 Credit Hours |
| GENERAL EDUCATION CORE COURSES | 26 Semester Credit Hours |
| TOTAL MT Certificate + General Education Credit Hours | 60 Semester Credit Hours |

| Course ID | Clock Hr | Cr. | Course name |
|------------------------|-----------------|------------|-------------------------------------------------|
| MT CORE COURSES | | | 600 Clock Hours/34 Semester Credit Hours |
| MTEC 0101 | 125 | 7 | Swedish Massage |
| AMMT 0101 | 75 | 4.5 | Anatomy & Physiology |
| HHMT 0102 | 12 | 0.5 | Nutrition |
| HYMT 0101 | 20 | 1 | Hydrotherapy |
| HHMT 0101 | 20 | 1 | Human Health & Hygiene |
| AMMT 0102 | 40 | 2.5 | Pathology for the Massage Professional |
| BPMT 0101 | 8 | 0.5 | Business Practices & Professional Ethics I |

| | | | |
|---------------------------------------|----|-----|---------------------------------------------|
| MFMT 0201 | 40 | 2 | Myofascial Therapy |
| AMMT 0201 | 60 | 3.5 | Applied Anatomy & Kinesiology |
| MTMT 0201 | 40 | 2.5 | Neuromuscular Therapy |
| NMMT 0201 | 32 | 2 | Eastern Medicine |
| BPMT 0201 | 48 | 3 | Business Practices & Professional Ethics II |
| INMT 0201 | 80 | 4 | Massage Therapy Intern Clinic |
| GENERAL EDUCATION CORE COURSES | | | 26 Semester Credit Hours |
| COSC 1301 | 48 | 3 | Introduction to Computing |
| ENGL 1301 | 48 | 3 | English Composition |
| SPCH 1311 | 48 | 3 | Introduction to Speech Communication |
| BIOL 2401 | 60 | 4 | Anatomy and Physiology I |
| BIOL 2402 | 60 | 4 | Anatomy and Physiology II |
| MATH 1314 | 48 | 3 | College Algebra |
| ENGL 2326 | 48 | 3 | American Literature |
| PSYC 2301 | 48 | 3 | General Psychology |

600 – hour Basic MT Certificate Program Length: Minimum 2 terms of instruction.

General Education Program Length: 2 terms of instruction

A.A.S. Degree Program Length: 4 terms of instruction.

Maximum satisfactory time frame completion: 6 terms

Associate of Applied Science in Occupational Therapy Assistant

Accreditation Status of the Occupational Therapy Assistant Program

The Occupational Therapy Assistant Program (OTA) at Parker University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department
American Occupational Therapy Association (AOTA)

4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449

(301) 652-AOTA (2682)

www.acoteonline.org

Mission

Guided by the mission and vision of Parker University, the Occupational Therapy Assistant Associate in Applied Science (A.A.S) - is a high quality, comprehensive program; through combined instruction, clinical practice, and research graduates are equipped with the skills necessary to transform the lives of the individuals they serve and have an overall positive influence in community wellness.

General Program Information

The Occupational Therapy Assistant Program is designed to provide a quality educational experience that will prepare future professionals in promoting and maintaining the holistic health and wellness of individuals through engagement in occupation over the lifespan. Our Graduates will develop skills necessary for employment as Certified Occupational Therapy Assistants, and perform as entry level

professionals under the supervision of an Occupational Therapist (OT). Focused course work prepares students for the certification examination they will take to become Certified Occupational Therapy Assistants (COTA). Employment for Occupational Therapy Assistants may be in but not limited to: hospitals, rehabilitation facilities, long-term care facilities/nursing homes, out-patient clinics, home healthcare, community, and educational settings.

Parker University's Occupational Therapy Assistant Program consists of 8 pre-professional courses, 16 professional courses, which include 4 months of clinical fieldwork experience courses for a total of 6 terms (24 months) to receive an Associate in Applied Science degree. Parker University conducts courses on a year round basis with scheduled vacations each year.

Admission to the OTA Program is a separate procedure from admission to Parker University. Applicants must meet all admission criteria for Parker University before submitting an application to the OTA Program. Students applying to the Occupational Therapy Assistant Program are required to successfully complete all general education/prerequisite courses in the pre-OTA with minimum grade of "C" (70%) or better, have earned a minimum cumulative Grade Point Average (GPA) of 2.5 on a 4.0 scale, and complete 40 hours of volunteer work experience within one year (12 months) of submitting the OTA application. If accepted into the OTA program students must maintain a minimum cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale and achieve a minimum grade of "C" (70%) or better in all OTA core course work.

Clinical Fieldwork Experiences

Clinical Education is an important part of the curriculum of the Occupational Therapy Assistant Program. A large segment of the student's fieldwork experiences will occur after the didactic portion of the program is completed. Supervised fieldwork experiences are essential for professional preparation, as it provides the students with a "hands-on" opportunity to integrate academic knowledge with application skills in a clinical or community work situation.

Clinical Fieldwork experiences consist of both Level I and Level II rotations. Level I fieldwork experiences are comprised of (3) short-term assignments totaling (96 hours) that occur in conjunction with specific coursework during each term to reinforce learned concepts. Level II fieldwork experiences are completed over a total of 16 weeks at two different service delivery settings. Each Level II clinical fieldwork rotation equals 8 weeks in length, 40 hours per week (320 hour equivalent).

* Please note that every effort will be made to provide local clinical fieldwork experiences for Level II placement, however students are not guaranteed local fieldwork placements and should expect to complete at least one Level II clinical fieldwork experience outside of the area requiring travel to and from the facility or possible short term relocation.

Prior to clinical fieldwork experiences students will be required to provide proof of statement of good health, immunization record, medical/health insurance, Basic Life Support (BLS) for Healthcare Providers, drug screening and level-3 background check. *If a student has a felony charge/conviction on their record they may not be placed in a hospital, pediatric or skilled nursing facility for their clinical experience. This may interfere with their ability to graduate in a timely manner.*

Program Learning Outcomes

Occupational Therapy Assistant student will be able to:

1. Demonstrate a strong foundation of knowledge and understanding in the biological, physical, social, behavioral science across the life span, and technological communications.
2. Demonstrate and articulate the Occupational Therapy history, philosophy, practice standards and the role of occupational performance on health and wellness.
3. Work collaboratively with the Occupational Therapist, patient/client, family/significant others, caregivers, and inter-disciplinary team to develop client-centered, culturally relevant, occupation-based goals and treatment, based on evaluation and assessment.
4. Understand entry-level competency and demonstrate the ability to modify or adapt interventions, activities and/or the environments aligned with evidence-based/best practice for maximal patient/client engagement in desired occupations.
5. Understand and appreciate Occupational Therapy professional ethics, values, attitudes, behaviors, and responsibilities of occupational therapy as it relates to service delivery.
6. Assist with the management of occupational therapy services by maintaining records and required documentation for occupational therapy services provided.
7. Understand the importance of scholarly activity and literature; seek life-long learning opportunities and professional development activities for skill enhancement.

Length of Program

The Associate of Applied Science with a major in Occupational Therapy Assistant is a six term, twenty-four month program. (Based on full-time status).

Transfer students/Transfer of Credit

In addition to the Parker University Transfer of credit policy, prospective students who wish to transfer into the OTA program must have completed all the required prerequisite or approved equivalent coursework, have a minimum cumulative GPA of 2.5 (on a 4.0 scale) and meet the 40 hours of volunteer/work experience prior to progression into the major curriculum of the OTA program. The volunteer experience must be completed within one year (12 months) of the date in which the application is submitted.

Mode of Instruction

The Associate of Applied Science degree with a major in Occupational Therapy Assistant will be offered through academic and clinical studies. The OTA curriculum includes both on-campus classroom education and fieldwork (clinical) training in traditional and non-traditional OT practice settings. General education courses are offered on campus and online. The program curriculum encompasses independent, collaborative learning, and is enhanced by the utilization of the Blackboard Learning Management System.

Time Limit to Complete

Time to complete the Associate in Applied Science in Occupational Therapy Assistant program should not exceed 9 terms or 36 months.

Program Orientation

Students enrolled in the Occupational Therapy Assistant Program are required to attend orientation for introduction to program policies and procedures, prior to the start of OTA major curriculum. During orientation students will receive the OTA Program Student Handbook.

Academic Advisement

Students in the Occupational Therapy Assistant program will be assigned an academic advisor and participate in advisement with OTA faculty at least three times during the core portion of their curriculum.

Computer Skills and Access

Occupational Therapy Assistant 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 Occupational Therapy Assistant courses may operate with part of the content to be completed online and the remainder of the content delivered in the on ground 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 Blackboard. Blackboard and email accounts should be checked frequently for assignments, announcements and/or messages.

Clinical Experiences

Clinical Education is an important part of the curriculum of the Occupational Therapy Assistant Program. A large segment of the student's fieldwork experiences will occur after the didactic portion of the program is completed. Supervised fieldwork experiences are essential for professional preparation, as it provides the students with a "hands-on" opportunity to integrate academic knowledge with application skills in a clinical or community work situation. Clinical Fieldwork experiences consist of both Level I and Level II rotations. Level I fieldwork experiences are comprised of (3) short-term assignments totaling (96 hours) that occur in conjunction with specific coursework during each term to reinforce learned concepts.

Level II fieldwork experiences are completed over a total of 16 weeks at two different service delivery settings. Each Level II clinical fieldwork rotation equals 8 weeks in length, 40 hours per week (320 hour equivalent).

***Please note** that every effort will be made to provide local clinical fieldwork experiences for Level II placement, however, students are not guaranteed local fieldwork placements and should expect to complete at least one Level II clinical fieldwork experience outside of the area requiring travel to and from the facility or possible short term relocation.

Prior to clinical fieldwork experiences, students will be required to provide proof of statement of good health, immunization record, medical/health insurance, Basic Life Support (BLS) for Healthcare Providers, drug screening and level-3 background check. If a student has a felony charge/conviction on their record they may not be placed in a hospital, pediatric or skilled nursing facility for their clinical experience. This may interfere with their ability to graduate in a timely manner.

Technical Standards

All students are required to meet and maintain the OTA program’s established technical standards. Students must demonstrate to the ability to deliver Occupational Therapy services in a safe and effective manner under the supervision of the Occupational Therapist/Occupational Therapy Assistant. All students must meet the academic and technical standards/essential functions for admission or participation in the OTA program with or without reasonable accommodations.

Occupational Therapy Assistant 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, pulling, bending, squatting, moving patients/clients, and handling therapy equipment in a clinical setting. Ability to stand or sit for up to eight (8) hours per day and lift fifty (50) pounds is necessary. Additional requirements include, but are not limited to, clinical reasoning and judgment, problem-solving, effective communication, visual observation, organization, and information literacy.

| | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sensory | <ul style="list-style-type: none"> • Sufficient visual abilities (with correction, as needed) for close observation of one or more persons at a 10 foot distance, and closely monitor facial expressions, skin coloration, muscular tension, and detailed workmanship. • Adequate auditory acuity (with correction, as needed) to comprehend one or more persons engaged in conversation, and to hear monitoring, communication and safety devices and signals. • Spatial reasoning abilities sufficient to plan and implement modifications of tools, materials and the environment, and to observe human movement. |
| Written and Verbal Communication | Ability to use English in both written and spoken language for effective communication with individuals in all health care professions, patients/clients, family members and care providers. |
| Cognitive Functions | <ul style="list-style-type: none"> • Attention: Ability to effectively attend to multiple tasks, personal interaction, and/or group to include ability to selectively focus, utilizing divided and alternating attention in a quick, safe manner. • Organization: Ability to organize concepts, schedule, materials, and work space. • Problem-solving: Ability to engage in decision-making and problem-solving for use in clinical reasoning and safe practice. |
| Strength | Demonstrate adequate body strength and endurance to sustain work level on a full-time basis, while performing intermittent moderate-to-heavy work levels (lifting of 10+ lbs. above shoulder level; lifting, pushing, pulling 50+ lbs., |

| | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | handling therapy equipment), and the ability to assist a person to move to different positions and surfaces. |
| Coordination | Ability to use fine skilled movements, such as finger dexterity and eye-hand coordination, for effective use of tools, splint fabrication, dressing, personal hygiene, grooming, cooking and written communication skills. |
| Professional Behaviors and Work Ethic | Capacity to use effective work ethic skills to include attendance, punctuality, positive work attitude, respect, cooperation, teamwork, professional manners, productivity appropriate to course and job role requirements and to work with persons with diverse backgrounds. |
| Emotional Stability and Coping skills | Ability to effectively adapt and handle fluctuations in emotional and physical stress levels; including the ability to maintain composure in moderate to high levels of stress in emergency situations. |

Persons with disabilities are eligible for admission, as long as, they can carry out classroom, laboratory and clinical assignments, client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the school. It is the student’s responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Accommodations:

Parker University will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder their completion of the curriculum. In order to access disability services or accommodations, students must initiate a request for service with the Office of Student Affairs and complete the eligibility determination process. The Office of Student Services can provide more information regarding accommodations that Parker University might be able to provide.

Course Failure:

Each OTA student class progress through the program as a cohort. Progression of students is based on the successful completion of all courses with a grade of “C” (70%) or better and demonstration of proficiency in identified performance competencies. The core 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 “C” (70%) or better. If a student earns less than a “C” (70%) or fails a course he or she will NOT be allowed to progress to the next course as a result, the student will be immediately dismissed from the program. After being dismissed from the OTA program the student will have an opportunity to apply for reentry into the program.

The student must wait until the failed course re-sequences or for the next scheduled offering. The student may apply for re-entry for the next cohort following dismissal. Re-entry is contingent upon not exceeding the program’s maximum capacity, if the cohort following dismissal is full, then the student must re-apply for the next cohort. The student is allowed to repeat a professional course one time with two maximum course repeats. To continue satisfactory progress in the Occupational Therapy Assistant program, the

student must achieve a minimum cumulative GPA of 2.75. If the required minimum cumulative GPA of 2.75 is not achieved, the student may be terminated from the program. A student whose cumulative GPA falls below a 2.75 at the end of a term will be placed on academic probation for one term. The student placed on probation must achieve a minimum cumulative GPA of 2.75 for the next term to remain in the program. If the required minimum cumulative GPA of 2.75 is not achieved at the end of the probationary term, the student may be terminated from the program. A student dismissed for failure to achieve a minimum cumulative GPA of 2.75 (on a 4.0 scale) is allowed a one-time opportunity to re-enter the program.

Please note: If a student falls below the above stated cumulative GPA of 2.75 any time after being reinstated that student will be dismissed from the OTA program and will NOT have the opportunity to re-enter. Students will have an opportunity to file a formal Academic dismissal appeal with the Dean of Students. The appeal will be reviewed by the OTA review committee comprised of the OTA Program Director, OTA faculty member/Academic Fieldwork Coordinator, College of Health Science Program Directors and Dean of Students.

Due to the evolving nature of the Occupational Therapy field, the OTA curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed from a class due to academic failure and return to complete the program with another class, are required to test their didactic and/or laboratory skills, demonstrating comprehension of subject contents from the term of dismissal. The student must pass with a 78% or better to re-enter. Additionally students are required to meet the graduation requirements of the class to which they return.

Failure of Level II Fieldwork experience

Failure occurs when a student receives a score of < 69 points on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for the OTA student or the fieldwork may be terminated due to inadequate performance, safety issues, unethical or significant unprofessional behavior. The Occupational Therapy Assistant Program permits one opportunity to repeat and successfully complete a Level II Fieldwork that has been failed. Fieldwork must be completed within 12 months of the completion of didactic coursework. Failure of a second Level II Fieldwork will result in dismissal from the program. If the student has previously repeated two major curriculum courses, the student will NOT have the opportunity to repeat the Level II fieldwork experience and will be dismissed from the OTA program and will NOT have the opportunity to re-enter.

Remediation

The OTA programs takes an active role in student success with the OTA faculty monitoring student performance in both face to face and distance learning courses. Course Instructors monitor student performance on every assignment and learning activity. Students experiencing academic difficulty in a course should make an appointment to meet with the course instructor to discuss the reasons for this and to make plans to address the difficulty. Students may find it useful to meet with their advisor to discuss the difficulty and possible courses of action.

A student receiving consecutive grades of "C"/70% or below on a tests or overall underperformance in a course, at the request of the course instructor may be required to meet with their academic advisor to discuss reasons for poor performance and if necessary develop a plan to improve performance. When

meeting with students the Course Instructors and Academic Advisors are responsible for completing an Advisement/Remediation worksheet/form for each student advised. The worksheet/form is designed to help students to identify factors that are contributing to a lack of academic success, and develop an achievable and workable plan for returning to and maintaining good academic standing. The student is responsible for following through with all established plans. The Academic Advisors will follow up with the student regarding the outcome of the plan.

Professional Core Course Repeat Policy

If a student fails or receives a “C” in a professional core course, the student can choose to repeat the course with permission of the program director, provided the program does not exceed maximum class capacity.

- If a student needs to repeat a professional core course the student will have to wait until the course re-sequences. Courses are only offered in their normal sequence. If a class is full, a student may have to wait an additional time period to re-enter the program.
- Depending on the length of time a student is out of the program it may be deemed by the Program Director and the Academic Fieldwork Coordinator (AFWC) that the student has lost knowledge and skills due to the time out of the program. To ensure student success a recommendation may be made that the student be required to audit previous course(s) to ensure that the level of knowledge and skill is in-line with other students in the same class expected for the returning student. Additionally students are required to meet the graduation requirements of the class to which they return.
- Due to the evolving nature of the Occupational Therapy field, the OTA curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed from a class due to academic failure and return to complete the program with another class, are **required** to test their didactic and/or laboratory skills, demonstrating comprehension of subject contents from the term of dismissal. The student must pass with a 78% or better to re-enter.
- A student can only repeat the same major course once. If the student fails the same course a second time, the student will be dismissed from the program.
- A student can repeat two **different** major courses; however, if a third failure occurs within the major courses, the student will be dismissed from the program.
- If a student has been out of the program for one year or more, the student must re-start the Occupational Therapy Assistant program from the beginning of the professional courses, contingent upon not exceeding maximum class capacity.

Please note: repeating a courses may not be covered by Financial Aid. See Financial Aid department for specifics.

Additional Expenses

OTA program fees:

| | |
|-----------------------------------------------------------------------------------------------|----------------|
| Malpractice Insurance: <i>(per clinical course)</i> Level I - \$10 each, Level II - \$20 each | \$70.00 |
| Level 3 - Criminal background check | \$75.00 |
| Drug test: | \$35.00 |

In addition to tuition and textbooks, school supplies and fees, OTA students should expect to have the following expenses:

The following items will be available for **purchase** in the Parker University bookstore. (*Prices subject to change.*)

| | |
|--------------------------------------------------------------|----------------|
| Royal blue polo shirt with the Parker University logo | \$49.95 |
| Name tags | \$8.95 |
| Splinting kit | \$50.00 |
| Goniometers | \$25.00 |
| OT clip board | \$20.00 |

Clinical Fieldwork

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>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</i> |
| <i>Clean, closed toe and closed shoes or tennis shoes (for clinical fieldwork sites)</i> |

Professional Association student membership

| | |
|---------------------------------------------------------|----------------|
| American Occupational Therapy Association (AOTA) | \$75.00 |
| Texas Occupational Therapy Association (TOTA) | \$30.00 |

Students must provide proof of the following prior to attending clinical fieldwork experiences:

- Mandatory health insurance
- Physical examination/health screen by a physician including immunizations and laboratory tests
- *Forms with required data will be provided during the orientation to clinical experience.*
- CPR/BLS certification (class offered at Parker University or show proof of completion)

Standards of Appearance

Proper professional dress and appearance are required. The OTA program has a firm dress code guideline for all students in clinical settings (this includes fieldtrips and observation visits, Level I and Level II fieldwork, and presentations at clinical settings). All attire must be well maintained and clean at all times. General appearance encompassing conventional hairstyle and color and conservative use of jewelry, make-up and accessories must meet professional standards required in clinical practice.

When off campus students should wear appropriate khaki type pants or colored slacks (**ONLY**) with a Royal blue polo shirt with the Parker University logo and the university issued name tag. For the safety of the student and patients/clients closed-toed, low-heeled, rubber soled shoes with hose or socks should be worn. Long hair should be tied back and students should avoid wearing excessive jewelry or dangling pieces that can get pulled or tangled when interacting with patients/clients.

Hair should also be within the range of naturally occurring hair colors. All visible tattoos must be covered and any visible piercings removed. Students should avoid the use of fragrances as patients/clients may have a chemical sensitivity to scents. Please note: During Level 2 Clinical Fieldwork placements students are to follow the established dress code for their assigned placements.

The table below lists what attire is acceptable and unacceptable when participating in fieldwork or community events for the OTA Program. These are based on standards of the majority of the facilities and community partners. Please adhere to this dress code unless otherwise specified by your Clinical Instructor or facility.

| Attire | Acceptable | Unacceptable |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Footwear | <ul style="list-style-type: none"> Flat or low heel casual-dress shoes with non-skid bottoms Socks or stockings must be worn | <ul style="list-style-type: none"> Sandals or flip flops High heels Open-toed Worn or soiled shoes |
| Pants | <ul style="list-style-type: none"> Khaki type pants or colored casual-dress pants clean and pressed Skirts or dresses if modest length and allow for safety and ease of movement in the clinical setting Conservative fit | <ul style="list-style-type: none"> Cargo or "pocket pants" Capri pants, shorts, Jeans <i>(certain sites may allow, please check with fieldwork site)</i> Low-rise pants Ripped or shredded hems Athletic wear Leggings |
| Shirts | <ul style="list-style-type: none"> Cleaned and pressed dress shirt, polo shirt or blouse (modest necklines and length) Lab coats in appropriate facilities Royal Blue Program polo shirt when appropriate | <ul style="list-style-type: none"> T-shirts and tank tops Ads, emblems, words Shirts that are short or low-cut and expose skin (cleavage, midriff) even when reaching up or bending over Sleeveless or shear tops |
| Jewelry/ Body Art | <ul style="list-style-type: none"> University issued name tag must be worn at all times Conservative use of jewelry Stud earrings with no more than 2 per ear 1 ring per hand Wristwatch (with second hand) | <ul style="list-style-type: none"> Visible piercing, No additional piercings (this includes but not limited to: nose, eyebrow, and tongue) Tattoos exposed Dangling/large jewelry Mouth jewelry or "grills" |
| Misc. | <ul style="list-style-type: none"> Hair clean and combed (long hair should be tied back) Facial hair neat/ trimmed or freshly shaven Nails clean and trimmed Conservative makeup Naturally occurring hair color Proper use of personal hygiene (deodorant, teeth brushed) Discreet underclothing | <ul style="list-style-type: none"> Artificial nails Use of perfume or cologne Smell of smoke Chewing gum or tobacco Straps, camisoles or other portions of undergarments showing |

Didactic and Clinical Attendance

A professional education at Parker University requires a full time commitment by the student. The OTA courses are demanding and academic standards are high. Students must expect to spend a significant part of each day in and out of class to successfully complete the program. Full realization of the learning

process is reliant upon the fact that students are expected to attend and be attentive and participatory in all lecture and laboratory classes.

Attendance is mandatory in all scheduled classes and laboratory sessions. OTA students are required to attend 100% of the sessions for each class. Students must attend classes on a regular basis to attain the skill, training and expertise they will need to become successful Occupational Therapy Assistants. The Occupational therapy Assistant program considers classroom/lab attendance as a component of demonstrating professional behaviors and is reflected in the attendance grade. Failure of the student to attend classes and/or laboratory sessions could result in poor academic performance by the student, possible grade reduction, or the student receiving a failing grade in the class. If a student falls below the cumulative 90% attendance mark they may receive an "F" for the course. The student is responsible for obtaining and learning subject materials presented during an absence.

Absence from any examination/test (lecture or lab) must be accompanied by a written excuse documenting the extenuating circumstance which prevented the student from sitting for the examination. If the excuse is considered valid by the course instructor (based on University policy), then arrangements to sit for the exam must be made with the course instructor within 24 hours. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. Faculty members may establish more rigorous attendance standards for their individual courses. *The program confirms that emergency circumstances (i.e., funeral, deaths, and serious illnesses of immediate family) can occur; such events will be taken under advisement by the Program Director.* However, students must provide the Program Director/faculty member with appropriate documentation within 48 hours supporting their reason for being absent. *In the case of repetitive or excessive absences, students may be referred to administration for more severe action, which may result in dismissal from the program.*

Excused absences are defined as: (with official documentation; doctors notes, police report, summons etc.)

- Illness and family emergencies
- Bereavement leave (Parker guidelines)
- Inclement weather
- Civic or military duty
- Mandatory religious observations
- Other situations deemed acceptable by the OTA Program Director

Unexcused absence:

- Vacation
- Personal appointments and outside work scheduling
- Failure to contact the instructor and/or Program Director
- Any other reason than those listed above

All unexcused absences will result in losing one point towards the attendance grade for each class missed.) The total number of points available will equal the number of total scheduled class days (including labs). For example, if a class has a total of 12 scheduled classes (including labs) and you are absent twice, then you will get 10/12 points or 83% for your attendance grade. Attendance will count for 5% of your overall grade for each course.

Extended absence or Leave of absence:

When the period of absence is known and may be planned, the student must confer with the appropriate course instructor and determine a plan of action for that absence. In order to maintain current program progress, a student's leave of absence should not exceed 120 days (*see Parker University catalogue for Leave of Absence policy*).

Absences for Religious Holidays

Parker University will excuse students from attending classes and other required activities for the observance of religious holidays, including travel for that purpose. A religious holiday means a day of observance by a religion whose places of worship is exempt from property taxation under Section 11.20 of the Texas Tax Code (or would be exempt if the place of worship as located in Texas). A student whose absence is excused under this policy may not be penalized. Those students will be allowed to take examinations or complete any assignments they missed due to observance of the religious holy day. With the student's agreement, arrangements must be made with the course instructor to make up the missed exam or work. A student may be required to show written documentation. A student who will miss an examination or assignment for the observance of a religious holy day should notify the course instructors of all courses affected prior to the absence.

Tardiness

Tardiness is disruptive to classroom instruction. Each student should make every attempt to get to class on time. A student will be considered *late* if he/she arrives after the beginning of the scheduled class time and late arrivals or tardiness (arriving after the beginning of the scheduled class time, includes returning late from lunch or scheduled breaks). It is required that students email or call their instructor ahead of time if they will not be able to attend class/lab or will be arriving late. Every TWO occurrences of tardiness will result in losing one point towards the attendance grade.

Clinical Fieldwork experience- Attendance

The dates for fieldwork are designed to meet the minimum hours required by accreditation standards. You are expected to be there every day except when ill or needed for an emergency in the *immediate* family. All other absences are to be made up.

If more than two (2) days are required for personal illness or immediate family emergency, a conference is required between the Academic Fieldwork Coordinator and the fieldwork supervisor to determine how the time will be made up; opportunities and scheduling for lost days is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish fieldwork if it extends beyond the scheduled time period.

Note: Up to two (2) days can be taken for illness or family emergency only. *You are NOT entitled to two (2) days off during fieldwork.* Notify your supervisor in advance, if you have a good reason to be absent from the location. Be prepared to relay information about your assigned caseload, including your suggestions for treatment of your patients. Under no circumstances should you ever be absent without notifying your supervisor.

Holiday Time off

Students follow the schedule set by their facility and/or immediate supervisor. This may include time off for holidays such as Labor Day, Columbus Day, or Thanksgiving. If the student is performing and progressing as expected, the fieldwork educator has discretion as to whether these days need to be made up. However, if more than 2 total days off are received for holidays, the student is expected to make up the time at a schedule specified by the site. If the make-up days extend beyond the established end date of the fieldwork placement, the AFWC must be notified.

Assessment Methods

The objectives for each course in the OTA curriculum reflect the 2011 OTA content standards required by the Accreditation Council for Occupational Therapy Education (ACOTE). A complete listing of these content standards (Section B) can be retrieved from <http://www.aota.org/Educate/Accredit/Draft-Standards.aspx>.

The program assesses each student's knowledge and skill in the areas below through specific content standards in each category:

- Foundational Content
- Basic Tenets of Occupational Therapy
- Occupational Therapy Theoretical Perspectives
- Screening and Evaluation
- Intervention and Implementation
- Context of Service Delivery
- Assistance with the Management of Occupational Therapy Services
- Scholarship
- Professional ethics, values, and responsibilities

Assessment measures for each content standard are described within each course syllabus and include assignments, demonstrations, projects and presentations, objective and/or essay exams, and laboratory exams, and are chosen based upon course material. Students are assessed on these content standards in both the academic and fieldwork settings (Level I Fieldwork A, B, C and Level II A and B Fieldwork).

Degree Requirements

The Associates of Applied Science – Occupational Therapy Assistant is a 72 credit hour program which requires:

23 credit hours- General education- Pre- OTA

1 credit hours – Program Prerequisite

48 credit hours - OTA core courses

33 credit hours - OTA core curriculum

- 15 credit hours - Clinical fieldwork education

Graduation Requirements

Parker University's graduation requirements for an Associate of Applied Science with a major in Occupational Therapy Assistant Program are as follows:

- Have satisfactorily fulfilled all requirements of the institution's academic regulations and curriculum for that program;
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.75 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for degree with the Office of Registrar on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Have exhibited the integrity and high morals expected of a professional
- Complete all required exit paperwork.

In addition, students in the Occupational Therapy Assistant Program must comply with all established criteria as outlined in the programmatic curriculum in order to be eligible for graduation. Students must complete 16 weeks of fieldwork level-II externship within 12 months of completing the academic coursework. The level-II fieldwork will require a minimum passing grade of 70% in order to obtain full credit. The student must receive a score of **> 69 points** on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE).

License to Practice

The Occupational Therapy Assistant Program student who graduates from the accredited program is eligible to sit for the national certification examination, to become a Certified Occupational Therapy Assistant (COTA). This examination is administered by the National Board for Certification in Occupational Therapy (NBCOT). Successful completion of the NBCOT exam is required to be licensed by the State of Texas to practice as an Occupational Therapy Assistant. **A felony conviction may affect a graduate's ability to sit for the NBCOT exam for professional certification and/or attain state licensure.**

National Board for Certification in Occupational Therapy (NBCOT)
800 South Frederick Avenue
Gaithersburg, Maryland 20877-4150
(301) 990-7979

www.nbcot.org

****NBCOT results of graduate performance are monitored through the OTA program's assessment process. NBCOT graduate pass rates are found on the OTA program webpage at www.parker.edu.***

The State of Texas license may be applied for and be obtained from:

The Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE)
333 Guadalupe, Suite 2-510
Austin, TX 78701-3942
Phone: (512) 305-6900
Fax: (512) 305-6970 or (512) 305-6951
info@ptot.texas.gov

Curriculum

**ASSOCIATE OF APPLIED SCIENCE
OCCUPATIONAL THERAPY ASSISTANT
CURRICULUM**

| | |
|---------------------------------------|---------------------------------|
| GENERAL EDUCATION CORE COURSES | 23 Semester Credit Hours |
| PROGRAM PREREQUISITE COURSES | 1 Semester Credit Hours |
| OTA CORE COURSES | 48 Semester Credit Hours |
| TOTAL | 72 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|-----|-----------------------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 23 Semester Credit Hours |
| ENGL 1301 | 3 | Composition I |
| SPCH 1311 | 3 | Introduction to Speech Communications |
| BIOL 2401 | 4 | Anatomy and Physiology 1/ Lecture & Lab *(prerequisite course) |
| BIOL 2402 | 4 | Anatomy and Physiology II/ lecture & Lab *(prerequisite course) |
| MATH 1314 | 3 | College Algebra |
| ENGL 2326 | 3 | American Literature or other selected Humanities |
| PSYC 2301 | 3 | General Psychology |
| PROGRAM PREREQUISITE COURSES | | 1 Semester Credit Hours |
| HPRS 1106 | 1 | Essentials of Medical Terminology *(prerequisite course) |
| OTA CORE COURSES | | 48 Semester Credit Hours |
| OTHA 1305 | 3 | Principles of Occupational Therapy |
| OTHA 1211 | 2 | Occupational Performance throughout the Lifespan |
| OTHA 1341 | 3 | Occupational Performance from Birth through Adolescence |
| OTHA 1160 | 1 | Clinical in OTA I – Pediatric Level I Fieldwork |
| OTHA 1315 | 3 | Therapeutic Use of Occupations or Activities 1 |
| OTHA 2209 | 2 | Mental Health in Occupational Therapy |
| OTHA 1161 | 1 | Clinical in OTA II – Mental Health Fieldwork |
| OTHA 2302 | 3 | Therapeutic Use of Occupations or Activities II |
| OTHA 1309 | 3 | Human Structure and Function in Occupational Therapy |
| OTHA 1349 | 3 | Occupational Performance of Adulthood |
| OTHA 2304 | 3 | Neurology In Occupational Therapy |
| OTHA 1162 | 1 | Clinical in OTA III – Adult Level I Fieldwork |
| OTHA 1319 | 3 | Therapeutic Interventions I |
| OTHA 1353 | 3 | Occupational Performance for Elders |
| OTHA 2235 | 2 | Health Care Management in Occupational Therapy |

| | | |
|-----------|---|-----------------------------------------------------------------|
| OTHA 2230 | 2 | Workplace skills for the Occupational Therapy Assistant |
| OTHA 2560 | 5 | Clinical in Occupational Therapy Assistant-Level II Fieldwork A |
| OTHA 2561 | 5 | Clinical in Occupational Therapy Assistant-Level II Fieldwork B |

***These designated courses must be taken prior to any other OTA core courses**

A.A.S. Degree Program Length: 24 months

Associate of Applied Science with major in Radiologic Technology

Mission

The Radiologic Technology Program exists to provide students with the academic and technical foundation to competently and safely perform procedures.

General Program Information

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 health care landscape. There are 10 night classes and 6 months of clinical courses. The clinical hours consist of 36 hours a week.

Program Learning Outcomes

1. Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures.
2. Students will apply verbal and written communication skills to effectively interact within a healthcare setting.
3. Students will acquire critical thinking and problem-solving skills to effectively practice in the profession.
4. Students will demonstrate radiation protection methods.

Length of Program

Parker's Associate of Applied Science with major in radiologic technology is a 16 month program. The Radiologic Technology program consists of 10 months of evening classes and 6 months of clinical classes, including 8 general education requirements to be completed before entering the Radiologic Technology core component.

Mode of Instruction

The Radiologic Technology courses are on ground at the Parker University Campus with the exception of the clinical component. A variety of clinical facilities throughout the Dallas/Fort Worth area will be utilized for clinical.

Computer Skills and Access

Students will have a general education course that will be taken before entering the Radiologic Technology program.

Clinical Experiences

Collect proof of all immunization requirements before applying for the RT program admission. A completed immunization form is due at the time you apply for Radiologic Technology Program (Core Classes). Students enrolling in the RT 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 Pre-RT coursework to ensure timely completion. Student must have completed 2/3 of the Hepatitis B series prior to application to the program.
- Effective Jan. 1, 2014, state law (Senate Bill 62) requires that students under age 22 entering a public, private, or independent institution of higher education in Texas provide proof of immunization for bacterial 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.)

*Some immunizations may need to be updated upon going to clinical. Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website at: https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

- Students must possess a current CPR for BLS Healthcare Provider Card. The student's card must not expire while participating in the Radiologic Technology Program. If your CPR for BLS Healthcare Provider Card expires during your time in the RT program, you will be dismissed from the program.

Note: Clinical education 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.

* 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 he/she may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on his/her 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.

Note: Criminal Background checks/drug screens. 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.

Students must possess a current CPR for BLS Healthcare Provider Card. The student's card must not expire while participating in the Radiologic Technology Program. If your CPR for BLS Healthcare Provider Card expires during your time in the RT program, you will be dismissed from the program.

Environmental Requirements

An interaction with patients in health care carries inherent risks to both the patient and health care 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 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.

Criminal Background Check

A Criminal Background check waiver MUST be signed in order for the student to enter the RT core courses. A criminal background check will be obtained 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 his/her 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. www.arrt.org/handbooklinks. There is a fee to submit a pre-application.

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.

Technical Standards

Students must be physically capable of successfully performing the following standards related to the occupation in a safe, accurate, and expeditious manner. Please read the following standards carefully, make an assessment of your physical capabilities, and determine if you have any physical limitations that may restrict or interfere with your satisfactory performance of any of the standards listed below.

- Lift, move and transport patients (in excess of 50 pounds) to and from various ambulatory devices, (wheelchair, stretcher, hospital bed, and radiographic table) without causing undue pain or discomfort to patient or oneself.
- The ability to spend prolonged periods of time walking, standing, sitting, bending, reaching, pushing, and pulling.
- Position patients for various radiologic examinations. This requires physical touch.
- Manipulate x-ray equipment into proper positions, including fixed and mobile units. This requires upper and lower body dexterity.
- Recognize audio sounds (bells, buzzers, etc.) and visually distinguish colors.
- Respond immediately to emergency situations that may otherwise jeopardize a patient's physical state if speedy care is not administered.
- Evaluate written requisitions for radiographic procedures.
- Communicate (verbal and written) the explanation of procedures and give effective instructions to a patient.
- Obtain medical histories of patients and communicate this information to appropriate members of the health care team.
- Visually evaluate radiographic images.

*Persons with disabilities are eligible for admission, as long as, they can carry out classroom, laboratory and clinical assignments, client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the school. It is the student's responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Re-admission Requirements

Unaccepted students for the CORE RT program:

If a student is declined admission into the desired RT cohort the student can re-apply for the following cohort. Applications can be completed on-line at <http://parker.edu/academics/aas-radiologic-technology/> should be updated to include any additional coursework and/or accomplishments that the candidate feels will contribute to academic and clinical success.

Re-entry into the core RT program : If a student is dismissed from the program due to excessive absences (in any combination of absences, late arrivals, extended break times and/or early leaves) the student may apply for re-entry to the program; however, acceptance for program re-entry is contingent upon the student's cumulative GPA standing and the program not exceeding maximum class capacity.

Physical Requirements

PHYSICAL HEALTH SCREEN

Each student is required to have a health 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.

Additional Expenses

RT program fees:

| | |
|-----------------------------------------------------------|--------------|
| Malpractice Insurance (<i>per clinical course</i>) | \$60 |
| Criminal background check | \$48 |
| Drug tests | \$40 |
| Markers | \$22 |
| Dosimeter badges | \$80 |
| Registry test exam fee | \$200 |

Standards of Appearance

The Radiologic Technology Program has developed a student dress code that will help the student develop a professional look and demeanor:

1. Students in the Program are required to wear designated hospital scrub tops with the Parker logo on it, along with matching scrub pants. White lab coats are optional.
2. The student will be responsible for the cost of their scrubs.
3. Student identification badges are required to be visibly worn on the scrub top or scrub jacket depending on which one the student is wearing.
4. The student's footwear includes all white leather closed toe and heel shoes, which can be sneakers, and white socks or hosiery.
5. The student's uniform, including footwear, must always be clean and neat, properly maintained and appropriately laundered, hemmed and pressed.
6. The student is required to wear their uniform (RADIATION DOSIMETER BADGE, LEAD MARKERS and IDENTIFICATION BADGE) during all core professional classes, labs and clinical courses.
7. If a student needs to wear additional clothing, i.e. a sweater, undergarments etc., the color must be WHITE and contains no writing.
8. Jewelry and/or body adornment (tattoos) must be kept to a minimum during all core professional classes, labs and clinical courses. NO dangling jewelry, facial piercings, or sharp rings. Obscene or derogatory jewelry and/or body adornment will not be permitted. All visible tattoos should be covered.
9. Fingernails must be kept clean and clipped. Fingernail polish will not be allowed. Only natural nails will be considered in compliance. NO ARTIFICIAL FINGERNAILS of any kind.
10. The student's hair must be off shoulders, clean, and when appropriate, pulled back and out of FACE. Hair also needs to be of natural color; no pink, green, purple, etc. The RT program faculty will determine what is appropriate.
11. Facial hair should be neat and trimmed at all times. Beard no longer than a #2 on a shaving clipper.

12. All students must maintain appropriate personal hygiene. Heavy or loud perfumes and colognes are not permitted. No smell of tobacco products. Tobacco products are not to be used a facility or university grounds.
13. If a student comes to class, lab or the clinical site not dressed in the proper uniform, the student will be sent home to change. It will be the responsibility of the student to obtain any course assignments, examinations and/or course material that may be missed due to time away from class or clinical rotation.
14. Any time lost from the course will be recorded in the student's attendance record and appropriate action(s) taken as per the program's attendance policy.
15. When assigned to a clinical rotation site the student must follow that facility's dress code in addition to the Program's policy.

Clinical and Didactic Attendance

Absenteeism, including late arrivals, extended breaks and early leaves in excess of (8 hours) of missed clinical hours per clinical rotation may cause the student to be ineligible to continue in the program.

Students must follow the program's Clinical Attendance Policy and Standards of Attendance

Students are to notify the Clinical Coordinator and the assigned clinical facility if they will not be attendance. Failure to notify either will result in a written clinical advisement. 5 points will be deducted from the student's final exam grade for each offense. If the Clinical Coordinator arrives at a site to check on the student and the student is not there and has not notified the Clinical Coordinator, 10 points will be deducted from the student's final exam grade.

- If a student needs to be absent from clinic, the student needs to speak directly to the clinical instructor, supervisor or manager at the clinical site only. Leaving a message with ancillary personnel is not acceptable.
- Clinical hours vary by location and students are expected to follow their assigned schedule.
- All make-up hours must be pre-approved by the Clinical Coordinator and the clinical instructor at the site. Students may not come in early or stay late without approval.
- If a student needs to be absent for a didactic course, the student needs to notify the instructor by email, text or phone. The student is responsible to retrieve any work that was distributed during the class or work that needs to be completed for the course.
- Should the clinical coordinator/CCA arrive to the facility and the student has failed to notify them of their absence the student will be given a zero for the Clinical site evaluation form.
- Any absences occurring during the term must be made up before the beginning of the next term. Students are allowed to miss 8 hours of their clinical rotation before being dismissed from clinical. When a student has missed 4 hours of clinical they will receive a written warning and an academic action plan. When a student misses 8 hours they will receive a possible dismissal letter letting the student know that one more minute missed and they will be dismissed.

A clinical/didactic absence is defined as 3 or more missed clinical/didactic course hours on any one day, or 3 occurrences in any combination of late arrivals, extended breaks and/or early leaves.

Administrative Actions

- Written Warning – If a student misses 4 hours due to arriving late to a clinical site/didactic course or back from a scheduled break or leaves early from a clinical site/didactic course the student will receive a Written Warning.
- Final Written Warning – If a student is absent (8) hours during a clinical rotation/didactic course in any combination of late arrivals, extended breaks and/or early leaves the student will receive a Final Written Warning.

The circumstances above can cause a student to fail the clinical/didactic component of the RT courses.

Repeat pattern of poor attendance: a maximum of three Final Written Warnings throughout the duration of the program can result in the student being dismissed from the program.

Degree 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
- 30 semester credit hours in RT core courses
- 18 semester credit hours in RT Clinical courses

Graduation Requirements

Parker University Students must meet all of Parker University's requirements.

- Complete the designated program of study.
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.75 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for degree with the Office of Student Affairs on or before the published date during the last term of resident study. The degree will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

License to Practice

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.

Curriculum

**ASSOCIATE OF APPLIED SCIENCE
RADIOLOGIC TECHNOLOGY
CURRICULUM**

| | |
|---------------------------------------|---------------------------------|
| GENERAL EDUCATION CORE COURSES | 26 Semester Credit Hours |
| RT CORE COURSES | 30 Semester Credit Hours |
| RT CLINICAL COURSES | 18 Semester Credit Hours |
| TOTAL | 74 Semester Credit Hours |

| Course ID | Cr. | Course name |
|---------------------------------------|------------|-----------------------------------------------------|
| GENERAL EDUCATION CORE COURSES | | 26 Semester Credit Hours |
| PSYC 2301 | 3 | General Psychology |
| ENGL 1301 | 3 | English Composition |
| SPCH 1311 | 3 | Introduction to Speech Communication |
| BIOL 2401* | 4 | Anatomy and Physiology 1(lecture and lab) |
| BIOL 2402* | 4 | Anatomy and Physiology II (lecture and lab) |
| MATH 1314 | 3 | College Algebra |
| ENGL 2326 | 3 | American Literature |
| COSC 1301 | 3 | Introduction to Computers |
| RT CORE COURSES | | 30 Semester Credit Hours |
| RADR 1309 | 3 | Introduction to Radiologic Science and Patient Care |
| RADR 1313 | 3 | Principals of Radiographic Imaging I |
| RADR 1311 | 3 | Basic Radiographic Procedures |
| RADR 2301 | 3 | Intermediate Radiographic Procedures |
| RADR 2305 | 3 | Principals of Radiographic Imaging II |
| RADR 2317 | 3 | Radiographic Pathology |
| RADR 2331 | 3 | Advanced Radiographic Procedures |
| RADR 2333 | 3 | Advanced Medical Imaging |
| RADR 2313 | 3 | Radiation Biology and Protection |
| RADR 2335 | 3 | Radiologic Technology Seminar |
| RT CLINICAL COURSES | | 18 Semester Credit |
| | | Hours |
| RADR 1360 | 3 | Clinical Education I |
| RADR 1361 | 3 | Clinical Education II |
| RADR 2360 | 3 | Clinical Education III |
| RADR 2361 | 3 | Clinical Education IV |
| RADR 2362 | 3 | Clinical Education V |
| RADR 2363 | 3 | Clinical Education VI |

A.A.S. Degree Program Length: 24 months; Six (6) terms of instruction.

Maximum satisfactory time frame completion: Nine (9) terms of instruction

**Course order, content and credit hours is subject to change*

Certificate in Massage Therapy

Mission

Parker University School of Massage Therapy will enhance the development of wellness leaders through massage therapy by offering sound, ethical, well-researched, and relevant programs through high standards of education, research, and service.

General Program Information

Parker University School of Massage Therapy opened in January 2007. The massage school and clinic gives scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial release, and neuromuscular therapy. The massage school teaches the art of massage through a natural health and wellness model, while the structured clinic internship prepares students 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 fields.

Our entry-level program includes more than 320 hours of education in the science of therapeutic bodywork and more than 200 hours of classroom, lab, and clinical courses. Overall, this 8-month, 600-hour program assures graduates will be fully prepared to contribute to the health of any client through direct intervention, knowledgeable referral, or wellness advocacy. To assist students with busy schedules, the School now offers both a day and an evening program.

The School of Massage Therapy also features contemporary equipment and a pristine environment where students can learn and network with others in the health care profession. Students of the Parker University School of Massage Therapy interact with other massage therapy students and also with chiropractors and chiropractic students. Financial assistance is available to help students who qualify manage both their financial and professional goals.

Parker University gives every student a unique experience. Outside of the classroom, recreational facilities welcome the Parker family to have fun and be active on campus. The student activity center contains exercise equipment and a gymnasium for students as well as fitness classes for all levels, while lounges and a world-class library provide a quiet place to study, relax, and expand the mind. Parker University offers university life as it is meant to be lived – actively.

Program Learning Outcomes

- The student learning outcomes for the School of Massage Therapy are:
- Demonstrate both therapeutic and relaxation modalities of massage therapy in order to provide appropriate, evidence-based 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.
- Exhibit an understanding of health and professional hygiene in relation to self-care, stress reduction, universal precautions and client management.

Length of Program

The massage program is designed to be completed in eight months (600 clock hours). This is the typical amount most students take to complete the program. However, students that need to extend their time of study will have 12 months of continual enrollment to complete the program. The maximum length of time to complete the program is 12 months. 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 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 re-admission. Former students must also meet all current admission requirements.

Clinical Experiences

Please confer with the [School of Massage Therapy Clinic Handbook](#) for information on 'Clinical Experiences'

Re-admission Requirements

Students who are dismissed may file a written notice of appeal with the chair of MSAAC (Massage School Director) within 3 school days of the last Friday of the trimester (third day of break). MSAAC will overturn a dismissal only when justified by extenuating circumstances. The notice of appeal must explain those extenuating circumstances and include any appropriate documentation. If MSAAC denies the appeal for continued enrollment, the student may appeal that decision to the Executive Academic Advising Committee (EAAC) by filing a written notice of appeal with the chair of MSAAC (Massage School Director) within 3 school days after receiving notice of MSAAC's decision on the appeal.

The EAAC may:

- affirm the decision of the MSAAC,
- remand the case to the MSAAC for further investigation or consideration of new facts that could not have been presented to the MSAAC, or
- reverse or modify the decision of the MSAAC only if justified by extenuating circumstances, or if the decision of the MSAAC was malicious, arbitrary or capricious.

The decision of the Executive Academic Advising Committee is final.

Please Note: The MSAAC may re-admit a student to the school but that does not guarantee eligibility for financial aid. Academically dismissed students who have been granted re-admission must file a separate appeal to the Office of Financial Aid for eligibility to receive funding.

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 ultimately 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, as long as, 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 of 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 Affairs can provide more information regarding accommodations that Parker University might be able to provide.

Graduation Requirements

The Massage Therapy Certificate will be conferred by Parker University on individuals who:

- Complete the designated program of study.
- Complete all degree requirements with a grade of C or higher in all courses.
- Complete degree requirements with a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- Are not on academic probation or subject to disciplinary sanctions at the time of graduation
- File an application for graduation with the Office of the Registrar on or before the published date during the last term of resident study. The diploma will not be awarded unless the application is completed.
- Resolve all financial obligations to Parker University.
- Complete all required exit paperwork.

Once all requirements have been met, graduates will be issued a certificate.

License to Practice

Students who need information regarding licensure should contact the Massage School, the Office of the Registrar or the regulatory body that governs massage therapy practice in the state or country where the student wishes to practice.

The licensing requirements of the states vary widely. Some state boards require a specific number of classroom hours in order 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 and in the Office of the Registrar. More information is available at the Association's web site www.abmp.com. Students are responsible for obtaining all information regarding practice regulations in any jurisdiction they select. Because state licensing requirements may change, the eligibility of a student to sit for a state's licensing examination 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. Please contact the Texas Department of State Health Services with any questions you may have or ask a Parker University Massage School staff member for assistance.

Curriculum

CERTIFICATE IN MASSAGE THERAPY CURRICULUM

| | | |
|------------------------|------------------------|---------------------------------|
| MT CORE COURSES | 600 Clock Hours | 34 Semester Credit Hours |
| TOTAL | 600 Clock Hours | 34 Semester Credit Hours |

| Course ID | Clock Hr | Course name |
|------------------------|----------|---------------------------------------------|
| MT CORE COURSES | | 600 Clock Hours |
| MTEC0101 | 125 | Swedish Massage |
| AMMT0101 | 75 | Anatomy & Physiology |
| HHMT0102 | 12 | Nutrition |
| HYMT0101 | 20 | Hydrotherapy |
| HHMT0101 | 20 | Human Health & Hygiene |
| AMMT0102 | 40 | Pathology for the Massage Professional |
| BPMT0101 | 8 | Business Practices & Professional Ethics I |
| MFMT0201 | 40 | Myofascial Therapy |
| AMMT0201 | 60 | Applied Anatomy and Kinesiology |
| MTMT0201 | 40 | Neuromuscular Therapy |
| NMMT0201 | 32 | Eastern Modalities |
| BPMT0201 | 48 | Business Practices & Professional Ethics II |
| INMT0201 | 80 | Massage Therapy Intern Clinic |

600-hour Basic MT Certificate Program Length: Minimum 2 terms of instruction.
Maximum satisfactory time frame completion: 3 terms.

Student 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. Parker also reserves the right to adjudicate conduct and behavior violations of students, student organizations, and clubs which have taken place off campus and/or are associated with an event sponsored by the University. 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.

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 | 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. |
| Dismissal | Permanent removal from Parker University. |

Examples of disciplinary violations 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 Student 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 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;
2. Taking into an exam or using during an exam, material, equipment, or electronic devices not authorized by the instructor administering the test;
3. Collaboration with another person during a written, oral or 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 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 your 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.
 - b. Changing an answer on an already graded exam (or scantron sheet) in order to falsely negotiate for a higher grade.
 - c. Altering entries in any way in any University record. Furnishing false information to any university office, staff or faculty member; and
 - d. Forgery, alteration, destruction or misuse of any university document, record or identification form.
 - 9. Sabotage will not be tolerated. Examples include but are not limited to the following:
 - a. Stealing, destroying or altering another's academic work.
- B. Obstruction or disruption of teaching, whether 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, a student who exposes a client or other person to risk of harm may be dismissed from the class. This include failure to conform to minimum standards of acceptable practice under the supervision of the faculty, or designee of the 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:
 - a. Issuance of a check without sufficient funds;
 - b. Failure to fulfill financial obligations to Parker University;
 - c. Failure to comply with reasonable directives of faculty, staff or administrators acting in the performance of their duties;
 - d. Failure to heed an official notice or summons by faculty, staff or administrators.
 - e. 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, 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 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 manufacturing, distributing, dispensing, possessing, selling, and purchasing drugs, narcotics, or hallucinogens.
- Q. Smoking (include e-cigarettes, vapors and hookahs) and use of smokeless chewing tobacco is prohibited in all campus buildings.
- 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 or inappropriate language, using a telephone 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.
- 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.
- V. 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).
- W. Massage Therapy students will ensure clients will be properly draped during massage procedures. Full conservative draping is required at all times.

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 student is guilty of the infraction; if so report the infraction to the appropriate Department Chair at which time one or more of the following courses of action may be taken:
 - a. The case may be decided and dealt with on the instructor level in cases of minor infractions.
 - b. Cases of more severe infractions will be referred to the College Dean and/or Vice President, Academic Operations and/or Vice President, College of Chiropractic where the case may be referred to the Dean of Students and determination will be made whether the case warrants being brought before the Academic and Professional Standards Committee.

One or more of the following penalties may be imposed once academic dishonesty 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

Minor incidents of academic misconduct may be handled by a faculty member or academic department head/administrator. If the student does not wish to accept the disciplinary action given, he/she will be reported to the Dean of Student Affairs/Chair of the Academic and Professional Standards Committee for a hearing and decision.

Conduct Violations Hearing and Appeal Procedures

Academic and Professional Standards Committee

Pursuant to the University's Code of Conduct, any member of the university community may report a student for misconduct, unprofessional behavior or violation of university policies and/or procedures. The report will be submitted in writing to the Dean of Student Affairs.

The Dean of Student Affairs conducts an investigation to determine if the charges have merit and/or can be resolved administratively by mutual consent. Such disposition will be final and there will be no subsequent proceedings or appeals. If there is no mutual consent, a hearing will be scheduled before the Academic and Professional Standards Committee within fourteen business days. 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 appointed by the Student Body President and/or Dean of Student Affairs. The committee is chaired by the Dean of Student Affairs.

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 is a violation of university policy and will subject the student(s) to further charges.
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 will inform the student in writing within five business days of the committee's decision.

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. 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 committee is an adverse decision (suspension or dismissal) the student may appeal the decision. The appeal will be submitted in writing within five business days of the receipt of the committee's decision to the Dean of Student Affairs. The student is 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 Appeal Committee is chaired by the Dean of Student Affairs and consists of the Vice President of Academic Operations, Vice President of the College of Chiropractic, Dean of the College of Health Sciences, and the Director of Clinics. The Appeals Committee may uphold the appeal of the student, may affirm the committee's decision, or may modify the disciplinary action, either by reducing the action or increasing the severity of the disciplinary action. The Dean of Student Affairs will notify the student of the decision within five business days. 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.

Problem Resolution Chain of Communication

In the event that issues arise, students should address through the following chain of communication:

- Academic issues such as academic dishonesty witnessed, or students being disruptive in classes, etc.: Student → Course Director/Instructor → Program Director/Department Chair → College Dean → Vice President, Academic Operations and/or Vice President, College of Chiropractic
- Issues with an exam, exam questions, exam scheduling, etc.:
Student → Course Director/Instructor → Program Director/Department Chair → College Dean → Vice President, Academic Operations and/or Vice President, College of Chiropractic
- Grade disputes:
Student → Course Director/Instructor → Grade Appeals Form → Program Director/Department Chair → College Dean → Vice President, Academic Operations and/or Vice President, College of Chiropractic
- Issue with a faculty member:
Student → Course Director/Instructor if possible, otherwise Program Director/Department Chair → College Dean → Vice President, Academic Operations and/or Vice President, College of Chiropractic → Dean of Student Affairs
- Issues with academic labs:
Student → Lab Director/Instructor → Course Director/Instructor → Program Director/Department Chair → College Dean → Vice President, Academic Operations and/or Vice President, College of Chiropractic

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.

Student Complaint Policy

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.

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. 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.

Formal Complaint Procedures

A student that wishes to file a formal complaint must complete the Title IX/ Discrimination/Harassment/ Code of Conduct Complaint Form which is available in the Department of Student Affairs and on MyParker within ten (10) business days of the occurrence. The Complaint Form consists of the following elements:

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

Once complete, the student must submit the form to the Department of 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 five (5) business days 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 Vice President, Academic Operations and/or Vice President, College of Chiropractic within five (5) business days of receiving the recommendation.

The Vice President, Academic Operations and/or Vice President, College of Chiropractic will conduct an investigation and have a final decision within 10 business days. Should the original complaint involve the Vice President, Academic Operations and/or Vice President, College of Chiropractic, the President will render a final decision.

If the complaint involves a member of the Department of Student Affairs, the form may be submitted to the Vice President, Academic Operations and/or Vice President, College of Chiropractic.

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 at the following website:

<http://www.theccb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>.

The rules governing student complaints also are addressed in Title 19 of the Texas Administrative Code, Section 1.110-1.120 at the following website:

University Title IX Policy
Sexual Misconduct Policy & Complaint Resolution Procedures

I. POLICY STATEMENT

Parker University (the “University”) is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The University considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

II. SCOPE

This policy applies to all University employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University’s educational programs and activities, including third-party visitors on campus (the “University Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. The University’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services.

The University has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official University program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The University will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

III. TITLE IX STATEMENT

It is the policy of the University to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the University’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The University has designated the following Title IX Coordinators (VP of Human Resources and the Dean of Student Affairs) to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

- o Sandra McLean, Vice President of Human Resources and Organization Development; Title IX Coordinator; 972-438-6932 x 7060 smclean@parker.edu
- o Michael Johnson, Dean of Student Affairs; 972-438-6932 x7150 or Michael.johnson@parker.edu

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 www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. SEXUAL MISCONDUCT

A. Sexual Misconduct

"Sexual misconduct" is an umbrella term covering sex discrimination, sexual harassment, and sexual violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

B. Sexual Harassment

1. Definition of Sexual Harassment - Sexual harassment is unwelcome conduct of a sexual nature and includes sexual advances, requests for sexual favors, and other verbal, physical, visual, or digital conduct of a sexual nature when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

2. Examples of Sexual Harassment - Some examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Sexual violence (as defined below)

C. Sexual Violence

1. Definition of Sexual Violence

Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol.

2. Examples of Sexual Violence

Some examples of sexual violence include:

- Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
 - The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
 - Unwilling sexual penetration (anal, vaginal, or oral) or other sexual touching with any object or body part that is committed by force, threat, intimidation, or otherwise without consent
 - Having sexual intercourse with a person who is unconscious because of drug or alcohol use
 - Hazing that involves penetrating a person's vagina or anus with an object
 - Sexual exploitation, which includes, but is not limited to, the following:
 - o Sexual voyeurism
 - o Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person
 - o Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
 - o Coercing someone into having sexual intercourse by threatening to expose their secrets
 - o Secretly videotaping or photographing sexual activity where the other party has not consented
 - o Disseminating sexual pictures or videos of another person without consent regardless if the pictures or videos were obtained with consent
 - o Prostituting another person
3. Consent

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent
 - o Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting
- If a person is asleep or unconscious, there is no consent
- If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity
- Consent can be withdrawn; A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent
- Being in a romantic relationship with someone does not imply consent to any form of sexual activity
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee)

D. Domestic Violence, Dating Violence, and Stalking

The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. Domestic Violence

"Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- Texas law does not specifically discuss domestic violence, but conduct of this nature is defined as "family violence" in Section 71.004 of the Texas Family Code

2. Dating Violence

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

- The definition of dating violence under Texas law can be found in Section 71.0021 of the Texas Family Code

3. Stalking

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

- The definition of stalking under Texas law can be found in Section 42.072 of the Texas Penal Code

V. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator (Dean of Student Affairs)

It is the responsibility of the Title IX Coordinator (Dean of Student Affairs) to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the University Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) ensure that students are aware of the procedures for reporting and addressing complaints of sexual misconduct; (6) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures; and (7) identify and address any patterns or systemic problems regarding sexual misconduct at the University.

B. Administrators, Deans, Department Chairs, and Other Managers

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator (Dean of Student Affairs) and/or Director of Employee Relations to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

C. Employees

Throughout this policy, the term “employees” includes all faculty, staff, and administrators. It is the responsibility of employees to review this policy and comply with it.

D. Students

It is the responsibility of students to review this policy and comply with it.

E. The University

When the University is aware that a member of the University Community may have been subjected to or affected by conduct that violates this policy, the University will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sexual misconduct. The University will act in accordance with its Complaint Resolution Procedures.

VI. COMPLAINTS

A. Making a Complaint

1. Employees

All University employees have a duty to report sexual misconduct to the Director of Employee Relations when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the University in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

2. Students

Students who wish to report sexual misconduct should file a complaint with the Title IX Coordinator (Dean of Student Affairs) or a Deputy Title IX Coordinator (from the Department of Student Affairs). Students should be aware that all employees at the University have an obligation to report sexual misconduct that they become aware of or witness.

Students may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in Section III above.

3. Other Persons

Any other persons who are involved in the University’s programs and activities, including visitors on campus, who wish to report sexual misconduct should file a complaint with the Title IX Coordinator (Dean of Student Affairs) or Director of Employee Relations. They may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in Section III above.

4. Confidential Discussions

If a victim desires to talk confidentially about his or her situation, there are resources available. The following resources are available to assist you and will not further disclose the information you provide, unless otherwise required to do so by law (e.g., if the victim is a minor):

[Department of Student Affairs
Counselor and/or Retention Coordinator:
2540 Walnut Hill Lane
South Building 201
Dallas, TX 75229
214-902-2422

ComPsych
Phone: 800-272-7255
TDD: 800-697-0353
Online: www.guidanceresources.com, WebID: PARKU.

5. Content of the Complaint

So that the University has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the University may follow up appropriately.

6. Information Provided to Complainant and Respondent

A complainant who makes a claim of sexual misconduct to the University will be given a copy of the document titled "Explanation of Rights and Options After Filing a Complaint Under the Sexual Misconduct Policy." This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

7. Conduct that Constitutes a Crime

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the University will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

8. Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking

If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim's fault. When physical violence of a sexual nature has been perpetrated against you, the University recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:

- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the University
- Requesting that no further action be taken
- Requesting further information about the University's policy and procedures for addressing sexual misconduct
- Requesting further information about available victim resources

9. Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Members of the University Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.

10. Retaliation

It is a violation of this policy to retaliate against any member of the University Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

11. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the University will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, transportation, or work situation, to the extent that the University has control over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to Campus Security or local law enforcement. Requests to change an academic, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator (Dean of Student Affairs).

If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator (Dean of Student Affairs). The University will take all reasonable and legal action to implement the order.

B. Timing of Complaints

The University encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the University's ability to investigate and respond to the conduct complained of.

C. Investigation and Confidentiality

All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures, and the University will take disciplinary action where appropriate. The University will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the University cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the University's ability to respond may be limited. The University reserves the right to initiate an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the University Community.

The Title IX Coordinator (Dean of Student Affairs) is the person responsible for evaluating requests for confidentiality.

D. Resolution

If a complaint of sexual misconduct is found to be substantiated, the University will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from University programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, or work accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

E. Bad Faith Complaints

While the University encourages all good faith complaints of sexual misconduct, the University has the responsibility to balance the rights of all parties. Therefore, if the University's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

VII. ACADEMIC FREEDOM

While the University is committed to the principles of free inquiry and free expression, sexual misconduct is neither legally protected expression nor the proper exercise of academic freedom.

VIII. EDUCATION

Because the University recognizes that the prevention of sexual misconduct, as well as domestic violence, dating violence, and stalking, is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, students should contact the Title IX Coordinator (Dean of Student Affairs) and employees should contact the Director of Employee Relations.

SEXUAL MISCONDUCT COMPLAINT RESOLUTION PROCEDURES

I. GENERAL PRINCIPLES

A. Applicability

These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

B. Administration

For purposes of these Complaint Resolution Procedures, "Investigating Officer" means the Title IX Coordinator (Dean of Student Affairs) and/or designee(s). The Investigating Officer shall have responsibility for administering these Complaint Resolution Procedures.

C. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. The Investigating Officer shall discharge his or her obligations under these Complaint Resolution Procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

D. Training

These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Preliminary Matters

1. Timing of the Investigation

The University will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time

to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) business days.

2. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is attempted:

- It can only be used with the complainant's voluntary cooperation and the involvement of the Title IX Coordinator (Dean of Student Affairs)
- The complainant will not be required to work out the problem directly with the respondent
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below
- Informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual violence

3. Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sexual Misconduct Policy.

4. Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

5. Pending Criminal Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the University will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the University of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the University will proceed with its own investigation and resolution of the complaint.

6. Rights of the Parties

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer

- Equal opportunity to appeal determinations pursuant to Section III, below

B. Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigating Officer may receive counsel from University administrators, the University's attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

C. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

D. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence.

If the written report determines that sexual misconduct occurred, the Investigating Officer shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the University Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) business days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act ("FERPA"), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

The written report of the Investigating Officer shall be final subject only to the right of appeal set forth in Section III, below.

E. Special Procedure Concerning Complaints Against the President, the Title IX Coordinator (Dean of Student Affairs), or Other Administrators Ranked Higher than the Title IX Coordinator (Dean of Student Affairs)

If a complaint involves alleged conduct on the part of the University's President the University's Board of Trustees ("Board") will designate the Investigating Officer. Based on the information gathered by the investigation, the Board will prepare and issue the written report determining the complaint. The determination of the Board is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX Coordinator (Dean of Student Affairs) or any administrator ranked higher than the Title IX Coordinator (Dean of Student Affairs), the President will designate the Investigating Officer. Based on the information gathered by the investigation, the President will prepare and issue the written report determining the complaint. The determination of the President is final and not subject to appeal.

III. APPEALS

A. Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals of decisions affecting students must be filed with the College Vice President or Dean, while appeals of decisions related to employees must be filed with the Vice President of Human Resources, ("Appellate Officer") within seven (7) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any

The appellant may request a meeting with the Appellate Officer, but the decision to grant a meeting is within the Appellate Officer's discretion. However, if a meeting is granted the other party will be granted a similar opportunity.

C. Resolution of the Appeal

The Appellate Officer will resolve the appeal within ten (10) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the Appellate Officer is final. The Appellate Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer's previous written determination. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator (Dean of Student Affairs) within three (3) business days of the resolution.

IV. DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator (Dean of Student Affairs), and the Appellate Officer, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these Complaint Resolution Procedures, which may include written findings of fact, transcripts, and audio recordings.

V. INTERSECTION WITH OTHER PROCEDURES

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other University grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.

Student Life

DEPARTMENT OF STUDENT AFFAIRS

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

The Department of Student Affairs includes the Offices of: Administrative Services, Student Rights and Responsibilities, Student Success and Retention, Student Programs and Traditions, Counseling Services, Career Services and Athletics and Recreation, and the Student Senate.

The Department of Student Affairs maintains an [Activities Calendar on MyParker](#) which lists all meetings, activities, and events scheduled on campus. Any class, student organization, faculty, staff or department wishing to schedule a meeting or event on campus, should contact the Department of Student Affairs to schedule the meeting or event.

Office of Administrative Services

Assist with classroom reservations, facility requests, housing assistance, special projects and fundraising. Advisor for Student Senate Executive Cabinet, oversee the elections for the Doctor of Chiropractic Class leadership. Approve and process student reimbursements for class expenses.

Housing Information

A wide variety of living accommodations are available in the Dallas/Ft. 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 Registrar's Office. In addition, students can access the governing state board for the area in which he/she wishes to practice.

Lockers Rentals

Lockers are available in the South, North, and East buildings for student academic use. Lockers are also available in the Activity Center for students who use the facilities for athletic/recreational purposes. Massage School students may use lockers in the Massage School and Dallas Clinic Interns may use the lockers in the Dallas clinic. Lockers must be cleaned out and registered each trimester. Locks should be provided by the student registering the locker.

Student Discounts

The Department of Student Affairs has obtained 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.

Student Employment

Parker provides a limited number of work opportunities on campus through the College 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 each year by the Department of Student Affairs. Each student is individually responsible for knowledge of current policies, regulations and procedures as contained in the Student Handbook, the Catalog and other documents.

Who's Who Among Students in American Colleges and Universities

Parker University participates in a program involving over 2300 colleges, to recognize academic excellence and service. A committee composed of faculty and students selects candidates from those students who have maintained a 3.0 CGPA and have been of service to the school and/or the community. The students selected for this honor are announced at the first winter assembly.

Office of Student Rights and Responsibilities

Overall management and supervision of Student Affairs programs and staff. Publishing the Student Handbook, enforcing the Code of Student Conduct, overseeing the Academic and Professional Standards and Appeal Committee, Involuntary Withdrawal Committee, Student Complaint and Grievance Policy, Title IX Coordination, Alcohol and Drug Policy, Student Harassment Policy, Parking Committee, and serve as the Emergency Preparedness Coordinator. Oversee the Who's Who Committee, the JWP and Czopoth Award Selection Committee.

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 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 which need improvement. Workshops are offered providing information on learning strategies, study skills, time management, test taking, stress and test anxiety.

Disability Services/Testing and Special Accommodations (Office of Student Success)

Parker University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students who are in need of accommodations must notify the Department of Student Affairs, located in the South Building, Suite 201. 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 the Department of 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 Assistant Director for Student Success and/or Dean of Student Affairs to make a final determination of eligibility status and prescribed accommodations or services.

Office of Counseling Services

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

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

The Counseling office is located in the Department of Student Affairs. Counseling services are available Monday through Friday, 8:00 a.m. to 5:00 p.m. The Department of Student Affairs follows the University Calendar for closings/delays.

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

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- (1) if you threaten bodily harm or death to yourself or another person
- (2) if you report the physical or sexual abuse of a minor child
- (3) if you report the physical or sexual abuse of an elderly person
- (4) if you report sexual abuse or exploitation by a mental health provider.

To schedule an appointment, fill out a Counseling Request Form available online or in the Department of Student Affairs. These forms can be submitted to the Department of Student Affairs. Students or spouses can call the counselor with any questions concerning counseling at 972-438-6932 x7155.

Counseling and guidance is also available 24 hours a day seven days a week via a toll-free phone number, email, or internet. ComPsych employees work with Parker students in crisis, assess behavioral and emotional health, and make referrals to providers for a limited number of free telephonic or in-person

counseling sessions. Through ComPsych, Parker University also offers legal assistance and financial planning sessions. To access this service, call 800.697.0353 or view online at guidanceresources.com. The web ID is PARKU.

Office of Athletics and Recreation

Parker University encourages students to maintain a healthy life style, 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 through various sports, recreation and exercise programs, such as intramural leagues in basketball, softball, and volleyball. In addition, there are tournaments in table tennis, wiffleball, dodgeball and classes in aerobics, martial arts, self-defense and yoga. Parker has had several athletic club teams, such as basketball, ice hockey, flag football, bicycling and soccer. The men's and women's basketball teams also compete against colleges, universities, and other teams in the Metroplex.

The 30,000-square foot Standard Process Student Activity Center is located on the southeast corner of the campus and has facilities for basketball, volleyball, exercise classes, showers and bathrooms, weight room, and a game room with pool tables, foosball, and table tennis. Both the men's and women's dressing rooms have a sauna. The exercise room is equipped with treadmills, elliptical machines, stationary and recumbent bikes, stair steppers, and other aerobic equipment. There is a lounge with couches for students to use at their convenience. The school chapel is also located on the second floor.

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 Classifieds website. Check out the Professional Opportunities at www.parkerclassifieds.com 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.

Drop-in hours are available for resume and cover letter review/help and other brief career related questions. Appointments can be made for more thorough discussions. Students are encouraged to set up an appointment to visit with the Career Counselor about any career related concerns.

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

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 Passages; such as New Student Orientation, Parker Preamble (Welcome Week programs), Graduation, Parker Serves, Talent Show and Talk-the-Tic. In addition, this office works directly with Registered Student Organizations and outside speaker request.

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, which is held online for programs with a monthly starts and three times per year at the beginning of each trimester. Students, faculty, and administrators present information about student life and the academic process.

Students in the Doctor of Chiropractic Program have an overnight component to Orientation that is required. All other students will participate in a one-day Orientation that includes general information, resources on student services and academic success, and information about learning strategies and 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 the all degree and certificate programs from Parker University.

In the Doctor of Chiropractic program, a committee of representatives appointed by the class president begins meeting with the Department of Student Affairs to assist in planning graduation activities, such the graduation banquet and photos. A meeting is held with each class as graduation approaches to collect information regarding caps and gowns, announcements and graduation pictures.

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.

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, Treasurer, and Student Senator(s). Students in the School of Massage Therapy and the undergraduate program elect one Senator per class.

Student Senate

The student body consists of all enrolled students at Parker University. The policy and decision making body of the student body is the Student Senate which includes the Student Senate Executive Committee (President, Vice President, Secretary, Treasurer, Events Coordinator, and Technology Coordinator) and

the Class Officers of each class. 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.

Course Descriptions

ACCT – Accounting

ACCT 2301 Principles of Financial Accounting – 3 credit hours

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).

ACCT 2302 Principles of Managerial Accounting – 3 credit hours

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.

ACCT 5000 Concepts of Financial Management - 3 credit hours

This course prepares students to succeed in three of the core MBA courses: ACCT6301, Accounting for Decision Making; ECON6301, Global Economic Environment; and FINA6301, Financial Management. The course is a general introduction to the disciplines of accounting, economics, and finance. Students will learn principles of financial accounting and the creating of commonly-used financial statements; principles of micro-economics and macro-economics, and principles of finance including the time value of money, capital budgeting, and the cost of capital. Students entering the MBA program without an undergraduate degree in a business discipline will be required to have completed this course or equivalent prior to enrolling in any of the business core courses.

ACCT 6301 Accounting for Decision Making - 3 credit hours

Students learn to analyze and present managerial accounting data. Topics include measurement of costs, planning, forecasting, budgeting, cost/revenue/profit analysis, Sarbanes-Oxley Act and corporate trust. Emphasis will include use of internal accounting information to support managerial decision-making, planning, and performance evaluation.

BASC – Basic Sciences

BASC-5101 - Biology of Cells and Tissues - Credit hours 4, Lecture hour 3, Lab hours 2

Biology of Cells and Tissues 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 provide the student a sound foundation in the way cellular components of different organ systems are 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 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 manner in which different 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. 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. The course consists of both lecture and laboratory sessions. In the lecture information is presented in sufficient depth and sufficient detail to support basic working concepts of structure and function. The laboratory sessions are used to help the student visualize the concepts obtained from the lectures or assigned readings and to help them apply the information obtained from these sources. 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): Enrollment in Trimester I at Parker University, College of Chiropractic*

BASC-5104 - Developmental and Applied Anatomy - Credit hours 7, Lecture hours 5, Lab hours 4

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 give the freshman student a sound educational foundation in human embryology and anatomy using a systems approach and will be presented in a lecture/lab format. The course requires that student's research outside sources to gain insight into the concepts presented. The course will introduce embryological and anatomical concepts whose understanding is absolutely essential to continuing on in gross anatomy and to become a successful Chiropractor. 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. Students are encouraged to help each other in class during the "stop and reflect" sessions which promote the concepts of service and group interaction. 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 land marks.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

BASC-5105 - Biochemistry I - Credit hours 3, Lecture hours 3, Lab hours 0

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. Chiropractic wellness is defined as a process of optimizing nervous system function to enhance all bodily systems; an active process employing a set of values and behaviors that promotes health and enhanced quality of life. Many factors affect wellness, including exercise, diet, rest, environmental and genetic factors. Knowledge of Biochemistry aids in this mission by teaching the student how the human body operates biochemically and in providing an understanding of basic nutrition necessary to human wellness.

This course provides an overview of 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.

This course will prepare the student for a large number of other courses at Parker University, College of Chiropractic, including Biochemistry II, Physiology I and II, General and Systems Pathology, Pharmacology/Toxicology, Clinical Nutrition, Lab Diagnosis, and Differential Diagnosis.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

BASC-5202 - Gross Anatomy I - Credit hours 5.5, Lecture hours 4, Lab hours 3

This course is an intensive study of human gross anatomy and its correlations to clinical chiropractic and wellness. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. The focus of Human Gross Anatomy I includes the subjects of Back, Thorax, Neck and Head regions. The laboratory component of this course is done by human dissection.

Prerequisite(s): BASC-5104 Developmental and Applied Anatomy

BASC-5204 - Physiology I - Credit hours 5, Lecture hours 4, Lab hours 2

Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. In this part of the physiology sequence, skeletal, smooth and cardiac muscle anatomy, excitation - contraction coupling, mechanical function, and fiber types, and function are covered. In addition, the cardiovascular and pulmonary systems are covered in part of the physiology sequence. It is important to realize that students will learn better if they know the relation of this course to the curriculum to other courses and disciplines. The course will prepare the student for a number of courses at Parker University, College of Chiropractic, including Physiology II,

General and Systems Pathology, Physical Diagnosis, Lab Diagnosis, and Differential Diagnosis. The material covered in this course comprises approximately 50% of Part I boards and also is a component of Part II boards.

Prerequisite(s): BASC-5101 Biology of Cells and Tissues; BASC-5104 Developmental and Applied Anatomy

BASC-5205 - Microbiology/Immunology - Credit hours 6, Lecture hours 5, Lab hours 2

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. 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 helminthes. 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.

Prerequisite(s): BASC-5101 Biology of Cells and Tissues

BASC-5206 - Biochemistry II - Credit hours 3, Lecture hours 3, Lab hours 0

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. Chiropractic wellness is defined as a process of optimizing nervous system function to enhance all bodily systems; an active process employing a set of values and behaviors that promotes health and enhanced quality of life. Many factors affect wellness, including exercise, diet, rest, environmental and genetic factors. Knowledge of Biochemistry aids in this mission by teaching the student how the human body operates biochemically and in providing an understanding of basic nutrition necessary to human wellness. This course is designed to give the student a sound fundamental educational base in Biochemistry. 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 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, 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 will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet.

Prerequisite(s): BASC-5105 Biochemistry I

BASC-5301 - Gross Anatomy II - Credit hours 5, Lecture hours 4, Lab hours 2

This course is an intensive study of human gross anatomy and its correlations to clinical chiropractic and wellness. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. The focus of Human Gross Anatomy II includes the subjects of Upper Extremity, Abdomen, Pelvis, and Lower Extremity regions. The laboratory component of this course is done by human dissection.

Prerequisite(s): BASC-5202 Gross Anatomy I

BASC-5303 - Physiology II - Credit hours 5, Lecture hours 4, Lab hours 2

Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. In this part of the physiology sequence, the physiological mechanisms that regulate the renal, digestive, and endocrine, systems, as well as exercise, acid-base and temperature regulation are covered in part of the physiology sequence. It is important to realize that students will learn better if they know the relation of this course to the curriculum to other courses and disciplines. The course will prepare the student for a number of courses at Parker University, College of Chiropractic including, General and Systems Pathology, Physical Diagnosis, Lab Diagnosis, and Differential Diagnosis. The material covered in this course comprises approximately 50% of Part I boards.

Prerequisite(s): BASC-5204 Physiology I

BASC-5304 - Public Health - Credit hours 2, Lecture hours 2, Lab hours 0

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 give the student a sound educational foundation in the issues of public health topics. It is a two credit hour course. The core curriculum consists of the basic public health topics: historical perspective of public health, public health organizations their purpose, structure and functions, social and behavioral factors affecting public health, injuries as a community health problem, safety and health in the workplace, environmental factors in disease transmission and inhibition of disease, epidemiology, food microbiology and aquatic microbiology.

Prerequisite(s): BASC-5204 Physiology I; BASC-5205 Microbiology/Immunology

BASC-5306 - General Pathology - Credit hours 3, Lecture hours 3, Lab hours 0

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 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): BASC-5204 Physiology I; BASC-5205 Microbiology/Immunology; BASC-5104 Developmental and Applied Anatomy

BASC-6105 - Neuroscience - Credit hours 5, Lecture hours 4, Lab hours 2

The topics considered 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. The external and internal configuration of the spinal cord, brain stem, cerebellum, and cerebral hemispheres will be discussed. There will be considerable discussion of 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. Clinical case studies will be presented and discussed as often as possible. The laboratory sessions will reinforce the structural and functional relationships of the entire neuraxis from spinal cord to cerebral hemispheres.

In this course the fundamental principles of the discipline are taught. This information is needed to form a strong intellectual foundation for further study of the subject and its clinical applications.

Prerequisite(s): BASC-5301 Gross Anatomy II; BASC-5303 Physiology II

BASC-6106 - Systems Pathology - Credit hours 5, Lecture hours 5, Lab hours 0

This course is a continuation into the basic principles of pathology as covered in General Pathology. Presentations 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 the initial factors in the early development of organ dysfunction will lead to a more appropriate intervention by the future health care provider. A philosophical discussion of the benefits of preventive care as it relates to a wellness lifestyle will also be included where appropriate.

Prerequisite(s): BASC-5306 General Pathology

BASC-6202 - Pharmacology/Toxicology - Credit hours 2, Lecture hours 2, Lab hours 0

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 so as to introduce students of Parker University, College of Chiropractic to the foundational concepts of Pharmacology and Toxicology. Although chiropractors in Texas do not currently prescribe drugs, the frequency with which their clients may also use prescription and/or on-prescription drugs makes it imperative for the chiropractic clinician to have a sound working knowledge of the more commonly used medicinals.

Prerequisite(s): BASC-5204 Physiology I

BCIS – Business Computer Information Systems**BCIS 1301 Fundamentals of Computer Information Systems – 3 Credit hours**

Overview of Computer systems hardware, operating systems, and micro-computer application software, including the Internet, word processing, spreadsheets, presentation graphics, and databases. Current issues such as the effect of computers on society, and the history and use of Information Technology in business, educational, and other modern settings are also studied.

Prerequisite: None

BCIS 1302 Programming Logic and Design – 3 Credit Hours

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

BCIS 1305 Business Computer Applications - 3 credit hours*

The main 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: COSC 1301 Introduction to Computing: The designated course must be taken prior to any other HIT core courses*

BCIS 2302 Computer Programming I – 3 Credit hours

This course is in line to provide the introductory IT student 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

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

BCIS 2304 Computer Programming II – 3 Credit hours

This course is a continuation of programming I. The students will use a structured programming language 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 1 or Transfer credits

BCIS 2305 Computer Programming II Lab

This is the laboratory activities section of BCIS 2304 and covers structured programming language 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.

BCIS 2306 Fundamentals of Network Systems – 3 Credit hours

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

BCIS 2307 Operating Systems – 3 Credit hours

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. The operating system is 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. Particular 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

Prerequisite(s): BCIS 2302 Computer Programming 1 or Transfer credits

BCIS 2308 Data and Information Management

This is an introductory course to database management systems. This course 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

BCIS 2309 Ethical, Social and Legal Dimensions of Computer (CMP)

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.

Prerequisite(s): None

BCIS 2322 Client-Side Scripting (JAVASCRIPT & HTML) – 3 Credit hours

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

BCIS 2390 System Analysis and Design

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

BCIS 3301 Data Structures and Algorithm Analysis

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

BCIS 3302 Data Structures and Algorithm Analysis Lab

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

BCIS 3303 Networking II

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

BCIS 3311 IT Project and Service Management

In this course, particular 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. This course 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

BCIS 3313 Data Warehouse and Business Intelligence (BI)

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

BCIS 4301 Fundamentals of Information Security

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 counter-measures; and identify procedures for security risk management.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 4304 Introduction to UNIX

This course will introduce the UNIX operating system, discuss UNIX commands, the file system, text editors, the UNIX shell, and shell scripts. The primarily focused will be on command line usage. Covers the history, kernel, file systems, shells and user utilities. Also introduces students to the fundamentals of shell programming, processes, communications, and basic security.

Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS 4305 Advanced UNIX Administration

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 tools; UNIX internals; file systems, process structure. Using the system call interface and Inter-process communication.

Prerequisite(s): BCIS 4304 Introduction to UNIX or Transfer credits

BCIS 4311 Cloud Computing and Virtualization Methods

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. The course is 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

BCIS 4361 IT Audit and Controls

This course explores organizational and managerial issues relevant to planning and conducting IT audit and control activities. The course also covers the role of the IS auditor and the IS audit functions, the anatomy of controls in an information systems environment. Access to systems, resources, and data audit controls. Assess to IT performance design, placement, and quality of controls. Understand some of the basic theory underlying computer security policies, models, and problems.

Prerequisite(s): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCIS 4362 CAPSTONE 1

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

BCIS 4363 CAPSTONE II Internship

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 II

BCSC – (Bachelors) Computer Information Systems - Cybersecurity

BCSC 2302 Digital Forensics in Criminal Justice System

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

BCSC 2303 Threats of Terrorism and Crime

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.

Prerequisite(s): None

BCSC 2304 Risk Management: Assessment and Mitigation

This course will cover events such as identify theft, physical security during international travel, or invasion of one's privacy. The course will also focus on incidents such as cyber-crimes, fires, flooding, financial frauds, kidnapping of employees, and expropriation of resources. The course 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 in order to control IT risks. Issues associated with new risks created by the use of the internet for business applications and electronic businesses are also covered.

Prerequisite(s): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC 2305 Security Policy Analysis and Implementation

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.

Prerequisite(s): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC 3305 Fundamentals of Ethical Hacking and Penetration Testing

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): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC 4306 Database Security

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. This course will focus 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): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BHIM– (Bachelors) Health Information Management**BHIM 1310 Principles of Health Information Management – 3 credit hours**

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.

BHIM 1311 Fundamentals of Health Information Systems – 3 credit hours

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.

BHIM 1301 Introduction and Technical Aspects of Health Information Management – 3 credit hours / 1 lab hour.

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. In addition, students will be given the opportunity to utilize and practice with current software packages common to the industry such as Practice Fusion.

BHIM 2310 Departmental Management – 3 credit hours

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.

BHIM 2311 Management of Health Information Management Systems – 3 credit hours / 1 lab hour

An introduction to the system life cycle with an emphasis on the role of the HIM professional in the implementation of electronic health record systems.

BHIM 2402 Clinical Classification Systems (coding) – 4 credit hours / 1 lab hour

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

Prerequisite: BIOL 2401 and BIOL 2402 w/ lab components

BHIM 3201 Health Information Management Research and Education – 2 credit hours

This course provides an overview of the scientific process and elements required to conduct health services research. The importance of health services research will be explained. This course will also provide a foundation for Healthcare professionals in reference to research methodologies used to create evidence-based practices, healthcare policies, and programs.

BHIM 3300 Electronic Health Records – 3 credit hours / 1 lab hour

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.

BHIM 3301 Legal Aspects of Health Information Management – 3 credit hours / 1 lab hour

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.

BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider – 3 credit hours / 1 lab hour

Continued study of ICD-10-CM, CPT 4 and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

BHIM 3303 Management Sciences Statistics (Health Care Statistics) – 3 credit hours

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.

BHIM 3304 Healthcare Privacy and Data Security – 3 credit hours / 1 lab hour

This course examines laws and regulations addressing the management of protected health information (P.H.I.), electronic health records (E.H.R.), and e-discovery guidelines. Coursework includes: discussion of case studies illustrative of the current legal and political environment affecting the health care industry, and developing policies and procedures to ensure compliance.

BHIM 3305 Quality Improvement Regulations & Procedures for Health Information Management – 3 credit hours / 1 lab hour

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.

BHIM 3310 Health Information Management Research and Data Analysis – 3 credit hours / 1 lab hour

An introduction to research methods and experimental inquiry to acquaint the student with skills to critique and conduct studies in the health information management domains. The course will also provide the foundation for compiling, analyzing, and displaying statistics related to the delivery of healthcare.

BHIM 3311 Comparative Record Systems – 3 credit hours

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.

BHIM 3345 Systems Analysis in Healthcare Settings – 3 credit hours

This course explores the role of a system analyst in a healthcare organization. As the future of HIM professionals, you 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.

BHIM 3466 Health Information Management Practicum – 4 credit hours / 1 lab hour

This is a virtual practicum course that prepares the students before going on-site. The course includes expectations for the 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)

Prerequisite: BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider

BHIM 3501 Health Information Technology Throughout the Enterprise – 5 credit hours / 1 lab hour

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.

BHIM 4301 Finance and Reimbursement Methodologies for Health Information Management – 3 credit hours

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 the importance of coding integrity are emphasized.

BHIM 4310 Seminar in Health Information Management – 3 credit hours / 1 hour

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.

BHIM 4320 Contemporary Leadership Principles for Health Information Management – 3 credit hours

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.

BHIM 4566 Professional Practice Experience – 5 credit hours

This is an intensive four-week (144 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

BIOL – Biology

BIOL 1308 Biology for Non-Science Majors I – 3 credit hours

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

BIOL 1309 Biology for Non-Science Majors II – 3 credit hours

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

BIOL 2401 Anatomy & Physiology I (lecture + lab) – 4 credit hours

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 inter-relationships 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.

BIOL 2402 Anatomy & Physiology II (lecture + lab) – 4 credit hours

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 inter-relationships among systems and regulation of physiological functions involved in maintaining homeostasis.

BIOL 2101 & 2102 Anatomy & Physiology I & 2 (Lab only) – 1 credit hours

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.

BMGT – (Bachelors) Management

BMGT 1301 Introduction to Management

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.

Prerequisite: None

BUSI – Business

BUSI 5000 Concepts in Management - 3 credit hours

This course prepares students to succeed in three of the core MBA courses: BUSI6301, Organizational Behavior; MRKT6301, Marketing Management; and BUSI6305, Business Research Methods. The course is a general introduction to the disciplines of marketing, management and statistics. The course includes the study of accepted concepts, practices, and theories in the modern business environment. Topics include strategy, motivational approaches, human resource management, organizational analysis and design; management and leadership; global management; organizational culture, change and change management; marketing and marketing management; statistics and statistical analysis; sampling; and

decision making. Students will apply concepts, practices, and theories to actual organizational situations as they learning to implement, integrate, and assimilate practical business solutions. Students entering the MBA program without an undergraduate degree in a business discipline will be required to have completed this course or equivalent prior to enrolling in any of the business core courses.

BUSI 6301 Organizational Behavior - 3 credit hours

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.

Prerequisite: Marketing Concepts or undergraduate equivalent. Prerequisite: Management Concepts or undergraduate equivalent.

BUSI 6305 Business Research Methods - 3 credit hours

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.

BUSI 6310 Developing Ethical Leadership - 3 credit hours

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.

BUSI 6320 Strategic Management - 3 credit hours

This course is the capstone of the business core requirements of the MBA degree and is taken in the last term prior to beginning the concentration. Topics include assessment of external and internal environments, allocating resources, developing and applying policy and procedures utilizing various strategic models. This course will include a component of managing change.

CHEM – Chemistry

CHEM 1411 General Chemistry I – 4 credit hours

Fundamental principles of chemistry and the scientific method 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: MATH 1314—College Algebra or equivalent academic preparation

CHEM 1412 General Chemistry II – 4 credit hours

Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry.

Prerequisite: CHEM 1411 General Chemistry I (Lecture and Laboratory)

CHEM 2423 Organic Chemistry I – 4 credit hours

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: CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2425 Organic Chemistry II – 4 credit hours

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: CHEM 2423 Organic Chemistry I (Lecture and Laboratory)

CHSC – Chiropractic Sciences

CHSC-5103 - Foundations of Chiropractic - Credit hours 4, Lecture hours 4, Lab hours 0

This course will present various aspects of the foundational concepts necessary to become a successful chiropractor.

SECTION 1 Basic Principles of Chiropractic Practice

This section will cover chiropractic business procedure, portions of healthcare law including ethics, certain misconduct, and patient confidentiality, and business issues such as defining a mission, creating a budget, and understanding personal credit.

SECTION 2 Chiropractic History & Philosophy

In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the freshman chiropractic student with an introduction and orientation to the philosophical basis of chiropractic. This course explores the history of chiropractic, the chiropractic adjustment, and the early pioneers of the profession. Fundamental differences between the chiropractic and allopathic models are addressed, stressing the differences between the mechanistic and vitalistic paradigms. The course also begins with a foundational series on establishing effective study habits, organizational planning, and common sense financial awareness to empower and encourage the student professional as he / she begins their chiropractic career.

Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC-5104 - Introduction to Clinical Reasoning - Credit hours 2, Lecture hours 2, Lab hours 0

This course introduces the basic elements of the clinical encounter and the clinical decision-making process. Central to sound clinical decision-making is the use of evidence to inform the clinical reasoning process. Evidence comes in several forms, and each must be critically evaluated to determine its proper weight in decision-making. This course will explore the types of evidence, the methods used in clinical research, and the techniques used to evaluate evidence, building on the concepts of critical thinking introduced elsewhere in the curriculum. Students will conduct searches using Internet search engines and indexed databases and use the results to inform the evaluation, diagnosis, treatment, and prognosis for various clinical scenarios. The course culminates in the creation of an evidence-informed public service announcement regarding a clinical condition, which students will present to their peers and other members of the campus community. This course supports the Doctor of Chiropractic program by laying the groundwork for clinical reasoning and equipping students with essential skills for evaluating evidence and using evidence to inform clinical decision-making.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC-5203 - Clinical Biomechanics/Motion Palpation - Credit hours 4, Lecture hours 3, Lab hours 2

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 and pelvis to determine if Chiropractic Manipulative Therapy (CMT) is indicated. The concepts of the subluxation complex and motion and static listing systems are introduced.

Prerequisite(s): BASC-5104 Developmental and Applied Anatomy

CHSC-5301 - Chiropractic Principles/Philosophy - Credit hours 2, Lecture hours 2, Lab hours 0

In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the chiropractic student with a deeper exploration into the philosophical principles of chiropractic, as well as the principles and philosophy developed by the college founder, Dr. James W. Parker. 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): CHSC-5103 Foundations of Chiropractic

CHSC-5302 - Diversified I Technique - Credit hours 3, Lecture hours 2, Lab hours 2

The most widely utilized, practiced and researched method in chiropractic is a high velocity – low amplitude technique usually referred to as “Diversified”. This course covers the diverseness (both short & long lever, direct & indirect techniques) of its background and represents the student’s first exposure to the primary entity that sets chiropractic apart and makes us unique from other healing arts. This introductory course is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary to begin to develop a truly individual and unique

art form of adjusting (we teach to perfection & test to standard). 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.

Prerequisite(s): CHSC-5203 Clinical Biomechanics/Motion Palpation

CHSC-5303 - Extra Spinal Analysis & Technique - Credit hours 2, Lecture hours 1, Lab hours 2

This course presents students with the fundamentals of detecting and correcting extra-spinal subluxations.

Prerequisite(s): CHSC-5203 Clinical Biomechanics/Motion Palpation

CHSC-6101 - Gonstead Technique - Credit hours 2, Lecture hours 1, Lab hours 2

This course supports the mission statement of Parker University, College of Chiropractic, of helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the second year student a sound educational foundation in the Gonstead Chiropractic adjusting technique. This course introduces the student to the Full-Spine System of analyzing and adjusting spinal subluxations as developed by Dr. Clarence S. Gonstead. His system of X-ray analysis, philosophy and specific Chiropractic adjusting of the entire spine is presented. The student is introduced to the use of the cervical chair, knee chest table and pelvic bench.

Prerequisite(s): CHSC-5203 Clinical Biomechanics/Motion Palpation; CHSC-5302 Diversified I Technique

CHSC-6102 - Diversified II Technique - Credit hours 2, Lecture hours 1, Lab hours 2

The most widely utilized, practiced and researched method in chiropractic is a high velocity – low amplitude technique usually referred to as “Diversified”. This course covers the diverseness (both short & long lever, direct & indirect techniques) of its background and represents the student’s first exposure to the primary entity that sets chiropractic apart and makes us unique from other healing arts. This introductory course is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary to begin to develop a truly individual and unique art form of adjusting (we teach to perfection & test to standard). 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.

Prerequisite(s): CHSC-5203 Clinical Biomechanics/Motion Palpation; CHSC-5302 Diversified I Technique

CHSC-6207 - Physiotherapy I - Credit hours 3, Lecture hours 2, Lab hours 2

Physiotherapy modalities such as heat, cold, electrotherapy, hydrotherapy, traction, massage and light therapy are healing adjuncts to the chiropractic adjustment. While emphasis is placed on the safe application of these modalities, 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. The course will focus on the rationale and appropriate selection of therapy for selected conditions. *Prerequisite(s): BASC-6105 Neuroscience; BASC-6106 Systems Pathology*

CHSC-6206 - Thompson Technique - Credit hours 2, Lecture hours 1, Lab hours 2

This course presents the students with analysis and adjusting procedures using the terminal point drop table, as developed by Dr. J. Clay Thompson. This technique uses specific diagnostic procedures, using leg length checks, specific patient positioning prior to adjustment, and post-adjustment leg checks to determine the proper application of the technique. The student will also be introduced to the proper use of the terminal point table and interpretation of pertinent X-ray findings. This technique will equip the students with the ability to analyze and interpret information obtained through the appropriate materials and Thompson protocol, and to know when and how to apply the accumulated information for favored results. The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique. The student is also introduced to the proper use of the side posture drop headpiece and its use in the toggle-recoil system of upper cervical adjusting.

Prerequisite(s): CHSC-5302 Diversified I Technique

CHSC-6204 - OB/GYN/Pediatrics - Credit hours 4, Lecture hours 4, Lab hours 0

Ob-Gyn course introduces the basic concepts in the diagnosis and treatment of conditions specific to the female patient. The course examines the anatomical and physiological process occurring in pregnancy and childbirth as they are clinically relevant to the practicing chiropractor. Adjusting for the pregnant female will also be discussed. Pediatrics is a primary course in the diagnosis and treatment of physical and psychosocial conditions unique to infants and children. Information on examination and chiropractic adjusting procedures will be discussed

Prerequisite(s): BASC-5304 Public Health; BASC-6106 Systems Pathology; CLSC-6103 Physical Diagnosis; CHSC-5302 Diversified I Technique

CHSC-6205 - Activator I Technique - Credit hours 2, Lecture hours 1, Lab hours 2

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" 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): CHSC-5302 Diversified I Technique

CHSC-6208 - Full Spine Adjusting I - Credit hours 1, Lecture hours 0, Lab hours 2

This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. 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.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-6101 Gonstead Technique

CHSC-6305 - Physiotherapy II - Credit hours 4, Lecture hours 3, Lab hours 2

Building upon the concepts learned in PT I, Physiotherapy II focuses on rehabilitation of musculoskeletal injuries. Proprioception and postural training, muscle stretching and strengthening exercises, laser, Graston Technique and trigger point therapy are integrated to mobilize a comprehensive healing response. The Triflex and Janda rehabilitation protocols are taught where appropriate for various conditions.

Prerequisite(s): CHSC-6207 Physiotherapy I

CHSC-6307 - Science and Philosophy of the Vertebral Subluxation Complex - Credit hours 4, Lecture hours 4, Lab hours 0

Science and Philosophy of Vertebral Subluxation Complex presents a well-rounded approach to understanding concepts in philosophy and the science of vertebral subluxation complex that supports Parker University, College of Chiropractic's mission of creating leaders who promote Chiropractic wellness. This course will present the current hypotheses and theories of chiropractic, the basis of chiropractic health care, the causes and effects of subluxation, the mechanism of visceral and somatic symptoms and dysfunctions related to subluxation, and information relative to complications and contraindications to the use of chiropractic adjustments.

Prerequisite(s): CHSC-5301 Chiropractic Principles/Philosophy; CHSC-6207 Physiotherapy I

CHSC-6308 - Full Spine Adjusting II - Credit hours 1, Lecture hours 0, Lab hours 2

This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. 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.

Prerequisite(s): CHSC-6208 Full Spine Adjusting I

CHSC-6309 - Small Business Creation and Management - Credit hours 3, Lecture hours 3, Lab hours 0

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. Topics include 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 chiropractic practices and small businesses in the healthcare field and apply management strategies through individual and group case scenarios in order to be successful small business owners.

Prerequisite(s): CHSC-6307 Science and Philosophy of the Vertebral Subluxation Complex or concurrent enrollment

CHSC-7103 - Geriatrics - Credit hours 2, Lecture hours 2, Lab hours 0

Geriatrics is the study of older adults and the aging process. As the average age of the population ages, so does the average age of the chiropractic patient. This course covers how aging influences the assessment, diagnosis, and management of health challenges as well as how some of these age-related conditions might be prevented.

Prerequisite(s): BASC-5304 Public Health; BASC-6106 Systems Pathology; CLSC-6103 Physical Diagnosis; CLSC-6204 Lab Diagnosis

CHSC-7104 - Documentation for the Chiropractic Practice - Credit hours 4, Lecture hours 3, Lab hours 2

Documentation for the Chiropractic Practice presents a well-rounded approach to understanding concepts in patient-centered decision-making and documentation that supports Parker University, College of Chiropractic's mission of creating leaders who promote Chiropractic wellness. This course is intended to prepare the learner with the skills necessary to properly document patient care, in preparation for their clinical experience in the Parker Wellness 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(s): CHSC-6207 Physiotherapy; CHSC-6307 Science and Philosophy of the Vertebral Subluxation Complex

CHSC-7105 - Chiropractic Business Promotion and Leadership Skills - Credit hours 3, Lecture hours 3, Lab hours 0

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

CHSC-7108 - Full Spine Adjusting III - Credit hours 1, Lecture hours 0, Lab hours 2

This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. 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.

Prerequisite(s): CHSC-6308 Full Spine Adjusting II

CHSC-7400 - Technique Elective #1 - Credit hours 2, Lecture hours 1, Lab hours 2

Students may choose from electives that include advanced classes in the core techniques and classes in other techniques. The electives are taught in a hybrid format with the lecture component being delivered on line and the laboratory component delivered face to face and hands on.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7400 - Technique Elective # 2 - Credit hours 2, Lecture hours1, Lab hours 2

Students may choose from electives that include advanced classes in the core techniques and classes in other techniques. The electives are taught in a hybrid format with the lecture component being delivered on line and the laboratory component delivered face to face and hands on.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7401 - Flexion/Distracton - Credit hours 2, Lecture hours 1, Lab hours2

This class introduces the student to two different flexion/distracton techniques. The first is the motorized technique as developed by Dr. Leander Eckard and the second is the manual technique as developed by Dr. James M. Cox. Motorized flexion-distracton 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 subluxations through concurrent adjusting. "Full-spine" adjustment delivery on the "Eckard Advantage" table will be presented as well as the PLUS technique for upper-cervical subluxations. There will also be a special section on treatment of scoliosis.

The second half of the trimester will be devoted to manual flexion distracton as further developed and refined by Dr. Cox based on the work of John V. McManis, D.O. This is a non-surgical technique for the treatment of (cervical, thoracic & lumbar) disc herniations, spondylolisthesis, facet syndrome just to name a few. This technique has a long history, is well documented and continues to be utilized in ongoing research.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7402 - Sacral Occipital Technique (SOT) - Credit hours 2, Lecture hours 1, Lab hours 2

Sacral Occipital Technique (SOT) presents a system of chiropractic analysis and correction as developed by Major Bertrand DeJarnette, D.C., D.O. This category system establishes a logical and effective structure for diagnosis and treatment based upon three identifiable and interrelated systems of body reaction. Each of the categories is marked by its own symptomatology and technique correction. Students will be learning the basic procedures and a protocol to apply this powerful system to your patients.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7403 - Applied Kinesiology - Credit hours 2, Lecture hours 1, Lab hours 2

This course introduces students to Applied Kinesiology (AK), a system of chiropractic analysis and adjustment developed by Dr. George Goodheart in 1964. This technique utilizes specific muscle testing procedures to assist in the location of interference to the nervous system and correction by using the "Five Factors of the Inter-Vertebral Foramen." Further study is made of the pelvic categories and cranial analysis and adjustment. The student is also introduced to the concepts of organ dysfunction analysis and correction.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7404 - Upper Cervical - Credit hours 2, Lecture hours 1, Lab hours 2

In compliance with the mission of Parker University, College of Chiropractic, 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): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CHSC-7407 - Activator Methods II - Credit hours 2, Lecture hours 1, Lab hours 2

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 utilizes a small, hand-held instrument called an "Activator" 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): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; CHSC-6206 Thompson Technique; CHSC-6205 Activator I Technique

CLIN – Clinical Internships

CLIN-7203 - Internship Practicum I (IP I) - Credit hours 16, Lecture hours 5, Lab hours 22

In this course, interns will demonstrate mastery of recovery care skills in patient history, examination, and treatment planning and application via Parker patients and case-based scenarios in lumbo-pelvic-hip complex, cross syndromes, knee, ankle, and shoulder topics.

Prerequisite(s): All academic courses from trimesters 1 – 7

CLIN-7303 - Internship Practicum II (IP II) - Credit hours 16, Lecture hours 5, Lab hours 22

This course teaches interns to render patient care to the public for recovery, supportive, and wellness needs in preparation for experience with increased patient case complexity during Internship Practicum III.

Prerequisite(s): CLIN-7203 Internship Practicum I

CLIN-8103 - Internship Practicum III (IP III) - Credit hours 16, Lecture hours 5, Lab hours 22

Internship Practicum III is a continuation of Internship Practicum I and II and is the culmination of the intern's clinical experience. Interns are exposed to business practices to help prepare them to successfully plan and operate their own clinic. The intern is required to meet all clinic competencies in order to graduate from the Doctor of Chiropractic Program. Interns may voluntarily apply for selection to participate in the Community Based Internship Program. This program introduces them to chiropractic practices in the field, in Mexico, Cancer Treatment Centers of America and the Veterans Administration.

Prerequisite(s): CLIN-7203 Internship Practicum I and CLIN-7303 Internship Practicum II

CLSC – Clinical Sciences

CLSC-5102 - Fundamentals of Dx Imaging - Credit hours 2.5, Lecture hours 2, Lab hours 1

Fundamentals of Diagnostic Imaging (FDI) is an introduction to the basic principles that govern diagnostic imaging. It is designed to provide a succinct tutorial in the production of x-rays and acquisition of diagnostic quality images. The course includes discussion regarding the history and discovery of x-rays, as well as, the practical physics behind them. Additional topics include x-ray interactions with matter, x-ray film and screens, film processing, radiation protection and radiobiology. The course concludes with a look at contemporary imaging modalities such as magnetic resonance imaging (MR), computed tomography (CT) and nuclear medicine.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CLSC-5201 - Clinical Psychology - Credit hours 3, Lecture hours 3, Lab hours 0

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 psycho-pathological conditions in order to help the intern with treatment planning and referral. Thirdly, the intern will better understand the influence of the mind/thoughts/emotions on physical health.

Prerequisite(s): CHSC-5103 Foundations of Chiropractic; CHSC-5104 Intro to Clinical Reasoning

CLSC-5301 - Diagnostic Imaging I - Credit hours 4, Lecture hours 3, Lab hours 2

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

CLSC-6103 - Physical Diagnosis - Credit hours 4, Lecture hours 3, Lab hours 2

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. 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. Multiple conditions are presented as they relate to chiropractic practice.

Prerequisite(s): BASC-5301 Gross Anatomy II; CHSC-5203 Clinical Biomechanics/Motion Palpation

CLSC-6104 - Diagnostic Imaging II - Credit hours 5, Lecture hours 4, Lab hours 2

Diagnostic Imaging II (DI2) is the first of two courses focused on the imaging appearance of a variety of pathological aberrations affecting patients. 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 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. Additionally, the current state-of-the-art clinical practice for musculoskeletal advanced imaging will be included, highlighting the role and applications of such techniques.

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 arthritic disorders, and autoimmune connective tissue disorders such as systemic lupus and scleroderma. 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.

Prerequisite(s): CLSC-5301 Diagnostic Imaging I; BASC-5306 General Pathology

CLSC-6105 - Clinical Nutrition - Credit hours 4, Lecture hours 4, Lab hours 0

This course presents the principles and practice of scientifically based clinical nutrition. Topics discussed include assessment of nutritional status considering nutritional implications of the physical exam, laboratory studies, and more). Topics include macronutrients, micronutrients, phytonutrients, enzymes, antioxidants and other nutrients. Various conditions are discussed with emphasis on understanding that they are different expressions of imbalances and/or dysfunction that are preventable and correctable in many cases. Emphasis is on those conditions likely to be seen in the chiropractic practice that will respond to nutritional intervention thereby increasing the health and wellness of the patients.

Prerequisite(s): BASC-5303 Physiology II; BASC-5206 Biochemistry II; BASC-5306 General Pathology

CLSC-6201 - Clinical Orthopedics - Credit hours 3, Lecture hours 2, Lab hours 2

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 introduces students to proper Orthopedic examination procedures and test for the cervical, thoracic, and lumbar spine, pelvis, shoulder, elbow, wrist, hand knee, ankle and foot. 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): BASC-5301 Gross Anatomy II; CHSC-5203 Clinical Biomechanics/Motion Palpation

CLSC-6204 - Lab Diagnosis - Credit hours 4, Lecture hours 3, Lab hours 2

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): BASC-5303 Physiology II; BASC-5301 Gross Anatomy II; BASC-6106 Systems Pathology; BASC-5304 Public Health

CLSC-6205 - Clinical Neurology - Credit hours 5, Lecture hours 4, Lab hours 2

This course expands on the physical and orthopedic examination courses. Clinical neurology will be presented in a fashion which is pertinent to the practice of chiropractic. Allopathic applications will be given where necessary. Students will be strongly encouraged to build upon information presented in

earlier courses such as anatomy, physiology, and the neurosciences. Clinical neurology will require critical analysis and problem solving skill sets. This course will help the student to understand the neurophysiological ramifications of the subluxation complex and the practice of chiropractic. This course also serves to develop the student competency in performing chiropractic neurological evaluations that are essential to clinical practice.

Prerequisite(s): BASC-6105 Neuroscience; CLSC-6103 Physical Diagnosis

CLSC-6303 - Functional Assessment Protocols - Credit hours 2, Lecture hours 1, Lab hours 2

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 teach the musculoskeletal portion (excluding orthopedics) of the Parker patient assessment procedure which is organized in regional format and sensitive for the relationships between spine and frame asymmetry and relative pain, dysfunction, degeneration, and disorder in the body. This course will utilize evaluation skills such as posture inspection, soft tissue mobility, palpation, range of motion, and fundamental movement assessments to teach proper implementation of skills necessary for clinic entrance, internship, and private practice.

Prerequisite(s): CLSC-6103 Physical Diagnosis; CLSC-6205 Clinical Neurology or concurrent enrollment

CLSC-6305 - Differential Diagnosis - Credit hours 5, Lecture hours 4, Lab hours 2

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 give the student a sound educational foundation in the development of a differential diagnosis and working diagnosis through the presentation and evaluation of cases and case studies. In addition to the development of working diagnosis the course is designed to discuss basic patient management in preparation for more advanced discussion in the following Patient Management course. This course requires that the student research outside sources to gain insight in the development of critical thinking skills essential for differential diagnosis and patient management. Emphasis will be placed on common conditions the Chiropractor will encounter during practice. The course will introduce a systematic approach to the development of a differential diagnosis using sound reasoning skills that have been gained over the course of the student's studies. In addition algorithms will be introduced as an aid to performing a diagnosis.

Prerequisite(s): CLSC-6103 Physical Diagnosis; CLSC-6201 Clinical Orthopedics; CLSC-6205 Clinical Neurology; CLSC-6204 Lab Diagnosis; CLSC-6104 Diagnostic Imaging II

CLSC-6306 - Diagnostic Imaging III - Credit hours 4, Lecture hours 3, Lab hours 2

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 give the student a sound educational foundation in imaging of the chest, abdomen and internal derangement of joints. The course requires that 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 understandings of the concepts presented are absolutely essential to become 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): BASC-6106 Systems Pathology; CLSC-6104 Diagnostic Imaging II; BASC-5301 Gross Anatomy II

CLSC-7104 - Emergency Care - Credit hours 4, Lecture hours 3, Lab hours 2

This course supports the mission statement of Parker University by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound foundation in handling emergency situations in public settings as well as private practice. Emphasis will be placed on knowledge and proficiency in CPR (Cardio-Pulmonary Resuscitation), application and use of an AED (automated external defibrillator), use of emergency oxygen and the management of soft tissue, musculoskeletal and spinal injuries, shock, heart attacks, strokes, and common medical emergencies including seizures, diabetic emergencies and heat and cold emergencies. The main body of information will be presented in a lecture format with hands on directed labs.

Prerequisite(s): BASC-5303 Physiology II; BASC-5301 Gross Anatomy II

CLSC-7105 - Wellness Concepts - Credit hours 3, Lecture hours 3, Lab hours 0

This course supports the mission statement of Parker University by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Wellness requires active patient participation. It is a process of achieving the best health possible given one's genetic makeup by pursuing an 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: physical, mental, emotional, social and spiritual. Topics include stress management, diet, exercise, relaxation, disease prevention, and health risks.

Prerequisite(s): BASC-5304 Public Health; BASC-6106 Systems Pathology; CLSC-6103 Physical Diagnosis; CLSC-6204 Lab Diagnosis

CLSC-7106 - Patient Management - Credit hours 5, Lecture hours 4, Lab hours 2

This course is a dynamic, interactive, and clinically challenging course which will transition the learner into real world practice. This course will address the more common conditions that a chiropractor will see in practice. Differential diagnosis, clinical decision making, outcome measures, and case scenarios will be the core focus of this course. Integration of physical, orthopedic, and neurologic examination techniques will be presented as clinically relevant. The student will be directed in the "best practices" management of clinical cases as most suggested by the peer-reviewed literature and evidenced based standards. Evaluation and procedural coding scenarios will be presented where prudent and applicable.

Prerequisite(s): CLSC-6305 Differential Diagnosis

CLSC-7107 - Radiographic Examination - Credit hours 2, Lecture hours 1, Lab hours 2

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, using the supertech calculator, generating a radiographic report, referring for additional imaging and professional communication with specialists in radiology and other disciplines.

Prerequisite(s): CLSC-6104 Diagnostic Imaging II

COSC – Computer Science

COSC 1301 Introduction to Computing – 3 credit hours

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.

DMSO – Diagnostic Medical Sonography

DMSO 1201 - Techniques of Sonography – 2 credit hours

Scanning techniques. Includes scan protocols and procedures within the laboratory setting utilizing live scanning and/or simulated experience.

Prerequisite: Passed all previous sonography courses.

DMSO 1210 Introduction to Sonography – 2 credit hours

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: Admission into Diagnostic Sonography Program

DMSO 1302 - Basic Ultrasound Physics – 3 credit hours

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: Passed all previous sonography courses.

DMSO 1342 - Intermediate Ultrasound Physics – 3 credit hours

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: Passed all previous sonography courses.

DMSO 1351 - Sonographic Sectional Anatomy – 3 credit hours

Sectional anatomy of the male and female body. Includes anatomical relationships of organs, vascular structures, and body planes and quadrants

Prerequisite: Passed all previous sonography courses.

DMSO 1441 - Abdominopelvic Sonography – 4 credit hours

Normal anatomy and physiology of the abdominal and pelvic cavities as related to scanning techniques, transducer selection, and scanning protocols.

Prerequisite: Passed all previous sonography courses.

DMSO 2353 - Sonography of Superficial Structures– 3 credit hours

Detailed study of normal and pathological superficial structures as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

DMSO 2330 – Advanced Ultrasound and Review – 3 credit hours

Knowledge, skills, and professional values within a legal and ethical framework addressing emerging technologies and professional development.

Prerequisite: Passed all previous sonography courses.

DMSO 2405 – Sonography of Obstetrics/Gynecology – 4 credit hours

Detailed study of the pelvis and obstetrics/gynecology as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: Passed all previous sonography courses.

DMSO 2441 - Sonography of Abdominopelvic Pathology – 4 credit hours

Pathologies and disease states of the abdomen and pelvis as related to scanning techniques patient history and laboratory data, transducer selection and scanning protocols.

Prerequisite: Passed all previous sonography courses.

DMSO 2460 - Clinical I – 4 credit hours

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: Passed all previous sonography courses.

DMSO 2461 - Clinical II – 4 credit hours

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: Passed all previous sonography courses.

DMSO 2462 - Clinical III – 4 credit hours

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: Passed all previous sonography courses.

DVST – Diagnostic Vascular Sonography

DSVT 1200 – Principles of Vascular Technology – 2 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: Passed all previous sonography courses.

ECON – Economics

ECON 2301 Principles of Macroeconomics – 3 credit hours

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

ECON 2302 Principles of Microeconomics – 3 credit hours

Students focus on economic theory in the beginning of the course, emphasizing basic supply and demand as well as market structure analysis. Central issues include elasticity of demand and of supply, consumer choice and production and costs; and market structure analysis of perfect competition, monopoly, monopolistic competition and oligopoly. The course continues in the labor market; factors of production; externalities and public goods; network goods and services; poverty and income distribution; and international trade. The impact of key economic principles will be emphasized.

ECON 6301 Global Economic Environment - 3 credit hours

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.

ENGL – English

ENGL 1301 Composition I – 3 credit hours

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.

ENGL 1302 Composition II – 3 credit hours

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: ENGL 1301 or its equivalent*

ENGL 2326 American Literature – 3 credit hours

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: ENGL 1301 (Composition I)*

FINA – Finance

FINA 3301 Corporate Financial Management – 3 credit hours

This course covers fundamental concepts in finance and decision-making techniques in corporate financial management. Also included is an overview of financial markets, financial statement analysis, financial planning, time value of money, risk-return relationship and CAPM, security valuation, capital budgeting techniques, cost of capital, debt policy, and related topics.

FINA 6301 Financial Management - 3 credit hours

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.

GOVT – Government

GOVT 2305 Federal Government 3 credit hours

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.

GOVT 2306 Texas Government – 3 credit hours

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.

HCMG – Health Care Management

HCMG 3301 Introduction to Health Care Management – 3 credit hours

This course provides students with an introduction to the various aspects of healthcare leadership functions in health care facilities. Attention to areas concerning the operational aspects of clinical and administrative service planning and delivery, accounting and finance, human resources, service delivery will be the focus of the learning concepts.

HCMG 3302 Health Care Planning and Policy Management – 3 credit hours

Students will examine the past and current political structure of the U.S. health care system. The processes involved in the development, planning, execution, and oversight of health care policy at national, government, state, and local levels will be discussed.

HCMG 3303 Human Resource Management in Health Care – 3 credit hours

This course will provide an overview of personnel management within health care organizations. Students will develop an understanding of healthcare human resource functions and workforce planning regarding recruitment and retention, selection, job description development, benefits, salary planning, training, performance and disciplinary activities.

HCMG 3304 Evidence Based Health Care – 3 credit hours

Knowledge of evidence –based methods of practice will be developed in this course. An understanding of how to evaluate and assess best practices through the review of research to implement appropriate intervention practices will be the focus.

HCMG 3305 Organizational Behavior in Health Care Management – 3 credit hours

This course will introduce the concept of behavioral theories that frame health care organizations and leadership styles. Topics to be discussed include transformational leadership, situational leadership, and servant leadership.

HCMG 3306 Health Care Regulations and Procedures – 3 credit hours

This course will provide an overview of regulatory standards and procedures involved in the delivery of health care services. Topics of discussion will include government quality and safety regulations, standards of professional practice, and disaster preparedness.

HCMG 3308 Managed Health Care – 3 credit hours

Students will gain an understanding of how health care insurance in the U.S. is structured to meet the needs of various populations. The concepts behind managed care organizations such as health maintenance organizations, preferred provider organizations, employee provider organizations, private payers and public insurance will be discussed.

HCMG 3310 International Health Care Management – 3 credit hours

This course will examine the trends, challenges and policies that exist when managing health care on a global level. The role of health care leadership in addressing major global health issues such as health equity, infectious disease, disease prevention and health promotion, and health reform will be assessed.

HCMG 4301 Quality Improvement, Quality Assurance, and Risk Management – 3 credit hours

The focus of this course is centered around the overall improvement and maintenance of quality health care services. Students will be introduced to various methods utilized to evaluate, plan, and improve health care services such as quality improvement tools and evaluation methods. An analysis of risks involved in the implementation of selected modes of delivery of care, and medical error prevention and reduction methods will be included.

HCMG 4303 Health Care Information Systems – 3 credit hours

This course will provide an introduction to the function and structure of health care information systems. Various systems used in the delivery and management of health information such as electronic medical records systems, laboratory information systems, supply chain management systems, and human resources management systems will be reviewed.

HCMG 4305 Ethics and Decision Making in Health Care – 3 credit hours

This course will introduce the legal, ethical and moral aspects involved in making sound decisions as a leader in the health care environment. An overview of issues surrounding patient rights, end of life decisions, malpractice, and wrongful death will be addressed.

HCMG 4307 Cultural Competence in Health Care – 3 credit hours

This course will prepare students to appropriately address and meet the needs of patients, family members, and co-workers. A better understanding will be gained of how to communicate in a way that recognizes diversity and shows respect to individual beliefs and cultures.

HCMG 4310 Internship – 3 credit hours

Students should begin the search for a facility to complete their internship experience at the start of their program. The internship will provide students with an opportunity to experience firsthand the responsibilities that are involved in assuming the role of a health care leader. Ideally, students should seek opportunities in their area of interest; however, you are encouraged to take advantage of opportunities that are available for you at any health care facility.

HCMG 4320 Capstone Health Care Management – 3 credit hours

Students will demonstrate a well-rounded understanding of knowledge and skills acquired in previous core courses leading up to the completion of their degree program. Emphasis will be placed on the development of a management action planning project aimed at applying skills sets in critical thinking and reasoning to execute strategic development and planning, as well as sound decision-making.

HITT – Health Information Technology Technical

HITT 1301 Health Data Content and Structure - 3 credit hours / 2 lab hours

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.

HITT 1305 Medical Terminology - 3 credit hours

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 core courses

HITT 1341 Coding and Classification Systems - 3 credit hours / 1 lab hour

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

Prerequisite: HPRS 1210 Introduction to Pharmacology

Prerequisite: HPRS 2201 Pathophysiology

HITT 1342 Ambulatory Coding - 3 credit hours

This course is a continuation of the study of ICD-10-CM, CPT 4, and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

Prerequisite: HITT 1305 Medical Terminology

Prerequisite: HPRS 1210 Introduction to Pharmacology

Prerequisite: HPRS 2201 Pathophysiology

Prerequisite: HITT 1341 Coding and Classification Systems

HITT 1345 Health Information & Delivery systems - 3 credit hours

Introduction to health IT standards, health-related data structures, software applications, and enterprise architecture in health care and public health. Healthcare delivery systems including organization, financing, accreditation, licensure, and regulatory agencies will also be examined.

Prerequisite: HITT 1342 Ambulatory Coding

HITT 1353 Legal and Ethical Aspects of Health Information - 3 credit hours / 1 lab hour

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.

HITT 1255 Health Care Statistics - 2 credit hours

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.

HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician - 1 credit hour

This course provides initial supervised professional practice experience. Practicum competencies reinforce previous coursework and include application of knowledge of –and skills in – health record content, structure, functions, and use. Students whose practicum occurs onsite must complete a minimum of 40

clock hours at the site, generally during traditional business hours, and must meet practicum site eligibility requirements. Course objectives for students whose practical experience occurs virtually are accomplished through online activities, simulations, and assignments. All students prepare a written report and present a verbal summary of their practical experience.

HITT 2321 EHR Training Methods and Data Security - 3 credit hours / 1 lab hour

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.

HITT 2335 Coding and Reimbursement Methodologies - 3 credit hours

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.

HITT 2339 Health Information Organization & Supervision - 3 credit hours

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.

HITT 2343 Quality Assessment and Performance Improvement - 3 credit hours / 1 lab hour

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.

HITT 2361 Clinical – II Health Information/Medical Records Technology/Technician - 3 credit hours

This course allows students to complete supervised professional practicum hours at an approved healthcare facility, complete virtual lab assignments using AHIMA Virtual Lab and complete a mock RHIT exam covering all Associate Degree Entry-Level Competencies.

Prerequisite: HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician

HPRS – Health Professions and Related Sciences

HPRS 1210 Introduction to Pharmacology - 2 credit hours*

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 core courses.

HPRS 2201 Pathophysiology - 2 credit hours*

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 core courses

HPRS 2335 Pharmacology and Medical Treatment – 3 credit hours* *(The designated course must be taken prior to any other HIM core courses)*

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: HPRS 2336 Pathophysiology for Health Information Management

HPRS 2336 Pathophysiology for Health Information Management – 3 credit hours* *(The designated course must be taken prior to any other HIM core courses)*

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.

MANA – Management

MANA 3301 Principles of Management – 3 credit hours

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 in order to become an effective manager.

MANA 3305 Managerial Statistics – 3 credit hours

Explores methods of collecting, analyzing and interpreting data for managerial decision-making. Emphasizes the business applications of hypothesis testing and model building. Prepares students in areas of calculating, formulating and recognizing statistical data for principles of business and healthcare management. Statistical quality control and Lean Six Sigma strategies will be presented. This course includes data presentation, measures of central tendency, dispersion, and skewness; discrete and continuous probability distributions; sampling methods and sampling distributions; and confidence interval estimation of parameters and tests of hypotheses.

MANA 3306 Management Communication – 3 credit hours

This course introduces communication skills that are critical to managerial success in business and professional contexts. Students will develop a working knowledge of theory and improve their skills in interpersonal communication, teamwork, and public presentations. Students will also learn to apply

appropriate management communication techniques and skills necessary in order to become more effective managers.

MANA 3308 Business and Public Law – 3 credit hours

Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection. Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection.

MANA 4301 Operations and Quality Management – 3 credit hours

This course is an introduction to the operations and quality management functions. It will focus on the theory, concepts and problem-solving techniques important in operations management and production management. Topics include demand forecasting, capacity management, resource allocation, inventory management, supply chain management, designing for quality, process controls, inspections, testing, acceptance sampling, management controls, and quality information systems, and project management.

MANA 4320 Capstone: Strategies and Problems in Management – 3 credit hours

The Capstone: Strategies and Problems in Management is a capstone project where students integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field. Students will draw on their broadened awareness of various environmental influences to identify business problems and use management alternatives relating to the strategic planning mode in the creation of a business plan.

MATH – Math

MATH 1314 College Algebra – 3 credit hours

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.

MATH 1316 Trigonometry – 3 credit hours

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.

MATH 1324 Math for Business and Social Sciences – 3 credit hours

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

MATH 1325 Math for Business and Social Sciences II – 3 credit hours

This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. This course is not a substitute for MATH 2413, Calculus I. *Prerequisite: MATH 1314 College Algebra or MATH 1324 Mathematics for Business and Social Sciences*

MATH 1342 Elementary Statistical Methods I – 3 credit hours

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.

MATH 2342 Elementary Statistical Methods II – 3 credit hours

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.

MHCM – Master’s Health Care Management

MHCM 6301 Health Care Policy Analysis and Decision-Making - 3 credit hours

This course will provide an introduction to 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 core courses are completed.

MHCM 6310 Strategic Management of Health Services Organizations - 3 credit hours

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 core courses are completed.

MHCM 6320 Corporate Compliance and Legal Issues in Healthcare - 3 credit hours

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 core courses are completed.

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.

MISM – Management Information Systems

MISM 3301 Information Systems for Management – 3 credit hours

This course provides an overview of information technology and information systems topics from an organizational and managerial perspective. Topics include current information technology types and trends, such as the Internet and its organizational impact; the relationship of technology to organizational strategy, structure, controls, resources, and security; and the ethical and social impacts of information systems, such as privacy, intellectual property rights, accountability and quality of life. Emphasis will be placed on the user's role in developing information systems, ethical and management challenges and the uses of IT to create competitive advantages for an organization and decision-making.

MRKT – Marketing

MRKT 3301 Principles of Marketing – 3 credit hours

This course focuses on application of marketing concepts, practices, and activities performed by marketing managers. It includes evaluation of marketing opportunities and marketing planning in a practical strategic framework, product development/management, price setting and management; basic promotional concepts, establishing and managing distribution channels.

MRKT 6301 Marketing Management - 3 credit hours

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.

MSSG – Massage

MTEC0101 Swedish Massage – 125 hours

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.

AMMT0101 Anatomy & Physiology – 75 hours (50 Anatomy and 25 Physiology)

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 and suffixes, and combining vowels. Laboratory time will include observation of prosected human cadavers.

HHMT0101 Human Health & Hygiene – 20 hours

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.

HHMT0101 Nutrition – 12 hours

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.

HYMT0101 Hydrotherapy – 20 hours

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.

BPMT0101 Business Practices & Professional Ethics I – 8 hours

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.

AMMT0102 Pathology for the Massage Professional – 40 hours

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.

Trimester II Curriculum

AMMT0201 Applied Anatomy and Kinesiology – 60 hours

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 and action, refine palpation skills, and will be introduced to the oriental anatomical model.

Prerequisites: Must complete AMMT0101 Anatomy & Physiology

BPMT0201 Business Practices & Professional Ethics II – 48 hours

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.

MFMT0201 Myofascial Therapy – 40 hours

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: Must complete all Tri 1 Classes or be a LMT

MTMT0202 Neuromuscular Therapy – 40 hours

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: Must complete all Tri 1 Classes or be a LMT

NMMT0205 Eastern Modalities - Acupressure – 32 hours

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: Must complete all Tri 1 Classes or be a LMT

INMT0221 Massage Therapy Intern Clinic – 80 hours

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 MTEC0101, complete Swedish Technique (MTEC0101), Anatomy & Physiology (AMMT0101) and Pathology (AMMT0102).

MUSI – Music

MUSI 1306 Music Appreciation – 3 credit hours

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.)

OTHA – Occupational Therapy Assistant

OTHA 1160 - Clinical in OTA I – Pediatric Level I Fieldwork – 1 credit hours

This course includes work-based learning experience, observation and guided practice that enables the student to apply specialized occupational theory, skills, and concepts in settings serving children or adolescents. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off campus sites. Upon successful completion of this course, the student will earn 1 credit.

Co-requisite: OTHA 1341

OTHA 1161 - Clinical in OTA II – Mental Health Fieldwork – 1 credit hours

This course includes a work-based learning, observation and guided practice for application of the occupational therapy process in settings serving children or adults with psychosocially challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off-campus sites. Upon successful completion of this course, the student will earn 1 credit.

Co-requisite: OTHA 2209

OTHA 1162 - Clinical in OTA III – Adult Level I Fieldwork – 1 credit hours

This course includes work-based learning experience, observation and guided practice that enables the student to apply specialized occupational theory, skills, and concepts in settings serving adults with physical disabilities. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off campus sites. Upon successful completion of this course, the student will earn 1 credit.

Co-requisite: OTHA 2304

OTHA 1211- Occupational Performance throughout the Lifespan – 2 credits hours

This course will focus on principles of occupational therapy and performance of human occupations in work, self-care, and play/leisure throughout the lifespan. The student will learn observations, analysis, identify and adapt age appropriate occupations; identify the client factors that affect occupational performance; select appropriate intervention strategies for this population; and adapt contexts to support occupational performance. Upon successful completion of this course, the student will earn 2 credits.

Prerequisite: PSYC 2301

OTHA 1305- Principles of Occupational Therapy – 3 credits hours

This course will examine the role of occupational therapy in health care, and community-based and educational systems. Topics include history and philosophical principles, occupation in daily life, the *Occupational Therapy Framework: Domain and Process, Standards of Practice, Code of Ethics*, current and emerging practice areas, and roles of the registered occupational therapist and the certified occupational therapy assistant. *Prerequisite: all general education courses*

OTHA 1309 - Human Structure and Function in Occupational Therapy – 3 credits hours

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Emphasis is on the musculoskeletal system including skeletal structure, muscles and nerves, and biomechanical assessment procedures. Students also are introduced to muscle testing and goniometric testing procedures. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: BIOL 2401 and BIOL 2402

OTHA 1315 - Therapeutic Use of Occupations or Activities I – 3 credits hours

This course will focus on the development of observation skills; assessment; documentation, and teaching, adapting, and grading of self-care, work, and play/leisure with pediatric/adolescent populations. Emphasis on awareness of activity demands, contexts, occupations or activities used as therapeutic

interventions, treatment techniques, and equipment to maximize participation in meaningful occupations, improve independence, and ensure safety with this population. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1341

OTHA 1319 - Therapeutic Interventions I – 3 credits hours

This course will focus on the development of observation skills; assessment; documentation, and teaching, adapting, and grading of self-care, work, and play/leisure with adults with physical disabilities. Emphasis on awareness of activity demands, contexts, occupations or activities used as therapeutic interventions, treatment techniques, and equipment to maximize participation in meaningful occupations, improve independence, prevent deformity, and ensure safety with this population. Additional emphasis on the role of the Occupational Therapy Assistant in the OT process. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1349 and OTHA 2304

OTHA 1341- Occupational Performance from Birth through Adolescence – 3 credits hours

This course focuses on the occupational performance from birth through adolescents and presents specific issues in the practice of pediatric occupational therapy. Topics include theory, frames of reference, evaluation tools and techniques. This course reviews treatment/intervention strategies specific to this population. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1211

OTHA 1349 - Occupational Performance of Adulthood – 3 credits hours

This course is the study of occupational performance of adults with physical disabilities, emphasis on musculoskeletal disorders. Topics include; medical management, theory, frames of reference, evaluation tools, intervention and treatment techniques, PAMs, and splinting. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1309

OTHA 1353 - Occupational Performance for Elders – 3 credits hours

This course focuses on the occupational performance of elders and the effects of aging and chronic illness. This course reviews medical management, frames of reference, evaluation tools, treatment/intervention strategies specific to this population. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1211

OTHA 2209 - Mental Health in Occupational Therapy – 2 credits hours

This course will examine the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan. This course emphasizes mental health frames of reference, identification of occupational therapy assessment strategies, explanation of psychiatric diagnoses based on the DSM, implementation of occupation-based interventions for the promotion of mental health and wellness through occupational therapy. Upon successful completion of this course, the student will earn 2 credits.

Prerequisite: PSYC 2301

OTHA 2230 – Workplace Skills for the Occupational Therapy Assistant – 2 credits hours

A seminar-based course designed to complement Level II fieldwork by creating a discussion forum addressing events, skills, knowledge, and/or behaviors related to the practice environment. Application of didactic coursework to the clinic and test-taking strategies for certification exams. Upon successful completion of the course, the student will earn 2 credits.

Co-requisite: OTHA 2560, OTHA 2561

OTHA 2235 - Health Care Management in Occupational Therapy – 2 credits hours

This course explores the role of the occupational therapy assistant in health care delivery. Topics include documentation, funding and reimbursement, credentialing, professional issues, occupational therapy standards and ethics, health care team role delineation, and basic management of resources, including environment, personnel, and budget, preparation activities for Level II fieldwork, licensure and certification, employment acquisition, and development of a professional development plan. Upon successful completion of this course, the student will earn 2 credits.

Prerequisite: OTHA 1305

OTHA 2302 - Therapeutic Use of Occupations or Activities II – 3 credits hours

This course will focus on the development of observation skills; assessment; documentation; and teaching, adapting, and grading self-care, work, and play and leisure occupations for individuals with psychosocial challenges. Topics include group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations and ensure safety. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 2209

OTHA 2304 – Neurology in Occupational Therapy – 3 credits hours

This course is the study of occupational performance of adults with physical disabilities, emphasis on neurological disorders. Topics include medical management, frames of reference, evaluation tools, intervention, and treatment techniques. Upon successful completion of this course, the student will earn 3 credits.

Prerequisite: OTHA 1349

OTHA 2560 – Clinical Occupational Therapy Assistant - Level II Fieldwork A - 5 credits hours

An 8 week health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the OT clinical professional. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals that offers a diversity of experience. Students receive general workplace training supported by an individualized learning plan developed by the fieldwork site, college, and student. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Level II fieldwork experience is off campus. Upon successful completion of the course, the student will earn 5 credits.

Prerequisite: OTHA 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

OTHA 2561 – Clinical Occupational Therapy Assistant - Level II Fieldwork B – 5 credits hours

An 8 week health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the OT clinical professional. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals that offers a diversity of experience. Students receive general workplace training supported by an individualized learning plan developed by the fieldwork site, college, and student. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Level II fieldwork experience is off campus. Upon successful completion of the course, the student will earn 5 credits.

Prerequisite: OTHA 2560, 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

PHYS – Physics**PHYS 1401 Physics – 4 credit hours**

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: MATH 1314 College Algebra or equivalent*

PHYS 2425 Physics I – 4 credit hours

Physics deals with behavior and structure of matter. This course covers the following topics: (1) measurements, uncertainties, significant figures, (2) one dimensional motion, velocity, acceleration, (3) vectors, projectile motion (4) Force, Newton's laws of motion, gravity, inclined planes, friction, (5) circular motion, centripetal forces, Newton's Law of Gravitation, (6) Work, Potential and Kinetic Energy, (7) collisions, linear and angular momentum, torque, center of mass, (8) equilibrium, stress and strain. The course consists of 8 lecture/ 4 lab hours per week. *Prerequisite: MATH 1316 Trigonometry or equivalent*

PHYS 2426 Physics II – 4 credit hours

This course is a continuation of Physics I. This course covers the following topics: fluids, sound, waves, heat, temperature, thermodynamics, electricity, DC circuits, magnetism and related topics. The course consists of 8 lecture/ 4 lab hours per week. *Prerequisite: PHYS 2425 Physics I*

PMGT – Practice Management**PMGT6301/CHSC6709 Small Business Creation and Management**

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.

PMGT 6310/7109 Small Business Promotion and Leadership Skills

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.

PSYC – Psychology

PSYC 2301 Introduction to Psychology – 3 credit hours

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

PSYC 2314 Growth and Human Development – 3 credit hours

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

RADR – Radiologic Technology

RADR 1309: Introduction to Radiologic Sciences and Patient Care – 3 credit hours

Content is an overview of the historical development of radiography, basic radiation protection, an introduction to medical terminology, ethical and legal issues for health care professionals, and an orientation to the profession and to the health care 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.

RADR 1313 Principles of Radiographic Imaging I – 3 credit hours

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.

RADR 1311 Basic Procedures I – 3 credit hours

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.

RADR 2301 Intermediate Procedures – 3 credit hours

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.

RADR 1360 Clinical Education I – 3 credit hours

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.

RADR 1361 Clinical Education II – 3 credit hours

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.

RADR 2305 Principles of Radiographic Imaging II – 3 credit hours

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.

RADR 2313 Radiation Biology and Protection - 3 credit hours

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.

RADR 2331 Advanced Radiographic Procedures - 3 credit hours

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.

RADR 2333 Advanced Medical Imaging – 3 credit hours

Specialized imaging modalities includes concepts and theories of equipment operations and their integration for medical diagnosis. A lab component is included with this course.

RADR 2360 Clinical Education III – 3 credit hours

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.

RADR 2361 Clinical Education IV – 3 credit hours

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.

RADR 2317 Radiographic Pathology – 3 credit hours

Disease processes and their appearance on radiographic images.

RADR 2362 Clinical Education V – 3 credit hours

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.

RADR 2363 Clinical Education VI – 3 credit hours

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.

RADR 2335 Radiologic Technology Seminar – 3 credit hours

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.

SPCH – Speech**SPCH 1311 Speech Communications – 3 credit hours**

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Institutional Advancement

Alumni

Parker University has more than 6,000 alumni in every state and in 30 foreign countries. The Alumni Department maintains strong ties between the University and its alumni through the Parker Wellness Provider Referral program, Parker Ambassador Program, communicating with alumni across the globe, hosting alumni gatherings, and promoting the Parker Alumni Association.

The Alumni Department handles requests from patients, doctors, and massage therapists for referral to Parker graduates on a daily basis. It uses e-mail, web and print media to communicate with alumni and other University supporters regarding news and current events. Parker alumni can keep in touch with their alma mater and former classmates through the toll-free Alumni number, 888-PR-ALUMS, or via the Web at www.parker.edu/alumni, the content of which is maintained by the Alumni Department. The Alumni Department also participates in the promotion, maintenance, and monitoring of the University's social media resources.

The Parker Alumni Association was founded in 1986 for the purposes of promoting positive relations between the University and its alumni, promoting Parker and supporting the goals of the institution. The Alumni Association provides members with discounts on Parker Seminars, continuing education and Parker Share. Members also enjoy student privileges in the Library and Bookstore. The Association is governed by a Board of Directors, which is comprised of the President of the University, the Director of Alumni Relations, the Student Senate President, and nine Parker Alumni Association members who are elected to serve three-year rotating terms. The Alumni Association offers free membership to all Parker alumni.

Development

As a nonprofit organization, Parker University needs the support of alumni, friends, corporations, foundations, faculty and staff to offer quality education to students, cutting-edge research for the profession, and valuable services to our patients and to the community.

Financial partnership with Parker creates a stronger voice for chiropractic and community investment in Parker helps create a global network ensuring the chiropractic profession becomes a leader in the 21st century for health and wellness. Giving opportunities include:

- Student Scholarships
 - Endowed
 - Named
 - Special Purpose
- Seminar Sponsorships
- Faculty Development
- Library Materials
- Gifts-in-Kind

- Chiro Games
- Wellness Centers /Student Clinics
- Academic Program development
- Technology and Capital improvements
- Grant Funded Research and Special Projects

If you have any questions or would like to make a gift, please call 214-902-3406 or email askadavancement@parker.edu

Museum

The Parker University Museum, located in the South Building, is a living tribute to the founder of the college, the late Dr. James W. Parker. It also commemorates events and houses memorabilia significant to the development of Parker University.

Dr. Parker's personal and professional history is uniquely depicted - from the management of 18 chiropractic clinics in Texas, to nearly a half century of teaching graduate seminars to hundreds of thousands in chiropractic, to his 12 years as President of Parker University. The focus of Dr. Jim's life was always a commitment to natural health through chiropractic. Equally important was his emphases on helping other chiropractors improve through teaching and the practice of success principles.

Now open periodically to the public, the museum honors the Parker history and commemorates its impact worldwide on the role of chiropractic education, practice and the profession.

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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

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Twana Cochran, B.S., M.S., *Director of General Education*
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Laquette Lewis, RHIA, *Faculty*
M.B.A., 2014, Kelly Graduate School of Management of DeVry University

Rhonda Lewis, *Adjunct Faculty/ English Composition*
Ph.D., 2015, Texas Tech University
MEd, 2002, University of Arkansas at Monticello

B.A., 2000, University of Arkansas at Monticello

Joe Lintz, *Program Director, Health Information Technology and Health Information Management*

B.S., 2003, The Ohio State University

M.S., 2007 The Ohio State University

Charles Little, *Adjunct Faculty*

Ph.D., 1985, University of North Texas

M.B.A., 1974, University of Tennessee

Frankie Lloyd, *Adjunct Faculty, Introduction to Computing*

B.S., 2003, Jackson State University

M.S.M., 2007, Colorado Tech University

Daniel S. Lopez, *Clinical Coordinator*

A.S., 1998, Del Mar College

B.A., 2003, University of Houston

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

Celia Maguire, *Professor of Clinical Sciences*

Director of Special Projects

B.S., 1995, Texas A & M University

D.C., 2000, Parker College of Chiropractic

Diplomate, American Chiropractic Board of Radiology

Patricia Manderville, *Adjunct Faculty, Algebra*

A.A., 1988, South Florida State College

B.A., 1995, University of Southern Florida

M.A., 1999, University of South Florida

Carissa Manrique, *Assistant Professor of Undergraduate Program*

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

M.A., 2009, Rice University

Ph.D., 2010, University of North Texas

John Marth, *Associate Professor of Chiropractic Wellness Clinics*

A.A., 1979, Suffolk County Community College

D.C., 1985, Palmer College of Chiropractic

B.S., 2010, Excelsior College

CAN, Applied Clinical Nutritionist

FASA, Fellow of American Society of Acupuncturist

The American Academy of Expert Medical Examiners, Certified Impairment Rating Specialist

American Academy of Disability Evaluating Physicians, Certified Disability Evaluating Physician

Division of Worker's Compensation, Certified Designated Doctor and Maximum Medical

Improvement/Impairment Rating Physician

Farshid Marzban, *Professor of Clinical Sciences*

B.S., 1984, Michigan State University

M.S., 1987, Michigan State University

Ph.D., 1992, Michigan State University

D.C., 2002, Parker College of Chiropractic

Greg May, *Massage School Assistant Academic Administrator*

Certificate, Massage Therapy, 1996, Asten School of Massage

Associate of Applied Science in Massage Therapy, 2016, Parker University

Toni May, *Massage School Instructor*

Certificate, Massage Therapy, 2002, Hands on Therapy

Thurstine McCloud, *Adjunct Faculty, English Composition*

B.A., 1992, Belhaven College

M.A., 1994, University of Delaware

Tom McCloughan, *Assistant Professor of Chiropractic Sciences*

B.S., 1995, University of State of New York

D.C., 1993, New York Chiropractic College

Certified Personal Trainer

Kevin McGuirk, *Adjunct Faculty, English Composition*

B.A., 1980, University of Cincinnati

M.A., 1984, University of California at Irvine

Deanna Melton-Riddle, *Faculty*

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

Rick Merriam, *Massage School Instructor*

Certificate, Massage Therapy, 1994, Connecticut Center for Massage Therapy

Kathy D. Meyer, *Adjunct Faculty*

M.B.A., 1996, Dallas Baptist University

Debra Moore, *Adjunct Faculty*

Ph.D., 2007, Touro University International

M.S., 1994, University of Texas at Arlington

Durba Mukhopadhyay, *Associate Professor of Basic Science*

B.Sc. (Physiology Honors), 1984, University of Calcutta

M.Sc. (Physiology), 1987, University of Calcutta

PhD. (Biochemistry), 1995, University of Calcutta

Harrison Ndetan, *Professor of Research*

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

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

M.P.H., 2007, University of North Texas
Ph.D., 2009, University of North Texas

Sandra Norton, *Associate Professor of Clinical Sciences*
D.C., 1997, Cleveland Chiropractic College
Diplomate, American Chiropractic Board of Radiology
B.S., 2007, Excelsior College

Anjum Odhwani, *Professor of Basic Sciences*
M.B., B.S., 1987, Sind Medical College
M.P.H., 2004, University of Texas, Dallas

Stephen C. Paterno, *Assistant Professor of Chiropractic Wellness Clinic*
B.S., 2006, Shippensburg University
D.C., 2009, Palmer College of Chiropractic
Certified Chiropractic Sports Physician

Georgina M. Pearson, *Professor of Basic Sciences*
Chair, Basic Sciences
B.Sc., 1975, University of London
M.B., B.S., 1979, University of London
M.P.H., 2012, A. T. Still University

J. Michael Perryman, *Professor of Basic Sciences*
B.S., 1977, Southwestern Union College
M.D., 1986, Spartan Health Sciences University

Christopher Petrie, *Associate Professor of Clinical Sciences*
Chair, Clinical Sciences
Director of Radiology Residency Program
B.S.E., 2002, University of Iowa
D.C., 2007, Palmer College of Chiropractic
Diplomate, American Chiropractic Board of Radiology

Don Proper, *Adjunct Faculty of Clinical Sciences*
A.S., 1983, George Washington University
D.C., 1993, Parker College of Chiropractic
B.S., 1995, University of New York
Emergency Medical Technician/Paramedic

Mike Raper, *Professor of Chiropractic Wellness Clinics*
D.C., 1987, Parker College of Chiropractic
B.S., 1996, University of State of New York
Diplomate, American Academy of Pain Management
Fellow, The Academy of Chiropractic Orthopedists
Diplomate, American Board of Disability Analysts

Diplomate, American Board of Forensic Examiners

Thomas M. Redenbaugh, *Professor of Chiropractic Sciences*

A.S., 1976, Danville Junior College

B.S., 1983, University of the State of New York

B.A., 1984, University of Maryland

1991, United States Naval War College

D.C., 1997, Parker College of Chiropractic

B.S., 2000, Parker College of Chiropractic

Certified Chiropractic Sports Physician

Certified in Clinical Chiropractic Pediatrics

Certified Animal Chiropractor

Fellow, International Chiropractic Pediatrics Association

Khaison Reed, *Adjunct Faculty/Math*

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

B.S., 1993, Southern University

Drew Riffe, *Massage School Director and Dean of the College of Health Sciences*

B.S., 1997, Community Health, Liberty University

Certificate, Massage Therapy, 1999, Wellness Skills Massage School

M.S., 2000, Theology, Dallas Theological Seminary

D.C., 2005, Parker College of Chiropractic

Certificate, Massage Therapy Instructor, 2007, Texas Dept. of Health

Rick Robinette, *Massage School Instructor*

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

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

A.A., 2009, Richland College

Dawnielle Robinson-Walker, *FT Faculty/ English*

M.A., 1997, Kansas State University

B.A., 1994, Kansas State University

Paula J. Robinson, *Associate Professor of Clinical Sciences*

B.S., 1975, Ball State University

M.A., 1983, Ball State University

Certified Emergency Medical Technician

Tara Ross, *Adjunct Faculty, Political Science*

B.A., 1990, University of Florida

M.A., 1997, Ohio University

Ph.D., 2012, Keiser University

Eric G. Russell, *Associate Professor of Chiropractic Sciences*

Chair, Chiropractic Sciences

B.S., 1996, Palmer College of Chiropractic
D.C., 1996, Palmer College of Chiropractic
Diplomate Chiropractic Philosophical Standards (DPhCS)

Rick Salazar, *Massage School Instructor*
Certificate, Massage Therapy, 2002, Texas Massage Institute
A.A., 1975, Computer Information Systems

Bahram Sardarabadi, *Associate Professor of Basic Sciences*
B.S., 1979, North Texas State University
M.S., 1982, North Texas State University

Pradip Sarkar, *Professor of Basic Sciences*
B.S., 1984, University of Calcutta
M.S., 1987, University of Calcutta
Ph.D., 1995, University of Calcutta

Angela Smith, RDMS, *Program Director Diagnostic Sonography*
B.S., 2000, Seattle University

Christopher Smoley, *Resident Diagnostic imaging*
B.S., 2012, Palmer College of Chiropractic
D.C., 2012, Palmer College of Chiropractic

Afsar Sokhansanj, *Assistant Professor of Basic Sciences*
B.S., 1983, Michigan State University, East Lansing, Michigan
M.S., 1993, Michigan State University, East Lansing, Michigan
D.C., 2002, Parker College of Chiropractic

Johnny Solis, *Massage School Clinic Supervisor*
Certificate, Massage Therapy, 2007, ATI
Associate of Applied Science, 2016, Parker University

Xuejun Song, *Professor of Research*
Associate Director Basic Science of Research
M.D., 1986, Xuzhou Medical College
M.S., 1992, Chinese Academy of Science
Ph.D., 1995, Chinese Academy of Science

Kristina A. Stitcher, *Assistant Professor of Chiropractic Sciences*
B.S., 2002, Parker College of Chiropractic
D.C., 2004, Parker College of Chiropractic

Trenda Sweeney, *Program Director Radiologic Technology*
A.S., 1992 Clovis New Mexico—Clovis Community College, AS Degree Radiologic Technology 1992
B.S., 2004 Clovis New Mexico –Wayland Baptist University, BS Occupational Education 2004

M.B.A., 2008 Clinton Iowa –Ashford University, MBA/HR 2008

Steven Tidwell, *Adjunct Faculty*

M.B.A., 1999, Amberton University

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

James Tison, *Adjunct Faculty, Undergraduate Program*

B.S., 1963, Northern Illinois University

M.S., 1965, Northern Illinois University

Ph.D, 1970, The Ohio University

Leon Tom, *Associate Professor of Chiropractic Wellness Clinics*

Director, Irving Clinic

B.S., 1995, McMaster University

D.C., 1999, Parker College of Chiropractic

Certified Chiropractic Sports Physician

Diplomate, American Academy of Pain Management

Debra Touhey, *Adjunct Faculty*

M.S., 2010, University of Phoenix

M.A., 2013, Liberty University

D.B.A., 2015, Northcentral University

Jason Vaughn, *Adjunct Faculty, Music Appreciation*

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

David Walters, *Professor of Chiropractic Wellness Clinics*

D.C., 1991, Parker College of Chiropractic

Diplomate American Chiropractic Rehabilitation Board

Certified Chiropractic Sports Physician

Corrective Exercise Specialist

Adrian Walton, *Adjunct Faculty, General Psychology, Statistics*

M.B.A., 2003, University of Phoenix

Sharonda Washington, *Adjunct Faculty, Speech/Communication*

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

M.A., 2010, University of South Alabama, Mobile, Alabama

Charlotte J. Watts, *Professor of Chiropractic Sciences*

B.S., 1992, University of the State of New York

D.C., 1990, Parker College of Chiropractic

Diplomate American Chiropractic Neurology Board

Fellow, International Chiropractic Pediatrics Association

Chad D. Waxman, *Adjunct Faculty of Chiropractic Sciences*
B.A., M.S., and C.A.S., University at Albany, State University of New York
Psy.D., Nova Southeastern University

Ronald Wells, *Professor of 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
C.C.C.N., 2009, Certified Chiropractic Clinical Neurology, Parker University
F.A.S.A., 2012, Certified Advanced Acupuncture, Parker University

Brian White, *Adjunct Faculty, Government*
Ph.D., 2004, Clark Atlanta University
M.A., 1993, Texas Southern University
B.A., 1991, Prairie View A&M University

Robert Wilborn, *Associate Professor of Chiropractic Sciences*
D.C., 1997, Parker College of Chiropractic

Ryan M. Yates, *Assistant Professor of Chiropractic Sciences*
B.A., 2005, Wabash College
D.C., 2009, Palmer College of Chiropractic

Faculty Senate

The Faculty Senate works closely with the University administration on matters relating to curriculum, admissions, faculty employment, working conditions, contracts, discipline and development. The Senate meets in regular session during each trimester and considers matters of academic and professional content. The constitution and bylaws of the Faculty Senate govern the activities and responsibilities of the Senate membership and officers.

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.

ACADEMIC LEADERSHIP TEAM (ALT): DC PROGRAM

Reports to: VP, College of Chiropractic

Responsibilities:

1. Organizing and overseeing the academic department activities of the DC Program.
2. Planning and assessments of the DC Program.
3. Goal setting of the DC Program.

Membership:

1. Chaired by the VP, College of Chiropractic
2. Department Chairs
3. Director of Clinics
4. Director of CBI
5. Director of the Center for Teaching and Learning
6. Director of DC Program Academic Advising

Meets: Weekly

ADMISSIONS COMMITTEE – COLLEGE OF CHIROPRACTIC

Reports to: VP, College of Chiropractic

Responsibilities:

1. Review complete applicant files.
2. Recommend admission be granted, deferred or denied.
3. Recommend initial academic plan for Alternative Admissions Track Plan (AATP) students.

Membership:

1. Chair, DCP Faculty Member
2. DCP Faculty Member
3. DCP Faculty Member
4. DCP Faculty Member
5. Coordinator of Student Success and Retention
6. Registrar (or other Academic Advising specialist)

DCP ASSESSMENT: DC PROGRAM

Reports to: VP, College of Chiropractic

Responsibilities:

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

Membership:

1. Chaired appointed by the VP, College of Chiropractic
2. Department Chairs
3. Director of the Center for Teaching and Learning
4. Academic Representative
5. Clinic Representative
6. Capstone Coordinator

7. ARE Coordinator
8. IEP Representative

Meets: Twice per trimester.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC): UNIVERSITY

Reports to: VP, College of Chiropractic

Responsibilities:

1. Oversees the institution's animal program facilities and procedures.

Membership:

1. Chaired by Director of Research
2. Veterinary
3. Scientists
4. Non-scientists
5. Non-affiliated member
6. Non-voting member

Meets: As needed. This committee is currently inactive.

INSTITUTIONAL REVIEW BOARD (IRB): UNIVERSITY

Reports to: VP, College of Chiropractic

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:

1. 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;
2. Assist the investigator in the protection of the safety and privacy of the individual subject;
3. Assure that adequate informed consent is obtained from the subject; and
4. To protect both the investigator and the institution.

Membership:

1. Chaired by a faculty member
2. Scientist
3. Non-scientist
4. Non-affiliated member
5. Person knowledgeable about vulnerable population - such as a clergy
6. Non-voting member (expert consultant) - Director of research

Meets: As needed.

NATIONAL BOARD OF CHIROPRACTIC EXAMINERS (NBCE) COMMITTEE: DC PROGRAM

Reports to: VP, College of Chiropractic

Responsibilities:

1. Analyzes results of NBCE scores
2. Report results to the DCP Assessment Committee
3. Make recommendations of curricular changes to the COC&G

Membership:

1. Chaired by the ARE coordinator
2. Capstone coordinators
3. Department Representatives (Clinical, Chiro and Basic Sciences)
4. Director, Academic Advising

Meets: In Nov and May to discuss Part I-III and PT and in Jan. and July for Part IV and following each administration of the ARE and Capstone.

RESEARCH COMMITTEE: UNIVERSITY

Reports to: VP, College of Chiropractic

Responsibilities:

1. To ensure that all policies and procedures, which are developed and implemented by the Research Institute to further the mission of the University with respect to research, have institutional oversight; to ensure that policies and procedures be instituted to protect human and animal subjects in any research and to ensure that high standards of scientific integrity are maintained in any research performed on University premises.
2. Review research proposals and make recommendations regarding scientific merit.
3. Provide advice and support when possible for research proposed by faculty, students and staff.
4. Ensure that all policies and procedures, which are developed and implemented by the Research Institute to further the mission of the University with respect to research, have institutional oversight; to ensure that policies and procedures be instituted to protect human and animal subjects in any research and to ensure that high standards of scientific integrity are maintained in any research performed on University premises.

Membership:

1. Director, Research
2. Three or more University personnel with research experience drawn from the various depts/schools of the University

Meets: As needed.

Note: Research proposals for small pilot or other projects may receive expedited approval from the Dean of Research without full Research Committee review.

STUDENT ACADEMIC ADVISING COMMITTEE (SAAC): DC PROGRAM

Reports to: VP, College of Chiropractic

Responsibilities:

1. Review academic standing and progress
2. Set stipulations for continued enrollment, including
 - a. Course load
 - b. Academic support and tutoring requirements
 - c. Restrictions on outside activities, including work study
3. Adjudicate appeals of academic standing and/or dismissal
4. Review and adjudicate appeals for Re-admission

Membership:

1. Chair, Registrar
2. DC Department Chairs and Clinic Director (4)
3. Coordinator of Student Success and Retention
4. Director of Academic Advising
5. Faculty Representative
6. VP, COC

SPEAKER APPROVAL: UNIVERSITY

Reports to: Dean of Student Affairs and Retention

Responsibilities:

1. To advise speaker approval procedures
2. To determine eligibility of speakers coming on campus

Membership:

1. Chaired by the VP, College of Chiropractic
2. Dean of Student Affairs
3. Clinic representative
4. Academic representative
5. Faculty Senate President
6. Student Senate President

Meets: As needed.

2016-2017 Academic Calendars

| ACADEMIC CALENDAR: <u>DOCTOR of CHIROPRACTIC,</u> <u>MASSAGE THERAPY,</u> <u>ANATOMY</u> | 2016-2017 | | |
|-------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------|-----------------------|
| TERM | DATES | EVENT | INFORMATION |
| FALL | August 25 | Orientation | |
| | September 5 | Labor Day | Observed - NO Classes |
| | September 6 | Classes Begin | |
| | October 25 | Subterm A Ends | Anatomy Only |
| | October 26 | Subterm B Begins | Anatomy Only |
| | November 24 & 25 | THANKSGIVING BREAK | Observed - NO Classes |
| | November 28 | Classes Resume | |
| | December 10 | Commencement | |
| | December 12-16 | FINALS WEEK | |
| | December 16 | All Classes End | |
| | December 19 - January 8 | WINTER BREAK | NO Classes |
| Winter | January 5 | Orientation | |
| | January 9 | Classes Begin | |
| | January 16 | Martin Luther King Jr. Day | Observed - NO Classes |
| | January 17 | Classes Resume | |
| | February 28 | Subterm A Ends | Anatomy Only |
| | March 1 | Subterm B Begins | Anatomy Only |
| | April 14 | Good Friday | Observed – NO Classes |
| | April 8 | Commencement | |
| | April 17-21 | FINALS WEEK | |
| | April 21 | All Classes End | |
| | April 24 - May 7 | SPRING BREAK | NO Classes |
| SUMMER | April 28 | Orientation | |
| | May 8 | Classes Begin | |
| | May 29 | Memorial Day | Observed - NO Classes |
| | May 30 | Classes Resume | |
| | June 27 | Subterm A Ends | Anatomy Only |
| | June 28 | Subterm B Begins | Anatomy Only |
| | July 4 | Independence Day | Observed - NO Classes |
| | July 5 | Classes Resume | |
| | August 12 | Commencement | |
| | August 14-18 | FINALS WEEK | |
| | August 18 | Classes End | |
| August 21 - September 4 | SUMMER BREAK | NO Classes | |

| ACADEMIC CALENDAR: <u>GRADUATE</u> | 2016-2017 | | |
|-----------------------------------------------|------------------------|---------------------------------|-----------------------|
| TERM | DATES | EVENT | INFORMATION |
| FALL | August 25 | Orientation | |
| | August 29 | Fall A - Classes Begin | |
| | September 5 | Labor Day | Observed - NO Classes |
| | September 6 | Classes Resume | |
| | October 21 | Classes End | |
| | October 24 | Fall C - Classes Begin | |
| | November 24 & 25 | THANKSGIVING BREAK | Observed - NO Classes |
| | November 28 | Classes Resume | |
| | December 10 | Commencement | |
| | December 12-16 | FINALS WEEK | |
| | December 16 | Classes End | |
| | December 19 –January 1 | WINTER BREAK | NO Classes |
| Winter | January 5 | Orientation | |
| | January 3 | Winter A - Classes Begin | |
| | January 16 | Martin Luther King Jr. Day | Observed - NO Classes |
| | January 17 | Classes Resume | |
| | February 24 | Classes End | |
| | February 27 | Winter C - Classes Begin | |
| | April 14 | Good Friday | Observed – NO Classes |
| | April 15 | Commencement | |
| | April 17-21 | FINALS WEEK | |
| | April 21 | Classes End | |
| | April 24 - April 28 | SPRING BREAK | NO Classes |
| | SUMMER | April 27 | Orientation |
| May 1 | | Summer A - Classes Begin | |
| May 29 | | Memorial Day | Observed - NO Classes |
| May 30 | | Classes Resume | |
| June 23 | | Classes End | |
| June 26 | | Summer C - Classes Begin | |
| July 4 | | Independence Day | Observed - NO Classes |
| July 5 | | Classes Resume | |
| August 12 | | Commencement | |
| August 14-18 | | FINALS WEEK | |
| August 18 | | Classes End | |
| August 21 – August 25 | | SUMMER BREAK | NO Classes |

| ACADEMIC CALENDAR: <u>UNDERGRADUATE</u> | 2016-2017 | | |
|----------------------------------------------------|------------------------|---------------------------------|-----------------------|
| TERM | DATES | EVENT | INFORMATION |
| FALL | August 25 | Orientation | |
| | August 29 | Fall A - Classes Begin | |
| | September 5 | Labor Day | Observed - NO Classes |
| | September 6 | Classes Resume | |
| | September 26 | Fall B - Classes Begin | |
| | October 24 | Fall C - Classes Begin | |
| | November 21 | Fall D - Classes Begin | |
| | November 24 & 25 | THANKSGIVING BREAK | Observed - NO Classes |
| | November 28 | Classes Resume | |
| | December 16 | Classes End | |
| | December 19- January 1 | WINTER BREAK | NO Classes |
| WINTER | January 5 | Orientation | |
| | January 3 | Winter A Classes Begin | |
| | January 16 | Martin Luther King Jr. Day | Observed - NO Classes |
| | January 17 | Classes Resume | |
| | January 30 | Winter B - Classes Begin | |
| | February 27 | Winter C - Classes Begin | |
| | March 27 | Winter D - Classes Begin | |
| | April 14 | Good Friday | Observed - NO Classes |
| | April 17 | Classes Resume | |
| | April 21 | Classes End | |
| | April 24 - April 28 | SPRING BREAK | NO Classes |
| SUMMER | April 27 | Orientation | |
| | May 1 | Summer A - Classes Begin | |
| | May 29 | Memorial Day | Observed - NO Classes |
| | May 30 | Summer B - Classes Begin | |
| | June 26 | Summer C - Classes Begin | |
| | July 4 | Independence Day | Observed - NO Classes |
| | July 5 | Classes Resume | |
| | July 24 | Summer D - Classes Begin | |
| | August 18 | Classes End | |
| | August 21 – August 25 | SUMMER BREAK | NO Classes |

