PARKER™
UNIVERSITY

2015 - 2016
Academic Catalog

2540 Walnut Hill Lane, Dallas, TX. 75229 – 5668
972-438-6932 800-637-6992 Fax 214-902-2413 www.parker.edu askadmissions@parker.edu

Table of Contents

Message from the President

On behalf of the entire faculty and staff, I am thrilled to welcome you to Parker University. Congratulations on your sound preparation and the commitment to excellence that has led to this day. You have made an outstanding decision to enroll in a university that will do everything possible to help you reach your goals.

As a student at Parker you will experience an education delivered in a supportive atmosphere. Your faculty will serve not only as your mentors, but as partners in your education who are as committed to your success as you are. Your fellow students will likely become lifelong friends, as well as professional colleagues to whom you will turn for inspiration and advice throughout your career.

You will quickly see and feel that our learning community is respectful, professional and committed to the highest standards of integrity and achievement. You will also sense a strong spirit of camaraderie and see in action our steadfast desire to serve others. Our deep respect for the body's inborn healing abilities and a natural, holistic approach to health guide all of our programs at Parker.

Just as we teach our students to focus on the whole person in providing healthcare services, we strive at the University to serve and educate the whole student. We are here to support you in mastering your academic pursuits, making opportunities available to participate in evidence-based research, equipping you with the business acumen to succeed professionally upon graduation, and nurturing your desire to serve and give back to your community.

As our founder, Dr. James W. Parker, urged many years ago, all of us at Parker strive to develop a compassion to serve that is greater than the compulsion to survive.

I look forward to congratulating you on stage on the day you receive your Parker University diploma. In the meantime, I look forward to witnessing the important contributions you will make here as you thrive in our community of scholars.

You are embarking upon a process that will allow you to play a critical role in bringing greater health to your community and indeed the world. We are honored you have chosen Parker for that journey.

Respectfully,

BJ McAulay

Dr. Brian J. McAulay, President of Parker University

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 postgraduate 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 bulling 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
- The 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 coeducational 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 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 readmission to any person at any time; or to dismiss any student at any time, if it is deemed to be in the best interest of the University or of the student.

The procedures, rules and regulations listed in this catalog may be changed or modified. Implementation of changes may occur at any time after appropriate notification 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.

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 minutes of 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 security for its students, faculty and staff. The day and evening shift supervisors 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.

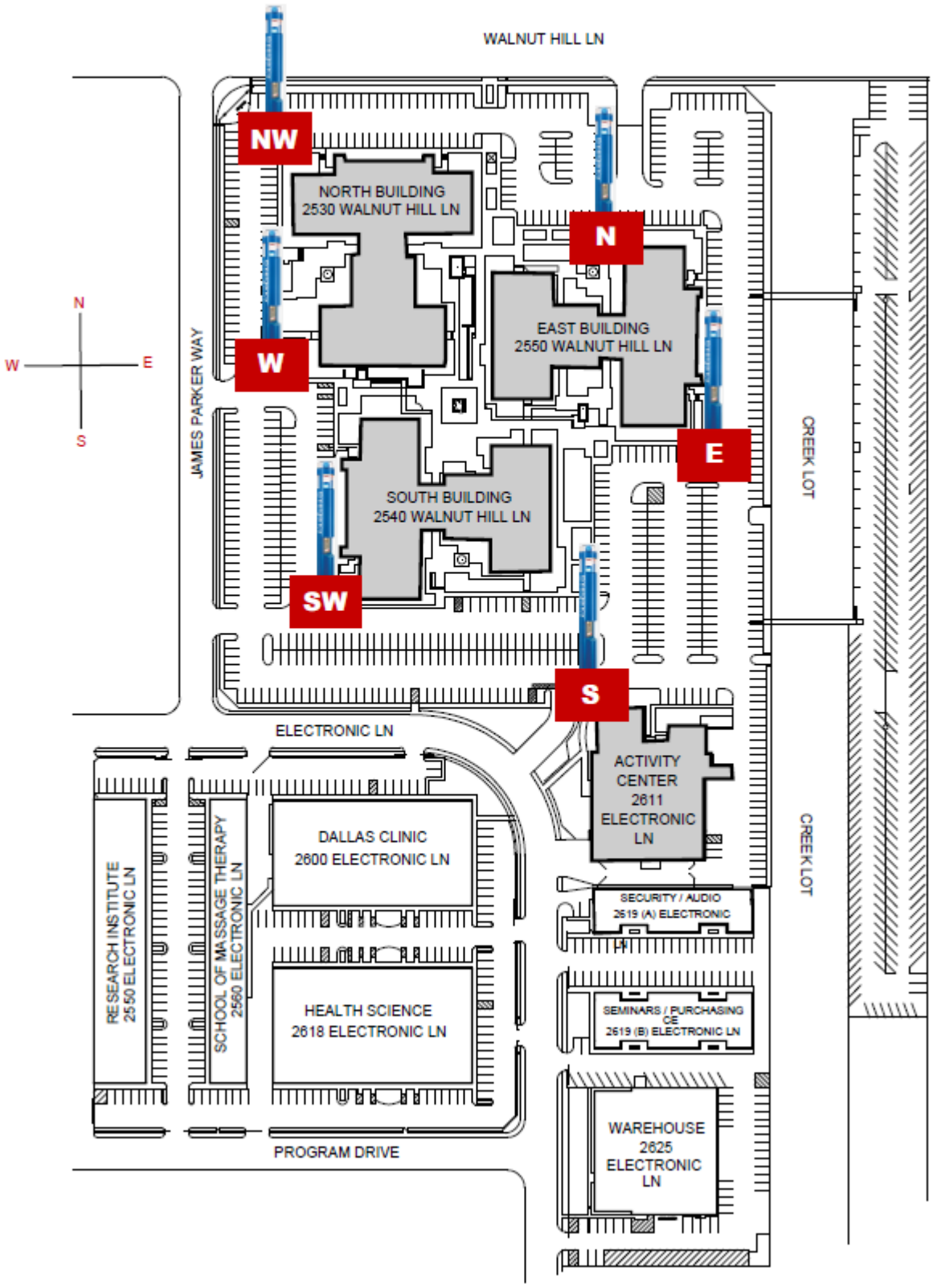
The University has augmented these safety measures with a six-foot-high ornamental fence around the main campus. All entrances, except the front and back gates, are locked from dusk to dawn. The front and back gates are locked after the campus officially closes each day. All buildings on campus were 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 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.

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 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

Anatomy

Parker University is extremely proud of the Anatomy Dissection Lab portion of the 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 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 Buckys 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.

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

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.

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

A. **North Gate**

B. **Creek Lot**

C. **North Building**
Library and Resource Center, Anatomical Gift Program and Gross Anatomy Lab, College of Business & Technology, 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, Assistant to the President, Provost, Associate Provost, Vice President of Business Affairs, Vice President of Enrollment Management, Vice President of Advancement, Admissions, Alumni, Bookstore, Business Office, Cashier, Financial Aid, Financial Services, Human Resources, Institutional Advancement, Registrar, Strategic Marketing, 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**

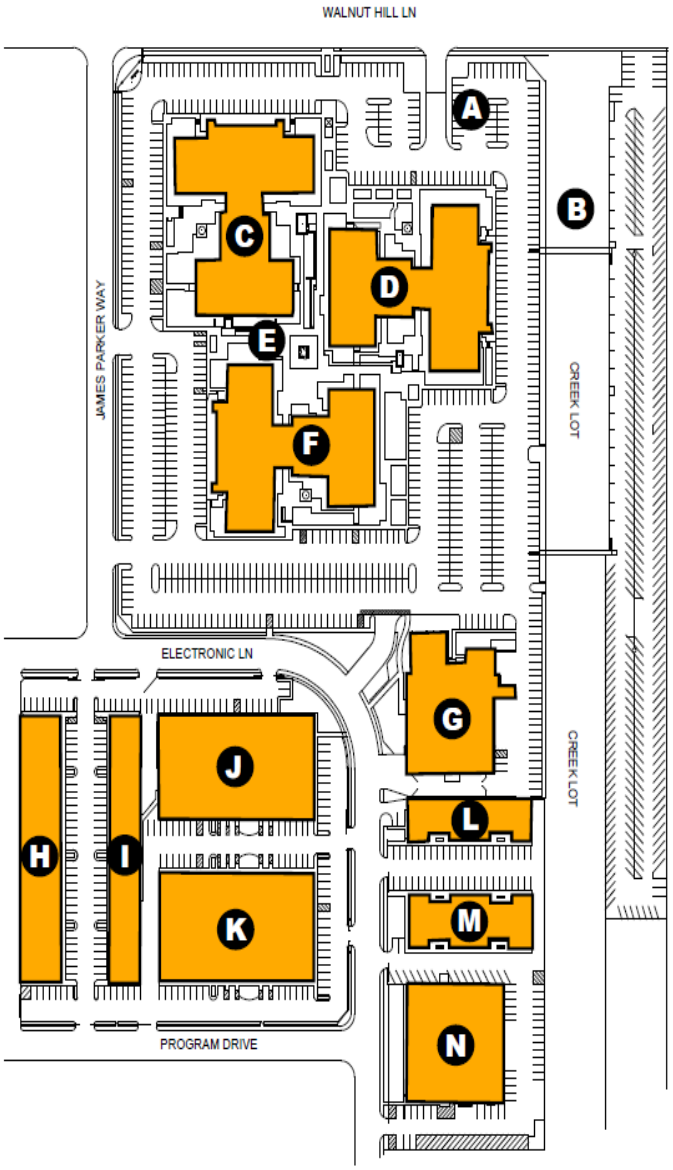
J. **Dallas Public Wellness Clinic**

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, Radiological Technology and Occupational Therapy Assistant begin monthly. Diagnostic Sonography, Radiological Technology and Occupational Therapy Assistant have three starts a year, usually September, January and May.

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 bet 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 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).

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.

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 (pre-requisite) courses*.

   MBA Pre-requisite Courses

   Pre-requisite Courses: Foundational courses must be successfully completed with 80 percent or "B" or above prior to taking the complimentary MBA core course.

   MBA Pre-requisite 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 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 US must follow the international student requirements outlined below.

Application Procedures

Prospective students applying for admission to Parker University's undergraduate degrees must:

- Submit to the Office of Enrollment Services a properly completed application for either the January, May or September trimester. 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 Enrolment 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 their admissions file is complete and 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 trimester'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: 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. 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".) 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. List all colleges and universities that you have attended.
- Submit a completed financial information form. 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 the Registrar, 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 Associate Provost. 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 foreign 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 US.

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 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 US are eligible for entry but will be subject to citizenship status of state licensing boards and employers in the US.

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-professional phase" 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 professional phase 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-professional phase 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 (professional phase) 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. NO EXCEPTIONS**

All students applying for admission into the Diagnostics Sonography Program (Professional Phase) 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 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-professional phase 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 a minimum of **15 of the required 24 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).
- 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 (professional phase) 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.
    - 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 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 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	Professional Phase Semester
March 1	Summer - May
July 1	Fall - September

All students applying for admission into the Occupational Therapy Assistant Program (Professional Phase) must complete and meet 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-four 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.

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 are 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 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, writing and math through an institutionally approved placement exam
    - 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 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 expirers 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	**Professional Phase 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 US. 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 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.

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.

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. Transfer credit is granted only for courses in which a letter grade of "C" or higher was earned (2.0 on a 4.0 scale). 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 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. Transfer credits are granted only for courses in which a grade of "C" or higher was earned (2.0 on a 4.0 scale). 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 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. Transfer credits are granted only for courses in which a grade of "C" or higher was earned (2.0 on a 4.0 scale).

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.

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				
Music				
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				
Calculus				
Calculus AB	3 or higher	Math Elective	Math Elective	3
Calculus BC	3 or higher	Math Elective	Math Elective	3
Computer Science				
Computer Science A	3 or higher	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 *(general principles of physics)*	3	PHYS2425	Physics I	4
	4 or higher	PHYS2425, PHYS2426	Physics I Physics II	8
Physics C *(mechanics)*	3 or higher	PHY2053, PHY2053L	Physics I	4
Physics C *(electricity and magnetism)*	3 or higher	PHYS2426	Physics II	4
Social Sciences				
Economics				
Macroeconomics	3 or higher	ECON2301	Principles of Macroeconomics	3
Microeconomics	3 or higher	ECON2302	Principles of Microeconomics	3
History				

U.S. History	3	HIST1301	United States History I	3
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
Political Science				
Comparative Government & Politics	3 or higher	GOVT2305	Federal Government	3
U.S. Government & Politics	3 or higher	GOVT2305	Federal Government	3
Psychology				
Psychology	3 or higher	PSYC2301	General Psychology	3

International Baccalaureate (IB)

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

In accordance with Texas Education Code 51.968, Parker University will award at least 24 hours of specific course college credit to those students who have earned an International Baccalaureate Diploma and present IB exam scores of 4 or higher. College credit earned through the IB Diploma or IB exams must be approved by the 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 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 $3,250 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.

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, 2012.

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 maybe 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 MyParker website). If a parents 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 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.

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 this clock hour certificate program 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/semester. 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

Note: The maximum timeframe for a student to complete the Massage Therapy clock hour certificate program 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.)

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.

Reestablishing 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.

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 2015

Doctor of Chiropractic

Initial Fees

Application Fee (nonrefundable one-time charge) - $75
Tuition Deposit (nonrefundable, 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)	$10,785
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 hour)	$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 (1st and 2nd transcripts issued free) additional transcripts	$10

Graduate Programs

MBA – Health Care Management

Initial Fees

Application Fee (nonrefundable one-time charge) - $50
Tuition Deposit (nonrefundable, 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)	$680
On-Line fee (per credit hour) (non-refundable)	$15
Graduation fee (one-time fee)	$45
Audit fee (per credit hour)	$50
Transcripts (1st and 2nd transcripts issued free) additional transcripts	$10

Undergraduate Programs

BBA-Health Care Management

BS – Health Information Management

BS – Computer Information Systems

BS – Anatomy

BS - Health and Wellness

AAS-Health Information Technology

AAS- Radiologic Technologist

AAS-Diagnostic Sonography

AAS-Occupational Therapy Assistant

AAS-Massage Therapy

Initial Fees

Application Fee (nonrefundable one-time charge) - $50

Tuition Deposit (nonrefundable, 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)	$618
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
Technology fee (per semester) (campus only)	$75

Graduation Fee (one-time fee)	$45
Transcripts (1st and 2nd transcripts issued free) additional transcripts	$10

Program Specific Fees	
AAS- Radiologic Technologist	
Materials Fee (Badges, Drug Test, Background Check, Markers)	$228
Mal-practice Insurance Fee (per clinical course – 3 courses)	$20
Exam Fee (AART-$200) (one-time fee)	$200
AAS-Diagnostic Sonography	
Materials Fee (Drug Test, Background Check)	$91
Mal-practice Insurance Fee (per clinical course – 3 courses)	$20
Exam Fee (AART-$200, ARDMS-$450) (one-time fee)	$650
AAS-Occupational Therapy	
Materials Fee (Drug Test, Background Check)	$91
Mal-practice Insurance Fee – Level I (per clinical course – 3 courses)	$10
Mal-practice Insurance Fee – Level II (per clinical course – 2 courses)	$20
Exam Fee (COTA - $500) (one-time fee)	$500
BS-Health Information Management	
Materials Fee	$105
BS-Health Information Technology	
Materials Fee	$105

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.

Certification 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)	$8,100
Extended Internship Tuition (per extension)	$200
Activity fee (per trimester)	$65
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
Audit Fee (per clock hour)	$2
Transcripts (1st and 2nd transcripts issued free) additional transcripts	$10

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

*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

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.

Students are obligated for all charges (tuition/fees/books/supplies) for the trimester/semester they are currently attending plus any prior account balance. Each semester is 15 weeks long and each trimester is 15 weeks long***. PARKER STUDENTS ARE CHARGED BY THE SEMESTER OR TRIMESTER, NOT PER CLASS.***

The Parker University Refund Policy exists for calculating the refund of institutional charges. All refund calculations are based on the current total trimester/semester tuition and fees paid or due. If a student will be withdrawing, then the student should visit the Office of the Registrar to begin the withdrawal process. This procedure will enable Parker University to refund the maximum possible institutional charges.

Students who officially withdraw from the University after the first day of registration will receive a refund of tuition according to the following schedule:

Withdrawal from University	**% of Tuition Refund**
Before or by the Friday of the first week of class of the trimester/semester	**100% of Tuition and Refundable Fees**
Before or by the Friday of the **second** week of class of the trimester/semester	75% of Tuition and Refundable Fees
Before or by the Friday of the **third** week of class of the trimester/semester	50% of Tuition and Refundable Fees
Before or by the Friday of the **fourth** week of class of the trimester/semester	25% of Tuition and Refundable Fees

(Dates may vary due to a holiday).

No refunds are made without an official withdrawal. ***Discontinuance of class attendance or notification to instructors of an intention to withdraw does not constitute an official withdrawal.***

For students who received federal financial assistance:

(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/semester, FINANCIAL AID FUNDS ARE REQUIRED TO BE RETURNED TO THE LENDER because the student will not be completing the trimester/semester.

(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/semester 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.

After the start of classes if you drop below full-time enrollment, aid already disbursed to pay charges on your account will not be canceled; however, no additional aid will be disbursed to you. If you drop below full-time before the start of classes and aid has been disbursed to you, you will owe a repayment of aid.

Academic Policies

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 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.	N/A
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**

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.

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 quarter hours x 2 = 10

10/3 = 3.33 semester hours

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

3 semester hours x 3 = 9

9/2 = 4.5 quarter hours

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 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.

Campus-based Semester 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 Semester Instructional Format

Web-based courses offered at Parker University exceed the University's policy of 15 clock hours per semester credit hour. The syllabus for the course reflects the type of activities to be utilized. The following 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 Wikis	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; findings shared with the instructor and classmates.	1 in-depth posting = 2 clock hours

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	3 hours per week for duration of project

	discussion boards to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance and feedback.	
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.

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 and 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 her 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, Associate Provost; CHS – CHS Program Director, Dean, Associate Provost. 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, should 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.

ABSENCES WHILE ON ACADEMIC PROBATION

A student on Academic Probation is required to attend all lectures, laboratory sessions, clinicals and scheduled academic conferences. If a faculty member in a department finds a student not meeting this

attendance requirement, the student will be notified in writing with a copy of the letter sent to the College Vice President/Dean.

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 a student has to miss an exam or lab practical, s/he should notify the course director/instructor prior to the exam unless extenuating circumstances make such notification impossible. 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.

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.

A student may be excused from a final exam only for extenuating circumstances. The student must make arrangements with the course director/instructor to take the final exam during finals week. If the extenuating circumstances prevent this, then 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." The entire course must be repeated. 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.

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 semester 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 semester, no withdrawal fee will be charged. Upon re-entry, admissions reentry fees will be waived with 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 core 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

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 12	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 pre-requisites, 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 readmission 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 reestablished their eligibility; therefore, they are responsible for any charges incurred during this period.
- Students withdrawn for disciplinary reasons will be placed on one semester of disciplinary probation upon re-admission. Students will be removed from disciplinary probation at the conclusion of the probationary semester 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 neuromusculoskeletal 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 neuromusculoskeletal 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 neurobiological 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 programs 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	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 6207	Physiotherapy I	2	2	3	60
CHSC 6208	Full Spine Adjusting I	0	2	1	30
CHSC 6206	Thompson Technique	1	2	2	45
CHSC 6204	OB/GYN/Pediatrics	4	0	4	60
CHSC 6205	Activator I Technique	1	2	2	45
CLSC 6201	Clinical Orthopedics	2	2	3	60
CLSC 6204	Lab Diagnosis	3	2	4	75
CLSC 6205	Clinical Neurology	4	2	5	90
	Total	19	14	26	495
Trimester VI					
CHSC 7400	Technique Elective #1	1	2	2	45
CHSC 6305	Physiotherapy II	3	2	4	75
CHSC 6308	Full Spine Adjusting II	0	2	1	30
CHSC 6306	Chiropractic Practice Principles	6	0	6	90
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	18	12	24	450
Trimester VII					
CHSC 7101	Communications	1	2	2	45
CHSC 7102	Successful Chiropractic Practice/Legal Issues	4	0	4	60
CHSC 7103	Geriatrics	2	0	2	30
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	12	25	465
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	Internship III Practicum	3	26	16	435
CLIN 8103	Total	3	26	16	435
Summary					
Basic Sciences		51	19	60.5	1050
Chiropractic Sciences		44	34	61	1170
Clinical Sciences		47	25	59.5	1080
Clinic Internship		13	70	48	1245
Total		155	148	229	4545

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 at http://my.parker.edu/

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/Distraction
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 management 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 complete 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 multidisciplinary 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 multidisciplinary, 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 multidisciplinary 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 multidisciplinary 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 readmission. 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 Policies, Regulations and Procedures for the Doctor of Chiropractic Program

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.

The 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.

Academic Year

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.

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 special schedule designed to support their academic success and move them efficiently back to a regular schedule of courses. Failure or withdrawal from courses will 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.

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 in doing so. All lab schedule changes must be completed by the end of the first week of the trimester.

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.

Confirm Verbal Communications

All verbal communications that may have an impact on students, faculty or staff must be verified in writing.

Class Syllabi

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

Honors

Parker University publicly acknowledges the academic excellence of its students.

Valedictorian and Salutatorian

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 coveted and 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)

Dean's Honor Roll

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.

The levels and CGPA requirements for graduation with honors are as follows:

- Honors (cum laude) – Achievement of at least a 3.5 CGPA
- High Honors (magna cum laude) – Achievement of at least a 3.75 CGPA
- Highest Honors (summa cum laude) – Achievement of at least a 3.9 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

Trimester 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. Trimester Honors are awarded based upon the following criteria:

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

Grade Appeal Process

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

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

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

- 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 upon readmission and/or while on Academic Probation

Appeals for Dismissals

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 readmit 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 readmitted for the term immediately following his/her dismissal.

If SAAC denies the appeal for readmission, the student may appeal that decision to the Executive Academic Advising Committee (EAAC) by filing a written notice of appeal with the chair of SAAC (the Registrar) within 3 business days after the notification of SAAC's decision is sent.

Students who are dismissed from the institution and appealing to the EAAC 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 EAAC 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 EAAC will set the conditions of reinstatement.

Readmission to the College of Chiropractic via appeal to the SAAC and/or EAAC is solely an academic determination. Students granted readmission must file a separate appeal to the financial aid office for eligibility to receive funding.

The decision of the Executive Academic Advising Committee is final.

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 concentration 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 / 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 will be offered through a web-based distance learning instructional format and may be completed in 6 semesters for the 36 hour track and 7 semesters 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 a web-based distance education instructional format.

Computer Skills and Access

Basic keyboarding skills are required.

Degree Requirements

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

1. 36 credit hour program:

The Master of Business Administration with a concentration 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.

2. 42 credit hour program:

The Master of Business Administration with a concentration in Health Care Management students must complete a total of 42.0 graduate semester credit hours of course work. It includes Pre-requisite 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.

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 of Business and Technology

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	Organization 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	Organization 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.

Prerequisites: All MBA core courses and health care concentration courses. This course must be taken in final term of enrollment.

Courses failed in the MBA program must be retaken at the next available term.

Bachelor of Science Degree with a major in Computer Information Systems

Mission

The BS-CIS Department's Mission is to advance knowledge in the computing and Information sciences by providing our students with the highest quality of online educational experience. The Department strives to:

1. Provide excellence in online teaching;
2. Develop a community of scholars that includes faculty, staff, students and alumni;
3. Provide service to others; and
4. Respond to the changing demands for trained computing professionals.
5. Teach, mentor, motivate, and challenge students.

General Program Information

Parker's Bachelor of Science in Computer Information Systems programs are 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 concentration and Cybersecurity concentration

Program Learning Outcomes

- Graduates will be able to exhibit the ethical and technical context of their professional obligations and contributions and skills in effective oral and written communication and critical thinking.
- Graduates will be able to 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.
- Graduates will be able to demonstrate understanding of database concepts, and proficiency in developing effective data models, designing and implementing relational databases, and manipulating data using SQL.
- Graduates will be able to 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.
- Graduates will be able to 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 semesters of instruction and a maximum satisfactory time frame completion of 15 semesters. The curriculum will include: 45 Semester Credit Hours of General Education core coursework and 57 Semester Credit Hours of Computer Information Systems Core Courses, then 18 Semester Credit Hours concentrations 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 Cyber Security 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 semesters.

Graduation Requirements

Parker University's graduation requirements for the Bachelor of Science with a major in Computer Information Systems are as follows:

- 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.
- 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.

Curriculum

BACHELOR OF SCIENCE DEGREE
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 Constitution
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 semesters of instruction. Maximum satisfactory time frame Completion: 15 semesters

BACHELOR OF SCIENCE DEGREE
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 Constitution
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 semesters of instruction. Maximum satisfactory time frame Completion: 15 semesters

Bachelor of Business Administration with a Major in Health Care Management

Mission

The mission of the Bachelor of Business Administration with a concentration 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

- 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 semesters. 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 Concentration 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 Concentration 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

Parker University's graduation requirements for the Bachelor of Business Administration with a Concentration in Health Care Management are as follows:

- 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.
- 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.

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 semesters of instruction.
Maximum satisfactory time frame completion: 15 semesters

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 health care 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 semester.

Program Learning Outcomes

Graduates 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 semester program (based on full-time status). The Associate of Applied Science in Health Information Technology program must be completed within 9 semesters of initial admission.

Mode of Instruction

The Associate of Applied Science degree with a major in Heath 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 expose to the 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)

Readmission 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 readmitted 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 general education semester credit hour courses
- 10 program prerequisite semester credit hour courses
- 33 health information technology major semester credit hour courses

Graduation Requirements

Parker University's graduation requirements for the Associate of Applied Science with a major in Health Information Technology 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 2.0 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 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

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 semesters of instruction.
Maximum satisfactory time frame completion: 9 semesters

Bachelor of Science with a Major in Health Information Management

Mission

Mission of the Health Information Management major provides 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 which meet standards of accrediting and regulatory agencies.

General Program Information

The new Bachelor of Science degree with a major in Health Information Management is integrated with the existing programs to provide the community the leading health and wellness education resource through a web-based distance education 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 Health Information Management major 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 baccalaureate degree Health Information Management (HIM) 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

- 80% of graduates will be expected to meet or exceed the national pass rate for the RHIA (Registered Health Information Administrator) Certification Exam as set by CCHIIM (The Commission on Certification for Health Informatics and Information Management).
- Students will maintain a minimum grade of "C" in all required courses for the BHIM program.
- Program graduates will demonstrate the HIM entry-level competencies.
- The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.
- Faculty members will demonstrate current knowledge and expertise in areas taught.
- The HIM program will demonstrate responsiveness to the needs of the community (ies) of interest.
- The HIM program will have an advisory committee representative of its communities of interest that meets at least twice annually to provide feedback to the students and faculty on its progress.

Program Student Learning Outcomes

- Graduates will be able to verify, analyze and validate the accuracy and completeness of health care data.
- Graduates will be able to abstract, calculate, interpret, and present healthcare data maintained in paper-based and computer-based resources.
- Graduates will be able to develop, implement, and manage health information policies and procedures to ensure compliance with federal, state, and accreditation agency requirements.
- Graduates will be able to evaluate, implement, and manage both paper-based and computer-based health information systems.
- Graduates will be able to 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: four semesters of general education core coursework and program prerequisite coursework, and six semesters of Health Information Management major coursework reinforced with professional practice experience assignments in hospitals and other health care related facilities and organizations.

Mode of Instruction

The Bachelor Science degree 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 courses prior to major courses
- 71 Health Information Management major credit hours

Graduation Requirements

Parker University's graduation requirements for the Bachelor of Science with a major in Health Information Management 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 2.0 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 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

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 Constitution
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 semesters of instruction.

Maximum satisfactory time frame completion: 15 semesters

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

Certificate in Massage Therapy
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 Radiological Technology
Bachelor of Science in Anatomy*
Bachelor of Science in Health Wellness*

**Bridge degrees with the DC curriculum*

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 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.

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. The massage program offers one of the only 600-hour programs in Dallas, 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.

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 readmission. 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'

Readmission 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 semester (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 readmit a student to the school but that does not guarantee eligibility for financial aid. Academically dismissed students who have been granted readmission 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.

Additional Expenses

Other Fees that May Apply	
ABMP Student Membership	$45
Books (approximate)	$510
Lotion Holster	$15
Scrubs (mandatory during internship only)	$25
Massage table package (optional)	$200 - $700

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 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.

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 semesters of instruction.
Maximum satisfactory time frame completion: 3 semesters.

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-professional phase with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the professional phase or 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 semester 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 semester to remain in the program. If the required minimum cumulative GPA of 2.75 is not achieved at the end of the probationary semester, 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 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 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 graph 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.

Readmission 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 readmitted one time only if the cumulative GPA and programmatic requirements are met in addition to the program not exceeding maximum class capacity.

Physical Requirements

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 am the student should be **ready** to scan at 8 am. If the student arrives at 8 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 you 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- professional phase
45 credit hours - DS major courses - Professional phase

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

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 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 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 Evolution 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
CURRICULUM

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 1351	3	Sonographic Sectional Anatomy
DMSO 1201	2	Techniques of Sonography
DMSO 1302	3	Basic Ultrasound Physics
DMSO 1342	3	Intermediate Ultrasound Physics
DMSO 1441	4	Abdominopelvic Sonography
DMSO 2441	4	Sonography of Abdominopelvic Pathology
DMSO 1200	2	Principles of Vascular Technology
DMSO 2353	3	Sonography of Superficial Structures
DMSO 2405	4	Sonography of Obstetrics/Gynecology
DMSO 1191	1 x3	Special Topics
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

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 600-hour programs in Dallas, 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 readmission. 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'

Readmission 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 semester (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 readmit a student to the school but that does not guarantee eligibility for financial aid. Academically dismissed students who have been granted readmission 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.

Additional Expenses

Other Fees that May Apply	
Licensing fee	
ABMP Student Membership	$45
Books (approximate)	$510
Lotion Holster	$15
Scrubs (mandatory during internship only)	$25
Massage table package (optional)	$200 - $700

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 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 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

GENERAL EDUCATION CORE COURSES	**26 Semester Credit Hours**
MT CORE COURSES	**36 Semester Credit Hours**
TOTAL	**62 Semester Credit Hours**

Course ID	Clock Hr	Cr.	Course name
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 1
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
MT CORE COURSES			**36 Semester Credit Hours**
MSSG 1313	100	5	Anatomy and Physiology for Massage
MSSG 1311	100 (64 lab)	4	Massage Therapy Fundamentals I
MSSG 2303	100 (64 lab)	4	Massage Therapy Fundamentals II
MSSG 1304	100	5	Core Competencies for Massage Therapy
MSSG 2430	100 (*26 clinic)	4	Advanced Techniques I
MSSG 2402	100 (*26 clinic)	5	Applied Anatomy and Kinesiology
MSSG 1407	100 (*26 clinic)	5	Business Practices and Professional Ethics
MSSG 2440	100 (*26 clinic)	4	Advanced Techniques II
* Internship hours are divided evenly into each Semester II level MT Core Course.			

A.A.S. Degree Program Length: Minimum 4 semesters of instruction.
Maximum satisfactory time frame completion: 6 semesters

Associate of Applied Science in Occupational Therapy Assistant

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 semesters (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-professional phase 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.**

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 interdisciplinary 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 semester, twenty-four month program. (Based on full-time status). Time to complete the Associate in Applied Science in Occupational Therapy Assistant program should not exceed 9 semesters or 36 months.

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.

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 semester 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	• 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	• **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.

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 semester 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** professional phase 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

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.

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 semester 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: ***(per clinical course) Level I - $10 each, Level II - $20 each***	**$70.00**
Level 3 - Criminal background check	**$56.00**
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	**$39.95**
Name tags	**$8.95**
Splinting kit	**$50.00**
Goniometers	**$25.00**
OT clip board	**$20.00**

Clinical Fieldwork

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
Clean, closed toe and closed shoes or tennis shoes (for clinical fieldwork sites)

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***
- BLS certification (class offered at Parker University or show proof of completion)

Standards of Appearance

Students in the Occupational Therapy Assistant program represent the school and the profession of Occupational Therapy. It is imperative that certain standards be met and a dress code followed. While on campus and during class periods, students must maintain a neat and clean appearance. Students may use their own judgment regarding attire, but it must follow to the codes of decency and not be overly revealing or contain offensive insignia. While in the laboratory students will be expected to have appropriate lab attire to participate in lab activities.

When working in healthcare, education, or community settings, proper professional attire and appearance is 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, in-class presentations and or at clinical settings). All attire must be well maintained and clean at all times. General appearance must meet professional standards required in clinical practice; conventional hairstyle and color and conservative use of jewelry, make-up and accessories are included. 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 university issued name tags. For the safety of the student and 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 Fieldwork Educator or facility.***

Attire	Acceptable	Unacceptable
Footwear	• Flat or low heel casual-dress shoes with non-skid bottoms • Socks or stockings must be worn	• Sandals or flip flops • High heels • Open-toed • Worn or soiled shoes
Pants	• 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	• Cargo or "pocket pants" • Capri pants, shorts, Jeans *(certain sites may allow, please check with fieldwork site)* • Low-rise pants • Ripped or shredded hems • Athletic wear • Leggings
Shirts	• 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	• 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	• 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)	• 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.	• 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	• Artificial nails • Use of perfume or cologne • Smell of smoke • Chewing gum or tobacco • Straps, camisoles or other portions of undergarments showing

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- professional phase
1 credit hours – Program Prerequisite - Pre- professional phase
48 credit hours - OTA core courses – Professional phase

- 33 credit hours - OTA core curriculum – Professional phase
- 15 credit hours - Clinical fieldwork education – Professional phase

Graduation Requirements

Parker University's graduation requirements for an Associate of Applied Science with a major in Occupational Therapy Assistant Program 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.

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 compete 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

Accreditation Status of the Occupational Therapy Assistant Program

The Occupational Therapy Assistant Program (OTA) at Parker University has been granted Candidacy Status 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

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 evening classes and 6 months 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 national licensure 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.

Readmission Requirements

Unaccepted students for the CORE RT program:

If a student is declined admission into the desired RT cohort the student can reapply 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: *(per clinical course)*	**$60**
Criminal background check	**$48**
Drug tests:	**$40**
Markers	**$22**
Dosimeter badges	**$80**

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 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 coloring must be clear. **NO ARTIFICIAL FINGERNAILS.**
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.**
11. Facial hair should be neat and trimmed at all times.
12. All students must maintain appropriate personal hygiene. Heavy or loud perfumes and colognes are not permitted.
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.

[If your program requires appearance standards please type/copy them here]

Clinical 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 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 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.
- 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 absence is defined as 3 or more missed clinical 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 or back from a scheduled break or leaves early from a clinical site the student will receive a Written Warning.
- Final Written Warning – If a student is absent (8) hours during a clinical rotation 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 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 2313	3	Radiation Biology and Protection
RADR 2331	3	Advanced Radiographic Procedures
RADR 2333	3	Advanced Medical Imaging
RADR 2317	3	Radiographic Pathology

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*

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 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 has taken place off campus or is 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, noninterference 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 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 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:
8. Taking an examination for another student.
9. Doing homework assignments for another student.
10. Using someone else's homework assignment and substituting it for your own original work.
11. Bribing another person to obtain confidential test material or information about confidential test material;
12. 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.

13. 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; or throwing paper or other items.
C. Unauthorized possession, duplication or use of keys or unauthorized entry to, or use of the university premises;
D. Damaging, defacing or destroying university property or the property of a student, faculty or staff member or a campus visitor;
E. Attempted or actual theft and/or damage to the property of the university or property of any student, faculty, or staff member.
F. Misconduct which adversely affects the university community or which constitutes a violation of criminal laws of the federal, state or city governments.
G. 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.
H. Violation of federal copyright laws, including, but not limited to, copying textbooks, lab manuals or unauthorized computer programs.
I. Physical abuse/assault, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.
J. 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.
K. Use or possession of ammunition, firearms, guns or other objects which are dangerous or flammable or which could cause damage by fire or explosion.
L. 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).
M. Unlawfully manufacturing, distributing, dispensing, possessing, selling, and purchasing drugs, narcotics, or hallucinogens.
N. Smoking and use of tobacco is prohibited in all campus buildings.

O. Consuming 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.
P. Using the telephone in an annoying, obscene, mischievous, harassing, or malicious manner or the wearing of inappropriate or offensive clothing.
Q. Tampering with or vandalizing fire alarms or other safety devices or equipment.
R. Unauthorized solicitation, advertising or selling merchandise on campus.
S. 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.
T. 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.
U. 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 students 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 Vice President, College of Chiropractic and/or College Dean and/or Associate Provost 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 extracurricular activities of the Institution

Minor incidents of misconduct may be handled by a faculty member, staff, administrator or department head. If the student does not wish to accept the disciplinary action given, he/she will be reported to the 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 seven 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 third class day 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. 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 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 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. Permission may be given by the Dean of Student Affairs for the student to come on campus for a special 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 working 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 consist of the Vice President of Research, Vice President of the College of Chiropractic or College Dean, and the Director of Clinics or Associate Provost. 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 working days. If the appeal is upheld, the student is immediately reinstated. 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 → Department Chair/Massage School Director → Vice President of College of Chiropractic and/or College Dean → Associate Provost
- Issues with an exam, exam questions, exam scheduling, etc.:
  Student → Class Rep → Course Director/Instructor → Department Chair/Massage School Director/Clinic Director → Vice President of College of Chiropractic and/or College Dean → Associate Provost
- Grade disputes:
  Student → Course Director/Instructor → Grade Appeals Form → Department Chair/Massage School Director/Clinic Director → Vice President of College of Chiropractic and/or College Dean → Associate Provost
- Issue with a faculty member:
  Student → Course Director/Instructor if possible, otherwise Department Chair/Massage School Director/Clinic Director → Vice President of College of Chiropractic and/or College Dean → Associate Provost
- Issues with academic labs:
  Student → Lab Director/Instructor → Course Director/Instructor → Department Chair/Massage School Director → Vice President of College of Chiropractic and/or College Dean → Associate Provost

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 Formal Complaint Questionnaire which is available in the Department of Student Affairs and on MyParker within ten (10) business days of the occurrence. The Formal Complaint Questionnaire 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. If the complaint involves a member of the Department of Student Affairs, the form may be submitted to the College Dean or Vice President. The Dean or Vice President will conduct an interview with the student to review the complaint and permit the student to provide additional relevant communication. The Dean or Vice President 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.

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

The Provost will conduct an investigation and have a final decision within 10 business days. Should the original complaint involve the Provost, the President will render a final decision.

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.thecb.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: https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=1&rl=116.

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 Coordinator (Dean of Student Affairs) to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Dean of Student Services, Michael Johnson
Title IX Coordinator (Dean of Student Affairs)
2540 Walnut Hill Lane
South Building 201
Dallas, TX 75229

972-438-6932 x 7150
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:
    - Sexual voyeurism
    - Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person
    - Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
    - Coercing someone into having sexual intercourse by threatening to expose their secrets
    - Secretly videotaping or photographing sexual activity where the other party has not consented
    - Disseminating sexual pictures or videos of another person without consent regardless if the pictures or videos were obtained with consent
    - 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
    - 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: 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 t 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 Provost, while appeals of decisions related to employees must be filled 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

The Department of Student Affairs provides information, programs, services and activities to assist students in achieving their academic goals and enhance student learning, student development, and leadership. Students are encouraged to participate in and contribute to the total university program.

Student Affairs includes administration, athletics and recreation, counseling, student activities, student development, student organizations, student services, and student conduct. Please direct all questions to the Department of Student Affairs located in South 201.

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.

Counseling services are available to all students, and their spouse. The service is provided by a full-time counselor who can assist the student in the following areas:

Academic (e.g., study skills; test-taking anxiety; managing stress) Personal (e.g., self-confidence; social skills; anxiety; depression; self-esteem) Marital/Couple (e.g., communication skills; conflict resolution; lack of intimacy) Interpersonal difficulties (e.g., parent/family problems; peer conflicts)

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.

A counseling appointment typically lasts 50 minutes, and is free to Parker University students and their spouses.

You have the right to decide if you desire counseling services. If you prefer a professional from the community, we shall provide you with the names of other qualified therapists. You have the right to terminate counseling at any time without any moral or legal obligation.

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:

(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 (214) 902-2422.

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, see flyers titled "Simplify Your Life" on classroom bulletin boards or follow the link found on MyParker. For more information, contact the Department of Student Affairs: (214) 902-2422.

The confidentiality of counseling matters will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). FERPA permits disclosure of such records to third parties under circumstances prescribed by law.

Disability Accommodations

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.

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 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 psychoeducational 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 Dean of Student Affairs to make a final determination of eligibility status and prescribed accommodations or services.

Student Development

The Department of Student Affairs provides assistance to students to improve learning strategies and study skills. Information is available on learning strategies and study skills, and individualized assistance is given in identifying areas which need improvement and workshops are scheduled as needed to provide information on learning strategies, study skills, stress and test anxiety. Contact the Counselor or the Coordinator of Student Success and Retention in the Department of Student Affairs for more information.

Student Services

Student Handbook

The Student Handbook is revised and distributed each year by the Department of Student Affairs. Each student is expected to know and comply with the current policies, regulations and procedures contained in the Student Handbook, this catalog and other documents of the University. Much of this information is also available on the Parker University website.

Program Orientation

New and transfer students are introduced to the many facets of life, policies and procedures at Parker through an orientation program, which is held prior to the beginning of classes. Students, faculty, and administrators present information about student life and the academic process.

Students who are seeking a Doctorate of chiropractic degree are required to attend a two day orientation. Orientation for this program is scheduled for the Thursday and Friday before the start of the trimester. Students in this program are also required to attend an overnight camp with their cohort as well as attend the Honor Code Ceremony held on the Friday evening they return from camp.

Students in the College of Chiropractic also participate in an overnight camp experience that will focus on goal setting, program preparation, and team building.

In the event a student is unable to attend any part of the orientation, please contact the Department of Student Affairs for make-up requirements.

As a part of orientation, entering students receive a mini course in study skills, to provide information about learning strategies and to help students meet the challenges of the academic program. A student panel discusses how they study, take notes, study for tests, and write reports and basically, how they learn.

Parker Card

Student Identification cards, known as Parker Cards, are issued at Orientation for new students or in the Parker University Bookstore for continuing students. Parker cards should be carried on your person,

anytime you are on campus. If lost or stolen, your Parker Card may be replaced in the Bookstore. There is a replacement fee that must be paid prior to receiving the new card.

Parking

All students, spouses, dependents, faculty, and staff parking on any property owned, rented leased or otherwise controlled by Parker University are subject to parking regulations. All students, faculty, and staff, who park a motor vehicle on university property or other designated parking areas, must register their vehicle, and display a parking permit on the vehicle.

Students must register their vehicles at Registration or within twenty-four hours of parking the vehicle on campus. Students are required to furnish vehicle registration information at each Registration. If the information is unattainable, the Security Director will verify the vehicle information to issue a parking permit. During Registration, a student may register all of his/her vehicles whether or not he/she plans to drive them on campus. To update vehicle registration information, visit the Business Office located in the South Building.

When the vehicle is registered, the permit must be affixed to the passenger lower inside corner of the front windshield. Registration of motorcycles is required, but the parking permits are not required to be placed on motorcycles. Parking violations and cars without stickers carry a fine of $5 for the first offense, $10 for the second, $20 for the third, $30 for the fourth, $50 for the fifth and $100 for the sixth and each additional offense.

All parking tickets must be cleared before a student may register, graduate or obtain an official transcript. A student may appeal a ticket by obtaining proper forms in the Department of Student Affairs and by submitting them within 10 days of ticket issuance. A parking committee hears appeals. See the Student Handbook for more information about these procedures.

Health Insurance

Parker University has contact information for an outside representative to assist students in selecting and insurance plan. Please contact the Department of Student Affairs for more information.

Housing Information

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

International Student Office

The International Student Advisor assists international students and maintains files of required documents. The International Student Office is located in the Registrar's Office, South Building.

Lockers

Lockers are available for academic use in the South, North, and East buildings. Lockers are available for athletic and recreational use in the Standard Process Student Activity Center. Lockers must be registered with the Department of Student Affairs prior to use.

Class Mailbox

Each class and student organization has a mailbox in the Department of Student Affairs that is used to disseminate information and school mail to individual students and classes. A class representative delivers mail to the classroom. It is each student's responsibility to check for their mail.

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.

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 Doctor of Chiropractic degree from Parker University. All students graduating must attend the graduation ceremony.

A committee of representatives appointed by the class president begins meeting with the Dean of Student Affairs to assist in planning graduation activities, such as the commencement ceremony, 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.

Career Placement

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 Career Services Coordinator in the Department of Student Affairs organizes two career fairs each year to allow soon-to-be graduates and alumni the chance to meet with employers looking to hire chiropractic or massage therapy staff.

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 Services Coordinator 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.

Student Activities

The Department of Student Affairs offers programs to facilitate the academic, physical and social development of students. Students are encouraged to participate in the various student activities and events planned throughout the year.

Parker University encourages students, faculty and staff to maintain a healthy lifestyle; one that includes plenty of exercise and a healthy diet. Many opportunities are available for exercise and physical development through sports and recreation programs. Contact the Student Activities Coordinator in the South Building, Suite 201, for more information.

Student Organizations

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 students enrolled at Parker. These organizations provide many opportunities for experiential learning and leadership development, which is facilitated through staff and faculty advisors. Parker University boasts a number of other student organizations and clubs. Students are encouraged to participate and become involved in those in which they have an interest. Information about specific student organizations and clubs is available in the Student Handbook, Student Organization Handbook, or from the Department of Student Affairs.

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 President, Vice President, Secretary, Treasurer, Events Coordinator, Technology Coordinator, the President of each class and two senators in the class. The Senate Cabinet officers (president, vice president, secretary, treasurer, events coordinator, and technology coordinator) shall be elected at large by the Student Body each summer. 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.

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.

Course Descriptions

ACCT – Accounting

ACCT2301 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).

ACCT2302 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 microeconomics and macroeconomics, 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 above 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 life style 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: Biology of Cells and Tissues; 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: Physiology I; 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.
Pre-requisites: Physiology I; Microbiology / Immunology; 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.
Pre-requisites: Gross Anatomy II; 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.

Pre-requisites: 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.

Pre-requisites: 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.

Pre-Requisite(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 1 – 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.
Pre-Requisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2303 Computer Programming 1 Lab – 3 Credit hours
This course is continuation of programming 1. 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.
Pre-Requisite(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 1. 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.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

Pre-Requisite(s): BCIS 2302 Computer Programming 1 or Transfer credits

BCIS 2308 Data and Information Management
This is an introductory course in database and file management systems. It will help students to develop an understanding of the role of data modelling, file management and database systems in information systems.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS 3303 Networking II
This course is the continuation from BCIS 2306. The course continues the exploration of the fundamental concepts of Computer Networks. Topics to be covered include the Network Layer, Linked Layer and Local Area Network, Network Management, Wireless and Mobile Networks and Multimedia Networking. Network Security will be introduced. Lab Activities will provide students practical experiences in computer networking. It will be centered on implementation, configuration and troubleshooting of a LAN.
Pre-Requisite(s): BCIS 2306 Fundamental of Network Systems or Transfer credits

BCISC 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.
Pre-Requisite(s): BCIS 2305 Security Policy Analysis and Implementation 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. *Pre-Requisite(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.
Pre-Requisite(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 countermeasures; and identify procedures for security risk management.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(s): BCIS 4304 Introduction to UNIX or Transfer credits

BCIS 4311 Cloud Computing and Virtualization Methods
This course will cover the design and implementation of virtual machine monitors as well other recent trends in virtualization. Topics to be covered in the course include key techniques for CPU, memory, device, and network virtualization, including their security implications. New hardware features introduced by Intel and AMD to assist virtualization will be covered. The course will also study technical papers and recent developments in virtualization and its application to resource provisioning, autonomic management, system security, and energy saving. VMWare application will be used for this course.
Pre-Requisite(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.
Pre-Requisite(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.
Pre-Requisite(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. *Pre-Requisite(s): BCIS 4362 Capstone II*

BCIS 1304 Secure Electronic Commerce
Students will learn about the history, present, and future of electronic commerce in the world. The student will also learn about the threats, vulnerabilities, and policies when dealing with commerce in the electronic age.

BCIS 2301 Relational Database Design with SQL I
A study of the functions, underlying concepts, and applications of enterprise relational database management systems (RDBMS) in a business environment. The aim of the course is to appropriately use databases to meet business requirements. Discussion covers entity/relationship diagrams, relational theory, normalization, integrity constraints, the Structured Query Language (SQL), and physical and logical design. Business case studies and projects include hands-on work using an industry-standard RDBMS.

BCSC 2304 Risk Management: Assessment and Mitigation
Students will understand the principles of risk management, security architectures, incident handling, disaster recovery, and secure systems administration.

BCIS 2304 Unix Administration
This course provides students with the skills and knowledge to plan, enter, refine, and debug programs that solve typical business problems. The finished programs are compiled and packaged into stand-alone applications, which are then installed on personal computers for use by office workers who may have minimal computer skills. Although Fedora Unix variant is used exclusively in the course, as students build complete, real-life, multiple-form applications, they learn fundamental programming concepts and techniques used in all programming languages. This is an introductory course and as such assumes no prior programming experience.

BCIS 2305 Functions of C++
This course will cover basic principles of programming using C++, algorithmic and procedural problem solving, program design and development, basic data types, control structures, functions, arrays, pointers, and introduction to classes for programmer-defined data types. No prior programming experience assumed.

BCIS 2307 Introduction to Operating Systems
A study of the design and implementation of modern operating systems. The course concentrates on operating system kernel design, and includes the following topics: concurrent processes, inter-process communication, synchronization, scheduling, resource allocation, memory management, the concept of virtual memory and the required underlying hardware support, secondary storage management, file systems, and security. Many concepts are illustrated with examples from real operating systems.

BCIS 2390 Systems Analysis and Design
This course builds on basic system analysis and design concepts including distributed systems analysis and design. Use cases, quality assurance, and performance metrics are investigated. The course will also introduce students to some of the most significant trends, issues, and research results in system analysis, architecture, and design.

BCIS 3301 Relational Database Design with SQL II
This course is a continuation of relational database design with SQL 1. A study of the functions, underlying concepts, and applications of enterprise relational database management systems (RDBMS) in a business environment. The aim of the course is to appropriately use databases to meet business requirements. Discussion covers entity/relationship diagrams, relational theory, normalization, integrity constraints, the Structured Query Language (SQL), and physical and logical design. Business case studies and projects include hands-on work using an industry-standard RDBMS.

BCIS 3314 Continuous Monitor, Intrusion Analysis, Response
Using principles continuous monitoring and baselines, develop knowledge and understanding of the strategies, techniques, and technologies used in attacking and defending networks and how to design secure networks and protect against intrusion, malware and other hacker exploits. Introduces methods of attacking and defending a network; design of secure information infrastructure; servers, networks, firewalls, workstations, and intrusion detection systems. Intrusion detection and network monitoring techniques; worms, viruses and other malware; operation, detection and response; principles of

penetration testing for assessment of system security; hacker exploits, tools and countermeasures. Investigative techniques, ethical, legal and privacy issues.

BCIS 4363 Capstone (Internship)
This course is designed to have students completely integrate every aspect of their prior learning into a final cumulative project. Each student will design, implement and present a project that falls within the specialty area of their matriculated degree path- Computer Networking or Web site Design. Each project will be of the utmost quality and demonstrate a significant knowledge in the student's specialty area.

BCISC – (Bachelors) Computer Information Systems - Cyber

BCISC 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.
Pre-Requisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCISC 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.
Pre-Requisite(s): None

BCISC 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.
Pre-Requisite(s): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCISC 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.
Pre-Requisite(s): BCIS 2305 Security Policy Analysis and Implementation or Transfer credits

BCISC 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 multilevel security in database systems, covert channels, and security measures for relational and object-oriented database systems.
Pre-Requisite(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
An introduction into principles and procedures used in health records organization, maintenance and retention, numbering and filing systems and procedures, forms control and design, and imaging. Emphasis placed on functions and duties of the HIM administrator, and relationships of the medical record to the health care delivery system.

BHIM 2310 Departmental Management – 3 credit hours
A study of the principals involved in managing HIM departments in hospitals and other healthcare facilities. The course provides the opportunity to apply theory to traditional HIM managerial responsibilities and in the expanded role of the HIM professional.

BHIM 2311 Management of Health Information Management Systems – 3 credit hours
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. Systems development and information brokering are considered with particular emphasis on data security.
Prerequisite: BHIM 3300 Electronic Health Records

BHIM 2402 Clinical Classification Systems (coding) – 4 credit hours
Introduction to ICD-CM, CPT and other classifications and nomenclatures. Emphasis will be placed on manual coding of diagnoses and procedures from the acute care facility and the introduction of the use of encoding systems.
Prerequisite: HITT 1305 Medical Terminology
Prerequisite: HPRS 2336 Pathophysiology for Health Information Management
Prerequisite: HPRS 2335 Pharmacology and Medical Treatment

BHIM 3201 Health Information Management Research and Education – 2 credit hours
A course of independent reading and research with the student completing a research project and developing an in-service instructional module. Emphasis is on the application of health information management theory and clinical practice.

BHIM 3300 Electronic Health Records – 3 credit hours
This course will prepare students to work in an electronic health record environment. Topics include an in-depth study of the electronic health record. The course will cover clinical terminologies, clinical vocabularies, e-health, health information exchange, security, and other current issues.
Prerequisite: BHIM 1311 Fundamentals of Health Information Systems

BHIM 3301 Legal Aspects of Health Information Management – 3 credit hours
A study of the legal issues of Health Information Management with focus on statutory and regulatory requirements, case law and practical applications. Special legal problems associated with access to patient information, disposition of records, confidentiality and privacy, reporting requirements and compliance with current state and federal legislation are emphasized.

BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider – 3 credit hours
Continued study of ICD-9-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 2336 Pathophysiology for Health Information Management
Prerequisite: HPRS 2335 Pharmacology and Medical Treatment
Prerequisite: BHIM 2402 Clinical Classification Systems (coding)

BHIM 3303 Management Sciences Statistics (Health Care Statistics) – 3 credit hours
Introduces statistics. Topics include statistical methods dealing with data collection, grouping and presentation, organization of data, measures of central tendency and dispersion, normal distributions, probability, correlation and regression, estimation, hypothesis testing, and contingency table analysis.
Prerequisite: MATH 1314 College Algebra
Prerequisite: MATH 1342 Elementary Statistical Methods

BHIM 3304 Healthcare Privacy and Data Security – 3 credit hours
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
Overview of regulatory agency requirements for quality improvement, utilization management and risk management. Methods for integrating these procedures for credentialing and peer review are explored.

BHIM 3310 Health Information Management Research and Data Analysis – 3 credit hours
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.
Prerequisite: BHIM 3345 Systems Analysis in Healthcare Settings
Prerequisite: BHIM 3303 Management Sciences Statistics

BHIM 3311 Comparative Record Systems – 3 credit hours
Theory and procedures for the maintenance and regulation of patient health information records in non-hospital medical care facilities to include long term care, ambulatory care, psychiatric care, rehabilitation and prison record keeping systems.
Prerequisite: BHIM 1310 Principles of Health Information Management
Prerequisite: BHIM 1301 Introduction and Technical Aspects of Health Information Management

BHIM 3345 Systems Analysis in Healthcare Settings – 3 credit hours
This course is designed to give the student an insight into the procedures and techniques that can be used to analyze health care systems. The course will focus on the "how to" of systems by demonstrating fundamental skills and techniques that can be applied immediately.
Prerequisite: COSC 1301 Introduction to Computing
Prerequisite: MATH 1342 Elementary Statistical Methods

BHIM 3466 Health Information Management Practicum – 4 credit hours
Assignments made to promote uniformity and competency levels required of entry- level health information management professionals with practical application of administrative, management, and problem-solving skills required to complete projects and portfolio material.

BHIM 3501 Health Information Technology Throughout the Enterprise – 5 credit hours
This course studies the integrated use of health information technology throughout the enterprise. Students will evaluate how technology impacts overall hospital operations from both a clinical and administrative perspective and will use planning and assessment tools to simulate technology system implementation.
Prerequisite: BHIM 3345 Systems Analysis in Healthcare Settings

BHIM 4301 Finance and Reimbursement Methodologies for Health Information Management – 3 credit hours
Course will also address the reimbursement cycle from patient registration to claims billing with an emphasis on federal regulations and the role of HIM regarding payment systems. Topics will include accounting principles, budget processes, cost/benefit analysis, healthcare finance, compliance strategies, charge- master and case mix management, and payment systems and plans. *Prerequisite: BHIM 2402 Clinical Classification Systems (coding) Prerequisite: BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider*

BHIM 4310 Seminar in Health Information Management – 3 credit hours
Problem-solving course designed to assimilate actual internship encounters and theory. Emphasis is on integration of knowledge and making transition to the applications required to function as a health information manager.

BHIM 4320 Contemporary Leadership Principles for Health Information Management – 3 credit hours
An analysis of the expanded role of the Health Information Management professional in the healthcare environment and application of the principals involved. Topics include strategic planning and forecasting, marketing, entrepreneurialism, leadership, motivation, consensus building, workforce diversity, change management, work redesign/reengineering, and project management.

BHIM 4566 Professional Practice Experience – 5 credit hours
Supervised management experience and training in a healthcare or related setting. Student will

participate in administrative, management, and problem-solving activities in the institutional setting. Full-time participation is required in addition to scheduled campus visits.
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 interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.
The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

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 interrelationships 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 above 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. Pre-requisite: Marketing Concepts or undergraduate equivalent. Pre-requisite: 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 semester 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: 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.
Pre-requisites: Foundations of Chiropractic

CHSC-5302 - Diversified I - 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.
Pre-requisites: Clinical Biomechanics / 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.
Pre-requisites: Clinical Biomechanics / 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.
Pre-requisites: Palpation / Skeletal Analysis; Diversified I Technique

CHSC-6102 - Diversified II - 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.
Pre-requisites: Palpation / Skeletal Analysis; Diversified I Technique

CHSC-6207 - Physiotherapy - **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 a 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
Pre-requisites: Neuroscience; 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.
Pre-requisites: 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
Pre-requisites: Public Health; Systems Pathology; Physical Diagnosis; Diversified I

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.
Pre-requisites: 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.
Pre-requisites: Diversified I Technique; 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.
Pre-requisites: Physiotherapy I

CHSC-6306 - Chiropractic Practice Principles - **Credit hours 6, Lecture hours 6, Lab hours 0**
Practice Principles presents a well-rounded approach to understanding concepts in philosophy, patient-centered decision-making and planning, and documentation that supports Parker University, College of Chiropractic's mission of creating leaders who promote Chiropractic wellness.
Section one of 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.
Section two will cover information necessary to understand modern healthcare commerce, claims commerce, case management, coding, fee setting, Medicare, and documentation procedures related to treatment planning, patient financial reporting (billing), treatment records.
Pre-requisites: Chiropractic Principles and Philosophy; 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.
Pre-requisites: Full Spine Adjusting I

CHSC-7101 - Communications - **Credit hours 2, Lecture hours 1, Lab hours 2**
In compliance with the mission of Parker University of Chiropractic, this course covers the theory and application of human communication concepts that apply specifically to health care providers. The focus of the course is the development of effective skills for communicating Chiropractic to people in order to build a successful practice. Topics covered relate to communication problems that can occur in the process of health care delivery and to public speaking skills that are necessary for health professionals to interact in their community. In addition students will learn how to utilize computer skills to develop lay lecture presentations. This course covers intrapersonal, interpersonal, and public communications as they apply to doctor-patient relationships and the communication of the science, philosophy and art of Chiropractic.
Pre-requisites: Chiropractic Principles & Philosophy

CHSC-7102 - Successful Chiropractic Practice / Legal Issues - **Credit hours 4, Lecture hours 4, Lab hours 0**
This course will cover information necessary to begin a career in the chiropractic profession through proven practice building steps, recognize areas of potential litigation, understand fundamental principles of general law with emphasis placed on those legal aspects and problems specific to business and professional practice, and follow practices that minimize the risk of becoming involved in such litigation.
Pre-requisites: Chiropractic Practice Principles

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.
Pre-requisites: Public Health; Systems Pathology; Physical Diagnosis; Lab Diagnosis

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.
Pre-requisites: 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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead , Thompson, Activator I

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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

CHSC 7401 Flexion/Distraction - *Credit hours 2, Lecture hours 1, Lab hours2*
This class introduces the student to two different flexion/distraction techniques. The first is the motorized technique as developed by Dr. Leander Eckard and the second is the manual technique as developed by Dr. James M. Cox. Motorized flexion-distraction table as developed by Dr. Eckard uses the concept of using motorized continuous passive motion to help find spinal fixations and then reduce the force necessary to correct vertebral 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 distraction 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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

CHSC 7402 Sacral Occipital Technique (SOT) - *Credit hours 2, Lecture hours 1, Lab hours2*
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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

CHSC 7404 Upper Cervical - *Credit hours 2, Lecture hours 1, Lab hours2*
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.
Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

CHSC 7407 Activator Methods II - *Credit hours 2, Lecture hours 1, Lab hours2*
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

Pre-requisites: Diversified I, Extra Spinal A&T, Diversified II, Gonstead, Thompson, Activator I

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.
Pre-requisites: 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 3. *Pre-requisites: Internship I Practicum*

CLIN-8103 - Internship Practicum III (IP III) - **Credit hours 16, Lecture hours 5, Lab hours 22**
Internship Practicum III is a continuation of Internship I and II Practicums and is the culmination of the intern's clinical experience. Interns are exposed to business practices to help prepare them to successfully and 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.

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.
Pre-requisites: 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.
Pre-requisites: Foundations of Chiropractic; 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.
Pre-requisites: Fundamentals of Diagnostic Imaging; 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.
Pre-requisites: Gross Anatomy II; 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.
Pre-requisites: Diagnostic Imaging I; 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.
Pre-requisites: Physiology II; Biochemistry II; 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.
Pre-requisites: Gross Anatomy II; Clinical Biomechanics / 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.
Pre-requisites: Physiology II; Gross Anatomy II; Systems Pathology; 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.
Pre-requisites: Neuroscience; Physical Diagnosis

CLSC-6303 - Functional Assessment Protocols - **Credit hours 2, Lecture hours 1, Lab hours 2**
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.
Pre-requisites: Physical Diagnosis; 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 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.

Pre-requisites: Phys Diagnosis; Clin Ortho; Clin Neuro; Lab Diagnosis; 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.

Pre-requisites: Systems Pathology; Diagnostic Imaging II; 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.

Pre-requisites: Physiology II; Gross Anatomy II

CLSC-7105 - Wellness Concepts - **Credit hours3, 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.
Pre-requisites: Public Health; Systems Pathology; Physical Diagnosis; 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.
Pre-requisites: 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.
Pre-requisites: 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 1191 – Special Topics - 1 credit hours
Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.
Prerequisite: Passed all previous sonography courses.

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, bioeffects 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 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
P*athologies 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, plethysmoography, and segmental pressure. Emphasis on preforming 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
Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

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.

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 payors 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 with 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.

HCTG – Health Care Technology Management

HCTM 1301 Principles of Healthcare Information Security, Best Practices and Assurance
The aim of this course is to provide a broad base of understanding of the range of issues that IT professionals must be aware of upon entering the healthcare industry. Students will be exposed to the current state of healthcare industry security environment and the larger regulatory environment in which healthcare organizations operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third party-developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified.

HCTM 1302 Allied Health Technology Data Analytic Management.
This course will provide an overview of the fundamentals of analysis to support decision makers in achieving organizational results. Students become familiar with the tools needed to frame problems, analytical techniques to generate and test hypotheses, and the skills to interpret the results into meaningful information. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

HCTM 2307 Fundamentals of Computer Networking
This course first introduces the fundamental building blocks that form a modern network, such as protocols, topologies, hardware, and network operating systems. It then prepares students to select the best network design, hardware, and software for your environment.

HCTM 2308 Electronic Medical Records Systems & Information Assurance Certification and Accreditation Process (EMRS/IACAP) I
Cyber security specialists working in the Healthcare field must have a thorough knowledge of the Electronic Medical Record System (EMRS) and the Information Assurance Certification and Accreditation Process (IACAP). As medical records continue to transition into electronic forms, the Healthcare IT profession needs to be aware of how the data is used and stored by software. Additionally, the Healthcare IT professional needs to be able to assess the entire IT system and ensure that the system is hardened against attack while meeting industry accreditation and certification standards.

HCTM 2309 Electronic Medical Records Systems & Information Assurance Certification and Accreditation Process (EMRS/IACAP) II
This is a continuation from HCTM 2308: Cyber security specialists working in the Healthcare field must have a thorough knowledge of the Electronic Medical Record System (EMRS) and the Information Assurance Certification and Accreditation Process (IACAP). As medical records continue to transition into electronic forms, the Healthcare IT profession needs to be aware of how the data is used and stored by software. Additionally, the Healthcare IT professional needs to be able to assess the entire IT system and ensure that the system is hardened against attack while meeting industry accreditation and certification standards.

HCTM 2390 Healthcare Records Storage and Virtualization
Cloud computing provides for distributed computing and data storage capabilities. Instead of buying large servers to store data and being saddled with the cost of building and maintaining those systems, users can now purchase those servers from a third party with the ability to expand or contract those needs as necessary. This course will look at current research results in cloud security in order to identify opportunities for continued research in this field.

HCTM 3303 Intermediate Computer Networking
Students will learn real-world applications for the concepts learned in *Introduction to Networking*. They will continue to build your knowledge of networks and networking, with detailed treatments of TCP/IP, how switches and routers operate, DNS, and more. This will include topics such as virtual private networks, security, Internet connectivity, and cloud computing. Completion of this course and its prerequisite should serve as a springboard for a career in computer networking or training for CCNA Certification.

HCTM 3311 Healthcare Cyber Security, Ethics & Law
This course explores the legal, policy and ethical issues encountered by health care professionals in the continuously evolving health care system. Topics will include government regulation of health care

providers, patient consent to and refusal of treatment, human reproduction issues, privacy and confidentiality, tax-exemption, antitrust, fraud and abuse, mental health issues and health information management. Students will gain the ability to analyze legal and ethical health care resources by engaging in interactive discussions and informative research.

HTCM 3315 Principles of Ethical Hacking & Penetration Testing
Introduction to the principles and techniques associated with the cybersecurity practice known as penetration testing or ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. The student discovers how system vulnerabilities can be exploited and learns to avoid such problems.

HCTM 4301 Healthcare & Telecommunication Infrastructure
The Telecommunications Management specialization is designed to provide the technical knowledge and management skills needed to plan, acquire, operate, and evaluate telecommunication systems in the Allied Healthcare sector. This specialization emphasizes critical management concepts, such as the structure and environment of the telecommunications industry, strategic planning, financial management, and quality improvement.

HCTM 4305 Security Policy Analysis, HIPPA and Implementation
This course will provide an understanding of the HIPAA Privacy laws as related to different professional roles in a healthcare setting. It will enable you to understand basic Network Security principles. The class will also provide basic understanding of Health Informatics and its components. The course will also identify consequences for non-compliance with HIPAA Regulations.

HTCM 4311 Secure Software and Browser Security I
This course covers theory and principles and practices of securing web browsers and applications. It also covers the general designs and techniques for securing software designs and implementations in general. Simple emphasizes will be on methodologies and tools for identifying and eliminating security vulnerabilities, techniques to prove absence of vulnerabilities, ways to avoid security holes in new software, and essential guidelines for building secure software: how to design software with security in mind from the ground up and integrate analysis and risk management throughout the software life cycle.

HTCM 4312 Software and Browser Security Concepts II
This course is the continuation of software and Browser security concept and covers theory and principles and practices of securing web browsers and applications. It also covers the general designs and techniques for securing software designs and implementations in general. Simple emphasizes will be on methodologies and tools for identifying and eliminating security vulnerabilities, techniques to prove absence of vulnerabilities, ways to avoid security holes in new software, and essential guidelines for building secure software: how to design software with security in mind from the ground up and integrate analysis and risk management throughout the software life cycle.

HTCM 4362 Medical Records Modeling and Programing Design
This course covers the basic structure of the body systems, and provides a functional background to those who are new to the healthcare system, and for those that work in healthcare and who use clinical electronic health records. This course will introduce 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, pseudocoding, and user documentation. Basic concepts of object-oriented programming are also introduced (classes and objects).

HIST – History

HIST 1301 United States History I – 3 credit hours
A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 United States History II – 3 credit hours
A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

HITT – Health Information Technology Technical

HITT 1301 Health Data Content and Structure - 3 credit hours
Introduction to systems and processes for collecting, maintaining, and disseminating primary and secondary health related information including content of health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms, and screens.
Prerequisite: HITT 1305 Medical Terminology
Prerequisite: BCIS 1305 Business Computer Applications

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
Fundamentals of coding rules, conventions, and guidelines using clinical classification systems.
Prerequisite: HITT 1305 Medical Terminology
Prerequisite: HPRS 1210 Introduction to Pharmacology
Prerequisite: HPRS 2201 Pathophysiology

HITT 1342 Ambulatory Coding - 3 credit hours
Fundamentals of ambulatory coding rules, conventions, and guidelines. Through practice exercises, students assign procedure codes and apply guidelines for assignment of Evaluation and Management (E/M) codes and modifiers to case examples. The purpose and use of the Healthcare Common Procedure Coding System (HCPCS) are reviewed. Application of coding principles to an electronic record system is 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
Concepts of privacy, security, confidentiality, ethics, and health care legislation, and regulations relating to the maintenance and use of health information.

HITT 1255 Health Care Statistics - 2 credit hours
Principles of health care statistics with emphasis in hospital statistics. Skill development in computation and calculation of health data.
Prerequisite: MATH 1314 College Algebra

HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician - 1 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: HITT 1301 Health Data Content and Structure
Prerequisite: HITT 1341 Coding and Classification Systems
Prerequisite: HITT 1342 Ambulatory Coding

HITT 2321 EHR Training Methods and Data Security - 3 credit hours
Overview of learning management systems, instrumental design software tools, teaching techniques and strategies, evaluation of learner competencies, maintenance of training records, and measurement of training program. The current legal and political environment affecting the health care industry, and developing policies and procedures to ensure compliance will also be explored.

HITT 2335 Coding and Reimbursement Methodologies - 3 credit hours
Advanced coding techniques with emphasis on case studies, health records, and federal regulations regarding prospective payment systems and methods of reimbursement.
Prerequisite: HITT 1341 Coding and Classification Systems
Prerequisite: HITT 1342 Ambulatory Coding

HITT 2339 Health Information Organization & Supervision - 3 credit hours
Presents an overview of Principles of organization and supervision of human, fiscal, and capital resources.

HITT 2343 Quality Assessment and Performance Improvement - 3 credit hours
Study of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation and presentation of data in statistical formats, quality management and performance improvement functions, utilization management, risk management, and medical staff data quality issues. Approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems and approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems.
Prerequisite: HITT 1255 Health Care Statistics

HITT 2361 Clinical – II Health Information/Medical Records Technology/Technician - 3 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: 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 covers principles of planning, organizing, staffing, leadership and control, and the decision-making processes. Topics will also include the history of management, current issues relevant to managers, and future directions for organizations.

MANA 3305 Managerial Statistics – 3 credit hours
Measures of central tendency, time series, forecasting, correlation and regression analysis, and introduction to probability with business applications.

MANA 3306 Management Communication – 3 credit hours
A survey of sending and receiving skills necessary for effective communication in the business environment. Topics covered include: writing effective letters, memos, and reports; group dynamics and effective meetings; nonverbal communication; listening; perception and semantics; and oral reporting.

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 a study of the concepts and implementation of total quality and business process excellence tools including human resources, operations management and process improvement.

MANA 4320 Capstone: Strategies and Problems in Management – 3 credit hours
This course is meant to provide the student an opportunity to perform a research project using a synthesis of the business disciplines and apply it in applicable context. Basics of historic strategic planning models as well as emerging theories will be considered. A case study approach is utilized to develop understanding of the practical challenges of creating organizational strategies.

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 examine theory and methods of health care policy analysis and decision making. Students will review contemporary health policy issues, and examine these controversies from different perspectives using different methodological approaches. The course will strive to bring an appreciation of the complexity of policy problems and the policy making process and provide the basic tools used in policy design, implementation, and evaluation. Must be taken after core courses are completed.

MHCM 6310 Strategic Management of Health Services Organizations - 3 credit hours
Students integrate concepts learned in core and concentration courses with relevant professional and personal experience and apply this knowledge to a significant, real-world, leadership-related business challenge. The focus of the course will be on the role and function of strategic planning as it pertains to health care organizations. Students will scrutinize strategic plans and organizational strategies in relation to the complexity of the United States healthcare system. 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 provides a study of the marketing function of the firm and the impact of consumer behavior, as well as examines the variables of the marketing mix, product planning, pricing, distribution, and promotion. Investigation of the economic, political, cultural, competitive, and technological forces which influence the marketing environment is included.

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.
Prerequisite: None

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. *Prerequisite*: None

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.
Prerequisite: None

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.
Prerequisite: None

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.
Prerequisite: None

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.
Prerequisite: None

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.
Prerequisite: None

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. *Prerequisite*: None

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).

***A component of all semester two courses involves a Clinical Internship Sub-module (26 hours per course) where students will perform massage techniques on the public. Students provide massage therapy treatment to the public in the Parker University School of Massage Therapy Intern Clinic, under the direct 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 study conferences and learn client check-in and check-out processes as well as other general clinic procedures.**

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. *Prerequisites: MATH 1314 College Algebra or MATH 1316 Trigonometry*

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 1314 College Algebra or MATH 1316 Trigonometry

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*

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.

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 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 your investment helps create a global community ensuring the chiropractic profession becomes a leader in the 21st century for health and wellness. Giving opportunities include:

- Student Scholarships
- Seminar Sponsorships
- Faculty Development
- Library Materials
- Gifts-in-Kind
- Chiro Games
- Wellness Centers /Student Clinics
- Academic Program development

If you have any questions or would like to make a gift, please call 214-902-3415 or email askdevelopment@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.

Administration

Board of Trustees

Dr. Wright Lassiter, Jr., Ed. D., Chairman – Texas
Dr. Stacey Olson, D.C., Vice Chairwoman – Arizona
William Nardiello, D. Hum. (Hon), Treasurer – Texas
Gilbert Gerst, Assistant Treasurer – Texas
Dr. Vincent Scheffler, D.C. – Secretary – Texas
John Carpenter Dealey, D. Hum. (Hon.) – Member – Texas
Dr. J. Michael Flynn, D.C. – Member – Louisiana
Dr. Raymund C. King, M.D., J.D., F.I C.S. – Member – Texas
Dr. Philip Cook, D.C. – Member – Texas
Dr. Robert Longenecker, D.C. – Member – Colorado
Dr. Jonathan Morgan, D.C. – Member – Texas
Dr. Francis Murphy, D.C. – Member – Texas
Dr. Steven Brooks, D.C. – Member – Texas
Dr. Oliver Smith, D.C. – Member – Texas
Dr. Jayne Moschella, D.C. – Member – Florida
Dr. Thom Chesney, Ph.D. – Member - Texas
Dr. Daniel Saint-Germain, D.C. – Member – Canada
D.T. Nguyen, D. Hum. (Hon) – Member – Texas
Dr. Jack Donovan, DC, D. Hum. (Hone) – Member – Iowa
Dr. Bart Patzer, DC – Member – Texas

President's Cabinet

Brian McAulay, B.A., Ph.D., *President*
R. Fred Zuker, Ph.D., *Interim Provost*
David Garafola, B.S., M.B.A., *Vice President of Business Affairs*
Ashley E. Cleveland, M.A., D.C., *Vice President of the College of Chiropractic*
Cherie McNeel, B.S., *Vice President of Enrollment Services*
Sandra McLean, B.A., M.B.A., SPRH Certified, *Vice President of Human Resources & Org Development*

Administration

Senanu Adadevoh, B.B.A., M.B.A., *Director of Budget and Resource Planning*
Richmond Adebiaye, B.S., M.S., Ph.D, *Director of BS with a major in Computer Information System*
Brandi Berger, B.A., *Registrar*
Patrick Bodnar, B.S., D.C., *Director of Chiropractic Wellness Clinics*
Reggie Brazzle, A.A., B.S., M.Ed., Ph.D., *Director of Financial Aid*
Philip Cervantes, *Director of Facilities and Procurement*
Twana Cochran, B.S., M.S., *Director of General Education*
Charlene Conner, D.B.A., *Dean of the College of Business and Technology*
Dustin Dollar, B.B.A., *Director of Auxiliary Services*
Angela Duell, A.A.S., A.A., B.S., M.S., *Director of AAS with a major in Occupational Therapy Assistant*
Roxanne Elliott*, M.S., Director of Online Education*
Phyllis A. Frase*, Director of Recruitment*
Lisa Richerson Gabriel, B.A., M.B.A., *Director of Enterprise Applications*
Janell E. Gibson, B.S., M.S., *Associate Provost and Dean of the College of Health Sciences*
Robert Goll, *Campus Safety Administration Officer*

Grant Godfrey, *Director of Admissions*
Jana Hyde, CPA, *Director of Financial Services*
Michael Johnson Sr., B.S., M.Ed., *Dean of Student Affairs*
Richard Jordan, B.A., M.S., M.Div., *D.Min, PHR Certified*, *Director of Total Rewards and Employee Relations*
Lonnie Knight, B.A., D.C., *Director of Academic Advising*
Joe Lintz, B.S., M.S., *Director of BS with a major in Health Care Management and Health Info. Mgt.*
Regina B. Logan, B.B.A., C.P.A., *Controller*
Celia Maguire, D.C., B.S., DACBR, *Director of Special Projects, College of Chiropractic*
Mark Mandell, D.C., M.B.A., *Executive Director, Parker Professional Services*
Donnie McNutt, M.B.A., PMP, *Chief Information Officer*
Harrison Ndetan, B.Sc., M.Sc., M.P.H., Dr. *Ph., Director of Research*
Greg Page, D.C., *Director of Community Based Internships*
Georgina Pearson, B.Sc., M.B., M.P.H., *Chair, Department of Basic Sciences*
Christopher Petrie, B.S.E., D.C., *Chair, Department of Clinical Sciences*
Drew Riffe, D.C., LMT, MTI, *Director, School of Massage Therapy*
Eric Russell, B.S., D.C., DPhCS, F.I.C.A, *Chair, Department of Chiropractic Sciences*
Douglas Sanford, B.A., D.C., *Director of Compliance and Operations*
Paula Shaff, *Assistant Director of Community Based Internships*
Angela Smith, B.S., R.D.M.S., *Director of Diagnostic Sonography*
Ken Starzer, B.A., M.A., M.F.A., *Director of e-marketing*
Rick Stokes, B.A., *Director of Enrollment Marketing Lead Generation*
Becky Sullivan, B.S., M.L.S., *Director of Learning and Resource Center*
Trenda Sweeney, AS/RT, B.S., M.B.A., *Director of AAS with a major in Radiologic Technology*
Kenneth Thomas, B.S., M.S., D.C., *Vice President of External Programs*
Donna Wald, B.S. M.A., *Director of Alumni Relations*
Bill Watson, B.A., M.A., *Director of Center for Teaching and Learning and Director of the QEP*
Steve Weller, B.S., *Director of Athletics and Recreation*
Donna Nash Williams, *M.B.A, Director, Parker Professional Services*

Faculty

David Adair, RDMS, RVT, *Clinical Coordinator Diagnostic Sonography*
A.A.S., 2012, Tyler Junior College

Lori A. Baggett, *Associate Professor of Chiropractic Sciences*
B.S., 1990, University of New York
D.C., 1989, Parker College of Chiropractic
Certified Chiropractic Sports Physician

Mary Bagley, *Adjunct Faculty, English Composition*
M.A., 1982, University of Missouri – St. Louis
M.B.A., 2006, Missouri Baptist University – St. Louis

Lovonne L. Beaird, *Associate Professor of Chiropractic Wellness Clinics*
A.A., 1985, Colby Community College
B.S., 2011, Excelsior College
D.C., 1989, Parker College of Chiropractic

Dalton Bigbee, *Adjunct Faculty*
M.B.A., 1975, Texas A&I University
Ph.D., 1981, Texas Tech University

Philip Bond, *Adjunct Faculty*
M.S., 2009, University of Texas at Arlington
M.A., 1993, University of Rhode Island

Justin Boswell, *Adjunct Faculty, Introduction to Computing*
M.S., 2006, Colorado Technical University

Edward V. Brown, *Professor of Clinical Sciences*
B.S., 1975, University of Utah
D.C., 1981, Western States Chiropractic College
Diplomate, American Board of Chiropractic Internists

Jason Carney, *Adjunct Faculty, Creative Writing*
M.F.A., 2013, Wilkes University, Wilkes-Barre, PA
M.A., 2012, Wilkes University, Wilkes-Barre, PA

Patricia Cates, *Associate Professor of Chiropractic Wellness Clinics*
B.S., 1995, Texas Chiropractic College
D.C., 1995, Texas Chiropractic College
Certified Chiropractic Sports Physician
Fellow, International Academy of Clinical Acupuncture

Miguel Chiusano, *Assistant Professor of Chiropractic Sciences*
B.S., 1978, University of Texas at Arlington
B.S., 2005, Parker College of Chiropractic
M.B.A., 1983, Southern Methodist University
D.C., 1996, Parker College of Chiropractic
Diplomate, American Chiropractic Neurology Board

Charlene Conner, *Dean of the College of Business and Technology*
M.B.A, 1992, Dallas Baptist University
D.B.A., 2004, University of Sarasota

Thomas Cross, *Adjunct Faculty, History*
B.A., 1974, Wheaton College
M.A., 1989, University of North Texas
Ph.D., 1997, University of North Texas

Kara Dudowicz, *Assistant Professor of Chiropractic Wellness Clinics*
B.S., 2006, Trinity University
D.C., 2011, Parker College of Chiropractic

Angela Y. Duell, MS, OTR/L, *Program Director, Occupational Therapy Assistant*
A.A.S., 2000, Erie Community College
B.S. /M.S., 2007 University at Buffalo, State University of New York at Buffalo

Wesley Duval, *Associate Professor of Clinical Sciences*
B.S., 2002, University of Maryland
D.C., 1997, Los Angeles College of Chiropractic
Diplomate, American Chiropractic Board of Radiology

Richard Ellis, RDMS, RVT *Instructor Diagnostic Sonography*
A.A., 2011 Tyler Junior College
Certificate in Vascular, 2012, Tyler Junior College

James M. Falvo, *Adjunct Faculty, Speech/Communication*
B.S., 1970, Towson State University
M.A., 1980, University of Nebraska, Omaha
Ed.D, 1990, University of Nebraska, Lincoln

Jay Ferguson, *Massage School Instructor*, *Adjunct Faculty, Biology I & II*
D.C., 2006, Parker College of Chiropractic

James Fuller, *Associate Professor of Chiropractic Sciences*
B.A., 1986, University of Texas System Office
B.S., 1993, Parker College of Chiropractic
D.C., 1993, Parker College of Chiropractic

Whitney Fuqua, *Resident Diagnostic imaging*
B.S., 2012, Bachelor of Science, Life University, Marietta, GA
D.C., 2012, Doctor of Chiropractic, Life University, Marietta, GA

Randall D. Gipson, *Adjunct Faculty Radiologic Technology*
B.S., 1972, Howard Payne University
ARRT, 1978, Good Shepherd Medical Center

Gene F. Giggleman, Jr., *Professor of Basic Sciences*
B.S., 1976, Texas A & M University
B.S., 1980, Texas A & M University
D.V.M., 1981, Texas A & M University

Jesse Green, *Adjunct Faculty of Chiropractic Sciences*
B.A., 1982, Southern Methodist University
B.B.A, 1982, Southern Methodist University
J.D., 1986, University of Texas School of Law

James H. Guest, *Professor of Clinical Sciences*
B.A., 1972, New Mexico State University
D.C., 1990, Parker College of Chiropractic
Certified Clinical Nutritionist
Diplomate, American Chiropractic Board of Nutrition

Richard Todd Hale, *Adjunct Faculty, General Psychology*
B.A., 2008, University of Phoenix

M.B.A., 2010, University of Phoenix

Adela Hernandez, *Assistant Professor of Chiropractic Wellness Clinics*
A.S., 2000, Midland College
B.S., 2002, University of Texas at San Antonio
B.S., 2009, Parker College of Chiropractic
D.C., 2009, Parker College of Chiropractic
Board Certified Acupuncturist

Marty J. Hall, *Associate Professor of Chiropractic Sciences*
D.C., 1984, Texas Chiropractic College
Diplomate, American Chiropractic Neurology Board

Cemetria Hayes-McMullen, *Massage School Instructor*
Certificate, Massage Therapy, 2000, Academy of Healing Arts, Inc.
Certificate, Small Business, 2007, SMU Cox School of Business
Certificate, Massage Therapy Instructor, 2010, Texas Dept. of Health

Rachel Holcombe, RDMS, RVT, *Instructor Diagnostic Sonography*
A.A.S., 2011, Tyler Junior College

Ronald Hudspeth, *Adjunct Faculty*
M.B.A., 1981, Texas A&M University

Gloria Jamesetta Jeffery, OTR/L, *Occupational Therapy Assistant Program Clinical Coordinator, Faculty*
B.S. 1999, Occupational Therapy, Texas Woman's University, Houston, Texas
B.S. 1992, Business Management, Oral Roberts University, Tulsa, Oklahoma

Emmy Johnson, *Faculty, Health Information Technology*
B.A., 2007, The College of St. Scholastica

Everett Johnson, *Associate Professor of Basic Sciences*
D.C., 2006, Parker College of Chiropractic

Keith Johnson, *Assistant Professor of Chiropractic Wellness Clinics*
B.A., 1978, North Texas State University
D.C., 1986, Parker College of Chiropractic

Lisa Parker Kagay, *Faculty, Health Information Management*
B.S., 1993, Ferris State University
M.B.A., 2003, Georgia Southern University

Steven L. Kleinfield, *Professor of Clinical Sciences*
A.S., 1975, Nassau Community College
B.S., 1977, Pennsylvania State University
D.C., 1981, New York Chiropractic College
Diplomate, American Board of Chiropractic Orthopedists

Fellow, The Academy of Chiropractic Orthopedists

Bobby Lane, *Massage School Instructor*
Certificate, Massage Therapy, 1999, National Institute of Health Science
B.S., 2012, Applied Sciences, Texas A&M Commerce
Masters, 2015 Science and Nursing, St Louis University

Troy Liming, *Associate Professor of Chiropractic Wellness Clinics*
B.S., 2000, Northwestern College of Chiropractic
D.C., 2000, Northwestern College of Chiropractic
Certification, Chiropractic Clinical Neurology

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

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

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

Drew Riffe, *Massage School Director*
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

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

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

Byron Stuckey, *Adjunct Faculty*
J.D., 1968, Southern Methodist University

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

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

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*
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

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.

EXECUTIVE ACADEMIC ADVISING COMMITTEE (EAAC): DC PROGRAM

Reports to: Provost

Responsibilities:

1. To hear appeals to dismissal decisions made by the SAAC.

Membership:

1. Chaired by the Provost
2. VP, College of Chiropractic

Meets: Once per trimester as needed.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC): UNIVERSITY

Reports to: Provost

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: Provost

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: Provost

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 departs/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 readmission

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.