



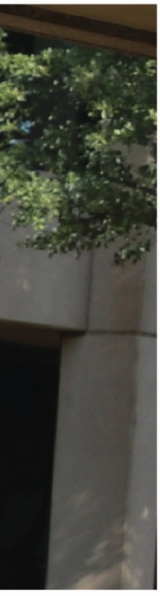
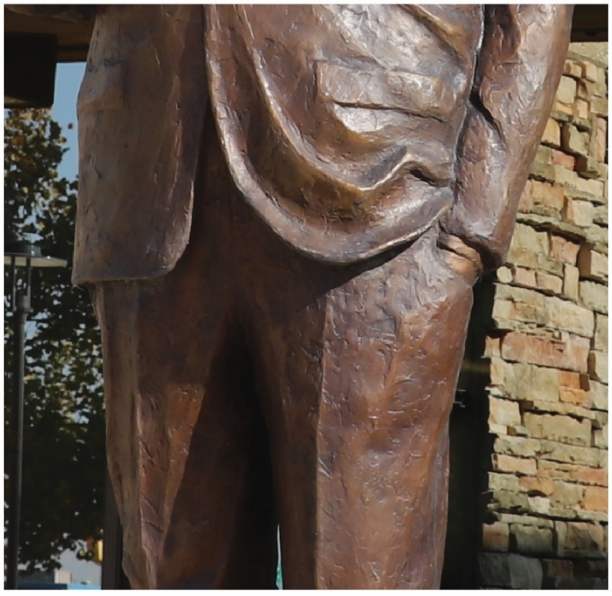
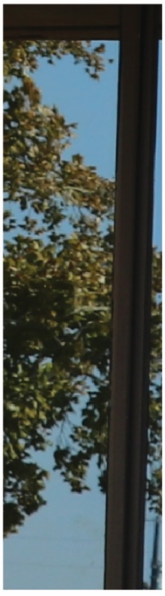

PARKER™
UNIVERSITY

PARKER UNIVERSITY ACADEMIC CATALOG

2019 – 2020

2540 Walnut Hill Ln. • Dallas, TX 75229 – 5668 • Phone: 972. 438. 6932 • Fax: 214. 902. 2413

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Message from the President

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

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

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

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

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

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

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

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

Blessings,

William E. Morgan, DC

President

Introduction to the University Catalog

Parker University Background and History

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

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

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

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

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

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

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

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

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

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

Parker Philosophy

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

This attitude of service can be seen in every interaction with Parker University. Our admissions department strives to answer 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
- "If it is to be, it is up to me"
- Do not let the negative few overrule the positive many
- To be in harmony with my success, health, and happiness goals, I must act with love based upon free will and react with faith based upon God's will
- My ultimate purpose is to live in harmony with the universe. I can do so only when my Mission is accomplished, my Talents are developed, and my Destination is fulfilled
- Thought plus action equals feeling. My feelings attract my life to me.
- Seeing is not believing…believing is seeing
- What I see in the universe sees me
- Success is predetermined by my Faith, Confidence and Belief (FCB) in my Products, Services and Ideas (PSI). Briefly stated: FCB in PSI
- To eliminate fear, worry, and anxiety, I must live in the present and let go and let God
- Love is the magic bullet of healing
- I cannot communicate successfully what I do not own. Develop certainty in who I am and what I do
- To attract my Success, Health and Happiness, I will eliminate fear of the future, worry over the past and anxiety for the present

- We see things as we are, not necessarily as they are
- There is no philosophy by which I can do a thing if I think I cannot
- To heal remove "doubt" in both doctor and patient and instill "belief" in both doctor and patient
- Nature will give me what I act like I already have

Vision

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

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.

Accreditation

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

Parker University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, 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.

The Health Information Management accreditor of Parker University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in Health Information Management has been reaffirmed through 2027-2028. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 233 N. Michigan Avenue, 21st Floor, Chicago, IL, 60601; by phone at 312.233.1134 or by email at info@cahiim.org. CAHIIM serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM)

professionals. When a program is accredited by CAHIIM it means that it has voluntarily undergone a rigorous review process and has been determined to meet or exceed the accreditation standards.

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

Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-AOTA (2682)
www.aota.org

The Parker University School of Massage Therapy is accredited by the Commission on Massage Therapy Accreditation (COMTA) to award the Certificate of Massage Therapy. The Commission on Massage Therapy Accreditation is located at 5335 Wisconsin Avenue, NW, Suite 440, Washington, D.C. 20015 and can be reached by phone at (202) 895-1518.

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

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.

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 and type of activity spent per week in each course which includes student work outside of the classroom.

Minimum requirements:

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

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

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

Conversion from Quarter Hours to Credit Hours (when applicable)

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

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

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

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

Privacy of Student Records

Parker University follows the Family Educational Rights and Privacy Act of 1974, a Federal law designed to protect the privacy of education records. A student 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 emergencies where 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.

Records Retention

Parker University's Office of the Registrar is the custodian of all student academic records. Student files are maintained for 5 years following a student's departure from the university for any reason. After 5 years of un-enrollment or graduation, the following items are kept permanently in the students file. All other documents are destroyed appropriately.

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

Academic Programs

Parker University offers certificate programs, undergraduate programs, 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.

General Education

Parker University believes that general education forms the basis for learning and reasoning at the undergraduate level. General education serves as a substantial component of each undergraduate degree, ensuring breath of knowledge, and is based on a coherent rationale. The component for associate programs is a minimum of 15 semester hours or the equivalent; a minimum of 30 hours or the equivalent is required for baccalaureate programs. The University believes general education helps develop a deeper multidimensional appreciation for the complexities, potentialities, and skills of the human experience. The holistic focus of general education encompasses all areas of human knowledge, including at least one course from each of the following areas: humanities/fine arts, natural science/mathematics, and social/behavioral sciences. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. Upon completion of the general education curriculum, undergraduate students are required to complete the ETS Proficiency Profile.

Faculty

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

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.

Disclaimers

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

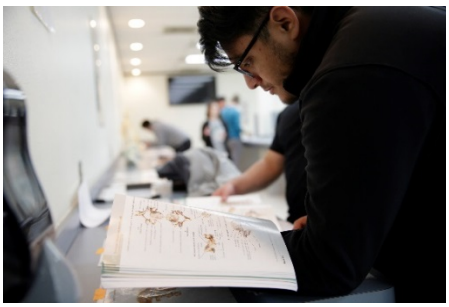
The procedures, rules and regulations listed in this catalog may be changed or modified. Implementation of changes may occur at any time after appropriate notification of faculty, staff and students. The University is not responsible for any misrepresentation of procedures, rules and regulations that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

Each student is individually responsible for knowing the current academic regulations as well as general and specific procedures and policies that apply to all facets of student life, as described in the University catalog, the Student Handbook, official documents and publications of the University, postings on official bulletin boards, and on official web sites of Parker University.

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

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



College of Chiropractic

Doctor of Chiropractic

Mission

The 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.

General Program Information

Consistent with the 2018 Standards of the Council on Chiropractic Education, the Doctor of Chiropractic program prepares graduates to serve as competent, caring patient-centered and ethical doctors of chiropractic/chiropractic physicians qualified to provide independent, quality, patient-focused care to individuals of all ages and genders by:

1. Providing direct access, portal of entry care that does not require a referral from another source;
2. Establishing a partnership relationship with continuity of care for each individual patient;
3. Evaluating a patient and independently establishing a diagnosis or diagnoses; and,
4. managing the patient's health care and integrating health care services including treatment, recommendations for self-care, referral and/or co-management.
   (Council on Chiropractic Education Standards, January 2018)

Parker University's Doctor of Chiropractic program includes basic, clinical, and chiropractic education with emphasis on conservative, functional, integrated, and patient-centered methods.

At Parker, chiropractic is taught as a science, philosophy, and art that is concerned with the relationship between the structure and function of the human body. Doctors of Chiropractic focus their attention on the neuro-musculoskeletal system's impact on the restoration and preservation of health and utilize neither drugs nor surgery in their practices.

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

Program Learning Outcomes

The Doctor of Chiropractic graduate meets the program's mission based on its student learning outcomes consistent with the Meta-Competency Outcomes form the Council on Chiropractic Education.

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 internship.

Instructional Organization

The DC curriculum at Parker University is drawn from three academic areas and the Chiropractic Wellness Clinic. 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

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.

Curriculum

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	4	2	5	90
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
CHSC 5105	Chiropractic Methods I	1	2	2	45
CLSC 5102	Fundamentals of Diagnostic Imaging	2	1	2.5	45
Trimester I 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
Trimester II 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
Trimester III Total		**21**	**10**	**26**	**465**
Trimester IV					
BASC 6105	Neuroscience	4	2	5	90
BASC 6106	Systems Pathology	5	0	5	75
CHSC 6101	Gonstead Technique	1	2	2	45
CHSC 6102	Diversified II Technique	1	2	2	45
CLSC 6103	Physical Diagnosis	3	2	4	75
CLSC 6104	Diagnostic Imaging II	4	2	5	90
CLSC 6105	Clinical Nutrition	4	0	4	60
Trimester IV Total		**22**	**10**	**27**	**480**
Trimester V					
BASC 6202	Pharmacology/Toxicology	2	0	2	30
CHSC 6204	OB/GYN/Pediatrics	4	0	4	60
CHSC 6205	Activator I Technique	1	2	2	45
CHSC 6206	Thompson Technique	1	2	2	45
CHSC 6207	Physiotherapy I	2	2	3	60
CHSC 6208	Full Spine Adjusting I	0	2	1	30
CLSC 6201	Clinical Orthopedics	2	2	3	60

CLSC 6204	Lab Diagnosis	3	2	4	75
CLSC 6205	Clinical Neurology	4	2	5	90
Trimester V Total		**19**	**14**	**26**	**495**
Trimester VI					
CHSC 6305	Physiotherapy II	3	2	4	75
CHSC 6307	Science & Philosophy of the VSC	4	0	4	60
CHSC 6308	Full Spine Adjusting II	0	2	1	30
CHSC 6309	Small Business Creation & Management	3	0	3	45
CHSC 7400	Technique Elective #1	1	2	2	45
CLSC 6303	Functional Assessment Protocols	1	2	2	45
CLSC 6305	Differential Diagnosis	4	2	5	90
CLSC 6306	Diagnostic Imaging III	3	2	4	75
Trimester VI Total		**19**	**12**	**25**	**465**
Trimester VII					
CHSC 7103	Geriatrics	2	0	2	30
CHSC 7104	Documentation for the Chiropractic Practice	2	0	2	30
CHSC 7105	Chiro. Business Promotion / Leadership Skills	3	0	3	45
CHSC 7108	Full Spine Adjusting III	0	2	1	30
CHSC 7400	Technique Elective #2	1	2	2	45
CLSC 7104	Emergency Care	3	2	4	75
CLSC 7105	Wellness Concepts	3	0	3	45
CLSC 7106	Patient Management	4	2	5	90
CLSC 7107	Radiographic Examination	1	2	2	45
Trimester VII Total		**19**	**10**	**24**	**435**
Trimester VIII					
CLIN 7203	Internship I Practicum	5	22	16	405
Trimester VIII Total		**5**	**22**	**16**	**405**
Trimester IX					
CLIN 7303	Internship II Practicum	3	26	16	435
Trimester IX Total		**3**	**26**	**16**	**435**
Trimester X					
CLIN 8103	Internship III Practicum	3	26	16	435
Trimester X Total		**3**	**26**	**16**	**435**
Summary					
Basic Sciences		50	17	58.5	1005
Chiropractic Sciences		44	30	59	1110
Clinical Sciences		47	25	59.5	1080
Clinic Internship		11	74	48	1275
Total		**152**	**146**	**225**	**4470**

Curriculum is subject to change for continuous quality improvement, as well as to be compliant with licensing and other regulatory requirements. Students will be notified of changes. Course offerings may be limited based on faculty availability and/or enrollment.

Credit Hours - the unit of measure for 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.

Electives

Electives are generally taught in a hybrid format with the lecture component being delivered online and the laboratory component delivered face-to-face and hands-on. Elective offerings may be impacted by faculty schedules and/or availability, as well as student interest.

Selectives

Selective courses may be provided to students. These courses are neither part of the curriculum nor 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.***

Clinic Internship

The Doctor of Chiropractic program's Internship Practicum is a three-course sequence that students complete during their final year of enrollment (Trimesters 8, 9, and 10).

The three courses, Internship Practicum I, Internship Practicum II, and Internship Practicum III include lecture and laboratory hours. Lecture hours correlate to participation in online educational activities and laboratory to participation in patient service at one of the University's chiropractic clinics. It is during enrollment in the three clinic courses that each student is evaluated to measure achievement of each outcome of the educational Meta-Competencies from the Council on Chiropractic Education (CCE).

A student completes the clinic portion of the DC program and qualifies for graduation by passing each of the clinic courses, completing the quantitative patient service credit requirements, and achieving each of the CCE Meta-Competency Outcomes.

Community Based Internships (CBI)

Interns are offered the opportunity to participate in Community Based Internships to expand their clinical experience and knowledge. Participation in Community Based Internships is on a voluntary basis and is available to interns who have met specific requirements. Interns may apply to Community Based Internships in Trimester 9 with exception of two programs whereby applications are accepted in Trimester 8. All CBI programs last a full trimester except for the Dallas VA Program which lasts approximately half of a trimester. CBI programs are available to interns enrolled in Internship Practicum III except for two programs, the VA in Martinsburg, WV and the Kalkstein rotation in Maryland, whereby the intern will participate for approximately six months beginning in Internship Practicum II and continuing through Internship Practicum III. The interns will use the experiences in CBI to complete their quantitative clinical requirements. These programs include:

Practice Based Internships (PBI)

Practice-Based Internships provide interns with the opportunity to provide chiropractic care to a variety of patients, within local solo or multi-provider practice environments, while observing and learning successful practice management strategies.

Clinic Abroad

Three Clinic Abroad programs are available to provide interns the opportunity to deliver chiropractic care to a variety of patients in public and/or private clinics. CBI abroad programs include *Spain* at Madrid Chiropractic College (MCC), *Jamaica* at a private practice setting focusing on sports and neurology, and *Canada - Kinetic Centre* which is a multi-disciplinary and rehab practice setting focusing on movement patterns and corrective outcomes.

Veterans Affairs Hospital Rotation Programs

Interns provide chiropractic care to our nation's veterans within a multi-disciplinary, highly regulated and fully electronic environment. Participating VA hospitals include *Texas, Mississippi, West Virginia, Missouri, Indiana, California, Ohio, Iowa, Florida and Utah.*

Medical College of Wisconsin
Interns will have the opportunity to provide chiropractic care within an integrative spine model. This rotation is designed to improve the intern's clinical skills while providing the opportunity to demonstrate advanced knowledge and skills in the management of spine related disorders, chiropractic clinical care, patient communication/interaction, inter-professional collaboration, and evidence-based health care.

Kalkstein Chiropractic
This rotation will provide interns with an opportunity for practical exposure to chiropractic along with aspects involved in providing patient care in a pain management, sports and rehabilitation setting. Interns will see a variety of clinical cases while enhancing their knowledge, clinical decision-making skills and examination skills while learning all aspects of successful practice management.

Field Doctor Observation Program (FDOP)
Interns who have completed all clinical credit requirements, with the exception of their last 40% of required hours, have the opportunity to complete these hours shadowing a practicing chiropractor. No quantitative requirements may be accrued in this rotation, only clinic hours may be accrued.

Time Limit to Complete

The time limit to complete the requirements for the Doctor of Chiropractic degree is seven years from the time of matriculation. 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 coursework upon re-admission. Students readmitted to the program must also meet all current admission requirements at the time of reentry.

Class Schedules in the Doctor of Chiropractic Program

The curriculum in the Doctor of Chiropractic program requires a minimum of 10 trimesters for completion. All entering students are placed on a full-time schedule as presented in the 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, increase the cost of the program, and may impact financial aid eligibility.

Students who fail or withdraw from courses receive academic advising and are placed on a modified schedule that includes the failed/withdrawn course(s). Modified schedules are designed to support successful academic progress and return students to a regular schedule of courses without violating course prerequisites or other academic policies. Students who do not accept the academic advising recommendations may experience further delay in program completion, higher cost to complete the program, and financial aid ineligibility.

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

Laboratory Participation

The Doctor of Chiropractic program includes many courses with associated laboratory experiences. All students are required to participate in laboratory activities unless a documented disability or other extenuating circumstance requires special accommodations.

Laboratory experiences include, but are not limited to, the following: microscopy, chemical experiments, cadaver dissection, physical and neurological examinations, palpation and adjustment, application of physiological therapeutics, and active care techniques.

Students are expected to participate as both patient and examiner/doctor in applicable laboratory experiences.

Lab Schedule Changes

Students are expected to attend labs as scheduled. In the event a student is unavailable to attend labs as scheduled, they 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. If the instructor is unable to accommodate the student's request due to lab enrollment capacity, the student must find a classmate that is able to switch lab sections. Should a change in lab schedule be approved by the instructor or a student-to-student agreed upon lab switch be arranged, each student is responsible for completing and submitting an add/drop form to the Registrar's Office by the add/drop deadline (end of the first week of the trimester). After this point, lab schedules may not be altered.

Co-Curricular Graduation Requirements: Service-Learning Opportunities and Assemblies

The Doctor of Chiropractic program requires that students participate in co-curricular activities as a component of their educational program.

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, students, faculty, and staff periodically attend Assembly to learn from experts in various fields including health care, education, philosophy, science, and business.

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.

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

Parker University is responsible to certify that students are eligible to take National Boards in accordance with the deadlines set by the NBCE. Because of the importance of performance on National Board examinations, Parker University has requirements for certifying students for National Board eligibility.

All students should take all parts of the NBCE exams prior to graduation but students who fail or withdraw from classes, on a special schedule, or take a leave of absence from the program may experience a delay in qualifying for NBCE exams.

Parker University is an official test site for all parts of the National Boards. However, the number of exam sessions, dates of the exams, and number of students permitted to take the exams at the University is determined by NBCE.

Eligibility Timeline

Students should take NBCE exams according to the following timeline:

- Part I upon completion of all trimesters I-IV.
- Part II upon completion of trimesters I – VII.
- Part III upon completion of trimesters I – VII and completion or concurrent enrollment in Trimester VIII. NBCE requires students to be within nine months of graduation when taking the Part III exam.
- PT upon successful completion of Parker's PT course sequence.
- Part IV may be taken when the student is eligible per the NBCE requirements that include taking the exam within six months of anticipated graduation.

Students may be approved to apply for an NBCE exam when enrolled in a trimester in which application is due prior to the scheduled completion of the final trimester required for the associated exam. The following are qualifications for this approval to make application:

1. The student must have a cumulative grade point average of 3.0 or higher
2. The student must have a grade of 82.5 or higher in all courses topically covered in the associated exam by week 12 of the trimester
3. The date of participation in the exam is past the date of completion for the required trimester

Licensure Information

Enrollment in and graduation from Parker University's Doctor of Chiropractic program 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 state(s) in which they intend to practice. A directory, published by the Federation of Chiropractic Licensing Boards, is available for students on the Federation's website www.fclb.org.

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.



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

Master of Science with a Major in Clinical Neuroscience or Neuroscience
Master of Science with a Major in Functional Nutrition
Bachelor of Science with a Major in Anatomy
Bachelor of Science with a Major in Anatomy or Health Wellness*
Bachelor of Science with a Major in General Studies
Bachelor of Science with a Major in Integrative Health
Bachelor of Science with a Major in Nutritional Sciences
Bachelor of Science with a Major in Psychology
Associate of Applied Science with a Major in Diagnostic Sonography
Associate of Applied Science with a Major in Massage Therapy
Associate of Applied Science with a Major in Occupational Therapy Assistant
Associate of Applied Science with a Major in Radiologic Technology
Associate of Science with a Major in General Studies
Associate of Science with a Major in Health Science
Certificate in Computed Tomography
Certificate in Massage Therapy
**Bridge degrees with the DC curriculum*

Master of Science with a Major in Functional Nutrition

Mission

The Master of Science Degree in Functional Nutrition will provide graduates the ability to communicate the link between functional nutrition, health promotion, and disease prevention with an evidence-based curriculum. Graduates will be able to apply research findings to the issues they face as clinicians, consultants, educators and researchers in the field of functional nutrition.

General Program Information

The Master of Science Degree in Functional Nutrition curriculum provides a challenging and creative learning environment with an intensive program of study that is evidence-based and focuses nutritional biochemistry and its application in health maintenance, treatment of disease, and disease prevention. Current and future health professionals seeking to expand their knowledge in nutrition science and its application in the health care industry will benefit from the Master of Science in Functional Nutrition program.

Program Learning Outcomes

Graduates will demonstrate expert knowledge relevant to:

- The analysis of current literature and evidence-based nutrition research to identify the impact of human health and metabolism.
- The application of biochemistry as it relates to disease treatment and prevention.
- The application of nutrient analysis and dietary patterns to facilitate dietary changes associated with optimal health.
- Written and oral communication skills.

Length of Program

The degree may be completed in 5 terms for the 30-hour program.

Mode of Instruction

The Master of Science in Functional Nutrition is offered through distance education.

Computer Skills and Access

Basic keyboarding skills and use of Microsoft Office applications are required. Internet connection

Degree Requirements

Master of Science in Functional Nutrition students must complete a total of 30 graduate semester credit hours of coursework. No elective courses are offered in this program.

Graduation Requirements

To be eligible for the Master of Science in Functional Nutrition degree, students at Parker University must fulfill the following requirements:

- Complete 30 credit hours of graduate study (24 credits must be earned at Parker University)
- Complete the course of study required for the Master of Science in Functional Nutrition with a grade point average of 3.0 or higher, based on a 4.0scale
- Complete the degree requirements with no more than two courses with a grade of "C"
- Complete all Master of Science in Functional Nutrition degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean

Curriculum

MASTER OF SCIENCE FUNCTIONAL NUTRITION		
Course ID	**Cr.**	**Course name**
NUTR 5100	3	Functional Nutrition Therapy I
NUTR 5200	3	Functional Nutrition Therapy II
NUTR 5300	3	Functional Nutrition Therapy III
NUTR 5500	3	Evidence-Based Outcomes Research in Nutrition
NUTR 5600	3	Nutrition Across the Lifespan
PSYC 5623	3	Psychology of Eating
NUTR 6100	3	Nutrition and Exercise Performance
NUTR 6501	3	Nutrition Biochemistry I
NUTR 6502	3	Nutrition Biochemistry II
NUTR 6999	3	Capstone
TOTAL		**30 Semester Credit Hours**

Master of Science Degree with a Major in Clinical Neuroscience or Neuroscience

Mission

The Master of Science Degree in Neuroscience will provide graduates with an in-depth study of human neuroanatomy, neurophysiology and core concepts in functional neurorehabilitation in a variety of professional settings. The Master of Science Degree in Clinical Neuroscience will provide graduates with an in-depth study of human neuroanatomy, neurophysiology and core concepts in functional neurorehabilitation in a variety of professional and clinical settings.

General Program Information

The Master of Science in Neuroscience and Clinical Neuroscience are designed for learners who already possess a bachelor's degree or higher. The curriculum will include courses in human neurobiology, the management of specific neurological disorders, harm prevention, professional communications, and emerging themes in the clinical neurosciences. All courses will be taught by experts with a Ph.D. or equivalent terminal degree in the relevant domain, or a professional degree plus an advanced qualification in a relevant domain (e.g. a fellowship or graduate degree). This program will prepare graduates to manage complex cases not typically seen in community-based primary care practices, such as traumatic brain and spinal cord injuries, paraplegia and the sequelae to limb amputations. It will also prepare graduates for positions in health care and health care education where they would function as expert clinicians, clinical consultants, and educators.

Program Learning Outcomes

Graduates will demonstrate expert knowledge of and clinical skills of relevance to:

- Clinically relevant neuroanatomy of the peripheral, central and autonomic divisions of the nervous system
- The biological basis of neurological disorders that have been shown to respond to manual and adjunctive therapies.
- Diagnosis of selected neurological disorders.
- Management of those neurological disorders that respond to manual and adjunctive therapies.
- The critical analysis of clinically oriented neuroscience research.
- Oral and written communication skills appropriate for presentation at scientific meetings and for peer-reviewed publication.

Length of Program

The program consists of one track with a clinical residency (Clinical Neuroscience) and one without a clinical residency (Neuroscience). Courses are 7.5 weeks in length, and students may take one or two courses at a time. Students may complete the program in 12 to 24 months.

Mode of Instruction

The Master of Science degree with a major in Neuroscience or Clinical Neuroscience programs will be offered in a web-based format.

Degree Requirements

The Master of Science with a Major in Neuroscience requires a minimum of 33 semester credit hours of coursework which are as follows:

- 30 Credit hours in Neuroscience courses
- 3 Credit hours in Capstone course

The Master of Science with a Major in Neuroscience requires a minimum of 33 semester credit hours of coursework which are as follows:

- 30 Credit hours in Neuroscience courses
- 3 Credit hours in capstone courses
- 3 Credit hours in Clinical Residency

Curriculum

MASTER OF SCIENCE DEGREE Clinical Neuroscience or Neuroscience			
NEUROSCIENCE COURSES			**30 Semester Hours**
CAPSTONE COURSE – 45 Contact Hours			**3 Semester Hours**
TOTAL			**33 Semester Hours**
Course ID	**Cr.**	**Course Name**	**Delivery**
NEUR 5300	3	Review of human neurobiology (45 hours)	Online
NEUR 5401	3	Advanced functional neuroanatomy (45 hours)	Online
NEUR 5302	3	Pain physiology and management (45 hours)	Online
NEUR 5303	3	Sensorimotor integration and reflex physiology (45 hours)	Online
NEUR 5304	3	Management of CNS disorders (45 hours)	Online
NEUR 5305	3	Management of PNS disorders (45 hours)	Online
NEUR 5306	3	Management of ANS disorders (45 hours)	Online
NEUR 6106	3	Research Design and Scholarly Activity (45 hours)	Online
NEUR 6310	3	Professional communications (45 hours)	Online
NEUR 6312	3	Emerging themes in human neurosciences (45 hours)	Online
NEUR 6320	3	Capstone project/ dissertation (45 hours)	Online
Total Hours	33		
Clinical Neuroscience Courses			
Course ID	**Cr.**	**Course Name**	**Delivery**
NEUR 6325	3	Clinical Residency (90 lab hours)	On-campus
Total Hours	**36**		

Bachelor of Science Degree with a Major in Anatomy (General Track)

Mission

The mission of the Bachelor of Science degree with a Major in Anatomy is to offer students a Bachelor of Science degree with an emphasis on biological science, health care, and research.

General Program Information

The Bachelor of Science degree in Anatomy provides a broad-based education in modern life science while offering the opportunity for students to concentrate their efforts within various biological disciplines. The Bachelor of Science curriculum includes a strong background in the supporting sciences: Chemistry, Physics, and Mathematics and prepares students for admission to graduate, medical, chiropractic, dental, optometric, and other health related programs. Graduates can also pursue careers in teaching and research or work in pharmaceutical, biomedical and biotechnology industries.

STEM (Science, Technology, Engineering and Math) courses have a 10-year timeframe for transferability. This is typically because advancements in the field evolves the understanding or practical methodologies used within them. Exceptions to the 10-year time limitation must be approved by the Program Director and the College Dean of offering the degree.

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 36 semester credit hours of General Education courses, 32 semester credit hours of Natural Sciences Foundation courses, and 52 semester credit hours of Anatomy Core courses.

Mode of Instruction

The Bachelor of Science degree with a major in Anatomy program will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

Degree Requirements

The Bachelor of Science with a Major in Anatomy program requires a minimum of 120 semester credit hours of coursework which are as follows:

- 36 Semester credit hours in General Education courses.
- 32 Semester credit hours in Natural Sciences Foundation courses.
- 52 Semester credit hours in Anatomy Core courses.

The Bachelor of Science in Anatomy program must be completed within 15 terms.

Curriculum

BACHELOR OF SCIENCE DEGREE ANATOMY		
GENERAL EDUCATION CORE COURSES		**36 Semester Credit Hours**
NATURAL SCIENCES FOUNDATION COURSES		**32 Semester Credit Hours**
ANATOMY CORE COURSES		**52 Semester Credit Hours**
TOTAL		**120 Semester Credit Hours**
GENERAL EDUCATION CORE COURSES		**Complete 36 Semester Credit Hours***
Course ID	**Cr.**	**Course name**
COMMUNICATION		**Complete 6 Semester Credit Hours**
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
MATHEMATICS		**Complete 6 Semester Credit Hours**
MATH 1314	3	College Algebra
MATH 1316	3	Trigonometry
MATH 1325	3	Calculus for Business and Social Sciences
MATH 1342	3	Elementary Statistical Methods I
NATURAL SCIENCES		**Complete 6 Semester Credit Hours**
Natural Sciences	6	Choose from Biology, Physics, Kinesiology, Chemistry, Exercise Physiology, or Other

SOCIAL & BEHAVIORAL SCIENCES		**Complete 9 Semester Credit Hours**
Social & Behavioral Sciences	3	Choose from: Psychology, Human Growth Sociology, or Other
HIST 1301	3	United States History I
HIST 1302	3	United States History II
HUMANITIES		**Complete 6 Semester Credit Hours**
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
COMPUTER LITERACY		**Complete 3 Semester Credit Hours**
COSC 1301	3	Introduction to Computing
BCIS 1301	3	Fundamentals of Computer Information Systems Information Systems
NATURAL SCIENCES FOUNDATION COURSES		**Complete 32 Semester Credit Hours**
CHEM 1411	4	General Chemistry I (lecture + lab)
CHEM 1412	4	General Chemistry II (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
CHEM 2423	4	Organic Chemistry I (lecture + lab)
CHEM 2425	4	Organic Chemistry II (lecture + lab)
PHYS 2425	4	University Physics I (lecture + lab)
PHYS 2426	4	University Physics II (lecture + lab)
ANATOMY CORE COURSES		**Complete 52 Semester Credit Hours**
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
BASC 4404	4	Developmental and Applied Anatomy (lecture + lab)
BASC 4502	5	Gross Anatomy I (lecture + lab)
BASC 4405	4	Neuroscience (lecture + lab)
CLSC 4411	4	Diagnostic Imaging I (lecture + lab)
BASC 4315	3	Biochemistry I
BASC 4316	3	Biochemistry II
BASC 4514	5	Physiology I (lecture + lab)
BASC 4503	5	Physiology II (lecture + lab)
BASC 4605	6	Microbiology/Immunology (lecture + lab)
BASC 4406	4	General Pathology (lecture + lab)
BASC 4501	5	Gross Anatomy II (lecture + lab)
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
BASC 4404	4	Developmental and Applied Anatomy (lecture + lab)
BASC 4502	5	Gross Anatomy I (lecture + lab)
BASC 4405	4	Neuroscience (lecture + lab)
CLSC 4411	4	Diagnostic Imaging I (lecture + lab)
BASC 4315	3	Biochemistry I

**Substitutions allowed for equivalent coursework from regionally accredited institutions.*

Bachelor of Science degree with a Major in Anatomy or Health and Wellness – DC Track

Mission

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

General Program Information

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

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

Program Learning Outcomes – Anatomy

The graduating student will be able to:

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

Program Learning Outcomes – Health and Wellness

The graduating student will be able to:

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

Mode of Instruction

The Bachelor of Science degree with a major in Anatomy program will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

Application Procedures

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

- Official Degree Evaluation: Obtain the transcript evaluation request in the Registrar's Office. The Registrar's Office will evaluate transcripts in terms of applicability of courses to the Bachelor of Science degree with a major in Anatomy or Health and Wellness. The student will be sent an evaluation letter reflecting degree compliance and/or deficiencies.
- Graduation Application: Submit the application to the Registrar's Office once the transcript evaluation has been completed and all course requirements have been met. The student must arrange payment for the application with the Business Office.

Questions regarding the Bachelor of Science degree offered to matriculated DC students should be directed to the Registrar's Office.

Time Limit to Complete

The time limit to complete the requirements for the Bachelor of Science degree with a major in Anatomy or Health and Wellness is seven years from the date of initial matriculation to the DC program at Parker. Matriculated students with deficiencies in the Bachelor of Science degree with a major in Anatomy or Health and Wellness may fulfill these requirements while a student at Parker or within seven years of the date of initial enrollment in the Doctor of Chiropractic degree program at Parker.

Degree Requirements

The Bachelor of Science with a Major in Anatomy program requires a minimum of 121.5 semester credit hours of coursework which are as follows:

- 36 Semester credit hours in General Education courses.
- 31 Semester credit hours in Foundation courses.
- 54.5 Semester credit hours in Upper Division courses.

The Bachelor of Science with a Major in Health and Wellness program requires a minimum of 122 semester credit hours of coursework which are as follows:

- 36 Semester credit hours in General Education courses.
- 31 Semester credit hours in Foundation courses.
- 57 Semester credit hours in Upper Division courses.

Curriculum

BACHELOR OF SCIENCE ANATOMY		
GENERAL EDUCATION CORE COURSES		**36 Semester Credit Hours**
FOUNDATION COURSES		**31 Semester Credit Hours**
UPPER DIVISION COURSES		**54.5 Semester Credit Hours**
TOTAL		**121.5 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
GENERAL EDUCATION COURSES		**36 Semester Credit Hours**
Effective Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or Other
Language, Philosophy, and Culture	3	Choose from: Liberal Arts (above Freshmen level), Literature, Creative Writing, or Other
Creative Arts	3	Choose from: Art, Dance, Music, Theatre, or Other
United States History	6	Choose from: United States History, Texas History, or Other
Social and Behavioral Sciences	3	Choose from: Psychology, Human Growth & Development, Sociology, or Other
Mathematics	6	Choose from: Finite Math, Statistics, Calculus, or Other
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or Other
Elective	6	6 Hours of Free Elective
FOUNDATION COURSES		**31 Semester Credit Hours**
BIOL 1406/BIOL 2401	4	Biology I/Anatomy and Physiology I
BIOL 1408/BIOL 2402	4	Biology II/Anatomy and Physiology I
CHEM 1411	4	Gen. Chemistry I
CHEM 1412	4	Gen. Chemistry II
CHEM 2423	4	Organic Chemistry I
CHEM 2425	4	Organic Chemistry II
PHYS 2425	4	Physics I
PHYS 2426	3-4	Physics II (May be substituted by Kinesiology, Biomechanics or Exercise Physiology)
UPPER DIVISION COURSES		**54.5 Semester Credit Hours**
BASC 5101	4	Biology of Cells & Tissues
BASC 5104	5	Developmental and Applied Anatomy
CHSC 5105	2	Chiropractic Methods I
BASC 5202	5.5	Gross Anatomy I
BASC 5301	5	Gross Anatomy II
BASC 6105	5	Neuroscience
CLSC 5301	4	Diagnostic Imaging I
CHSC5104	2	Intro to Clinical Reasoning
BASC 5105	3	Biochemistry I
BASC 5206	3	Biochemistry II
BASC 5204	5	Physiology I
BASC 5303	5	Physiology II
BASC 5205	6	Microbiology and Immunology

BACHELOR OF SCIENCE DEGREE HEALTH AND WELLNESS		
GENERAL EDUCATION COURSES		**36 Semester Credit Hours**
FOUNDATION COURSES		**31 Semester Credit Hours**
UPPER DIVISION COURSES		**57 Semester Credit Hours**
TOTAL		**124 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
GENERAL EDUCATION COURSES		**36 Semester Credit Hours**
Effective Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or Other
Language, Philosophy, and Culture	3	Choose from: Liberal Arts (above Freshmen level), Literature, Creative Writing, or Other
Creative Arts	3	Choose from: Art, Dance, Music, Theatre, or Other
United States History	6	Choose from: United States History, Texas History, or Other
Social and Behavioral Sciences	3	Choose from: Psychology, Human Growth & Development, Sociology, or Other
Mathematics	6	Choose from: Finite Math, Statistics, Calculus, or Other
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or Other
Elective	6	6 Hours of Free Elective
FOUNDATION COURSES		**31 Semester Credit Hours**
BIOL 1406/BIOL2401	4	Biology I/Anatomy and Physiology I
BIOL 1408/BIOL2402	4	Biology II/Anatomy and Physiology II
CHEM 1411	4	Gen. Chemistry I
CHEM 1412	4	Gen. Chemistry II
CHEM2423	4	Organic Chemistry I
CHEM2425	4	Organic Chemistry II
PHYS 2425	4	Physics I
PHYS 2426	3-4	Physics II (May be substituted by Kinesiology, Biomechanics or Exercise Physiology)
UPPER DIVISION COURSES		**57 Semester Credit Hours**
BASC 5101	4	Biology of Cells & Tissues
BASC 5104	5	Developmental and Applied Anatomy
CHSC 5105	2	Chiropractic Methods I
BASC 5204	5	Physiology I
BASC 5205	6	Microbiology and Immunology
BASC 5303	5	Physiology II
BASC 5304	2	Public Health
BASC 5306	3	General Pathology
BASC 6106	5	Systems Pathology
CHSC 6204	4	OB/GYN/Pediatrics
CHSC 7103	2	Geriatrics
CLSC 5201	3	Clinical Psychology
CLSC 6105	4	Clinical Nutrition
CLSC 7104	4	Emergency Care
CLSC 7105	3	Wellness Concepts

Bachelor of Science Degree with a Major in General Studies

Mission

The mission of the Bachelor of Science with a major in General Studies is to provide students with the foundational skills and knowledge to succeed in the student's future career or program of study, make informed and responsible life decisions, and pursue opportunities for lifelong learning.

General Program Information

The Bachelor of Science in General Studies program focuses on real-world skills while helping students develop a basic set of transferable skills. The program is offered online and includes courses in a variety of fundamental areas. The program also allows students to customize their degree path by choosing one, two, or three concentrations.

Program Learning Outcomes

The graduating student will be able to:

- 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 degree may be offered through campus and web-based instructional formats and may be completed in 10 terms with a maximum satisfactory time frame for completion of 15 terms. The curriculum will include: 30 semester credit hours of general education courses, 54 semester credit hours of elective courses, 9 semester credit hours of general studies major requirements, and 27 semester credits in an emphasis area.

Mode of Instruction

The Bachelor of Science degree with a major in General Studies will be offered through campus and web-based distance instructional formats.

Degree Requirements

The Bachelor of Science with a major in General Studies requires a minimum of 120 semester credit hours of coursework which are as follows:

- 30 Credit hours in General Education courses
- 54 Credit hours in Elective Requirements
- 9 Credit hours General Studies Major courses
- 27 Credit hours in an Areas of Emphasis

The Bachelor of Science in General Studies program must be completed within 15 terms.

Curriculum

BACHELOR OF SCIENCE DEGREE GENERAL STUDIES		
GENERAL EDUCATION CORE COURSES		**30 Semester Credit Hours**
ELECTIVE REQUIREMENTS		**54 Semester Credit Hours**
GEN STUDIES CORE REQUIREMENTS		**9 Semester Credit Hours**
AREAS OF EMPHASIS		**27 Semester Credit Hours**
TOTAL		**120 Semester Credit Hours**
Course ID	**Cr.**	**Course Name**
COMMUNICATION		**Complete (9) Semester Credit Hours**
ENGL 1301	3	Composition I

ENGL 1302	3	Composition II
SPCH 1311	3	Introduction to Speech Communications
Communication*	9	*Or choose other equivalent courses in Communications
MATHEMATICS		**Complete one (3) Semester Credit Hours**
MATH 1314	3	College Algebra
MATH 1316	3	Trigonometry
MATH 1324	3	Math for Business and Social Sciences (Finite Mathematics)
MATH 1342	3	Elementary Statistical Methods I
Mathematics*	3	*Or choose other equivalent course in Mathematics
NATURAL SCIENCES		**Complete (6) Semester Credit Hours**
BIOL 1306	3	Biology for Science Majors I
BIOL 1307	3	Biology for Science Majors II
BIOL 1308	3	Biology for Non-Science Majors I
BIOL 1309	3	Biology for Non-Science Majors II
Natural Sciences*	6	*Or choose other equivalent courses in Natural Sciences
SOCIAL & BEHAVIORAL SCIENCES		**Complete (6) Semester Credit Hours**
PSYC 2301	3	General Psychology
GOVT 2305	3	Federal Government
GOVT 2306	3	Texas Government
HIST 1301	3	United States History I
HIST 1302	3	United States History II
Social & Behavioral Sciences*	6	*Or choose other equivalent courses in Social & Behavioral Sciences
HUMANITIES		**Complete (6) Semester Credit Hours**
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
Humanities*	6	*Or choose other equivalent courses in Humanities
ELECTIVES		**Choose (54) additional Semester Credit Hours**
GENERAL STUDIES CORE REQUIREMENTS		**9 Semester Credit Hours**
GENS 3301	3	Interdisciplinary Perspectives
GENS 4301	3	Integrative Studies
GENS 4391	3	General Studies Capstone Project

GENERAL STUDIES CONCENTRATION OPTIONS	
OPTION 1 – Single Concentration	**27 Semester Credit Hours**
Primary Concentration: A minimum of 27 hours must be from the same academic discipline.	27 Credits
OPTION 2 – Dual Concentration	**27 Semester Credit Hours**
Primary Concentration: A minimum of 9 hours must be from the same academic discipline. Must be from an academic discipline different than the secondary concentration.	9-18 Credits
Secondary Concentration: A minimum of 9 hours must be from the same academic discipline. Must be from an academic discipline different than the primary concentration.	9-18 Credits
OPTION 3 - Three Concentrations	**27 Semester Credit Hours**
Concentration #1: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.	9 Credits
Concentration #2: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.	9 Credits
Concentration #3: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.	9 Credits

Bachelor of Science Degree with a Major in Integrative Health

Mission

The mission of the Integrative Health program at Parker University is to prepare students to become health educators and to promote therapies within the integrative & holistic medicine model of healthcare.

General Program Information

The Bachelor of Science degree in Integrative Health is a dynamic, interdisciplinary program which allows students to prepare for many careers within the health care industry. Graduates are prepared to enter the health care workforce, and if they already have experience; they are prepared for management and administration positions. Graduates will also have additional opportunities in community organizations, research laboratories, and insurance companies. This program will provide pathways for students to advance to graduate degree programs within the health sciences.

Program Learning Outcomes

The graduating student will be able to:

- Demonstrate a mastery of holistic nutrition, lifestyle, wellness, and healthy living in clinical, community, and educational settings.
- Take leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health.
- Demonstrate knowledge obtained from experts in alternative health practices and pursue a wellness-based career.
- Pursue future studies in advanced health care related degrees.

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 30 semester credit hours of general education courses, 18 semester credit hours of lower division required courses, 21 semester credit hours of interdisciplinary studies, and 51 semester credit hours of upper division required courses.

Mode of Instruction

The Bachelor of Science degree with a major in Integrative Health program will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

Degree Requirements

The Bachelor of Science with a Major in Integrative Health requires a minimum of 120 semester credit hours of coursework which are as follows:

- 30 Credit hours in General Education courses.
- 17 Credit hours in Lower Division required courses.
- 21 Credit hours in Interdisciplinary Studies courses.
- 51 Credit hours in Upper Division required courses.

The Bachelor of Science in Integrative Health program must be completed within 15 terms.

Curriculum

BACHELOR OF SCIENCE DEGREE INTEGRATIVE HEALTH		
GENERAL EDUCATION CORE COURSES		**30 Semester Credit Hours**
LOWER DIVISION REQUIRED COURSES		**17 Semester Credit Hours**
INTERDISCIPLINARY STUDIES		**21 Semester Credit Hours**
UPPER DIVISION REQUIRED COURSES		**52 Semester Credit Hours**
TOTAL		**120 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
GENERAL EDUCATION CORE COURSES		
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
ENGL 2326	3	American Literature
COSC 1301	3	Introduction to Computing
SPCH 1311	3	Introduction to Speech Communication
MATH 1314	3	College Algebra
MATH 1342	3	Elementary Statistical Methods I
BIOL 1322	3	Nutrition & Diet Therapy
GOVT 2305	3	Federal Government
PSYC 2301	3	General Psychology
LOWER DIVISION REQUIRED COURSES		
SOCI 1343	3	Introduction to Public Health
KINE 1304	3	Personal/Community Health
BIOL 1306	3	Biology for Science Majors I
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
INTERDISCIPLINARY STUDIES		
Choose 21 additional semester hours or choose from the following tracks: Alternative Medicine, Science, or OTA.		
ALTERNATIVE MEDICINE TRACK		
PSYC 4327	3	Health, Stress & Coping
IHCR 3307	3	Functional Nutrition
IHCR 3308	3	The Meaning of Health
Choose 12 additional semester credit hours in Alternative Medicine related courses.		
SCIENCE TRACK		
CHEM 1411	4	General Chemistry I (lecture + lab)
CHEM 1412	4	General Chemistry II (lecture + lab)
CHEM 2423	4	Organic Chemistry I (lecture + lab)
CHEM 2325	3	Organic Chemistry II (lecture)
PHYS 2325	3	University Physics 1 (lecture + lab)
BASC 4315	3	Biochemistry I
OTA BRIDGE TRACK		
PSYC 3304	3	Abnormal Psychology
PSYC 2314	3	Lifespan Growth & Development
IHCR 1305	3	Medical Terminology
Choose 12 additional semester credit hours in the recommended OTA Bridge related courses.		

UPPER DIVISION REQUIRED COURSES		
IHCR 3354	3	Natural Healing
IHCR 3357	3	Lifestyle Health
IHCR 3360	3	Integrative Manual Therapy Techniques
IHCR 3370	3	Foundations of Chiropractic
IHCR 3363	3	Fundamentals of Oriental Medicine
PSYC 3344	3	Applied Positive Psychology
IHCR 3367	3	Functional Medicine
IHCR 3369	3	Nutrition for Healthy Aging
Choose 28 additional semester credit hours in Integrative Health related courses.		
IHCR 4365	3	Integrative Health Capstone

**Substitutions allowed for equivalent coursework from regionally accredited institutions.*

Bachelor of Science Degree with a Major in Nutritional Sciences

Mission

The mission of the Bachelor of Science with a Major in Nutritional Sciences is to provide high quality education in nutrition that prepares graduates to utilize nutrition knowledge to become food and nutrition professionals, or to pursue additional educational opportunities.

General Program Information

The Bachelor of Science with a Major in Nutritional Sciences program is designed to prepare students for careers in public health education, food management, and nutritional research. The curriculum in the Nutritional Sciences program provides students with an opportunity to study and understand principles of food and nutritional sciences and how nutrition choices can promote and improve one's quality of life. This program will also provide pathways for students to advance to graduate degree programs within the health sciences.

Program Learning Outcomes

Parker University's Bachelor of Science in Nutritional Sciences will:

- Prepare students to educate others about nutrition, lifestyle, wellness, and healthy living in clinical, community, and educational settings.
- Prepare graduates to take leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health.
- Create an important pathway for students to continue their studies in integrative health and wellness.
- Offer students an opportunity to learn from experts in alternative health practices and pursue a wellness-based career.

Length of Program

The degree may be offered through campus and web-based instructional formats and may be completed in 10 terms with a maximum satisfactory time frame for completion of 15 terms. The curriculum will include: 30 semester credit hours of general education courses, 22 semester credit hours of core science coursework, 51 semester credit hours of nutrition core requirements, and 21 semester credits in electives.

Mode of Instruction

The Bachelor of Science degree with a major in Nutritional Sciences will be offered through campus and web-based distance instructional formats.

Degree Requirements

The Bachelor of Science with a major in Nutritional Sciences requires a minimum of 124 semester credit hours of coursework which are as follows:

- 30 Credit hours in General Education courses
- 22 Credit hours in Core Science Coursework
- 51 Credit hours in Nutrition Core Courses
- 21 Credit hours in Electives

The Bachelor of Science in Nutritional Sciences program must be completed within 15 terms.

Curriculum

BACHELOR OF SCIENCE DEGREE NUTRITIONAL SCIENCES		
GENERAL EDUCATION CORE COURSES		**30 Semester Credit Hours**
CORE SCIENCE COURSEWORK		**22 Semester Credit Hours**
NUTRITION CORE COURSES		**51 Semester Credit Hours**
ELECTIVES		**21 Semester Credit Hours**
TOTAL		**124 Semester Credit Hours**
GENERAL EDUCATION CORE COURSES		**Complete 30 Semester Credit Hours**
Course ID	**Cr.**	**Course Name**
COMMUNICATION		**Complete 6 Semester Credit Hours**
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
MATHEMATICS		**Complete 3 Semester Credit Hours**
MATH 1314	3	College Algebra
SOCIAL & BEHAVIORAL SCIENCES		**Complete 15 Semester Credit Hours**
Social & Behavioral Sciences	3	Choose from: Psychology, Human Growth Sociology, or Other
HIST 1301	3	United States History I
HIST 1302	3	United States History II
GOVT 2305	3	Federal Government
GOVT 2306	3	Texas Government
HUMANITIES		**Complete 3 Semester Credit Hours**
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
COMPUTER LITERACY		**Complete 3 Semester Credit Hours**
COSC 1301	3	Introduction to Computing
BCIS 1301	3	Fundamentals of Computer Information Systems Information Systems
CORE SCIENCE COURSEWORK		**Complete 22 Semester Credit Hours**
CHEM 1411	4	General Chemistry I (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
BASC 4315	3	Biochemistry I
BASC 4305	3	Microbiology/Immunology
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)

NUTRITIONAL SCIENCES CORE COURSES		Complete 51 Semester Credit Hours
NUTR 2301	3	Introduction to Nutrition I
NUTR 2302	3	Nutrition II
KINE 2364	3	Introduction to Physical Fitness & Wellness
NUTR 2310	3	Food Science & Systems
KINE 2304	3	Personal/Community Health
NUTR 2315	3	Nutritional Assessment
NUTR 2317	3	Nutrition and Physiology
BIOL 2322	3	Nutrition & Diet Therapy
NUTR 3301	3	Nutrition Counseling & Education
IHCR 3307	3	Functional Nutrition
IHCR 3367	3	Functional Medicine
NUTR 3370	3	Nutrition in the Life Span
RSMT 3351	3	Experimental Methods & Research Design: Special Topics
IHCR 3369	3	Nutrition for Healthy Aging
IHCR 3357	3	Lifestyle Health
HCMG 4307	3	Cultural Competence in Healthcare
CPST 4351	3	Capstone Project: Special Topics/Interests

Bachelor of Science Degree with a Major in Psychology

Mission

The mission of the Bachelor of Science with a Major in Psychology program is to provide a solid foundation for the scientific understanding of psychological processes and to promote the ethical principles designed to prepare students for the increasing diversity and internationalization of the workforce and academia.

General Program Information

The Bachelor of Science degree in Psychology program focuses on theories and principles of health behavior change to problems such as alcoholism, obesity, exercise promotion, and smoking cessation. The program is offered online and includes courses in a variety of fundamental areas. The program also prepares students to work in partnership with diverse communities, tribes and the public and private sectors to respond to public health problems. Upon completion of this program, students may pursue employment in substance abuse or mental health counseling or pursue a career in secondary education. The Bachelor of Science Degree in Psychology is a pathway to a Parker University offered Master's Degree Program.

Program Learning Outcomes

The graduating student will be able to:

- Demonstrate a mastery of how different factors, such as lifestyle and social context, may influence health and illness.
- Promote an understanding of behavior that leads to a healthier lifestyle.
- Demonstrate and apply psychological knowledge, research methodology, and statistical skills.
- Pursue future studies in advanced health care related degrees.

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 42 semester credit hours of general education courses, 48 semester credit hours of psychology core courses, and 30 semester credit hours of elective courses.

Mode of Instruction

The Bachelor of Science degree with a major in Psychology program will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

Degree Requirements

The Bachelor of Science with a Psychology requires a minimum of 120 semester credit hours of coursework which are as follows:

- 42 Credit hours in General Education courses.
- 48 Credit hours Psychology Core courses.
- 30 Credit hours in Elective courses.

The Bachelor of Science in Psychology program must be completed within 15 terms.

Curriculum

BACHELOR OF SCIENCE DEGREE PSYCHOLOGY		
GENERAL EDUCATION CORE COURSES		**42 Semester Credit Hours**
PSYCHOLOGY CORE COURSES		**48 Semester Credit Hours**
ELECTIVES		**30 Semester Credit Hours**
TOTAL		**120 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
GENERAL EDUCATION CORE COURSES		**42 Semester Credit Hours**
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
MATH 1342	3	Elementary Statistical Methods I
BIOL 1306	3	Biology for Science Majors I
BIOL 1307	3	Biology for Science Majors II
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
HIST 1301	3	United States History I
HIST 1302	3	United States History II
GOVT 2305	3	Federal Government
GOVT 2306	3	Texas Government
PSYC 2301	3	General Psychology
SPCH 1311	3	Introduction to Speech Communications
COSC 1301	3	Introduction to Computing
PSYCHOLOGY CORE COURSES		**48 Semester Credit Hours**
PSYC 2314	3	Lifespan Growth & Development
MATH 2342	3	Elementary Statistical Methods II
PSYC 3301	3	Learning, Memory & Cognition
PSYC 3304	3	Abnormal Psychology
PSYC 3324	3	Clinical Psychology
PSYC 3344	3	Applied Positive Psychology
HCMG 4305	3	Ethics and Decision Making in Health Care

PSYC 4306	3	Neuroscience
PSYC 4300	3	Social Psychology
PSYC 4320	3	Personality and Motivation
PSYC 4325	3	Psychology of Human Sexuality
PSYC 4327	3	Health, Stress & Coping
PSYC 4330	3	Experimental Methods & Research Design
PSYC 4401	3	Addictions and Addictive Behaviors
PSYC 4340	3	Organizational Behavior
CPST 4365	3	Service-Learning Capstone
ELECTIVES		**Choose 30 additional semester credit hours**

**substitutions allowed for equivalent coursework from regionally accredited institution*

Associate of Applied Science with a Major in Diagnostic Sonography

Mission

The Diagnostic Sonography Program at Parker University provides students with the academic and clinical knowledge to prepare them for a career in the healthcare industry.

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, 13 technical courses, and 6 months of clinical experience courses for a total of 7 trimesters (26 months). Parker University conducts courses on a year-round basis with scheduled breaks each year. Students accepted into the Diagnostic Sonography Program are required to successfully complete all general education courses in the Pre-DS with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the major curriculum.

The major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of (75%). 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 permitted to repeat a professional course one time with two maximum course attempts. Students in the Diagnostic Sonography program are held to the standards of the university's Satisfactory Academic Progress policy.

Due to the evolving nature of the Diagnostic Sonography field, the DS curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed due to academic failure and are permitted to return to complete the program with another class, are required to test their didactic and/or laboratory skills. The student must pass with a 78% to re-enter the program. They will be advised to audit the class before and pass with a weighted total of 75%. Additionally, students are required to meet the graduation requirements of the class to which they return.

Program Goals and Objectives

The goal of the Diagnostic Sonography program at Parker University is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The goals reaffirm the program's commitment to meet the diverse needs of the students, the college and the community. By graduation the sonographer should be able to perform the following:

- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Perform appropriate procures and record anatomic, pathologic, and/or physiologic data interpretation by the physician.
- Record analyze, and process diagnostic data and other pertinent observations made during the procedure of presentation to the interpreting physician.
- Exercise discretion and judgement in the performance of sonographic and/or other non-invasive diagnostic services.
- Demonstrate appropriate communication skills with patients and colleagues.
- Act in a professional and ethical manner.
- Provide patient education relate to medical ultrasound and/or other non-invasive diagnostic vascular techniques and promote principles of good health.

Length of Program

The Associate of Applied Science with a major in Diagnostic Sonography is seven trimesters, twenty-six-month program (Based on full-time status). The Associate of Applied Science in Diagnostic Sonography program must be completed within nine trimesters of initial admission.

Mode of Instruction

The Associate of Applied Science degree with a major in Diagnostic Sonography will be offered through academic and clinical studies. The DS curriculum includes both on campus classroom education and clinical training. General education courses are offered on campus and online. The program curriculum encompasses both independent and collaborative learning.

Computer Skills and Access

Sonography students are required to demonstrate a variety of computer skills throughout the program. All students must be able to access the Parker University online teaching platform, blackboard, for instruction and dissemination of information. Some Sonography courses may operate with part of the content to be completed online and the remainder of the content delivered in the on-campus setting. Students are assigned a Parker University email address upon admission to the University. Students may utilize library computers on campus to check their Parker University email accounts and to access Blackboard. Blackboard and email accounts should be checked frequently for assignments, announcements and/or messages.

Clinical Experiences

Clinical Education is an important part of the curriculum of the Diagnostic Sonography Program. Supervised clinical experience is essential for professional preparation, as it provides the students with a “hands-on” opportunity to integrate academic knowledge with clinical skills in a professional setting. Students are not allowed to receive compensation for hours worked during clinical experience. Clinical experience will consist of forty hours per week in the students’ assigned clinical site. You will be graded on clinical performance just as you are classroom instruction.

Every effort will be made to provide local clinical experiences; however, students are not guaranteed local clinical placements and should expect clinical experience to be outside the area requiring traveling to and from the facility or possible relocation. Students do not have the option of choosing their clinical site or shift.

Prior to clinical experiences students will be required to provide 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 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.

Re-admission Requirements

Students who withdraw or are dismissed from the program must apply for re-admission according to university policy. No preferential consideration is given to prior students for re-admission. Students will be re-admitted one time only if the cumulative GPA and programmatic requirements are met in addition to the program not exceeding maximum class capacity.

Physical Requirements

Diagnostic Sonography students must exhibit good physical health and endurance. Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting and moving patients and handling equipment in a clinical setting. Ability to stand or sit for up to eight (8) hours per day and lift fifty (50) pounds. This may include lifting, pulling, bending and squatting. Additional requirements include but are not limited to clinical reasoning, attention to detail, efficiency, excellent hand/eye coordination, clearly distinguish color, ability to hear differences in sound and compassion. Direct patient contact may include invasive procedures and bodily fluids.

Persons with disabilities are eligible for admission, as long as, they can carry out classroom, laboratory and clinical assignments, patient intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the school and program. Parker University will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder completion of the curriculum. In considering a prospective or actual applicant who discloses a disability, Parker University may require an interview to determine if the individual meets the physical qualifications to complete the program. The Office of Student Services can provide more information regarding accommodations that Parker University might be able to provide.

Additional Expenses

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

- SDMS annual membership
- Costs to attend clinical experiences including meals, travel, parking, lab coat, scrubs, room and board if necessary and any other costs incurred with clinical education courses.
- Plain-colored (program specific) scrubs with the Parker University logo
- Trajecsys
- 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 always be well-maintained and clean. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up and accessories.

- Daily 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 earring on each ear permitted. No other jewelry or body piercing allowed
- Natural appearing make-up
- Fingernails – clean, neat, trimmed short; nail polish may be limited to clear or neutral shades
- Name tag
- No visible tattoos
- Plain colored (program specific) scrubs with the Parker University logo fitting appropriately
    - Neckline must not be too low
    - Pants must not be too large or small and worn at the natural waist.

Note: During Clinical placements students are to follow the established dress code for their assigned placements.

Clinical Attendance

You are expected to be at your clinical site every day except when ill or needed for an emergency in the immediate family. If more than two (2) days are required for personal illness or immediate family emergency, a conference is required between the Clinical Coordinator and the Clinical Instructor to determine opportunities and scheduling for lost days. It is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish clinical rotation if it extends beyond the scheduled time period. Students withdrawn from clinical courses will be required to repeat the entire course.

Note: Up to two (2) days can be taken for illness or family emergency only. *You are not entitled to time* off *during clinical fieldwork.*

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

Students are expected to be located at their clinical education site and ready to scan at the time their shift begins. Example: if shift begins at 8:00 am, the student should be ready to scan at 8:00 am. If the student arrives at 8:00 am, they are not ready to scan and will be considered tardy.

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

Any student displaying unprofessional behavior while performing clinical experience which causes clinical instructor to request, they be removed from their site may be terminated. Students displaying unprofessional behavior while performing clinical experience which causes Parker University to lose the clinical affiliation will be terminated from the program and will not be considered eligible for re-entry.

Degree Requirements

The Associate of Applied Science – Diagnostic Sonography is a 76-credit hour program which requires:

- 25 credit hours - General education - Pre- DS
- 36 credit hours – DS major curriculum
- 15 credit hours - Clinical fieldwork education

Graduation Requirements

In addition to Parker University's graduation requirements, a student in the Diagnostic Sonography program must complete to the following:

- Complete all degree requirements with a grade of 75% or higher in all courses.
- Register, and take a national credentialing examination
  - ARRT or ARDMS specialty within 90 days of completing the program
  - ARDMS SPI within 30 days of competing the program

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 https://online.ardms.org/prep/prerequisite.asp.

- If a student holds a bachelor's degree within the US or Canada, they will be eligible under prerequisite 3A to sit for the ARDMS specialty examination immediately after graduating from a sonography program provided, they can produce the documents required on the ARDMS website.
  - Students with a bachelor's degree from a foreign country must have their transcript evaluated by a Foreign Education Transcript Evaluation Organization.
- If a student does not hold a bachelor's degree, typically they are 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 they can produce required documents.

Curriculum

ASSOCIATE OF APPLIED SCIENCE DIAGNOSTIC SONOGRAPHY			
GENERAL EDUCATION CORE COURSES			**25 Semester Credit Hours**
DS CORE COURSES			**36 Semester Credit Hours**
DS CLINICAL COURSES			**15 Semester Credit Hours**
TOTAL			**76 Semester Credit Hours**
Course ID	**Cr.**	**Course name**	
GENERAL EDUCATION CORE COURSES			**25 Semester Credit Hours**
ENGL 1301	3	English Composition I – no substitutions	
ENGL 2326	3	American Literature (or humanities)	
MATH 1314	3	College Algebra (or Pre-Calculus or Calculus)	
PHYS 1401	4	College Physics I – no substitutions	
PSYC 2301	3	General Psychology – no substitutions	
HPRS 1106	1	Medical Terminology	
BIOL 2401	4	Anatomy and Physiology I – no substitutions	
BIOL 2402	4	Anatomy and Physiology II – no substitutions	
DS CORE COURSES			**36 Semester Credit Hours**
DMSO 1310	3	Introduction to Sonography	
DMSO 1351	3	Sonographic Sectional Anatomy	
DMSO 1302	3	Basic Ultrasound Physics	
DMSO 1342	3	Intermediate Ultrasound Physics	
DMSO 1301	3	Techniques of Ultrasound	
DMSO 1341	3	Abdominopelvic Sonography	
DMSO 2341	3	Sonography of Abdominopelvic Pathology	
DMSO 2353	3	Sonography of Superficial Structures	
DMSO 2305	3	Sonography of Obstetrics/Gynecology	
DMSO 2342	3	Sonography of High-Risk OB	
DSVT 1303	3	Intro to Vascular	
DSVT 1300	3	Principles of Vascular Technology	
DS CLINICAL COURSES			**15 Semester Credit Hours**
DMSO 2330	3	Advanced Review	
DMSO 2660 (3 months)	6	Clinical I	
DMSO 2661 (3 months)	6	Clinical II	

Course order, content and credit hours is subject to change

Associate of Applied Science with a Major 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 give scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial release, and neuromuscular therapy. The massage school teaches the art of massage through a natural health and wellness model, while the structured clinic internship prepares students for professional practice. In addition to a comprehensive curriculum, students have the advantages of an 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 Associate level degree program offers 26 credit hours of General Education courses in conjunction with the Massage Therapy Certificate (34 credit hours). 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 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 offers both a day and an evening program.

The School of Massage Therapy 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 with chiropractors and chiropractic students. The massage program offers one of the only Associate of Applied Science in Massage Therapy degree programs in Texas, and financial assistance is available to help students who qualify manage both their financial and professional goals.

Students who have graduated with a Certificate in Massage Therapy from an accredited institution may complete 26 semester credit hours of general education courses to earn an Associate of Applied Science Degree with a major in Massage Therapy.

Program Learning Outcomes

- Demonstrate both therapeutic and relaxation modalities of massage therapy in order to provide appropriate client care.
- Identify the relationship between the structure (particularly the musculoskeletal system) and function of the human body.
- Articulate an understanding that the body heals itself and the massage therapist assists in removing musculoskeletal imbalance by various massage procedures.
- Demonstrate proper professional and personal ethical guidelines which govern business/clinical practice for massage therapy.
- Develop business goals and objectives that will assist students upon graduation for a career in the massage therapy industry.
- Demonstrate the ability to incorporate basic massage technique knowledge with clinical application to provide high-quality, evidence-based care.
- 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 in order 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 five years, no credit will be given for the previous course work upon re-admission. Former students must also meet all current admission requirements.

Clinical Experiences

Please confer with the School of Massage Therapy Clinic Handbook for information on 'Clinical Experiences.'

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.

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 Licensing and Regulation (https://www.tdlr.texas.gov/mas/mas.htm) with any questions you may have or ask a Parker University Massage School staff member for assistance.

Curriculum

ASSOCIATE OF APPLIED SCIENCE MASSAGE THERAPY			
MT CERTIFICATE			**600 Clock Hours /34 Credit Hours**
GENERAL EDUCATION CORE COURSES			**26 Semester Credit Hours**
34 MT CERTIFICATE + 26 GEN. EDUCATION SEMESTER HOURS			**60 Semester Credit Hours**
Course ID	**Clock Hr**	**Credit Hr**	**Course name**
MT CORE COURSES			**600 Clock Hours/34 Credit Hours**
Trimester 1			
MTE 0101	125	7.5	Swedish Massage
AMM 0101	75	5	Anatomy & Physiology
AMM 0102	12	2.5	Pathology for the Massage Professional
HYM 0101	20	1	Hydrotherapy
HHM 0101	20	1	Human Health & Hygiene
HHM 0102	40	0.5	Nutrition
BPM 0101	8	0.5	Business Practices & Professional Ethics I
Trimester 1 Total	300	18	
Trimester 2			
AMM 0201	40	4	Applied Anatomy and Kinesiology
MTM 0201	60	2.5	Neuromuscular Therapy
MFM 0201	40	2.5	Myofascial Therapy
NMM 0205	32	2	Eastern Modalities
BPM 0201	48	3	Business Practices & Professional Ethics II
INM 0201	80	2	Massage Therapy Intern Clinic
Trimester 2 Total	300	16	
CERTIFICATE PROGRAM TOTAL	600	34	
GENERAL EDUCATION CORE COURSES			**26 Semester Credit Hours**
COSC 1301	48	3	Introduction to Computing
ENGL 1301	48	3	English Composition I
SPCH 1311	48	3	Introduction to Speech Communication
BIOL 2401	75	4	Anatomy and Physiology I
BIOL 2402	75	4	Anatomy and Physiology II
MATH 1314	48	3	College Algebra
ENGL 2326	48	3	American Literature
PSYC 2301	48	3	General Psychology
GENERAL EDUCATION TOTAL	438	26	
MT ASSOCIATE DEGREE TOTAL	1038	60	

600-hour/4 Credit Hour Basic MT Certificate Program Length: Minimum 2 terms of instruction.
Maximum satisfactory time frame completion: 3 terms
General Education Program Length: 2 terms of instruction.
Maximum satisfactory time frame completion: 4 terms

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 terms (24 months) to receive an Associate in Applied Science degree. Parker University conducts courses on a year-round basis with scheduled vacations each year. The core curriculum is offered during the day, on-campus between the hours of 9 a.m. to 3 p.m., Monday - Friday. The Clinical Fieldwork experiences occur off-campus at various locations. Included in the curriculum is an on-line seminar course which accompanies the Level II Clinical Fieldwork Experiences.

Clinical Fieldwork Experiences

Clinical Education is an important part of the curriculum of the Occupational Therapy Assistant Program. A portion of the student's fieldwork experiences occur after the didactic portion of the program is completed. Supervised fieldwork experience is 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. 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.

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.*

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.

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 representing different practice areas 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, Full-time equivalent or 32 - 40 hours per week (ranging from 256 - 320 total hours per rotation). Fieldwork experiences are **NOT** paid and **DO NOT** guarantee employment after completion. Students must compete all 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).

Program Learning Outcomes

Occupational Therapy Assistant student will be able to:

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

Length of Program

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

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, online and fieldwork (clinical) training in traditional and non-traditional OT practice settings. General education courses are offered on campus and online. The program curriculum encompasses independent, collaborative learning, and is enhanced by the utilization of the Blackboard Learning Management System.

Time Limit to Complete

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

Additional Requirements

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 *(See **Technical standards** disclosure for complete list)*. 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 their meeting these standards.

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

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.

Additional Expenses

In addition to tuition and textbooks, school supplies and fees, OTA students should expect to have the following expenses, available for purchase in the Parker University bookstore (*Prices subject to change):*

Royal blue polo shirt with the Parker University logo	**$49.95**
Name tags	$8.95
Goniometers	$25.00
OT clip board	$20.00

Professional Association student membership *(required for OTHA 1305)*

American Occupational Therapy Association (AOTA)	**$75.00**
Texas Occupational Therapy Association (TOTA)	$30.00

Certification and Licensure (fees attached to OTHA 2561)

National Board for Certification in Occupational Therapy (NBCOT)	**$555.00**
Occupational Therapy Assistant (Regular Texas License)	$100.00

Please note: Additional costs for Texas state licensure, **$38.25- background check fee**. There is a $55 cost for an **optional** temporary license. These costs are NOT included in the Certification and Licensure fees. The above listed cost for licensure is for the state of Texas only. Costs may vary from state to state, any additional costs for licensure outside of the state of Texas is not included in the above listed cost.

Clinical Fieldwork

The below items are required for the completion of Clinical Fieldwork experiences and are not included in tuition and fees. Students must provide proof of the below prior to attending clinical fieldwork experiences: **•Mandatory Health Insurance** **•Physical examination by a physician including immunizations and laboratory tests ensuring that the student is in good physical/mental health to participate Clinical Fieldwork experiences.** **•CPR/BLS certification (class offered at Parker University or show proof of completion)**
Please note: **Costs to attend clinical experiences including meals, travel, parking, lab coats, scrubs, closed toe rubber sole shoes or tennis shoes, room and board (if necessary), and any other costs incurred with clinical education courses are not included in tuition and fees.**

Program Orientation

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

Academic Advisement

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

Standards of Appearance

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

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

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

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

Attire	Acceptable	Unacceptable
Footwear	• 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

Attendance Policy- including Didactic and Clinical Attendance

A professional education at Parker University requires a full-time commitment by the student. The OTA courses are demanding, and academic standards are high. Students must expect to spend a significant part of each day in and out of class to successfully complete the program. Full realization of the learning process is reliant upon the fact that students are expected to attend and be attentive and **participatory** in all lecture and laboratory classes.

Attendance is mandatory in all scheduled classes and laboratory sessions. OTA students are required to attend **100%** of the sessions for each class. Students must attend classes on a regular basis to attain the skill, training and expertise they will need to become successful Occupational Therapy Assistants. The Occupational therapy Assistant program considers classroom/lab attendance as a component of demonstrating professional behaviors and is reflected in the attendance grade. Failure of the student to attend classes and/or laboratory sessions could result in poor academic performance by the student, possible grade reduction, or the student receiving a failing grade in the class. If a student falls below the cumulative **90%** attendance mark, they may receive an **"F"** for the course. The student is responsible for obtaining and learning subject materials presented during an absence.

Absence from any **examination/test** (lecture or lab) must be accompanied by a **written** excuse documenting the **extenuating circumstance** which prevented the student from sitting for the examination. If the excuse is considered valid by the course instructor (based on University policy), then arrangements to sit for the exam must be made with the course instructor within **24 hours.** In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. Faculty members may establish more rigorous attendance standards for their individual courses. *The program confirms that emergency circumstances (i.e., funeral, deaths, and serious illnesses of immediate family) can occur; such events will be taken under advisement by the Program Director.* However, students must provide the Program Director/faculty member with appropriate documentation within **48 hours** supporting their reason for being absent. ***In the case of repetitive or excessive absences, students may be referred to administration for more severe action, which may result in dismissal from the program.***

Excused absences are defined as: (with official documentation; doctors notes, police report, summons etc.)

- Illness and family emergencies
- Bereavement leave (Parker guidelines)
- Inclement weather
- Civic or military duty
- Mandatory religious observations
- Other situations deemed acceptable by the OTA Program Director

Unexcused absence:

- Vacation
- Personal appointments and outside work scheduling
- Failure to contact the instructor and/or Program Director
- Any other reason than those listed above

All unexcused absences will result in losing one point towards the attendance grade for each class missed.) The total number of points available will equal the number of total scheduled class days (including labs). For example, if a class has a total of 12 scheduled classes (including labs) and you are absent twice, then you will get 10/12 points or 83% for your attendance grade. Attendance will count for 5% of your overall grade for each course.

Tardiness

Tardiness is disruptive to classroom instruction. Each student should make every attempt to get to class on time. A student will be considered late or tardy if they arrive after the beginning of the scheduled class time. This includes returning late from lunch and/or scheduled breaks. Each student will be allowed ONE tardy without it resulting in a loss of attendance points. Any subsequent tardiness beyond the initial tardy, WILL result in one attendance point lost for each occurrence of tardiness. It is required that students notify (email and/or call) their instructor ahead of time if they will be arriving late for class and/or lab.

Clinical Fieldwork experience- Attendance

The dates for fieldwork are designed to meet the minimum hours required by accreditation standards. You are expected to be there every day except when ill or needed for an emergency in the *immediate* family. All other absences are to be made up.

If more than two (2) days are required for personal illness or immediate family emergency, a conference is required between the Academic Fieldwork Coordinator and the fieldwork supervisor to determine how the time will be made up; opportunities and scheduling for lost days is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish fieldwork if it extends beyond the scheduled time period.

Note: Up to two (2) days can be taken for illness or family emergency only. *You are NOT entitled to two (2) days off during fieldwork.* Notify your supervisor in advance, if you have a good reason to be absent from the location. Be prepared to relay information about your assigned caseload, including your suggestions for treatment of your patients. Under no circumstances should you ever be absent without notifying your supervisor.

Holiday Time off

Students follow the schedule set by their facility and/or immediate supervisor. This may include time off for holidays such as Labor Day, Columbus Day, or Thanksgiving. If the student is performing and progressing as expected, the fieldwork educator has discretion as to whether these days need to be made up. However, if more than 2 total days off are received for holidays, the student is expected to make up the time at a schedule specified by the site. If the make-up days extend beyond the established end date of the fieldwork placement, the AFWC must be notified.

Grading Policy

The Occupational Therapy Assistant Program has set a program and course grading policy that will measure the students' knowledge and skill outcomes as outline for that core course. The percentage of the course examinations, quizzes, homework, lab exercises, attendance, and etc. that apply toward the course final grade is determined by the program and faculty for each course and are reflected in the course syllabus. These areas and percentages can change as deemed necessary by the program and faculty to improve the course(s) for the student.

Clinical Fieldwork experience grades are factored into the student's cumulative GPA. Students must submit required clinical paperwork, associated assignments as outlined for each clinical fieldwork experience. Failure to meet course

requirement deadlines will impact the student's final grade and may result in a failing grade for the course. Students are provided with a schedule of clinical events and due dates prior to the start of each clinical fieldwork experience. Student clinical performance will be evaluated by the Academic Fieldwork Coordinator and the Clinical Instructor. The Clinical Instructor will complete, The American Occupational Therapy Association INC. (AOTA) Fieldwork Performance Evaluation Form (FWPE) to assess the students' entry-level OTA competency.

Student Failure

Students in the Occupational Therapy Assistant program are held to the standards of the university's Satisfactory Academic Progress policy. Each OTA student class advances through the program as a cohort. Progression of students is based on the successful completion of all courses with a grade of "C" (70%) or better and demonstration of proficiency in identified performance competencies. The core curriculum is designed in a developmental and sequential manner. Each program course is a prerequisite for the subsequent course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of "C" (70%) or better. If a student earns less than a "C" (70%) therefore failed a course, he or she will not be allowed to progress to the next course as a result and the student will be immediately dismissed from the program.

After being dismissed from the OTA program, the student will have an opportunity to apply for reentry into the program. The student must wait until the failed course re-sequences or for the next scheduled offering. The student may apply for re-entry for the next cohort following dismissal. Re-entry is contingent upon not exceeding the program's maximum capacity. If the cohort following dismissal is full, then the student must re-apply for the next cohort. The student is allowed to repeat a professional course one time only.

If a student does not meet Satisfactory Academic Progress at any time after being reinstated, that student will be immediately dismissed from the OTA program and will not have the opportunity to re-enter.

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 < 70 points on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for the OTA student or the fieldwork experience 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 immediate dismissal from the program and the student will NOT have the opportunity to re-enter the OTA program.

Remediation

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

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

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

Professional Core Course Repeat Policy

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

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

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: https://www.aota.org/Education-Careers/Accreditation/StandardsReview.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 73-credit hour program which requires:

- 23 credit hours- General education- Pre- professional phase
- 1 credit hour – Program Prerequisite - Pre- professional phase
- 49 credit hours - OTA core courses – Professional phase
- 34 credit hours - OTA core curriculum – Professional phase
- 15 credit hours - Clinical fieldwork education – Professional phase

Licensure 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:* https://secure.nbcot.org/data/schoolstats.aspx

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

Professional Organizations and Regulatory Agencies
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449
301-652-2682
www.aota.org

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
301.652.2682.
www.acoteonline.org

Curriculum

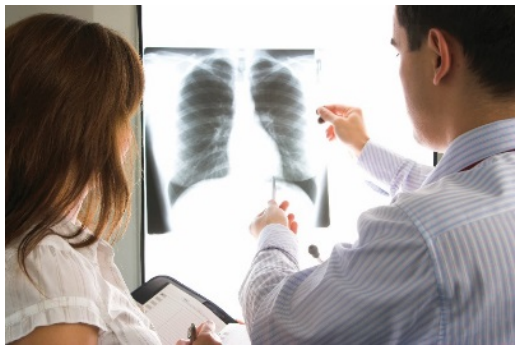
ASSOCIATE OF APPLIED SCIENCE OCUPATIONAL THERAPY ASSISTANT			
GENERAL EDUCATION CORE COURSES			**23 Semester Credit Hours**
PROGRAM PREREQUISITE COURSES			**1 Semester Credit Hours**
OTA CORE COURSES			**49 Semester Credit Hours**
TOTAL			**73 Semester Credit Hours**
Course ID	**Cr.**	**Course name**	
GENERAL EDUCATION CORE COURSES			**23 Semester Credit Hours**
ENGL 1301	3	English Composition I	
SPCH 1311	3	Introduction to Speech Communications	
BIOL 2401	4	Anatomy and Physiology I (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			**49 Semester Credit Hours**
OTHA 1305	3	Principles of Occupational Therapy	
OTHA 1211	2	Occupational Performance throughout the Lifespan	
OTHA 2309	3	Mental Health in Occupational Therapy	
OTHA 2302	3	Therapeutic Use of Occupations or Activities II	
OTHA 1161	1	Clinical in OTA II – Mental Health Fieldwork	
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 1319	3	Therapeutic Interventions I	
OTHA 1162	1	Clinical in OTA III – Adult Level I Fieldwork	
OTHA 1353	3	Occupational Performance for Elders	
OTHA 1341	3	Occupational Performance from Birth through Adolescence	
OTHA 1315	3	Therapeutic Use of Occupations or Activities I	
OTHA 1160	1	Clinical in OTA I – Pediatric Level I Fieldwork	
OTHA 2235	2	Health Care Management in Occupational Therapy	
OTHA 2230	2	Workplace skills for the Occupational Therapy Assistant (Online)	
OTHA 2560	5	Clinical in Occupational Therapy Assistant-Level II Fieldwork A (Off-Campus)	
OTHA 2561	5	Clinical in Occupational Therapy Assistant-Level II Fieldwork B (Off-Campus)	

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

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

- Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures.
- Students will apply verbal and written communication skills to effectively interact within a healthcare setting.
- Students will acquire critical thinking and problem-solving skills to effectively practice in the profession.
- Students will demonstrate radiation protection methods.

Length of Program

Parker's Associate of Applied Science with major in Radiologic Technology can be completed in 6 term with a maximum satisfactory time frame of 9 terms. The RT major curriculum is a 16-month program. The Radiologic Technology program consists of 10 months of evening classes and 6 months of clinical classes.

Mode of Instruction

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.

Criminal Background Check

Upon acceptance/admission to the University, students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting. The student will be responsible for any cost involved in a drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the RT program.

A criminal background check will be performed 30 days prior to attending the clinical setting. Students cannot participate in the clinical setting without a "clear" criminal history background check. Clinical sites, in accordance with the regulations of the State of Texas and national accreditation agencies, require employees, students, and volunteers who work with children, the elderly, or the disabled to have a "clear" criminal history background check. Agencies vary as to what the definition of "clear" means. The facilities may choose to request additional nationwide and international criminal history background checks. The final decision regarding acceptance of a student at the Clinical site based on previous criminal history rests with each facility. A student who does not have a clear criminal history record is required to meet with the RT Program Director prior to admission into the RT program to discuss the implication of the criminal record on their potential progression in and completion of all requirements of the curriculum. A felony conviction may affect a graduate's ability to sit for the American Registry of Radiologic Technologist, Radiography Examination.

Students that have a criminal background SHOULD apply to the ARRT to get a pre-application packet in order to see if the ARRT is going to allow the student to sit for the Registry. www.arrt.org/handbooklinks. There is a fee to submit a pre-application.

Physical Requirements

Each student is required to have a physical health screen check-up. Each student must exhibit good physical health and endurance. Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting and moving of patients and handling radiography equipment in a clinical setting.

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

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			
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			**32 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 1360	3	Clinical Education I	
RADR 1361	3	Clinical Education II	
RADR 2305	3	Principals of Radiographic Imaging II	
RADR 2317	3	Radiographic Pathology	
RADR 2331	3	Advanced Radiographic Procedures	
RADR 2333	3	Advanced Medical Imaging	
RADR 2360	3	Clinical Education III	
RADR 2361	3	Clinical Education IV	
RADR 2313	3	Radiation Protection and Biology	
RADR 2362	3	Clinical Education V	
RADR 2363	3	Clinical Education VI	
RADR 2335	3	Radiologic Technology Seminar	

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

Associate of Science Degree with a Major in General Studies

Mission

The mission of the Associate of Science Degree with a Major in General Studies is to provide students with the foundational skills and knowledge to succeed in the student's future career or program of study, make informed and responsible life decisions, and pursue opportunities for lifelong learning.

General Program Information

The Associate of Science in General Studies program helps students develop a basic set of transferable skills. The General Education curriculum helps to develop a deeper appreciation of the complexities and potentialities of the human experience from the perspectives of the arts, humanities, and the natural and social sciences while encouraging an understanding of imagination and creativity through the application of abstract and intuitive thinking. The program allows you to choose between four areas of concentration: Anatomy, Business, Information Technology, and Health Care. Concentrations in each discipline are a pathway to a Parker University offered bachelor's degree Program.

Program Learning Outcomes

The graduating student will be able to:

- 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 degree program may be completed in a minimum of 5 terms of instruction and with a maximum satisfactory time frame for completion of 7.5 terms. The curriculum includes: 60 semester credit Hours of General Education core courses, or 42 semester credit Hours in General Education core courses and 18 semester credit Hours of course work in a chosen concentration (i.e., Anatomy, Business, Information Technology, and Health Care).

Mode of Instruction

Associate of Science degree with a major in General Studies will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

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.

Degree Requirements

The Associate of Science with a Major in General Studies requires a minimum of 60 semester credit Hours of coursework which are as follows:

- 60 Credit Hours in required General Education courses or
  - 42 Credit Hours in required General Education courses and
  - 18 Credit Hours in courses from the student's major concentration (i.e., Anatomy, Business, Information Technology, and Health Care).

The Associate of Science in General Studies program must be completed within 7.5 terms.

Curriculum

ASSOCIATE OF SCIENCE DEGREE GENERAL STUDIES		
GENERAL EDUCATION CORE COURSES		**42 Semester Credit Hours**
ELECTIVES		**18 Semester Credit Hours**
TOTAL		**60 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
COMMUNICATION		**Complete (12) Semester Credit Hours**
COSC 1301	3	Introduction to Computing
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
SPCH 1311	3	Introduction to Speech Communications
Communication*	12	*Or choose other equivalent courses in Communications
MATHEMATICS		**Complete one (3) Semester Credit Hours**
MATH 1314	3	College Algebra
MATH 1316	3	Trigonometry
MATH 1324	3	Math for Business and Social Sciences (Finite Mathematics)
MATH 1342	3	Elementary Statistical Methods I
Mathematics*	3	*Or choose other equivalent course in Mathematics
NATURAL & LIFE SCIENCES		**Complete two (6-8) Semester Credit Hours**
BIOL 1308	3	Biology for Non-Science Majors I
BIOL 1309	3	Biology for Non-Science Majors II
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
Natural & Life Sciences*	6	*Or choose other equivalent courses in Natural & Life Sciences
SOCIAL & BEHAVIORAL SCIENCES		**Complete (15) Semester Credit Hours**
PSYC 2301	3	General Psychology
GOVT 2305	3	Federal Government
GOVT 2306	3	Texas Government
HIST 1301	3	United States History I
HIST 1302	3	United States History II
Social & Behavioral Sciences*	15	*Or choose other equivalent courses in Social & Behavioral Sciences
HUMANITIES		**Complete (6) Semester Credit Hours**
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
Humanities*	6	*Or choose other equivalent courses in Humanities
ELECTIVES		**Choose (18) additional Semester Credit Hours**
Choose from 1000 or above level courses not used in General Education Core or choose a specialization area in Anatomy, Business, and Information Technology.		

ASSOCIATE OF SCIENCE - GENERAL STUDIES CONCENTRATION OPTIONS		
ANATOMY		**18 Semester Credit Hours**
MATH	3	Choose from: Finite Math, Statistics, Trigonometry, or other if not used
BIOL	12	Choose from: Biology I, Biology II, Gen Chemistry I, Gen Chemistry II, Organic Chemistry I, Organic Chemistry II, Physics I, or Physics II, Kinesiology, Biomechanics, or Exercise Physiology if not used in gen.
PSYC 2314	3	Lifespan Growth & Development

BUSINESS		18 Semester Credit Hours
BMGT 1301	3	Introduction to Management
BCIS 1305	3	Business Computer Applications
ECON 2301	3	Principles of Macroeconomics
ECON 2302	3	Principles of Microeconomics
ACCT 2301	3	Principles of Financial Accounting
ACCT 2302	3	Principles of Managerial Accounting
HEALTH CARE		**18 Semester Credit Hours**
SOCI 1343	3	Introduction to Public Health
HITT 1311	3	Electronic Medical Records Systems (EMRS)
KINE 1304	3	Personal/Community Health
ANTH 2351	3	Social & Cultural Anthropology
BIOL 1322	3	Nutrition & Diet Therapy
PSYC 2314	3	Lifespan Growth & Development
INFORMATION TECHNOLOGY		**18 Semester Credit Hours**
BCIS 1302	3	Programming Logic and Design
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

Associate of Science Degree with a Major in Health Science

Mission

The mission of the Health Sciences department is to develop graduates to acquire professional careers in health science, to become researchers in their field of interest, to pursue advanced studies in health science programs and to develop leaders in the field of health and wellness.

General Program Information

The Health Science degree is a dynamic interdisciplinary program that allows students to prepare for many careers within the health care industry. Associate degree graduates are prepared to enter the health care workforce with opportunities in community organizations, research laboratories, and insurance companies. This program will also provide pathways for students to advance to other Parker degree programs within the health sciences.

Program Learning Outcomes

The graduating student will be able to:

- Recognize how socio-economic, cultural, behavioral, structural, biological, environmental and other factors impact the health of individuals and communities, contribute to health disparities, and provide opportunities for promoting health throughout the life course.
- Understand and apply information relevant to assessing and improving population health.
- Work independently and collaboratively, demonstrating an understanding of professional standards.
- Describe issues of health care in the United States.

Length of Program

The degree program may be completed in a minimum of 5 terms of instruction and with a maximum satisfactory time frame for completion of 7.5 terms. The curriculum includes: 32 semester credit hours of General Education courses, and 28 semester credit hours of Health Science major courses.

Mode of Instruction

The Associate of Science degree with a major in Health Science will be offered through a web-based distance education instructional format.

Degree Requirements

The Associate of Science with a major in Health Science requires a minimum of 60 semester credit hours of coursework which are as follows:

- 32 Credit hours of general education courses.
- 28 Credit hours in Health Science major courses

The Associate of Science in Health Science program must be completed within 7.5 terms.

Curriculum

ASSOCIATE OF SCIENCE DEGREE HEALTH SCIENCES		
GENERAL EDUCATION CORE COURSES		**32 Semester Credit Hours**
HEALTH SCIENCES FOUNDATION COURSES		**28 Semester Credit Hours**
TOTAL		**60 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
COMMUNICATION		**Complete (9) Semester Credit Hours**
ENGL 1301	3	Composition I
ENGL 1302	3	Composition II
SPCH 1311	3	Introduction to Speech Communications
COSC 1301	3	Introduction to Computing
Communication*	9	*Or choose other equivalent courses in Communications
MATHEMATICS		**Complete one (3) Semester Credit Hours**
MATH 1314	3	College Algebra
Mathematics*	3	*Or choose other equivalent course in Mathematics
NATURAL SCIENCES		**Complete (8) Semester Credit Hours**
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
Natural Sciences*	8	*Or choose other equivalent courses in Natural Sciences
SOCIAL & BEHAVIORAL SCIENCES		**Complete (9) Semester Credit Hours**
PSYC 2301	3	General Psychology
PSYC 2314	3	Lifespan Growth & Development
ANTH 2351	3	Social & Cultural Anthropology
HIST 1301	3	United States History I
HIST 1302	3	United States History II
Social & Behavioral Sciences*	9	*Or choose other equivalent courses in Social & Behavioral Sciences
HUMANITIES		**Complete (3) Semester Credit Hours**
ENGL 2326	3	American Literature
MUSI 1306	3	Music Appreciation
Humanities*	3	*Or choose other equivalent courses in Humanities
HS SPECIALIZATION		**28 Semester Credit Hours**
HSCI 1305	3	Medical Terminology
BCIS 1301	3	Fundamentals of Computer Information Systems
BMGT 1301	3	Introduction to Management
SOCI 1343	3	Introduction to Public Health

KINE 1304	3	Personal/Community Health
KINE 1164	1	Introduction to Physical Fitness and Wellness
HSCI 2301	3	Health Policy and Health Care System
HSCI 2305	3	Introduction to Statistics for Health Sciences
HSCI 2310	3	Development of Health Care Professions
HSCI 2315	3	Disease Prevention and Health Promotion Concepts

Certificate in Computed Tomography

Mission

The Certificate in Computed Tomography Program at Parker University produces competent CT Technologists eligible for immediate employment and certification by offering high quality educational and clinical experiences who respond to the needs of their patients while assuming a vital role in the patient's healthcare team.

General Program Information

Computed Tomography is an advanced radiographic imaging modality that utilizes highly collimated fan-shaped x-ray beam and array of radiation detectors to produce cross-sectional images of human body structures and organs needed by physicians for diagnostic purposes. Computed tomographic images can be reconstructed in various anatomical orientations to demonstrate image details that allow for better visualization of pathology, diagnostic analysis, and radiologic interpretations.

Program Learning Outcomes

- Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures.
- Students will communicate effectively with patients, peers, and other members of the healthcare team. Through effective communication students will function as a productive member of the healthcare team.
- Students will understand the purpose and importance of professional values, ethics, continuing education, and lifelong learning.
- Graduates will fulfill the needs of the health care community. The program will provide the community with graduates who are able to function as an active member of the health care team.
- Students will demonstrate radiation protection methods.

Clinical Experience

The purpose of clinical training is to provide the student with the necessary practical skills that will ensure the student masters competency in those procedures required by the ARRT. Procedure competency is continually evaluated by the instructors and qualified technical staff at the facility you choose to obtain your competencies. Skills must be completed before the CT Certificate can be given.

Students are required to obtain their own clinical sites/facilities to meet the requirements. The Clinical Experience Requirements for CT consist of 59 procedures within the 8 following categories:

- Head and neck
- Spine and musculoskeletal
- Chest
- Abdomen and pelvis
- Musculoskeletal
- Special procedures
- Image display and post processing
- Quality assurance

Candidates must document complete diagnostic quality procedures according to the following rules:

- Choose a minimum of 25 different procedures out of the 59 in 8 different categories.
- Complete and document a minimum of 3 and a maximum of 5 repetitions of the chosen procedures (Less than 3 will not be counted)
- A minimum total of 125 repetitions across all procedures must be documented
- No more than one procedure may be documented on one patient.

Students are expected to initiate and investigate new and more advanced learning opportunities, as those opportunities present themselves. Common, yet unplanned, opportunities for learning such as cardiac arrests, major trauma and rare conditions and diseases cannot by their nature be a planned part of clinical education. Therefore, the student should take the initiative to become engaged in those activities as they present themselves.

Curriculum

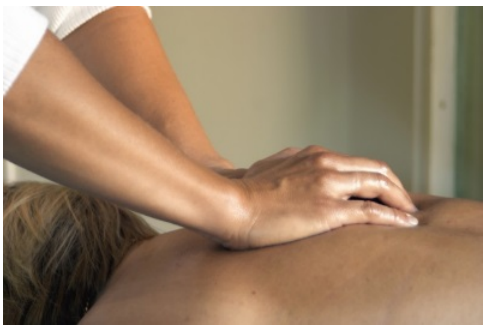
CERTIFICATE IN COMPUTED TOMOGRAPHY			
COMPUTED TOMOGRAPHY COURSES			**16 Semester Credit Hours**
Course ID	**Cr.**	**Course name**	
CTMT2432	4	Principles of Computed Tomography	
RADR2440	4	Sectional Anatomy for Medical Imaging	
CTMT2436	4	Computed Tomography Equipment and Methodology	
CTMT1491	4	Special Topics in Tomography Technology	
TOTAL	16		

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



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 faculty teach the art of massage through a natural health and wellness model, while the structured clinic internship prepares student for professional practice. In addition to a comprehensive curriculum, students have the advantages of intimate classroom size, hands-on experience and the opportunity to work with professionals in the fields. Massage therapy students enjoy the same benefits of Parker's hallmark dedication and student-centered attention that our Chiropractic and undergraduate students do. To assist students with busy schedules, the School offers both a day and an evening program. Please confer with the School of Massage Therapy Clinic Handbook for information on Clinical Experiences.

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 with chiropractors and chiropractic students. Financial assistance is available to help students who qualify manage both their financial and professional goals.

Program Learning Outcomes

- Demonstrate both therapeutic and relaxation modalities of massage therapy in order to provide appropriate client care.
- Identify the relationship between the structure (particularly the musculoskeletal system) and function of the human body.
- Articulate an understanding that the body heals itself and the massage therapist assists in removing musculoskeletal imbalance by various massage procedures.
- Demonstrate proper professional and personal ethical guidelines which govern business/clinical practice for massage therapy.
- Develop business goals and objectives that will assist students upon graduation for a career in the massage therapy industry.
- Demonstrate the ability to incorporate basic massage technique knowledge with clinical application to provide high-quality, evidence-based care.

Length of Program

The massage program is designed to be completed in eight 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 12 months of continual enrollment to complete the program. The maximum length of time to complete the program is 12 months. If a student takes a leave of absence from the program for any reason, the amount of time remaining for the student to complete the program will be calculated from the last date of attendance. If a student's leave of absence exceeds 36 months, the student will repeat the entire program. If a student has interrupted their education at Parker University School of Massage or any other massage school for more than three years, no credit will be given for the previous course work upon re-admission. Former students must also meet all current admission requirements.

Mode of Instruction

Parker University's Certificate in Massage Therapy (CMT) program is also offered in a Dual Language format. In-class lectures, handouts, and assessments are presented in Spanish. Most textbooks are in English as well as students need conversational English skills to interact with clients in the Intern clinic. All curriculum content is the same for all methods of delivery.

El programa de Certificación en Terapia de Masaje (CMT) de la Universidad de Parker también se ofrece en un formato de lenguaje dual. Las clases en clase, folletos y evaluaciones son presentadas en español. Los libros de texto están en inglés y los estudiantes necesitan tener la habilidad de conversar en inglés para interactuar con los clientes en la clínica interna. Todo el contenido de el plan de estudios es el mismo para todos los métodos de entrega.

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.

License to Practice

Students who need information regarding licensure should contact the Massage School or the regulatory body that governs massage therapy practice in the state or country where the student wishes to practice. The licensing requirements of each state 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 Licensing and Regulation (https://www.tdlr.texas.gov/mas/mas.htm) with any questions you may have or ask a Parker University Massage School staff member for assistance.

Curriculum

CERTIFICATE MASSAGE THERAPY		
MASSAGE THERAPY COURSES		**34 Semester Credit Hours**
Course ID	**Credit**	**Course name**
MTE 0101	7.5	Swedish Massage
AMM 0101	5	Anatomy & Physiology
AMM 0102	2.5	Pathology for the Massage Professional
HYM 0101	1	Hydrotherapy
HHM 0101	1	Human Health & Hygiene
HHM 0102	0.5	Nutrition
BPM 0101	0.5	Business Practices & Professional Ethics I
AMM 0201	4	Applied Anatomy and Kinesiology
MTM 0201	2.5	Neuromuscular Therapy
MFM 0201	2.5	Myofascial Therapy
NMM 0205	2	Eastern Modalities
BPM 0201	3	Business Practices & Professional Ethics II
INM 0201	2	Massage Therapy Intern Clinic
TOTAL	34	

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
    Concentrations in: Health Care Management, Management, Practice Management and Information Technology
Bachelor of Business Administration with a Major in Health Care Management
Bachelor of Science Degree with a major in Computer Information Systems
    Concentrations in: Cybersecurity, Health Care Cybersecurity and Information Technology
Bachelor of Science with a Major in Health Information Management
Associate of Applied Science with a Major in Health Information Technology
Associate of Science with a Major in Computer Information Systems
Certificates in Cybersecurity, Healthcare Cybersecurity & Information Technology

Master of Business Administration

Mission

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

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 will complete general coursework in valuable areas such as accounting, finance, management, marketing and business research methods. Graduates demonstrate a conceptual understanding of advanced business strategies and critically analyze and solve problems based on applied research methods.

Program Learning Outcomes

The graduating student will be able to:

- Evaluate an organization's financial position through financial statement analysis and/or forecasting.
- Design and compare operational and strategic plans for health care systems based on sound finance, accounting and global economic principles.
- Function with integrity and make ethical and legal decisions within the healthcare workplace.
- Demonstrate an understanding of the ethical and legal issues that impact leaders of organizations and the dynamic healthcare environment.
- Demonstrate a capacity to lead others to achieve organizational goals and to effectively manage projects, develop marketing strategies, and operations.
- Communicate proficiently in the healthcare environment through scholarly writing and knowledgeable oral presentations that lead to clarity of purpose and effective decision-making.
- Apply data driven quantitative reasoning and statistical tools to address complex problems for critical decision making in dynamic business environments.
- Critically analyze and develop health care policies and interpret and evaluate their legal and regulatory impact.

Length of Program

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

Mode of Instruction

The Master of Business Administration program is offered through campus-based, distance education and hybrid instructional formats.

Computer Skills and Access

Basic keyboarding skills are required.

Degree Requirements

The Master of Business Administration has two tracks.

1. 42 credit hour program: Master of Business Administration students must complete a total of 42 graduate semester credit hours of course work. It includes Prerequisite courses (6 graduate semester credit hours), MBA core courses (24 graduate semester credit hours), and concentration courses (12 semester credit hours). No elective courses are offered in this program.
2. 36 credit hour program: Master of Business Administration 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 concentration courses (12 semester credit hours). No elective courses are offered in this program.

Graduation Requirements

In addition to Parker University's graduation requirements, a student in the Master of Business Administration program must complete to the following:

- Complete the degree requirements with no more than two courses with a grade of "C".
- Complete all MBA degree requirements within five years of beginning coursework; exceptions for extenuating circumstances will be reviewed by the Dean.

Curriculum

MASTER OF BUSINESS ADMINISTRATION 42 HOUR TRACK			
PREREQUISITE COURSES			**6 Semester Credit Hours**
BUSINESS CORE COURSES			**24 Semester Credit Hours**
CONCENTRATION (CHOOSE HEALTH CARE, MANAGEMENT, PRACTICE MANAGEMENT OR INFORMATION TECHNOLOGY)			**12 Semester Credit Hours**
TOTAL			**42 Semester Credit Hours**
Course ID	**Cr.**	**Course name**	
PREREQUISITE COURSES			**6 Semester Credit Hours**
BUSI 5000	3	Concepts in Management	
ACCT 5000	3	Concepts of Financial Management	
BUSINESS CORE COURSES			**24 Semester Credit Hours**
BUSI 6301	3	Organizational Behavior	
MRKT 6301	3	Marketing Management	
BUSI 6305	3	Business Research Methods	
ACCT 6301	3	Accounting for Decision Making	
FINA 6301	3	Financial Management	
ECON 6301	3	Global Economic Environment	

BUSI 6310	3	Developing Ethical Leadership
BUSI 6320	3	Strategic Management
HEALTH CARE CONCENTRATION		**12 Semester Credit Hours**
MHCM 6301*	3	Health Care Policy Analysis and Decision Making
MHCM 6310*	3	Strategic Management of Health Services Organizations
MHCM 6320*	3	Corporate Compliance and Legal Issues in Health Care
BUSI 6330*	3	Graduate Business Capstone
MANAGEMENT CONCENTRATION		**12 Semester Credit Hours**
BUSI 6333*	3	Operations Management
BUSI 6340*	3	Change Management
BUSI 6350*	3	Project Management
BUSI 6330*	3	Graduate Business Capstone
PRACTICE MANAGEMENT CONCENTRATION		**12 Semester Credit Hours**
PMGT 6301/CHSC 6309*	3	Small Business Creation and Management
PMGT 6310/CHSC 7105*	3	Small Business Promotion and Leadership Skills
PMGT 6320*	3	Compliance and Legal Issues in Management
BUSI 6330*	3	Graduate Business Capstone
INFORMATION TECHNOLOGY CONCENTRATION		**12 Semester Credit Hours**
BUSI 6335*	3	Object-Oriented Programming
BUSI 6345*	3	Computer Networking
BUSI 6355*	3	Database Design and Management
BUSI 6330*	3	Graduate Business Capstone

**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**
CONCENTRATION (CHOOSE HEALTH CARE, MANAGEMENT, PRACTICE MANAGEMENT OR INFORMATION TECHNOLOGY)			**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	
BUSI 6330	3	Graduate Business Capstone	
MANAGEMENT CONCENTRATION			**12 Semester Credit Hours**
BUSI 6333*	3	Operations Management	
BUSI 6340*	3	Change Management	

BUSI 6350*	3	Project Management
BUSI 6330*	3	Graduate Business Capstone
PRACTICE MANAGEMENT CONCENTRATION		**12 Semester Credit Hours**
PMGT 6301/CHSC 6309*	3	Small Business Creation and Management
PMGT 6310/CHSC 7105*	3	Small Business Promotion and Leadership Skills
PMGT 6320*	3	Compliance and Legal Issues in Management
BUSI 6330*	3	Graduate Business Capstone
INFORMATION TECHNOLOGY CONCENTRATION		**12 Semester Credit Hours**
BUSI 6335*	3	Object-Oriented Programming
BUSI 6345*	3	Computer Networking
BUSI 6355*	3	Database Design and Management
BUSI 6330*	3	Graduate Business Capstone

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

Bachelor of Business Administration with a Major in Health Care Management

Mission

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

General Program Information

The Bachelor of Business Administration degree with a concentration in Health Care Management provides a thorough foundation for students seeking a degree in business with an emphasis on health care management. The program combines a core education in business management with a focal point on today's most critical topics in health care management. The program is geared toward building an understanding of the methods, principles, and tools crucial to advance in today's health care management landscape. Course content includes accounting, marketing, and business objectives that explore the broad range of responsibilities that face today's leading health care managers.

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

The degree may be offered through campus-based, distance education and hybrid instructional formats and may be completed in ten terms. The maximum time frame to complete the program is 15 terms.

Mode of Instruction

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

Computer Skills and Access

Basic Keyboarding Skills.

Degree Requirements

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

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

Curriculum

Bachelor of Business Administration Health Care Management			
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

Bachelor of Science with a major in Computer Information Systems

Mission

The mission of the Bachelor of Science with a Major in Computer Information Systems is to provide a thorough, well-rounded education in computer and information sciences that prepares graduates to serve as leaders in their field and their community.

General Program Information

The Bachelor of Science in Computer Information Systems program helps students understand the methods, principles, and tools crucial to advance in today's information technology and cybersecurity landscapes. Required courses include a broad range of subjects such as software design, security, networking, communications, business, and mathematics. The program allows students to choose a concentration of Information Technology, Cybersecurity, or Health Care Cybersecurity or all three with an Internship/Industrial Experience Program in IT related organizations.

Program Learning Outcomes

The graduating student will be able to:

- Exhibit the ethical leadership standards, technical knowledge, and critical thinking skills required of their profession in effective oral and written communications.
- Demonstrate proficiency in the following areas: object-oriented programming; event-driven, database-enabled applications with graphical user interfaces (including conceptual design); elegant and efficient coding; complete testing/debugging; and meaningful documentation.
- Demonstrate understanding of database concepts and proficiency in developing effective data models, designing and implementing relational databases, and manipulating data using SQL.
- Demonstrate an understanding of the technical fundamentals of telecommunications and computing networks, with reinforced knowledge of the layered network communications model, through hands-on laboratory experiences.
- Demonstrate an understanding of the integration of information systems within the enterprise by analyzing, diagramming, and evaluating the information systems processes of integrated business units. Emphasis will be placed on the functional models, physical architectures, and security controls of an organization.

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms.

Mode of Instruction

The Bachelor of Science with a major in Computer Information Systems program will be offered through a variety of instructional formats (i.e., campus-based, distance education and hybrid instructional formats).

Technical Standards

Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional certification or licensure exams. Different IT certification examinations or tests are at the discretion of the student. Parker University does not guarantee graduates will successfully pass such exams.

Note: The Cybersecurity Concentration track includes material which is covered by the Systems Security Certified Practitioner (SSCP®) exam. Detailed information on qualifications for the SSCP exam is available at www.isc2.org/sscp.

Degree Requirements

The Bachelor of Science with a major in Computer Information Systems requires a minimum of 120 semester credit hours of coursework which are as follows:

- 45 Credit Hours in General Education course
- 57 Credit Hours in BS-CIS Major Core Courses
- 18 Credit Hours in courses from the student's major concentration (Information Technology, Cybersecurity, or Health Care Cybersecurity)

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

Curriculum

BACHELOR OF SCIENCE DEGREE COMPUTER INFORMATION SYSTEMS		
GENERAL EDUCATION CORE COURSES		**45 Semester Credit Hours**
CIS CORE COURSES		**57 Semester Credit Hours**
CONCENTRATION COURSES		**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	Composition I
ENGL 1302	3	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 I
MATH 2305	3	Discrete Mathematics
MUSI 1306	3	Music Appreciation
HIST 1301	3	United States History I
HIST 1302	3	United States History II

GOVT 2305	3	Federal Government
GOVT 2306	3	Texas Government
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 (JavaScript & 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 4305	3	Advanced UNIX Administration
BCIS 4361	3	IT Audit and Controls
BCIS 4362	3	Capstone Project I
BCIS 4363	3	Capstone II Internship
CONCENTRATION COURSES		**18 Semester Credit Hours**
CYBERSECURITY		
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 and Penetration Testing
HEALTH CARE CYBERSECURITY		
HITT 1311	3	Electronic Medical Records Systems (EMRS)
COSC 2303	3	Introduction to Digital Forensics
COSC 2304	3	Security Policy Analysis, HIPPA and Implementation
COSC 4307	3	Intrusion Detection and Incident Response
COSC 3305	3	Web Application Security I
COSC 3306	3	Network Security
INFORMATION TECHNOLOGY		
BCIS 2302	3	Computer Programming I
BCIS 2303L	3	Computer Programming I 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

Bachelor of Science with a Major in Health Information Management

Mission

The mission of the Bachelor of Science with a Major in Health Information Management is to provide graduates with the technical and administrative skills to manage health information systems consistent with the professional standards (medical, ethical, and legal) in health care delivery systems. Graduates also possess the knowledge and skills needed to plan and develop health information systems that meet standards of accrediting and regulatory agencies.

General Program Information

The Bachelor of Science with a Major in Health Information Management program is integrated with existing programs to provide the community the leading health and wellness education resource. This degree will provide additional educational opportunities and contribute toward filling the need for health information management personnel in the job market.

The Bachelor of Science with a Major in Health Information Management prepares students to work in the health information management profession, which focuses on health care data and the management of health care information resources. The profession addresses the nature, structure, and translation of data into usable forms of information including the electronic health record for the advancement of health and health care of individuals and populations. Health information management professionals collect, integrate, and analyze primary and secondary health care data, disseminate information and manage information resources, related to the research, planning, provision, and evaluation of health care services. Health Information Management professionals are an integral part of the planning, implementation and utilization of electronic health record systems.

HIM graduates will be able to sit for the national certification examination to become a Registered Health Information Administrator (RHIA).

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations.

Program Learning Outcomes

The graduating student will be able to:

- Verify, analyze and validate the accuracy and completeness of health care data.
- Abstract, calculate, interpret, and present healthcare data maintained in paper-based and computer-based resources.
- Develop, implement, and manage health information policies and procedures to ensure compliance with federal, state, and accreditation agency requirements.
- Evaluate, implement, and manage both paper-based and computer- based health information systems.
- Organize and manage the health information personnel and services

Length of Program

The Bachelor of Science with a Major in Health Information Management may be competed in 10 terms of instruction with a maximum timeframe to complete of 15 terms.

Mode of Instruction

The Bachelor of Science with a Major in Health Information Management is offered through an online format reinforced with professional practice experience assignments in hospitals and other health care related facilities and organizations..

Degree Requirements

The Bachelor of Science with a major in Health Information Management requires a minimum of 124 semester credit hours of lower and upper division coursework including:

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

Graduation Requirements

In addition to Parker University's graduation requirements, a student in the Health Information Management program must complete a minimum of 40 hours of an externally supervised experience in the Professional practice experience (PPE) course.

Curriculum

BACHELOR OF SCIENCE HEALTH INFORMATION MANAGEMENT			
GENERAL EDUCATION CORE COURSES			**44 Semester Credit Hours**
HIM CORE COURSES			**80 Semester Credit Hours**
TOTAL			**124 Semester Credit Hours**
Course ID	**Cr.**	**Course name**	
GENERAL EDUCATION CORE COURSES			**44 Semester Credit Hours**
PSYC 2301	3	General Psychology	
COSC 1301	3	Introduction to Computing	
ENGL 1301	3	English Composition	
SPCH 1311	3	Introduction to Speech Communication	
BIOL 2401 & L	4	Anatomy and Physiology I	
BIOL 2402 & L	4	Anatomy and Physiology II	
MATH 1314	3	College Algebra	
MATH 1342	3	Elementary Statistical Methods	
MUSI 1306	3	Music Appreciation	
HIST 1301	3	United States History I	
HIST 1302	3	United States History II	
GOVT 2305	3	Federal Government	
GOVT 2306	3	Texas Government	
ENGL 2326	3	American Literature	
HIM CORE COURSES			**80 Semester Credit Hours**
HITT 1305	3	Medical Terminology *(prerequisite course)	
HPRS 2336	3	Pathophysiology for Health Information Management *(prerequisite course)	
HPRS 2335	3	Pharmacology and Medical Treatment *(prerequisite course)	
BHIM 1310	3	Principles of Health Information Management	
BHIM 1311	3	Fundamentals of Health Information Systems	
BHIM 1301	3	Introduction and Technical Aspects of Health Information Management	
BHIM 2310	3	Departmental Management	
BHIM 2402	4	Clinical Classification Systems (coding)	
BHIM 3201	2	Health Information management Research and Education	
BHIM 3302	3	Clinical Procedural Terminology Coding 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*

Associate of Applied Science with a Major in Health Information Technology

Mission

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

General Program Information

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

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).

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

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

Mode of Instruction

The Associate of Applied Science degree with a major in Health Information Technology is offered through online format. The curriculum is delivered through independent and collaborative learning.

Computer Skills and Access

Students must have access to the internet (DSL, LAN, or Cable connection disable) to participate in the Web-based Electronic Health Records (EHRs) Lab, as well as have the ability to use Microsoft Word and PowerPoint.

Clinical Experiences

The students will be exposed to healthcare facilities when they are in the PPE (Professional Practice experience) courses at the end of the program. The students must complete a minimum of 40 hours of an externally supervised experience in the PPE course.

Degree Requirements

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

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

Graduation Requirements

In addition to Parker University's graduation requirements, a student in the Health Information Technology program must complete a minimum of 40 hours of an externally supervised experience in the Professional practice experience (PPE) course.

Curriculum

ASSOCIATE OF APPLIED SCIENCE HEALTH INFORMATION TECHNOLOGY			
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
HITT 1345	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*

Associate of Science Degree with a Major in Computer Information Systems

Mission

The mission of the Computer Information Systems department is to provide a thorough, well-rounded education in computer and information sciences that prepares graduates to serve as leaders in their field and their community.

General Program Information

The Associate of Science in Computer Information Systems is designed for students preparing to start a career or professionals seeking to gain a competitive edge in the marketplace. The program is offered online and includes courses in a variety of fundamental areas specific to Information Technology and Cybersecurity. The Associate of Science Degree can be completed in as little as five (5) terms and gives students an introduction to Computer Information Systems as well as giving them the foundation to later specialize in Information Technology, Cybersecurity and Health Care Cybersecurity concentrations.

Program Learning Outcomes

The graduating student will be able to:

- Exhibit the ethical leadership standards, technical knowledge, and critical thinking skills required of their profession in effective oral and written communications.
- Understand and apply fundamental technical knowledge and skills that serve as preparation for more advanced CIS degree programs.
- Demonstrate an understanding of the technical fundamentals of telecommunications and computing networks, with reinforced knowledge of the layered network communications model, through hands-on laboratory experiences.
- Demonstrate an understanding of the integration of information systems within the enterprise by analyzing, diagramming, and evaluating the information systems processes of integrated business units.

Length of Program

The degree program may be completed in a minimum of 5 terms of instruction and with a maximum satisfactory time frame for completion of 7.5 terms. The curriculum includes 27 semester credit hours of General Education courses, and 33 semester credit hours of Computer Information Systems major courses.

Mode of Instruction

The Associate of 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.

Degree Requirements

The Associate of Science with a major in Computer Information Systems requires a minimum of 60 semester credit hours of coursework which are as follows:

- 27 Credit hours in General Education courses.
- 33 Credit hours in AS-CIS major courses

Curriculum

ASSOCIATE OF SCIENCE DEGREE COMPUTER INFORMATION SYSTEMS		
GENERAL EDUCATION COURSES		**27 Semester Credit Hours**
CIS MAJOR COURSES		**33 Semester Credit Hours**
TOTAL		**60 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
GENERAL EDUCATION COURSES		**27 Semester Credit Hours**
PSYC 2301	3	General Psychology
ENGL 1301	3	Composition I
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
HIST 1301	3	United States History I
HIST 1302	3	United States History II
CIS MAJOR COURSES		**33 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 (JavaScript & HTML)
Electives	9	CIS Elective Hours

Certificates in Cybersecurity, Healthcare Cybersecurity & Information Technology

Mission

The mission of the Computer Information Systems department is to provide a thorough, well-rounded education in computer and information sciences that prepares graduates to serve as leaders in their field and their community.

General Program Information

Parker University's Certificates in Computer Information Systems are geared toward building a solid understanding of theoretical methods, principles, and tools crucial to information systems and technology issues and processes. The certificates in Cybersecurity, Healthcare Cybersecurity, and Information Technology help build a solid foundation in Computer Information Systems or build upon previous knowledge.

The online program provides a blend of theory and applications, preparing students for a variety of positions in scientific and business fields, and lays the foundation for graduate studies as well as employment in a wide range of industrial and technological environments. Real-world problems and opportunities with software-intensive systems are explored, and methods to evaluate, adopt, and take advantage of emerging technologies are addressed.

Program Learning Outcomes

The graduating student will be able to:

- Exhibit the ethical leadership standards, technical knowledge, and critical thinking skills required of their profession in effective oral and written communications.
- Understand and apply fundamental technical knowledge and skills that serve as preparation for more advanced CIS degree programs.
- Demonstrate an understanding of the technical fundamentals of telecommunications and computing networks, with reinforced knowledge of the layered network communications model, through hands-on laboratory experiences.
- Demonstrate an understanding of the integration of information systems within the enterprise by analyzing, diagramming, and evaluating the information systems processes of integrated business units.

Length of Program

The degree program may be completed in a minimum of 6 months of instruction and with a maximum satisfactory time frame for completion of 9 months. The curriculum includes: 18 semester credit hours of Computer Information Systems concentration courses.

Mode of Instruction

Parker's Certificates in Computer Information Systems are 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.

Certificate Requirements

The Certificate in Cybersecurity, Healthcare Cybersecurity or Information Technology requires a minimum of 18 semester credit hours of coursework in the selected emphasis.

Curriculum

CERTIFICATE PROGRAMS COMPUTER INFORMATION SYSTEMS		
CERTIFICATE IN CYBERSECURITY		**18 Semester Credit Hours**
CERTIFICATE IN HEALTH CARE CYBERSECURITY		**18 Semester Credit Hours**
CERTIFICATE IN INFORMATION TECHNOLOGY		**18 Semester Credit Hours**
Course ID	**Cr.**	**Course name**
CERTIFICATE COURSES		**18 Semester Credit Hours**
CERTIFICATE IN CYBERSECURITY		
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 and Penetration Testing
CERTIFICATE IN HEALTH CARE CYBERSECURITY		**18 Semester Credit Hours**
HITT 1311	3	Electronic Medical Records Systems (EMRS)
COSC 2303	3	Introduction to Digital Forensics
COSC 2304	3	Security Policy Analysis, HIPPA and Implementation
COSC 4307	3	Intrusion Detection and Incident Response
COSC 3305	3	Web Application Security I
COSC 3306	3	Network Security
CERTIFICATE IN INFORMATION TECHNOLOGY		**18 Semester Credit Hours**
BCIS 2302	3	Computer Programming I
BCIS 2303L	3	Computer Programming I 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

Course Descriptions

Doctorate

BASC – Basic Sciences

BASC 5101 Biology of Cells and Tissues – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
Biology of Cells and Tissues supports the mission statement of Parker University, College of Chiropractic, by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to provide the student a sound foundation in the way cellular components of different organ systems are combined to produce coordinated function. The course requires the students to develop conceptual skills to visualize the functions of individual components and coordinate them with the overall function of an organ. The course presents the microscopic anatomy of cells, tissues organs and organ systems in the human body and correlates these structures with their various functions. The unity of the human body is examined beginning first at the cellular level with a study of the basic life processes of cells including cell structure and function. Emphasis is given to growth, maintenance, energetics, and membrane transport, as well as to how information that is used to run the cell is stored and expressed. Secondly, the manner in which different kinds of cells and their products are organized into the basic tissues are examined, and thirdly the organization of tissues within the various organs and organ systems are studied with an emphasis on the inter-relationship between the structure and function of tissues. At each step, emphasis is placed on the necessity of proper function of each component to the well-being of the whole. Reference is made to the impact of lifestyle choices (diet, activity, etc.) on the structure and function of individual components. The course consists of both lecture and laboratory sessions. In the lecture information is presented in sufficient depth and sufficient detail to support basic working concepts of structure and function. The laboratory sessions are used to help the student visualize the concepts obtained from the lectures or assigned readings and to help them apply the information obtained from these sources. This course provides a foundation for the study of biochemistry and physiology as well as illustrating the cellular organization of systems studied in anatomy.
Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

BASC 5104 Developmental and Applied Anatomy – 5 Credit Hours (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 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 landmarks.
Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

BASC 5105 Biochemistry I – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Chiropractic wellness is defined as a process of optimizing nervous system function to enhance all bodily systems; an active process employing a set of values and behaviors that promotes health and enhanced quality of life. Many factors affect wellness, including exercise, diet, rest, environmental and genetic factors. Knowledge of Biochemistry aids in this mission by teaching the student how the human body operates biochemically and in providing an understanding of basic nutrition necessary to human wellness.

This course provides an overview of fundamental concepts in biochemistry, which focuses upon the major macromolecules and chemical properties of living systems. Primary topics include basic concepts on the physical properties of water, pH, and buffers; basic organic chemistry and importance of functional groups in biomolecules; structure and function of amino acids, proteins, and nucleic acids; enzyme kinetics, general properties and regulation; cellular signaling mechanisms; bioenergetics; the structure, function and metabolism of carbohydrates; hormonal regulation of metabolism; fundamental of molecular biology: DNA replication, transcription, and translation. Emphasis is placed on using biochemistry in the process of clinical problem solving.

This course will prepare the student for a large number of other courses at Parker University, College of Chiropractic, including Biochemistry II, Physiology I and II, General and Systems Pathology, Pharmacology/Toxicology, Clinical Nutrition, Lab Diagnosis, and Differential Diagnosis.
Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

BASC 5202 Gross Anatomy I – 5.5 Credit Hours (Lecture Hours 4, Lab Hours 3*)*
This course is an intensive study of human gross anatomy and its correlations to clinical chiropractic and wellness. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. The focus of Human Gross Anatomy I includes the subjects of Back, Thorax, Neck and Head regions. The laboratory component of this course is done by human dissection.
Prerequisite(s): BASC 5104 Developmental and Applied Anatomy

BASC 5204 Physiology I – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. In this part of the physiology sequence, skeletal, smooth and cardiac muscle anatomy, excitation - contraction coupling, mechanical function, and fiber types, and function are covered. In addition, the cardiovascular and pulmonary systems are covered in part of the physiology sequence. It is important to realize that students will learn better if they know the relation of this course to the curriculum to other courses and disciplines. The course will prepare the student for a number of courses at Parker University, College of Chiropractic, including Physiology II, General and Systems Pathology, Physical Diagnosis, Lab Diagnosis, and Differential Diagnosis. The material covered in this course comprises approximately 50% of Part I boards and also is a component of Part II boards.
Prerequisite(s): BASC 5101 Biology of Cells and Tissues

BASC 5205 Microbiology/Immunology – 6 Credit Hours (Lecture Hours 5, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Microbiology is a six-credit hour lecture/laboratory course. Microbiology is the study of microorganisms further defined as the branch of biology focused on microorganisms and the effects they have on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminthes. Topics include growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms.
Prerequisite(s): BASC 5101 Biology of Cells and Tissues

BASC 5206 Biochemistry II – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Chiropractic wellness is defined as a process of optimizing nervous system function to enhance all bodily systems; an active process employing a set of values and behaviors that promotes health and enhanced quality of life. Many factors affect wellness, including exercise, diet, rest, environmental and genetic factors. Knowledge of Biochemistry aids in

this mission by teaching the student how the human body operates biochemically and in providing an understanding of basic nutrition necessary to human wellness. This course is designed to give the student a sound fundamental educational base in Biochemistry. This includes a comprehensive consideration of the role of carbohydrates, lipids, proteins, vitamins and minerals in maintaining a healthy state. It will help students to develop a general foundation for understanding the biochemical basis of human growth, metabolism and disease and acquire the biochemical background required for successful progression in the basic biomedical and clinical sciences. Special emphasis will be placed on, but not limited, to the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and minerals, and their essential biochemical roles will be explained and emphasized. This will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet.
Prerequisite(s): BASC 5105 Biochemistry I

BASC 5301 Gross Anatomy II – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
This course is an intensive study of human gross anatomy and its correlations to clinical chiropractic and wellness. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. The focus of Human Gross Anatomy II includes the subjects of Upper Extremity, Abdomen, Pelvis, and Lower Extremity regions. The laboratory component of this course is done by human dissection.
Prerequisite(s): BASC 5104 Developmental and Applied Anatomy

BASC 5303 Physiology II – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. In this part of the physiology sequence, the physiological mechanisms that regulate the renal, digestive, and endocrine, systems, as well as exercise, acid-base and temperature regulation are covered in part of the physiology sequence. It is important to realize that students will learn better if they know the relation of this course to the curriculum to other courses and disciplines. The course will prepare the student for a number of courses at Parker University, College of Chiropractic including, General and Systems Pathology, Physical Diagnosis, Lab Diagnosis, and Differential Diagnosis. The material covered in this course comprises approximately 50% of Part I boards.
Prerequisite(s): BASC 5204 Physiology I

BASC 5304 Public Health – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound educational foundation in the issues of public health topics. It is a two-credit hour course. The core curriculum consists of the basic public health topics: historical perspective of public health, public health organizations their purpose, structure and functions, social and behavioral factors affecting public health, injuries as a community health problem, safety and health in the workplace, environmental factors in disease transmission and inhibition of disease, epidemiology, food microbiology and aquatic microbiology.
Prerequisite(s): BASC 5204 Physiology I; BASC 5205 Microbiology/Immunology

BASC 5306 General Pathology – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
This course is an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the mechanism of development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with an emphasis on the fact that the pathological process is not a new entity, but a misapplication of the normal processes already encountered.
Prerequisite(s): BASC 5204 Physiology I; BASC 5205 Microbiology/Immunology; BASC 5104 Developmental and Applied Anatomy

BASC 6105 Neuroscience – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
The topics considered in this lecture / laboratory course are centered on the basic neuroanatomical and neurophysiological principles essential to establishing a foundation of knowledge related to the human nervous system. The development, differentiation, and histology of the nervous system will be studied. The external and internal configuration of the spinal cord, brain stem, cerebellum, and cerebral hemispheres will be discussed. There will be considerable discussion of the neurocircuitry within these regions. Spinal cord pathways along with pathway lesions will be emphasized. The special sensory systems will be addressed from peripheral receptors to central neural pathways. Clinical case studies will be presented and discussed as often as possible. The laboratory sessions will reinforce the structural and functional relationships of the entire neuraxis from spinal cord to cerebral hemispheres.
In this course the fundamental principles of the discipline are taught. This information is needed to form a strong intellectual foundation for further study of the subject and its clinical applications.
Prerequisite(s): BASC 5301 Gross Anatomy II; BASC 5303 Physiology II

BASC 6106 Systems Pathology – 5 Credit hours (Lecture Hours 5, Lab Hours 0)
This course is a continuation into the basic principles of pathology as covered in General Pathology. Presentations will include an in-depth discussion into multiple organ systems pathology, with an emphasis on understanding the origins of the pathophysiological disease state. An understanding of the initial factors in the early development of organ dysfunction will lead to a more appropriate intervention by the future health care provider. A philosophical discussion of the benefits of preventive care as it relates to a wellness lifestyle will also be included where appropriate.
Prerequisite(s): BASC 5306 General Pathology

BASC 6202 Pharmacology/Toxicology – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)
Pharmacology / Toxicology is the study of drugs, with special emphasis on drug usage, clinical effects, toxic reactions, and poisoning. This course has been specifically designed and organized so as to introduce students of Parker University, College of Chiropractic to the foundational concepts of Pharmacology and Toxicology. Although chiropractors in Texas do not currently prescribe drugs, the frequency with which their clients may also use prescription and/or on-prescription drugs makes it imperative for the chiropractic clinician to have a sound working knowledge of the more commonly used medicinals.
Prerequisite(s): BASC 5204 Physiology I

CHSC – Chiropractic Sciences

CHSC 5103 Foundations of Chiropractic – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)
This course will present various aspects of the foundational concepts necessary to become a successful chiropractor.

SECTION 1 Basic Principles of Chiropractic Practice
This section will cover chiropractic business procedure, portions of healthcare law including ethics, certain misconduct, and patient confidentiality, and business issues such as defining a mission, creating a budget, and understanding personal credit.

SECTION 2 Chiropractic History & Philosophy
In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the freshman chiropractic student with an introduction and orientation to the philosophical basis of chiropractic. This course explores the history of chiropractic, the chiropractic adjustment, and the early pioneers of the profession. Fundamental differences between the chiropractic and allopathic models are addressed, stressing the differences between the mechanistic and vitalistic paradigms. The course also begins with a foundational series on establishing effective study habits, organizational planning, and common-sense financial awareness to empower and encourage the student professional as he / she begins their chiropractic career.
Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC 5104 Introduction to Clinical Reasoning – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)
This course introduces the basic elements of the clinical encounter and the clinical decision-making process. Central to sound clinical decision-making is the use of evidence to inform the clinical reasoning process. Evidence comes in several forms, and each must be critically evaluated to determine its proper weight in decision-making. This course will explore the types of evidence, the methods used in clinical research, and the techniques used to evaluate evidence, building on the concepts of critical thinking introduced elsewhere in the curriculum. Students will conduct searches using Internet search engines and indexed databases and use the results to inform the evaluation, diagnosis, treatment, and prognosis for various clinical scenarios. The course culminates in the creation of an evidence-informed public service announcement regarding a clinical condition, which students will present to their peers and other members of the campus community. This course supports the Doctor of Chiropractic program by laying the groundwork for clinical reasoning and equipping students with essential skills for evaluating evidence and using evidence to inform clinical decision-making.
Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC 5105 Chiropractic Methods I – 2 Credit Hours (Lecture Hours 0, Lab Hours 2)
This course introduces the chiropractic student to the communication and hands-on examination skills commonly utilized in chiropractic practice. Through lecture and laboratory experiences, students will develop knowledge and skills in chiropractic and health care terminology, doctor-patient communication, basic history taking, spine and extremity palpation, postural and ergonomic assessment, and psychomotor skill development. Emphasis will be placed on professionalism and ethics for the practicing Doctor of Chiropractic.
Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC 5203 Clinical Biomechanics/Motion Palpation – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course introduces the concept of clinical biomechanics as it applies to the practice of chiropractic. The objective of the course is to gain an understanding of the clinical biomechanics of the spine, pelvis, and extremities as this forms the foundation to be able to scientifically diagnose and apply treatment to correct the vertebral subluxation complex. This course includes the study of procedures used to evaluate normal and abnormal joint dynamics (subluxation) of the spine and pelvis to determine if Chiropractic Manipulative Therapy (CMT) is indicated. The concepts of the subluxation complex and motion and static listing systems are introduced.
Prerequisite(s): CHSC 5105 - Chiropractic Methods I

CHSC 5301 Chiropractic Principles/Philosophy – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)
In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the chiropractic student with a deeper exploration into the philosophical principles of chiropractic, as well as the principles and philosophy developed by the college founder, Dr. James W. Parker. The core material is presented through the lens of current chiropractic issues and challenges with a primary goal to foster genuine discussion and critical thinking.
Prerequisite(s): CHSC 5103 Foundations of Chiropractic

CHSC 5302 Diversified I Technique – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)
The most widely utilized, practiced and researched method in chiropractic is a high velocity – low amplitude technique usually referred to as “Diversified”. This course covers the diverseness (both short & long lever, direct & indirect techniques) of its background and represents the student’s first exposure to the primary entity that sets chiropractic apart and makes us unique from other healing arts. This introductory course is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary to begin to develop a truly individual and unique art form of adjusting (we teach to perfection & test to standard). This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service.
Prerequisite(s): CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC 5303 Extra Spinal Analysis & Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course presents students with the fundamentals of detecting and correcting extra-spinal subluxations.
Prerequisite(s): CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC 6101 Gonstead Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic, of helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the second-year student a sound educational foundation in the Gonstead Chiropractic adjusting technique. This course introduces the student to the Full-Spine System of analyzing and adjusting spinal subluxations as developed by Dr. Clarence S. Gonstead. His system of X-ray analysis, philosophy and specific Chiropractic adjusting of the entire spine is presented. The student is introduced to the use of the cervical chair, knee chest table and pelvic bench.
Prerequisite(s): CHSC 5203 Clinical Biomechanics/Motion Palpation;

CHSC 6102 Diversified II Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
The most widely utilized, practiced and researched method in chiropractic is a high velocity – low amplitude technique usually referred to as "Diversified". This course covers the diverseness (both short & long lever, direct & indirect techniques) of its background and represents the student's first exposure to the primary entity that sets chiropractic apart and makes us unique from other healing arts. This introductory course is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary to begin to develop a truly individual and unique art form of adjusting (we teach to perfection & test to standard). This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service.
Prerequisite(s): CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC 6207 Physiotherapy I – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)
Physiotherapy modalities such as heat, cold, electrotherapy, hydrotherapy, traction, massage and light therapy are healing adjuncts to the chiropractic adjustment. While emphasis is placed on the safe application of these modalities, the course also covers an explanation of the underlying physics of each modality and instructs the student in the static and dynamic neuromuscular relationships that will be the basis of passive and active care therapies in future courses. The course will focus on the rationale and appropriate selection of therapy for selected conditions. *Prerequisite(s): BASC 6105 Neuroscience; BASC 6106 Systems Pathology*

CHSC 6206 Thompson Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course presents the students with analysis and adjusting procedures using the terminal point drop table, as developed by Dr. J. Clay Thompson. This technique uses specific diagnostic procedures, using leg length checks, specific patient positioning prior to adjustment, and post-adjustment leg checks to determine the proper application of the technique. The student will also be introduced to the proper use of the terminal point table and interpretation of pertinent X-ray findings. This technique will equip the students with the ability to analyze and interpret information obtained through the appropriate materials and Thompson protocol, and to know when and how to apply the accumulated information for favored results. The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique. The student is also introduced to the proper use of the side posture drop headpiece and its use in the toggle-recoil system of upper cervical adjusting.
Prerequisite(s): CHSC 5302 Diversified I Technique or CHSC 6102 Diversified II Technique

CHSC 6204 OB/GYN/Pediatrics – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)
Ob-Gyn course introduces the basic concepts in the diagnosis and treatment of conditions specific to the female patient. The course examines the anatomical and physiological process occurring in pregnancy and childbirth as they are clinically relevant to the practicing chiropractor. Adjusting for the pregnant female will also be discussed. Pediatrics is a primary course in the diagnosis and treatment of physical and psychosocial conditions unique to infants and children. Information on examination and chiropractic adjusting procedures will be discussed
Prerequisite(s): BASC 5304 Public Health; BASC 6106 Systems Pathology; CLSC 6103 Physical Diagnosis; CHSC 5302 Diversified I Technique

CHSC 6205 Activator I Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This is a full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr. The technique uses a system of analyzing body mechanics for diagnosis and utilizes a small, hand-held instrument called an "Activator" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust.
Prerequisite(s): CHSC 5302 Diversified I Technique

CHSC 6208 Full Spine Adjusting I – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)
This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote chiropractic wellness through high standards of education, research, and service.
Prerequisite(s): CHSC 5302 Diversified I Technique; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique

CHSC 6305 Physiotherapy II – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
Building upon the concepts learned in PT I, Physiotherapy II focuses on rehabilitation of musculoskeletal injuries. Proprioception and postural training, muscle stretching and strengthening exercises, laser, Graston Technique and trigger point therapy are integrated to mobilize a comprehensive healing response. The Triflex and Janda rehabilitation protocols are taught where appropriate for various conditions.
Prerequisite(s): CHSC 6207 Physiotherapy I; CLSC 6205 Clinical Neurology

CHSC 6307 Science and Philosophy of the Vertebral Subluxation Complex – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)
Science and Philosophy of Vertebral Subluxation Complex presents a well-rounded approach to understanding concepts in philosophy and the science of vertebral subluxation complex that supports Parker University, College of Chiropractic's mission of creating leaders who promote Chiropractic wellness. This course will present the current hypotheses and theories of chiropractic, the basis of chiropractic health care, the causes and effects of subluxation, the mechanism of visceral and somatic symptoms and dysfunctions related to subluxation, and information relative to complications and contraindications to the use of chiropractic adjustments.
Prerequisite(s): CLSC 6205 Clinical Neurology or concurrent enrollment.

CHSC 6308 Full Spine Adjusting II – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)
This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote chiropractic wellness through high standards of education, research, and service.
Prerequisite(s): CHSC 6208 Full Spine Adjusting I

CHSC 6309 Small Business Creation and Management – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
This course is a general introduction into small business management. It will include the topics related to the disciplines associated with managing a small business including all that is associated with the *startup* of a small business. Topics include ownership structures; entry into the competitive, economic, and social environment; developing a business plan and associated strategies; marketing and selling the product or service; accounting, finance and financing; tax strategies; operations; risk and insurance; legal issues; ethics; and human resources. Students will analyze and evaluate current chiropractic practices and small businesses in the healthcare field and apply management strategies through individual and group case scenarios in order to be successful small business owners.
Prerequisite(s): CHSC 6307 Science and Philosophy of the Vertebral Subluxation Complex or concurrent enrollment

CHSC 7103 Geriatrics – 2 **Credit Hours (Lecture Hours 2, Lab Hours 0**)
Geriatrics is the study of older adults and the aging process. As the average age of the population ages, so does the average age of the chiropractic patient. This course covers how aging influences the assessment, diagnosis, and management of health challenges as well as how some of these age-related conditions might be prevented.
Prerequisite(s): BASC 5304 Public Health; BASC 6106 Systems Pathology; CLSC 6103 Physical Diagnosis; CLSC 6204 Lab Diagnosis, *CLSC 6205 Clinical Neurology*

CHSC 7104 Documentation for the Chiropractic Practice – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
Documentation for the Chiropractic Practice presents a well-rounded approach to understanding concepts in patient-centered decision-making and documentation that supports Parker University, College of Chiropractic's mission of creating leaders who promote Chiropractic wellness. This course is intended to prepare the learner with the skills necessary to properly document patient care, in preparation for their clinical experience in the Parker Wellness Clinics and ultimately in their private practice. After learning the basics and processes of clinical documentation via interactive class discussions, the student will further develop those skills through case driven scenarios. Topics will include modern healthcare commerce, claims commerce, case management, coding, fee setting, Medicare, and documentation procedures related to treatment planning, patient financial reporting (billing), treatment records.
Prerequisite(s): CHSC 6307 Science and Philosophy of the Vertebral Subluxation Complex

CHSC 7105 Chiropractic Business Promotion and Leadership Skills – 3 Credit Hours(Lecture Hours 3, Lab Hours 0)
Chiropractic Business Promotion and Leadership Skills is a general introduction into the disciplines of marketing, patient billing, human resources, and effective communication strategies within the chiropractic practice/small business setting. Students will learn important business concepts for use in the chiropractic practice related to proper insurance/cash billing and coding, how effectively market and to monitor the success of the marketing strategies used, staff management (HR) policies and skills, and proper internal and external office communication strategies. Students will learn from real-world examples of current chiropractic practices and small businesses in the healthcare field and apply these concepts through individual and group learning and assessment strategies.
Prerequisite(s): CHSC 6309 Small Business Creation and Management; CLSC 6305 Differential Diagnosis or concurrent enrollment; CLSC 6303 Functional Assessment Protocols or concurrent enrollment

CHSC 7108 Full Spine Adjusting III – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)
This lab is continuation of the core courses of Diversified and Gonstead which make up the foundation of the osseous adjustive techniques of our profession. This lab only course is designed for skill building toward mastery. Varying techniques will be explored along with alternates in patient positioning, doctor positioning, different contact points, variable approach to segmental contact points, contributions from the indifferent hand, combined lined of drive (coupling), and different types of force generation. This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote chiropractic wellness through high standards of education, research, and service.
Prerequisite(s): CHSC 6308 Full Spine Adjusting II

CHSC 7401 Flexion/Distraction – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
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.
Prerequisite(s): CHSC 5302 Diversified I Technique AND CHSC 6102 Diversified II Technique, OR CHSC 6101 Gonstead Technique

CHSC 7402 Sacral Occipital Technique (SOT) – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
Sacral Occipital Technique (SOT) presents a system of chiropractic analysis and correction as developed by Major Bertrand DeJarnette, D.C., D.O. This category system establishes a logical and effective structure for diagnosis and treatment based upon three identifiable and interrelated systems of body reaction. Each of the categories is marked by its own symptomatology and technique correction. Students will be learning the basic procedures and a protocol to apply this powerful system to your patients.
Prerequisite(s): CHSC 5302 Diversified I Technique AND CHSC 6102 Diversified II Technique, OR CHSC 6101 Gonstead Technique

CHSC 7403 Applied Kinesiology – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course introduces students to Applied Kinesiology (AK), a system of chiropractic analysis and adjustment developed by Dr. George Goodheart in 1964. This technique utilizes specific muscle testing procedures to assist in the location of interference to the nervous system and correction by using the "Five Factors of the Inter-Vertebral Foramen." Further study is made of the pelvic categories and cranial analysis and adjustment. The student is also introduced to the concepts of organ dysfunction analysis and correction.
Prerequisite(s): CHSC 5302 Diversified I Technique AND CHSC 6102 Diversified II Technique, OR CHSC 6101 Gonstead Technique

CHSC 7404 Upper Cervical – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the chiropractic student with a deeper exploration into the principles and practice of upper cervical chiropractic care. This course will teach the chiropractic student how to competently detect and correct the upper cervical subluxation complex. The side posture adjusting table will be the table utilized. Other upper cervical techniques will be introduced in an overview format to encourage the student to continue future study in specific techniques of chiropractic upper cervical care.
Prerequisite(s): CHSC 5302 Diversified I Technique; CHSC 5303 Extra Spinal A&T; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique; CHSC 6206 Thompson Technique; CHSC 6205 Activator I Technique

CHSC 7407 Activator Methods II – 2 **Credit Hours (Lecture Hours 1, Lab Hours 2**)
This is a continuation of the full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr taught in Activator I. The technique uses a system of analyzing body mechanics for diagnosis and utilizes a small, hand-held instrument called an "Activator" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust. At the completion of this course, the student should be able to do full spine and extremity adjusting utilizing both the Basic and Advanced Protocols of Activator Method Chiropractic Technique
Prerequisite(s): CHSC 5302 Diversified I Technique; CHSC 5303 Extra Spinal A&T; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique; CHSC 6206 Thompson Technique; CHSC 6205 Activator I Technique

CLIN – Clinical Internships

CLIN 7203 Internship Practicum I (IP I) – 16 Credit Hours (Lecture Hours 5, Lab Hours 22)
In this course, interns will demonstrate mastery of recovery care skills in patient history, examination, and treatment planning and application via Parker patients and case-based scenarios in lumbo-pelvic-hip complex, cross syndromes, knee, ankle, and shoulder topics.
Prerequisite(s): All academic courses from trimesters 1 – 7

CLIN 7303 Internship Practicum II (IP II) – 16 Credit Hours (Lecture Hours 5, Lab Hours 22)
This course teaches interns to render patient care to the public for recovery, supportive, and wellness needs in preparation for experience with increased patient case complexity during Internship Practicum III.
Prerequisite(s): CLIN 7203 Internship Practicum I

CLIN 8103 Internship Practicum III (IP III) – 16 Credit Hours (Lecture Hours 5, Lab Hours 22)
Internship Practicum III is a continuation of Internship Practicum I and II and is the culmination of the intern's clinical experience. Interns are exposed to business practices to help prepare them to successfully plan and operate their own clinic. The intern is required to meet all clinic competencies in order to graduate from the Doctor of Chiropractic Program. Interns may voluntarily apply for selection to participate in the Community Based Internship Program. This program introduces them to chiropractic practices in the field, Cancer Treatment Centers of America and the Veterans Administration.
Prerequisite(s): CLIN 7203 Internship Practicum I and CLIN 7303 Internship Practicum II

CLSC – Clinical Sciences

CLSC 5102 Fundamentals of Dx Imaging – 2.5 Credit Hours (Lecture Hours 2, Lab hour Hours 1)
Fundamentals of Diagnostic Imaging (FDI) is an introduction to the basic principles that govern diagnostic imaging. It is designed to provide a succinct tutorial in the production of x-rays and acquisition of diagnostic quality images. The course includes discussion regarding the history and discovery of x-rays, as well as, the practical physics behind them. Additional topics include x-ray interactions with matter, x-ray film and screens, film processing, radiation protection and radiobiology. The course concludes with a look at contemporary imaging modalities such as magnetic resonance imaging (MR), computed tomography (CT) and nuclear medicine.
Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CLSC 5201 Clinical Psychology – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
Clinical Psychology has three main areas or purposes. The first is learning to use psychological principles in dealing with patients. Crisis intervention, communication skills training, stress reduction and pain management are among the principles included. The second is the recognition of psycho-pathological conditions in order to help the intern with treatment planning and referral. Thirdly, the intern will better understand the influence of the mind/thoughts/emotions on physical health.
Prerequisite(s): Enrollment at Parker University, College of Chiropractic

CLSC 5301 Diagnostic Imaging I – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course focuses on the recognition and understanding of normal images, variations of normal and congenital anomalies of the neuro musculoskeletal structures of the axial and appendicular skeleton. Although conventional radiography will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be evaluated. An introduction to roentgenometric of the axial and appendicular skeleton, scoliosis and spondylolisthesis will also be provided. Osseous dysplasias will also be studied. We will also cover an introduction to basic principles of radiographic interpretation.
Prerequisite(s): CLSC 5102 Fundamentals of Diagnostic Imaging; BASC 5104 Developmental and Applied Anatomy

CLSC 6103 Physical Diagnosis – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Physical Diagnosis is the most fundamental of diagnostic techniques. After an introduction to diagnosis and clinical history taking, the course covers the basic principles and procedures used in physical examination, including inspection, palpation, percussion and instrumentation of the various body systems. Multiple conditions are presented as they relate to chiropractic practice.
Prerequisite(s): BASC 5301 Gross Anatomy II; CHSC 5203 Clinical Biomechanics/Motion Palpation

CLSC 6104 Diagnostic Imaging II – 5 Credit Hours (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 arthritis disorders, and autoimmune connective tissue disorders such as systemic lupus and scleroderma. This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service.
Prerequisite(s): CLSC 5301 Diagnostic Imaging I; BASC 5306 General Pathology

CLSC 6105 Clinical Nutrition – 4 **Credit Hours (Lecture Hours 4, Lab Hours 0**)
This course presents the principles and practice of scientifically based clinical nutrition. Topics discussed include assessment of nutritional status considering nutritional implications of the physical exam, laboratory studies, and more). Topics include macronutrients, micronutrients, phytonutrients, enzymes, antioxidants and other nutrients. Various conditions are discussed with emphasis on understanding that they are different expressions of imbalances and/or dysfunction that are preventable and correctable in many cases. Emphasis is on those conditions likely to be seen in the chiropractic practice that will respond to nutritional intervention thereby increasing the health and wellness of the patients.
Prerequisite(s): BASC 5303 Physiology II; BASC 5206 Biochemistry II; BASC 5306 General Pathology

CLSC 6201 Clinical Orthopedics – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course introduces students to proper Orthopedic examination procedures and test for the cervical, thoracic, and lumbar spine, pelvis, shoulder, elbow, wrist, hand knee, ankle and foot. It also presents an organized system for approaching Musculoskeletal disorders and introduces students to the necessity of differentially diagnosing between Musculoskeletal disorders and visceral disease processes.
Prerequisite(s): BASC 5301 Gross Anatomy II; CHSC 5203 Clinical Biomechanics/Motion Palpation

CLSC 6204 Lab Diagnosis – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course teaches clinical laboratory diagnostic tests and procedures as they relate to the identification and diagnosis of systemic disorders of the human body. This includes blood chemistry, hematology, urinalysis and a variety of other laboratory tests. The course emphasizes laboratory tests that are useful for evaluating health and wellness in the chiropractic practice.
Prerequisite(s): BASC 5303 Physiology II; BASC 5301 Gross Anatomy II; BASC 6106 Systems Pathology; BASC 5304 Public Health

CLSC 6205 Clinical Neurology – **5 Credit Hours (Lecture Hours 4, Lab Hours 2**)
This course expands on the physical and orthopedic examination courses. Clinical neurology will be presented in a fashion which is pertinent to the practice of chiropractic. Allopathic applications will be given where necessary. Students will be strongly encouraged to build upon information presented in earlier courses such as anatomy, physiology, and the neurosciences. Clinical neurology will require critical analysis and problem-solving skill sets. This course will help the student to understand the neurophysiological ramifications of the subluxation complex and the practice of chiropractic. This course also serves to develop the student competency in performing chiropractic neurological evaluations that are essential to clinical practice.
Prerequisite(s): BASC 6105 Neuroscience; CLSC 6103 Physical Diagnosis

CLSC 6303 Functional Assessment Protocols – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to teach the musculoskeletal portion (excluding orthopedics) of the Parker patient assessment procedure which is organized in regional format and sensitive for the relationships between spine and frame asymmetry and relative pain, dysfunction, degeneration, and disorder in the body. This course will utilize evaluation skills such as posture inspection, soft tissue mobility, palpation, range of motion, and fundamental movement assessments to teach proper implementation of skills necessary for clinic entrance, internship, and private practice.
Prerequisite(s): CLSC 6103 Physical Diagnosis; CLSC 6205 Clinical Neurology or concurrent enrollment

CLSC 6305 Differential Diagnosis – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound educational foundation in the development of a differential diagnosis and working diagnosis through the presentation and evaluation of cases and case studies. In addition to the development of working diagnosis the course is designed to discuss basic patient management in preparation for more advanced discussion in the following Patient Management course. This course requires that the student research outside sources to gain insight in the development of critical thinking skills essential for differential diagnosis and patient management. Emphasis will be placed on common conditions the Chiropractor will encounter during practice. The course will introduce a systematic approach to the development of a differential diagnosis using sound reasoning skills that have been gained over the course of the student's studies. In addition algorithms will be introduced as an aid to performing a diagnosis.
Prerequisite(s): CLSC 6103 Physical Diagnosis; CLSC 6201 Clinical Orthopedics; CLSC 6205 Clinical Neurology; CLSC 6204 Lab Diagnosis; CLSC 6104 Diagnostic Imaging II

CLSC 6306 Diagnostic Imaging III – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course supports the mission statement of Parker University, College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound educational foundation in imaging of the chest, abdomen and internal derangement of joints. The course requires that student to research outside sources to gain insight into the concepts presented. The course will introduce a systematic approach to the interpretation of plain film and advanced imaging of the chest, abdomen and select joints. The understandings of the concepts presented are absolutely essential to become a successful Chiropractor. Areas of emphasis are listed in the learning objectives below. Students are encouraged to help each other in class and lab.
Prerequisite(s): BASC 6106 Systems Pathology; CLSC 6104 Diagnostic Imaging II; BASC 5301 Gross Anatomy II

CLSC 7104 Emergency Care – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)
This course supports the mission statement of Parker University by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound foundation in handling emergency situations in public settings as well as private practice. Emphasis will be placed on knowledge and proficiency in CPR (Cardio-Pulmonary Resuscitation), application and use of an AED (automated external defibrillator), use of emergency oxygen and the management of soft tissue, musculoskeletal and spinal injuries, shock, heart attacks, strokes, and common medical emergencies including seizures, diabetic emergencies and heat and cold emergencies. The main body of information will be presented in a lecture format with hands on directed labs.
Prerequisite(s): BASC 5303 Physiology II; BASC 5301 Gross Anatomy II

CLSC 7105 Wellness Concepts – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)
This course supports the mission statement of Parker University by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Wellness requires active patient participation. It is a process of achieving the best health possible given one's genetic makeup by pursuing an optimal level of function. This course is designed to address the internal and external environmental risk factors that contribute most significantly to wellness. The course stresses the health of the whole person: physical, mental, emotional, social and spiritual. Topics include stress management, diet, exercise, relaxation, disease prevention, and health risks.
Prerequisite(s): BASC 5304 Public Health; BASC 6106 Systems Pathology; CLSC 6103 Physical Diagnosis; CLSC 6204 Lab Diagnosis

CLSC 7106 Patient Management – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)
This course is a dynamic, interactive, and clinically challenging course which will transition the learner into real world practice. This course will address the more common conditions that a chiropractor will see in practice. Differential diagnosis, clinical decision making, outcome measures, and case scenarios will be the core focus of this course. Integration of physical, orthopedic, and neurologic examination techniques will be presented as clinically relevant. The student will be directed in the "best practices" management of clinical cases as most suggested by the peer-reviewed literature and evidenced based standards. Evaluation and procedural coding scenarios will be presented where prudent and applicable.
Prerequisite(s): CLSC 6305 Differential Diagnosis

CLSC 7107 Radiographic Examination – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)
This course concentrates on the skills and knowledge required to properly perform an optimal radiographic examination. In the lab, emphasis will be placed on patient positioning and protection, technique calculations, and instrument operation. The lecture will focus on determining the need for x-rays, informed consent procedures, using the supertech calculator, generating a radiographic report, referring for additional imaging and professional communication with specialists in radiology and other disciplines.
Prerequisite(s): CLSC 6104 Diagnostic Imaging II

Graduate

ACCT – Accounting

ACCT 5000 Concepts of Financial Management – 3 Credit Hours
This course prepares students to succeed in three of the core MBA courses: ACCT6301, Accounting for Decision Making; ECON6301, Global Economic Environment; and FINA6301, Financial Management. The course is a general introduction to the disciplines of accounting, economics, and finance. Students will learn principles of financial accounting and the creating of commonly used financial statements; principles of micro-economics and macro-economics, and principles of finance including the time value of money, capital budgeting, and the cost of capital. Students entering the MBA program without an undergraduate degree in a business discipline will be required to have completed this course or equivalent prior to enrolling in any of the business core courses.

ACCT 6301 Accounting for Decision Making – 3 Credit Hours
Students learn to research, evaluate, analyze and present an organization's financial position using managerial accounting techniques. Topics include financial statement analysis, costing, forecasting, budgeting, and performance measures. Emphasis will include the use of accounting information to communicate and support ethical managerial decision making and planning.

BUSI – Business

BUSI 5000 Concepts in Management – 3 Credit Hours
This course prepares students to succeed in three of the core MBA courses: BUSI6301, Organizational Behavior; MRKT6301, Marketing Management; and BUSI6305, Business Research Methods. The course is a general introduction to the disciplines of marketing, management and statistics. The course includes the study of accepted concepts, practices, and theories in the modern business environment. Topics include strategy, motivational approaches, human resource management, organizational analysis and design; management and leadership; global management; organizational culture, change and change management; marketing and marketing management; statistics and statistical analysis; sampling; and decision making. Students will apply concepts, practices, and theories to actual organizational situations as they learning to implement, integrate, and assimilate practical business solutions. Students entering the MBA program without an undergraduate degree in a business discipline will be required to have completed this course or equivalent prior to enrolling in any of the business core courses.

BUSI 6301 Organizational Behavior – 3 Credit Hours
Students focus on three factors that contribute to successful organizational performance: individual behavior, group/team behavior and organization-wide processes. Topics include ethics, diversity, communication, motivation, leadership, conflict management and organizational culture, structure and change. Learning activities emphasize practical application of organizational theory.

BUSI 6305 Business Research Methods – 3 Credit Hours
This course examines the quantitative tools and techniques used to model business functions and applications. Emphasis is placed on how to set up models, and how to interpret and apply their results. Quantitative tools will include forecasting, risk analysis, uncertainty assessment, inferences from samples, and regression analysis. Guidance is provided in planning research strategy, documentation of research data, and design of a defensible study.

BUSI 6310 Developing Ethical Leadership – 3 Credit Hours
This course will focus on academic theory and research leading to modern leadership approaches as well as learning and applying ethical decision making. Students will also utilize leadership self-assessment tools to learn more about their own personal leadership style.

BUSI 6320 Strategic Management – 3 Credit Hours
This course is the capstone of the business core requirements of the MBA degree and is taken in the last term prior to beginning the concentration. Topics include assessment of external and internal environments, allocating resources, developing and applying policy and procedures utilizing various strategic models. This course will include a component of managing change.

BUSI 6330 Graduate Business Capstone – 3 Credit Hours
This course serves as the capstone course for the Parker University Master of Business Administration. The main areas of focus for the course are the application of strategic management for competitive advantage related to business organizations in today's competitive environment, corporate compliance and legal issues, and management and leadership of organizations. Students will conduct case studies and a practicum project related to their concentration.

BUSI 6333 Operations Management – 3 Credit Hours
Students will learn in this course the operations of running and interfacing processes and systems that create goods and/or provide services for organizations. Other topics include facility location and layout, forecasting, inventory and capacity management, product and service design, scheduling, task and workflow analysis, and quality management.

BUSI 6335 Object-Oriented Programming – 3 Credit Hours
This course covers advanced Java programming capabilities to develop and maintain e-commerce web sites, multithreaded applications, networking (applets, sockets and RMI), database utilization, as well as other advanced tools for developing Java applications.

BUSI 6340 Change Management – 3 Credit Hours
This course will focus on the strategies of managing change in a business environment. The student will learn to identify the steps of a change process, analyze a change situation, choose an appropriate course of action, set goals, mitigate the risk of failure and monitor the progress of a change. Other topics include employee motivation, identifying the need for change, assessing change options, planning for change and then implementing and managing change process to ensure successful outcomes.

BUSI 6345 Computer Networking – 3 Credit Hours
This course will focus on advanced networking topics including cloud computing, Internet routing, network programing and management, network measurement, software defined networking and network architectures. Other topics include wireless and sensor networks, congestion control, quality of network service and mobile computing.

BUSI 6350 Project Management – 3 Credit Hours
Students will learn to use advanced project management techniques, concepts and methods to plan, organize and control projects within an organization. Topics include problem-solving techniques and strategies used facilitate resolution of problems, project scheduling techniques including CPM, CHARTS, GANTT, PERT, resource constrained scheduling, and WBS. The student will learn to use techniques and strategies that mitigate internal and external risks, as well as conflict resolution that ensures timely project completion.

BUSI 6355 Database Design and Management – 3 Credit Hours
This course will cover advanced concepts related to the design, implementation and management of database management systems. The student will learn various topics such as data mining, data warehousing, functions stored procedures, transactions, and triggers through creating, deploying, and utilizing various relational database designs.

ECON – Economics

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 firm's operation around the globe, addressing areas such as economic indicators and forecasting, employment and unemployment, interest rates, inflation, and monetary policy; global trade in goods and capital, foreign exchange rates, and emerging market crises. The impact of economic globalization and increasing global knowledge/information will be emphasized.

FINA – Finance

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.

MHCM – Master's Health Care Management

MHCM 6301 Health Care Policy Analysis and Decision-Making – 3 Credit Hours
This course will introduce the theories and methods involved in the development of healthcare policy, and the role of healthcare professionals working in interdisciplinary teams. Students will examine the historical and contemporary approaches used in analyzing complex health policy issues. Throughout the course the tools used in the analysis, decision and policy making process, and in policy design, implementation, and evaluation will be discussed. Must be taken after core courses are completed.

MHCM 6310 Strategic Management of Health Services Organizations – 3 Credit Hours
The focus of the course will be on the role and function of managed care organizations as it pertains to the management of health insurance. Students will evaluate the various types of health insurance options that are available to consumers and analyze the inter-workings of managed care operations. Emphasis will be placed on laws and regulations, accreditation and performance management, member services, budgeting, and patient protection and affordable care act. Must be taken after core courses are completed.

MHCM 6320 Corporate Compliance and Legal Issues in Healthcare – 3 Credit Hours
This course provides the student the basic structure of a corporate compliance program including laws and penalties surrounding compliance and monitoring/auditing practices. The course will identify areas of concern and risk for various healthcare settings. Must be taken after core courses are completed.

MRKT – Marketing

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.

NEUR – Neuroscience

NEUR 5300 Review of Human Neurobiology – 3 credits
The course consists of online interactive presentations which review advanced undergraduate human neurobiology. Central and peripheral nervous system anatomy will be reviewed with emphasis on the distributions of the cranial and spinal nerves, including the autonomic nerves. Neuronal cell biology will be covered in depth, with detailed consideration of developmental biology and of the regulation of membrane potential, axonal transport, cell-cell signaling, neuronal repair and apoptosis.

NEUR 5401 Advanced Functional Neuroanatomy – 3 credits
This course consists of an in-depth study of the anatomy of the central and peripheral nervous systems. Focus will be placed on the brain stem, cranial nerves, peripheral nerves as well as the cerebral cortex. An anatomically focused identification of common sites of pathology will be undertaken, with particular emphasis on CNS pathology such as demyelinative, vascular and traumatic lesions. Advanced imaging (MRI) correlation will also be utilized throughout the course, and video/online human brain dissection aids will be utilized. This course will serve a major foundation for the anatomical basis for functional neurorehabilitation studies in future courses.

NEUR 5302 Pain Physiology and Management – 3 credits
The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with the physiology and management of pain. Mechanisms of pharmacological and physical analgesia will be dealt with in depth, including pain relief from acupuncture and manual therapies. Special topics will include referred pain, phantom limb pain and complex regional pain syndromes.

NEUR 5303 Sensorimotor Integration and Reflex Physiology – 3 credits
The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with reflex physiology and sensorimotor integration. Learners will identify sites of sensorimotor integration in the brain and spinal cord and will learn in detail the connections between sensory and motor neurons. This will provide understanding of how sensory input can both aggravate and relieve motor signs and symptoms. This provides context for the later study of such phenomena as the dystonias and somatovisceral disorders.

NEUR 5304 Management of CNS disorders – 3 credits
The course consists of online interactive presentations, supplemented by the viewing of video recordings of patients, and the reading and analysis of core research papers dealing with CNS disorders. The focus will be on the diagnosis and treatment of CNS disorders that respond to manual and evidence-based neurorehabilitation therapies. Specific topics will include management of the post-stroke/post-traumatic brain injury patient, concussion, movement and disorders of motor control.

NEUR 5305 Management of PNS disorders – 3 credits
The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with PNS disorders. The focus will be on the diagnosis and treatment of PNS disorders that respond to manual and evidence-based neurorehabilitation therapies. Specific topics will include mono and polyneuropathy, radiculopathy, and myopathy.

NEUR 5306 Management of ANS disorders – 3 credits
The course consists of online interactive presentations, supplemented by the reading and analysis of core research papers dealing with ANS disorders. The focus is on the diagnosis and treatment of ANS disorders that respond to manual and adjunctive therapies. Specific topics include orthostatic hypertension, whiplash associated disorders and post-concussion syndromes.

NEUR 6106 Research Design and Scholarly Activity – 3 credits
This course is an interactive study of research methodology and critical appraisal of the literature. Data collection and management techniques will be explored with an overview of essential statistical methods. Emphasis will be placed on the development of a research hypothesis, experimental design, data management and manuscript preparation. The course is intended to prepare the learner to be capable of the design, development and completion of an original research project and thesis presentation. This course serves and a foundation for thesis preparation and future scholarly activities.

NEUR 6310 Professional Communications – 3 credits
The course consists of online interactive presentations that characterize discourse in biomedical research communications. Learners will critique content and style guidelines, and journals' instructions to authors. An overview and discussion of the peer review process and trends toward open access publications will be performed. Learners will work toward competence by critiquing the writings of others and themselves. Learners will write one complete case report by course completion and will produce a first draft of an in-depth review of salient literature that will form the basis of their capstone project/thesis.

NEUR 6312 Emerging Themes in Human Neuroscience – 3 credits
The course consists of online interactive presentations, supplemented by the online discussion of papers dealing with new and emerging themes in human neurosciences. Learners will practice the skills of analyzing new discoveries, theories and technologies so that they can make evidence-based decisions and advise others on potential future incorporation of novel therapeutic interventions. Course content will react to current events and controversies but will include such topics as the effects of manual and brain-based therapies and their utilization in patient management.

NEUR 6320 Capstone Project/dissertation – 3 credits
Learners will write a manuscript of publishable quality, such as a systematic or scoping review, addressing a topic that they have chosen in discussions with a faculty member/advisor. The learner and faculty advisor will correspond directly during the evolution of the paper, which shall be graded as either pass or fail. All capstone projects will be prepared and submitted to the appropriate journal for publication.

NEUR 6325 Clinical Residency – 3 credits
Learners will participate in at least 90 hours of supervised clinical practice in a facility approved by the university. They will demonstrate their proficiency at diagnosis and treatment of patients with complex neurological disorders and designing and implementing effective management plans. This component of the program will be graded as either pass or fail.

NUTR – Nutrition

NUTR 5100 Functional Nutrition Therapy I – 3 Credit Hours
This course includes evidence-based guidelines and current nutrition theory as it relates to the immune, cardiovascular, and gastrointestinal systems as well as energy imbalance and an overview of the Nutrition Care Process. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.

NUTR 5200 Functional Nutrition Therapy I – 3 Credit Hours
This course includes evidence-based guidelines and current nutrition theory as it relates to the Gallbladder, Pancreatic, Liver, Endocrine, Renal, Hematological, and Neurological systems. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.
Pre-Requisite: NUTR5100 Functional Nutrition Therapy I

NUTR 5300 Functional Nutrition Therapy I – 3 Credit Hours
This course includes evidence-based guidelines and current nutrition theory as it relates to the Respiratory, Neoplastic, HIV/AIDS, Musculoskeletal, and Metabolic systems. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.
Pre-requisite: NUTR5200 Functional Nutrition Therapy II

NUTR 5500 Evidence-Based Outcomes Research in Nutrition – 3 Credit Hours
This course emphasizes gaining skills required to plan and execute research studies in nutrition sciences. Topics include scientific writing, literature review skills, developing hypotheses, human ethics in research, and scientific presentation skills.

NUTR 5600 Nutrition Across the Lifespan – 3 Credit Hours
This course presents different methods used for assessment and screening of nutritional status for the purpose of promoting health. The use of anthropometric, dietary, clinical and biochemical measures is emphasized in pregnancy and lactation, infancy, childhood, adolescence, adults, and elderly populations.
Pre-requisite: NUTR 5100 Functional Nutrition I

NUTR 6100 Nutrition and Exercise Performance – 3 Credit Hours
This course offers an advanced overview of the role of nutrient selection, metabolism, and timing play in supporting and improving human physical performance. Emphasis will be placed on applying evidence- based strategies and recommendations to realistic case studies.

NUTR 6501 Nutrition Biochemistry I – 3 Credit Hours
The course is designed to facilitate the understanding of biochemical principles and concepts to human nutrition. Topics include metabolism of carbohydrates, lipids, proteins and amino acids.

NUTR 6502 Nutrition Biochemistry II – 3 Credit Hours
This course focuses on the integration of chemical, biological, and physiological functions of vitamins and minerals as related to human nutrition.
Pre-requisite: NUTR 6502 Nutrition Biochemistry II

NUTR 6999 Capstone – 3 Credit Hours
This course serves as the Master's Capstone for Parker University Masters of Functional Nutrition program. The Capstone course affords the opportunity to conduct applied research, program planning, or program evaluation on a specific nutrition problem, topic, or existing program in either a community or institutional setting. The primary focus of the course is the analysis of scientific literature to formulate a research proposal including thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of functional nutrition.
Prerequisite(s): All core coursework. This course must be taken in final term of enrollment.

PMGT – Practice Management

PMGT6301 Small Business Creation and Management – 3 Credit Hours

This course is a general introduction into small business management. It will include the topics related to the disciplines associated with managing a small business including all that is associated with the startup of a small business, ownership structures, entry into the competitive, economic, and social environment, developing a business plan and associated strategies, marketing and selling the product or service; accounting, finance and financing; tax strategies; operations; risk and insurance; legal issues; ethics; and human resources. Students will analyze and evaluate current small businesses and apply management strategies through individual and group case scenarios in order to be successful small business owners. Students will learn from real world examples in small businesses and apply these concepts through individual and group learning and assessment strategies.

Cross-listed with CHSC 6309 Small Business Creation and Management

PMGT 6310 Small Business Promotion and Leadership Skills – 3 Credit Hours

This course builds competencies in a key functional area in the modern business organization; promotion. Students will learn concepts and theories associated with the three key aspects of promotion: advertising, public relations and publicity. Attention will also be given to social media; integrated communications; branding and brand awareness; image and reputation; positioning and differentiation of products and services through a strategic promotional mix that fits with the overall organizational strategy. The course will then address leaders and leadership skills to include a comparison of styles (autocratic to democratic), differences and commonalities of management and leadership, leaders as visionaries and creating the culture of the organization. It will conclude with skills associated with leading the promotions and communication plan. Students will learn from real world examples in small businesses and apply these concepts through individual and group learning and assessment strategies.

Cross-listed with CHSC 7105 Chiropractic Business Promotion and Leadership Skills

PMGT 6320 Compliance and Legal Issues in Management – 3 Credit Hours

The success of a leader or business owner is predicated upon a practical knowledge of, and compliance with, applicable laws and regulations. This course will provide exposure to an overview of essential laws and regulations relevant to running and/or managing a business - including practical know-how for creating a business, setting business goals, obtaining lines of credit, complying with employment laws, understanding the U.S. court system, etc. Students will be given real-world examples and problems to aid in their learning and personal understanding.

PSYC – Psychology

PSYC 5623 Psychology of Eating – 3 Credit Hours

This course focuses on understanding the psychological processes of eating behaviors and the adoption of habits concerning food, eating, and our bodies. Issues to be addressed include food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight- regulation, body image, dieting behaviors, obesity, eating disorders, and treatment of unhealthy eating behaviors.

Undergraduate

ANTH – Anthropology

ANTH 2351 Social & Cultural Anthropology – 3 Credit Hours

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

ACCT – Accounting

ACCT 2301 Principles of Financial Accounting – 3 Credit Hours

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. Generally Accepted Accounting Principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company. Students will be exposed to International Financial Reporting Standards (IFR).

ACCT 2302 Principles of Managerial Accounting – 3 Credit Hours

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.
Prerequisite(s): ACCT 2301 Principles of Financial Accounting

BASC – Basic Sciences

BASC 4315 Biochemistry I – 3 Credit Hours

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.
Prerequisite(s): Completion of Natural Sciences Foundation Courses
Cross-List BASC 5105: Credit cannot be earned for BASC 4315 and 5105.

BASC 4316 Biochemistry II – 3 Credit Hours

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. Special emphasis will be placed on, but not limited, to the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and 235 minerals, and their essential biochemical roles will be explained and emphasized. This will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet.
Prerequisite(s): Biochemistry I
Cross-List BASC 5206: Credit cannot be earned for BASC 4316 and 5206.

BASC 4401 Biology of Cells and Tissues (lecture + lab) – 4 Credit Hours
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 way 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. The laboratory sessions are used to help the student visualize the concepts obtained from the lectures or assigned readings and to help them apply the information obtained from these sources. This course provides a foundation for the study of biochemistry and physiology as well as illustrating the cellular organization of systems studied in anatomy.
Prerequisite(s): Completion of Natural Sciences Foundation Courses
Cross-List BASC 5101: Credit cannot be earned for BASC 4401 and 5101.

BASC 4404 Developmental and Applied Anatomy (lecture + lab) – 4 Credit Hours
This course is designed to give the Anatomy 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 essential to continuing in gross anatomy. Each section in anatomy is preceded by the embryological development of that area or system. The main body of information will be presented in a lecture format supported by self-paced labs using models and student partners to emphasize the anatomical features and topographical landmarks.
Prerequisite(s): Completion of Natural Sciences Foundation Courses
Cross-List BASC 5104: Credit cannot be earned for BASC 4404 and 5104.

BASC 4405 Neuroscience (lecture + lab) – 4 Credit Hours
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. This course will provide a study of the nervous system with an emphasis on brain organization, neuron physiology, perceptual systems, and motor systems. Intended for Anatomy majors and those considering neuroscience or other advanced medical majors.
Prerequisite(s): Completion of Natural Sciences Foundation Courses
Cross-List BASC 6105: Credit cannot be earned for BASC 4405 and 6105.

BASC 4406 General Pathology (lecture + lab) – 4 Credit Hours
This course is an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the mechanism of development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with 236 an emphasis on the fact that the pathological process is not a new entity but a misapplication of the normal processes already encountered.
Prerequisite(s): Physiology I; Microbiology/Immunology; and Developmental and Applied Anatomy
Cross-List BASC 5306: Credit cannot be earned for BASC 4406 and 5306.

BASC 4501 Gross Anatomy II (lecture + lab) – 5 Credit Hours
This course is an intensive study of human gross anatomy and its correlations to clinical practice. This course is appropriate for undergraduate and post baccalaureate students, including pre-medical and pre-allied health students, seeking to gain a better appreciation of the anatomical/functional relationship of the human body. Human Gross Anatomy II includes dissection of thoracic, abdomen-pelvic and cranial cavities. The laboratory component of this course is done by human dissection.
Prerequisite(s): Gross Anatomy I
Cross-List BASC 5301: Credit cannot be earned for BASC 4501 and 5301.

BASC 4502 Gross Anatomy I (lecture + lab) – 5 Credit Hours
This course is an intensive study of human gross anatomy and its correlations to clinical practice. This course is appropriate for undergraduate and post baccalaureate students, including pre-medical and pre-allied health students, seeking to gain a better appreciation of the anatomical/functional relationship of the human body. Gross Anatomy I include dissection of back, chest and abdominal muscles, spinal cord structures and upper and lower limb structures. The laboratory component of this course is done by human dissection.
Prerequisite(s): Developmental and Applied Anatomy
Cross-List BASC 5202: Credit cannot be earned for BASC 4502 and 5202.

BASC 4503 Physiology II (lecture + lab) – 5 Credit Hours
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. *Prerequisite(s): Physiology I*
Cross-List BASC 5303: Credit cannot be earned for BASC 4503 and 5303.

BASC 4514 Physiology I (lecture + lab) – 5 Credit Hours
Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. Primary topics include the nervous system, muscle physiology, and special senses. Discussions will include ion movement, action potentials, synapses & receptors, the central, peripheral and autonomic nervous systems, excitation-contraction coupling in skeletal muscle and the mechanisms specific to vision, hearing, smell & taste, in addition to the somatosensory system.
Prerequisite(s): Completion of Natural Sciences Foundation Courses
Cross-List BASC 5204: Credit cannot be earned for BASC 4514 and 5204.

BASC 4605 Microbiology/Immunology (lecture + lab) – 6 Credit Hours
Microbiology is a six-credit hour lecture/laboratory course. Microbiology is the study of microorganisms further defined as the branch of biology focused on microorganisms and the effects they have on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminths. Topics include growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms.
Prerequisite(s): Biology of Cells and Tissues
Cross-List BASC 5205: Credit cannot be earned for BASC 4605 and 5205.

BCIS – Business Computer Information Systems

BCIS 1301 Fundamentals of Computer Information Systems – 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.

BCIS 1302 Programming Logic and Design – 3 Credit Hours
This course is an introduction to the program development and design process, including computer-based concepts of problem-solving, structured programming logic and techniques, algorithm development and program design. Topics include program flowcharting, algorithms, input/output techniques, control structures (sequence, selection/decision, and repetition/looping), modularization, procedures/functions/ methods, file handling, control breaks, pseudo-coding, and user documentation. Basic concepts of object-oriented programming are also introduced (classes and objects). The course offers students an opportunity to apply skills in a laboratory environment.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 1305 Business Computer Applications – 3 Credit Hours
The focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. *Prerequisite(s): COSC 1301 Introduction to Computing: The designated course must be taken prior to any other HIT core courses*

BCIS 2302 Computer Programming I – 3 Credit Hours
This course is in line to provide the introductory IT student with a basic introduction to Computer programming technology and algorithmic problem-solving using Java as the introductory programming language. Topics covered include control structures, arrays, functions, recursion, dynamic memory allocation, simple data structures, files, and structured program design. Elements of object-oriented design and programming are also introduced.
Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2303L Computer Programming I Lab – 3 Credit Hours
This course is a continuation of Programming I. This course introduces the student to object-oriented programming through a study of the concepts of program specification and design, algorithm development, and coding and testing using a modern software development environment. Students learn how to write programs in an object-oriented high-level programming language. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, classes and methods, control structures, arrays, and strings.
Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2304 Computer Programming II – 3 Credit Hours
This course is a continuation of Programming I. This course includes an introduction to data structures such as queues and stacks. Students will use a structured programming language such as JAVA or C++ in problem solving. Examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered.
Prerequisite(s): BCIS 2302 Computer Programming 1 or Transfer credits

BCIS 2305L Computer Programming II Lab – 3 Credit Hours
This is the laboratory activities section of BCIS 2304 and covers structured programming languages such as JAVA or C++ in problem solving. This course examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered. This course will also include an introduction to data structures such as queues and stacks.
Prerequisite(s): BCIS 2302 Computer Programming II or Transfer credits

BCIS 2306 Fundamentals of Network Systems – 3 Credit Hours
This course covers the architecture, function, and configuration of computer hardware and networks, along with basic operating system software functions. The students are introduced to network and communications concepts including operational issues surrounding network planning, configuration, monitoring, trouble shooting, and management.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 2307 Operating Systems – 3 Credit Hours
This course examines the important problems in operating system design and implementation. The operating system provides an established, convenient, and efficient interface between user programs and the bare hardware of the Computer on which they run. Responsible for sharing resources (e.g., disks, networks, and processors), providing common services needed by many different programs (e.g., file service, the ability to start or stop processes, and access to the printer), and protecting individual programs from interfering with one another. Emphasis will be given to three major OS subsystems: process management (processes, threads, CPU scheduling, synchronization, and deadlock), memory management (segmentation, paging, swapping), and file systems; and on operating system support for distributed systems, monitoring, trouble shooting, and management.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 2308 Data and Information Management – 3 Credit Hours
This is an introductory course to database management systems. Examines data structures, file organizations, concepts and principles of database management systems (DBMS), as well as data analysis, database design, data modeling, database management and database implementation. The course provides hands-on experience in database design and implementation through assignments, lab exercises and course projects.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 2309 Ethical, Social and Legal Dimensions of Computer (CMP) – 3 Credit Hours
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.

BCIS 2322 Client-Side Scripting (JavaScript & HTML) – 3 Credit Hours
The course covers the introduction to programming and scripting concepts, using JavaScript as the catalyst for learning client-side scripting. Topics include JavaScript and Dynamic HTML for interactivity · Forms and introductory data processing.
Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2390 System Analysis and Design – 3 Credit Hours
A study of the systematic analysis, design, and implementation of software systems with special emphasis on the processes and skills used in the first four stages of the System Development Life Cycle. Traditional and current methodologies, including Computer aided analysis and design tools will be considered. Topics will be approached through project - oriented cases and projects, which integrate theory and practical application.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 3301 Data Structures and Algorithm Analysis – 3 Credit Hours
This course aims to introduce the student to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, de-queues, sets/maps, directed acyclic graphs, and graphs; and implementations including the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists.
Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS 3302L Data Structures and Algorithm Analysis Lab – 3 Credit Hours
This course will continue from BCIS 3301 and apply concept of algorithms design. This includes greedy, divide-and-conquer, random and backtracking algorithms and dynamic programming; and specific algorithms including, for example, resizing arrays, balancing search trees, shortest path, and spanning trees.
Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS 3303 Networking II – 3 Credit Hours
An introduction to the advanced design and analysis of computer communication networks. Topics include application layer protocols, internet protocols, network interfaces, local and wide area networks, wireless networks, bridging and routing, and current topics. Topics include history, media, hardware, software, standards, networks, analysis and design, distributed processing and network management.
Prerequisite(s): BCIS 2306 Fundamental of Network Systems or Transfer credits

BCIS 3311 IT Project and Service Management – 3 Credit Hours
In this course, emphasis will be placed on the issues associated with the successful completion of a project, including defining, scheduling, and monitoring project activities; interacting with clients in interviews and project reviews; and managing client expectations. The rapidly changing field of information technology requires a solid knowledge foundation. Reviews contemporary information technology management and the relevant issues of effective management of the information service activities.
Prerequisite(s): BMGT 1301 Introduction to Management or Transfer credits

BCIS 3313 Data Warehouse and Business Intelligence (BI) – 3 Credit Hours
This course will help the student understand the process by which a data warehouse system is designed and developed. The student will get acquainted with OLAP models and their differences with standard OLTP models. Students will learn concepts, tools, and technologies associated with modeling, design, implementation, and management of data warehouses.
Prerequisite(s): BCIS 2308 Data and Information management or Transfer credits

BCIS 4301 Fundamentals of Information Security – 3 Credit Hours
This course outlines best practices for the information security goals of confidentiality, integrity and availability; explain ethical practices; define vocabulary/terminology related to information security; explain the importance of planning and administrative controls; identify security threats, vulnerabilities, and countermeasures; and identify procedures for security risk management.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCIS 4304 Introduction to UNIX Administration– 3 Credit Hours
This course will introduce the UNIX operating system, discuss UNIX commands, the file system, text editors, the UNIX shell, and shell scripts. The primary focus will be on command line usage. Covers the history, kernel, file systems, shells and user utilities. Also introduces students to the fundamentals of shell programming, processes, communications, and basic security.
Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS 4305 Advanced UNIX Administration – 3 Credit Hours
This course will concentrate on normal tasks of a system administrator to include system backup and file maintenance, Linux server maintenance and set up. Overview of integration of files and directories, shell scripting and systems programming; UNIX tools; UNIX internals; file systems, process structure. Using the system call interface and Inter-process communication.
Prerequisite(s): BCIS 4304 Introduction to UNIX Administration or Transfer credits

BCIS 4311 Cloud Computing and Virtualization Methods – 3 Credit Hours
This course covers a series of current cloud computing technologies, including technologies for infrastructure as a Service, Platform as a Service, Software as a Service, and Physical Systems as a Service. For different layers of the cloud technologies, practical solutions using real world examples as well as theoretical solutions are introduced. Highly project oriented, involving hands-on exploration of existing technologies as well as development of new technologies.
Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS 4361 IT Audit and Controls – 3 Credit Hours
This course explores organizational and managerial issues relevant to planning and conducting IT audit and control activities. Covers the role of the IS auditor, the IS audit functions, and the anatomy of controls in an information systems environment. Access to systems, resources, and data audit controls. Access to IT performance design, placement, and quality of controls. Understand some of the basic theory underlying computer security policies, models, and problems.

BCIS 4362 Capstone Project I – 3 Credit Hours
In this Capstone, students will develop the proposal for the Capstone Project, including project design, methods, and procedures using Java programming for specific task. During this course, students will work with their Capstone Committee, completing the project and preparing a written manuscript and oral presentation of the Capstone. This course will culminate in an oral defense of the capstone.
Prerequisite(s): BCIS 4304 Introduction to UNIX

BCIS 4363 Capstone II Internship – 3 Credit Hours
A course consists of internship with IT related companies. Work experience is cooperatively planned by the department and employer to fulfill the student's objectives. Weekly conferences, assignments, and reports required. Students are expected to apply classroom and laboratory concepts and principles in an industry work environment. In this course, students are expected to establish goals by working with supervision to define work objectives for the internship experience. They are also expected to demonstrate time and project management skills by completing the work objectives within the specified time limits.
Prerequisite(s): BCIS 4362 Capstone Project I

BCSC – (Bachelor) Computer Information Systems - Cybersecurity

BCSC 2302 Digital Forensics in Criminal Justice System – 3 Credit Hours
This course will introduce students to digital forensics as practiced by local, state, and federal law enforcement. Students will gain hands-on experience with several digital forensic tools in this laboratory-based course. Students taking this course will become familiar with the emerging responsibilities of cybercrime investigators, as well as developing a hands-on working knowledge of software commonly used at many law enforcement agencies. The course will use "Encase Tools" for laboratory activities.
Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

BCSC 2303 Threats of Terrorism and Crime – 3 Credit Hours
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.

BCSC 2304 Risk Management: Assessment and Mitigation – 3 Credit Hours
This course will cover events such as identify theft, physical security during international travel, or invasion of one's privacy. Focus will be on incidents such as cyber-crimes, fires, flooding, financial frauds, kidnapping of employees, and expropriation of resources. Covers the following conceptual areas: business risks and the management of business risk, IT risk as a component of business risk, the need to manage IT risks, and the basic type of controls required in a business system in order to control IT risks. Issues associated with new risks created using the internet for business applications and electronic businesses are also covered.

BCSC 2305 Security Policy Analysis and Implementation – 3 Credit Hours
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.

BCSC 3305 Fundamentals of Ethical Hacking and Penetration Testing – 3 Credit Hours
This course will cover the process of gathering Information Intelligence, identifying and solving Security Vulnerabilities, develop Exploits, scan and Produce Vulnerability Assessments and application of Network Attacking Techniques. Message authentication codes and key management. WLAN security, IPSec, SSL, and VPNs are also included in the topics to be covered.
Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC 4306 Database Security – 3 Credit Hours
This course covers the principles and practices of implementing computer database security in modern businesses and industries, including database security principles, database auditing, security implementation and database reliability. Focus will be on issues related to the design and implementation of secure data stores. Emphasis will be placed on multi-level security in database systems, covert channels, and security measures for relational and object-oriented database systems.
Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BHIM– (Bachelor) Health Information Management

BHIM 1301 Introduction and Technical Aspects of Health Information Management – 3 Credit Hours / 1 lab hour.
This course provides an introduction to the basic concepts and techniques for managing and maintaining health record systems. Topics include record content, format and uses of healthcare data, record systems: storage and retrieval, quantitative analysis of health data, forms design and control, release of information, function of indexes and registers, accreditation, certification and licensure standards applicable to healthcare facilities. In addition, students will be given the opportunity to utilize and practice with current software packages common to the industry such as Practice Fusion.

BHIM 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 2310 Departmental Management – 3 Credit Hours
This course introduces the concepts and management tools used in the analysis of health information systems, including the development of objectives, policies and procedures, benchmarking, workflow, productivity measurement, layout analysis, and project management.

BHIM 2311 Management of Health Information Management Systems – 3 Credit Hours / 1 lab hour
An introduction to the system life cycle with an emphasis on the role of the HIM professional in the implementation of electronic health record systems.

BHIM 2402 Clinical Classification Systems (coding) – 4 Credit Hours / 1 lab hour
This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools, provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.
Prerequisite: HITT 1305 Medical Terminology
Prerequisite: BIOL 2401 and BIOL 2402 w/ lab components

BHIM 3201 Health Information Management Research and Education – 2 Credit Hours
This course provides an overview of the scientific process and elements required to conduct health services research. The importance of health services research will be explained. This course will also provide a foundation for Healthcare professionals in reference to research methodologies used to create evidence-based practices, healthcare policies, and programs.

BHIM 3300 Electronic Health Records – 3 Credit Hours / 1 lab hour
This course provides an in-depth analysis of the concept of an organization-wide electronic health record system. A major focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective. Laboratory accompanying.

BHIM 3301 Legal Aspects of Health Information Management – 3 Credit Hours / 1 lab hour
This course introduces the legal and regulatory issues in healthcare with emphasis on their application to healthcare information services and documentation of care. Course content includes law, ethics and compliance issues associated with health information management. Students explore the rights and responsibilities of providers, employers, payers, and patients in a healthcare context. Students are introduced to legal terminology pertaining to civil liability and the judicial and legislative processes. State and Federal confidentiality laws addressing release of information (ROI) and retention of health information/records are examined. Virtual assignments and/or simulations support experiential learning.

BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider – 3 Credit Hours / 1 lab hour
Continued study of ICD-10-CM/PCS, CPT4 and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

BHIM 3303 Management Sciences Statistics (Health Care Statistics) – 3 Credit Hours
This course introduces statistical computations and provides students with assignments for compiling inpatient service days, average length of stay, occupancy rates, and mortality rates. Descriptive and inferential statistics and basic research principles are also explored.

BHIM 3304 Healthcare Privacy and Data Security – 3 Credit Hours / 1 lab hour
This course examines laws and regulations addressing the management of protected health information (P.H.I.), electronic health records (E.H.R.), and e-discovery guidelines. Coursework includes discussion of case studies illustrative of the current legal and political environment affecting the health care industry and developing policies and procedures to ensure compliance.

BHIM 3305 Quality Improvement Regulations & Procedures for Health Information Management – 3 Credit Hours / 1 lab hour
This course addresses quality management processes and performance improvement with an emphasis on health information services. Additional topics presented include evaluation of patient care and safety, clinical information analysis, integrated quality improvement activities, risk management, utilization management, medical staff organization and function, biomedical research, and compliance.

BHIM 3310 Health Information Management Research and Data Analysis – 3 Credit Hours / 1 lab hour
An introduction to research methods and experimental inquiry to acquaint the student with skills to critique and conduct studies in the health information management domains. The course will also provide the foundation for compiling, analyzing, and displaying statistics related to the delivery of healthcare.

BHIM 3311 Comparative Health Records – 3 Credit Hours
This course examines health records in a variety of healthcare settings and specialty systems. The focus is on health record content and format, regulatory and accreditation requirements, privacy and security, data standards and classification systems, computerized information systems, reimbursement and compliance issues, quality measures and reporting, and current trends affecting specialty care.

BHIM 3345 Systems Analysis in Healthcare Settings – 3 Credit Hours
This course explores the role of a system analyst in a healthcare organization. As the future of HIM professionals, you will learn to recognize and identify problems and opportunities in a healthcare organization that might benefit from the application of information technology. Once identified, a problem is investigated and thoroughly analyzed. A business justification for possible solutions is then performed and presented to management for approval. As a term project, students investigate a real problem in a healthcare organization and recommend the best course of action.

BHIM 3466 Health Information Management Practicum – 4 Credit Hours / 1 lab hour
This is a virtual practicum course that prepares the students before going on-site. The course includes expectations for the PPE and the clinical sites, reviewing the knowledge gained from the previous courses and lab activity to better equip the students prior to an actual PPE course.
Prerequisite: BHIM 2402 Clinical Classification Systems (coding)
Prerequisite: BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider

BHIM 3501 Health Information Technology Throughout the Enterprise – 5 Credit Hours / 1 lab hour
This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, health information exchange, and personal health records. The course will prepare students to work in an electronic health record environment. Laboratory accompanying.

BHIM 4301 Finance and Reimbursement Methodologies for Health Information Management – 3 Credit Hours
This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basic of health insurance and public funding programs, managed care contracting, and how services are paid. In addition, the complexity of reimbursement systems and the profound impact they have had on providers and payers, consumers will also be explored.

BHIM 4310 Seminar in Health Information Management – 3 Credit Hours / 1 hour
This course is a synthesis of the health information management curriculum. This synthesis will include lecture, case studies, and mock RHIA exams. The assignments facilitate the application of health information management expertise and the skills needed for a professional career path.

BHIM 4320 Contemporary Leadership Principles for Health Information Management – 3 Credit Hours
This course introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership. Topics focus on various styles and approaches of effective leadership. The course will examine leadership principles in realistic situations and problems such as quality and productivity. It will also examine the role of leadership in achievement of organizational goals.

BHIM 4566 Professional Practice Experience – 5 Credit Hours
This is an intensive four-week (144 hrs.) preceptor-guided experience in the administrative aspects of health information management services of an accredited hospital, healthcare system, or alternative healthcare facility. A management project and visits with users of health information (finance, decision support, registries, etc.) are an integral component of this externship experience. A PowerPoint online presentation highlighting the experience is required at the conclusion of the professional management experience.
Prerequisite: BHIM 3466 Health Information Management Practicum

BIOL – Biology

BIOL 1306 Biology for Science Majors I – 3 Credit Hours
This course is an introduction to Biology. Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included.

BIOL 1307 Biology for Science Majors II – 3 Credit Hours
The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to cell biology, anatomy, physiology, ecology, and evolution of plants and animals.

BIOL 1308 Biology for Non-Science Majors I (lecture) – 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 (lecture) – 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 1322 Nutrition & Diet Therapy – 3 Credit Hours
This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.
Cross-listed: BIOL 2322 Credit cannot be earned for BIOL 1322 and BIOL 2322.

BIOL 2101 Anatomy & Physiology Laboratory I (lab) – 1 Credit Hour
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 2102 Anatomy & Physiology II (lab) – 1 Credit Hour
The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, 71 lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

BIOL 2301 Anatomy & Physiology I (lecture) – 3 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.

BIOL 2302 Anatomy & Physiology II (lecture) – 3 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 2322 Nutrition & Diet Therapy – 3 Credit Hours
This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.
Cross-listed: BIOL 1322 Credit cannot be earned for BIOL 1322 and BIOL 2322.

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. This lecture and lab course should combine all the elements of BIOL 2301 Anatomy and Physiology I Lecture and BIOL 2101 Anatomy and Physiology I Lab, including the learning outcomes listed for both courses.

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. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). This lecture and lab course should combine all the elements of BIOL 2302 Anatomy and Physiology II (lecture) and BIOL 2102 Anatomy and Physiology II (lab), including the learning outcomes listed for both courses.

BMGT – (Bachelors) Management

BMGT 1301 Introduction to Management – 3 Credit Hours
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.

CHEM – Chemistry

CHEM 1111 General Chemistry I (lab) – 1 Credit Hour
Basic laboratory experiments supporting theoretical principles presented in CHEM 1311; introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1112 General Chemistry II (lab) – 1 Credit Hour
Basic laboratory experiments supporting theoretical principles presented in CHEM 1312; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM 1311 General Chemistry I (lecture) - 3 Credit Hours
Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.
Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1312 General Chemistry II (lecture) – 3 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(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM 1411 General Chemistry I (lecture + lab) – 4 Credit Hours
Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Basic laboratory experiments supporting theoretical principles presented in CHEM 1311; introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all the elements of 1311 General Chemistry I Lecture and 1111 General Chemistry I Lab, including the learning outcomes listed for both courses.
Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1412 General Chemistry II (lecture + lab) – 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. Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. This lecture and lab course should combine all the elements of 1312 General Chemistry II Lecture and 1112 General Chemistry II Lab, including the learning outcomes listed for both courses.
Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM 2123 Organic Chemistry I Lab – 1 Credit Hour
This laboratory-based course accompanies CHEM 2323, Organic Chemistry I. Laboratory activities will reinforce fundamental principles of organic chemistry, including the structure, bonding, properties, and reactivity of organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure

and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Methods for the purification and identification of organic compounds will be examined.
Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2125 Organic Chemistry II Lab – 1 Credit Hour
This laboratory-based course accompanies CHEM 2325, Organic Chemistry II. Laboratory activities reinforce advanced principles of organic chemistry, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.
Prerequisite(s): CHEM 2423 Organic Chemistry I (lecture + lab)

CHEM 2323 Organic Chemistry I Lecture – 3 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(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2325 Organic Chemistry II Lecture – 3 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(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

CHEM 2423 Organic Chemistry I (lecture + lab) – 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. Laboratory activities will reinforce the concepts of the material covered in lecture. Methods for the purification and identification of organic compounds will be examined. This lecture and lab course should combine all the elements of CHEM 2323 (lecture) and CHEM 2123 (lab), including the learning outcomes listed for both courses.
Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2425 Organic Chemistry II (lecture + lab) – 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. Laboratory activities will reinforce the concepts of the material covered in lecture. This lecture and lab course should combine all the elements of CHEM 2325 (lecture) and CHEM 2125 (lab), including the learning outcomes listed for both courses.
Prerequisite(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

CLSC – Clinical Sciences

CLSC 4411 Diagnostic Imaging I (lecture + lab) – 4 Credit hours

This course focuses on the recognition and understanding of normal images, variations of normal and congenital anomalies of the neuro musculoskeletal structures of the axial and appendicular skeleton. Although conventional radiography will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be evaluated.

Prerequisite(s): Developmental and Applied Anatomy

Cross-List CLSC 5301: Credit cannot be earned for CLSC 4411 and 5301.

COSC – Computer Science

COSC 1301 Introduction to Computing – 3 Credit Hours

Overview of computer systems—hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science.

COSC 2303 Introduction to Digital Forensics – 3 Credit Hours

This course is an introductory course in collecting, examining, and preserving evidence of computer crimes. This course examines the issues, tools, and control techniques needed to successfully investigate illegal activities facilitated using information technology. The tools of collecting, examining, and evaluating data to establish intent, culpability, motive, means, methods, and loss resulting from e-crimes will be examined.

Prerequisite(s): BCIS 1301 Fundamentals of Computer Information Systems or Transfer credits

COSC 2304 Security Policy Analysis, HIPPA and Implementation – 3 Credit Hours

This course will cover Network Security Policies, HIPPA Privacy Rule, and implementation of firewall policies, stateful firewalls, and firewall appliances. Network-related physical security, risk management and disaster recovery/contingency planning issues and housekeeping procedures.

COSC 3305 Web Application Security 1 – 3 Credit Hours

The security issues related to web applications will be discussed in this course. Topics include web application authentication, authorization, as well as browser and web database security principles. Various web application security attack types such as code injection, cross-site scripting, and cross-site request forgery will be studied. The course will also include discussions about business aspects that contribute to a secure web-based transaction environment.

Prerequisite(s): BCIS 2322 - Client-Side Scripting (JavaScript & HTML) with a grade of "C" or better.

COSC 3306 Network Security – 3 Credit Hours

This course provides a foundation in networking technologies that are core to creating secure networks. Topics included in this course are basic cryptography, secure networking protocols, logical and physical security management and security devices. Relation between these technologies and operational and implementation issues for these technologies will also be discussed.

Prerequisite(s): BCIS 2306 – Fundamental of Network Systems and Network Administration and BCIS 3303 - Network II with a grade of "C" or better.

COSC 4307 Intrusion Detection and Incident Response – 3 Credit Hours

This course provides an in-depth look at intrusion detection methodologies and tools and the approaches to handling intrusions when they occur; examines the laws that address cybercrime and intellectual property issues; and includes a study of proper computer and network forensics procedures to aid in the identification and tracking of intruders and in the potential prosecution of criminal activity.

Prerequisite(s): COSC 3305 -Web Application Security with a grade of "C" or better.

CPST – Capstone

CPST 4351 Capstone Project: Special Topics/Interests – 3 Credit hours

This Capstone Project: Special Topics/Interests course allow a student the opportunity to personalize his or her education by engaging in a mentored experience in an area of study. Special Topics may take the form of immersion in a laboratory, a defined literature review, research experience, hands-on major related activity, or internship/externship.

Prerequisite(s): Completion of Major Courses

CPST 4365 Service-Learning Capstone – 3 Credit hours

The undergraduate capstone experience is designed to bring reflection and focus to the whole college experience. It encourages students to integrate facets of their interests with important concepts from their area of study. Students will be given the option to complete a service-learning project or an internship.

Prerequisite(s): Completion of Major Courses

DMSO – Diagnostic Medical Sonography

DMSO 1310 Introduction to Sonography – 3 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.

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.

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.

DMSO 1342 Intermediate Ultrasound Physics – 3 Credit Hours

Continuation of Basic Ultrasound Physics. Includes interaction of ultrasound with tissues, mechanics of ultrasound production and display, various transducer designs and construction, quality assurance, bio effects and image artifacts. May introduce methods of Doppler flow analysis.

DMSO 1301 Techniques of Sonography – 3 Credit Hours

Scanning techniques. Includes scan protocols and procedures within the laboratory setting utilizing live scanning and/or simulated experience.

DMSO 1341 Abdominopelvic Sonography – 3 Credit Hours

Normal anatomy and physiology of the abdominal and pelvic cavities as related to scanning techniques, transducer selection and scanning protocols.

DMS 2341 Sonography of Abdominopelvic Pathology – 3 Credit Hours

Pathologies and disease states of the abdomen and pelvis as related to scanning techniques patient history, data, transducer selection and scanning protocols.

DMSO 2305 Sonography of Obstetrics/Gynecology – 3 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.

DMSO 2342 Sonography of High-Risk OB – 3 Credit Hours
Maternal disease and fetal abnormalities. Includes scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

DMSO 2353 Sonography of Superficial Structures – 3 Credit Hours
Detailed study of normal and pathological superficial structures as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

DMSO 2330 Advanced Review – 3 Credit Hours
Knowledge, skills, professional values within a legal and ethical framework addressing emerging technologies and professional development.

DMSO 2560 Clinical I & DMSO 2561 Clinical II – 6 Credit Hours
A Health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DMSO 2660 Clinical I & DMSO 2661 Clinical II – 6 Credit Hours
A Health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSVT – Diagnostic Sonography Vascular Technology

DSVT 1303 Introduction to Vascular Technology – 3
Introduction to basic non-invasive vascular theories. Emphasizes image orientation, transducer handling, and identification of anatomic structures.

DSVT 1300 Principles of Vascular Technology – 3
Introduction to non-invasive vascular technology modalities. Includes 2D imaging, Doppler, Plethysmography, and segmental pressure. Emphasis on performing basic venous and arterial imaging and non-imaging exams.

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.

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(s): 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(s): 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.

GENS – General Studies

GENS 3301 Interdisciplinary Perspectives – 3 Credit Hours
This is a variable topics course which provides students with the opportunity to examine historical and/or current global issues from interdisciplinary perspectives. Course activities will include relevant readings from a variety of perspectives and disciplines, discussions encouraging synthesis and analysis of conflicting or competing views, and written assignments.
Prerequisite(s): Completion of General studies Core Requirements

GENS 4301 Integrative Studies – 3 Credit Hours
This course focuses on the design and execution of integrative research. Students will work on case problems appropriate to their career plans and prepare written and/or oral reports on their proposed solutions. This seminar will provide the opportunity for individual student and program assessment.
Prerequisite(s): GENS 3301

GENS 4391 General Studies Capstone Project – 3 Credit Hours
This course is the culminating course required for the Bachelor of General Studies degree. Students will summarize their experience in a reflective paper, integrate material learned in emphasis by completing a scholarly essay, and demonstrate accomplishment of learning outcomes.
Prerequisite(s): GENS 4301

GOVT – Government

GOVT 2305 Federal Government – 3 Credit Hours
(Federal constitution & topics) 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
(Texas constitution & topics) 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
The purpose of the Capstone is to provide an opportunity for students to demonstrate and articulate the skills, knowledge, and insights that they have accumulated through matriculation of all courses in the health care management program. In this course, students will apply various methodologies and techniques learned at various stages of the program and prepare a presentation outlining a strategic analysis for health care organizations.

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 1160 Clinical I – Health Information/Medical Records Technology/Technician – 1 Credit Hour
This course provides initial supervised professional practice experience. Practicum competencies reinforce previous coursework and include application of knowledge of –and skills in – health record content, structure, functions, and use. Students whose practicum occurs onsite must complete a minimum of 40 clock hours at the site, generally during traditional business hours, and must meet practicum site eligibility requirements. Course objectives for students whose practical experience occurs virtually are accomplished through online activities, simulations, and assignments. All students prepare a written report and present a verbal summary of their practical experience.

HITT 1255 Health Care Statistics – 2 Credit Hours
This course introduces statistical computations and provides students with assignments for compiling inpatient service days, average length of stay, occupancy rates, and mortality rates. Descriptive and inferential statistics and basic research principles are also explored.

HITT 1301 Health Data Content and Structure – 3 Credit Hours / 2 Lab Hours
This course provides an introduction to the basic concepts and techniques for managing and maintaining health record systems. Topics include record content, format and uses of healthcare data, record systems, storage and retrieval, quantitative analysis of health data, forms design and control, release of information, function of indexes and registers, accreditation, certification and licensure standards applicable to healthcare facilities. Students will be given the opportunity to utilize and practice with current software packages common to the industry.

HITT 1305 Medical Terminology – 3 Credit Hours
This course introduces elements of medical terminology such as foundations of words used to describe the human body and its conditions, terminology for medical procedures, and names of commonly prescribed medications. Spelling, pronunciation and meanings of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations.
Prerequisite course: The designated course must be taken prior to any other HIT core courses

HITT 1311 Electronic Medical Records Systems – 3 Credit Hours
Introduction to the concepts of computer technology related to health care and the tools and techniques for collecting, storing, and retrieving health care data.

HITT 1341 Coding and Classification Systems – 3 Credit Hours / 1 Lab Hour
This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.
Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology

HITT 1342 Ambulatory Coding – 3 Credit Hours
This course is a continuation of the study of ICD-10-CM/PCS, CPT4, and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.
Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology, HITT 1341 Coding and Classification Systems

HITT 1345 Health Information & Delivery systems – 3 Credit Hours
Introduction to health IT standards, health-related data structures, software applications, and enterprise architecture in health care and public health. Healthcare delivery systems including organization, financing, accreditation, licensure, and regulatory agencies will also be examined.
Prerequisite: HITT 1342 Ambulatory Coding

HITT 1353 Legal and Ethical Aspects of Health Information – 3 Credit Hours / 1 Lab Hour
This course introduces the legal and regulatory issues in healthcare with emphasis on their application to healthcare information services and documentation of care. Course content includes law, ethics, and compliance issues associated with health information management. Students explore the rights and responsibilities of providers, employers, payers, and patients in a healthcare context. Students are introduced to legal terminology pertaining to civil liability and the judicial and legislative processes. State and Federal confidentiality laws addressing release of information (ROI) and retention of health information / records are examined. Virtual assignments and/or simulations support experiential learning.

HITT 2321 EHR Training Methods and Data Security – 3 Credit Hours / 1 Lab Hour
This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, privacy, and ethical practices with regard to Health Information exchange and personal health records. The course will prepare students to work in an electronic health record environment.

HITT 2335 Coding and Reimbursement Methodologies – 3 Credit Hours
This course explores reimbursement and payment methodologies applicable within the various healthcare settings. Forms, processes, practices and the roles of health information management professionals are examined. Concepts related to insurance products, third party, prospective payment, and managed care capitation are explored. Issues of data exchange among patient, provider, and insurer are analyzed in terms of organizational policy, regulatory issues, and information technology operating systems. Management of the chargemaster and importance of coding integrity are emphasized.

HITT 2339 Health Information Organization & Supervision – 3 Credit Hours
This course presents an overview of organizational principles and supervisory management. This includes methods and management tools used in the analysis of health information systems, including the development of objectives, policies, and procedures; benchmarking; workflow; productivity measurement; layout analysis; and project management.

HITT 2343 Quality Assessment and Performance Improvement – 3 Credit Hours / 1 Lab Hour
This course addresses quality management processes and performance improvement with an emphasis on health information services. Additional topics presented include evaluation of patient care and safety, clinical information analysis, integrated quality improvement activities, risk management, utilization management, medical staff organization and function, biomedical research, and compliance.

HITT 2361 Clinical – II Health Information/Medical Records Technology/Technician – 3 Credit Hours
This course allows students to complete supervised professional practicum hours at an approved healthcare facility, complete virtual lab assignments using AHIMA Virtual Lab and complete a mock RHIT exam covering all Associate Degree Entry-Level Competencies.
Prerequisite: HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician

HPRS – Health Professions and Related Sciences

HPRS 1106 – Essentials of Medical Terminology – 1 Credit Hour
A study of medical terminology, word origin, structure, and application for Allied Health majors.

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 study of basic concepts and terminology associated with medication structure, function, interaction, and administration. Emphasis is placed on the mechanism of drug action, uses, adverse effects, contraindications and clinically important drug interactions. Students will review case scenarios to identify diseases associated with medications. Students will also identify medications prescribed for certain diseases.
Prerequisite course: The designated course must be taken prior to any other HIT core courses.
Prerequisite: HPRS 2336 Pathophysiology for Health Information Management

HPRS 2336 Pathophysiology for Health Information Management – 3 Credit Hours
This course emphasizes the study of the major diseases associated with each body system. It introduces important medical terminology, inflammation and allergy, neoplasia, heredity and disease, dietary factors and diseases, and infectious diseases. Understanding of the Pathophysiology language is explored by reading and interpreting the documentation in patient medical records.
Prerequisite course: The designated course must be taken prior to any other HIT core courses.

HSCI – Health Science

HSCI 1305 Medical Terminology – 3 Credit Hours
This course provides students with the opportunity to develop a working knowledge of the language used by health care workers. Students will learn how to identify medical terminology as it relates to the body systems and as it is used in the medical environment. Special emphasis will be given to word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties and diagnostic procedures.

HSCI 2301 Health Policy and Health Care System – 3 Credit Hours
This introductory course takes a policy and politics angle to health care's three persistent issues - access, cost and quality. The roles of patients, physicians, hospitals, insurers, and pharmaceutical companies will be established. The interaction between the government and these different groups will also be covered. Current national health care policy initiatives and the interests of class members will steer the specific topics covered in the course. The course aims to provide skills for critical and analytical thought about the U.S. health care system and the people in it.

HSCI 2305 Introduction to Statistics for Health Sciences – 3 Credit Hours
This course will provide students with the opportunity to develop a working knowledge and understand the basics of analysis methods commonly used in medical research, in order to understand published research and to participate in more specialized courses. Students will learn to use and interpret basic statistical methods, with reference to cohort studies, case control studies and randomized controlled trials.

HSCI 2310 Development of Health Care Professions – 3 Credit Hours
This course introduces students to various aspects of the health care field. Students will explore a variety of health-related disciplines, create an academic and career plan for their chosen profession, and develop a health care e-portfolio. Students will study health implications for several cultural groups, including belief systems, communication styles and the role of the family. Professional behavior and essential qualities for health care professionals will also be addressed.

HSCI 2315 Disease Prevention and Health Promotion Concepts – 3 Credit Hours
The purpose of this course is to help prepare health professionals as leaders in the field of disease prevention and health promotion. Students will learn the value of and barriers to disease prevention and health promotion, how to identify and use federal public health data sets, factors that influence personal health decisions, preventive interventions directed at individuals (clinical settings) and populations (community settings), strategies for using population health principles to integrate disease prevention and health promotion into routine clinical and public health practice, and the organization of federal agencies that fund disease prevention and health promotion activities.

IHCR – Integrative Health Care

IHCR 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.
Cross-listed: HITT 1305 Credit cannot be earned for IHCR 1305 and HITT 1305.

IHCR 3307 Functional Nutrition – 3 Credit Hours
This course introduces a basic understanding of the fundamentals of human nutrition with a whole-food perspective that addresses underlying causes of disease. The integrated systems-oriented approach of functional medicine will be compared to conventional approaches to healthcare.

IHCR 3308 The Meaning of Health – 3 Credit Hours
Covers a combination of current and traditional studies on how both internal and external factors may affect the various systems of the body and negatively impact a person's physical or mental wellbeing.

IHCR 3354 Natural Healing – 3 Credit Hours
The history, concepts, and principles of naturopathy are traced from Hippocrates through the 20th century. Fundamental principles of this healing art are discussed in depth.

IHCR 3357 Lifestyle Health – 3 Credit Hours
This course will explore the dietary influences on disease. By the end of the course, students will gain knowledge, skills and competency on the association between nutrition and the development and management of chronic disease.

IHCR 3360 Integrative Manual Therapy Techniques – 3 Credit Hours
An introduction to manual therapies including massage, reflexology, and acupressure. The course provides an overview of each therapy, the principles used in each therapy and the indications and contraindications of each therapy.

IHCR 3363 Fundamentals of Oriental Medicine – 3 Credit Hours
An introduction to the traditional medicine used by the Chinese. This course will explore the philosophy, techniques, and practices used in Chinese medicine.

IHCR 3367 Functional Medicine – 3 Credit Hours
An introduction to the study of herbs, ranging from weeds to culinary flavoring, to medicines. It includes the principles of herbal medicine, the properties of herbs and indications for use of selected herbs.

IHCR 3369 Nutrition for Healthy Aging – 3 Credit Hours
This course covers cultural, environmental, psychosocial, physical, and economic factors affecting dietary intake and nutrition status for the older adult. Students will identify strategies for maintaining and improving mental and physical function in later years through proper nutrition

IHCR 3370 Foundations of Chiropractic – 3 Credit Hours
This course will present various aspects of the foundational concepts necessary to become a successful chiropractor.
Prerequisite(s): Biology of Cells and Tissues
Cross-listed: CLSC 5103 - Credit cannot be earned for IHCR 3370 and CLSC 5103.

IHCR 4365 Integrative Health Capstone – 3 Credit Hours
Students will demonstrate knowledge learned throughout the program by taking case studies and transforming them into usable information in an appropriate format. Students will also be given the option to complete an internship to meet course requirements.
Prerequisite(s): Completion of all Integrative Health Major Courses

KINE – Kinesiology

KINE 1164 Introduction to Physical Fitness & Wellness – 1 Credit Hours
Students are introduced to wellness related concepts and activities for the purpose of gaining knowledge and skills necessary to evaluate personal fitness levels and to develop a personal lifelong fitness program.

KINE 1304 Personal/Community Health – 3 Credit Hours
Emphasis is placed on relating course content to lifestyle to foster a better understanding of the major health issues of today. Current issues include, but are not limited to emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, death and dying.
Cross-listed: KINE 2304 Credit cannot be earned for KINE 1304 and KINE 2304.

KINE 2304 Personal/Community Health – 3 Credit Hours
Emphasis is placed on relating course content to lifestyle to foster a better understanding of the major health issues of today. Current issues include, but are not limited to emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, death and dying.
Cross-listed: KINE 1304 Credit cannot be earned for KINE 1304 and KINE 2304.

KINE 2364 Introduction to Physical Fitness & Wellness – 3 Credit Hours
Students are introduced to wellness related concepts and activities for the purpose of gaining knowledge and skills necessary to evaluate personal fitness levels and to develop a personal lifelong fitness program.

MANA – Management

MANA 3301 Principles of Management – 3 Credit Hours
This course is a study of the basic managerial functions of planning, organizing, leading, and controlling resources to accomplish organizational goals. The student will learn how to comprehend, apply, analyze, synthesize and evaluate the basic principles of the fundamentals of managing contemporary organizations. The student will also learn to apply appropriate management techniques and skills necessary in order to become an effective manager.

MANA 3305 Managerial Statistics – 3 Credit Hours
Explores methods of collecting, analyzing and interpreting data for managerial decision-making. Emphasizes the business applications of hypothesis testing and model building. Prepares students in areas of calculating, formulating and recognizing statistical data for principles of business and healthcare management. Statistical quality control and Lean Six Sigma strategies will be presented. This course includes data presentation, measures of central tendency, dispersion, and skewness; discrete and continuous probability distributions; sampling methods and sampling distributions; and confidence interval estimation of parameters and tests of hypotheses.

MANA 3306 Management Communication – 3 Credit Hours
This course introduces communication skills that are critical to managerial success in business and professional contexts. Students will develop a working knowledge of theory and improve their skills in interpersonal communication, teamwork, and public presentations. Students will also learn to apply appropriate management communication techniques and skills necessary in order to become more effective managers.

MANA 3308 Business and Public Law – 3 Credit Hours
Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection. Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection.

MANA 4301 Operations and Quality Management – 3 Credit Hours
This course is an introduction to the operations and quality management functions. It will focus on the theory, concepts and problem-solving techniques important in operations management and production management. Topics include demand forecasting, capacity management, resource allocation, inventory management, supply chain management, designing for quality, process controls, inspections, testing, acceptance sampling, management controls, and quality information systems, and project management.

MANA 4320 Capstone: Strategies and Problems in Management – 3 Credit Hours
The Capstone: Strategies and Problems in Management is a capstone project where students integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field. Students will draw on their broadened awareness of various environmental influences to identify business problems and use management alternatives relating to the strategic planning mode in the creation of a business plan.

MATH – Math

MATH 1314 College Algebra – 3 Credit Hours
In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

MATH 1316 Trigonometry – 3 Credit Hours
In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

MATH 1324 Mathematics 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 Calculus for Business and Social Sciences – 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(s): 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 2305 Discrete Mathematics – 3 Credit Hours
A course designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques.
Prerequisite(s): MATH 1314 College Algebra or higher.

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.

MISM – Management Information Systems

MISM 3301 Information Systems for Management – 3 Credit Hours
This course provides an overview of information technology and information systems topics from an organizational and managerial perspective. Topics include current information technology types and trends, such as the Internet and its organizational impact; the relationship of technology to organizational strategy, structure, controls, resources, and security; and the ethical and social impacts of information systems, such as privacy, intellectual property rights, accountability and quality of life. Emphasis will be placed on the user's role in developing information systems, ethical and management challenges and the uses of IT to create competitive advantages for an organization and decision-making.

MRKT – Marketing

MRKT 3301 Principles of Marketing – 3 Credit Hours
This course focuses on application of marketing concepts, practices, and activities performed by marketing managers. It includes evaluation of marketing opportunities and marketing planning in a practical strategic framework, product development/management, price setting and management; basic promotional concepts, establishing and managing distribution channels.

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).

NUTR – Nutritional Science

NUTR 2301 Introduction to Nutrition I – 3 Credit Hours
This course will introduce human nutrition. Students will be Instructed in the function and requirements of all nutrients. Emphasis is placed on the nutritional needs throughout the life cycle.

NUTR 2302 Nutrition II – 3 Credit Hours
This course will provide an overview of nutrition, diet, lifestyle and health. This includes consideration of the nutritional requirements of a healthy human throughout the life stages, as well as specific requirements in the instance of food allergy and food intolerance. Nutrition, lifestyle factors and chronic disease are a focus of this course.

NUTR 2310 Food Science & Systems – 3 Credit Hours
This course focuses on the fundamental biological, chemical and physical scientific principles associated with the study of foods; topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food processing, food engineering, food biotechnology, product development and sensory evaluation.
Prerequisite(s): NUTR 2301

NUTR 2315 Nutritional Assessment – 3 Credit Hours
This course introduces the methods and approaches for conducting nutrition assessment of individuals and populations throughout the lifecycle. The course is structured into three assessment components: dietary, biochemical, and body size and body composition.
Prerequisite(s): NUTR 2302

NUTR 2317 Nutrition and Physiology – 3 Credit Hours
This course integrates the study of nutrition with other biological sciences, focusing on cellular and molecular physiological processes related to digestion, absorption, transport, and metabolism of nutrients and other dietary components.
Prerequisite(s): Completion of Core Science Coursework

NUTR 3301 Nutrition Counseling & Education – 3 Credit Hours
This course covers theory and practice of food and nutrition communications in dietetics. Students will gain experience in nutritional counseling and interviewing, employee training and nutritional education materials development, public speaking, and media presentation strategies.

NUTR 3370 Nutrition in the Life Span – 3 Credit Hours
This course investigates how nutrition requirements and challenges change throughout the human lifecycle and how alteration in nutritional requirements impact on human health. The course will begin by investigating the influence of nutrition prior to and during conception.

OTHA – Occupational Therapy Assistant

OTHA 1160 Clinical in OTA I – Pediatric Level I Fieldwork – 1 Credit Hour
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.
Prerequisite: OTHA 1341, Co-requisite: OTHA 1315

OTHA 1161 Clinical in OTA II – Mental Health Fieldwork – 1 Credit Hour
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.
Prerequisite: OTHA 2309, Co-requisite: OTHA 2302

OTHA 1162 Clinical in OTA III – Adult Level I Fieldwork – 1 Credit Hour
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.
Prerequisite: OTHA 1309, OTHA 1349, and OTHA 2304, Co-requisite: OTHA 1319

OTHA 1211 Occupational Performance throughout the Lifespan – 2 Credit 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.
Prerequisite: PSYC 2301

OTHA 1305 Principles of Occupational Therapy – 3 Credit 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: Completion of general education courses

OTHA 1309 Human Structure and Function in Occupational Therapy – 3 Credit 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.
Prerequisite: BIOL 2401 and BIOL 2402

OTHA 1315 Therapeutic Use of Occupations or Activities I – 3 Credit 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.
Prerequisite: OTHA 1341, Co-requisite: OTHA 1160

OTHA 1319 Therapeutic Interventions I – 3 Credit 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.
Prerequisite: OTHA 1309, OTHA 1349 and OTHA 2304, Co-requisite: OTHA 1162

OTHA 134 Occupational Performance from Birth through Adolescence – 3 Credit 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.
Prerequisite: OTHA 1211

OTHA 1349 Occupational Performance of Adulthood – 3 Credit 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.
Prerequisite: OTHA 1309

OTHA 1353 Occupational Performance for Elders – 3 Credit 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.
Prerequisite: OTHA 1211

OTHA 2230 Workplace Skills for the Occupational Therapy Assistant – 2 Credit Hours
An online 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.
Co-requisite: OTHA 2560, OTHA 2561

OTHA 2235 Health Care Management in Occupational Therapy – 2 Credit 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.
Prerequisite: OTHA 1305

OTHA 2302 Therapeutic Use of Occupations or Activities II – 3 Credit 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.
Prerequisite: OTHA 2309, Co-requisite: OTHA 1161

OTHA 2304 Neurology in Occupational Therapy – 3 Credit 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.
Prerequisite: OTHA 1309 and OTHA 1349

OTHA 2309 Mental Health in Occupational Therapy – 3 Credit 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.
Prerequisite: PSYC 2301

OTHA 2560 Clinical Occupational Therapy Assistant - Level II Fieldwork A – 5 Credit 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.
Prerequisite: OTHA 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

OTHA 2561 Clinical Occupational Therapy Assistant - Level II Fieldwork B – 5 Credit 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.
Prerequisite: OTHA 2560, 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

PHYS – Physics

PHYS 1101 College Physics I (lab) – 1 Credit Hour
This laboratory-based course accompanies PHYS 1301, College Physics I. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; emphasis will be on problem solving.
Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 1301 College Physics I (lecture) – 3 Credit Hours
Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.
Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 1401 College Physics I (lecture + lab) – 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. Laboratory activities will reinforce the concepts of the material covered in the lecture. This lecture and lab course should combine all of the elements of PHYS 1301 (lecture) and PHYS 1101 (lab), including the learning outcomes listed for both courses.
Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 2125 University Physics Laboratory I (lab) – 1 Credit Hour
Basic laboratory experiments supporting theoretical principles presented in PHYS 2325 involving the principles and applications of classical mechanics, including harmonic motion and physical systems; experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): MATH 1316 Trigonometry or equivalent

PHYS 2126 University Physics Laboratory II (lab) – 1 Credit Hour
Laboratory experiments supporting theoretical principles presented in PHYS 2326 involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics; experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisite(s): PHYS 2325 Physics I

PHYS 2325 University Physics I (lecture) – 3 Credit Hours
Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving.
Prerequisite(s): MATH 1316 Trigonometry or equivalent

PHYS 2326 University Physics II (lecture) – 3 Credit Hours
Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics.
Prerequisite(s): PHYS 2325 Physics I

PHYS 2425 University Physics I (lecture + lab) – 4 Credit Hours
Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving. Basic laboratory experiments supporting theoretical principles presented in lecture and includes experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all of the elements of PHYS 2325 University Physics I Lecture and PHYS 2125 University Physics I Lab, including the learning outcomes listed for both courses.
Prerequisite(s): MATH 1316 Trigonometry or equivalent

PHYS 2426 University Physics II (lecture + lab) – 4 Credit Hours
Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Laboratory experiments supporting theoretical principles presented in lecture and includes experimental design, data collection and analysis, and preparation of laboratory reports. This lecture and lab course should combine all of the elements of 2326 University Physics II Lecture and 2126 University Physics II Lab, including the learning outcomes listed for both courses.
Prerequisite(s): PHYS 2425 University Physics I

PSYC – Psychology

PSYC 3344 Applied Positive Psychology – 3 Credit Hours
This course provides an introduction to the science related to happiness, well-being, flourishing and the positive aspects of human experience. Students will gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living.

PSYC 4300 Social Psychology – 3 Credit Hours
A study of the influence of people on each other's behavior, including social influence and social interaction.
Prerequisite(s): PSYC 2301

PSYC 4306 Neuroscience – 3 Credit Hours
This course will provide a detailed understanding of neurons and the functional role of different aspects of the human nervous system. A survey of topic areas relevant to psychology and neuroscience related disciplines will also be included.
Prerequisite(s): PSYC 2301
Cross-listed: BASC 6105 Credit cannot be earned for BASC 6105 and PSYC 4306.

PSYC 4320 Personality and Motivation – 3 Credit Hours
This course investigates the impact of motivation and personality traits on performance. The selection of topics combines elements that the prevalent motivation and personality theories have in common, thereby promoting research from different theoretical perspectives.
Prerequisite(s): PSYC 2301

PSYC 4325 Psychology of Human Sexuality – 3 Credit Hours
This course provides and overview of theories, research and contemporary issues in the scientific study of human sexual behavior and experience.
Prerequisite(s): PSYC 2301

PSYC 4327 Health, Stress, & Coping – 3 Credit Hours
This course examines current theory and research on self-regulatory and adaptational processes with a focus on the resources, strategies, goals, emotions, and social processes implicated in coping with chronic illness and other stressors.
Prerequisite(s): PSYC 2301

PSYC 4330 Experimental Methods & Research Design – 3 Credit Hours
This is an undergraduate psychology course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others.
Prerequisite(s): Math 1342

PSYC 4340 Organizational Behavior – 3 Credit Hours
This course is an exploration of how psychology, the science of behavior and mental processes, is applied in the workplace. The focus in this course will be on industrial and organizational psychology, specifically job analysis, description, and evaluation; employee selection; performance evaluation; motivation; job satisfaction; leadership; and group and team development. The course will include reading, writing, discussion, exercises, and research.
Cross-listed: BUSI 6301 Credit cannot be earned for PSYC 4340 and BUSI 6301.

PSYC 4401 Addictions and Addictive Behaviors – 3 Credit Hours
This course provides an overview of the principles of substance-related addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, risk and protective influences that act on the course of addiction and its adverse health consequences. Both genetic and environmental underpinnings will be discussed.
Prerequisite(s): PSYC 2301

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 1311 Basic Radiographic Procedures – 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 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 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 2301 Intermediate Radiographic 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 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 2317 Radiographic Pathology – 3 Credit Hours
Disease processes and their appearance on radiographic images**.**

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 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.

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 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.

RSMT – Research Methods

RSMT 3351 Experimental Methods & Research Design: Special Topics – 3 Credit Hours
This course presents a framework and process for conducting qualitative, quantitative, and mixed methods research in the fields of sustainability and environmental management. The course begins with an overview of research approaches, an assessment of the use of theory in research approaches, and reflections regarding the importance of writing and ethics in scholarly research.

SOCI – Sociology

SOCI 1343 Introduction to Public Health – 3 Credit Hours
Introduces students to the discipline of public health. It will cover a variety of disciplines to the basic tenets of public health. The course will provide a history of public health, an introduction to the five core disciplines (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy & Management). The course will also cover the role of public health in a global society.

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.

Certificate

CTMT – Computed Tomography

CTMT 1491 Special Topics in Computed Tomography Technology/Technician – 4 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 may be repeated if topics and learning outcomes vary.

CTMT 2432 Principles of Computed Tomography – 4 Credit Hours
Course Description: In-depth coverage of computed tomography imaging techniques. Image quality assurance and radiation protection are emphasized. *Prerequisite*: None

CTMT 2436 Computed Tomography Equipment and Methodology – 4 Credit Hours
Course Description: Skill development in the operation of computed tomographic equipment, focusing on routine protocols, image quality, quality assurance, and radiation protection. *Prerequisite*: None

RADR 2440 Sectional Anatomy for Medical Imaging – 4 Credit Hours To provide each student with a knowledge of anatomic relationships present under various sectional orientations. The student will be able to differentiate the various planar orientations used in medical imaging; and identify sectional anatomic structures viewed on medical images.

Massage Therapy Certificate

Trimester I Curriculum

MTE 0101 Swedish Massage (Masaje Sueco) – 7.5 Credit 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.

AMM 0101 Anatomy & Physiology (Anatomía y Fisiología) – 5 Credit Hours
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.

AMM 0102 Pathology for the Massage Professional (Patología para el profesional del masaje) – 2.5 Credit 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.

HYM 0101 Hydrotherapy (Hidroterapia) – 1 Credit Hour
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.

HHM 0101 Human Health & Hygiene (Salud Humana e Higiene) – 1 Credit Hour
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.

HHM 0102 Nutrition (Nutrición) – 0.5 Credit Hour
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.

BPM 0101 Business Practices & Professional Ethics I (Prácticas empresariales y ética profesional I) – 0.5 Credit 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.

Trimester II Curriculum
AMM 0201 Applied Anatomy and Kinesiology (Anatomía aplicada y kinesiología) – 4 Credit 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: AMM 0101 Anatomy & Physiology

MTM 0201 Neuromuscular Therapy (Terapia neuromuscular) – 2.5 Credit 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: All Tri 1 Classes or be an LMT

MFM 0201 Myofascial Therapy (Terapia myofascial) – 2.5 Credit 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: All Tri 1 Classes or be an LMT

NMM 0205 Eastern Modalities - Acupressure (Modalidades orientales: la acupresión) – 2 Credit 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: Aall Tri 1 Classes or be an LMT

BPM 0201 Business Practices & Professional Ethics II (Prácticas comerciales y ética profesional II) –3 Credit 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.

INM 0201 Massage Therapy Intern Clinic (Terapia de masaje Intern Clinic) – 2 Credit 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 MTE 0101, complete MTE 0101 Swedish Massage, AMM 0101 Anatomy & Physiology and AMM 0102 Pathology for the Massage Professional.

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.

Programs at Parker University start several times a year. The Doctor of Chiropractic and Massage Therapy programs start every trimester. The graduate programs start every eight weeks and/or seven and a half weeks. Undergraduate programs begin monthly. Cohorts for the Diagnostic Sonography, Radiologic Technology and Occupational Therapy Assistant programs begin at varied times throughout the year. Please visit www.parker.edu/health-sciences for specific program start dates.

Applicants must present true and accurate information throughout the admission process. An applicant found to have falsified, omitted or misrepresented information will be denied admission to Parker University.

Doctor of Chiropractic Program Admission Requirements

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

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

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

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

1. **90 hours** of undergraduate level coursework with a minimum **3.0 GPA** from an accredited institution recognized by the US Department of Education or an equivalent foreign agency. All courses toward the 90 hours must be earned with a grade of C- or better.
2. **24 semester** hours of life and physical sciences (within the 90 hours), at least **half** of these courses must have a substantive laboratory component.
    a. Parker requires at least one course in each of the following as part of this 24 hours.
        i. Human Anatomy or Human Anatomy & Physiology
        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
    v. Zoology
    vi. Human Biology
    vii. Cell Biology
    viii. Physiology
    ix. Microbiology

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 Composition
        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.
5. Credit must have been completed within 10 years of matriculation, unless the applicant has a health care/sciences degree and has been working in the field. The Dean of Academics of the College of Chiropractic can waive this requirement.

Alternative Admissions Track Plan

Students who do not meet the minimum standards for admission to the Doctor of Chiropractic program 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 will be required to take the Chiropractic College Aptitude Test (CCAT).

Completion of Admission Requirements

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

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

Technical and Physical Qualifications for Admission to the Doctor of Chiropractic

Parker University will consider for admission to the Doctor of Chiropractic program 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 Dean of Students, 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 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. The candidate must be able to observe a patient accurately at a distance and close hand.
- 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 in English 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. Candidates must be able perform or direct emergency treatment.
- 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 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. 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 Doctor of Chiropractic program 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 Doctor of Chiropractic program 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 to Student Affairs. A students' criminal and legal record may affect continued enrollment. Failure to report subsequent criminal history to the university, or a material misrepresentation of information about an arrest, charge, or conviction, is grounds for dismissal.

Deadlines for Applications – Doctor of Chiropractic

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

Applications should be submitted as early as possible for the entry date desired, and must be received no later than the following dates:
January Trimester: January 1 prior to start
May Trimester: May 1 prior to start
September Trimester: September 1 prior to start

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

Graduate Admissions Requirements

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

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

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

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

Master of Business Administration Admission Requirements

Parker University welcomes applications from persons seeking an opportunity to obtain an MBA in a fully online degree. This degree is built specifically for part-time students, with online courses that allow for flexibility. The 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.

In addition to the university graduate admission requirements, all applicants applying for admission into the MBA program may be admitted by meeting one of the following four options:

1. Four-year baccalaureate degree in business (or equivalent) from an accredited institution. *
2. A bachelor's degree or equivalent from an accredited institution and completion of MBA foundational (prerequisite) courses. *
    a. *MBA Prerequisite Courses*: Foundational courses must be successfully completed with 80 percent or "B" or above prior to taking the complimentary MBA major courses.
        - ACCT 5000 Concepts of Financial Management
        - BUSI 5000 Concepts in Management
3. Provisional Admission: Students may be provisionally admitted to the graduate program pending the completion of prerequisite course(s) with a grade point average of 3.0, with no course grades below a "B" for the first six hours in the MBA program. Students must complete the prerequisite courses prior to taking the complementary major-specific course.
4. Incomplete Admission: Should a student not be able to provide all the required documentation for entrance into the program, at the discretion of the Dean or Vice Provost, 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.

Master of Science in Clinical Neuroscience or Neuroscience Admission Requirements

In addition to the university graduate admission requirements, all applicants applying for admission into the Clinical Neuroscience or Neuroscience program must meet the following prerequisite requirements with a 'B' or above:

- Anatomy (or equivalent) – 6 credits

Applicants may be admitted into these programs with a four-year baccalaureate degree in science allied health (or equivalent) from an accredited institution. A currently enrolled Doctor of Chiropractic student may enroll in the program provided they meet admission requirements and are enrolled in Tri 6 or higher of the DC program.

Master of Science in Functional Nutrition Admission Requirements

In addition to the university graduate admission requirements, all applicants applying for admission into the Functional Nutrition program must complete and meet the following requirements:

1. Submit two letters of recommendation to be received within the first semester of enrollment.
2. Submit a formal resume indicating education and complete work history.

The following prerequisite courses must be completed with a "C" or higher:

- Introduction to Nutrition
- Biology & Lab
- Anatomy & Physiology &Lab
- General Chemistry &Lab
- Biochemistry

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. Comply with Meningitis (Meningococcal) Law

Specific program may have additional admission requirements as listed below.

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.

In addition to the university undergraduate admission requirements, all applicants applying for admission into the Diagnostic Sonography Program must complete and meet the following requirements:

- Successfully complete all general education courses. This consists of 8 general education courses in the first 8 months considered to be the "pre-DS" of our A.A.S program. A grade of "C" or better in all courses and a minimum cumulative GPA of 3.0 (on a 4.0 scale) must be earned in order to be eligible to progress to the major curriculum of the program.
    - Prerequisite Anatomy & Physiology courses must have been taken within five years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waiving this 5-year requirement provided the original prerequisites were completed.
- An acceptable drug screen and Level-3 criminal background screening will be required for all students beginning the program. **Students with felony charges and/or convictions may not be eligible for admission into this Allied Health Program.**
- Completion of any health discipline (ex RT, RN, LPN/LVN, PA, DC, MD) which requires licensure must submit proof of good standing.
- Completion of CPR/BLS certification is due before applying
- A personal essay stating why you chose a career in Diagnostic Sonography outlining your specific career goals in medical imaging.
- Applicants must provide proof of high school graduation or GED or an official transcript of undergraduate level study.

Step 1

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

- The DS program considers applicants on their eligibility and completion of admission requirements.
- Students must have completed all the required 25 pre-diagnostic sonography credit hours (general course work) with a grade of "C" of better and have a minimum cumulative GPA of 3.0 (on a 4.0 scale) at the time of submission to the DS program.
- Prerequisite Anatomy & Physiology courses must have been taken within five years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waving this 5-year requirement provided the original prerequisites were completed.

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

Step 2

Collect proof of all immunization requirements before applying for DS program admission. A completed immunization form is due at the time you apply for Diagnostic Sonography program admission. Students enrolling in the DS program must have completed the immunization series. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.

- Completed Hepatitis B Series - The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer. *It is suggested that students begin immunization series during Pre-DS coursework to ensure timely completion.*
- Meningitis (MV) - Texas Legislature approved Senate Bill 1107 requiring all entering University students, under the age of 22, to submit evidence of being immunized against meningococcal meningitis.
- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)

Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website at: https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

Note: Clinical Fieldwork sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. 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.

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

Read and sign all program acknowledgment and disclosure forms found on
https://www.parker.edu/academics/aas-diagnostic-sonography/

Step 5

Complete and submit the online DS program Application online which can be found at the following site: https://my.parker.edu/ICS/Future_Students/Apply_to_Parker/Diagnostic_Sonography_Application.jnz. Include all supporting documents required from Step 1, Step 2 Step 3and Step 4. The Diagnostic Sonography program online application and all required documentation must be submitted by the designated due date. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted. NO EXCEPTIONS. Submission of application does not guarantee an interview. Interviews will be determined by the number of applicants each year.

Application Due Date – July 1st
Diagnostic Sonography start date – September

Selection:
Parker University's Diagnostic Sonography Program accepts 15 students per year. This can also be based on the available number of clinical sites.

*Application to the program does not constitute admission. The Selection Committee reserves the right to request interviews before the final report is generated.

Acceptance:
Students will be notified of provisional program acceptance approximately one month before the program begins. Acceptance into the DS program is conditional pending submission of final grades from remaining prerequisite coursework. Drug screenings are performed as a condition of acceptance into the Diagnostic Sonography Program. A drug screen and Level-3 criminal background check may be required at any time during the program.

If accepted into the Diagnostic Sonography program the student must provide proof of a current CPR for BLS Healthcare Provider Card. The student's card must not expire while participating in the Diagnostic Sonography program. If a student's CPR for BLS Healthcare Provider Card expires during their time in the DS program, they will be dismissed from the program. Additionally, the student must submit proof of health insurance three months prior to the beginning of their clinical rotation.

Criminal Background
If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the university without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on their criminal record and agrees that the university will not be held liable in the case of failure to progress in clinical rotation and/or achieve licensure. Once accepted into the program, it is the student's responsibility to notify the DS Program Director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program. Students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting.

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

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
In addition to the university undergraduate admission requirements, all applicants applying for admission into the Associate of Applied Science with a Major in Massage Therapy must complete and meet the following requirements:

- Complete an online or print application. 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/My.Parker.edu
- Provide proof of Meningitis (Meningococcal) vaccination as required by Texas Department of State Health Services
- Request official transcripts to be sent from all higher education institutions where credits were earned or fill out the transcript authorization/release form.*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.
- 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.
- 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. In addition to the university undergraduate admission requirements, all applicants to the Occupational Therapy Assistant program must complete the following major application process:

Step 1
Enroll in Parker University and begin taking relevant Occupational Therapy Assistant program Pre-OTA requirements. ***Admission to Parker University does not guarantee admission to a Health Sciences program.***

- The OTA program considers applicants on a first come, first served basis based on their eligibility and completion of admission requirements until program slots are full. Please note; students completing prerequisite course work at Parker University and meeting all admission requirements may receive first consideration for acceptance into the OTA program.
- At the time of submission of the application for the OTA program prospective students must have completed all 24 of the required pre-professional credit hours (general education and prerequisite coursework) with a grade of "C" or better and have a minimum cumulative GPA of 2.75 (on a 4.0 scale). *Any exceptions to this policy are based on available space and require approval from the OTA Program Director and the Dean of the College of Health Sciences.*
- Prerequisite Anatomy & Physiology courses must have been taken within **five** years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waiving this 5-year requirement provided the original prerequisites were completed.
- Any student who has completed a healthcare degree (ex: RT, RN, LPN/LVN, PA, DC, MD) which requires licensure must submit proof of good standing.
- Applicants must provide proof of high school graduation or GED or an official transcript of undergraduate level study

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 their program of study, they will be required to go through the re-entry process as outlined in the Parker University catalog.

Step 2

Submit proof of all immunization requirements before applying for OTA program admission. A completed immunization form is due at the time you apply for Occupational Therapy Assistant program admission. Students enrolling in the OTA program must have completed the immunization series. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.

- **Completed Hepatitis B Series** - The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3 stage series that will take at least 6 months to administer. *Students must have completed a minimum of 2/3 of the Hepatitis B series prior to application to the program.*
- Meningitis (MV) - Texas Legislature approved Senate Bill 62 requiring all entering University students, under the age of 22, to submit evidence of being immunized against meningococcal meningitis.
- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)
- Influenza/Seasonal Flu immunization (required annually, during flu season, Sept-March or April)

Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website at: https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

Please note: Clinical Fieldwork sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually.

Step 3

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

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

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

Step 4

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

The Occupational Therapy Assistant program currently accepts applications and will schedule interviews all year round. The OTA online application and **all** required documentation must be submitted before or by the Final Application due date for the desired semester start.

- Applications for the May start will be accepted up to six weeks before the start or March 15th
- Applications for the September start will be accepted up to six weeks before the start or July 15th

Each applicant will receive notification of acceptance or non-acceptance within one month of the application submission and interview. If an application for a desired cohort or semester start is received after the final application due date or the desired cohort is full, then the application will be considered for the following cohort or semester start. Incomplete applications, and/or requirements will **NOT** be accepted.

Final Application Due Date	Professional Phase Semester
March 15	Summer – May
July 15	Fall – September

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

Acceptance

Selected applicants will be invited (by phone or e-mail) for a professional panel interview. An interview does not guarantee admission into the program. After the completion of panel interviews with selected applicants, the OTA Admissions Committee will make their final selections. Notifications will be sent out via mail and email to all students regarding acceptance and non-acceptance into the OTA program, approximately one month before the start of the following semester or cohort. Please note acceptance into the OTA program is conditional pending submission of final grades from remaining prerequisite coursework. Students accepted into the program will receive a Declaration of Intent and welcome letter. Included in the welcome letter are the Parker University and OTA student orientation dates. All selected applicants are required to attend both the Parker University orientation and the OTA student orientation sessions prior to the start of OTA core curriculum.

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

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

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

- **Criminal Background Check and Drug Screen:** Students are provided a waiver to sign acknowledging that if they do not pass the criminal background check and drug screen, they may not be able to be placed in a clinical setting. Inability to complete the clinical component of the program will result in the student being dismissed from the OTA program. In addition, a legal conviction may impact a graduate's ability to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Exam for the Occupational Therapy Assistant. An individual who is considering entering or who has already entered an OTA educational program can have his or her background reviewed by requesting an Early Determination Review. Please note, that there are costs associated with this voluntary review. Present and past convictions or disciplinary actions may impact your ability to obtain state licensure. For those students with felonies or misdemeanors who wish to practice in Texas, contact the Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) for licensure eligibility. Please note that there are costs associated with voluntary background reviews.
- **Basic Life Support (BLS) for Healthcare Provider Certification** is required for all OTA students prior to participating in the fieldwork experiences and must not expire while attending the OTA program. If your BLS for Healthcare Provider Card expires you will be not be allowed to participate in the required fieldwork experiences and maybe dismissed from the program, it is vital that the BLS for Healthcare Provider Certification stay current.

Unaccepted students:

If a student is declined admission into the desired OTA cohort the student can reapply for the following cohort. Applications can be completed on-line at http://parker.edu/academics/aas-occupational-therapy-assistant/ and

should be updated to include any additional coursework and/or accomplishments that the candidate feels will contribute to academic and clinical success.

Transfer students/Transfer of Credit

In addition to the Parker University Transfer of credit policy, prospective students who wish to transfer into the OTA program must have completed all the required prerequisite or approved equivalent coursework, have a minimum cumulative GPA of 2.75 (on a 4.0 scale) and meet the 40 hours of volunteer/work experience prior to progression into the major phase of the OTA program. The volunteer experience must be completed within one year (12 months) of the date in which the application is submitted.

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

In addition to the university undergraduate admission requirements, all applicants applying for admission into the Radiologic Technology Program must complete and meet the following requirements:

- Students apply for admission to the major and once the required General Education Curriculum has been completed, students may apply for admission to Radiologic Technology program.
- Admission to the Radiologic Program is based on the student's required cumulative grade point average of a 3.0 on a 4.0 scale with a grade of "C" or higher in General Education courses.
- All students must complete the HESI exam with a minimum average score of 75.
- Immunization Requirements: A completed immunization form is due at the time you apply for Radiologic Technology program. Students enrolling in the RT program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.
    - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
    - Mumps, Measles, Rubella (MMR)
    - Varicella
    - Tetanus and Diphtheria
    - Tuberculosis test – to be completed within the last 12 months. Two tests are required with consecutive results of a negative reading. If the TB test comes back positive, results from a current annual chest x-ray must be provided.

Some immunizations may need to be updated upon going to clinical. Clinical sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. An interaction with patients in 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 patient's medical diagnoses may include tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards. Information on vaccination requirements and exemptions an be found on the Registrar's page of MyParker at https://my.parker.edu/ICS/Student_Services/Registrar/Forms/

- CPR Certification: The Associate of Applied Science in Radiologic Technology program requires students to have a current Texas Healthcare Provider CPR Certification. Proof of which must be submitted when applying for admission to the program. CPR for BLS Healthcare Provider Card must not expire while attending the RT program. If the student's CPR for BLS Healthcare Provider Card expirers, they may be dismissed from the program, as it is vital that the CPR for BLS Healthcare Provider Card stay current. American Heart Association – The AHA CPR classes for BLS is for the Healthcare Professional, if you are in the medical field, BLS is the only

class for you. It is the most widely accepted course for hospitals and dentists. Acceptable CPR courses must be BLS for Healthcare Professionals. Online courses will not be accepted.

- Criminal Background Check/ Drug Screening: After being accepted to the program, but before clinical classes begin, students must undergo and pass a criminal background check and drug screening. These screenings will be administered through the College and will be at the student's expense. There are no exceptions. Upon acceptance/admission to the University, students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting
- If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the University without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on their criminal record, and agrees that the University will not be held liable in the case of failure to progress in clinical rotation and/or achieve licensure. Failure to disclose a misdemeanor or felony to the University is grounds for dismissal.
- Once accepted into the program, it is the student's responsibility to notify the RT program Director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program
- Drug screenings are performed as a condition of acceptance into the Radiologic Technology Program. The student will be responsible for any cost involved in a drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the RT program.
- The Radiologic Technology program online application and all required documentation must be submitted by the designated due date. Due dates are listed below for application deadlines. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted.

Application Due Date	Major Semester
October 1	Winter – January
February 1	Summer – May
June 1	Fall – September

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

In addition to the university undergraduate admission requirements, all applicants applying for admission into the Health Information Technology or Health Information Management Programs must complete and meet the following requirements:

- Immunization Requirements: Students enrolling in the HIT or HIM programs must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into clinical courses.
  - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3 stage series that will take at least 6 months to administer.
  - Mumps, Measles, Rubella (MMR)
  - Varicella
  - Tetanus and Diphtheria
  - Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)

    Information on vaccination requirements and exemptions can be located on the Registrar's webpage of the Parker University website 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.

- Criminal Background Check/ Drug Screening: After being accepted to the program, prior to the clinical courses, students must undergo and pass a criminal background check and drug screening. These screenings will be administered by the clinical sites and will be at the student's expense. There are no exceptions.

Application to the Certificate in Computed Tomography

All applicants applying for admission into the Computed Tomography Program must complete and meet the following requirements:

- Be a high school graduate or have earned a GED.
- Provide proof of being an ARRT Registered Radiologic Technologist or Registered Nuclear Medicine Technologist

Application Process

Candidates for the CT Certificate Program must apply to the university.

- Complete and submit an application to Parker University selecting Computed Tomography (CT) program.
- Submit a copy of current certification document from ARRT/ARRT card.
- Submit a copy of current license to practice as a Radiographer in your state of practice (if applicable).
- Provide official transcripts showing proof of earning a high school diploma or GED.
- Read and sign all program acknowledgment and disclosure forms provided by your enrollment advisor in the admissions department at Parker University.

** Application to the program does not constitute admission.

International Student Admission Requirements

(International Admissions Policies are applicable to international students only and do not apply to Green Card holders.)

- 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
    - World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Web: http://www.wes.org
- Submit an original letter of support from a financial sponsor pledging to provide funding to pursue educational goals in the United States to the Records and Registration Coordinator. No photocopies or facsimiles accepted. The letter must be written on the financial sponsor's personal or business stationary, signed by the sponsor. The student may sponsor themselves.
- Submit an original letter of financial ability, documenting sponsor's capability to financially support you (This is often called the "bank letter") to the Records and Registration Coordinator. This letter must be written and signed by an officer or official of your sponsor's financial institution on the institution's letterhead and bear a current date. No photocopies or facsimiles accepted. The letter must state the financial sponsor has the appropriate amount of funds available for the student's financial support. Please note that this amount is dependent upon the program in which the student is enrolled; check with your international advisor before submitting.
- Submit the completed educational experience form to the Records and Registration Coordinator. List all colleges and universities that you have attended.
- Submit a completed financial information form to the Records and Registration Coordinator. List all expected financial aid that you are planning to use from your country or any other sources to finance your education at

Parker University. If dependents are accompanying the student, list them on the financial information form; otherwise, they will not be able to enter the United States.

- Submit all previously attended U.S. institutions official transcripts to Parker University, Office of Enrollment, 2540 Walnut Hill Lane, Dallas, TX, 75229. It is the student's responsibility to request that official transcripts be sent from all prior institutions where credits were earned. Official transcripts must be mailed directly to Parker University. A transcript stamped "Issued to Student" or hand-carried into the Office of Enrollment may not be considered official transcript.
- Submit official ETS/TOEFL or IELTS scores (Test of English as a Foreign Language) for students whose primary language is not English. Students must obtain the following minimum ETS/TOEFL scores: Paper-Based Test (PBT) – 550; Internet-Based Test (IBT) – Total score of 79 or above with the following recommended scores per category: Reading: 15-21; Writing: 17-23; Speaking: 18-25; Listening: 15-21. Contact ETS/TOEFL at PO Box 6151, Princeton, NJ, 08541-6151, USA. Phone: 800-257-9547. Students that take the IELTS must obtain a minimum score of 8. Contact IELTS at http://www.ielts.org/default.aspx. All scores must be submitted directly to Parker University from ETS/TOEFL or IELTS office to be considered official.

  The English proficiency exam requirement may be waived by one of the following:
  - High School Diploma obtained in the United States. *
  - Bachelor's degree obtained in the United States, or equivalent degree instructed in the English language. *

  ** The applicant may be subject to an interview by the Admissions Committee and/or Vice Provost/Dean.*

- 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 must furnish proof of health insurance.

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

Application Procedures

Prospective students applying for admission to Parker University must:

- Submit to the Office of Admissions a properly completed application for the term. Applications may be found on the university website: https://my.parker.edu/ICS/Future_Students/Apply_to_Parker/
- Request official transcripts to be sent from all prior institutions where credits were earned and mailed from that institution directly to the Office of Admissions at Parker University. Students also have the option to fill out a transcript authorization/release form available from the Office of Admissions 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 all 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.

Prospective students will participate in an interview to ensure the prospective student is a good fit and is aware of the process.

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

University Transfer of Credit Policies and Procedures

For students transferring to 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. Transfer credit becomes part of the students record at Parker University, therefore is included on institutional transcripts. Credit is transferred on a course by course basis as applicable toward the students chosen program. In some instances, such as articulation agreements and participation in "teach out" programs, credit from another institution may be awarded in whole rather than course by course.

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

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 of enrollment or no transfer credits will be officially granted. It is the student's responsibility to request that official transcripts be sent from all prior post-secondary institutions to the Office of Enrollment at Parker University. Failure to provide official transcripts in the first term of enrollment will prevent a student from being registered for subsequent terms. Students have the option to fill out a transcript authorization/release form available in the Registrar's Office to allow Parker to attempt to request transcripts on a student's behalf.

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.

Residency Policy

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

Graduate/Professional Degree

A minimum of one-third of credits toward a graduate or professional degree must be earned at Parker University for a degree to be awarded.

Undergraduate Degree

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

Transfer of Credit Guidelines

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

Transfer from Regionally Accredited Institutions

Parker University accepts transfer credits applicable to an applicant's program of study from regionally accredited institutions. Parker University accepts transfer of associate degrees that, upon evaluation, include the appropriate major course distribution without time limitations. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit is not accepted for grades of "D" or lower.

Transfer from Non-Regionally Accredited Institutions

Credit for courses from non-regionally accredited institutions which are substantially equivalent in content to Parker University courses and are applicable to an applicant's program of study may be granted on a course-by-course basis. The acceptance of courses from non-regionally accredited institutions is contingent upon appropriate faculty credentials and applicable course content of the course to be transferred. Credits and faculty credentials from non-regionally accredited institutions will be reviewed by the appropriate college dean. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit is not accepted for grades of "D" or lower.

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

Students seeking transfer/exemption admittance to the Doctor of Chiropractic program will receive advanced standing based on the transfer credit accepted. Transfer credit for the Doctor of Chiropractic program is determined during the admission process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation. Transfer credit accepted toward the Doctor of Chiropractic degree from an institution other than an accredited chiropractic college is subject to the university transfer guidelines as well as the following requirements:

- Coursework must be graduate level.
- Credit hours for coursework transferred must satisfy Parker's requirements.
- Courses transferred must be passed with a "C" or better.
- Course credit must have been earned within 10 years of matriculation to the DC program.

Credit from another CCE accredited chiropractic college or an accredited first professional degree program may be accepted toward the Doctor of Chiropractic program if the following conditions are met:

- The applicant left the previous institution in good academic and conduct standing as verified by official documents provided by the previous institution.
- Credit was earned at the previous institution within five years of the date of anticipated matriculation to the Doctor of Chiropractic program. (This requirement may be waived by the Dean of Academics of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been active in the workforce.)
- Courses to be transferred were passed with a grade of "C" or better.
- Courses to be transferred are comparable to Parker's courses in depth and breadth of content, as well as number of credit and contact hours.

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations. A transfer student may be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final.

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

Transfer from International Institutions

Upon receipt of an official transcript, transfer credits from non-U.S. colleges/universities are evaluated and granted on a course equivalency basis. It is the student's responsibility to contact an approved educational evaluation organization to request that a foreign transcript review be prepared and mailed directly to Parker University attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit will not be accepted for grades below "C."

Articulation Agreements

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

Veteran Transfer of Credits

A Veterans Affairs 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

Alternative credit is credit earned through the College Level Examination Program (CLEP) or other institutional proficiency exams, such as Defense Action for Non-Traditional Educational Support (DANTES), Advanced Placement Program (AP), International Baccalaureate (IB), Program Evaluation Procedure (PEP), New York Board of Regents College Examinations, through challenging a course, or through experience and training in the military, as recommended by the American Council of Education (ACE) and documented on a military transcript. No more than 45 semester hours of alternative credit may be transferred to Parker University. Students cannot CLEP or test out of lab requirements. 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 Registrar's Office directly from the College Entrance Examination Board. To view and order AP 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 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, 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 Dean or Vice Provost. 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	MATH1314 or MATH1324 or MATH1325	MATH (6 credits)
Music	MUSI1306	NA
Philosophy	PHI1010	Elective (6 credits)
Physics	PHYS2425 (4 credits)	PHYS2425/PHYS2426
Psychology	PSYC2301	PSYC2301/PSYC2314
Social and cultural anthropology	Elective	Elective (6 credits)

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 admission to Parker University, pay all appropriate fees, and receive approval from the appropriate Dean or Vice Provost.

Cancellations and Deferments

Students must notify the Admissions team in-writing or by voice mail, by the close of business on Friday* prior *to the start* of the trimester or 4-month term, about their intent to cancel or defer starting classes. Students who give proper notification will be allowed to carry their deposit over to the next start (trimester or month).

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

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

Students who attend class during the first week and do not withdraw by the Friday* of the first week of class will encumber charges for the entire trimester or 4- month term.
*The Cancellation/Deferment deadline may vary due to a holiday.

Tuition Deposit

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

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).
- the student is enrolled only in online or other distance education courses.
- the student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training.
- the student is enrolled in a dual credit course which is taught at a public or private K-12 facility not located on a higher education institution campus.

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

- An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, stating that in the physician's opinion, the vaccination would be injurious to the health and well-being of the student; or
- An affidavit signed by the student stating that the student declines the vaccination for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services (DSHS) must be used.

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

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

Extensions

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

Limited Exceptions/Exemptions

Exception/Exemption forms are available 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: https://www.dallascounty.org/departments/dchhs/
- 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 – https://www.dallascounty.org/departments/dchhs/
- U.S. Department of Health and Human Services – www.hhs.gov

Financial Aid

Most all students attending Parker University receive some type of financial assistance. The Office of Financial Aid provides various types of grants, scholarships, work-study employment, and student loans from various federal, state, and/or private and institutional sources to assist students in paying for their education expenses. This section describes some general financial aid information that applies to all students, including students enrolled in the certificate, undergraduate, and graduate level programs.

To determine financial need, 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 transportation expenses against an applicant's expected family contribution or EFC.

Parker University then uses the Free Application for Federal Student Aid (FAFSA) to document and collect information used in determining a student's EFC and eligibility for financial aid. The information a student supplies on the FAFSA is confidential. In order to complete a FAFSA application, a student and/or parent (if applicable), must apply for a Federal Student Aid (FSA) ID. This can be obtained at www.fsaid.gov. Once you have your FSA ID, you can complete your FAFSA at https://studentaid.ed.gov/sa/fafsa. Should a student wish to obtain a Federal Direct student loan, this same Federal Student ID will be used to complete the Master Promissory Note and Loan Entrance Counseling. Loan applicants must complete this process at www.studentloacns.gov.

Parker University offers the following institutional and Federal and State financial aid programs to students who qualify:

Grants

Grants are available to students that demonstrate financial need as determined by completing the FAFSA. Grants do not have to be repaid unless a student becomes ineligible. *Students enrolled in graduate, or doctoral programs are not eligible for Federal Grants.*

Tuition Equalization Grant (TEG)

Must be a Texas resident to qualify. Students must maintain a cumulative grade point average of 2.50 on a 4.0 scale and complete 24 credit hours per year (18 credit hours per year if a graduate student). Please contact the Office of Financial Aid for other eligibility requirements.

The TEG can only be awarded during the Fall and Winter enrollment terms. This Grant is need based; therefore, you will only be eligible based on remaining need from the information you entered on your FAFSA.

Federal Pell Grant

The Federal Pell Grant is awarded to undergraduate students that demonstrate financial need. Pell Grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors that include income, household size, and dependency status as determined by completion of the FAFSA. The amount of Pell grant awarded is based on the EFC as determined on the FAFSA. Graduate and Doctoral degree seeking students are not eligible for Federal Pell Grants.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

Federal Direct Student Loans are low interest loans funded by the U.S. Department of Education (USDE), Federal student aid programs

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. Both loans have a fixed interest rate as determined by the USDE. For more information visit www.studentaid.gov. The following chart provides maximum annual and total loan limits for subsidized and unsubsidized loans:

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First Year Undergraduate	$5,500—No more than $3,500 of this amount may be in subsidized loans.	$9,500—No more than $3,500 of this amount may be in subsidized loans.
Second Year Undergraduate	$6,500—No more than $4,500 of this amount may be in subsidized loans.	$10,500—No more than $4,500 of this amount may be in subsidized loans.
Third Year and Beyond Undergraduate	$7,500 per year—No more than $5,500 of this amount may be in subsidized loans.	$12,500 per year—No more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Degree Students	Not Applicable	$20,500
Maximum Total Debt from Subsidized and Unsubsidized Loans	$31,000—No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates—No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students—No more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes all federal loans received for undergraduate study.

Federal Direct PLUS Loan

The Federal Parent Loan to Undergraduate Students (PLUS) program provides a non-need-based loan 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 a fixed interest rate determined annually by the federal government. If a parent is denied the Parent PLUS Loan, dependent students may be eligible to borrow additional unsubsidized loan by $4,000-6,000 depending on grade level and other eligibility requirements.

Federal Direct Graduate/Professional PLUS Loan

Graduate and professional degree students are eligible to apply for the Graduate PLUS Loan in amounts up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to the Graduate/Professional PLUS loans. The requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA), a Graduate PLUS Loan Master Promissory Note, and a Graduate PLUS Loan Entrance Counseling by visiting www.studentloans.gov. Students with adverse credit history will be given the opportunity to apply with credit-worthy cosigners. Students 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 Work Study (FWS)

The Federal Work Study program gives part-time employment to students who need income to help meet the costs of postsecondary education. When available, Parker University provides part-time jobs for students through the FWS program. Generally, students work 15 to 20 hours per week. For more information, visit the Office of Financial Aid.

Scholarships

Parker University offers a variety of scholarships ranging from academic merit to financial need for students who meet the criteria set by the University. Visit the Office of Financial Aid for more information.

Veteran Affairs Benefits

Parker University is approved by the Texas Veteran's Commission, as well as the State Approving Agency, to certify eligible students for VA Benefits enrolled in approved programs. For information on currently approved programs, please visit the Veteran Affairs page on MyParker, or contact a Certifying Official in the Registrar's Office. Students who are eligible for VA Benefits and wish to utilize those benefits at Parker, must provide the following documents:

- VA Enrollment Certification Request form: Must be submitted for each term of enrollment in which the student wishes to utilize benefits.
- A Certificate of Eligibility from the U.S. Department of Veterans Affairs
- Copy of VA form DD-214 (veteran only)
- Copy of VA form 1905 (Voc. Rehab only)
- All official military transcripts (veteran only)
- All official transcripts from previously attended institutions

Cost of Attendance or Student Budget

Students are awarded up to their cost of attendance (COA). The COA is based on tuition, fees, books and supplies, room and board, personal and transportation expenses as determined by the Office of Financial Aid.

Student Eligibility Requirements

Federal financial aid is not available to international students unless they are eligible non-citizens. Eligible non-citizens must provide current documentation of immigration status prior to applying for financial aid. An applicant for admission who indicates on their application that financial assistance is needed for education is to complete the Free Application for Federal Student Aid 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)

Program Completion Limits

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

Parker University Return of Title IV (R2T4)

Refund Policy

Students that completely withdraw from all classes either officially or unofficially, are dismissed/expelled, or leave the Parker University prior to completing more than 60% of the trimester, must repay some or all of the Federal financial aid funds received or paid on their behalf.

Federal student aid regulation 34 CFR 668.43 requires the Parker University Office of Financial Aid to calculate an amount of money the student may be required to return that they received in Federal Title IV and Campus-Based Aid (Federal Pell Grant, Federal Supplemental Education Opportunity Grant/FSEOG, and Federal Direct Stafford Student Loans). The withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the quarter/semester for a student who leaves without notifying the institution. The Federal Title IV programs covered under this policy include Federal Pell Grant, Federal SEOG, Federal Stafford Loans, and Federal PLUS Loan (Graduate Student or Parent).

Parker University and the student share the responsibility for returning Title IV aid. Parker University returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. If the student owes funds back to the Title IV programs, the institution will advise the student. The student has 45 days from the date of notification from the institution to take action on the overpayment.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, Parker University may report the overpayment to the National Student Loan Data System (NSLDS). The student loses eligibility for further Title IV aid at any post-secondary school until the overpayment is resolved.

Federal Title IV financial aid is returned to the federal government (reducing student loan debt) based on the percent of unearned aid using the following formula:

Return of Funds

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. No program can receive a refund if the student did not receive aid from that program. Funds must be returned within 45 days after the date of withdrawal determination. Return of funds required by the student for unearned aid is returned (repaid) in accordance to the terms of the loan on the promissory note. The order is as follows based on aid offered at Parker University:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Direct Federal PLUS (Graduate Student or Parent)
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant (FSEOG)

Post-Withdrawal Disbursements

If it is determined that a student is eligible for Federal Title IV financial aid funds that have not been disbursed, grant funds that the student is eligible for will be disbursed first. Federal aid that the student is eligible for will be credited to the student's account for outstanding charges. If the student has no outstanding charges or if there is a balance due the student after disbursement, Parker University, Office of Financial Aid, will notify the student of his/her eligibility for the loans. The student must respond within 14 days of the date of the letter as to whether they want all, part, or none of the loan(s). If the student fails to respond within 14 days, no loan disbursement will be made.

Before calculating the amount of financial aid that must be cancelled, the following is taken into consideration:

- If a promissory note for a Stafford Loan has not been signed and submitted by the student prior to the withdrawal date, the loan(s) is automatically cancelled.
- If an entrance loan interview has not been completed by the student prior to the withdrawal date, the Stafford Loan is automatically cancelled.
- If the student is a first-time attendee of PARKER UNIVERSITY and withdraws during the first 30 days of the semester, the Stafford Loan is automatically cancelled.
- Students who have not completed verification are not eligible for financial aid and are not included under this policy.

Loan Exit Counseling

Loan Exit Counseling is a requirement for everyone who has borrowed funds from the Federal direct student loan program and withdrawals, graduates or leaves the University. It is designed to prepare the student with information for repaying obtain Federal student loans and help with personal financial management.

In exit counseling students are provided their rights and responsibilities and the consequences of not repaying your student loans and default. In addition, repayment options, debt management possibilities, and loan consolidation are discussed in more detail. You will need to know which types of federal student loans you have borrowed during your years of attendance at Parker University and any other school attended. You may obtain this information online at www.nslds.ed.gov. Your FSA User ID will be required to access the system.

If you borrowed under the Federal Direct Stafford Loan Program (either a Subsidized or an Unsubsidized Stafford Loan, or both), please complete your loan exit counseling online at www.studentloans.gov.

It is important that you understand the seriousness of repaying your student loans. If you have any difficulties in making your loan payments, please contact your loan servicer that you can also find at www.nslds.ed.gov.

You are encouraged to visit the Parker University, Office of Financial Aid to discuss your situation and options prior to withdrawing. You may wish to avoid owing a repayment on the Federal student aid you received by staying in some, or all, of your classes.

Failure to pay your Federal aid overpayment as a result of withdrawing officially or unofficially from Parker University may result in you not being eligible for Federal student aid at any school in the country until the repayment is made. Also, please be aware that if financial aid funds are returned to the US Department of Education by Parker University, you will be responsible for immediate repayment for any balance due that appears on your student account.

Please visit the Parker University Office of Financial Aid should you wish to view the complete and detailed Return of Title IV Refund Policy and Procedure.

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.

Please visit the Parker University website at www.parker.edu or visit the Office of Financial Aid should you wish to obtain any of the above information.

Tuition and Fees

Tuition and Fee Disclosure

Tuition is computed on the assumption that a student remains throughout the academic term. Students are obligated for all charges (tuition/fees/books/supplies) for the trimester/term they are currently enrolled in plus any prior account balance. Since a place in class has been reserved for each student, tuition is billed at the beginning of the term. Tuition is due and obligated on or before the first day of class in the period of enrollment or trimester except for those funds to be covered by federal aid sources designated by the Parker Financial Aid Department. PARKER STUDENTS ARE CHARGED BY THE TRIMESTER OR FOUR MONTH PERIOD OF ENROLLMENT, NOT PER CLASS. If courses are added AFTER the initial billing period, it is the student's responsibility to contact the Financial Services office for due dates and amounts related to tuition in order to avoid any holds for attendance to classes.

Refund Policy for Institutional Charges

The Parker University Refund Policy exists for calculating the refund of institutional charges. After the drop/add deadline (first week of the first class in the semester/trimester/term), students are responsible for all tuition and fees associated with that period of enrollment. Students should seek advisement from the business office for clarification of tuition and fees owed if cancelling or withdrawing from classes. Any refund of tuition is processed in accordance with the university refund policy. Students who officially withdraw from the university after the first day of registration will receive a refund of tuition of 100% if the withdrawal is made on or before the drop/add deadline. Reductions in indebtedness are made solely at the discretion of the university.

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

Fiscal Clearance/Tuition Payments

Effective with the Fall 2019 term, Parker University is implementing a new fiscal clearance/payment process with payment deadlines. Fiscal clearance means settlement of all semester charges. This change will mean better service for students and the overall University community. Under this new process, students will be able to log into MyParker to view account activity, make payments, and set-up payment plans. Students must clear their account no later than the last day to add/drop for the term. **Students who have not paid their total balance due or who are delinquent on payment plans prior to the close of business on the last day of add/drop could have their schedule dropped for the term.**

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

1. Finalized financial aid awards and/or loans.
2. Payment in full of net amount due.
3. Enrollment in a Cashnet payment plan through MyParker.
4. Proof of a third-party payer approved through the Business Office (examples: VA benefits, Texas Workforce, outside scholarships).

Students are responsible to pay any balances that are not covered by financial aid or approved third-party payers. Payments can be made online at MyParker. We accept electronic payments from your checking and/or savings account. We also accept Visa, MasterCard, American Express, and Discover. There are no processing fees for payment online. For more information about this policy please contact the Business Office at 214-902-2410.

Disbursement Policy of Financial Aid Funds

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

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

For students who received federal financial assistance:

DC Students: For continuing DC students, funds for the fall trimester are received prior to the term start date and are disbursed as a refund during the week before school starts. For all incoming DC students, re-admitted students, and students on the academic deficient list, funds will be disbursed during the third week of the term after attendance and qualifications are verified.

Master's and Undergraduate Programs: Students will be billed for all of the courses enrolled at the beginning of each term.

Tuition and Fees Effective Fall Term 2019

Doctor of Chiropractic

Initial Fees

Application Fee (non-refundable one-time charge) - $75
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - $150
($100 of tuition deposit to be applied against student account. $50 of tuition deposit applied to Background Fee Revenue to offset the costs associated with obtaining background checks for incoming DC students)

Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Tuition	$11,560
Student Fees	$1,000

Graduate Programs

MBA – Health Care Management

Initial Fees

Application Fee (non-refundable one-time charge) - $50
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - $100

Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Tuition **(per credit hour)**	**$715**
Orientation Fee **(one-time fee)**	$15
Graduation Fee **(one-time fee)**	$45

Undergraduate Programs:

BBA – Health Care Management
BS – Anatomy
BS – Computer Information Systems
BS – General Studies
BS – Health and Wellness
BS – Health Information Management
BS – Integrative Health
BS - Psychology
AAS – Diagnostic Sonography
AAS – Health Information Technology
AAS – Massage Therapy
AAS – Occupational Therapy Assistant
AAS – Radiologic Technologist
AS – Computer Information Systems
AS – General Studies
AS – Health Sciences

Initial Fees

Application Fee (non-refundable one-time charge) - $50
Tuition Deposit (non-refundable, but transferrable – to be applied towards tuition) - $50

Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Orientation Fee (one-time fee)	$45
Tuition (per credit hour)	$636
Activity Fee (per semester) (campus only)	$25
Parking Fees (per semester) (campus only)	$10
Campus Technology Fee (per semester)	$75
Online Technology Fee (per semester)	$75
Graduation Fee (one-time fee)	$45

Program Specific Fees	
BS-Health Information Management	
Materials Fee (one-time fee)	$180
Exam Fee (one-time fee)	$229
AAS- Radiologic Technologist	
Materials Fee (Badges, Drug Test, Background Check, Markers) (one-time fee)	$228
Malpractice Insurance Fee ($20/per clinical course – 3 courses)	$60
Exam Fee (AART-$200) (one-time fee)	$200
AAS-Diagnostic Sonography	
Materials Fee (Drug Test, Background Check) (one-time fee)	$110
Malpractice Insurance Fee ($20/per clinical course – 3 courses)	$60
Exam Fee (AART-$200, ARDMS-$450) (one-time fee)	$650
AAS-Occupational Therapy	
Materials Fee (Drug Test, Background Check) (one-time fee)	$110
Malpractice Insurance Fee – Level I ($10/per clinical course – 3 courses)	$30
Malpractice Insurance Fee – Level II ($20/per clinical course – 2 courses)	$40
Exam Fee (COTA - $500) (one-time fee)	$655
AAS-Health Information Technology	
Materials Fee (one-time fee)	$180
Malpractice Insurance Fee	$20

Other Fees

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

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

Uniforms, Tests, Supplies, and Special Fees

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

Certificate Programs:

Massage Therapy Certificate - 34 credit hour certificate program
Computed Tomography - 16 credit hours certification program
Healthcare Cybersecurity – 18 credit hour certificate program
Information Technology – 18 credit hour certificate program
Cybersecurity – 18 credit hour certificate program

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. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

34 credit hours Certificate Program Costs	
Tuition (2 trimesters)	$8,182
Activity Fee (per trimester)	$65
Parking Fee (per trimester)	$25
Technology Fee (per trimester)	$50
Materials Fee (per trimester)	$25
Licensing Fee (one-time fee paid in Tri II)	$320
Graduation Fee (one-time fee)	$45
Orientation fee (one-time fee)	$45

**If Criminal background checks are required by the facility where student is placed for internship*

Other Fees That May Apply:

Extended Internship Tuition (per extension) - $200
Audit Fee (per credit hour) - $50
Books (approximately) - $510
Lotion Holster - $15
Scrubs (mandatory during internship only) - $25
Massage table package (optional) - $200-$700

Part-time Tuition

Classes may be taken on a part-time basis at the rate of $242.00 per credit hour for tuition, plus other applicable fees, including parking, technology, and materials.

Certificate of Tomography

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 obligated on or before the first day of class.** Payment plans may be established online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

16 credit hours Certificate Program Costs	
Tuition **(one trimester)**	**$6,300**
Materials Fee (one-time fee)	$60
Technology Fee	$75
Mal-Practice Fee (one-time fee)	$60
Exam Fee (one-time fee)	$200
Orientation Fee (one-time fee)	$45

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.

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

Academic Policies, Procedures, and Regulations

Academic Regulations

The academic regulations and procedures define student academic rights and responsibilities. Students are responsible to be aware of and comply with all academic policies and regulations.

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

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

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

Academic Year

College of Chiropractic

For academic purposes, the calendar year is divided into three trimesters of 15 weeks each. The winter trimester begins in January, the summer trimester begins in May, and the fall trimester begins in September.

College of Business and Technology

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

Classes in the undergraduate programs are 4 weeks long, and the term is comprised of four consecutive 4-week courses. Students take one course at a time for a fulltime load of 12 to 16 semester credit hours.

College of Health Sciences

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

Classes in the undergraduate degree programs are 4 weeks long, and each term is 16 weeks comprised of four consecutive 4-week courses. Students take one course at a time for a fulltime load of 12 to 16 semester credit hours.

Classes in the Massage Therapy Certificate Program are 15 weeks in length each term. Students take several courses at a time for a fulltime load of 16-18 credit hours.

Classes in the Computed Tomography Certificate Program are 4 weeks long and the program is comprised of four consecutive 4-weeks courses.

Full-Time/Part-time Enrollment

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

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

Course Overloads

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

Dual Program Enrollment

Students who wish to enroll in more than one program may do so provided they meet the following standards:

- Are enrolled full time in their primary program.
- The student is in good academic standing in their primary program.
- Meet all admission requirements for the additional program of choice.

Students will be held to the institutional Satisfactory Academic Progress Policy for each enrolled program. The student must maintain good academic standing in each program to remain dually enrolled and must remain full time in their primary program. The additional program may be declared by submitting a Declaration of an Additional Program form to the Registrar's Office.

Registration

Current students are registered each 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 Provost. The documentation must be filed with the Registrar and is maintained in a student's academic file.

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 within 2 weeks (14 days) following the last day of the course. If the student fails to make up the deficient course requirements within the prescribed time period, the grade of "Incomplete" will be changed to a final letter grade as determined by the instructor. "I" is 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). "W" is not computed in GPA calculations; however, it is computed in completion rate.	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. "WP" is not computed in GPA calculations; however, it is computed in completion rate.	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. "WF" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
P	Passing. Grade received in a Pass/Fail course, if successfully passed. "P" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
NG	Non-Grade. Indication that a course does not receive grades. "NG" is not computed in GPA calculations or completion rate.	N/A
NA	Non-Attendance. Grade received as a result of a withdrawn course a student did not post attendance. Not computed in GPA calculations or completion rate.	N/A
WM	Withdrawn-Military. Grade received as a result of a withdrawn course due to military deployment. Not computed in GPA calculation or completion rate.	N/A
AU	Audit. Grade received when auditing a course. Not computed in GPA calculations or completion rate.	N/A
WIP	Work In Progress. The course is currently in progress and the student is currently enrolled in the course.	N/A

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

Grade Scale: Undergraduate and Certificate Programs

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

Grade Scale: Doctor of Chiropractic and Graduate Programs

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**

Incomplete Grade Policy

A grade of Incomplete (I) may be assigned to a course at the discretion of the instructor. An Incomplete is only given when there is reasonable expectation the student is able to complete the coursework within 14 calendar days of the course end date. Extensions may be made on an individual basis when there are extenuating circumstances. To be eligible for an incomplete extension, the student should have completed a minimum of 70% of the coursework and have adequate attendance in their next course (if applicable). An Incomplete Grade Extension form must be completed and signed by both the student, instructor, Department Chair, Program Director or Dean, and the Registrar. The student will be given a deadline by the instructor, Department Chair, Program Director, or Dean to submit all pending coursework. No incomplete grade extensions will be granted for the final course before graduation, with the exception of clinical coursework).

Academic Progress Calculations

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

Grade Point Average Calculation

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

1. For each course, the grade point value of the grade received is multiplied by the credit hour value of the course.
2. These products are totaled and divided by the sum of the credit hour values for the 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, as well as credit transferred from previous institutions, per degree level/division.

Repeat of Course Calculations in Grade Point Average

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

Satisfactory Academic Progress

Students at Parker University are expected to maintain satisfactory academic progress and to make ongoing progress toward graduation. There are two standards that must be met: a qualitative standard and a quantitative standard.

Qualitative Requirement

The qualitative standard requires that a student achieve a minimum grade point average (GPA) as defined in the chart below after completing his/her first term of enrollment at Parker University. All students must achieve a minimum GPA defined in the chart below for the second term of enrollment and must maintain a cumulative GPA defined in the chart below in order to graduate from Parker University.

A student whose cumulative GPA falls below the defined GPA is placed on Warning for the next term of enrollment. While on Warning, a student remains eligible for Title IV financial aid funds. A student on Warning who brings his/her cumulative GPA to the required GPA is removed from Warning. While on Warning, a student not earning the required GPA by the end of the term must appeal to continue enrollment with the status of Financial Probation. A student who fails to appeal or whose appeal is not accepted by the University will have financial aid terminated.

Quantitative Requirement

The quantitative standard requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours, repeated courses, and all attempted courses that meet degree requirements are considered in the determination of this 150% normal time frame but are not utilized in calculation of GPA. The normal timeframe is measured in credit hours attempted (rather than semesters) to accommodate schedules of full-time and part-time students. To ensure completion of a program within the maximum timeframe, Parker University requires students to successfully complete 67% of credit hours attempted the first term of enrollment and a cumulative 67% of credit hours attempted each term thereafter.

When a student withdraws from a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of 67% of credit hours attempted to graduate within 150% of the normal timeframe.

SATISFACTORY ACADEMIC PROGRESS REQUIRMENTS BY PROGRAM				
Doctoral Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Chiropractic	DC	2.25*	67%	15 Trimesters
Masters Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Business Administration	MBA	3.0*	67%	42-hr. MBA = 63 36-hr. MBA = 54
Clinical Neuroscience	CNEUR	3.0	67%	49.5
Neuroscience	NEURO	3.0	67%	45
Functional Nutrition	MSFN	3.0	67%	45
Bachelors Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Anatomy	ANAT	2.0*	67%	182.25
Anatomy	ANAG	2.0	67%	180
Business Administration	BHCM	2.0	67%	180
Computer Information Systems	CIS	2.0	67%	180
General Studies	BSGEN	2.0	67%	195
Health and Wellness	HTHWL	2.0*	67%	195
Health Information Management	HIM	2.0*	67%	186
Integrative Health	INTHL	2.0	67%	180
Nutritional Sciences	BSNS	2.0	67%	180
Psychology	PSYCH	2.0	67%	180
Associates Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Health Science	HTHSC	2.0	67%	90
Massage Therapy	MTA	2.0*	67%	90
Diagnostic Sonography	DS	2.75*	67%	108
Radiologic Technology	RT	2.75*	67%	111
Occupational Therapy Assistant	OTA	2.75*	67%	108
General Studies	GENST	2.0	67%	90
Health Information Technology	HIT	2.0*	67%	103.5
Computer Information Systems	ASCIS	2.0	67%	90
Pre-Associates Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Pre-Diagnostic Sonography	PREDS	2.0	67%	37.5
Pre-Radiologic Technology	PRERT	2.0	67%	36
Pre-Occupational Therapy Assistant	PROTA	2.0	67%	39
Certificate Programs	**Program Code**	**Cumulative Grade Point Average**	**Cumulative Completion**	**Maximum Timeframe (Semester Credit Hours)**
Massage Therapy	MT	2.0*	67%	51
Computed Tomography	CT	2.0	67%	24
Healthcare Cybersecurity	HTHCY	2.0	67%	27
Information Technology	IT	2.0	67%	27
Cybersecurity	CYBR	2.0	67%	27

**Student must earn a minimum course grade of C*

Maximum Time for Program Completion (150% Maximum Timeframe Requirement)

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

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

Recipients of the Texas Tuition Equalization Grant must earn and maintain a cumulative 2.5 GPA and complete at least 24 credit hours per year (Graduate students must complete 18 credit hours per year) and be enrolled at least ¾ time. The minimum quantitative completion rate is 75% (and is higher than the Federal minimum completion rate of 67%).

Warning

A student may be placed on Warning for Quantitative, Qualitative or both standards. A student whose cumulative completion rate falls below 67% at the end of the first term of enrollment or any subsequent term is placed on Warning for the next term. Similarly, a student whose cumulative GPA falls below the specified GPA requirement for the program based on the above chart is placed on Warning for the next term. While on Warning, a student remains eligible for Title IV financial aid funds.

Dismissal

A student on Warning who brings his/her cumulative completion rate to 67% and cumulative GPA to the minimum requirement is removed from Warning. A student on Warning who does not complete 67% of the credits attempted or earn the minimum GPA required by the program by the end of the term will be dismissed. A student who has been dismissed must appeal the dismissal in order to continue enrollment with a status of Probation. A student who fails to appeal, or whose appeal is not accepted by the University, will have financial aid terminated.

Satisfactory Academic Appeal Process

Parker University students are entitled to fair processes and procedures. Dismissed students have the right to appeal this by filing a Satisfactory Academic Progress Appeal form as well as an Academic Plan worksheet to the Chair of the SAP Appeals Committee. A student must submit a written request with appropriate documentation. The student appeal must be based on mitigating circumstances. These include serious illness or injury of a student or serious illness, injury or death of a student's immediate family member, or other hardship causing a circumstance beyond the student's control. The appeal must also include an explanation as to what has changed in the student's situation that will allow him/her to make satisfactory academic progress in the returning term. If an appeal is granted, the student may be placed on one payment period of Probation and must meet Satisfactory Academic Progress by the end of the payment period of Probation unless the student can demonstrate progress in an agreed upon Academic Plan. Students may receive Title IV aid while on Probation.

Probation

Qualitative Probation

A student returning on Probation following an appeal must minimally meet the qualitative standard as described in the chart above or demonstrate progress per the Academic Plan which includes no less than the required GPA at the end of the returning term of enrollment. A student returning from Probation who fails to meet the qualitative standard at the end of the returning term becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

Quantitative Probation

A student returning on Probation following an appeal must minimally meet the quantitative standard of completing 67% or more of credit hours attempted at the end of the returning term of enrollment. A student returning from Probation who fails to meet the quantitative standard of completing 67% or more of credit hours attempted at the end of the returning term of enrollment, becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

A course that receives a grade of "W" for a course withdrawal or a grade of "I" for an incomplete will be evaluated as a non-completed course. Non-completed courses will be calculated into the quantitative Satisfactory Academic Progress standards. A course that receives a falling grade of "F" will be calculated into both the qualitative and

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

Type of Student Accounts Subject to SAP Policy

These standards apply to all student account types (those receiving veterans' benefits, those receiving financial aid and cash-paying students). The Veterans' Administration is notified of unsatisfactory progress of a student receiving veteran benefits who is placed on Warning. If a student receiving veteran benefits is placed on Dismissal, Veterans Benefits can be terminated. A student terminated from Veterans Benefits due to unsatisfactory progress may be recertified for benefits upon successfully appealing the dismissal and being placed on Probation.

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

Regaining Financial Aid Eligibility

Students who are not making satisfactory academic progress can regain eligibility for Financial Aid only by taking action that brings them into compliance with Parker's satisfactory academic 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 satisfactory academic progress standards to restore eligibility for Federal Student Aid funds.

Grade Appeals, Warning, and Dismissal – College of Chiropractic

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 members conduct the review of any student complaint about 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 they believe it was awarded in an erroneous, arbitrary or discriminatory manner. The student must provide evidence to support that their 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 programmatic Attendance Policy in the Doctor of Chiropractic Student Handbook) 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 faculty member.

Step 2: If the matter is not resolved after talking to the faculty member, the student must meet with the Department Chair/Clinic Director. The Chair/Director may resolve the appeal only through the 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/Faculty Senate Designee. 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/Faculty Senate Designee, which will determine the outcome of the appeal.

Step 4: The Chair of the Commission on Curriculum and Grades/Faculty Senate Designee 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/Faculty Senate Designee 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. (Appeals of a final trimester grade cannot be utilized to adjudicate grades awarded prior to the final examination and not appealed within the timeframe for appealing interim grades.)

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.

Warning Policy – College of Chiropractic

A student who does not make acceptable progress toward a degree based upon performance in individual classes or through cumulative qualitative and/or quantitative standards, will be placed on Warning. In addition to the Satisfactory Academic Progress policy, the following are required of students on Warning in the Doctor of Chiropractic program:

- Repeat all failed or withdrawn courses (F, W, W/F or W/P) in the next trimester of enrollment unless approved by the academic advisor.
- Subject to a reduced load as determined by the Office of Academic Advising.
- Pass all failed or withdrawn courses, including clinic practicums, on the second enrollment or be dismissed.
- Attend the mandatory study skills workshops held at the beginning of the trimester.
- Attend ALL classes and labs.
- Ineligible for the following: work study or other University employment, holding office in a campus organization, representing the university at outside functions.

Academic Dismissal – College of Chiropractic

In addition to the Satisfactory Academic Progress policy, students in the Doctor of Chiropractic program may be dismissed for the following two reasons:

- Failing to successfully complete a course, including Internship Practicum, on the second enrollment

Students who are dismissed may file an appeal as outlined in the Satisfactory Academic Progress policy.

Grade Appeals – Colleges of Business and Technology and Health Sciences

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 and/or if extenuating circumstances exist. The student must provide evidence to support that the appeal.

Appealing a Course Grade:

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

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

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

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

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

Step 4: The Dean will notify the student, the faculty member, and appropriate VP of the final outcome of the appeal. If the outcome of the grade appeal results in a grade change, the faculty member or Dean will process the grade change through the Registrar's Office. The decision of the Dean is final.

Timetable for Grade Appeals

Step 1 must occur within 3 school days after the grade is posted or becomes available;
Step 2 must occur within 5 school days after the grade is posted or becomes available;
Step 3 must occur within 7 school days after the grade is posted or becomes available;
*Any exceptions to the timetable must be approved by the Dean/Vice Provost

Academic Honors

Parker University publicly acknowledges the academic excellence of its students.

Valedictorian and Salutatorian (DC Program Only)

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

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)

Graduation Honors

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

Doctorate and Bachelor's Degrees

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

Associate Degrees and Certificates:

- With Honors – Achievement of at least a 3.50 CGPA

Trimester Honors/Dean's List

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

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

Graduation Requirement

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

- Complete all course requirements with the minimum cumulative GPA required by the program of study as defined in the Satisfactory Academic Progress policy. A student is not eligible for graduation while on Warning.
- Must not be subject to disciplinary sanctions during their last term of enrollment
- File an application for Graduation during the last term of enrollment
- Resolve all financial obligations to the university
- Complete all required exit paperwork

**Individual programs may have additional criteria.*

Commencement Eligibility and Participation

Commencement ceremonies are held three times per year for students graduating in all programs – May, August and December. Students should discuss graduation requirements with their Academic Advisor, Program Director, or Dean during their last period of enrollment. Students who apply for graduation but fail to meet graduation requirements must submit a new graduation application and pay any applicable fees. The Registrar's Office will certify the completion of graduation requirements.

To be eligible for commencement participation, a student will be required to meet the following criteria:

- Must be anticipated to complete all degree requirements within 2 months of the scheduled graduation ceremony
- File an application for graduation, found on My.Parker.edu
- Must be in good standing with the university in accordance with the Satisfactory Academic Progress Policy
- Must not be subject to any disciplinary sanctions
- Resolve any outstanding holds on student accounts (financial obligations, student affairs, etc.)

Modes of Instructions

Parker University utilizes three modes of instruction: Campus-based, Web-based and Hybrid Instructional formats. These formats are defined below.

Campus-based Instructional Format

Campus-based courses offered at Parker University exceed the university's policy of 15 contact hours per semester credit hour. If a class has to be cancelled due to inclement weather or the illness or other appropriate unavailability of the faculty member, then an additional structured instructional activity (or activities) would be required to meet the equivalency standard.

Web-based Instructional Format

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

- Discussion Board structured to provide instructor-guided or mediated, threaded discussion with specified timeframes and expectations for participation;
- Live Chat room via the *Collaborate* program for synchronous class or group projects that provide opportunities for collaborative learning and that have specific expectations for participation and feedback;
- Case studies and problem-solving scenarios relative to course objectives and student learning outcomes which utilize higher order analytical skills with instructor and class designed feedback;
- Blogs, Journals or Wikis in which students share the most relevant aspects of course information with the instructor and classmates;
- Web Quest activities in which students find Internet sites that address specific course topics and are shared with the class.
- Library research in which the 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, Parker University has developed a rubric that establishes a standard amount of time for setting equivalencies to clock hours of classroom instruction for web-based activities.

Web-based Instructional Method Equivalency to Clock Hour		
Methods of Instruction	**Description**	**Rate of Equivalency**
Discussion Board	Instructor-guided or mediated, threaded discussion that directly relates to course objectives and which has specified timeframes, expectation for participation, and thoughtful analysis.	1 posting = 1 clock hour (requires reading all postings and researching the specified topic)

Live Chat – Collaborate	Instructor-led opportunities for collaborative, synchronous learning with specific expectations for participation and feedback.	1 clock hour chat = 1 clock hour
Case Studies and Problem-Solving Scenarios	In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with instructor and/or classmates for feedback and assessment.	1 Case Study Analysis = 3 clock hours
Blogs, Journals or Wiki's	Students' opportunities to apply learned concepts or for reflection on learning experiences; to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private posting = 1 clock hour 1 shared posting (requires reading all classmates' postings) = 2 clock hours
Web-Quest (Internet Research)	Instructor guided opportunity for students to research information on the Internet that enhances student learning and addresses specific course outcomes; 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 discussion boards to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance and feedback.	3 hours per week for duration of project

Online Quizzes and/or Exams	Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress.	1 hour quiz/exam = 1 clock hour
Reflection Paper, Critical Review, or Essay	Instructor guided activity for students to apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private posting = 2 clock hours 1 shared posting (required to read all classmates' postings) = 3 clock hours

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

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

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 courses and their enrollment will be cancelled for the term. For any student that has been absent from all courses for ten (10) consecutive days will be administratively withdrawn from the university due to non-attendance. Specific programs may have attendance policies that have additional requirements beyond that of the university. In those cases, the program attendance policy must be followed. For additional information on specific program attendance policies, please refer to the program's student handbook.

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

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

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

Absence Policies

EXCUSED ABSENCES

If a student is absent due to extenuating circumstances, the absence may be considered an excused absence. Students must submit documentation of extenuating circumstances to their instructor(s) within 3 days of an absence in order for excused absences to be recorded. Should a student be unsuccessful in addressing absences due to extenuating circumstances with the instructor(s), they may submit a written appeal to the appropriate College Dean.

Outside employment, personal appointments, vacations, etc. will not be considered as an extenuating circumstance for an excused absence.

SPECIAL CIRCUMSTANCE ABSENCES

The College Dean/Vice Provost must 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

ABSENCES FOR RELIGIOUS HOLIDAYS

A religious holiday is defined as 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 plans to miss an examination or assignment for the observance of a religious holy day, including travel for the occasion, should notify the course instructor of all courses affected prior to the absence. Notification should be provided in written form in advance. A student who is absent under this policy will be allowed to take examinations or complete any assignments missed due to the observance of the religious holy day (see missed exam policy). Failure to notify in accordance with the requirements above may result in denial of the request for a make-up examination or assignment.

ABSENCES WHILE ON WARNING OR PROBATION

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

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.

MISSED EXAM POLICY

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

If extenuating circumstances prevent a student from taking a scheduled written examination or lab practical, they should notify the instructor prior to the exam unless such notification is impossible due to the emergent nature of the circumstances. In all cases, the notification must occur within 72 hours of the originally scheduled exam or practical in order to be eligible for a make-up exam. Written documentation is required for missed examinations. Missed examinations without appropriate notification of the instructor result in a grade of "0."

The 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 instructor. The make-up examination will be scheduled to occur within the first 5 days following the student's return to campus.

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

MISSED EXAMS FOR COLLEGE-SANCTIONED EVENTS

Students attending officially sanctioned professional events are eligible for make-up exams. College sanctioned events are defined by the appropriate Dean and not subject to appeal.

Leave of Absence Policy

All leave of absences must be approved by the College Dean and the Director of Financial Aid. A leave of absence may be granted for a maximum period of 120 days. Acceptable reasons for a leave of absence are jury duty, military duty, Olympic related activity 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.

Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted if the total number of days does not exceed 120 days in any twelve-month period. A 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).

A leave of absence is granted only when there is a reasonable expectation a student will return to school at the expiration of the leave of absence. To be eligible to apply for a leave of absence, a student must have completed one full term at Parker University. The student must submit a leave of absence request form (with required documentation) to the College 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).

Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave beginning with the next full class following an attempted course. When a student returns on their intended return date of an approved leave, the student must resume training at the same point in the academic program that they began the leave unless directed to do otherwise by the program director, department chair or dean. If a student does not return to school on their intended return date of an approved leave, the student will be withdrawn from the university. The student's last day of attendance will be used to calculate charges, refunds and/or return to Title IV funding. A major consequence of failing to return from a leave for students who have received federal student loans is that most of a student's grace period may be exhausted and student loan repayment may begin immediately. In the event the student wishes to return to Parker University, the student must go through the re-admissions process and will be charged a re-entry fee.

Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal or leave of absence for Military Duty. No academic penalty will be given for deployment. If a student attended class, they will receive a grade of —WM. 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 their first trimester/term of re-entry. Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis. If the withdrawal is during the trimester/term, no withdrawal fee will be charged. Upon re-entry, re-entry fees will be waived with a copy of military orders. All other admissions and academics requirements will be applicable.

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

Drop/Add and Changes to Student Schedules

Parker University acknowledges Friday of the first week of any term (four-month period of enrollment) as the official drop/add deadline for all programs. The drop/add deadline may vary due to a holiday. After the drop/add deadline, students will incur charges for all enrolled courses for the term. Enrolled students are not allowed to add any courses after the drop/add deadline of the term, except for the following circumstances:

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

These exceptions must be approved by the College 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 to their schedule must initiate the change by submitting a completed Schedule Change Request 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.

Withdrawal from Parker University

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

Withdrawal Deadlines:

Program	Deadline	Grade
Doctor of Chiropractic	Prior to mid-point of course(s)	W
Doctor of Chiropractic	After mid-point of course(s)	WP or WF
Doctor of Chiropractic	Cannot withdraw after week 11	*Not Applicable*
Graduate	Prior to mid-point of course(s)	W
Graduate	After mid-point of course(s)	WP or F
Undergraduate/Certificate	Prior to mid-point of course(s)	W
Undergraduate/Certificate	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 administratively withdrawn. This policy also applies to students who have been on an approved leave of absence. The re-admission policy is as follows:

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

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.

Residency Policy

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

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

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

Department of Student Affairs

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

The Department of Student Affairs includes the Offices of: Administrative Services, Student Rights and Responsibilities, Student Success and Retention, Student Programs and Traditions, Counseling Services, Career Services, Alumni Relations, Athletics and Recreation, and the Student Senate.

The Department of Student Affairs assists students and student organizations with scheduling meetings and activities through the Electronic Meeting System. Any class, student or student organization, wishing to schedule a meeting or event on campus, should contact the Department of Student Affairs to schedule the meeting or event.

Office of Administrative Services

Assist with classroom reservations, facility requests, housing assistance, special projects and fundraising, and helps facilitate the elections for the class leadership. Approve and process student reimbursements for class expenses.

Housing Information

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

Licensure and State Boards

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

Locker Rentals

Lockers are available in the South, North, and East buildings for student academic use. Lockers are also available in the Activity Center for students who use the facilities for athletic/recreational purposes. Massage School students may use lockers in the Massage School and Dallas Clinic Interns may use the lockers in the Dallas clinic. Lockers must be cleaned out and registered each trimester through the Department of Student Affairs. Locks should be provided by the student registering the locker. Locks are subject to removal and items confiscated in the instance that registration procedures are not followed.

Student Discounts

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

Student Employment

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

Student Handbook

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

Office of Student Rights and Responsibilities

The Dean of Student Development provides overall management and supervision of the Department of Student Affairs conduct and compliance programs and pertinent staff. Publishing the Student Handbook, enforcing the Code of Student Conduct, overseeing the Academic and Professional Standards and Appeal Committee, Student Complaint and Grievance Policy, Title IX Coordination, Alcohol and Drug Policy, Student Harassment Policy, Parking Committee, and serve as the Emergency Preparedness Coordinator.

Office of Student Success and Retention

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

Disability Services/Testing and Special Accommodations

Parker University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students who are in need of accommodations must notify the Department of Student Affairs, located in the South Building, Suite 201. The Department of Student Affairs can also be reached at (214) 902-2422.

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

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

Office of Counseling Services

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

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

The Counseling office is located in the Department of Student Affairs. Counseling services are available Monday through Friday, 8:00 a.m. to 5:00 p.m. The Department of Student Affairs follows the University Calendar for closings/delays.

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

- If you threaten bodily harm or death to yourself or another person
- If you report the physical or sexual abuse of a minor child
- If you report the physical or sexual abuse of an elderly person
- If you report sexual abuse or exploitation by a mental health provider.

To schedule an appointment, fill out a Counseling Request Form available online or in the Department of Student Affairs. These forms can be submitted to the Department of Student Affairs. Students or spouses can call the counselor with any questions concerning counseling at 972-438-6932 x7155.

Counseling and guidance are also available 24 hours a day seven days a week via a toll-free phone number, email, or internet. ComPsych employees work with Parker students in crisis, assess behavioral and emotional health, and make referrals to providers for a limited number of free telephonic or in-person counseling sessions. Through ComPsych, Parker University also offers legal assistance and financial planning sessions. To access this service, call 800.697.0353 or view online at guidanceresources.com. The web ID is PARKU.

Office of Athletics and Recreation

Parker University encourages students to maintain a healthy lifestyle, with plenty of exercise, a healthy diet and an active role in promoting health and physical fitness. In addition to the amenities found in the Standard Process Student Activity Center and ParkerFIT, many opportunities are provided for exercise and physical development through various sports, recreation and exercise programs, such as intramural leagues in basketball, softball, and volleyball. There are tournaments in table tennis, wiffleball and dodgeball, as well as classes in aerobics, martial arts, self-defense and yoga. Parker has had several athletic club teams, such as basketball, ice hockey, flag football, bicycling and soccer. The men's and women's basketball teams also compete against colleges, universities, and other teams in the Metroplex. Each year the Doctor of Chiropractic Students participate in the Chiro Games Tournament, where they compete against other chiropractic colleges in athletic events.

Office of Career Services

Information about career opportunities such as practices for sale or lease, partnerships, associate or exam doctor positions is compiled on Parker Classifieds website. Check out the Professional Opportunities at www.parkerclassifieds.com for all current job listings. This Website is updated daily. The office organizes two career fairs each year to allow soon-to-be graduates and alumni the chance to meet with potential employers.

Drop-in hours are available for resume and cover letter review/help and other brief career related questions. Appointments can be made for more thorough discussions. Students are encouraged to set up an appointment to visit with the Career Counselor about any career related concerns.

Career Services offers help with resumes, cover letters, follow-up, references, job opportunities, recruitment for full-and part-time positions, job and employment wanted listings, business plans and on-campus mock interviewing skills. Additional resources can be found on the Parker Website under the Student Life Professional Opportunities section.

Office of Student Programs and Traditions

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

Orientation (New Patriot Orientation)

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

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

Graduation Activities

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

In the Doctor of Chiropractic program, a committee of representatives appointed by the class president begins meeting with the Department of Student Affairs to assist in planning graduation activities, such as 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. The Dean of Student Engagement is responsible for overseeing graduation and the Doctor of Chiropractic Graduation Awards Selection Committee.

Student Organizations/Clubs

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

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

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

Class Officers and Representatives

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

Student Senate

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

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

Student Conduct

Disciplinary Actions

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

Each student is responsible for full knowledge of all published policies, rules, regulations, and guidelines of the university as well as any subsequent changes or updates. The university holds each student responsible for compliance with all policies, rules, regulations, and guidelines and obtaining any printed revisions. Students are also expected to comply with all federal state and local laws and to conduct themselves on-campus, off-campus and through electronic communication, in a manner that is ethical and professional. Parker also reserves the right to adjudicate conduct and behavior violations of students, student organizations, and clubs which have taken place off campus and/or are associated with an event sponsored by the University. A student is not entitled to any greater immunities or privileges before the law than those enjoyed by other citizens generally.

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

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

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

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

Written reprimand	A letter of reprimand is delivered to the student and placed in the student's official file.
Probation	The student is placed on notice that any future violation of policy or procedure could result in dismissal from the university.

Discretionary Sanctions	Failing grade on exam, lab practical, paper, project, or course. Work assignments, written apologies, written papers, service to the university or other related assignments. Exclusion from participation in extracurricular activities of the institution.
Suspension	Prohibits a student from attending a class or classes and/or clinic duties or from being on campus or attending any school activities or events, for a specified period of time.
Dismissal	Permanent removal from Parker University.

Examples of disciplinary violations include, but are not limited to, the following:

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

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

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

Acts of Academic Dishonesty 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, quiz, practical or capstone and/or using during an exam, quiz, practical or capstone, material, equipment, or electronic devices not authorized by the instructor administering the test;
3. Collaboration with another person during a written, oral or exam/practical examination or in preparing academic work for credit;
4. Collusion – unauthorized collaboration with another person in preparing written work for credit or allowing another to use one's work, copying from one's research or test paper, providing answers and/or test materials and aiding or abetting another in any unethical or unprofessional manner.
5. Plagiarism –attempt to represent someone else's words or ideas (whether published or unpublished) as one's own. Examples of such activities include, but are not limited to, the following:
    a. Using the words of a published source in a written exercise without appropriate documentation.
    b. Presenting as one's own original concepts, ideas, and/or arguments of another source.
    c. Presenting as one's own another's scientific research, case studies, etc. without properly acknowledging the source of the material.
6. Knowingly using, buying, selling, stealing, transporting or soliciting in whole or in part, the contents of confidential test information;
7. Substituting- using a proxy or acting as a proxy in an academic exercise. Examples include, but are not limited to the following:
    a. Taking an examination for another student.
    b. Doing homework assignments for another student.
    c. Using someone else's homework assignment and substituting it for your own original work.
    d. Bribing another person to obtain confidential test material or information about confidential test material;

8. Alteration or falsification of records will not be tolerated. Examples include but are not limited to the following:
    a. Signing another student's name on the class roll sheet.
    b. Changing an answer on an already graded academic exercise (or scantron sheet) without appropriate authorization.
    c. Altering entries in any way in any University record. Furnishing false information to any university office, staff or faculty member; and
    d. Forgery, alteration, destruction or misuse of any university document, record or identification form.
9. Sabotage will not be tolerated. Examples include but are not limited to the following:
    a. Stealing another's academic work
    b. Destroying another's academic work
    c. Altering another's academic work

B. Obstruction or disruption of teaching, whether in the classroom, laboratories, clinics or other university facilities/ to include, but not be limited to: being late for class, labs or clinic; conversations with other class members during the lecture; reading materials not related to the course or lab; feet on desks; speaking to faculty, staff or students in a disrespectful aggressive manner, throwing paper or other items.

C. Any violation of policy or misconduct in the Dallas or Irving Chiropractic Clinic, Community Based Internships, Massage Therapy Clinic, externship site for students in the Colleges of Health Science programs. (please see program specific handbooks for additional information)

D. Failure to care adequately for clients/patients, a student who exposes a client/patient or other person to risk of harm may be dismissed from the institution. This include failure to conform to minimum standards of acceptable practice under the supervision of the faculty, university staff or official, or designee of a Parker University-affiliated facility;

E. Unauthorized possession, duplication or use of keys or unauthorized entry to, or use of the university premises.

F. Damaging, defacing or destroying university property or the property of a student, faculty or staff member or a campus visitor.

G. Attempted or actual theft and/or damage to the property of the university or property of any student, faculty, or staff member.

H. Misconduct which adversely affects the university community, or which constitutes a violation of criminal laws of the federal, state or city governments.

I. Misconduct relating to student obligations with the university or university employees, including but not limited to:
    1. Issuance of a check without sufficient funds;
    2. Failure to fulfill financial obligations to Parker University;
    3. Failure to comply with reasonable directives of faculty, staff or administrators acting in the performance of their duties;
    4. Failure to heed an official notice or summons by faculty, staff or administrators.
    5. Failure to maintain a current mailing address and phone number in the Office of the Registrar or giving a false or fictitious address to the university.
J. Violation of federal copyright laws, including, but not limited to, copying textbooks, lab manuals or unauthorized computer programs.

K. Violation of the Parker University Title IX Policy.
L. Physical abuse/assault, verbal abuse, threats, intimidation, harassment, coercion, electronic bullying or harassment and/or other conduct which threatens or endangers the health or safety of any person.
M. Hazing - any intentional, knowing or reckless act, occurring on or off the campus, by one person alone or acting with others, which endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in or maintaining membership in any organization whose members are or include students at Parker University. Under the Texas Education Code, criminal penalties may be imposed against persons who engage in hazing or fail to report hazing to the Dean of Student Affairs.
N. Use or possession of ammunition, firearms, guns or other objects which are dangerous or flammable or which could cause damage by fire or explosion.
O. Use or possession of a knife with a blade longer than 5 ½ inches, which is also prohibited by the State of Texas (Penal Code 46.016A).
P. Unlawfully use, manufacturing, distributing, dispensing, possessing, selling, purchasing drugs, and being under the influence, narcotics, or hallucinogens.
Q. Smoking (include e-cigarettes, vapors and hookahs) and use of smokeless chewing tobacco is prohibited in all campus buildings, parking lots and campus facilities.
R. Unauthorized consumption of alcohol on the Parker University campus or at any university event or activity on campus or being under the influence or intoxicated at any on or off-campus university event or activity.
S. Use of foul unprofessional, inappropriate, prejudice or bigoted language on campus or at a university-sponsored event, using a telephone or electronic device in an obscene, mischievous, harassing, or malicious manner, or the wearing of inappropriate or offensive clothing.
T. Tampering with or vandalizing fire alarms or other safety devices or equipment.
U. Unauthorized solicitation, advertising or selling merchandise on campus.
V. Students acting as an agent for businesses or organizations or for faculty/staff who wish to give presentations, seminars, workshops, teach courses, etc., for entrepreneurial purposes.
W. Abuse of computers, technology or computer time, including but not limited to:
    1. Unauthorized entries into a file, to use, read or change the contents or for any other purpose including reading another person's e-mail.
    2. Unauthorized transfer of a file.
    3. Unauthorized use of another individual's identification and password.
    4. Unauthorized access into network files.
    5. Use of computer facilities to interfere with the work of another student, faculty or staff member.
    6. Use of computing facilities to send, receive or view obscene or abusive messages or information, including pornography.
    7. Use of computing facilities to interfere with the normal operation of the university computing system.

X. Abuse of the judicial system, including but not limited to:
    1. Failure to comply with a directive or summons of a judicial committee or university official.
    2. Falsification, distortion or misrepresentation of information before a judicial committee.
    3. Disruption or interference with the conduct of a judicial committee.
    4. Attempting to discourage an individual's participation in or use of the judicial procedures.

Y. Performing any spinal adjustments or extra spinal manipulation on others without authorized supervision or violating any provision of the Texas Chiropractic Practice Act (students may practice the following without supervision: static palpation; motion palpation; leg checking procedures, i.e., Thompson and Activator; muscle testing and the setups of the nine separate chiropractic technique systems taught at Parker University).
Z. Massage Therapy students will ensure clients will be properly draped during massage procedures. Full conservative draping is required at all times.

Charges of Misconduct

Faculty upon becoming aware of possible misconduct:

1. Notify the student of the charge against him/her.
2. Determine whether, in the faculty member's view, the students are guilty of the infraction; if so report the infraction to the appropriate Department Chair/Program Director at which time one or more of the following courses of action may be taken:
    a. The case may be decided and dealt with on the instructor level in cases of minor infractions.
    b. Cases of more severe infractions will be referred to the College Dean and/or Provost where the case will be referred to the Dean of Student Development and determination will be made whether the case warrants being brought before the Academic and Professional Standards Committee.

One or more of the following penalties may be imposed once academic dishonesty has been substantiated:

1. A written record of the infraction will be included in the student's permanent file.
2. A failing grade on the exam, lab practical, paper or project.
3. A failing grade in the course.
4. Suspension from the Institution.
5. Permanent dismissal from the Institution.
6. Exclusion from participation in any extra-curricular activities of the Institution

Minor incidents of academic misconduct may be handled by a faculty member or academic department head/administrator. If the student does not wish to accept the disciplinary action given, they will be reported to the Dean of Student Development for adjudication and to the Chair of the Academic and Professional Standards Committee for a hearing and decision where applicable.

Conduct Violations Hearing

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

The Dean of Student Development conducts an investigation to determine if the charges have merit and/or can be resolved administratively by mutual consent. If there is 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 an appropriate time period from the date of the reported violation. If a report is filed during the last two weeks of the term, it may be necessary to postpone the hearing until no later than the Friday of the first week of the following term.

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

1. The faculty members of the committee will be appointed by the Dean of Student Development. The student representatives on the committee will be appointed by the Student Body President and/or Dean of Student Development. The committee is chaired by the Dean of Student Development. For cases involving chiropractic interns, Clinic faculty doctors will serve as the faculty representatives on the committee.
2. The student(s) will be notified in writing of the charges and directed to appear before the committee. Failure to appear before the committee is a violation of university policy and will subject the student(s) to further charges.
3. Hearings are confidential, closed to the public and press, will be conducted in private and due process guidelines will be followed. Admission of any person to the hearing is at the discretion of the committee Chair. Legal or other representation during the hearing is prohibited. The student(s) will be a) advised of the charges, b) given

the opportunity to respond to the charges, and c) present documentation and/or witnesses to support their response. Everyone appearing before the committee is subject to questioning by the committee. Patients are prohibited from appearing before the committee as witnesses; however, their written statement may be presented. Minutes are taken at the hearing. All documents, including minutes and other materials are disciplinary records and are confidential and not available to students or the public.

4. The committee will review all available and relevant information and documentation presented and after careful consideration of the preponderance of evidence, the committee will determine by a majority vote, what disciplinary action, if any, is warranted. The committee chair will inform the student in writing within five business days of the committee's decision.

The disciplinary action decided by the committee becomes effective upon receipt of the written letter. If the disciplinary action is suspension for any period of time, the student is prohibited from attending any activities or events specified in the suspension, whether on campus or off campus. If the disciplinary action is dismissal, the student is dismissed from the university and is prohibited from being on campus, attending any classes, clinic duties, events or activities of the university, whether on campus or off campus. Special permission may be given by the Dean of Student Development for the student to come on campus for a specific purpose.

Appeal Procedure

If the decision of the Academic and Professional Standards committee is an adverse decision (suspension or dismissal) the student may appeal the decision. The appeal will be submitted in writing within five business days of the receipt of the committee's decision to the Dean of Student Development. 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 Development 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 Development and consists of the Vice Provost, Associate Provost of Education and Research, Dean of the College of Health Sciences, Dean of Clinics, College of Chiropractic; and the Dean of Academics of the College of Chiropractic. If one of the aforementioned members of the Appeals committee is unavailable, an alternate administration may be appointed to serve on the Appeals Committee. The Appeals Committee may uphold the appeal of the student, may affirm the committee's decision, or may modify the disciplinary action, by reducing the disciplinary action. The Dean of Student Development will notify the student of the decision within five business days of the Appeals Committee's decision. If the appeal is upheld, the student is immediately reinstated and may be allowed to make-up any missed course work during the suspension or dismissal. If the appeal is denied, the disciplinary action becomes effective upon the student's receipt of the decision. The decision of the Academic and Professional Standards Appeal Committee is final and may only be overturned by the university Provost.

Problem Resolution Chain of Communication

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

- Academic issues such as academic dishonesty witnessed, or students being disruptive in classes, etc.: Student → Instructor → Program Director/Department Chair → College Dean → Dean of Student Development → Vice Provost, → Provost
- Issues with an exam, exam questions, exam scheduling, etc.: Student → Instructor → Program Director/Department Chair → College Dean → Vice Provost → Provost
- Grade disputes: Student → Instructor → Grade Appeals Form → Program Director/Department Chair → College Dean → Vice Provost → Provost

- Issue with a faculty member: Student → Instructor if possible, otherwise Program Director/Department Chair → College Dean → Vice Provost→ Dean of Student Development (first point of contact for Title IX complaints) → Provost
- Issues with academic labs: Student → Lab Director/Instructor → Instructor → Program Director/Department Chair → College Dean → Vice Provost → 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. If mutual consent is achieved, such disposition will be final, and there will be no subsequent proceedings or appeals. If there is no mutual consent, the students should begin the formal resolution process.

Formal Complaint Procedures

A student that wishes to file a formal complaint must complete the Title IX/ Discrimination/Harassment/ Code of Conduct Complaint Form which is available in paper and electronic anonymous form in the Department of Student Affairs, My.Parker.edu and university weblink. The Complaint Form consists of the following elements:

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

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

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

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

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

Unresolved Complaint(s)

If an issue cannot be resolved internally after all avenues for resolution are exhausted, students may file a complaint with the Texas Higher Education Coordinating Board at the following website:
www.thecb.state.tx.us/studentcomplaints

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:
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

Policy for Self-Harming or Suicidal Students

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

If any employee of the university becomes aware of a student's suicidal ideas or self-harming behaviors, they should contact the Dean of Student Development or submit an "early alert" (The employee **may,** but does not have to, tell the student that they will do so. The emphasis will be on the desire to keep them safe and help them get the treatment they need). The student should be asked to come to the office of the Dean of Student Development. There they should be told of the observed behavior or verbalizations, the concern Parker University has for their well-being, and the resources available to help them. The student can be encouraged to set up an appointment for on-campus counseling, given the ComPsych number, and/or given a psychological treatment referral list for other agencies/professionals in the community. The student can be offered a follow-up contact to verify that they were able to schedule an appointment for assessment/treatment. If the student needs and seeks hospitalization they can be offered a medical leave of absence for the trimester. The conversation around these issues would work best if they were compassionate versus punitive.

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

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

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

University Title IX Policy

Sexual Misconduct Policy

I. POLICY STATEMENT

Parker University (the "University") is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The University considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

II. SCOPE

This policy applies to all University employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University's educational programs and activities, including third-party visitors on campus (the "University Community"). This policy prohibits sex discrimination, sexual harassment, and sexual violence even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. The University's prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services.

The University has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official University program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The University will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

III. TITLE IX STATEMENT

It is the policy of the University to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the University's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The University has designated the following Title IX Coordinators (VP of Human Resources and the Dean of Student Affairs) to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

- Sandra McLean, Vice President of Human Resources and Organization Development; Title IX Coordinator; 972-438-6932 x 7060 smclean@parker.edu
- Alaina Mount, Dean of Student Development; 972-438-6932 x7156 or amount@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 Development)

   It is the responsibility of the Title IX Coordinator (Dean of Student Development) 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 Development) 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 Development) 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 Development) or Director of Employee Relations. They may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

4. Confidential Discussions

If a victim desires to talk confidentially about his or her situation, there are resources available. The following resources are available to assist you and will not further disclose the information you provide, unless otherwise required to do so by law (e.g., if the victim is a minor):

Department of Student Affairs
Counselor and/or Retention Coordinator:
2540 Walnut Hill Lane

South Building 201
Dallas, TX 75229
214-902-2422
ComPsych
Phone: 800-272-7255
TDD: 800-697-0353
Online: www.guidanceresources.com, WebID: PARKU.

5. Content of the Complaint
   So that the University has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the University may follow up appropriately.
6. Information Provided to Complainant and Respondent
   A complainant who makes a claim of sexual misconduct to the University will be given a copy of the document titled "Explanation of Rights and Options after Filing a Complaint under the Sexual Misconduct Policy." This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.
7. Conduct that Constitutes a Crime
   Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the University will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.
8. Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking
   If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim's fault. When physical violence of a sexual nature has been perpetrated against you, the University recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

   If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

   It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

   Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:
   - Contacting parents or a relative
   - Seeking legal advice
   - Seeking personal counseling (always recommended)
   - Pursuing legal action against the perpetrator

- Pursuing disciplinary action through the University
- Requesting that no further action be taken
- Requesting further information about the University's policy and procedures for addressing sexual misconduct
- Requesting further information about available victim resources

9. Vendors, Contractors, and Third Parties
   This policy applies to the conduct of vendors, contractors, and third parties. Members of the University Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.
10. Retaliation
    It is a violation of this policy to retaliate against any member of the University Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.
11. Protecting the Complainant
    Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the University will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, transportation, or work situation, to the extent that the University has control over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to Campus Security or local law enforcement. Requests to change an academic, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator (Dean of Student Development).
    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 Development). 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 Development) 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 Development) and employees should contact the Director of Employee Relations.

Sexual Misconduct Complaint Resolution Procedure

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 Development) 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 Development)
   - 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 the following website:

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 Development), or Other Administrators Ranked Higher than the Title IX Coordinator (Dean of Student Development)

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 Development) or any administrator ranked higher than the Title IX Coordinator (Dean of Student Development), the President will designate the Investigating Officer. Based on the information gathered by the investigation, the President will prepare and issue the written report determining the complaint. The determination of the President is final and not subject to appeal.

III. APPEALS

A. Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals of decisions affecting students must be filed with the Vice 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 they determine 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 Development) 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 Development), 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.

Institutional Advancement

Alumni

Parker University has more than 6,000 alumni in every state and in 30 foreign countries. The Alumni Department maintains strong ties between the University and its alumni through the Parker Wellness Provider Referral program, Parker Ambassador Program, communicating with alumni across the globe, hosting alumni gatherings, and promoting the Parker Alumni Association.

The Alumni Department handles requests from patients, doctors, and massage therapists and others for referral to Parker graduates on a daily basis. It uses e-mail, web, print media and mass telephone systems to communicate with alumni and other University supporters regarding news and current events. Parker alumni can keep in touch with their alma mater and former classmates through the toll-free Alumni number, 888-PR-ALUMS, or via the Web at www.parker.edu/alumni, the content of which is maintained by the Alumni Department. The Alumni Department also participates in the promotion, maintenance, and monitoring of the University's social media resources.

The Parker Alumni Association was founded in 1986 for the purposes of promoting positive relations between the University and its alumni, promoting Parker and supporting the goals of the institution. The Alumni Association provides members with discounts on Parker Seminars, continuing education and Parker Share. Members also enjoy student privileges in the Library and Bookstore. The Association is governed by a Board of Directors, which is comprised of the President of the University, the Director of Alumni Relations, the Student Senate President, and fourteen Parker Alumni who are elected to serve three-year rotating terms. The Alumni Association offers free membership to all Parker alumni.

Development

As a nonprofit organization, Parker University needs the support of alumni, friends, corporations, foundations, faculty and staff to offer quality education to students, cutting-edge research for the profession, and valuable services to our patients and to the community.

Financial partnership with Parker creates a stronger voice for chiropractic and community investment in Parker helps create a global network ensuring the chiropractic profession becomes a leader in the 21st century for health and wellness. Giving opportunities include:

- Student Scholarships
    - Endowed
    - Named
    - Special Purpose
- Seminar Sponsorships
- Faculty Development
- Library Materials
- Gifts-in-Kind
- Chiro Games
- Wellness Centers /Student Clinics
- Academic Program development
- Technology and Capital improvements
- Grant Funded Research and Special Projects

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.

Synapse: Human Performance Centers

A *synapse* is the junction between two nerve cells. Its origin comes from Greek words meaning "to clasp", "to join" or "to bring together."

Parker University has created a health center which embodies the concept of bringing together diverse healthcare professionals to one location, hence the name *Synapse*. *Synapse Human Performance Centers* are dedicated to improving the lives of those suffering from traumatic brain injuries, neurological disorders, stroke, vertigo, and more. Located on the Dallas campus, our prototype *Synapse* clinic showcases professionals from diverse fields coming together to ensure patients experience the maximum expression of life by removing the barriers to good health.

Open to the public in the Fall of 2019, *Synapse Human Performance Centers* delivers specialized, patient-focused collaborative care while enhancing student experiences, masters and doctoral residencies and research opportunities. If you have any questions or would like to make a gift, please call 214-902-2433 or email askadavancement@parker.edu.

Campus

Parker University is located in the Dallas/Fort Worth (DFW) Metroplex, a community of nearly seven million people (providing an adequate base of patients for student 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.

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 low and competitive. 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 fourth largest in the US making DFW accessible to any other city or country on the globe.

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

Campus Qualities

A Safe, Well-Lit Campus

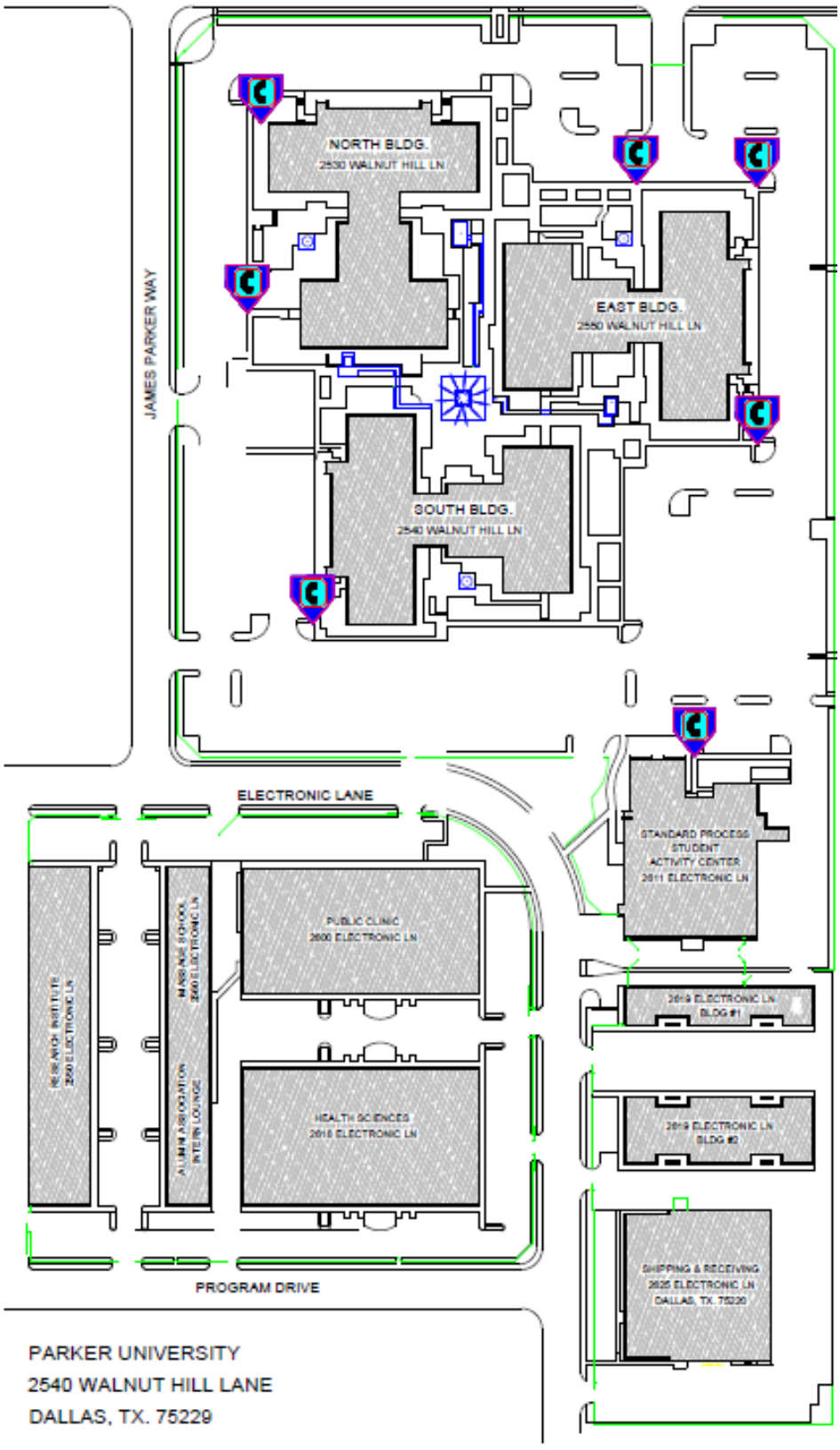
Parker University provides 24 hours a day, seven days a week uniformed armed security for its students, faculty and staff. All officers and Director of Security hold the Level III Security Certification. The security staff patrol and monitor all areas of the campus. The campus also has interior and exterior 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 Parker University facilities team routinely reviews lighting for possible additions and enhancements, as well as welcoming suggestions.

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

Parker utilizes an electronic campus alert system to contact students, faculty, and staff in the event of weather-related school closings or other emergency related communications. The campus alert system will send information on school closures or emergencies to all provided contact devices, including text messages, emails, and phone calls 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 University has six (6) Code Blue Emergency phones installed throughout campus and their locations are shown in the map below. They are identified as blue towers and are to be used for emergency purposes only such as the event of a crime in progress or being witnessed, if emergency assistance is needed, if you are being harassed or feel threatened, or if you need medical attention.



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

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

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

When the gymnasium is converted to an auditorium, the facility accommodates over 1,300 people for assemblies and special programs. When not converted to an auditorium, it is a college regulation basketball and volleyball court.

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

ParkerFit
ParkerFIT is a 7,000 square foot functional fitness performance facility; equipped with Rogue Fitness Equipment. The facility also includes high-level technology called Kinetisense, which is "computer vision and machine learning technology, designed to produce markerless motion capture data for rehab practitioners and fitness trainers." ParkerFIT is free and open to all members of the Parker University community. Classes are taught by student coaches/trainers and held throughout the day to meet the needs of the campus community.

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

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

Bookstore

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

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

Café and The Marketplace

The Café and The Marketplace are both located in the South Building by the Donovan Lounge. The Café has equipment to accommodate a variety of hot food items. The Marketplace has Starbucks with grab-n-go food such as, salads, sandwiches, and a daily hot food item.

*Café Hours**
Monday – Friday 7:00am to 9:00am and 11:00 a.m. to 2:00 p.m.
*The Marketplace Hours**
Monday – Thursday 7:00 a.m. to 8:00 p.m.
Friday – 7:00 a.m. to 5:00 p.m.
**The Café and Marketplace hours are abbreviated during academic breaks*

Library and Resource Center

The Parker University Library and 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, as well as 17 study rooms which are equipped with computers, monitors and black dry erase boards. Library resources include 18,000 physical books, 33,000 eBooks, two computer labs with over 60 computers, Alexander Street streaming videos, journal and database packages, iPads, AV materials, headphones, anatomical model room, printers, and copiers.

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 Online Computer Library Center (OCLC), TexShare, HealthLINE, Chiropractic Library Collaboration (CLC), 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. Parker Library resources may be accessed through the web based SirsiDynix online catalog, Stacks Mobile app and website. EBSCO' Discovery Service, provides an integrated search that allows users to simultaneously search EBSCO databases as well as all other electronic resources. EBSCO's Full Text Finder supplies access to full-text journals and eBooks, and EBSCOhost searches databases. ProQuest databases provide a single source for scholarly journals, newspapers, and reports with a concentration on business related topics.

*Library Hours**

Monday, Tuesday, Wednesday	6:30 am to 10:00 pm
Thursday	6:30 am to 9:00 pm
Friday	6:30 am to 5:00 pm
Saturday	10:00 am to 4:00 pm
Sunday	12:00 pm to 8:00 pm

**Library Hours are abbreviated during academic breaks and holidays.*

Center for Teaching and Learning

The Center for Teaching and Learning serves the Parker educational community by providing a variety of resources and services to enhance the teaching and learning process for both faculty and students. In addition to professional development programs for faculty, the Center also offers sophisticated tutoring services for students. The Center is involved in efforts to enhance the use of evidence-based training across the educational spectrum at Parker University. Its goal is to enhance the scholarly productivity of faculty, enhance faculty teaching effectiveness and support student learning by providing group and individual student tutoring.

Parker Wellness Clinics

Chiropractic Clinic

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

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

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

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

Massage Therapy Clinic

The Parker University Massage Therapy Clinic offers therapeutic and relaxation massages by student interns to the general public. The clinic is located at 2560 Electronic Lane, Dallas, TX 75220. Massages occur in private rooms with electric lift tables, soft music and dim lighting. Appointments may be scheduled via phone at (214) 902-3485 or online at https://booknow.appointment-plus.com/xgnhy7s/

For more information on the Parker University Massage Clinic or general information about the benefits of massage please visit: http://massage.parker.edu/

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.

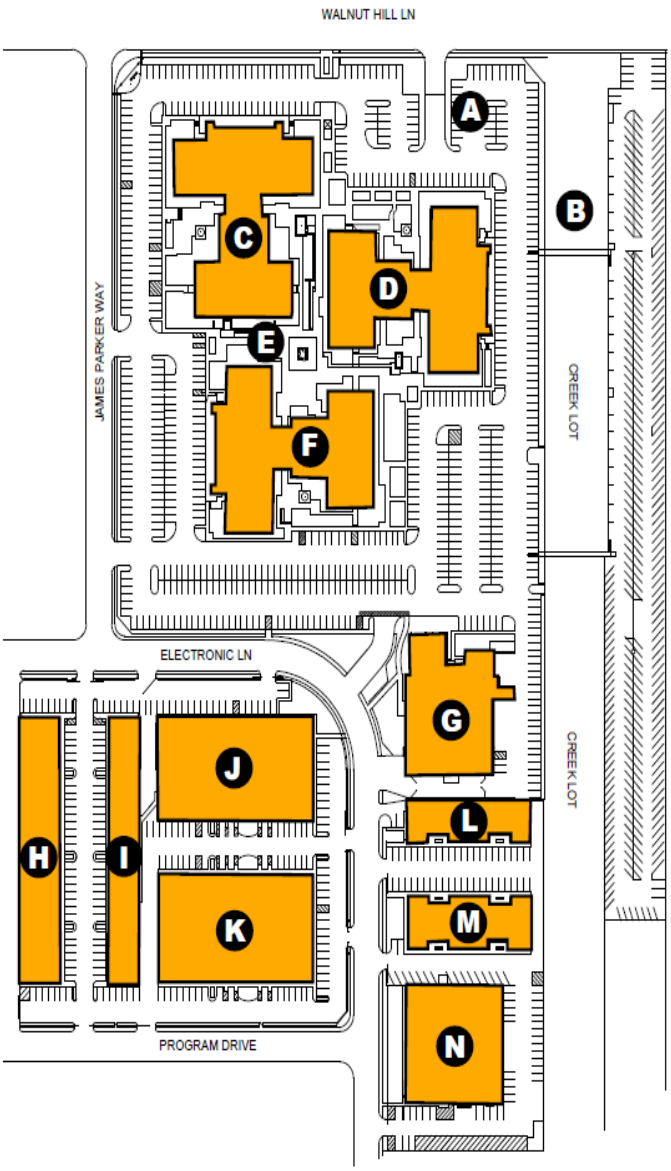
Due to the number of course offerings and the high-quality instruction, the Continuing Education department is respected throughout the profession. The Continuing Education Department at Parker University follows the standards of those agencies approving programs or accrediting the University as a whole.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

The teaching agenda covers diverse subjects such as chiropractic analysis, diagnostic imaging, clinical diagnosis, animal chiropractic, chiropractic techniques, neuropathy, acupuncture, and massage therapy. Current students are permitted to take continuing education offerings if eligibility requirements are met. Eligibility requirements can be found within the course descriptions. For a current listing of all programs and courses offered, including course descriptions, please visit https://reachhigher.parker.edu/modules/shop/index.html?action=courseCatalogs.

Directions to Campus

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

Campus Map



A. North Gate

B. Creek Lot

C. North Building
Library and Resource Center, Anatomical Gift Program and Gross Anatomy Lab, College of Business & Technology, Online & General Education Department and classrooms and labs.

D. East Building
Center for Academics, Adaptive Learning Lab, faculty offices, classrooms, labs, Information Technology, and JWP Conference Room.

E. Courtyard

F. South Building
Office of the President, Vice President of Academic Operations, Vice President of Business Affairs, Vice President of Advancement, Alumni, Bookstore, Business Office, Cashier, Enrollment, Financial Aid, Financial Services, Human Resources, Institutional Advancement, Marketing, Registrar's Office, Student Affairs. Also, includes the Parker Museum, Donovan Lounge, classrooms, and Café and MarketPlace.

G. Standard Process Student Activity Center/ Gymnasium/Auditorium/Chapel)

H. Research Institute

I. School of Massage Therapy and Intern Lounge

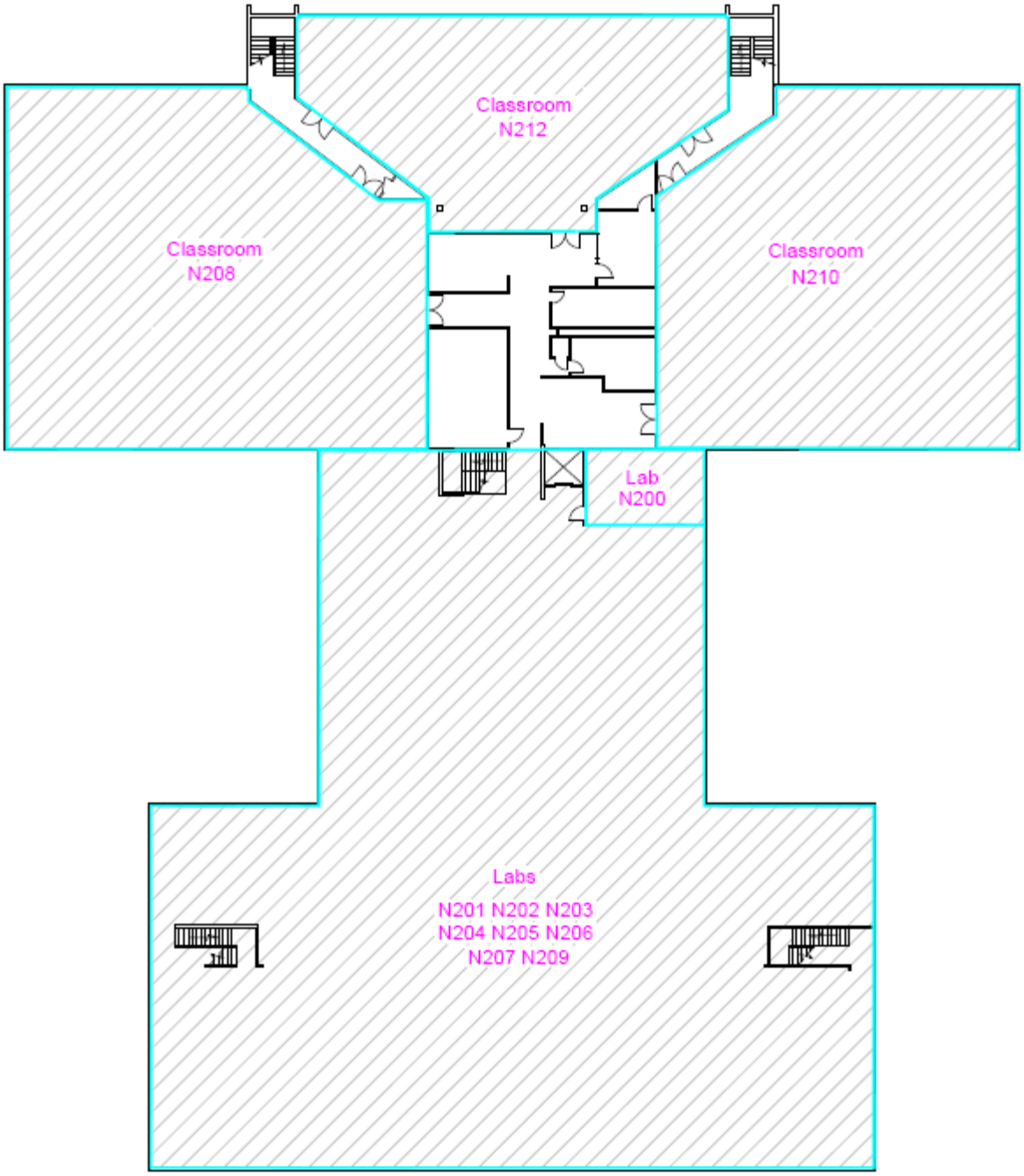
J. Dallas Public Wellness Clinic

K. Health Sciences Building
Occupational Therapy Assistant Lab, Sonography Lab, Radiology Technology X-Ray rooms, faculty offices, classrooms and Clinical X-Ray rooms.

L.2619(A) Building
Security and Audio/Visual

M. Continuing Education, Parker Seminars, and Purchasing

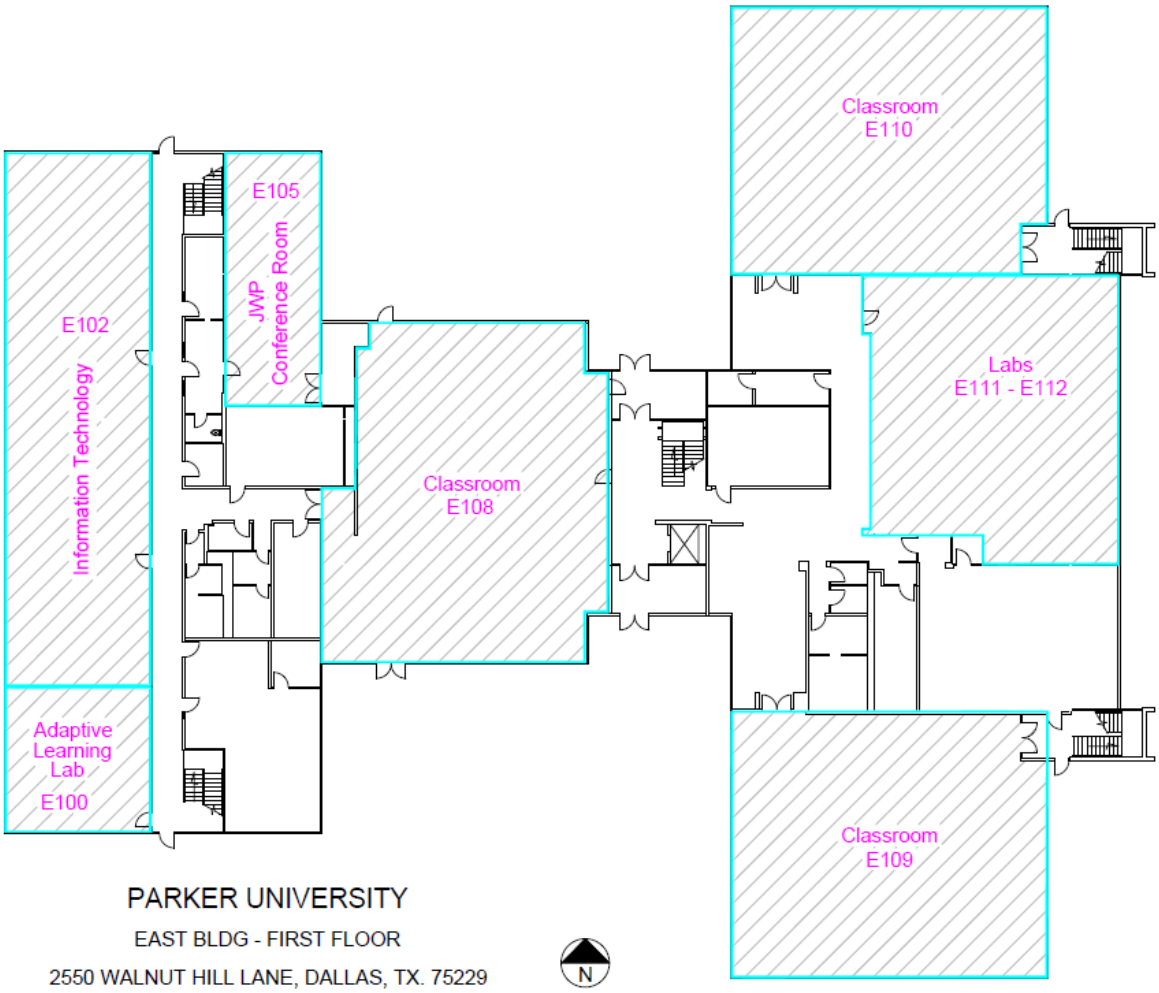
N. Warehouse
Facilities, Receiving and Share Products



PARKER UNIVERSITY

NORTH BLDG. - SECOND FLOOR

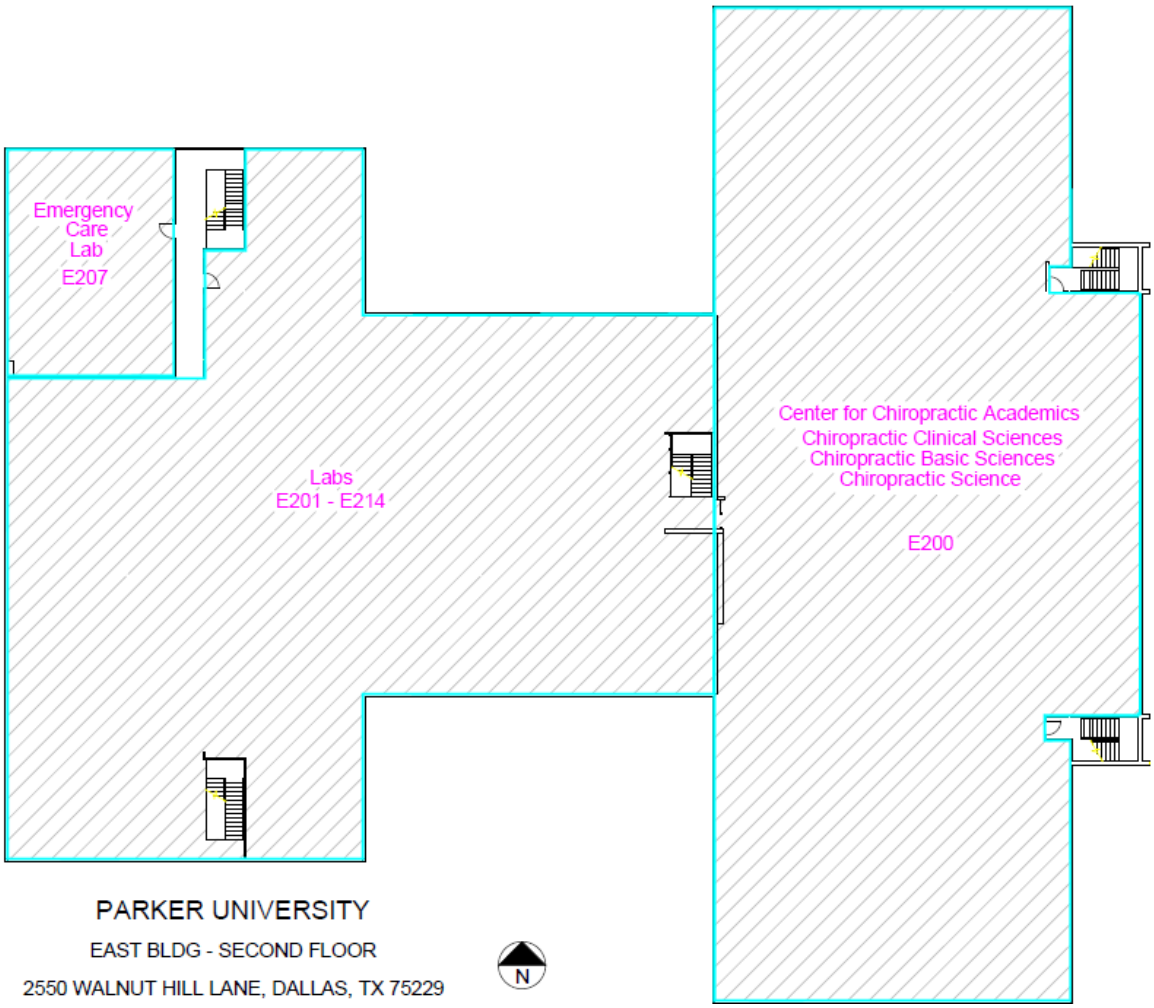
2530 WALNUT HILL LANE, DALLAS, TX 75229



PARKER UNIVERSITY

EAST BLDG - FIRST FLOOR

2550 WALNUT HILL LANE, DALLAS, TX. 75229



PARKER UNIVERSITY

EAST BLDG - SECOND FLOOR

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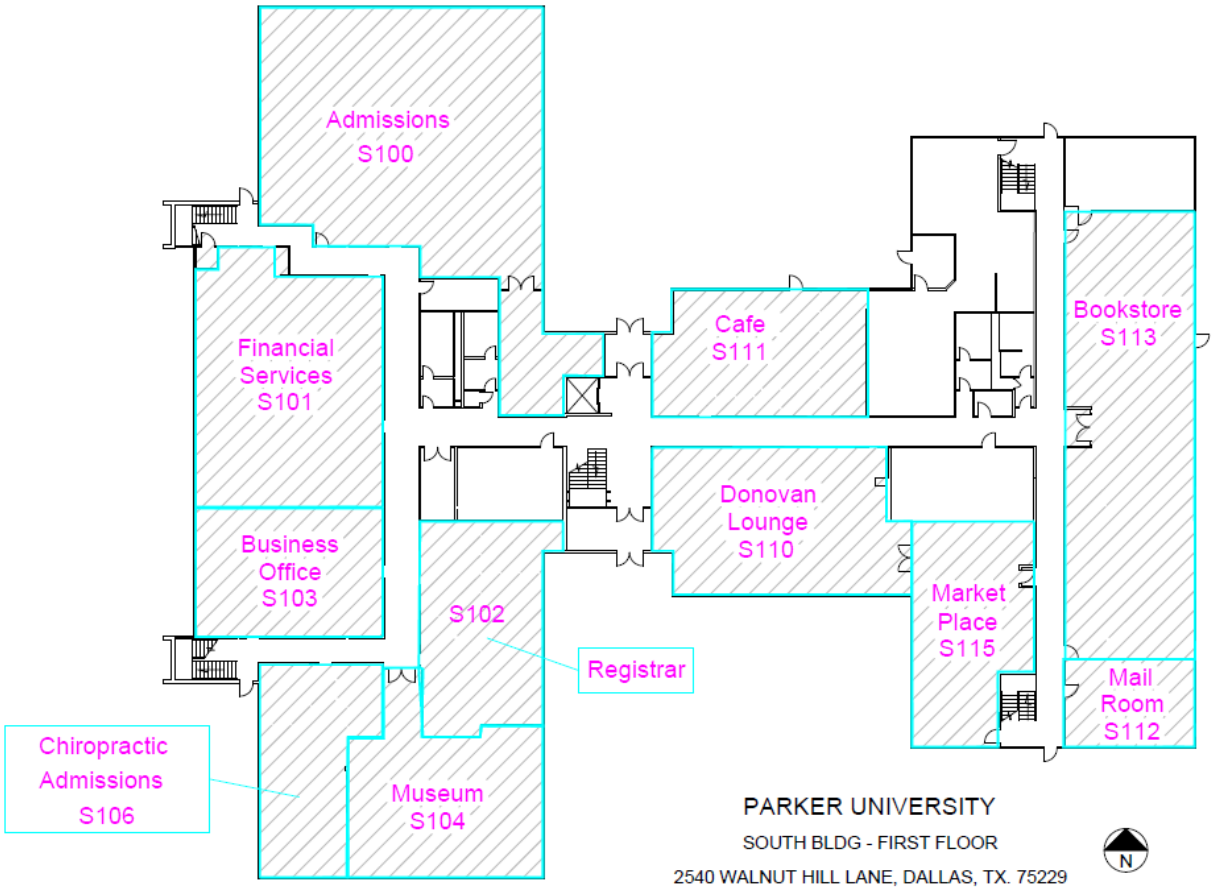
Admissions
S100
Financial
Services
S101
Business
Office
S103
S102
Registrar
Chiropractic
Admissions
S106
Museum
S104
Cafe
S111
Donovan
Lounge
S110
Market
Place
S115
Bookstore
S113
Mail
Room
S112
PARKER UNIVERSITY
SOUTH BLDG - FIRST FLOOR
2540 WALNUT HILL LANE, DALLAS, TX. 75229
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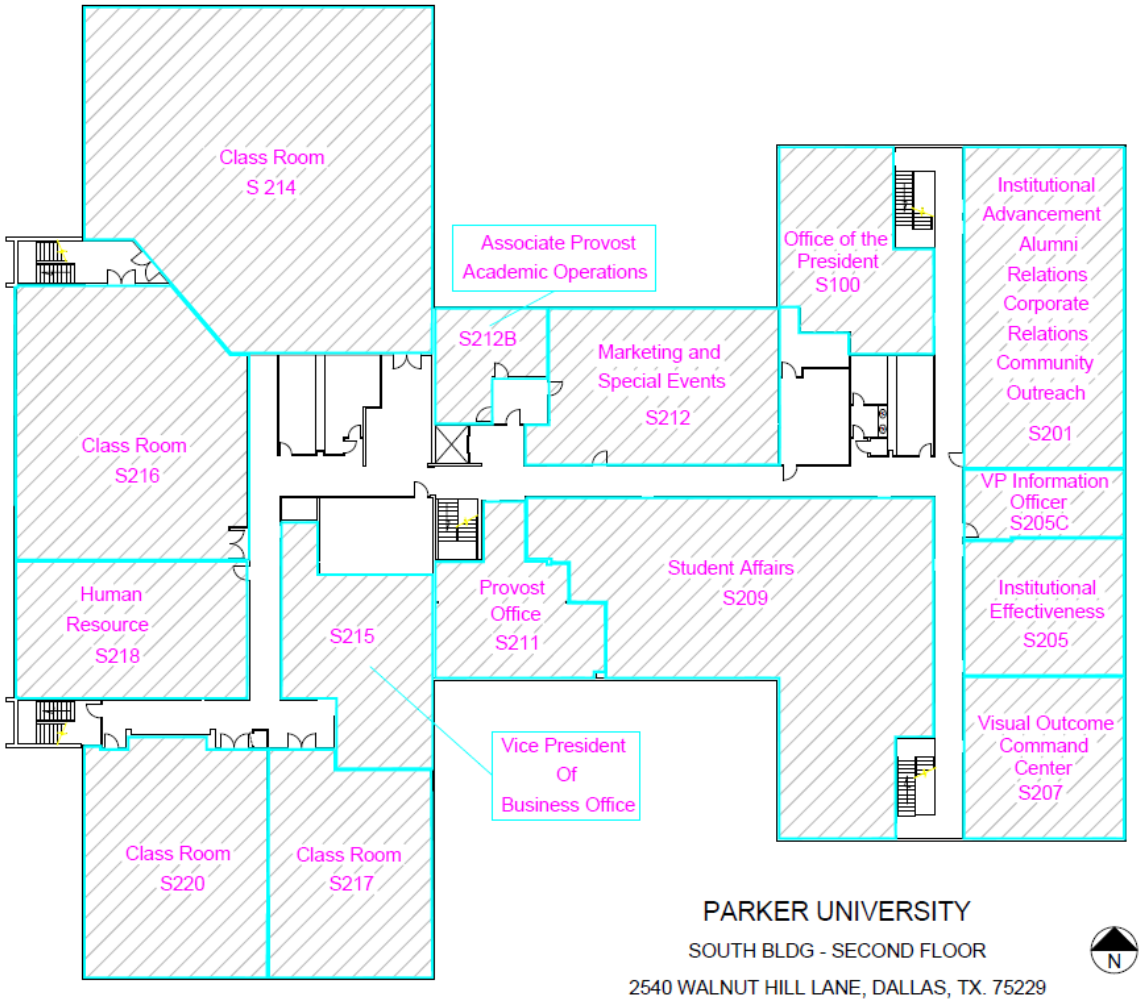
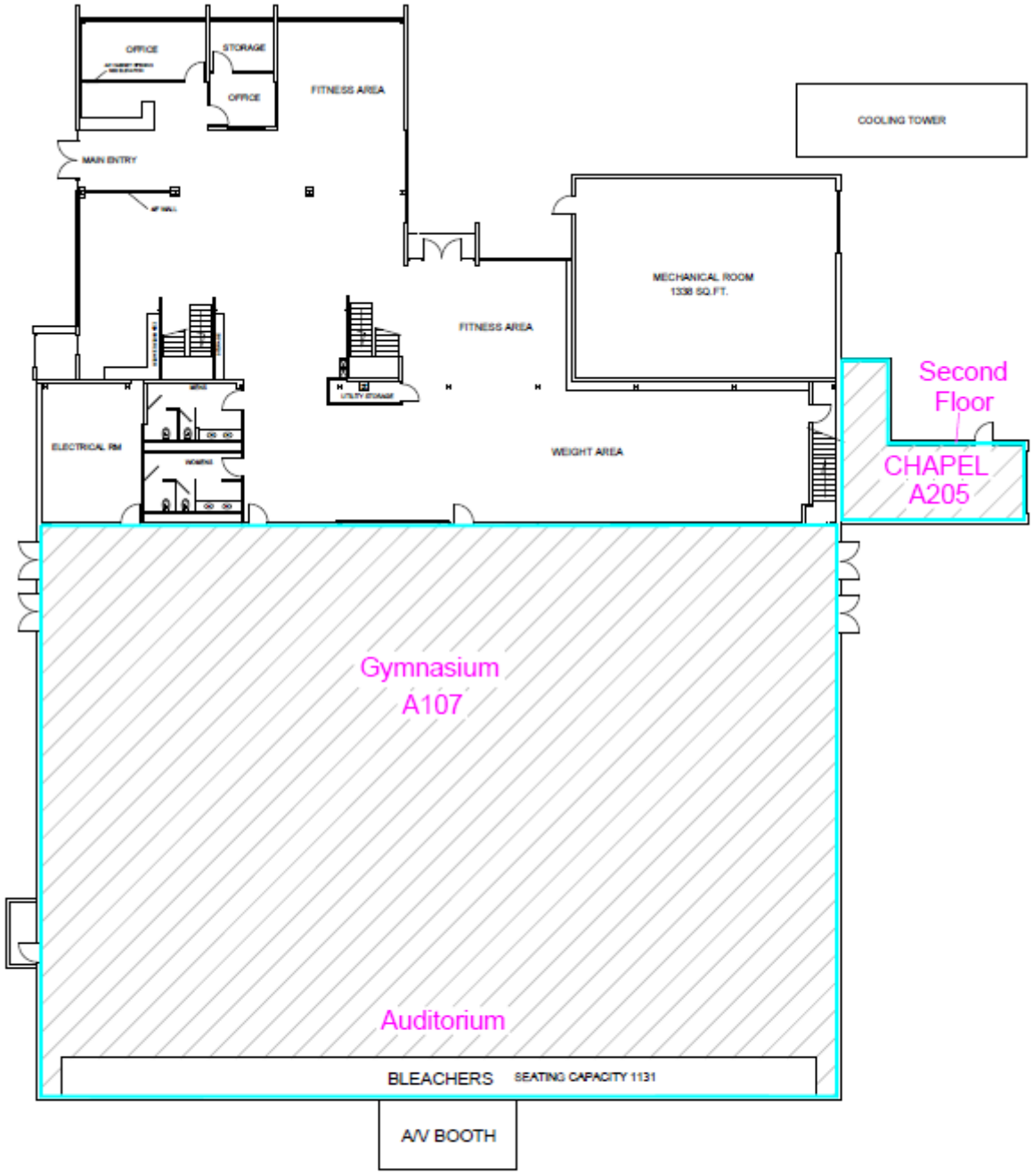

Class Room
S 214
Associate Provost
Academic Operations
S212B
Marketing and
Special Events
S212
Office of the
President
S100
Institutional
Advancement
Alumni
Relations
Corporate
Relations
Community
Outreach
S201
Class Room
S216
VP Information
Officer
S205C
Human
Resource
S218
S215
Provost
Office
S211
Student Affairs
S209
Institutional
Effectiveness
S205
Vice President
Of
Business Office
Visual Outcome
Command
Center
S207
Class Room
S220
Class Room
S217
PARKER UNIVERSITY
SOUTH BLDG - SECOND FLOOR
2540 WALNUT HILL LANE, DALLAS, TX. 75229
N

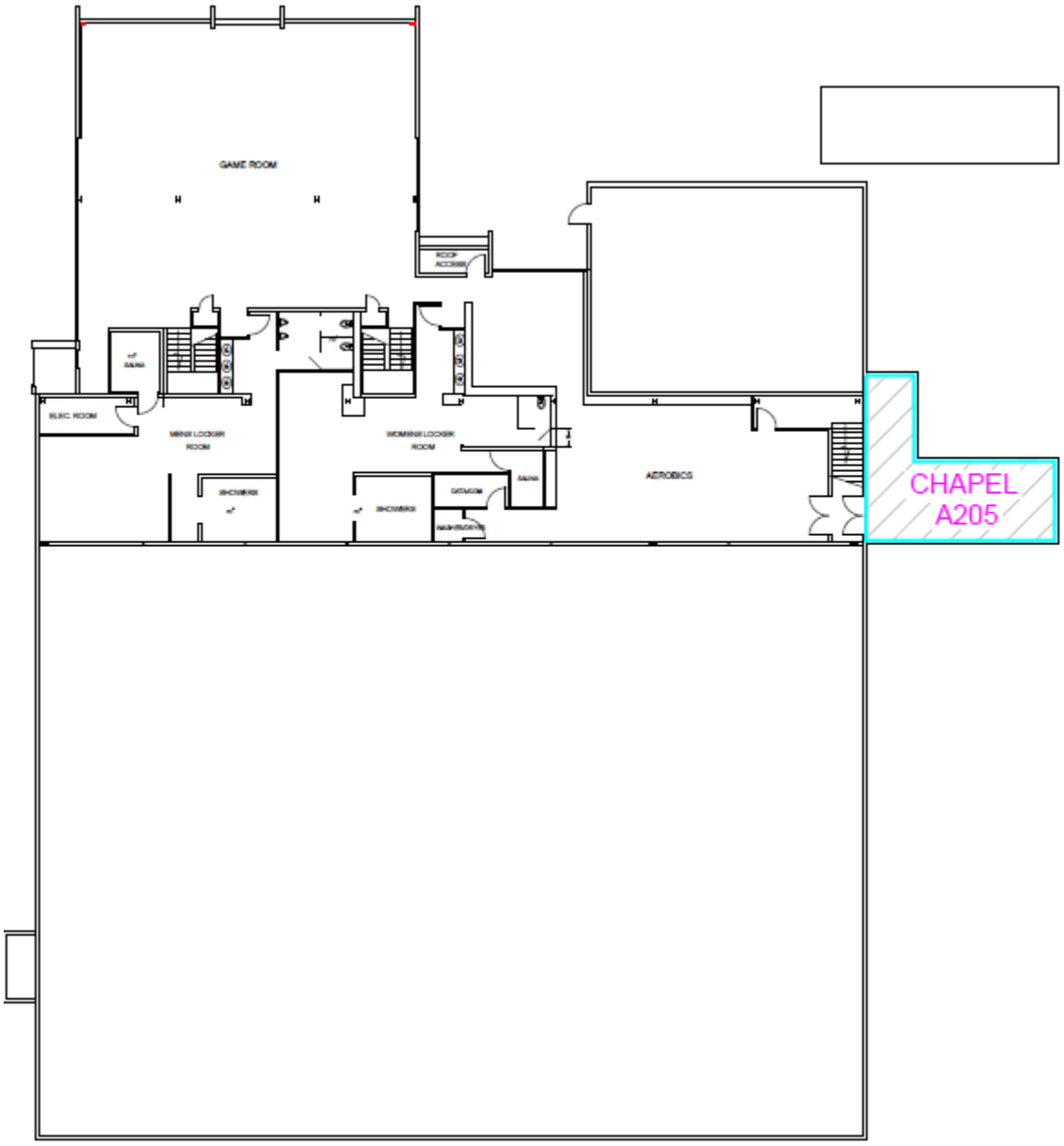


PARKER UNIVERSITY

ACTIVITY CENTER - 1ST & 2nd FLOOR

2611 ELECTRONIC LANE, DALLAS, TX. 75220

27,410 SQ FT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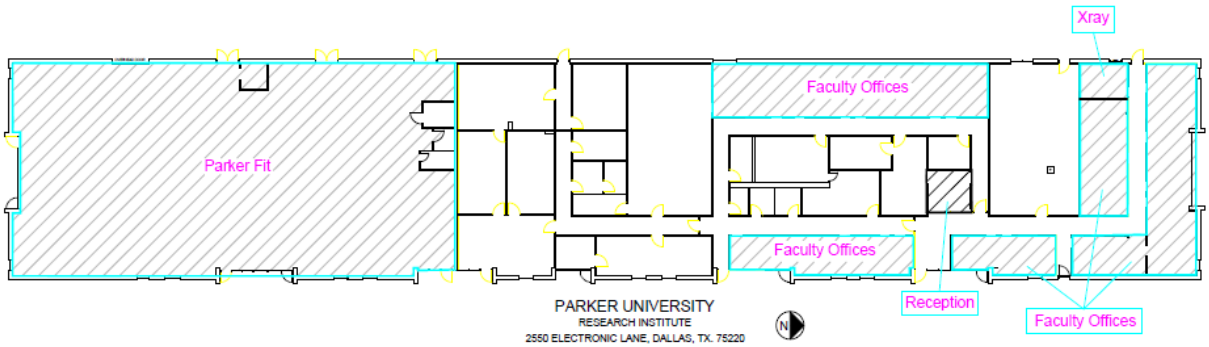
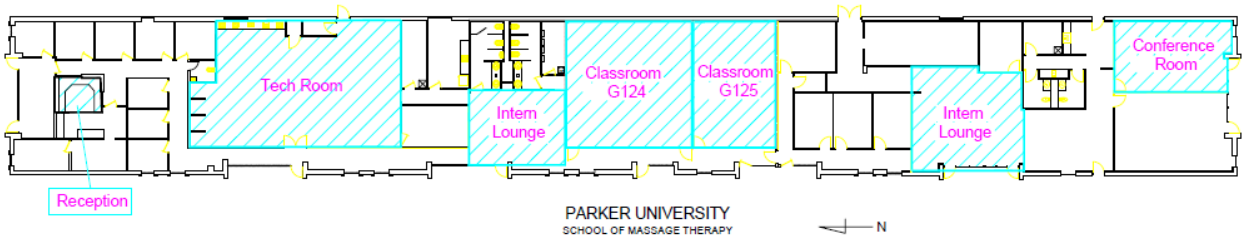
CHAPEL
A205


Xray
Faculty Offices
Parker Fit
Faculty Offices
Reception
Faculty Offices
PARKER UNIVERSITY
RESEARCH INSTITUTE
2550 ELECTRONIC LANE, DALLAS, TX. 75220



PARKER UNIVERSITY
SCHOOL OF MASSAGE THERAPY
2560 ELECTRONIC LANE, DALLAS, TX. 75220
13,677 SQ FT

N

PARKER UNIVERSITY
DALLAS CLINIC
2600 ELECTRONIC LANE, DALLAS, TX. 75220

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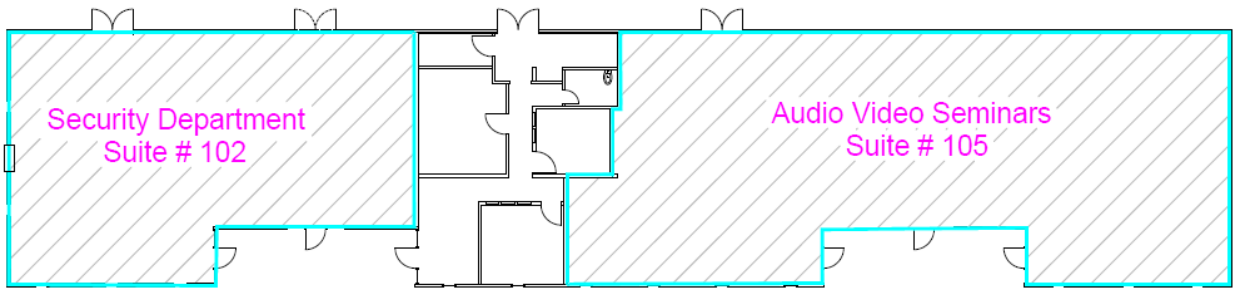

PARKER UNIVERSITY
SECURITY - AUDIO VISUAL
2619 ELECTRONIC LANE, SUITES 101 - 106
DALLAS, TX. 75220

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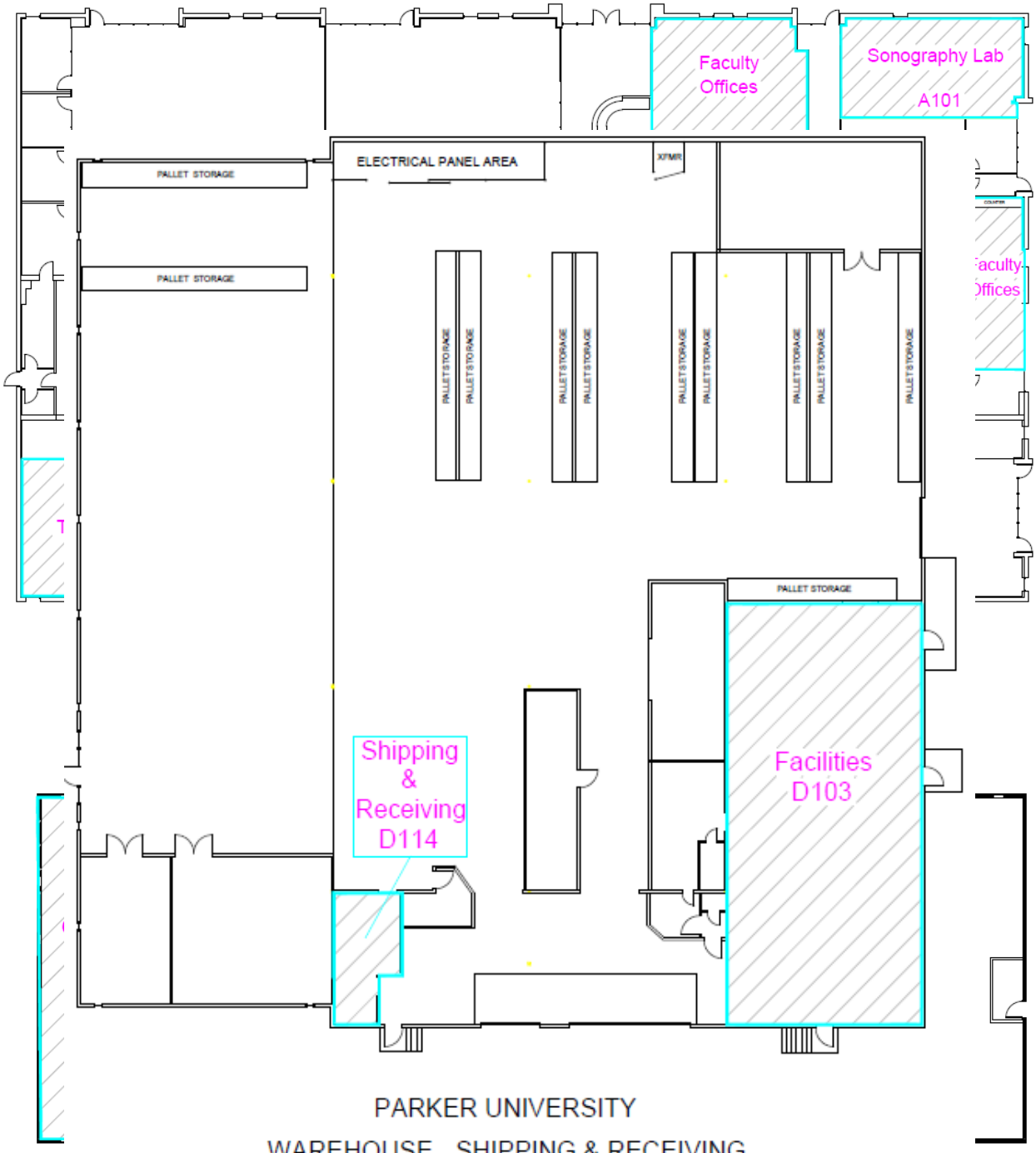

PARKER UNIVERSITY

WAREHOUSE - SHIPPING & RECEIVING

2625 ELECTRONIC LANE, DALLAS, TX 75220

PARKER UNIVERSITY

CE / PURCHASING

2619 B ELECTRONIC LANE, DALLAS, TX. 75229

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Patrick Bodnar, B.S., D.C., Vice Provost
Renee Carrillo, A.S., B.S., Assistant Director, Online Education
Joel Depue, Director of Financial Aid
J. Donald Dishman, B.A., M.Sc., D.C., Dean, Graduate Programs and Special Projects
Angela Duell, A.A.S., A.A., B.S., M.S., Director, Occupational Therapy Assistant
Tammy Fogarty, Ph.D., RD, Director, Master of Science in Functional Nutrition
Phyllis A. Frase-Charrette, Director, Continuing Education and Corporate Partnerships
Grant Godfrey, Director, Enrollment
Gery C. Hochanadel II, B.A., B.S., MBA, Director, Master of Business Administration, Bachelor of Business Administration
Michael Jackson, B.S., M.S., Ph.D.c., Director, Institutional Effectiveness and Planning
Meg Johnson, B.S., C.P.A, Director, Finance/Controller
Trevor Jones, Chief Information Officer
Roxanne Kemp, M.S., Ph.D.c., Dean, Online & General Education Program
Lonnie Knight, B.A., D.C., Director, Academic Advising
Dana J. Lawrence, D.C, MMedED, MA, Associate Provost, Education and Research

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Alaina Mount, B.S., M.S., *Dean, Student Development*
Greg Page, D.C., Director, Community Based Internships
Katherine Pohlman, DC, MS, PhD, DICCP, Director of Research
Stephen C. Paterno, B.S., D.C., Director, Clinical Education, College of Chiropractic
Georgina Pearson, B.Sc., M.B., M.P.H., *Chair, Department of Basic Sciences*
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Drew Riffe, D.C., LMT, Dean, College of Health Sciences and Director, School of Massage Therapy
Eric Russell, B.S., D.C., M.B.A., DPhCS, Dean, Student Engagement and Special Projects
Douglas Sanford, B.A., D.C., Director, Compliance and Operations
Michael Scott, Chief Creative Officer
Timothy H. Smith, B.S., Director, Financial Planning & Reporting
Becky Sullivan, B.S., M.L.S., Director, Learning and Resource Center
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Chris Williams, Chief Marketing Officer
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Certificate, Massage Therapy, 2007, ATI
A.A.S., 2016, Parker University

Carlos Soneira-Ruiz, Assistant Professor, Basic Sciences
Doctor of Medicine, 1986, Higher Institute of Medical Sciences of Havana
Specialist in Human Anatomy, 1989, Higher Institute of Medical Sciences of Havana
Master of Science in Medicine (Neuroscience), 1995, Memorial University of Newfoundland

Trenda Sweeney, Program Director, Radiologic Technology
A.S., 1992, Clovis Community College
B.S., 2004, Wayland Baptist University
M.B.A., 2008, Ashford University

Gary Tam, Associate Professor, Chiropractic Wellness Clinics
B.A, 1995, Carleton University
B.S., 1998, Concordia University
B.S., 2001, Parker College of Chiropractic
D.C., 2002, Parker College of Chiropractic

Branda Tan, Adjunct Faculty, Music Appreciation
B.Mus., 2004, University of North Texas
M.Mus., 2008, University of North Texas

William F. (Kym) Tayamen, Faculty Radiologic Technology
J.D., 1999, Texas Wesleyan School of Law
B.A., 1995, University of Texas at Dallas
A.R.R.T., 1971 School of Radiology

Steven Tidwell, Adjunct Faculty, Business
B.B.A., 1995, Northwood University
M.B.A., 1999, Amberton University
D.B.A., 2005, Argosy University (University of Sarasota)

Leon Tom, Associate Professor, Chiropractic Wellness Clinics
Director, Dallas Wellness Clinics
B.S., 1995, McMaster University
D.C., 1999, Parker College of Chiropractic
Certified Chiropractic Sports Practitioner
Diplomate, American Academy of Integrative Pain Management

Debra Touhey, Adjunct Faculty
M.S., 2010, University of Phoenix
M.A., 2013, Liberty University
D.B.A., 2015, Northcentral University

Lauren Tollefson, Radiology Resident, College of Chiropractic
B.S., 2012, North Dakota State University
D.C., 2015, Parker University

Lynea Upson, OTR, MOT, Instructor, Occupational Therapy Assistant
BA, 2002, Baylor University
MOT, 2004, Texas Woman's University Dallas

Nusin Van Winkle, Assistant Professor, Basic Sciences
M.D., 1997, Dokuz Eylul University Medical School, Izmir, Turkey
M.B.A, ongoing, Keller Graduate School of Management

Rebekah Vannoy, *Faculty, Psychology*
B.S., 2016, Practical Ministry and Leadership
M.S., 2018, North Central University

Jason Vaughn, Adjunct Faculty, Music Appreciation
M.A., 2013, University of Texas at Arlington

David Walters, Professor, Chiropractic Wellness Clinics
D.C., 1991, Parker College of Chiropractic
Diplomate American Chiropractic Rehabilitation Board
Certified Chiropractic Sports Practitioner
Corrective Exercise Specialist

Adrian Walton, Adjunct Faculty, Statistics
B.A., 1999, Dillard University
M.B.A., 2003, University of Phoenix
Ph.D., 2017, Capella University

Charlotte J. Watts, Professor, 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, Chiropractic Sciences
B.A., M.S., and C.A.S., University at Albany, State University of New York
Psy.D., Nova Southeastern University

Kenneth A. Weber II, Adjunct Faculty, Neuroscience and Clinical Neuroscience
Postdoctoral Research Fellowship, 2018, Stanford University
Ph.D., 2016, Northwestern University
D.C., 2009, Palmer College of Chiropractic Florida
B.S., 2006, Saginaw Valley State University

Ronald Wells, Professor, Chiropractic Sciences
B.S., 1989, Arkansas State University
A.S., 1991, Park College
D.C., 1995, Parker College of Chiropractic
B.S., 2001, Parker College of Chiropractic
C.C.C.N., 2009, Certified Chiropractic Clinical Neurology, Parker University
F.A.S.A., 2012, Certified Advanced Acupuncture, Parker University

Judy Whitburn, Clinical Coordinator Assistant/ Faculty
B.S.R.S., 1991 University of Missouri Columbia

Brian White, Adjunct Faculty, Government
Ph.D., 2004, Clark Atlanta University
M.A., 1993, Texas Southern University
B.A., 1991, Prairie View A&M University

Robert Wilborn, Associate Professor of Chiropractic Sciences
D.C., 1997, Parker College of Chiropractic

Lauren Zipay, Radiology Resident, College of Chiropractic
B.S., 2015, Youngstown State University
D.C., 2019, 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: Dean, College of Chiropractic
Responsibilities:

1. Organizing and overseeing the academic 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 Associate Provost, College of Chiropractic
2. Department Chairs
3. Director of Clinics
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: Dean, 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.
4. Recommend changes to admissions policies and procedures as needed.

Membership:

1. Chair, DCP Faculty Member
2. DCP Faculty Member
3. DCP Faculty Member
4. DCP Faculty Member
5. Dean of Student Development
6. Registrar (or other Academic Advising specialist)

CURRICULUM COMMITTEE: COLLEGE OF HEALTH SCIENCES AND COLLEGE OF BUSINESS AND TECHNOLOGY
Reports to: Vice Provost
Responsibilities:

1. Review and approve all new academic degrees, programs of study, including the general education program, major programs, certificates, concentrations, irrespective of delivery format and program identity.
2. Review and submit recommendations concerning existing curricular major programs of the College of Health Sciences and College of Business and Technology as directed at the undergraduate and graduate levels, including the undergraduate general education program, irrespective of level or delivery format, modality, discipline, location, time, and subject.
3. Review academic proposals for the revision or modification of degree requirements, programs, courses, or requirements thereof that exceed a twenty-five percent modification within the current program.
4. Provide consultation and advice to the Vice Provost or other appropriate parties on matters of academic importance to the College of Health Sciences and College of Business and Technology.
5. Receive, develop, and approve academic policies and procedures for the College of Health Sciences and College of Business and Technology programs, irrespective of level or delivery format.
6. Review on a periodic basis the curricula, degree and major programs, courses, and academic requirements of various types and for various purposes as applied to the operations of the College of Health Sciences and College of Business and Technology.
7. Ensure compliance with state, federal, and accrediting agency requirements, rules, and regulations, and take appropriate corrective action to address deviations therefrom.
8. Receive and commission reports concerning accreditation, regulatory compliance, and the quality and efficacy of the academic programs of the College of Health Sciences and College of Business and Technology.
9. Serve in a consultative capacity to all College of Health Sciences and College of Business and Technology programs concerning matters relating or involving academic affairs and operations.
10. Review and recommend modifications to the academic policies and procedures by which this body is organized and operates in the interest of the College of Health Sciences and College of Business and Technology.

Membership:

1. Chaired by the Director of Institutional Effectiveness
2. Faculty representatives
3. Dean representatives
4. Academic support staff representatives
5. University Registrar

Meets: As needed.

DCP ASSESSMENT: DC PROGRAM
Reports to: Dean, 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 Dean, College of Chiropractic
2. Department Chairs
3. Director of the Center for Teaching and Learning
4. Academic Representative
5. Clinic Representative
6. Capstone Coordinator
7. ARE Coordinator
8. IEP Representative

Meets: Twice per trimester.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC): UNIVERSITY
Reports to: Dean, College of Chiropractic
Responsibilities:
1. Oversees the institution's animal program facilities and procedures.

Membership:
1. Chaired by faculty member
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: Associate Provost, Education and Research, QEP
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- when required
6. Human Protections Administrator- *ex officio*

Meets: As needed.

SATISFACTORY ACADEMIC PROGRESS APPEALS COMMITTEE: UNIVERSITY
Reports to: Provost
Responsibilities:
1. Review academic standing and progress as it relates to Satisfactory Academic Progress
2. Adjudicate appeals of academic/financial aid standing and/or dismissal
3. Review and adjudicate appeals for re-admission

Membership:
1. Program Director, Chair
2. Registrar
3. Director of Financial Aid
4. Dean of Student Development
5. Faculty Representative

SPEAKER APPROVAL: UNIVERSITY

Reports to: Dean of Student Engagement and Special Projects

Responsibilities:

1. To advise speaker approval procedures
2. To determine eligibility of speakers coming on campus

Membership:

1. Chaired by the Dean, College of Chiropractic
2. Dean of Student Engagement and Special Projects
3. Clinic representative
4. Academic representative
5. Faculty Senate President
6. Student Senate President

Meets: As needed.

2019-2020 Academic Calendars

Doctor of Chiropractic, MS in Clinical Neuroscience, MS in Neuroscience, MS in Functional Nutrition, Pre-DC, Massage Therapy			
TERM	DATES	EVENT	INFORMATION
FALL	August 29-30	Orientation	Second day for DC only
	September 2	Labor Day	Observed - NO Classes
	September 3	Classes Begin	
	September 9	Drop/Add Deadline	
	October 22	Sub-term A Ends	Pre-DC and MS programs
	October 23	Sub-term B Begins	Pre-DC and MS programs
	November 15	Last day to Withdraw (DC Only)	
	November 28 & 29	THANKSGIVING BREAK	Observed - NO Classes
	December 9-13	FINALS WEEK	
	December 13	All Classes End	
	December 16-January 3	WINTER BREAK	NO Classes
Winter	January 3	Orientation	
	January 6	Classes Begin	
	January 10	Drop/Add Deadline	
	January 20	Martin Luther King Jr. Day	Observed - NO Classes
	February 25	Sub-term A Ends	Pre-DC and MS programs
	February 26	Sub-term B Begins	Pre-DC and MS programs
	March 20	Last day to Withdraw (DC Only)	
	April 10	Good Friday	Observed – NO Classes
	April 13-17	FINALS WEEK	
	April 17	All Classes End	
	April 20 - May 1	SPRING BREAK	NO Classes
SUMMER	April 30-May 1	Orientation	Second day for DC only
	May 4	Classes Begin	
	May 8	Drop/Add Deadline	
	May 25	Memorial Day	Observed - NO Classes
	June 23	Sub-term A Ends	Pre-DC and MS programs
	June 24	Sub-term B Begins	Pre-DC and MS programs
	July 4	Independence Day	Observed - NO Classes
	July 17	Last day to Withdraw (DC Only)	
	August 10-14	FINALS WEEK	
	August 14	Classes End	
	August 17-30	SUMMER BREAK	NO Classes

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

Master of Business Administration			
TERM	DATES	EVENT	INFORMATION
FALL	August 30	Orientation	
	September 2	Labor Day	Observed - NO Classes
	September 3	Fall A - Classes Begin	Drop/Add Deadline: 9/9/19; Courses End: 12/22/19
	October 28	Fall C - Classes Begin	Drop/Add Deadline: 10/28/19; Courses End: 3/1/20
	November 28 & 29	THANKSGIVING BREAK	Observed - NO Classes
	December 23-January 3	WINTER BREAK	NO Classes
Winter	January 2	Orientation	
	January 6	Winter A - Classes Begin	Drop/Add Deadline: 1/10/20; Courses End: 4/26/20
	January 20	Martin Luther King Jr. Day	Observed - NO Classes
	March 2	Winter C - Classes Begin	Drop/Add Deadline: 3/6/20; Courses End: 6/28/20
	April 10	Good Friday	Observed – NO Classes
	April 27 – May 1	SPRING BREAK	NO Classes
SUMMER	April 30	Orientation	
	May 4	Summer A - Classes Begin	Drop/Add Deadline- 5/9/20; Courses End: 8/23/20
	May 25	Memorial Day	Observed - NO Classes
	June 29	Summer C - Classes Begin	Drop/Add Deadline- 7/3/20; Courses End: 11/1/20
	July 4	Independence Day	Observed - NO Classes
	August 24-30	SUMMER BREAK	NO Classes

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

Undergraduate Programs			
TERM	DATES	EVENT	ADDITIONAL INFORMATION
FALL	August 30	Orientation	
	September 2	Labor Day	Observed - NO Classes
	September 3	Fall A - Classes Begin	Drop/Add Deadline: 9/9/19; Courses End: 12/22/19
	September 30	Fall B - Classes Begin	Drop/Add Deadline: 9/30/19; Courses End: 2/2/20
	October 28	Fall C - Classes Begin	Drop/Add Deadline: 10/28/19; Courses End: 3/1/20
	November 25	Fall D - Classes Begin	Drop/Add Deadline: 11/25/19; Courses End: 3/29/20
	November 28 & 29	THANKSGIVING BREAK	Observed - NO Classes
	December 23-January 3	WINTER BREAK	NO Classes
WINTER	January 3	Orientation	
	January 6	Winter A Classes Begin	Drop/Add Deadline: 1/10/20; Courses End: 4/26/20
	January 20	Martin Luther King Jr. Day	Observed - NO Classes
	February 3	Winter B - Classes Begin	Drop/Add Deadline: 2/7/20; Courses End: 5/31/20
	March 1	Winter C - Classes Begin	Drop/Add Deadline: 3/6/20; Courses End: 6/28/20
	March 30	Winter D - Classes Begin	Drop/Add Deadline: 4/3/20; Courses End: 7/26/20
	April 10	Good Friday	Observed - NO Classes
	April 26 – May 1	SPRING BREAK	NO Classes
SUMMER	April 30	Orientation	
	May 4	Summer A - Classes Begin	Drop/Add Deadline- 5/9/20; Courses End: 8/23/20
	May 25	Memorial Day	Observed - NO Classes
	June 1	Summer B - Classes Begin	Drop/Add Deadline- 6/1/20; Courses End: 10/4/20
	June 29	Summer C - Classes Begin	Drop/Add Deadline- 7/3/20; Courses End: 11/1/20
	July 4	Independence Day	Observed - NO Classes
	July 27	Summer D - Classes Begin	Drop/Add Deadline- 7/31/20; Courses End: 11/29/20
	August 24-30	SUMMER BREAK	NO Classes

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