



PARKER UNIVERSITY ACADEMIC CATALOG 2020 – 2021

Addendum

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

Parker University

2020-2021 Academic Catalog Addendum

This addendum contains approved changes to the 2020-2021 Parker University Academic Catalog. The purpose of this addendum is to provide additional information about new programs, courses or curriculum updates that occurred after publication of the 2020-2021 Parker University Academic Catalog. The amendments listed in this document take precedence over information contained in the 2020-2021 Parker University Academic Catalog and are effective as of the date of this publication.

Table of Contents

College of Chiropractic	4
Doctor of Chiropractic.....	4
Mission	4
Admission Requirements	4
Disclosure of Professional Licensure.....	6
General Program Information.....	9
Program Learning Outcomes	9
Length of Program	9
Instructional Organization	9
Curriculum.....	10
Class Schedules	14
Laboratory Participation	14
Lab Schedule Changes.....	15
Co-Curricular Graduation Requirements: Service-Learning Opportunities and Assemblies	15
National Board Exams	15
College of Health Sciences	17
Master of Public Health	17
Mission	17
General Program Information.....	17
Program Learning Outcomes	17
Length of Program	19
Mode of Instruction	19
Graduate Admission Requirements.....	19
Degree Requirements	19
Graduation Requirements.....	20
Curriculum.....	21

Associate of Applied Science with a Major in Diagnostic Cardiac Sonography	23
Mission	23
Admission Requirements	23
General Program Information.....	25
Program Goals and Objectives.....	26
Length of Program	26
Clinical Experiences.....	27
Technical Standards	27
Re-admission Requirements	28
Physical Requirements.....	28
Insurance Requirements	28
Tuition and Fees.....	28
Standards of Appearance.....	29
Clinical Attendance	29
Degree Requirements	30
Graduation Requirements.....	30
License to Practice	30
Curriculum.....	31
Course Description.....	32
Doctorate	32
CHSC – Chiropractic Sciences.....	32
Graduate	32
PUBH – Public Health	32
Research Methods	34
Undergraduate.....	35
DMSO – Diagnostic Medical Sonography.....	35
DSAE – Diagnostic Sonography Advanced Echocardiography	35
DSVT – Diagnostic Sonography Vascular Technology	36

College of Chiropractic

Doctor of Chiropractic

Mission

The mission of the Doctor of Chiropractic Program is to educate individuals in chiropractic wellness and to embrace education, research, and service as patient-centered chiropractic physicians and members of a collaborative interdisciplinary healthcare team.

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. Applicants may be required to provide a personal statement along with other university admission requirements.

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 healthcare/sciences degree and has been working in the field. The Vice Provost can waive this requirement.

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 University or will be withdrawn from the University.

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).

Physical Qualifications

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 University's technical qualifications, the chair of the Admissions Committee will arrange a consultation with the Dean of Student Development, 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 University reserves the right to reject requests for accommodations that would fundamentally alter the nature of the Doctor of Chiropractic program, lower the academic standards, cause an undue burden on the University, or endanger the health or safety of other students, clinic patients, or any other member of the University community.

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

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 healthcare 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 University 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 University grant acceptance to a student with a criminal record, s/he must sign a waiver agreeing that the University 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 student’s 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.

Admission Timeline

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

All admission documents and tuition deposits must be received prior to registration, 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 end of the first trimester in which a student matriculates. Incoming students will not receive financial aid disbursements until their admissions file is complete, they are fully matriculated, and they are actively attending courses.

Disclosure of Professional Licensure

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 professional 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. The chart below details the state requirement for licensure.

Additional information along with a state-by-state directory is published by the Federation of Chiropractic Licensing Boards on the Federation’s website www.fclb.org.

State	Disclosure
Texas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Alabama	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Alaska	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
American Samoa	Unknown as there is no licensing regulations or regulating body
Arizona	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Arkansas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
California	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT. 90% attendance in the program
Colorado	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Connecticut	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Delaware	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
District of Columbia	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Federated States of Micronesia	Unknown as there is no licensing regulations or regulating body
Florida	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Georgia	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Guam	Unknown. Contact the Guam regulatory board at: http://dphss.guam.gov/guam-board-of-allied-health-examiners/
Hawaii	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Idaho	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Illinois	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Indiana	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Iowa	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Kansas	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Kentucky	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Louisiana	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Maine	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Maryland	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Massachusetts	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Michigan	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Minnesota	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Mississippi	With a bachelor’s degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Missouri	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT

Montana	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Nebraska	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Nevada	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
New Hampshire	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
New Jersey	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
New Mexico	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
New York	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
North Carolina	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
North Dakota	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Northern Mariana Islands	Unknown. Contact the Northern Mariana Islands regulatory board at http://cnmibpl-hcplb.net/resources/files/Chiropractic%20Regulations.pdf
Ohio	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Oklahoma	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Oregon	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Pennsylvania	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Puerto Rico	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Republic of Palau	Unknown as there is no licensing regulations or regulating body
Republic of the Marshall Islands	Unknown as there is no licensing regulations or regulating body
Rhode Island	With a bachelor's degree earned prior to matriculation from the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
South Carolina	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
South Dakota	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Tennessee	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Texas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Utah	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Vermont	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Virgin Islands	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, and III
Virginia	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Washington	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
West Virginia	With a bachelor's degree earned prior to matriculation from the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Wisconsin	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Wyoming	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV

General Program Information

Consistent with the 2020 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 2018/2020)

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

Parker University teaches chiropractic as a unique and unduplicated discipline integrated within the healthcare 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 from 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.

The time limit to complete the requirements for the Doctor of Chiropractic degree is seven years from the time of matriculation. Financial Aid may not be available for all seven years; please see the Satisfactory Academic Progress section of this document for more information on financial aid eligibility. If a student has interrupted his or her education at Parker University or any other chiropractic university and cannot complete seven years from the time of matriculation, 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.

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:

<u>Prefix</u>	<u>Department</u>
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 7400	Technique Elective #1	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 6310	The Business of Chiropractic	3	0	3	45
CHSC 7400	Technique Elective #2	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 7107	Communications	3	0	3	45
CHSC 7108	Full Spine Adjusting III	0	2	1	30
CHSC 7400	Technique Elective #3	1	2	2	45
CLSC 7104	Emergency Care	3	2	4	75
CLSC 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 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.

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 onsite or online educational activities and laboratory, as well as participation in patient service at one of the University's chiropractic clinics or one of the Community-Based Internship clinics. During enrollment of the three clinical courses, each student is evaluated on each outcome of the educational Meta-Competencies, published by the Council on Chiropractic Education, to measure achievement.

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

COMMUNITY BASED INTERNSHIP PROGRAM

The Community Based Internships (CBI) Department offers diverse clinical experiences in solo, multi-provider, multidisciplinary, hospital and/or multicultural settings, and is committed to enhancing the student's education in safe and productive clinical environments.

CBI opportunities are open for application to all students who meet set requisite benchmarks as published in the CBI Handbook. The application process for each program will be opened by the CBI Department at scheduled intervals during Tri-9.

For each CBI rotation, Tri-10 interns will utilize all the skills taught at Parker University in order to experience a wide range of patient presentations. Guidance and supervision for all programs is given by credentialed Extension Faculty members of Parker University. Students complete their qualitative assessments while in the Parker Clinics and will have the opportunity to continue to obtain quantitative graduation credit requirements during participation in all CBI rotations.

PRACTICE BASED INTERNSHIPS Practice Based Internships (PBI) encompasses the clinical experience in off-campus facilities in the local Dallas-Fort Worth area of Texas. In this setting, interns will have the opportunity to provide chiropractic care to a variety of patients within private practice settings of either solo or multi-provider environments, while observing and learning successful practice management strategies. These opportunities will allow interns the ability to expand their patient care knowledge and understanding by participating in supervised clinical experiences while learning various aspects of small business operations including front and back office duties, shadowing the doctor, exam procedures and patient care participation. Student participation numbers in PBI varies from trimester-to-trimester and is dependent upon class size and the number of current participating local offices.

INTERNATIONAL PROGRAMS - CBI's International Programs consist of rotations in Spain, Jamaica and Canada. Each program site has different requirements and length. Information for each is available from the CBI Department. For all abroad rotations, students are responsible for all travel, lodging, and living expenses, in addition to standard tuition and fee payments. A valid passport is required with the expiration date being greater than six months from date of travel return. Additionally, health insurance and proof of coverage is required for all international programs.

Family members, friends or others are not permitted to accompany a Parker student during the course of the study abroad program without specific permission of the CBI department and host institution. Students may elect to host

visitors during their school vacations while participating in a study abroad program. Guests under the age of 18 are not permitted.

Prior to travel, interns will be required to read and complete assignments regarding Safety and Security at both the US Department of State and CDC websites, as well as sign a Participation Agreement.

VETERANS AFFAIRS HOSPITAL ROTATION PROGRAM (VA HOSPITALS) - The Department of Veterans Affairs (VA) Hospital Rotation offers a clinical experience whereby interns have the opportunity to provide chiropractic care to veterans experiencing a variety of health challenges within a multidisciplinary, highly-regulated and fully electronic hospital environment. Students in this rotation will gain experience in their skills, abilities, and confidence seeing a variety of patient cases. Eight students will participate in the local Dallas VA rotation for approximately nine to ten weeks. All other VA locations are for one to two students for the entire trimester.

Out-of-Metroplex/State VA rotations, due to the competitive nature with interns from other chiropractic institutions, require a **resume and cover letter** due at the time of application. Current locations, subject to change, include: VA Medical Center, Dallas, TX; Central TX Veterans Health Care System, G.V. (Sonny) Montgomery VA; Medical Center, Jackson; MS, John J Pershing VA Medical Center, Poplar Bluff, MO; Richard L. Roudebush VA Medical Center, Indianapolis, IN; VA Medical Center, Martinsburg, WV; VA Northern CA Health Care System, Redding Outpatient Clinic, Redding, CA; Chillicothe VA Medical Center, Chillicothe, OH; Iowa City VA Health Care System, Iowa City, IA; Bay Pines VA Healthcare System, Bay Pines, FL; George E. Wahlen Dept. of Veterans Affairs Medical Center, SLC, Utah; John L. McClellan Memorial Veterans Hospital, Little Rock, AR. **NOTE:-** These programs may be selective, competitive rotations with intern applicants from other colleges.

MADIGAN ARMY MEDICAL CENTER

During this rotation, the intern will be supervised by a Doctor of Chiropractic and Parker University Extension Faculty at the Madigan Army Medical Center in Tacoma, WA. This veteran preferred program will provide a broad clinical experience working with a team of chiropractic experts within the Physical Medicine and Rehab Department. This department provides high quality physical therapy care to the beneficiaries of Madigan Army Medical Center, including access to care and treatment levels consistent with producing the best possible outcomes. The Chiropractic Clinic's mission, as stated from their website, is to *"maintain a fit force and high level of unit readiness while simultaneously integrating the highest quality preventive, clinical, surgical, and rehabilitative services; research; and graduate medical education so that we are the choice for musculoskeletal care among all our health care beneficiaries"*.

MEDICAL COLLEGE OF WISCONSIN

During this rotation, the intern will be supervised by a Doctor of Chiropractic and Parker University Extension Faculty at the Medical College of Wisconsin. This program will provide a broad clinical experience in an integrative spine model. Working with a team of experts including chiropractors, physical therapists, pain psychologists, nurses, physician assistants, physiatrists and neurosurgeons, the participating chiropractic student will be exposed to a large volume of diverse spine-related cases in a transdisciplinary care setting. Chiropractic students who successfully complete this program will demonstrate advanced knowledge and skills in the management of spine related disorders, chiropractic clinical care, patient communication/interaction, inter-professional collaboration, and evidence-based healthcare.

In addition to working directly with chiropractic patients in all aspects of care, students will spend time observing non-chiropractic providers utilizing common spinal surgical procedures (e.g., laminectomies, discectomies, fusions for unstable spondylolisthesis, spinal stenosis decompression, etc.), providers of various multiple specialties, and common interventional pain management procedures (e.g., epidural injections, facet injections, sacroiliac injections,

etc.). Additionally, students will also observe sports medicine physicians in order to broaden their experiences beyond spine-related conditions.

WINCHESTER SPINE AND SPORT

During this rotation, intern will be supervised by a Doctor of Chiropractic and Parker University Extension Faculty at Winchester Spine and Sport. The approach at Winchester Spine and Sport is to help patients meet and exceed healthcare goals by improving performance both for individuals' personal lives and for those who are more sports oriented. In addition to chiropractic adjustments and many other services, a certain specialty provided for their patients is Dynamic Neuromuscular Stabilization (DNS). DNS is a manual and rehabilitative approach utilized for optimization of movement and athletic performance through core stabilization and central nervous system regulation of intra-abdominal pressure. Additionally, adjustments utilizing the Motion Palpation Institute's (MPI) protocols, an evidence-based joint manipulation, are provided to patients. Interns will also learn and utilize soft-tissue treatments, therapeutic rehabilitation, functional medicine, acupuncture, nutritional counseling and massage in the treatment of various patient case types and conditions. **NOTE:** This rotation is available for students familiar with both the MPI and R2P (Rehab 2 Performance) protocols.

CHIROPRACTIC MENTORSHIP PROGRAM (CMP)

Interns who have completed all graduation credit requirements, with the exception of their last 40% of required hours in IP3, have the opportunity to complete these hours shadowing a practicing chiropractor. This is a program whereby an intern may learn more about a practice, its business operations by shadowing a licensed Doctor of Chiropractic in their day-to-day patient management and business operations. Application for students and doctors are available from the CBI Department. Interested students should contact the CBI Department one trimester in advance, i.e., at the beginning of IP2. Only hours may be accrued in this rotation. The host doctor decides what duties the intern can and cannot perform based upon their state board laws and requirements in addition to their malpractice carrier. Under Parker University, the intern will accrue hours only.

Class Schedules

The curriculum in the Doctor of Chiropractic program requires a minimum of 10 trimesters for completion. All entering students are placed on a full-time schedule as presented in the Catalog, unless a reduced load is requested or required as a part of Alternative Track Admissions. 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 section 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 agreement, 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 healthcare, 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



College of Health Sciences

Master of Public Health

Mission

The mission of the Master of Public Health (MPH) program at Parker University is to develop leaders who will improve health, diminish health disparities, and contribute to the profession through education, community service, and innovative research.

General Program Information

The MPH degree is designed to prepare students to address the broad mission of public health utilizing education, community service, and research. Public health practitioners are prepared to plan, implement, and evaluate programs designed to meet the health needs of populations. The MPH program includes knowledge basic to public health, including biostatistics, epidemiology, environmental health sciences, social and behavioral sciences, and health services administration. In addition to providing students with the educational foundation of public health, the MPH program provides students with field experience and an opportunity to apply their knowledge through the Applied Practice Experience and the Integrative Learning Experience.

Parker University offers two concentrations in the MPH degree program. Upon enrollment, students will choose either Epidemiology or Health Promotion.

Program Description MPH Epidemiology

The MPH in Epidemiology prepares students for specialization in advanced quantitative methods of epidemiology and its applications for health research, policymaking, and program implementation.

Program Description MPH Health Promotion

The MPH in Health Promotion provides students with the knowledge and skills for applied public health practice in the private and public sectors as related to population health.

Program Learning Outcomes

The MPH core curriculum is designed to meet the Foundational Public Health Knowledge learning objectives, the MPH Foundational Competencies, the Applied Practice Experience, and the Integrative Learning Experience established by the Council on Education for Public Health (CEPH).

The MPH program ensures that all students are grounded in the following foundational public health knowledge upon graduation:

Foundational Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain the effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health

Core Competencies

- Biostatistics
- Epidemiology
- Environmental Health Sciences
- Health Services Administration
- Social and Behavioral Sciences

The MPH program ensures that all students can demonstrate the following competencies upon graduation:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policymaking process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Length of Program

The MPH program may be completed in eight terms, requiring 45 credit hours.

Mode of Instruction

The Master of Public Health degree is offered through distance education. Students will be required to choose an in-person site for the Practicum.

Graduate Admission Requirements

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or a foreign evaluation showing successful completion of a degree equivalent to a bachelor's degree in the US.
- Submit two letters of recommendation within the first semester of enrollment
- Submit a resume indicating education and complete work history
- GRE: Not required
- Must have a bachelor's degree or equivalent from a regionally accredited college or University
- Must have a minimum of a 3.0 Grade Point Average (GPA) on a 4.0 scale. The GPA is calculated on the student's last 60 credits of undergraduate upper-division hours.

At the discretion of the Dean or Provost's Office, a candidate demonstrating academic potential may be admitted. The student must maintain a "B" or above for the first term of enrollment.

Failure to provide all admissions documentation, test scores, or to achieve the grade point average required by the end of the first semester may lead to suspension or dismissal from the University. All graduate students are required to complete foundational courses for the appropriate program through undergraduate or equivalent course work. Students who have not completed relevant undergraduate courses will be required to take equivalent courses upon acceptance to the program. Pre-requisite courses must be completed with a "C" grade or higher.

Degree Requirements

The Master of Public Health students must complete a total of 45 graduate semester credit hours of coursework. Students will be enrolled in fifteen credits from the core required courses representing the fundamental domains of public health: biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health science. Fifteen credits will be chosen based on the specialization of one of two concentrations: epidemiology or health promotion. Students will choose an additional six credits from elective courses. Three credits will be Applied Practice Experience that includes a public health field practicum, and six credits will be awarded from the Integrative Learning Experience.

Students are required to complete the Applied Practice Experience and the Integrative Learning Experience.

Practicum: Applied Practice Experience

The Applied Practice Experience (APE) requires students to complete a three-credit-hour practicum experience, a minimum of 120 hours. The practicum is a supervised work experience for MPH students to work on a project to help integrate and apply the knowledge and competences from the MPH program to a real-world public health concern. Students may choose a public health setting, such as a local health department, community organization, school, or hospital. The practicum will allow the students to apply and enhance their skills necessary to function as a public health professional. The practicum is designed to address the program's competencies and the student's career interests while making contributions to the practicum site.

Upon completion of the APE, students will be able to:

- Expand knowledge of public health and health services
- Apply the skills and competencies learned in the academic program in a public health practice setting
- Increase self-confidence as a public health professional
- Acquire practical skills to enhance career opportunities
- Provide a service to the practicum site by participating in projects to serve the community

Students are expected to gain supervised experience in a public health setting that will allow them to demonstrate competency through the APE. Students are required to submit at least two products, or deliverables, from the practicum experience. Each student will demonstrate a total of five competencies: three MPH foundational competencies and two competencies that are defined by the chosen field of study.

Integrative Learning Experience

The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

Graduation Requirements

To be eligible for the Master of Public Health, students at Parker University must fulfill the following requirements:

- Complete 45 credit hours of graduate study
- Complete the course of study required for the Master of Public Health with a grade point average of 3.0 or higher, based on a 4.0 scale
- Complete the degree requirements with no more than two courses with a grade of "C."
- Complete all of the Master of Public Health degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean.

Curriculum

MASTER OF PUBLIC HEALTH HEALTH PROMOTION		
PUBLIC HEALTH CORE COURSES		15 Semester Credit Hours
SPECIALIZATION REQUIRED COURSES		15 Semester Credit Hours
ELECTIVES		6 Semester Credit Hours
PRACTICUM		3 Semester Credit Hours
INTEGRATIVE LEARNING EXPERIENCE (ILE)		6 Semester Credit Hours
TOTAL		45 Semester Credit Hours
<u>Course ID</u>	<u>Cr.</u>	<u>Course name</u>
CORE COURSES		Complete 15 Semester Credit Hours
Biostatistics		
RSMT 5313	3	Research Design & Analysis I
Epidemiology		
PUBH 5314	3	Introduction to Epidemiology
Social & Behavioral Science		
PUBH 5324	3	Disease Prevention & Health Promotion
Health Services Administration		
PUBH 5334	3	Health Management and Policy
Environmental Health Science		
PUBH 5343	3	Principles of Environmental Health
SPECIALIZATION		Complete 15 Semester Credit Hours
PUBH 5316	3	Community Health Assessment
PUBH 5326	3	Program Design & Implementation
PUBH 5344	3	Program Evaluation in Public Health
PUBH 5383	3	Intervention Approaches in Health Promotion
RSMT 5316	3	Research Design & Analysis II
ELECTIVES		Complete 6 Semester Credit Hours
PUBH 5354	3	Infectious Disease in Epidemiology
PUBH 5364	3	Principles of Cancer Epidemiology
PUBH 5322	3	Nutritional Epidemiology
PUBH 5374	3	Advanced Epidemiology
PUBH 5336	3	Strategies for Public Health Advocacy
PUBH 5351	3	Biological Basis of Disease
PRACTICUM		Complete 3 Semester Credit Hours
PUBH 5399	3	Practicum in Public Health
ILE		Complete 6 Semester Credit Hours
PUBH 5379	3	Integrative Learning Experience I
PUBH 5389	3	Integrative Learning Experience II

MASTER OF PUBLIC HEALTH EPIDEMIOLOGY		
PUBLIC HEALTH CORE COURSES		15 Semester Credit Hours
SPECIALIZATION REQUIRED COURSES		15 Semester Credit Hours
ELECTIVES		6 Semester Credit Hours
PRACTICUM		3 Semester Credit Hours
INTEGRATIVE LEARNING EXPERIENCE (ILE)		6 Semester Credit Hours
TOTAL		45 Semester Credit Hours
<u>Course ID</u>	<u>Cr.</u>	<u>Course name</u>
CORE COURSES		Complete 15 Semester Credit Hours
Biostatistics		
RSMT 5313	3	Research Design & Analysis I
Epidemiology		
PUBH 5314	3	Introduction to Epidemiology
Social & Behavioral Science		
PUBH 5324	3	Disease Prevention & Health Promotion
Health Services Administration		
PUBH 5334	3	Health Management and Policy
Environmental Health Science		
PUBH 5343	3	Principles of Environmental Health
SPECIALIZATION		Complete 15 Semester Credit Hours
RSMT 5316	3	Research Design & Analysis II
RSMT 5323	3	Introduction to SAS for Public Health
PUBH 5374	3	Advanced Epidemiology
PUBH 5354	3	Infectious Disease in Epidemiology
PUBH 5364	3	Principles of Cancer Epidemiology
ELECTIVES		Complete 6 Semester Credit Hours
PUBH 5351	3	Biological Basis of Disease
PUBH 5383	3	Intervention Approaches in Health Promotion
PUBH 5326	3	Program Design & Implementation
PUBH 5344	3	Program Evaluation in Public Health
PUBH 5322	3	Nutritional Epidemiology
PUBH 5336	3	Strategies for Public Health Advocacy
PRACTICUM		Complete 3 Semester Credit Hours
PUBH 5399	3	Practicum in Public Health
ILE		Complete 6 Semester Credit Hours
PUBH 5379	3	Integrative Learning Experience I
PUBH 5389	3	Integrative Learning Experience II

Associate of Applied Science with a Major in Diagnostic Cardiac Sonography

Mission

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

Admission Requirements

Application for admission to Parker University is a separate process which must be completed prior to applying to the Diagnostic Cardiac Sonography program. Please see the Parker University website (<http://www.parker.edu>) for the Parker University admission process.

All applicants applying for admission into the DCS program must complete and meet the following requirements:

- Students are required to successfully complete all prerequisite classes for the Associate of Science in Diagnostic Cardiac Sonography.
- A grade of “C” or better in all courses and a minimum cumulative GPA of 3.0 (on a 4.0 scale) must be earned to be eligible to progress to the professional phase of the program.
- An acceptable level -3 criminal background screening will be required for all beginning the program. Students with criminal charges and /or convictions may not be eligible for admission.
- A drug and alcohol screening will be required for all students beginning the program.
- Completion of any healthcare degree (ex. RT. RN. LPN/LVN. PA. DC. MD.) which requires licensure must submit proof of good standing.
- Each DCS applicant is asked to complete a personal essay highlighting what led to pursuing a career in Diagnostic Cardiac Sonography and outline their specific career goals in medical imaging. The essay will be examined by all committee members.

Step 1

Enroll in Parker University and begin to take relevant DCS pre-professional phase requirements. Admissions to Parker University does not guarantee admission to the DCS program.

- The DCS program considers applicants on their eligibility and completion of admission requirements.
- Students must have completed all the required 25 pre-diagnostic sonography credit hours (general course work) with a grade of “C” or better and have a minimum cumulative GPA of 3.0 (on a 4.0 scale) at the time of submission to the DCS program.
- Prerequisite Anatomy & Physiology courses must have been taken within five years prior to admission. Proof of recent significant experience in the applications of these sciences may be considered in waving this 5-year requirement provided the original prerequisites were completed.
- Any student who has completed a healthcare degree (ex. RT. RN. LPN/LVN. PA. DC. MD.) which requires licensure will be required to go through the re-entry process as outlined in the Parker University catalog.

Please note: Students who do not meet the coursework requirements will not be allowed to progress to the DCS 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”, he/she must repeat the course to be eligible for admission. If the student wishes to repeat the course to continue his/her program of study, he/she will be required to go through the re-entry process as outlined in the Parker University catalog.

Step 2

Students must have proof of all immunization requirements before applying to the DCS program. Students without proof of completed immunizations will not be considered for entrance into the program.

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

Please note: 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.

Step 3

Write a one-page minimum personal essay highlighting what led to pursuing a career in Diagnostic Cardiac Sonography outlining specific career goals in medical imaging.

- Proper grammar and spelling is expected as well as organization.
- Although not required, volunteer or observation in sonography along with reference letters is highly recommended.

Step 4

Read and sign all program acknowledgement and disclosure forms found on www.parker.edu .

Step 5

Complete and submit the online DCS program application which can be found on www.parker.edu. Include all supporting documents required from Step 1, Step 2, Step, 3 and Step 4.

Diagnostic Cardiac Sonography program online application and all required documents must be submitted by the designated due date. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted. NO EXCEPTIONS. Submission of application does not guarantee an interview. Interviews will be determined by the amount of applicants each year.

Application Due Date – November 1st

Diagnostic Cardiac Sonography start date – January

Selection:

The DCS program will accept 15 students a year. The number of students accepted may vary from year to year based upon the number of appropriate clinical sites available for clinical placements throughout the length of the program.

- Application to the program does not constitute admission.
- Completion and academic strength, past failures and withdrawals in all prerequisite courses may impact consideration for admission.
- Evaluation of all academic experience, past failure and withdrawals in other sonography programs will impact consideration for admission.
- It should be noted that not all applicants who meet minimum selection criteria will be invited to a personal interview.
- The Selection Committee reserves the right to request additional interviews before the final report is generated.

Acceptance:

Students will be notified of acceptance by letter and email for Parker University. It is the students' responsibility to keep up with their email and notify Parker University if they have any change of address.

If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the university without further reason. If the applicant should be granted acceptance, the applicant acknowledges that he/she may not be able to obtain clinical experience, licensure in a/any state upon graduation based on his/her criminal record. The applicant will agree that the university will not be held liable in the case of failure to progress in clinical rotation and /or achieve licensure. Failure to disclose a misdemeanor or felony to the university is grounds for dismissal.

Once accepted into the program, it is the students' responsibility to notify the DCS program director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program.

Drug screening are performed as a condition of acceptance into the DCS program. The 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 DCS program.

Please note: Students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting.

Students must possess a current CPR for BLS American Heart Association Card. The students' card must not expire while participating in the DCS program. If the CPR for BLS Healthcare Provider Card expires during the student's time in the DCS program, they will be dismissed from the program.

Criminal Background

The student will obtain a national background check prior to application to the DCS program. Students cannot participate in lab or clinical studies involving clients without a clear criminal background check. According to the State of Texas and National Accreditation agencies, clinical training with employees, students, and volunteers who work with children, the elderly, or the disabled, must have a clear criminal background check. The facilities may choose to request additional nationwide and international criminal background checks. The final decision regarding acceptance of a student for clinical education is based on previous criminal history rests with each facility. A criminal conviction may affect a graduate's ability to sit for the national licensure examination. An individual who is considering entering or who has already entered a DCS educational program can have his/her background reviewed by requesting an Ethic Review Pre-Application. Please note that there are costs to the student associated with both voluntary reviews.

General Program Information

Ultrasound of the heart chambers, valves, and vessels are conducted by technologists called Cardiac sonographers or Echocardiogram technologists. They use diagnostic sonography equipment to provide patients with competent medical services and physicians with Cardiac sonograms or echocardiograms. These exams can be done while the patient is resting or after physical activity. The technologists work under a licensed physician and help assist them in an overall diagnosis of the patient.

Parker University's Diagnostic Cardiac Sonography Program consists of 8 general education courses, 10 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 Cardiac Sonography Program are required to successfully complete all general education courses required for the DCS program with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the major curriculum.

The major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of (75%). If a student fails a course, 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 Cardiac Sonography program are held to the standards of the university's [Satisfactory Academic Progress policy](#).

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

Program Goals and Objectives

The goal of the Diagnostic Cardiac Sonography program is to prepare students for an entry level position in Echocardiography labs in various Cardiac Non-invasive and X-ray departments at hospitals, clinics, imaging centers, or private physicians' offices. By graduation, the student 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 procedures and record anatomic, pathologic, and/or physiologic data interpretation by the physician
- Exercise discretion and judgment in the performance of sonographic and/or other diagnostic services
- Demonstrate appropriate communication skills with patients and colleague
- Provide patient education related to medical ultrasound and/or other diagnostic vascular techniques, and promote principles of good healing
- Use ultrasound equipment to analyze the mechanical functions of the heart
- Recognize cardiac pathophysiology
- Utilize the necessary skills and techniques to obtain two-dimensional tomographic images of the heart, measure blood flow velocities within the chambers of the heart with high frequency transducers.

Length of Program

The Associate of Applied Science with a major in Diagnostic Cardiac Sonography is seven trimesters, twenty-six-month program (Based on full-time status). The Associate of Applied Science in Diagnostic Cardiac 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 DCS curriculum includes both on campus classroom education and clinical training. General education courses are offered on campus and online. The program curriculum encompasses both independent and collaborative learning.

Computer Skills and Access

Cardiac 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 Cardiac 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 Cardiac 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. Students will be graded on clinical performance just as they are classroom instruction.

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

Prior to clinical experiences students will be required to provide 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 Cardiac 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 Cardiac 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.

Insurance Requirements

Students are required to provide proof of current personal health insurance to the Clinical Coordinator after being accepted to the DCS program. It is the responsibility of the student to obtain and purchase health insurance. It is their responsibility to provide an updated copy of their insurance to the Clinical Coordinator if insurance changes are made when enrolled in the program.

All Health Science students are required to carry professional liability insurance. This type of insurance is automatically purchased through Parker University's registration fees. Liability coverage for the students' clinical education does not apply outside scheduled clinical affiliation time.

Tuition and Fees

All charges, including tuition and fees, are due and payable on or before the first day of class.

Tuition per credit hour	\$636
Parking fee per semester	\$10
Activity fee per semester	\$25
Technology fee per semester	\$75
Exam fee	\$475
Material fee	\$110
Mal-Practice insurance	\$120
Application fee	\$50
Orientation fee	\$45
Enrollment deposit (applied toward tuition)	\$50
Graduation fee	\$45
Level 3 – Criminal background check	\$75
Drug test	\$35

ADDITIONAL EXPENSES

In addition to tuition and textbooks, school supplies and fees, DCS 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 American Heart Association certification (class offered at Parker University or show proof of completion)
 - Background and drug screening

Standards of Appearance

Proper professional dress and appearance are required. The DCS program has a firm dress code guideline for all students (this includes fieldtrips and observation visits, clinical settings and campus). All attire must always be well-maintained and clean. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up and accessories.

- Daily 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

Students are expected to be at their clinical site every day except when ill or needed for an emergency in the immediate family. If more than 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. *Students are not entitled to time off during clinical fieldwork.*

Students should notify their supervisor in advance if there are extenuating circumstances that require them to be absent from the location. Under **no** circumstances should a student ever be absent without notifying their supervisor.

Students are expected to be located at their clinical education site and ready to scan at the time their shift begins. Example: if 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 the supervisor must be notified of delayed arrival.

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 Cardiac Sonography is a 75-credit hour program which requires:

- 25 credit hours - General education - Pre- DCS
- 32 credit hours – DCS major curriculum
- 18 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
 - ARDMS SPI registry taken and passed before completing the program

License to Practice

Graduates of this program may seek voluntary national certification exams which are available through Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonographers (ARDMS). These organizations have been recognized as credentialing agencies for Echocardiogram Technologist certification. The CCI exam is taken post-graduation. Certification may be a condition for employment. Refer to www.ARDMS.org or www.ccionline.org for more information.

Curriculum

ASSOCIATE OF APPLIED SCIENCE DIAGNOSTIC CARDIAC SONOGRAPHY		
GENERAL EDUCATION COURSES		25 Semester Credit Hours
CORE REQUIREMENTS		50 Semester Credit Hours
TOTAL		75 Semester Credit Hours
Course ID	Cr.	Course name
GENERAL EDUCATION COURSES		25 Semester Credit Hours
BIOL 2401	4	Anatomy and Physiology I- no substitutions
BIOL 2402	4	Anatomy and Physiology II-no substitutions
ENGL 1301	3	English Composition I- no substitutions
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
HPRS 1106	1	Medical Terminology
Mathematics	3	Choose from: College Algebra, Calculus or Statistics
PHYS 1401	4	College Physics- no substitutions
PSYC 2301	3	General Psychology- no substitutions
CORE REQUIREMENTS		50 Semester Credit Hours
DSAE 1311	3	Introduction to Adult Echocardiography
DSAE 1322	3	Cardiovascular Concepts
DMSO 1302	3	Basic Ultrasound Physics
DMSO 1342	3	Intermediate Ultrasound Physics
DSAE 1336	3	Diagnostic Electrocardiography
DSAE 2341	3	Echocardiographic Evaluation of Pathology I
DSAE 2352	3	Echocardiographic Evaluation of Pathology II
DSAE 2364	3	Advanced Echocardiography
DSVT 1311	3	Introduction to Vascular Technology
DSVT 1322	3	Principles of Vascular Technology
DSAE 2286	2	Adult Echocardiography Advanced Review
DSAE 2371	3	Clinical I
DSAE 2372	3	Clinical II
DSAE 2373	3	Clinical III
DSAE 2374	3	Clinical IV
DSAE 2375	3	Clinical V
DSAE 2376	3	Clinical VI

Course order, content and credit hours is subject to change

Course Description

Doctorate

CHSC – Chiropractic Sciences

CHSC 6310 The Business of Chiropractic – 3 Credit Hours

This course is designed to expose the Chiropractic student to the various types of Chiropractic Offices that are available to practice the science, philosophy, and art of Chiropractic to better prepare them to operate a successful Chiropractic Office.

CHSC 7107 Communications – 3 Credit Hours

This course is designed to provide students with basic knowledge about the framework for communication theory and practice. It creates an awareness of the role communication plays in our interprofessional and doctor patient relationships. Students will be introduced to basic models, definitions, and approaches. Some areas presented AIDET, LEARN, ADDRESSING and ETHNIC. Students will also learn the basic professional writing skills such as creating a curriculum vitae and producing narrative reports.

Graduate

PUBH – Public Health

PUBH 5314 Introduction to Epidemiology – 3 Credit Hours

This course is designed to introduce students to the basic principles of epidemiology in public health. Investigative techniques, methodology, utilization of statistical approaches to describe health populations, and critical thinking of epidemiological studies and data analysis will be emphasized.

PUBH 5324 Disease Prevention and Health Promotion – 3 Credit Hours

This course examines the behavioral and social science concepts as the basis for public health. Topics include health behavior theories and strategies for effective behavioral and social change efforts in public health.

PUBH 5334 Health Management and Policy – 3 Credit Hours

This course is a survey of the organization, financing, and delivery of health care services. Students will explore the role of scientific research in public health and health services policymaking.

PUBH 5343 Principles of Environmental Health – 3 Credit Hours

This course applies the basic principles of toxicology, epidemiology, and exposure assessment of environmental hazards. The fundamental concepts and principles of environmental health are presented through a critical review and discussion of current environmental public health issues.

PUBH 5316 Community Health Assessment – 3 Credit Hours

The class enables students to develop knowledge and skills in community assessment, program development and evaluation, health services, and policymaking for at-risk populations.

PUBH 5326 Program Design and Implementation – 3 Credit Hours

This course provides the foundation for health promotion program planning, implementation, and evaluation. Students will develop skills for assessing community needs for health promotion, preparing objectives, developing strategies for achieving program objectives, designing an action plan, and applying evaluation methods for measuring outcome effectiveness.

PUBH 5344 Program Evaluation in Public Health – 3 Credit Hours

The course examines the concepts, tools, data collection, statistical analysis methods, and designs used to evaluate health promotion programs. Students will analyze data from public health programs to conduct qualitative and quantitative evaluations of health-related programs.

PUBH 5383 Intervention Approaches in Public Health – 3 Credit Hours

This course will provide students with the skills to effectively plan a public health intervention program. The application of scientific evidence from randomized trials and systemic reviews in public health decision-making will be utilized to develop an intervention program.

Pre-requisites: PUBH 5326 Program Design and Implementation and PUBH 5344 Program Evaluation in Public Health

PUBH 5354 Infectious Disease Epidemiology – 3 Credit Hours

This course aims to introduce the primary methods for infectious disease epidemiology. Students will explore case studies to discuss the application of epidemiological principles and practices to infectious disease research in public health. Emphasis will be placed on the investigation of infectious disease outbreaks, efficacy and effectiveness of vaccinations, and the surveillance for infectious disease.

PUBH 5364 Principles of Cancer Epidemiology – 3 Credit Hours

This course aims to provide an in-depth overview of the concepts and issues related to cancer epidemiology. Students will examine the cause, incidence, and trends in cancer, as well as the known risk factors and biology and pathology of the disease. A critical review of study designs for cancer epidemiology and interventions will be discussed.

PUBH 5322 Nutrition Epidemiology – 3 Credit Hours

This course prepares students to interpret epidemiological studies related to diet, nutrition, and chronic disease. An introduction to nutritional epidemiologic analysis will be presented and discussed. Critical evaluation of nutritional epidemiologic literature will be practiced.

PUBH 5374 Advanced Epidemiology – 3 Credit Hours

This course further explores the methodology and techniques for designing, implementing, analyzing, and interpreting epidemiologic studies.

Pre-requisite PUBH 5314 Introduction to Epidemiology and RSMT 5323 Introduction to SAS for Public Health

PUBH 5336 Strategies for Public Health Advocacy – 3 Credit Hours

The focus of the course is on advocacy in advancing public health programs. Students will learn to gather evidence, develop advocacy strategies, and implement and evaluate advocacy efforts.

PUBH 5351 Biological Basis of Disease – 3 Credit Hours

This course aims to introduce students to the biological and physiological basis of diseases. Emphasis will be placed on the natural and behavioral aspects of disease processes, as well as its relationship to public health and health promotion.

PUBH 5399 Practicum: Applied Practice Experience – 3 Credit Hours

The Applied Practice Experience (APE) requires students to complete a three-credit-hour practicum experience, a minimum of 120 hours. The practicum is a supervised work experience for MPH students to work on a project to help integrate and apply the knowledge and competences from the MPH program to a real-world public health concern.

PUBH 5379 Integrative Learning Experience I – 3 Credit Hours

The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

PUBH 5389 Integrative Learning Experience II – 3 Credit Hours

This course is a continuation of the project from ILE I. The Integrative Learning Experience (ILE) includes a self-assessment, a critical reflection of students' professional growth. The ILE will demonstrate the attainment of the Foundational Competencies and field of study competencies. Students will submit a reflection paper, a presentation, and assigned projects to demonstrate a competency-based integrative learning experience.

Research Methods**RSMT 5313 Research Design and Analysis I – 3 credit hours**

This course is an introduction to research design and statistical methods that provide a foundation for more advanced statistical techniques. Students will demonstrate the understanding of statistical methods in clinical, public health, epidemiology, and experimental research. Students will choose appropriate statistical methods to analyze data, interpret findings, and utilize appropriate statistical software.

RSMT 5316 Research Design and Analysis II – 3 Credit Hours

This course further explores the theory and application of research design and analysis in public health. Students will practice interpreting and presenting results of statistical analysis and writing reports following APA guidelines. *Prerequisite: RSMT 5313 Research Design and Analysis I*

RSMT 5323 Introduction to SAS for Public Health – 3 Credit Hours

This course is an introduction to programming using SAS software for data management and analysis in public health.

Undergraduate

DMSO – Diagnostic Medical Sonography

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.

DSAE – Diagnostic Sonography Advanced Echocardiography

DSAE 1311 Introduction to Adult Echocardiology – 3 Credit Hours

An introductory course to gain knowledge of scanning techniques and procedures with hands-on experience in a lab setting. Emphasis is placed on the sonographic evaluation of the normal adult heart.

DSAE 1322 Cardiovascular Concepts – 3 Credit Hours

This course will associate the cardiovascular systems of anatomy, physiology, and pathophysiology. Students will contrast the cardiac and vascular structural anatomy and relationships, differentiating electrical innervation, embryology, and hemodynamics of the heart and vascular system. This includes pathophysiology, etiology, pathology, signs, symptoms, risk factors, and treatment of cardiovascular diseases.

DSAE 1336 Diagnostic Electrocardiography – 3 Credit Hours

This course will utilize patient physical assessments and cardiac testing to refine techniques and determine appropriate interpretations. Assessments include electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology.

DSAE 2341 Echocardiographic Evaluation of Pathology I – 3 Credit Hours

This course will focus on adult acquired cardiac pathologies. Topics include cardiovascular pathophysiology, quantitative measurements, and the application of 2-D, M-Mode, and Doppler. Recognition of the sonography appears of cardiovascular disease is stressed.

DSAE 2352 Echocardiographic Evaluation of Pathology II – 3 Credit Hours

This course is a continuation of Echocardiographic Evaluation of Pathology I emphasis on cardiac disease. Course emphasis is placed on quantitative measurements and application of 2-D, M-Mode, Doppler and recognition of the sonographic appearances of cardiac disease.

DSAE 2364 Advanced Echocardiography – 3 Credit Hours

This course will investigate and analyze advanced echocardiographic procedures. Topics include stress echo, related diagnostic imaging, and related noninvasive cardiac testing.

DSAE 2286 Adult Echocardiography Advanced Review – 3 Credit Hours

Students will formulate knowledge, skills and professional values within legal and ethical context addressing emerging technologies and professional development, as it is related to the field of echocardiography. Ergonomic techniques and equipment applications associated with technological advances in the field of echocardiography will be integrated. Registry review techniques and preparedness will be integrated in this course.

DSAE 2371 Clinical I – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2372 Clinical II – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2373 Clinical II – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2374 Clinical IV – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2375 Clinical V – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2376 Clinical VI – 3 Credit Hours

Students will recognize, generalize, examine, investigate, validate, and incorporate specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSVT – Diagnostic Sonography Vascular Technology**DSVT 1311 Introduction to Vascular Technology – 3 Credit Hours**

Introduction to basic non-invasive vascular theories. Emphasizes image orientation, transducer handling, and identification of anatomic structures.

DSVT 1322 Principles of Vascular Technology – 3 Credit Hours

Introduction to non-invasive vascular technology modalities. Includes 2D imaging, Doppler, Plethysmography, and segmental pressure. Emphasis on performing basic venous and arterial imaging and non-imaging exams.