



PARKER UNIVERSITY ACADEMIC CATALOG

2021 – 2022

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Message from the President

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

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

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

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

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

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

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

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



Blessings,

A handwritten signature in dark ink, appearing to read "Will E. Morgan".

William E. Morgan, DC

President



Introduction to the University Catalog

Parker University Background and History

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

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

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



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

Dr. Parker believed that Parker College had a duty to teach students the necessary knowledge to not only become

good Doctors of Chiropractic but also healers. "We seek students from every country on earth whose primary intent, motives, and principles are to relieve pain, restore health and prolong lives through chiropractic, the leading profession in natural healing," Dr. Parker said when founding the College.

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

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



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

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

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

Parker Philosophy

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

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

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

Parker Principles

- Loving service is my first technique
- Develop a compassion to serve that is greater than the compulsion to survive
- "If it is to be, it is up to me."
- Do not let the negative few overrule the positive many
- To be in harmony with my success, health, and happiness goals, I must act with love based upon free will and react with faith based upon God's will
- My ultimate purpose is to live in harmony with the universe. I can do so only when my Mission is accomplished, my Talents are developed, and my Destination is fulfilled
- Thought plus action equals feeling. My feelings attract my life to me.
- Seeing is not believing...believing is seeing
- What I see in the universe sees me
- Success is predetermined by my Faith, Confidence, and Belief (FCB) in my Products, Services, and Ideas (PSI). Briefly stated: FCB in PSI
- To eliminate fear, worry, and anxiety, I must live in the present and let go and let God
- Love is the magic bullet of healing
- I cannot communicate successfully what I do not own. Develop certainty in who I am and what I do
- To attract my Success, Health and Happiness, I will eliminate the fear of the future, worry over the past, and anxiety for the present
- We see things as we are, not necessarily as they are



- There is no philosophy by which I can do a thing if I think I cannot
- To heal, remove “doubt” in both doctor and patient and instill “belief” in both doctor and patient
- Nature will give me what I act like I already have

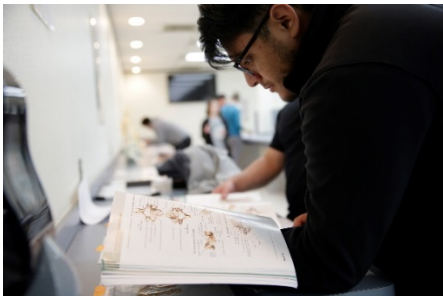
Vision

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

Mission

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

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



Accreditation

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

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

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

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

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

The associate-degree-level occupational therapy assistant program at Parker University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA (2682), and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

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

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

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



Parker University's Definition of a Credit Hour

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

Minimum requirements:

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

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

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

Conversion from Quarter Hours to Credit Hours (when applicable)

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

5 quarter hours $\times 2 = 10$

$10/3 = 3.33$ semester hours

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

3 semester hours $\times 3 = 9$

$9/2 = 4.5$ quarter hours

Privacy of Student Records

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

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



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

Education Records Retention

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

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

Electronic Signature Agreement

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

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

Academic Programs

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

General Education

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

Faculty

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

Tuition Increase

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

Financial Responsibility

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



University Interruption

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

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

Disclaimers

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

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

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

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

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

Technology Requirements

To fully participate in courses, students must use a PC or a Mac. A Chromebook, tablet, or mobile device is insufficient for the demands of Parker University courses, though, they can be used to perform some academic activities and thereby supplement the use of a desktop or laptop computer. A broadband internet connection (Cable/DSL/Satellite) is required.

Minimum Hardware Requirements

Microsoft Windows*

- Windows 8 | Windows 10
- 4 GB RAM (8 GB recommended)
- 256 GB Hard drive or higher, Solid State recommended
- Speakers or headphones
- A webcam is required* Doctor of Chiropractic students are required to purchase a school laptop with Windows 10 to utilize Parker's Electronic Health Record software for their course and clinical work starting in Trimester 6.



Mac OS X

- Version 10.10 - Yosemite or higher
- 4 GB of RAM (8 GB recommended)
- 256 GB Hard drive or higher
- A webcam and speakers are incorporated into all Macs

Software

- Microsoft Office365 – free of charge to all active Parker University students via their university account
- Adobe Reader 11 or higher – free download
- Respondus LockDown Browser

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

Browser

Firefox and Chrome are the recommended browsers for accessing the Blackboard Learning Management System and other course software.

- Firefox 57.0 or higher
- Google Chrome 63 or higher
- Apple Safari 12+
- Edge 42 or higher

Parker Email

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

Antivirus and Malware Software

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

- Malwarebytes
- BitDefender
- Norton
- AVG
- ESET

Assistance

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



College of Chiropractic

Doctor of Chiropractic

Mission

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

Admission Requirements

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

In accordance with the requirements of the 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 these 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 help prepare 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) provide a well-rounded general education background.
 - a. Parker recommends courses in one or more of the following subjects be 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. The Dean of Academics for the College of Chiropractic can waive this requirement if the applicant has a healthcare/sciences degree and has worked in the field.



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

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). Doctor of Chiropractic applicants pursuing AATP Admissions must submit a Personal Statement. The Personal Statement should be submitted once it has been determined that the student falls short of minimum standards for admission. The students file will then be presented to the Admissions Committee to determine if admissions will be granted. Such applicants should contact the [Office of Admissions](#) for further information. Students admitted to 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).

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

Students seeking transfer admission to the Doctor of Chiropractic program may receive advanced standing based on transfer credit accepted. Transfer credit for the Doctor of Chiropractic program is determined during the admissions process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation. Transfer credit accepted toward the Doctor of Chiropractic degree is subject to the university transfer guidelines, as well as the following requirements:

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

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations. A transfer student may be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final. Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker University.

Physical Qualifications

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

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



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

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

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

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

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

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 states’ laws 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 they may be unable to obtain licensure in a/any state upon graduation. Should the University grant acceptance to a student with a criminal record, they 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 and the student's ability to obtain a license to practice chiropractic upon graduation. 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 and personal statement, if applicable, should be submitted as early as possible for the entry date desired. Students may apply for admission to Parker University up to one year in advance of their desired entrance date.

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

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 the requirements for professional licensure within that state. In addition to the Doctor of Chiropractic degree and passage of National Board exams, some states require completion of a bachelor's degree, and quantitative requirements for specific clinical procedures. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. The chart below details the state 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
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; and obtain a minimum of 250 patient treatments (visits), including diagnostic procedures, chiropractic adjustive technique and patient evaluation during clinical internship.
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; undergraduate courses in general chemistry, organic chemistry, biology/zoology, and physics
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 before enrollment in the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
South Carolina	By passing the National Board of Chiropractic Exam parts I, II, III, and IV

South Dakota	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Tennessee	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Texas	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT; and have earned 90 undergraduate credit hours that are transferrable to the University of Texas at Austin .
Utah	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Vermont	By passing the National Board of Chiropractic Exam parts I, II, III, IV, and PT
Virgin Islands	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, and III
Virginia	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
Washington	By passing the National Board of Chiropractic Exam parts I, II, III, and IV
West Virginia	With a bachelor's degree earned before enrollment in the Doctor of Chiropractic degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Wisconsin	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV
Wyoming	With a bachelor's degree and by passing the National Board of Chiropractic Exam parts I, II, III, and IV

General 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 healthcare and integrating healthcare services including treatment, recommendations for self-care, referral, and/or co-management.

(Council on Chiropractic Education Standards, July 2020)

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

At Parker, chiropractic is taught as a science, philosophy, and art concerned with the relationship between the structure and function of the human body. Parker Doctors of Chiropractic focus their attention on the neuromusculoskeletal system's impact on the restoration and preservation of health and function, while performing as unique practitioner in the modern integrated health care system.

Program Learning Outcomes

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

1. ASSESSMENT & DIAGNOSIS

Assessment and diagnosis require developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. This dynamic process includes the collection and assessment of data through history, physical examination, imaging, laboratory tests and case-related clinical services.



2. MANAGEMENT PLAN

Management involves the development, implementation and monitoring of a patient care plan for positively impacting a patient's health and well-being, including specific healthcare goals and prognoses. It may include case follow-up, referral, and/or collaborative care.

3. HEALTH PROMOTION AND DISEASE PREVENTION

Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognition of the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.

4. COMMUNICATION AND RECORD KEEPING

Effective communication includes oral, written, and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, recordkeeping and reporting.

5. PROFESSIONAL ETHICS AND JURISPRUDENCE

Professionals are expected to comply with the law and exhibit ethical behavior.

6. INFORMATION AND TECHNOLOGY LITERACY

Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.

7. CHIROPRACTIC ADJUSTMENT/MANIPULATION

Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and the use of cognitive and psychomotor skills.

8. INTER-PROFESSIONAL EDUCATION

Students have the knowledge, skills, and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.

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 and cannot complete within seven years from the time of matriculation, no credit will be given for the previous coursework upon readmission. Students readmitted to the program must follow the [Readmission Policy](#).

Satisfactory Academic Progress – College of Chiropractic

In addition to the [Satisfactory Academic Progress policy](#), the following are required of students on Warning in the Doctor of Chiropractic program:

- Repeat all failed or withdrawn courses (F, W, W/F or W/P) in the next trimester of enrollment unless approved by the Dean or Director of Student Success and Special Advising.
- Sign a Warning Contract with the Director of Student Success and Special Advising.
- Subject to a reduced load as determined by the Director of Student Success and Special Advising.
- Ineligible for the following: Federal work study or other University employment, holding office in a campus organization, representing the university at outside functions.



Instructional Organization

The DC curriculum at Parker University is drawn from three academic areas and the Chiropractic Clinics. Courses are identified by a department prefix, course number, and course title. Department designations and prefix descriptions are as follows:

Prefix	Department
BASC	Basic Sciences
CHSC	Chiropractic Sciences
CLSC	Clinical Sciences
CLIN	Chiropractic Clinics

While many of the courses in the basic sciences are taken during the first half of the course of study, a strong thread of chiropractic philosophy, principles and techniques is maintained throughout the entire curriculum. Clinical experience constitutes a substantial portion of student time during the last half of the course of study.

Curriculum

Course #	Course Name	Lecture Hours	Lab Hours	Total Hours	Credit	Clock Hours
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
Trimester I						
Total		19	7	22.5		390
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 II						
Total		22	9	26.5		465
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 III						
Total		21	10	26		465
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 IV						
Total		22	10	27		480
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 V Total		19	14	26	495
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 VI Total		19	12	25	465
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 VII Total		19	10	24	435
CHSC 7103	Geriatrics	2	0	2	30
CHSC 7104	Documentation for the Chiropractic Practice	1	2	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 VIII Total		5	22	16	405
CLIN 7203	Internship I Practicum	5	22	16	405
Trimester IX Total		3	26	16	435
CLIN 7303	Internship II Practicum	3	26	16	435
Trimester X Total		3	26	16	435
CLIN 8103	Internship III Practicum	3	26	16	435

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 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. Each student is evaluated to measure achievement of each outcome of the educational Meta-Competencies from the Council on Chiropractic Education (CCE) during enrollment in each of these courses.

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

COMMUNITY BASED INTERNSHIP PROGRAM

The Community Based Internships (CBI) Department offers diverse clinical experiences in solo, multi-provider, multidisciplinary, 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 to experience a wide range of patient presentations. Guidance and supervision for all programs is given by credentialed Extension or Affiliate Faculty members of Parker University. Students complete their qualitative assessments while in the Parker Clinics and will have the opportunity to continue to obtain quantitative graduation credit requirements during participation in all CBI rotations.

PRACTICE BASED INTERNSHIPS Practice Based Internships (PBI) encompasses the clinical experience in off-campus facilities in the local Dallas-Fort Worth area and outside the state 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. 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.

For further and more detailed information regarding any available international program, please contact the [CBI Department](#).

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, Austin TX, 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, interns 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, interns 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 to broaden their experiences beyond spine-related conditions.

CHIROPRACTIC MENTORSHIP PROGRAM (CMP) - Interns who have completed all graduation credit requirements, except for 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 University Catalog unless a reduced load is requested or required as a part of Alternative Admissions Track. 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 with the transfer. 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 (askregistrar@parker.edu) by the add/drop deadline, which is the 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. To qualify for graduation, a student must have participated in no less than 24 university-sanctioned activities in this category. The 24 events must consist of the following: ten (10) academic, ten (10) service, and four (4) research activities. Students can track their progress toward fulfillment of this requirement on MyParker [Assembly Credit Tracking](#) to ensure completion by graduation. Additionally, students, faculty, and staff periodically attend Parker University assemblies to learn from experts in various fields, including healthcare, education, philosophy, science, and business. All assemblies must be approved by the Dean of Student Engagement.



National Board Exams

The National Board of Chiropractic Examiners (NBCE) was established to maintain uniformly high standards of excellence in the chiropractic profession and chiropractic education. The NBCE primarily prepares and administers examinations to qualified applicants. State licensing boards and/or legal agencies governing the practice of chiropractic may accept, at their discretion, those individuals who have successfully completed any part of the examinations.

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

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

The NBCE schedule allows all students on the standard 10 trimester curriculum to take all parts of the NBCE exams prior to graduation, but students who fail or withdraw from classes, on a special schedule, or take a leave of absence from the program may experience a delay in qualifying for NBCE exams.

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

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 an application:

- The student must have a grade of 80 or higher in all courses topically covered in the associated exam by week 12 of the trimester.
- The date of participation in the exam is after the date of completion for the required trimester.



College of Health Sciences

Mission of the College of Health Sciences

The mission of the College of Health Sciences is to prepare individuals for a career in the health care industry through education, research, and service.

Degrees Offered

Master of Public Health

Master of Science with a Major in Neuroscience with an optional track in Clinical Residency

Master of Science with a Major in Functional Nutrition

Master of Science with a Major in Strength and Human Performance

Bachelor of Science with a Major in Anatomy

Bachelor of Science with a Major in General Studies

Bachelor of Science with a Major in Nutritional Sciences

Bachelor of Science with a Major in Psychology

Bachelor of Science with a Major in Strength and Human Performance

Associate of Applied Science with a Major in Diagnostic Cardiac Sonography

Associate of Applied Science with a Major in Diagnostic Sonography

Associate of Applied Science with a Major in Massage Therapy

Associate of Applied Science with a Major in Occupational Therapy Assistant

Associate of Applied Science with a Major in Radiologic Technology

Associate of Science with a Major in General Studies

Associate of Science with a Major in Health Sciences

Certificate in Computed Tomography

Certificate in Massage Therapy

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

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

Foundational Knowledge

Profession & Science of Public Health

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

Factors Related to Human Health

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

Core Competencies

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

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

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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



Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

- Perform effectively on interprofessional teams.

Systems Thinking

- Apply systems thinking tools to a public health issue.

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.

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 major required courses representing the fundamental domains of public health: biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health science. Fifteen credits will be chosen based on the specialization of one of two concentrations: epidemiology or health promotion. Students will choose an additional six credits from elective courses. Three credits will be Applied Practice Experience that includes a public health field practicum, and six credits will be awarded from the Integrative Learning Experience.

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

Practicum: Applied Practice Experience

The Applied Practice Experience (APE) requires students to complete a three-credit-hour practicum experience, a minimum of 120 hours. The practicum is a supervised work experience for MPH students to work on a project to help integrate and apply the knowledge and competencies from the MPH program to a real-world public health concern. Students may choose a public health setting, such as a local health department, community organization, school, or hospital. The practicum will allow the students to apply and enhance 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 MAJOR 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
Course ID	Cr.	Course Title
MAJOR COURSES		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		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		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		3 Semester Credit Hours
PUBH 5399	3	Practicum in Public Health
ILE		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 MAJOR 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
Course ID	Cr.	Course Title	
MAJOR COURSES			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			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			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			3 Semester Credit Hours
PUBH 5399	3	Practicum in Public Health	
ILE			6 Semester Credit Hours
PUBH 5379	3	Integrative Learning Experience I	
PUBH 5389	3	Integrative Learning Experience II	



Master of Science with a Major in Neuroscience with an optional Track in Clinical Residency

Mission

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

Admission Requirements

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

- Anatomy (or equivalent) – 6 credits

Applicants may be admitted into these programs with a four-year baccalaureate degree in the sciences or allied health sciences (or equivalent) from an accredited institution. Since applicants to the Clinical Residency track will have hands on clinical contact with patients during their residency, they **MUST** show evidence of possessing a healthcare provider license or be in the process of obtaining a license in addition to all other academic requirements. A currently enrolled Doctor of Chiropractic student may enroll in the program provided they meet admission requirements and are enrolled in Tri 6 or higher of the DC program.

General Program Information

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

Program Learning Outcomes

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

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

Length of Program

The program consists of 33 credit hours with an optional Clinical Residency track. Courses are 7.5 weeks in length, and students may take one or two courses at a time. Students may complete the program in 12 to 24 months.



Mode of Instruction

The Master of Science degree with a major in Neuroscience will be offered in an online format.

Degree Requirements

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

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

The Master of Science with a Major in Neuroscience and Clinical Residency track requires a minimum of 36 semester credit hours of coursework which are as follows:

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

Curriculum

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

Degrees in Nutrition

Master of Science with a Major in Functional Nutrition

Mission

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

Admission Requirements

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

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

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

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

General Program Information

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

Program Learning Outcomes

Graduates will demonstrate expert knowledge relevant to:

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

Length of Program/Time Limit to Complete

The Master of Science in Functional Nutrition may be completed in 5 terms for the 30-hour program. All degree requirements must be completed within five years of beginning coursework. Exceptions for extenuating circumstances will be reviewed by the Academic Dean.

Mode of Instruction

The Master of Science in Functional Nutrition is offered online.

Computer Skills and Access

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



Degree Requirements

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

- Complete 30 credit hours of graduate study (24 credits must be earned at Parker University)
- Complete the course of study required for the Master of Science in Functional Nutrition with a grade point average of 3.0 or higher, based on a 4.0 scale
- Complete the degree requirements with no more than two courses with a grade of “C”

Curriculum

MASTER OF SCIENCE FUNCTIONAL NUTRITION		
Course ID	Cr.	Course Title
NUTR 5100	3	Functional Nutrition Therapy I
NUTR 5200	3	Functional Nutrition Therapy II
NUTR 5313	3	Nutrition Counseling
RSMT 5311	3	Research Methods
NUTR 5600	3	Nutrition Across the Lifespan
PSYC 5623	3	Psychology of Eating
NUTR 6100	3	Nutrition and Exercise Performance
NUTR 6501	3	Macronutrients
NUTR 6502	3	Micronutrients
NUTR 6999	3	Functional Nutrition Capstone
TOTAL		30 Semester Credit Hours

Bachelor of Science with a Major in Nutritional Sciences

Mission

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

General Program Information

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

Program Learning Outcomes

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

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

Length of Program

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

Mode of Instruction

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

Degree Requirements

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

- 30 Credit hours in General Education courses
- 73 Credit hours in Major Requirements
- 21 Credit hours in Electives

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

Curriculum

BACHELOR OF SCIENCE DEGREE NUTRITIONAL SCIENCES		
GENERAL EDUCATION COURSES		30 Semester Credit Hours
MAJOR REQUIREMENTS		70 Semester Credit Hours
ELECTIVES		21 Semester Credit Hours
TOTAL		121 Semester Credit Hours
GENERAL EDUCATION COURSES		Complete 30 Semester Credit Hours
Course ID	Cr.	Course Title
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		Complete 70 Semester Credit Hours
CHEM 1411	4	General Chemistry I (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
BASC 4315	3	Biochemistry I
BASC 4605	3	Microbiology/Immunology
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
NUTR 2301	3	Introduction to Nutrition I
NUTR 2302	3	Nutrition II
KINE 2364	3	Introduction to Physical Fitness & Wellness
NUTR 2310	3	Food Science & Systems
KINE 2305	3	Community Health
NUTR 2315	3	Nutritional Assessment
NUTR 2317	3	Nutrition and Physiology

BIOL 2322	3	Nutrition & Diet Therapy
NUTR 3301	3	Nutrition Counseling & Education
IHCR 3310	3	Introduction to Herbology
NUTR 3370	3	Nutrition in the Life Span
RSMT 3351	3	Experimental Methods & Research Design: Special Topics
IHCR 3369	3	Nutrition for Healthy Aging
IHCR 3357	3	Lifestyle Health
HCMG 4307	3	Cultural Competence in Healthcare
CPST 4351	3	Capstone Project: Special Topics/Interests
ELECTIVES		Complete 21 Semester Credit Hours

Degrees in Strength and Human Performance

Master of Science in Strength and Human Performance

The Master of Science in Strength and Human Performance program is pending approval by Southern Association of Colleges and Schools Commission on Colleges.

Mission

The mission of the Master of Science degree in Strength and Human Performance program at Parker University is to prepare graduates to apply evidence-based research to promote health, enhance physical performance, and prevent athletic injuries.

General Program Information

The Master of Science degree in Strength and Human Performance provides a comprehensive study of evidenced-based research in physiology, biomechanics, and human metabolism to enhance health, function, and physical performance. This program prepares students for advanced graduate work in research and for professionals in a health-related field to strengthen their knowledge and application of exercise science.

Students may choose to enroll in the MS in Strength and Human Performance with the Strength and Conditioning concentration. The Strength and Conditioning concentration includes an internship experience that simulates real-world job responsibilities in a related field. Internships require students to work full-time with assigned work schedules. Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester.

Students that complete the MS in Strength and Human Performance may be eligible for the following certifications:

- American College of Sports Medicine (ACSM) Certifications:
- ACSM Certified Personal Trainer (ACSM-CPT)
- ACSM Certified Exercise Physiologist (ACSM-EP)
- ACSM Certified Group Exercise Instructor (ACSM-GEI)
- ACSM Certified Clinical Exercise Physiologist (ACSM-CEP)
- ACSM Exercise is Medicine Credential
- ACSM/ACS Certified Cancer Exercise Trainer (CET)
- ACSM/NCHPAD Certified Inclusive Fitness Trainer (CIFT)
- ACSM/NPAS Physical Activity in Public Health Specialist (PAPHS)

National Strength and Conditioning Association (NSCA) Certifications:

- Certified Strength and Conditioning Specialist (CSCS)
- Certified Special Population Specialist (CSPS)
- NSCA-Certified Personal Trainer (NSCA-CPT)



Program Learning Outcomes

Graduates will demonstrate expert knowledge relevant to:

- Conduct scholarly research on current health related topics
- Written and verbal communication skills
- The prescription of specialized training in areas related to cardiac rehabilitation, sports injuries and rehabilitation, and other allied health professions
- The development of fitness programs that are goal-oriented to meet the needs of various populations

Length of Program

The degree program may be completed in 5 terms for the 30-hour program. Students that choose the Internship Concentration, the degree program may be completed in 6 terms for the 36-hour program.

Mode of Instruction

The Master of Science degree in Strength and Human Performance is offered online.

Degree Requirements

The Master of Science in Strength and Human Performance students must complete a total of 30 graduate semester credit hours of coursework or 36 graduate semester credit hours of coursework plus 300-hours of Internship. No elective courses are offered in this program.

Graduation Requirements

To be eligible for the Master of Science in Strength and Human Performance, students at Parker University must fulfill the following requirements:

- Complete 30-36 credit hours of graduate study (24 credits must be earned at Parker University)
- Complete the course of study required for the Master of Science in Exercise Science and Human Performance 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 Science in Strength and Human Performance degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean.

Curriculum

MASTER OF SCIENCE Strength and Human Performance		
TOTAL		30 Semester Credit Hours
Course ID	Cr.	Course Title
HPER 5313	3	Exercise and Health
PSYC 5314	3	Applied Sports Psychology
RSMT 5311	3	Research Methods
NUTR 6100	3	Nutrition and Exercise Performance
HPER 5333	3	Endocrinology in Health and Exercise
HPER 5342	3	Cardiovascular Health and Exercise
HPER 5355	3	Exercise Prescription for Special Populations
HPER 5364	3	Advanced Methods of Strength and Conditioning
NUTR 5371	3	Advanced Nutrition and Metabolism
HPER 5379	3	Strength & Human Performance Capstone

MASTER OF SCIENCE Strength & Human Performance <i>Concentration: Strength and Conditioning</i>		
TOTAL		36 Semester Credit Hours
Course ID	Cr.	Course Title
HPER 5313	3	Exercise and Health
PSYC 5314	3	Applied Sports Psychology
RSMT 5311	3	Research Methods
NUTR 6100	3	Nutrition and Exercise Performance
HPER 5333	3	Endocrinology in Health and Exercise
HPER 5342	3	Cardiovascular Health and Exercise
HPER 5355	3	Exercise Prescription for Special Populations
HPER 5364	3	Advanced Methods of Strength and Conditioning
NUTR 5371	3	Advanced Nutrition and Metabolism
HPER 5389	3	Internship Experience I
HPER 5399	3	Internship Experience II
HPER 5379	3	Strength and Human Performance Capstone

Bachelor of Science with a Major in Strength and Human Performance

The Bachelor of Science in Strength and Human Performance program is pending approval by Southern Association of Colleges and Schools Commission on Colleges.

Mission

The mission of the Bachelor of Science degree in Strength and Human Performance program at Parker University is to provide students the foundation in exercise and movement sciences to promote health, fitness, strength, and human performance for physically active people.

General Program Information

The Bachelor of Science Degree in Strength and Human Performance curriculum provides a challenging and creative learning environment with an intensive program of study that is focused on exercise physiology, psychology, prescription, and application. Current and future health professionals seeking to expand their knowledge in exercise science and its application in the sports, health, and wellness industry will benefit from the Bachelors of Strength and Human Performance program.

Students that choose the BS in Strength and Human Performance with the Strength and Conditioning concentration will apply for an 80-hour practicum in exercise and sport science-related field. The Practicum experience includes field assignments that allow students to observe and document how professionals perform their job duties. The practical application of course work is a crucial element in the education of students pursuing a career in exercise and sport science. The goal of the practicum is to bridge the gap between classroom theory and real-world job duties.

Students may choose to enroll in the BS in Strength and Human Performance with the Strength and Conditioning concentration. The Strength and Conditioning concentration includes an internship experience simulates real-world job responsibilities in a related field. Internships require students to work full-time with assigned work schedules. Interns will perform hands-on application as relevant to the field and will receive academic credit for their field work experience and academic preparation for the Certified Strength and Conditioning Specialist (CSCS) from the National Strength and Conditioning Association. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester.



Students that complete the BS in Strength and Human Performance may be eligible for the following certifications:
American College of Sports Medicine (ACSM) Certifications:

- ACSM Certified Personal Trainer (ACSM-CPT)
- ACSM Certified Exercise Physiologist (ACSM-EP)
- ACSM Certified Group Exercise Instructor (ACSM-GEI)
- ACSM Certified Clinical Exercise Physiologist (ACSM-CEP)
- ACSM Exercise is Medicine Credential
- ACSM/ACS Certified Cancer Exercise Trainer (CET)
- ACSM/NCHPAD Certified Inclusive Fitness Trainer (CIFT)
- ACSM/NPAS Physical Activity in Public Health Specialist (PAPHS)

National Strength and Conditioning Association (NSCA) Certifications:

- Certified Strength and Conditioning Specialist (CSCS)
- Certified Special Population Specialist (CSPS)
- NSCA-Certified Personal Trainer (NSCA-CPT)

Program Learning Outcomes

Graduates will demonstrate knowledge relevant to:

- The critical thinking skills that will enable success in graduate school
- The understanding of functional anatomy and biomechanics of the human body
- The ability to conduct health assessments, fitness testing, and prescribe exercise programs
- The skills needed as a personal trainer or strength and conditioning coach through the National Strength and Conditioning Association or the American College of Sports and Medicine.

Length of Program

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

The Practicum concentration includes 30 semester credit hours of general education courses, 25 semester credit hours of lower-division required courses, 14 semester credit hours of electives, and 51 semester credit hours of upper-division required courses.

The Strength and Conditioning concentration includes 30 semester credit hours of general education courses, 19 semester credit hours of lower-division required courses, 11 semester credit hours of interdisciplinary studies, and 60 semester credit hours of upper-division required courses.

Mode of Instruction

The Bachelor of Science degree in Strength and Human Performance is offered online.

Degree Requirements

The Bachelor of Science with a Major in Strength and Human Performance requires a minimum of 120 semester credit hours of coursework which are as follows:

- 30 Credit hours in General Education courses
- 14 credit hours of Elective courses
- 76 Credit hours in Major Requirements

The Bachelor of Science in Strength and Human Performance program must be completed within 15 terms.



Curriculum

BACHELOR OF SCIENCE STRENGTH AND HUMAN PERFORMANCE – PRACTICUM EXPERIENCE		
GENERAL EDUCATION COURSES		30 Semester Credit Hours
ELECTIVE COURSES		14 Semester Credit Hours
MAJOR REQUIREMENTS		76 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		30 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	3	General Biology or equivalent
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
ELECTIVE COURSES		14 Semester Credit Hours
HPER 2304	3	Epidemiology
NUTR 2301	3	Introduction to Nutrition
HPER 2302	3	Health Behavior Theories and Planning Models
HPER 2311	3	Entrepreneurial Skills for Small Business
HPER 1333	2	First Aid and Safety
MAJOR REQUIREMENTS		76 Semester Credit Hours
CHEM 1411	4	General Chemistry I (lecture + lab)
KINE 2305	3	Community Health
HPER 1311	3	Introduction to Health Promotion and Wellness
RSMT 2301	3	Introduction to Ethics
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
PHYS 2425	4	Physics 1 (lecture + lab)
KINE 2364	3	Introduction to Physical Fitness and Wellness
HPER 3313	3	Motor Learning and Skill Development
HPER 3323	3	Business of Sport Management
NUTR 3323	3	Nutrition for Exercise Performance
HPER 3403	4	Exercise Physiology (Lecture + lab)
HPER 3304	3	Therapeutic Modalities
HPER 3333	3	Rehabilitation of Athletic Injuries
HPER 4303	3	Strength and Conditioning Training
HPER 4403	4	Exercise Prescription and Application (Lecture + lab)
HPER 4301	3	General Medicine in Sports
HPER 4313	3	Cardiorespiratory Disorders and Fitness
HPER 4323	3	Kinesiology
NUTR 4301	3	Advanced Nutrition and Metabolism
PSYC 4302	3	Sport Psychology
HPER 4413	4	Biomechanics (Lecture + lab)
HPER 4499	3	Strength and Human Performance Capstone / Practicum

BACHELOR OF SCIENCE STRENGTH AND HUMAN PERFORMANCE – STRENGTH AND CONDITIONING		
GENERAL EDUCATION COURSES		30 Semester Credit Hours
ELECTIVE COURSES		11 Semester Credit Hours
MAJOR REQUIREMENTS		79 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course name
GENERAL EDUCATION COURSES		30 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	3	General Biology or equivalent
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
ELECTIVE COURSES		11 Semester Credit Hours
NUTR 2301	3	Introduction to Nutrition
HPER 2302	3	Health Behavior Theories and Planning Models
HPER 2311	3	Entrepreneurial Skills for Small Business
HPER 1333	2	First Aid and Safety
MAJOR REQUIREMENTS		79 Semester Credit Hours
CHEM 1411	4	General Chemistry I (lecture + lab)
RSMT 2301	3	Introduction to Ethics
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
PHYS 2425	4	Physics 1 (lecture + lab)
KINE 2364	3	Introduction to Physical Fitness and Wellness
HPER 3313	3	Motor Learning and Skill Development
HPER 3323	3	Business of Sport Management
NUTR 3323	3	Nutrition for Exercise Performance
HPER 3403	4	Exercise Physiology (Lecture + lab)
HPER 3304	3	Therapeutic Modalities
HPER 3333	3	Rehabilitation of Athletic Injuries
HPER 4303	3	Strength and Conditioning Training
HPER 4403	4	Exercise Prescription and Application (Lecture + lab)
HPER 4301	3	General Medicine in Sports
HPER 4313	3	Cardiorespiratory Disorders and Fitness
HPER 4323	3	Kinesiology
NUTR 4301	3	Advanced Nutrition and Metabolism
PSYC 4302	3	Sport Psychology
HPER 4413	4	Biomechanics (Lecture + lab)
HPER 4419	3	Internship Experience I
HPER 4429	3	Internship Experience II
HPER 4439	3	Internship Experience III
HPER 4449	3	Internship Experience IV



Degrees in General Studies

Bachelor of Science with a Major in General Studies

Mission

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

General Program Information

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

Program Learning Outcomes

The graduating student will be able to:

- Demonstrate the ability to communicate effectively through writing.
- Demonstrate the ability to read critically and interpret literature.
- Demonstrate the ability to perform the basic mathematical calculations and understand quantitative information.
- Demonstrate the ability to think critically to evaluate and solve problems.
- Translate their study passions into independent research.
- Belong to or create multiple professional networks.

Length of Program

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

Mode of Instruction

The Bachelor of Science degree with a major in General Studies will be offered through a variety of instructional formats (i.e., on-campus, online and hybrid instructional formats).

Technical Standards

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

Degree Requirements

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

- 30 Credit hours in General Education courses
- 27 Credit hours in Concentration
- 54 Credit hours in Electives
- 9 Credit hours Major Requirements

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



Curriculum

BACHELOR OF SCIENCE DEGREE GENERAL STUDIES		
GENERAL EDUCATION COURSES		30 Semester Credit Hours
CONCENTRATION		27 Semester Credit Hours
ELECTIVES		54 Semester Credit Hours
MAJOR REQUIREMENTS		9 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Name
GENERAL EDUCATION COURSES		30 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, Computer Applications, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
CONCENTRATION		27 Semester Credit Hours
OPTION 1 – Single Concentration		
Primary Concentration: A minimum of 27 hours must be from the same academic discipline.		27 Credits
OPTION 2 – Dual Concentration		
Primary Concentration: A minimum of 9 hours must be from the same academic discipline. Must be from an academic discipline different than the secondary concentration.		9-18 Credits
Secondary Concentration: A minimum of 9 hours must be from the same academic discipline. Must be from an academic discipline different than the primary concentration.		9-18 Credits
OPTION 3 – Triple Concentration		
Concentration #1: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.		9 Credits
Concentration #2: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.		9 Credits
Concentration #3: All 9 hours must be from the same academic discipline. Must be from an academic discipline different than other concentrations.		9 Credits
ELECTIVES		Choose 54 additional Semester Credit Hours
Major REQUIREMENTS		9 Semester Credit Hours
GENS 3301	3	Interdisciplinary Perspectives
GENS 4301	3	Integrative Studies
GENS 4391	3	General Studies Capstone Project

Associate of Science with a Major in General Studies

Mission

The mission of the Associate of Science Degree with a Major in General Studies is to educate and empower students who have diverse academic interests, with the fundamental knowledge and confidence building skills allowing them to make informed decisions about their career choice, advanced study options, and the importance of serving their communities.

General Program Information

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

Program Learning Outcomes

The graduating student will be able to:

- Demonstrate the ability to communicate effectively through writing.
- Demonstrate the ability to read critically and interpret literature.
- Demonstrate the ability to perform the basic mathematical calculations and understand quantitative information.
- Demonstrate the ability to think critically to evaluate and solve problems.

Length of Program

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

Mode of Instruction

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

Technical Standards

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

Degree Requirements

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

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

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



Curriculum

ASSOCIATE OF SCIENCE GENERAL STUDIES		
GENERAL EDUCATION COURSES		42 Semester Credit Hours
CONCENTRATION COURSES		15 Semester Credit Hours
MAJOR REQUIREMENTS COURSES		3 Semester Credit Hours
TOTAL		60 Semester Credit Hours
GENERAL EDUCATION COURSES		
Course ID	Cr.	Course name
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	6-8	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
CONCENTRATION		15 Semester Credit Hours
Choose a concentration to complete a minimum of 15 semester credit hours.		
MAJOR REQUIREMENTS		3 Semester Credit Hours
GENS 3301	3	Interdisciplinary Perspectives

General Studies Concentration Options

Business

BUSINESS			15 Semester Credit Hours
BMGT 1301	3	Introduction to Management	
BCIS 1305	3	Business Computer Applications	
ECON 2301	3	Principles of Macroeconomics	
ECON 2302	3	Principles of Microeconomics	
ACCT 2301	3	Principles of Financial Accounting	
ACCT 2302	3	Principles of Managerial Accounting	

Healthcare

HEALTH CARE			15 Semester Credit Hours
SOCI 1343	3	Introduction to Public Health	
HITT 1311	3	Electronic Medical Records Systems (EMRS)	
KINE 2305	3	Community Health	
ANTH 2351	3	Social & Cultural Anthropology	
HSCI 2301	3	Health Policy & Healthcare Systems	
PSYC 2314	3	Lifespan Growth & Development	



Information Technology

INFORMATION TECHNOLOGY		15 Semester Credit Hours
BCIS 1302	3	Programming Logic and Design
BCIS 2306	3	Fundamentals of Network Systems
BCIS 2307	3	Operating Systems
BCIS 2308	3	Data and Information Management
BCIS 2309	3	Ethical, Social, and Legal Dimensions of Computer
BCIS 2322	3	Client-Side Scripting (HTML)

Science

SCIENCE		15 Semester Credit Hours
MATH	3	Choose from: Finite Math, Statistics, Trigonometry, or other if not used in gen.
NATURAL SCIENCES	12	Choose from: Biology, General Chemistry, Organic Chemistry, Physics, Kinesiology, Biomechanics, or Exercise Physiology if not used in gen. ed.
PSYC 2314	3	Lifespan Growth & Development

Bachelor of Science with a Major in Anatomy

Mission

The mission of the Bachelor of Science degree with a Major in Anatomy offers students a Bachelor of Science degree with an emphasis in the biological sciences, scientific research, and service to the community.

General Program Information

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

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

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

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

Mode of Instruction

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



Degree Requirements

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

- 36 Semester credit hours in General Education courses.
- 84 Semester credit hours in Major Requirement courses.

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

Curriculum

BACHELOR OF SCIENCE ANATOMY		
GENERAL EDUCATION COURSES		36 Semester Credit Hours
MAJOR REQUIREMENTS		84 Semester Credit Hours
TOTAL		120 Semester Credit Hours
GENERAL EDUCATION MAJOR COURSES		36 Semester Credit Hours*
Course ID	Cr	Course Title
Communication	6	Choose from English Composition, Speech Communication, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: College Algebra, Trigonometry, Statistical Methods, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	9	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		84 Semester Credit Hours
CHEM 1411	4	General Chemistry I (lecture + lab)
CHEM 1412	4	General Chemistry II (lecture + lab)
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
CHEM 2423	4	Organic Chemistry I (lecture + lab)
CHEM 2425	4	Organic Chemistry II (lecture + lab)
PHYS 2425	4	University Physics I (lecture + lab)
PHYS 2426	4	University Physics II (lecture + lab)
BASC 4315	3	Biochemistry I
BASC 4316	3	Biochemistry II
BASC 4401	4	Biology of Cells and Tissues (lecture + lab)
BASC 4404	4	Developmental and Applied Anatomy (lecture + lab)
BASC 4405	4	Neuroscience (lecture + lab)
BASC 4406	4	General Pathology (lecture + lab)
CLSC 4411	4	Diagnostic Imaging I (lecture + lab)
BASC 4501	5	Gross Anatomy I (lecture + lab)
BASC 4502	5	Gross Anatomy II (lecture + lab)
BASC 4503	5	Physiology I (lecture + lab)
BASC 4514	5	Physiology II (lecture + lab)
BASC 4605	6	Microbiology/Immunology (lecture + lab)

Bachelor of Science with a Major in Integrative Health

Mission

The mission of the Integrative Health program at Parker University is to prepare students to become health educators and to encourage holistic approaches to health promotion and disease prevention.

General Program Information

The Bachelor of Science degree in Integrative Health is an interdisciplinary program that applies a holistic approach to health promotion and disease prevention. The courses provide graduates with an understanding of the human body and the fundamentals of health and disease. The program consists of various scientific disciplines including biology, chemistry, nutrition, anatomy and physiology, prevention, and wellness, and herbology. Upon graduation, students are equipped to work in health and wellness industries and are prepared to apply for graduate degree programs in Naturopathic Medicine, Doctor of Chiropractic, Nutrition, Exercise Science, and related health science degrees.

Program Learning Outcomes

Graduates will demonstrate knowledge relevant to:

- The analysis and application of current scientific literature related to integrative health.
- The application of dietary and lifestyle patterns for health promotion and disease prevention.
- The identification and application of medicinal herbs for disease prevention and health maintenance.
- Written and oral communication skills

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 31 semester credit hours of general education courses, 27 semester credit hours of lower division required courses, 20 semester credit hours of electives, and 42 semester credit hours of upper division required courses.

Mode of Instruction

The Bachelor of Science degree in Strength and Human Performance is offered online.

Degree Requirements

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

- 31 Credit hours in General Education courses.
- 20 Credit hours in Electives courses.
- 69 Credit hours in Major courses.

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



Curriculum

BACHELOR OF SCIENCE INTEGRATIVE HEALTH		
GENERAL EDUCATION COURSES		31 Semester Credit Hours
ELECTIVE REQUIREMENTS		20 Semester Credit Hours
MAJOR REQUIREMENTS		69 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		31 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, Statistics, or equivalent
Natural Sciences	4	General Biology or equivalent
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
Electives		20 Semester Credit Hours
<i>Choose 20 Semester hours from the following courses or other courses within the Health Science discipline.</i>		
KINE 2305	3	Community Health
HPER 1311	3	Introduction to Health Promotion & Wellness
NUTR 2301	3	Introduction to Nutrition
RSMT 2301	3	Introduction to Ethics
HPER 2304	3	Epidemiology
HPER 2302	3	Health Behavior Theories & Planning Models
HPER 1333	2	First Aid & Safety
MAJOR REQUIREMENTS		69 Semester Credit Hours
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
CHEM 1411	4	General Chemistry I (Lecture + Lab)
CHEM 1412	4	General Chemistry II (Lecture + Lab)
CHEM 2423	4	Organic Chemistry I (Lecture + Lab)
CHEM 2325	3	Organic Chemistry II
PHYS 2425	4	Physics I (Lecture + Lab)
KINE 2364	3	Introduction to Physical Fitness & Wellness
IHCR 3354	3	History of Natural Healing
IHCR 3357	3	Lifestyle Intervention
NUTR 3303	3	Nutrition and Diet Therapy
IHCR 3360	3	Integrative Manual Therapy Techniques
NUTR 3323	3	Nutrition for Exercise Performance
IHCR 3370	3	Foundations of Chiropractic
IHCR 3310	3	Introduction to Herbology
IHCR 3308	3	The Meaning of Health
IHCR 3369	3	Nutrition for Healthy Aging
IHCR 3363	3	Fundamentals of Oriental Medicine
PSYC 4327	3	Health, Stress, and Coping
IHCR 4313	3	Advanced Herbology
IHCR 4365	3	Integrative Health Capstone

Bachelor of Science with a Major in Psychology

Mission

The mission of the Bachelor of Science with a Major in Psychology program is to provide students with the critical skills and knowledge necessary for continued professional, educational, and personal advancement in Psychology and related disciplines.

General Program Information

The Bachelor of Science degree in Psychology is reflective of current trends in the field of psychology through its emphasis on scientific research and psychological theory and practice. The curriculum includes foundational courses in health, social, applied, personality, and developmental psychology with a focus on the development of scientific literacy and analytic skills.

The Bachelor of Science degree in Psychology prepares students for a career in business, human resources, management, or administration. The program is an excellent preparatory program for students planning to attend graduate school in psychology or a related field. A business-oriented background can complement the analytic and communication skills acquired from the psychology course work and prepares students for success in industrial-organizational psychology, consumer behavior, and leadership.

Program Learning Outcomes

Graduates will demonstrate knowledge relevant to:

- The understanding of diversity and influences of cultural differences in human development.
- The key concepts, principles, and overarching themes in psychology.
- The application of descriptive and inferential statistics to behavioral research.
- Writing skills that describe empirical research.

Length of Program

The degree program may be completed in a minimum of 10 terms of instruction and with a maximum satisfactory time frame for completion of 15 terms. The curriculum includes: 30 semester credit hours of general education courses, 18 semester credit hours in elective courses, 24 semester credit hours in lower division required courses, and 48 semester credit hours in upper division required courses.

Mode of Instruction

The Master of Science degree in Psychology is offered online.

Degree Requirements

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

- 38 Credit hours in General Education courses
- 18 credit hours in elective courses
- 66 Credit hours in Major Requirements

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

Curriculum

BACHELOR OF SCIENCE PSYCHOLOGY		
GENERAL EDUCATION COURSES		38 Semester Credit Hours
ELECTIVE COURSES		18 Semester Credit Hours
MAJOR REQUIREMENTS		66 Semester Credit Hours
TOTAL		122 Semester Credit Hours
Course ID	Cr.	Course Title

GENERAL EDUCATION COURSES		38 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
MATH 1342	3	Elementary Statistical Methods I
MATH 2342	3	Elementary Statistical Methods II
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Trigonometry, or equivalent
BIOL 1301	3	General Biology I
BIOL 1101	1	General Biology I Lab
BIOL 1302	3	General Biology II
BIOL 1102	1	General Biology II Lab
Social/Behavioral Sciences	6	Choose from: History, Government, Psychology, Sociology, or equivalent
ELECTIVE COURSES		18 Semester Credit Hours
KINE 2305	3	Community Health
HPER 1311	3	Introduction to Health Promotion & Wellness
NUTR 2301	3	Introduction to Nutrition
RSMT 2301	3	Introduction to Ethics
HPER 2304	3	Epidemiology
HPER 2302	3	Health Behavior Theories & Planning Models
MAJOR REQUIREMENTS		66 Semester Credit Hours
PSYC 2314	3	Lifespan Growth & Development
PSYC 2322	3	Learning, Memory & Cognition
PSYC 3304	3	Abnormal Psychology
PSYC 3314	3	Psychology of Human Sexuality
PSYC 3334	3	Social Psychology
PSYC 3344	3	Applied Positive Psychology
PSYC 4301	3	Addictions and Addictive Behaviors
PSYC 4306	3	Neuroscience
PSYC 4320	3	Personality and Motivation
PSYC 4327	3	Health, Stress & Coping
PSYC 4330	3	Research Methods in Psychology
PSYC 4304	3	Experimental Design & Statistical Inference
PSYC 4340	3	Organizational Behavior
PSYC 4331	3	Psychology of Culture & Diversity
PSYC 4351	3	Sport Psychology
PSYC 4312	3	Sensation-Perception
PSYC 4322	3	Forensic Psychology
PSYC 4316	3	Behavioral Disorders in Children
PSYC 4326	3	Biological Basis of Behavior
PSYC 4336	3	Psychology of Adolescence
PSYC 4346	3	Psychology of Adulthood & Aging
PSYC 4499	3	Psychology Capstone



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](#) 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 major courses of the program.
- An acceptable level -3 criminal background screening will be required for all who begin the program. Students with criminal charges and /or convictions may not be eligible for admission.
- A drug and alcohol screening will be required for all who begin the program.
- Completion of any healthcare degree (ex. RT. RN. LPN/LVN. PA. DC. MD.) which requires licensure must submit proof of good standing.
- Each DCS applicant is asked to complete a personal essay highlighting what led to pursuing a career in Diagnostic 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 considered for the DCS program. If a student earns a grade of a “D” or “F,” they must repeat the course to be eligible for admission. If the student wishes to repeat the course to continue his/her program of study, they will be required to go through the re-entry process as outlined in the Parker University catalog.

Step 2

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

- Completed Hepatitis B Series – Please note: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B Series prior to direct patient care. The Hepatitis B Series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
- Meningitis (MV) – Texas Legislature approved Senate Bill 1107 requiring all entering university students under the aged of 22 to submit evidence of being immunized against meningococcal meningitis.



- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test, 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 [online](#).

Step 5

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

Diagnostic 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 they may not be able to obtain clinical experience, licensure in a/any state upon graduation based on his/her criminal record. The applicant will agree that the university will not be held liable in the case of failure to progress in clinical rotation and /or achieve licensure. Failure to disclose a misdemeanor or felony to the university is grounds for dismissal.



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

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

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Diagnostic Cardiac Sonography program does not guarantee future licensure or employment. Once registered in the United States as a Diagnostic Medical Sonographer, employment is possible in all US territories.

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, they must wait until the course re-sequences contingent upon not exceeding the program's maximum capacity. The student is permitted to repeat a professional course one time with two maximum course attempts. Students in the Diagnostic 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, 26-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 Cardiac 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 40 hours per week in the students' assigned clinical site. Students will be graded on clinical performance just as they are classroom instruction.

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

Prior to clinical experiences students will be required to provide 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 Cardiac 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 gray while performing sonograms. Hearing must be adequate to perceive and interpret equipment signals, monitor alarms, and calls for help.
- Stamina- Ability to push/pull objects in excess of fifty (50) pounds. Ability to stand during examinations and long procedures. Lift and transfer patients from wheelchair or stretcher to and from examination table. Assist patients into proper position for examination.
- Emotional Stability- Ability to adapt and function under stress. Deal with the unexpected and adapt to change. Perform multiple tasks and responsibilities concurrently. Possess a strong work ethic, compassion and integrity.

Note: Student is subject to dismissal if after admission to the Diagnostic Cardiac Sonography Program it is discovered that a student cannot meet the technical standards.

Readmission Requirements

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

Physical Requirements

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 hours per day and lift fifty pounds. This may include lifting, pulling, bending, and squatting. Additional requirements include but are not limited to clinical reasoning, attention to detail, efficiency, excellent hand/eye coordination, clearly distinguish color, ability to hear differences in sound and compassion. Direct patient contact may include invasive procedures and bodily fluids.

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

Insurance Requirements

Students are required to provide proof of current personal health insurance to the Clinical Coordinator 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.

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 Cardiac 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 ccionline.org/ for more information.

Curriculum

ASSOCIATE OF APPLIED SCIENCE DIAGNOSTIC CARDIAC SONOGRAPHY			
GENERAL EDUCATION COURSES			25 Semester Credit Hours
MAJOR REQUIREMENTS			50 Semester Credit Hours
TOTAL			75 Semester Credit Hours
Course ID	Cr.	Course Title	
GENERAL EDUCATION COURSES			25 Semester Credit Hours
BIOL 2401	4	Anatomy and Physiology I - no substitutions	
BIOL 2402	4	Anatomy and Physiology II - no substitutions	
ENGL 1301	3	English Composition I - no substitutions	
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent	
HPRS 1106	1	Essentials of Medical Terminology	
Mathematics	3	Choose from: College Algebra, Calculus or Statistics	
PHYS 1401	4	College Physics - no substitutions	
PSYC 2301	3	General Psychology - no substitutions	
MAJOR REQUIREMENTS			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 1303	3	Intro to Echocardiographic Techniques	
DSAE 2341	3	Echocardiographic Evaluation of Pathology I	
DSAE 2352	3	Echocardiographic Evaluation of Pathology II	
DSAE 2364	3	Advanced Echocardiography	
DSVT 1311	3	Introduction to Vascular Technology	
DSVT 1322	3	Principles of Vascular Technology	
DSAE 2155	1	Adult Echocardiography Advanced Review I	
DSAE 2156	1	Adult Echocardiography Advanced Review II	
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.

Associate of Applied Science with a Major in Diagnostic Sonography

Mission

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

Admission Requirements

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

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

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

Step 1

Enroll in Parker University Health Science Associate Degree program and begin taking relevant Diagnostic Sonography prerequisites. **Admission to Parker University does not guarantee admission to the Diagnostic Sonography program.**

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

Please note: Students who do not meet the coursework requirements will not be allowed to progress to the DS curriculum. Students must earn a grade of a “C” or better in all required prerequisite courses. If a student earns a grade of a “D” or “F,” they must repeat the course to be eligible for admission into the professional sequence of the DS program. If the student wishes to repeat the course to continue their program of study, they will be required to go through the [Readmission process](#).

Step 2

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



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

Information on vaccination requirements and exemptions can be located on the [Registrar's webpage](#) of the Parker University website at:

Note: Clinical Fieldwork sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. Interactions with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Diagnostic Sonography Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the medical diagnoses' patients may have include tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS, or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards.

Step 3

Write a personal essay stating why the applicant chose a career in Diagnostic Sonography outlining their specific career goals in medical imaging.

Step 4

Read and sign all program acknowledgment and disclosure forms found on the [University's website](#).

Step 5

Complete and submit the online [DS program Application](#). Include all supporting documents required from Step 1, Step 2 Step 3 and Step 4. The Diagnostic Sonography program online application and all required documentation must be submitted by the designated due date. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted. NO EXCEPTIONS. Submission of application does not guarantee an interview. Interviews will be determined by the number of applicants each year.

The Diagnostic Sonography program begins each fall term. The application due date is July 1st.

Selection

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

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

Acceptance

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

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

Criminal Background

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

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

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Diagnostic Cardiac Sonography program does not guarantee future licensure or employment. Once registered in the United States as a Diagnostic Medical Sonographer, employment is possible in all US territories.

General Program Information

The Diagnostic Sonography Program is designed to prepare future sonographers to critically think and problem-solve to meet the required examination protocol and technical needs. Focused coursework prepares students for the certification examination they will take to become registered sonographers. Employment for a sonographer may be in, but not limited to hospitals, private physician practice, imaging centers and diagnostic laboratories.

Parker University's Diagnostic Sonography Program consists of 8 general education courses, 13 technical courses, and 6 months of clinical experience courses for a total of 7 trimesters (26 months). Parker University conducts courses on a year-round basis with scheduled breaks each year. Students accepted into the Diagnostic Sonography Program are required to successfully complete all general education prerequisites with a cumulative GPA of 3.0 (on a 4.0 scale) prior to applying to the major curriculum.

The major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as attainment of a minimum grade of (75%). If a student fails a course, they must wait until the course re-sequences contingent upon not exceeding the program's maximum capacity and at the program director's discretion. The student is permitted to repeat a professional course one time with two maximum course attempts. Students in the Diagnostic Sonography program are held to the standards of the university's [Satisfactory Academic Progress policy](#).

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



Program Goals and Objectives

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

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

Length of Program

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

Mode of Instruction

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

Computer Skills and Access

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

Clinical Experiences

Clinical Education is an important part of the curriculum of the Diagnostic Sonography Program. Supervised clinical experience is essential for professional preparation, as it provides the students with a “hands-on” opportunity to integrate academic knowledge with clinical skills in a professional setting. Students are not allowed to receive compensation for hours worked during clinical experience. Clinical experience will consist of 40 hours per week in the students’ assigned clinical site. Students will be graded on clinical performance just as they are classroom instruction.

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



Prior to clinical experiences students will be required to provide 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 healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Diagnostic Sonography Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the diagnosed patients may have the following:-tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS, or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards.

Technical Standards

In addition to academic and performance standards, students must be able to meet and maintain the following technical standards for the purpose of admission and continuation in the program:

- Communicate Effectively- Ability to interact with patients and healthcare professionals in both written and verbal form. Be able to articulate in a clear and distinct manner procedures, instructions, and oral reports.
- Cognitive- Ability to execute complex mental processes. Obtain and retain didactic knowledge including many procedures and protocols with the ability to apply this knowledge for the purpose of collecting, interpreting, and integrating information to make examination related decisions. Utilize problem-solving skills while performing sonographic procedures to establish the best diagnostic information possible.
- Coordination- Gross body coordination such as maintain balance, hand-eye coordination, arm-hand steadiness, and precision. Dexterity to operate control panel while manipulating transducer simultaneously.
- Visual and Hearing- Ability to distinguish color on Doppler procedures as well as various shades of 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 of 50 pounds or more. Ability to stand during examinations and long procedures. Lift and transfer patients from wheelchair or stretcher to and from examination table. Assist patients into proper position for examination.
- Emotional Stability- Ability to adapt and function under stress. Deal with the unexpected and adapt to change. Perform multiple tasks and responsibilities concurrently. Possess a strong work ethic, compassion, and integrity.

Note: Student is subject to dismissal if after admission to the Diagnostic Sonography Program it is discovered that a student cannot meet the technical standards.

Readmission Requirements

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

Physical Requirements

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



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

Insurance Requirements

Students are required to provide proof of current personal health insurance to the Clinical Coordinator 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.

Additional Expenses

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

- SDMS annual membership
- Costs to attend clinical experiences including meals, travel, parking, lab coat, scrubs, room, and board if necessary and any other costs incurred with clinical education courses.
- Plain-colored (program specific) scrubs with the Parker University logo
- Trajecsyst
- Name tag
- Students must provide proof of the following prior to attending clinical experiences:
 - Mandatory health insurance
 - Physical examination by a physician including immunizations and laboratory tests
 - CPR/BLS certification from the American Heart Association (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 DS program has a firm dress code guideline for all students (this includes fieldtrips and observation visits, clinical settings, and campus). All attire must always be well-maintained and clean. General appearance encompassing conventional hairstyle and naturally occurring hair colors and conservative use of jewelry, make-up, and accessories.

- Daily baths, deodorant
- Students having hair longer than collar length shall tie it back with no decorative adornment
- Beards and facial hair shall be neatly trimmed
- Perfumes, colognes, and aftershave are not allowed
- Closed toe, light-in-color, clean shoes (no cloth or shoes with air holes on the top) with socks must be worn
- Approved standardized scrubs with a plain white lab coat (optional)
- Jewelry is limited to one ring on each hand (engagement rings, wedding rings, graduation rings) and wristwatch. One small post earring on each ear permitted. No other jewelry or body piercing allowed
- Natural appearing make-up
- Fingernails – clean, neat, trimmed short; nail polish may be limited to clear or neutral shades



- Name tag
- No visible tattoos
- Plain colored (program specific) scrubs with the Parker University logo fitting appropriately
 - Neckline must not be too low
 - Pants must not be too large or small and worn at the natural waist.

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

Clinical Attendance

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 days are required for personal illness or immediate family emergency, a conference is required between the Clinical Coordinator and the Clinical Instructor to determine opportunities and scheduling for lost days. It is at the facility's discretion and is not automatic. The facility is not obligated to let a student finish clinical rotation if it extends beyond the scheduled period. Students withdrawn from clinical courses will be required to repeat the entire course.

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

Notification should be given to a supervisor in advance if students have a valid reason to be absent from the location. Under **no** circumstances should students ever be absent without notifying their supervisor.

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

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

Degree Requirements

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

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

Graduation Requirements

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

- Complete all degree requirements with a grade of 75% or higher in all courses.
- Register, and take a national credentialing examination
 - ARDMS SPI registry taken and passed before completion of program
 - ARDMS registry attempt before completion the program



License to Practice

Registration with American Registry for Diagnostic Medical Sonography (ARDMS) requires passing the Sonography Principles & Instrumentation (SPI) Examination in addition to passing a specialty such as Abdomen or Obstetrics and Gynecology. Upon successful completion of the Basic as well as Intermediate Ultrasound Physics courses at Parker University, students will be eligible to sit for the SPI examination. Upon passing the SPI examination, students will become eligible for the ARDMS specialty examination. The best way to view prerequisite and requirement eligibility is by visiting the [ARDMS](#) website.

Curriculum

ASSOCIATE OF APPLIED SCIENCE DIAGNOSTIC SONOGRAPHY		
GENERAL EDUCATION COURSES		25 Semester Credit Hours
MAJOR REQUIREMENTS		51 Semester Credit Hours
TOTAL		76 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		25 Semester Credit Hours
BIOL 2401	4	Anatomy and Physiology I- no substitutions
BIOL 2402	4	Anatomy and Physiology II-no substitutions
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
ENGL 1301	3	English Composition I- no substitutions
HPRS 1106	1	Essentials of Medical Terminology
Mathematics	3	Choose from: Calculus, College Algebra, or Statistics
PHYS 1401	4	College Physics- no substitutions
PSYC 2301	3	General Psychology- no substitutions
MAJOR REQUIREMENTS		51 Semester Credit Hours
DMSO 1310	3	Introduction to Sonography
DMSO 1351	3	Sonographic Sectional Anatomy
DMSO 1302	3	Basic Ultrasound Physics
DMSO 1342	3	Intermediate Ultrasound Physics
DMSO 1301	3	Techniques of Ultrasound
DMSO 1341	3	Abdominopelvic Sonography
DMSO 2341	3	Sonography of Abdominopelvic Pathology
DMSO 2353	3	Sonography of Superficial Structures
DMSO 2305	3	Sonography of Obstetrics/Gynecology
DMSO 2342	3	Sonography of High-Risk OB
DSVT 1311	3	Intro to Vascular
DSVT 1322	3	Principles of Vascular Technology
DMSO 2130	0.5	Advanced Review I
DMSO 2131	0.5	Advanced Review II
DMSO 2260	2	Clinical I
DMSO 2261	2	Clinical II
DMSO 2262	2	Clinical III
DMSO 2263	2	Clinical IV
DMSO 2360	3	Clinical V
DMSO 2361	3	Clinical VI

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

Degrees in Massage Therapy

Associate of Applied Science with a Major in Massage Therapy

Mission

Parker University School of Massage Therapy Associate Degree Program will elevate the educational standards of the Massage Therapy Healthcare Profession by providing additional training in Natural Sciences, Social and Behavioral Sciences, Communication, and Mathematics, assuring that credentialed graduates will be distinctly prepared for leadership in wellness.

Admission Requirements

Admission to Parker University does not guarantee admission to a Health Sciences program. In addition to the university undergraduate admission requirements, all applicants applying for admission into the Associate of Applied Science with a Major in Massage Therapy must complete and meet the following requirements:

- Complete an [application](#) online. Applications may be picked up in the Office of Admissions or located on the Parker website at:
- Provide proof of Meningitis (Meningococcal) vaccination as required by Texas Department of State Health Services
- Request official transcripts to be sent from all higher education institutions where credits were earned or fill out the transcript authorization/release form. Transcripts that accompany the student's application form will be considered official if sealed by the institution, unopened by the student and not stamped issued to student on transcript.
- All admissions documents and reservation deposits must be received prior to admission into the program, except for the final official transcript from the school that the student is currently attending. All final transcripts must be received within a student's first trimester. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

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

Requirements for Transfer Students from Other Massage Therapy Programs

Provide an official transcript from an accredited massage therapy program.

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

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

General Program Information

The massage school and clinic give scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial and neuromuscular therapies. The massage school teaches the art of massage through a natural health and wellness model, while the structured clinic internship prepares students for professional practice. In addition to a comprehensive curriculum, students have the advantages of an intimate classroom size, hands-on experience, and the opportunity to work with professionals in the field.



This Associate level degree program offers 26 credit hours of General Education courses in conjunction with the Massage Therapy Certificate (34 credit hours). The General Education courses can be completed in eight months for an overall program length of 16-months. The Associate of Applied Science in Massage Therapy assures graduates will be fully prepared to contribute to the health of any client through direct intervention, knowledgeable referral, or wellness advocacy. To assist students with busy schedules, the school offers both a day and an evening program.

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

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

Program Learning Outcomes

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

Length of Program

The AAS-MT program is designed to be completed in 16 months. This is the typical amount most students take to complete the program. However, students that need to extend their time of study will have 24 months of continual enrollment to complete the program. The maximum length of time to complete the program is 24 months. If a student takes a leave of absence from the program for any reason, the amount of time remaining for the student to complete the program will be calculated from the last date of attendance. If a student's leave of absence exceeds 36 months, the student will repeat the entire program. If a student has interrupted their education at Parker University School of Massage or any other massage school for more than five years, no credit will be given for the previous course work upon readmission. Former students must also meet all current admission requirements.

Mode of Instruction

The Massage Therapy program major courses are on ground at the Parker University Campus with some clinical component offerings being available off campus at events (i.e., chair massage, sports massage events, etc.) but these offerings are voluntary to the student. General education courses are available both on-ground and on-line.

Clinical Experiences

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



Physical Requirements

Parker University School of Massage Therapy has established physical qualifications for admission to the massage program. These minimum qualifications are essential to prepare and practice as a Massage Therapist. Students at the university must be able to perform at a high level of competency in all phases of the classroom, clinic, and laboratory activities because they will ultimately use this knowledge as Massage Therapists. The physical qualifications are as follows:

- The student must possess sufficient coordination and use of both upper limbs to perform body work.
- The student must possess manual dexterity to perform in the various clinical and classroom requirements without posing a threat to themselves, clients, or fellow students.
- The student must have the ability to stand to perform therapies.
- The student must hear and see – appropriately assisted if needed – well enough to record client histories, to provide routine safety instructions, and conduct a massage session without constant supervision.

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

Degree Requirements

The Associates of Applied Science – Massage Therapy is a 60-credit hour program which requires:

- 26 credit hours- General education- Pre- professional phase
- 34 credit hours – Massage Therapy major courses – Professional phase

License to Practice

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

The licensing requirements of the states vary widely. Some state boards require a specific number of classroom hours to obtain a license to practice as a Massage Therapist in their respective states. It is the student's responsibility to determine, fulfill and document the requirements of the state(s) in which they are planning to apply for licensure.

A directory, published by the [Associated Bodywork and Massage Professionals](#), is available for student use in the Massage School administrative office. Students are responsible for obtaining all information regarding practice regulations in any jurisdiction they select. Because state licensing requirements may change, the eligibility of a student to sit for a state's licensing examination may change.

Texas Licensing Requirements

The State of Texas requires licensees to have successfully completed a minimum of a 500-hour supervised course of instruction in massage studies provided by a licensed massage school, a massage therapy instructor at a massage school, a state approved educational institution, or a combination of any of these. Please contact the [Texas Department of Licensing and Regulation](#) with any questions, or ask a Parker University Massage School staff member for assistance (AskPSMT@parker.edu).



Curriculum

ASSOCIATE OF APPLIED SCIENCE MASSAGE THERAPY			
MT CERTIFICATE			600 Clock Hours /34 Credit Hours
GENERAL EDUCATION COURSES			26 Semester Credit Hours
TOTAL			60 Semester Credit Hours
Course ID	Clock Hr	Credit Hr	Course Title
MT MAJOR COURSES			600 Clock Hours/34 Credit Hours
MTE 0101	125	7.5	Swedish Massage
AMM 0101	75	5	Anatomy & Physiology
AMM 0102	40	2.5	Pathology for the Massage Professional
HYM 0101	20	1	Hydrotherapy
HHM 0101	20	1	Human Health & Hygiene
HHM 0102	12	0.5	Nutrition
BPM 0101	8	0.5	Business Practices & Professional Ethics I
Trimester 1 Total	300	18	
AMM 0201	60	4	Applied Anatomy and Kinesiology
MTM 0201	40	2.5	Neuromuscular Therapy
MFM 0201	40	2.5	Myofascial Therapy
NMM 0201	32	2	Eastern Modalities
BPM 0201	48	3	Business Practices & Professional Ethics II
INM 0201	80	2	Massage Therapy Intern Clinic
Trimester 2 Total	300	16	
CERTIFICATE PROGRAM TOTAL	600	34	
GENERAL EDUCATION COURSES			26 Semester Credit Hours
BIOL 2401	4		Anatomy and Physiology I
BIOL 2402	4		Anatomy and Physiology II
Communications	6		Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3		Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3		Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3		Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3		Choose from: History, Government, Psychology, Sociology, or equivalent
TOTAL			26 Semester Credit Hours

600-hour/4 Credit Hour Basic MT Certificate Program Length: Minimum 2 terms of instruction.

Maximum satisfactory time frame completion: 3 terms

General Education Program Length: 2 terms of instruction.

Maximum satisfactory time frame completion: 4 terms

Certificate in Massage Therapy

Mission

Parker University School of Massage Therapy will enhance the development of wellness leaders through massage therapy by offering sound, ethical, evidence-based, and relevant instruction embracing the highest standards of education, research, and service.

Admission Requirements

Admission to Parker University does not guarantee admission to a Health Sciences program. In addition to the university undergraduate admission requirements, all applicants applying for admission into the Associate of Applied Science with a Major in Massage Therapy must complete and meet the following requirements:

- Complete an application online. Applications may be picked up in the Office of Admissions or located on the Parker website at:
- Provide proof of Meningitis (Meningococcal) vaccination as required by Texas Department of State Health Services
- Request official transcripts to be sent from all higher education institutions where credits were earned or fill out the transcript authorization/release form. Transcripts that accompany the student's application form will be considered official if sealed by the institution, unopened by the student and not stamped issued to student on transcript.
- All admissions documents and reservation deposits must be received prior to admission into the program, except for the final official transcript from the school that the student is currently attending. All final transcripts must be received within a student's first trimester. Incoming students will not receive financial aid disbursements until their admissions file is complete and they are fully matriculated.

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

Requirements for Transfer Students from Other Massage Therapy Programs

Provide an official transcript from an accredited massage therapy program.

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

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

General Program Information

The Massage School and clinic gives scholars the opportunity to learn and practice various massage techniques including Swedish, acupressure, myofascial and neuromuscular therapies. The Massage School faculty teach the art of massage through a natural health and wellness model, while the structured clinic internship prepares student for professional practice. In addition to a comprehensive curriculum, students have the advantages of intimate classroom size, hands-on experience, and the opportunity to work with professionals in the field. To assist students with busy schedules, the school offers both day and an evening programs. One of the day programs is offered in a dual language format with assessments and lectures in Spanish. For more information about the dual language program please visit the [Parker University website](#).



The School of Massage Therapy also features contemporary equipment and a pristine environment where students can learn and network with others in the healthcare profession. Students at the Parker University School of Massage Therapy interact with other massage therapy students and with chiropractors and chiropractic students. Financial assistance is available to help students who qualify manage both their financial and professional goals.

Program Learning Outcomes

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

Length of Program

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

Mode of Instruction

The Massage Therapy program major courses are on ground at the Parker University Campus with some clinical component offerings being available off campus at events (i.e., chair massage, sports massage events, etc.) but these offerings are voluntary to the student. General education courses are available both on-ground and on-line.

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

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

Clinical Experiences

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



Physical Requirements

Parker University School of Massage Therapy has established physical qualifications for admission to the massage program. These minimum qualifications are essential to prepare and practice as a Massage Therapist. Students at the University must be able to perform at a high level of competency in all phases of the classroom, clinic, and laboratory activities because they will use this knowledge as Massage Therapists. The physical qualifications are as follows:

- The student must possess sufficient coordination and use of both upper limbs to perform body work.
- The student must possess manual dexterity to perform in the various clinical and classroom requirements without posing a threat to themselves, clients, or fellow students.
- The student must have the ability to stand to perform therapies.
- The student must hear and see – appropriately assisted if needed – well enough to record client histories, to provide routine safety instructions, and conduct a massage session without constant supervision.

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

Degree Requirements

The Certificate in Massage Therapy is 34-credit hour/600 clock hour program.

License to Practice

Students who need information regarding licensure should contact the Massage School or the regulatory body that governs massage therapy practice in the state or country where the student wishes to practice. The licensing requirements of each state vary widely. Some state boards require a specific number of classroom hours to obtain a license to practice as a Massage Therapist in their respective states. It is the student's responsibility to determine, fulfill and document the requirements of the state(s) in which they are planning to apply for licensure.

A directory, published by the Associated Bodywork and Massage Professionals, is available for student use in the Massage School administrative office. More information is available at the Association's website www.abmp.com. Students are responsible for obtaining all information regarding practice regulations in any jurisdiction they select. Because state licensing requirements may change, the eligibility of a student to sit for a state's licensing examination may change.

Texas Licensing Requirements

The State of Texas requires licensees to have successfully completed a minimum of a 500-hour supervised course of instruction in massage studies provided by a licensed massage school, a massage therapy instructor at a massage school, a state approved educational institution, or a combination of any of these. The Certificate in Massage Therapy is recognized by the [Texas Department of Licensing and Regulation](#) and can be contacted by mail: Massage Therapy Licensing Program, PO Box 12157, Austin, TX 78711-2157; or phone: (512) 463-6599.

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Massage Therapy program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. In addition to obtaining the Certificate of Massage Therapy, some states have additional requirements. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. The chart below details the state requirement for licensure.



For additional information, please check our website at Parker.edu and the following state requirement chart.

State	Disclosure Statement
Alabama	50 additional clock hours needed and state board approval
Alaska	25 additional clock hours needed and state board approval
American Samoa	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Arizona	100 additional clock hours needed and state board approval
Arkansas	The Massage Therapy program does not meet the requirements for professional licensure.
California	The Massage Therapy program does not meet the requirements for professional licensure.
Colorado	The Massage Therapy program does not meet the requirements for professional licensure.
Connecticut	150 additional clock hours needed and state board approval
Delaware	The Massage Therapy program does not meet the requirements for professional licensure.
District of Columbia	The Massage Therapy program does not meet the requirements for professional licensure.
Federated States of Micronesia	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Florida	The Massage Therapy program does not meet the requirements for professional licensure.
Georgia	The Massage Therapy program does not meet the requirements for professional licensure.
Guam	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Hawaii	State exam required and state board approval
Idaho	The Massage Therapy program does not meet the requirements for professional licensure.
Illinois	The Massage Therapy program does not meet the requirements for professional licensure.
Indiana	The Massage Therapy program does not meet the requirements for professional licensure.
Iowa	The Massage Therapy program does not meet the requirements for professional licensure.
Kansas	The Massage Therapy program does not meet the requirements for professional licensure.
Kentucky	The Massage Therapy program does not meet the requirements for professional licensure.
Louisiana	The Massage Therapy program does not meet the requirements for professional licensure.
Maine	The Massage Therapy program does not meet the requirements for professional licensure.
Maryland	60 additional credit hours and state board approval
Massachusetts	50 additional clock hours needed and state board approval
Michigan	25 additional clock hours needed and state board approval
Minnesota	The Massage Therapy program does not meet the requirements for professional licensure.
Mississippi	100 additional clock hours needed and state board approval
Missouri	The Massage Therapy program does not meet the requirements for professional licensure.
Montana	The Massage Therapy program does not meet the requirements for professional licensure.
Nebraska	400 additional clock hours needed and state board approval
Nevada	The Massage Therapy program does not meet the requirements for professional licensure.
New Hampshire	150 additional clock hours needed and state board approval
New Jersey	The Massage Therapy program does not meet the requirements for professional licensure.
New Mexico	50 additional clock hours needed and state board approval
New York	400 additional clock hours needed/state exam and state board approval
North Carolina	The Massage Therapy program does not meet the requirements for professional licensure.
North Dakota	150 additional clock hours needed and successful passing of the practical exam
Northern Mariana Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Ohio	150 additional clock hours needed and state board approval
Oklahoma	The Massage Therapy program does not meet the requirements for professional licensure.
Oregon	25 additional clock hours needed and state board approval

Pennsylvania	The Massage Therapy program does not meet the requirements for professional licensure.
Puerto Rico	400 additional clock hours needed and state board approval
Republic of Palau	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Republic of the Marshall Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Rhode Island	25 additional clock hours needed and state board approval
South Carolina	The Massage Therapy program does not meet the requirements for professional licensure.
South Dakota	The Massage Therapy program does not meet the requirements for professional licensure.
Tennessee	The Massage Therapy program does not meet the requirements for professional licensure.
Texas	The Massage Therapy program meets the requirements for professional licensure.
Utah	The Massage Therapy program does not meet the requirements for professional licensure.
Vermont	The Massage Therapy program does not meet the requirements for professional licensure.
Virgin Islands	It is unknown if the Massage Therapy program meets the educational requirements for professional licensure since there is no regulating body or licensing regulations.
Virginia	The Massage Therapy program does not meet the requirements for professional licensure.
Washington	The Massage Therapy program meets the requirements for professional licensure.
West Virginia	The Massage Therapy program does not meet the requirements for professional licensure.
Wisconsin	The Massage Therapy program does not meet the requirements for professional licensure.
Wyoming	The Massage Therapy program does not meet the requirements for professional licensure.

Curriculum

CERTIFICATE MASSAGE THERAPY			
MASSAGE THERAPY COURSES			34 Semester Credit Hours
Course ID	Clock Hr	Credit Hr	Course Title
MTE 0101	125	7.5	Swedish Massage
AMM 0101	75	5	Anatomy & Physiology
AMM 0102	40	2.5	Pathology for the Massage Professional
HYM 0101	20	1	Hydrotherapy
HHM 0101	20	1	Human Health & Hygiene
HHM 0102	12	0.5	Nutrition
BPM 0101	8	0.5	Business Practices & Professional Ethics I
Trimester 1 Total	300	18	
AMM 0201	60	4	Applied Anatomy and Kinesiology
MTM 0201	40	2.5	Neuromuscular Therapy
MFM 0201	40	2.5	Myofascial Therapy
NMM 0201	32	2	Eastern Modalities
BPM 0201	48	3	Business Practices & Professional Ethics II
INM 0201	80	2	Massage Therapy Intern Clinic
Trimester 2 Total	300	16	
TOTAL	600	34	

Associate of Applied Science with a Major in Occupational Therapy Assistant

Mission

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

Admission Requirements

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

Step 1

Enroll in Parker University's Health and Science Associate of Science Degree program and begin taking relevant Occupational Therapy Assistant prerequisites. ***Admission to Parker University does not guarantee admission to a Health Sciences program.***

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

Please note: Students who do not meet the coursework will not be allowed to progress to the major OTA curriculum. Students must earn a grade of "C" or better in all required prerequisite courses. If a student earns a grade of a "D" or "F", they **must** repeat the prerequisite course to be eligible for admission into the professional sequence of the OTA program. If the student wishes to repeat a course to continue their program of study, they will be required to go through the [readmission](#) process.

Step 2

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

- Completed Hepatitis B Series - The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage



series that will take at least 6 months to administer. Students must have completed a minimum of 2/3 of the Hepatitis B series prior to application to the program.

- Meningitis (MV) - Texas Legislature approved Senate Bill 62 requiring all entering University students, under the age of 22, to submit evidence of being immunized against meningococcal meningitis.
- Mumps, Measles, Rubella (MMR)
- Varicella
- Tetanus and Diphtheria
- Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)
- Influenza/Seasonal Flu immunization (required annually, during flu season, Sept-March or April)

Information on vaccination requirements and exemptions can be located on the [Registrar's webpage](#) of the Parker University website. **Please note:** Clinical Fieldwork sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually.

Step 3

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

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

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

Step 4

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

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

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

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

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

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

Acceptance

Selected applicants will be invited (by phone or e-mail) for a professional panel interview. An interview does not guarantee admission into the program. After the completion of panel interviews with selected applicants, the OTA Admissions Committee will make their final selections. Notifications will be sent out via mail and email to

all students regarding acceptance and non-acceptance into the OTA program, approximately one month before the start of the following semester or cohort. Please note acceptance into the OTA program is conditional pending submission of final grades from remaining prerequisite coursework. Students accepted into the program will receive a Declaration of Intent and welcome letter. Included in the welcome letter are the Parker University and OTA student orientation dates. All selected applicants are required to attend both the Parker University orientation and the OTA student orientation sessions prior to the start of OTA major curriculum.

Note: Applicants who meet the requirements are selected on a first-come, first-served basis. Up to 20 students will be accepted for each start. Students may not enroll in the Occupational Therapy Assistant Program Major unless they have been accepted into the Occupational Therapy Assistant Program. Application to the program does not constitute admission.

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

Criminal Background Check and Drug Screen

- Students are provided a waiver to sign acknowledging that if they do not pass the criminal background check and drug screen, they may not be able to be placed in a clinical setting. Inability to complete the clinical component of the program will result in the student being dismissed from the OTA program.
- Criminal background checks are required to ensure patient/client safety and to promote a safe practice environment for all healthcare workers. Prior to fieldwork, students will participate in a national background check. This is a requirement of many of our clinical affiliates therefore all students must comply and provide the necessary information. Students cannot participate in fieldwork experiences involving patients/clients without a “clear” criminal history background check. Clinical training sites, in accordance with the regulations of the State of Texas and national accreditation agencies, require employees, students, and volunteers who work with children, the elderly, or the disabled to have a “clear” criminal history background check. Agencies vary as to what the definition of “clear” means. All background checks include verification of all employment history for the last 7 years. Therefore, all employers must be contacted. The information that will be verified are dates of employment, reason for separation and eligibility for reemployment. The facilities may choose to request additional nationwide and international criminal history background checks. The final decision regarding acceptance of a student for fieldwork training based on previous criminal history rests with each facility.
- Students with felony charges and/or convictions may not be eligible for admission into this Allied Health Program. In addition, past or present legal conviction (felony or misdemeanor) or disciplinary actions may impact a graduate’s ability to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Exam for the Occupational Therapy Assistant and/or your ability to obtain state licensure. A student who does not have a clear criminal history record is required to meet with the OTA Program Director and/or the Academic Fieldwork Coordinator to discuss the implication of the criminal record on his/her completion of all requirements of the curriculum. Counseling may include referral to the Texas Board of Occupational Therapy Examiners (TBOTE) and the National Board for Certification in Occupational Therapy (NBCOT). For an individual who is considering entering or who has already entered an OTA educational program, it is highly recommended that he or she have their criminal history background reviewed by requesting an Early Determination Review. Please note that there are costs associated with voluntary background reviews.

For questions regarding eligibility contact NBCOT: (phone) 301-990-7979 (email) professional.conduct@nbcot.org (website) www.nbcot.org. For questions regarding Texas state licensure eligibility please contact ECPTOTE: (phone) 512-305-6900 (e-mail) info@ptot.texas.gov (website) <http://www.ptot.texas.gov/page/home>.



Proof of Health Insurance and Completion of CPR/BLS Certification

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

Unaccepted students:

If a student is declined admission into the desired OTA cohort the student can [reapply](#) for the following cohort. Applications should be updated to include any additional coursework and/or accomplishments that the candidate feels will contribute to academic and clinical success.

Transfer students/Transfer of Credit

In addition to the Parker University [Transfer Credit Policy](#), prospective students who wish to transfer into the OTA program must have completed all the required prerequisite or approved equivalent coursework, have a minimum cumulative GPA of 2.75 (on a 4.0 scale) and meet the 40 hours of volunteer/work experience prior to progression into the major phase of the OTA program. The volunteer experience must be completed within one year (12 months) of the date in which the application is submitted.

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Occupational Therapy Assistant program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. Initial certification from NBCOT is a requirement for licensure in all 50 states, the District of Columbia, Guam, and Puerto Rico. More information regarding professional licensure at the [National Board for Certification in Occupational Therapy](#). At this time, it is unknown if the Associate of Applied Science in Occupational Therapy Assistant meets the educational requirements for professional licensure in the following territories as there is no licensing board or regulating body:

- American Samoa
- Federated States of Micronesia
- Northern Mariana Islands
- Republic of Palau
- Republic of the Marshall Islands
- US Virgin Islands

For additional information, please check our website at [Parker.edu](#) and the [list of state requirements](#).

General Program Information

The Occupational Therapy Assistant Program is designed to provide a quality educational experience that will prepare future professionals in promoting and maintaining the holistic health and wellness of individuals through engagement in occupation over the lifespan. Our graduates will develop skills necessary for employment as Certified Occupational Therapy Assistants and perform as entry level professionals under the supervision of an Occupational Therapist (OT). Focused course work prepares students for the certification examination they will take to become Certified Occupational Therapy Assistants (COTA). Employment for Occupational Therapy Assistants may be in but not limited to hospitals, rehabilitation facilities, long-term care facilities/nursing homes, out-patient clinics, home healthcare, community, and educational settings.

Parker University's Occupational Therapy Assistant Program consists of 8 pre-professional courses, 16 professional courses, which include 4 months of clinical fieldwork experience courses for a total of 6 terms (24 months) to receive an Associate in Applied Science degree. Parker University conducts courses on a year-round basis with scheduled vacations each year. The major curriculum is offered during the day, on-campus between the hours of 9 a.m. to 3 p.m., Monday - Friday. ***Please note: The days can vary based on the course being offered. Students are provided a semester schedule approximately one month prior to the start of the subsequent semester.*** Within the program is an on-line seminar course which accompanies the Level II Clinical Fieldwork Experiences. The Clinical Fieldwork



experiences occur off-campus at various locations and are based on the hours of the Occupational Therapy Practitioners and the Fieldwork sites. The hours can vary anytime between 7 a.m. to 6 p.m., Monday – Friday (*with a possible Saturday*).

Clinical Fieldwork Experiences

Clinical Education is an important part of the curriculum of the Occupational Therapy Assistant Program. A portion of the student's fieldwork experiences occur after the didactic portion of the program is completed. Supervised fieldwork experience is essential for professional preparation, as it provides the students with a "hands-on" opportunity to integrate academic knowledge with application skills in a clinical or community work situation. Students in the Occupational Therapy Assistant Program must comply with all established criteria as outlined in the programmatic curriculum in order to be eligible for graduation.

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

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

Clinical Fieldwork experiences consist of both Level I and Level II rotations. Level I fieldwork experiences are comprised of three short-term assignments totaling 96 hours that occur in conjunction with specific coursework representing different practice areas during each semester to reinforce learned concepts. Level II fieldwork experiences are completed over a total of 16 weeks at two different service delivery settings. Each Level II clinical fieldwork rotation equals 8 weeks in length, Full-time equivalent or 32 - 40 hours per week (ranging from 256 - 320 total hours per rotation). Fieldwork experiences are **NOT** paid and **DO NOT** guarantee employment after completion. Students must complete all 16 weeks of fieldwork level-II externship within 12 months of completing the academic coursework. The level-II fieldwork will require a minimum passing grade of 70% in order to obtain full credit. The student must receive a score of **> 69 points** on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE).

Program Learning Outcomes

Occupational Therapy Assistant students will be able to:

- Demonstrate a strong foundation of knowledge and understanding in the biological, physical, social, behavioral science across the life span, with consideration to external factors that impact occupational performance.
- Demonstrate and articulate the Occupational Therapy history, philosophy, theory, frame of reference, scientific evidence, practice standards and the role of occupational performance on health and wellness.
- Work collaboratively with the Occupational Therapist, patient/client, family/significant others, caregivers, and interdisciplinary team in a variety of settings (including traditional and non-traditional environments) to develop client-centered, culturally relevant, occupation-based goals and intervention, based on evaluation and assessment.
- Exhibit entry-level competency by demonstrating the ability to safely modify or adapt interventions, activities and/or the environments by incorporating evidence based/best practice for maximal patient/client engagement in desired occupations.
- Understand and appreciate Occupational Therapy professional ethics, values, attitudes, behaviors, advocacy, and the responsibilities of an occupational therapy practitioner as it relates to service delivery.
- Assist with the management of occupational therapy services by maintaining records and required documentation for occupational therapy services provided.
- Understand the importance of academic teaching, scholarly activity, seeking life-long learning opportunities, and professional development activities for skill enhancement.



Length of Program

The Associate of Applied Science with a major in Occupational Therapy Assistant is a six term, 24-month program with a satisfactory maximum time frame of nine terms (based on full-time status).

Mode of Instruction

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

Time Limit to Complete

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

Additional Requirements

Technical standards

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

Occupational Therapy Assistant students must exhibit good physical health and endurance. Due to the nature of the coursework and clinical content, sufficient physical strength is required for lifting, pulling, bending, squatting, moving patients/clients, and handling therapy equipment in a clinical setting. Ability to stand or sit for up to eight hours per day and lift 50 pounds is necessary. Additional requirements include but are not limited to; clinical reasoning and judgment, problem solving, effective communication, visual observation, organization, and information literacy (*See **Technical standards disclosure for complete list***). Persons with disabilities are eligible for admission, as long as, they can carry out classroom, laboratory and clinical assignments, client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the school. It is the student's responsibility to disclose any limitations that might interfere with their meeting these standards.

Accommodations

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

Computer Skills and Access

Occupational Therapy Assistant students are required to demonstrate a variety of computer skills throughout the program, including during Fieldwork experiences. All students must be able to **access** the Parker University online teaching platform, Blackboard, for instruction and dissemination of information. Some Occupational therapy Assistant courses may operate with part of the content to be completed online and the remainder of the content delivered in the on-ground setting. Students are assigned a Parker University email address upon admission to the university.



The technology related competencies required include:

- Ability to perform basic operations of the computer, installation of security/virus protection
- Use of a variety of software applications such as Word and Power Point
- Must have the ability to connect, access, and browse the internet using a high-speed connection
- Usage of on-line communication tools including e-mail and interactive virtual platforms

Additional Expenses

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

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

Professional Association student membership (<i>required for OTHA 1305</i>)	
American Occupational Therapy Association (AOTA)	\$75.00
Texas Occupational Therapy Association (TOTA)	\$30.00

Certification and Licensure (fees attached to OTHA 2561)	
National Board for Certification in Occupational Therapy (NBCOT)	\$515.00
Occupational Therapy Assistant (Regular Texas License)	\$100.00

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

Clinical Fieldwork

The below items are required for the completion of Clinical Fieldwork experiences and are not included in tuition and fees. Students must provide proof of the below prior to attending clinical fieldwork experiences:

- Mandatory Health Insurance
- Physical examination by a physician including immunizations and laboratory tests ensuring that the student is in good physical/mental health to participate Clinical Fieldwork experiences.
- CPR/BLS certification (class offered at Parker University or show proof of completion)

Please note: Costs to attend clinical experiences including meals, travel, parking, lab coats, scrubs, closed toe rubber sole shoes or tennis shoes, room and board (if necessary), and any other costs incurred with clinical education courses are not included in tuition and fees.

Program Orientation

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

Academic Advisement

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



Standards of Appearance

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

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

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

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

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

<ul style="list-style-type: none"> • Conservative makeup • Naturally occurring hair color • Proper use of personal hygiene (deodorant, teeth brushed) • Discreet underclothing 	<ul style="list-style-type: none"> • Straps, camisoles or other portions of undergarments showing
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Attendance Policy- including Didactic and Clinical Attendance

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

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

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

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

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

Unexcused absence:

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

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



Tardiness

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

Clinical Fieldwork experience- Attendance

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

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

Note: Up to two days can be taken for illness or family emergency only. *Students are NOT entitled to two days off during fieldwork.* Notification should be given to a supervisor in advance if students have a valid reason to be absent from the location. Students should be prepared to relay information about their assigned caseload, including their suggestions for treatment of patients. Under no circumstances should the student ever be absent without notifying a supervisor.

Holiday Time off

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

Grading Policy

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

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

Student Failure

Students in the Occupational Therapy Assistant program are held to the standards of the university's [Satisfactory Academic Progress policy](#). Each OTA student class advances through the program as a cohort. Progression of students is based on the successful completion of all courses with a grade of "C" (70%) or better and demonstration of proficiency in identified performance competencies. The major curriculum is designed in a developmental and sequential manner. Each program course is a prerequisite for the subsequent course offered; therefore, successful



completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of “C” (70%) or better. If a student earns less than a “C” (70%) therefore failed a course, they will not be allowed to progress to the next course as a result and the student will be immediately dismissed from the program.

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

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

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

Failure of Level II Fieldwork Experience

Failure occurs when a student receives a score of < 70 points on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for the OTA student or the fieldwork experience may be terminated due to inadequate performance, safety issues, unethical or significant unprofessional behavior. The Occupational Therapy Assistant Program permits one opportunity to repeat and successfully complete a Level II Fieldwork that has been failed. Fieldwork must be completed within 12 months of the completion of didactic coursework. Failure of a second Level II Fieldwork will result in immediate dismissal from the program and the student will NOT have the opportunity to re-enter the OTA program.

Remediation

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

A student receiving consecutive grades of “C”/70% or below on a test(s) or overall underperformance in a course, at the request of the course instructor may be required to meet with their academic advisor to discuss reasons for poor performance and if necessary, develop a plan to improve performance. When meeting with students the Course Instructors and Academic Advisors are responsible for completing an Advisement/Remediation worksheet/form for each student advised. The worksheet/form is designed to help students to identify factors that are contributing to a lack of academic success and develop an achievable and workable plan for returning to and maintaining good academic standing. The student is responsible for following through with all established plans. The Academic Advisors will follow up with the student regarding the outcome of the plan.

Professional Major Course Repeat Policy

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

- If a student needs to repeat a professional major course the student will have to wait until the course re-sequences. Courses are only offered in their normal sequence. If a class is full, a student may have to wait an additional time period to re-enter the program.
- Depending on the length of time a student is out of the program it may be deemed by the Program Director and the Academic Fieldwork Coordinator (AFWC) that the student has lost knowledge and skills due to the time out



of the program. To ensure student success a recommendation may be made that the student be required to audit previous course(s) to ensure that the level of knowledge and skill is in-line with other students in the same class expected for the returning student. Additionally, students are required to meet the graduation requirements of the class to which they return.

- Due to the evolving nature of the Occupational Therapy field, the OTA curriculum is frequently reviewed and revised as needed. Students who withdraw or are dismissed from a class due to academic failure and return to complete the program with another class, are **required** to test their didactic and/or laboratory skills, demonstrating comprehension of subject contents from the semester of dismissal. The student must pass with a 78% or better to re-enter.
- A student can only repeat a major course **once**. If the student fails a course a second time, the student will be dismissed from the program.
- If a student has been out of the program for one year or more, the student must re-start the Occupational Therapy Assistant program from the beginning of the professional courses; contingent upon not exceeding maximum class capacity.

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

Assessment Methods

The objectives for each course in the OTA curriculum reflect the [2018 OTA content standards](#) required by the Accreditation Council for Occupational Therapy Education (ACOTE). The program assesses each student's knowledge and skill in the areas below through specific content standards in each category:

- Foundational Content
- Basic Tenets of Occupational Therapy
- Occupational Therapy Theoretical Perspectives
- Screening and Evaluation
- Intervention and Implementation
- Context of Service Delivery
- Assistance with the Management of Occupational Therapy Services
- Scholarship
- Professional ethics, values, and responsibilities

Assessment measures for each content standard are described within each course syllabus and include assignments, demonstrations, projects and presentations, objective and/or essay exams, and laboratory exams, and are chosen based upon course material. Students are assessed on these content standards in both the academic and fieldwork settings (Level I Fieldwork A, B, C and Level II A and B Fieldwork).

Degree Requirements

The Associates of Applied Science – Occupational Therapy Assistant is a 73-credit hour program which requires:

- 24 credit hours- General Education– Pre-professional phase
- 49 credit hours - OTA major courses – Professional phase

Licensure to Practice

The Occupational Therapy Assistant Program student who graduates from the accredited program is eligible to sit for the national certification examination, to become a Certified Occupational Therapy Assistant (COTA). This examination is administered by the National Board for Certification in Occupational Therapy (NBCOT). Successful completion of the NBCOT exam is required to be licensed by the State of Texas to practice as an Occupational Therapy Assistant. **A felony conviction may affect a graduate's ability to sit for the NBCOT exam for professional certification and/or attain state licensure.**



National Board for Certification in Occupational Therapy (NBCOT)

1 Bank St #300
Gaithersburg, MD 20878
(301) 990-7979
www.nbcot.org

**NBCOT results of graduate performance are monitored through the OTA program's assessment process. NBCOT graduate pass rates are found on the OTA program webpage at: <https://secure.nbcot.org/data/schoolstats.aspx>*

The State of Texas license may be applied for and be obtained from:

The Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE)
333 Guadalupe, Suite 2-510
Austin, TX 78701-3942
Phone: (512) 305-6900
Fax: (512) 305-6970 or (512) 305-6951
info@ptot.texas.gov

Professional Organizations and Regulatory Agencies**American Occupational Therapy Association (AOTA)**

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-6611
www.aota.org

Texas Occupational Therapy Association (TOTA)

1106 Clayton Lane, Suite 516W
Austin, TX 78723
Phone: 512-454-8682
<https://www.tota.org/>

Accreditation Council for Occupational Therapy Education (ACOTE)

c/o Accreditation Department
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-6611 x2042
Website: <https://www.aota.org/Education-Careers/Accreditation.aspx>
email: accred@aota.org



Curriculum

ASSOCIATE OF APPLIED SCIENCE OCCUPATIONAL THERAPY ASSISTANT		
GENERAL EDUCATION COURSES		24 Semester Credit Hours
OTA MAJOR COURSES		49 Semester Credit Hours
TOTAL		73 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		24 Semester Credit Hours
Communication	6	Choose from: English Comp, Speech, Modern Language Communication Skills, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
BIOL 2401	4	Anatomy and Physiology I/ Lecture & Lab
BIOL 2402	4	Anatomy and Physiology II/ lecture & Lab
PSYC 2301	3	General Psychology*
		*Or choose another equivalent course in Social & Behavioral Sciences
HPRS 1106	1	Essentials of Medical Terminology
OTA MAJOR COURSES		49 Semester Credit Hours
OTHA 1305	3	Principles of Occupational Therapy
OTHA 1211	2	Occupational Performance throughout the Lifespan
OTHA 2309	3	Mental Health in Occupational Therapy
OTHA 2302	3	Therapeutic Use of Occupations or Activities II
OTHA 1161	1	Clinical in OTA II – Mental Health Fieldwork
OTHA 1309	3	Human Structure and Function in Occupational Therapy
OTHA 1349	3	Occupational Performance of Adulthood
OTHA 2304	3	Neurology in Occupational Therapy
OTHA 1319	3	Therapeutic Interventions I
OTHA 1162	1	Clinical in OTA III – Adult Level I Fieldwork
OTHA 1353	3	Occupational Performance for Elders
OTHA 1341	3	Occupational Performance from Birth through Adolescence
OTHA 1315	3	Therapeutic Use of Occupations or Activities I
OTHA 1160	1	Clinical in OTA I – Pediatric Level I Fieldwork
OTHA 2235	2	Health Care Management in Occupational Therapy
OTHA 2230	2	Workplace skills for the Occupational Therapy Assistant (Online)
OTHA 2560	5	Clinical in Occupational Therapy Assistant-Level II Fieldwork A (Off-Campus)
OTHA 2561	5	Clinical in Occupational Therapy Assistant-Level II Fieldwork B (Off-Campus)

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

Associate of Applied Science with Major in Radiologic Technology

Mission

The Radiologic Technology Program exists to provide students with the academic and technical foundation to competently and safely perform procedures.

Admission Requirements

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

- Students apply for admission to the Associate of Science with a major in Health Science program and once the required General Education courses have been completed, students may apply for admission to Radiologic Technology program.
- Admission to the Radiologic Program is based on the student's required cumulative grade point average of a 3.0 on a 4.0 scale with a grade of "C" or higher in General Education courses.
- All students must complete the HESI exam with a minimum average score of 75.
- Immunization Requirements: A completed immunization form is due at the time of application to the Radiologic Technology program. Students enrolling in the RT program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into the program. No exceptions.
 - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
 - Mumps, Measles, Rubella (MMR)
 - Varicella
 - Tetanus and Diphtheria
 - Tuberculosis test – to be completed within 12 months prior to going to the clinical site. Two tests may be required depending on clinical placement. If the TB test comes back positive, results from a current annual chest x-ray must be provided.

Some immunizations may need to be updated upon going to clinical. Clinical sites have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually. An interaction with patients in healthcare carries inherent risks to both the patient and healthcare provider. Students participating in the Radiologic Technology Program may be exposed to blood, body tissues or fluids and communicable diseases. All students are expected to provide appropriate care to all assigned patients regardless of their medical diagnosis. Some of the patient's medical diagnoses may include tuberculosis, MRSA, hepatitis A, B, or C, HIV/AIDS or other transmittable diseases. Students may also care for patients who are unidentified carriers of infectious disease. As in many health professions and programs, students may occasionally be exposed to bodily injuries and environmental hazards. Information on vaccination requirements and exemptions can be found on [MyParker](#).

- CPR Certification: The Associate of Applied Science in Radiologic Technology program requires students to have a current Texas Healthcare Provider CPR Certification. Proof of which must be submitted when applying for admission to the program. CPR for BLS Healthcare Provider Card must not expire while attending the RT program. If the student's CPR for BLS Healthcare Provider Card expires, they may be dismissed from the program, as it is vital that the CPR for BLS Healthcare Provider Card stay current. American Heart Association – The AHA CPR classes for [BLS is for the Healthcare Professional](#), if students are in the medical field, BLS is the only



class available. It is the most widely accepted course for hospitals and dentists. Acceptable CPR courses must be BLS for Healthcare Professionals. Online courses will not be accepted.

- Criminal Background Check/ Drug Screening: After being accepted to the program, but before clinical classes begin, students must undergo and pass a criminal background check and drug screening. These screenings will be administered through the university and will be at the student's expense. There are no exceptions. Upon acceptance/admission to the University, students will need to sign a waiver acknowledging that they may be dismissed from the program if they fail to meet the requirements to be placed in a clinical setting.
 - If an applicant has been convicted of a misdemeanor or felony, the applicant may be denied acceptance to the University without further reason. If the applicant should be granted acceptance, the applicant acknowledges that they may not be able to obtain clinical experience, licensure in a/any state upon graduation; based on their criminal record and agrees that the University will not be held liable in the case of failure to progress in clinical rotation and/or achieve licensure. Failure to disclose a misdemeanor or felony to the University is grounds for dismissal.
- Once accepted into the program, it is the student's responsibility to notify the RT program Director in writing immediately of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to disclose changes in criminal history will result in dismissal from the program.
- Drug screenings are performed as a condition of acceptance into the Radiologic Technology Program. The student will be responsible for any cost involved in a drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the RT program.
- The Radiologic Technology program online application and all required documentation must be submitted by the designated due date. Due dates are listed below for application deadlines. Incomplete applications and/or requirements, in addition to applications received after the application due date will NOT be accepted.

Application Due Date	Major Semester
October 1	Winter – January
February 1	Summer – May
June 1	Fall – September

Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Radiologic Technology program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. At this time, it is unknown if the Associate of Applied Science in Radiologic Technology meets the educational requirements for professional licensure in the following territories as there is no licensing board or regulating body:

- American Samoa
- Federated States of Micronesia
- Northern Mariana Islands
- Republic of Palau
- Republic of the Marshall Islands
- US Virgin Islands

To be licensed in the state of California, one must successfully complete the degree program at Parker University and successfully pass the California Fluorography exam. For additional information, please check our website at PARKER.EDU and the [list of state requirements](#).

General Program Information

The Associate in Applied Science degree with a major in Radiologic Technology Program provides the knowledge and techniques required to obtain expertise in the field of Radiologic Technology. Students' that complete classroom and laboratory work at Parker University and clinical education in an affiliated clinical setting gain value with the "hands on" instruction. Students also build an understanding of the methods, ethics and tools crucial to



advancement in today's healthcare landscape. There are 10 night classes and 6 months of clinical courses. The clinical hours consist of 36 hours a week.

Program Learning Outcomes

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

Length of Program

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

Mode of Instruction

Most major Radiologic Technology courses are on ground at the Parker University Campus with some didactic coursework being online with the exception of the clinical component. A variety of clinical facilities throughout the Dallas/Fort Worth area will be utilized for the clinical component.

Computer Skills and Access

Students need to have access to online resources to be successful in the Radiologic Technology program.

Criminal Background Check

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

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

Students that have a criminal background SHOULD apply to the ARRT to get a pre-application packet in order to see if the [ARRT](#) is going to allow the student to sit for the Registry. There is a fee to submit a pre-application.

Physical Requirements

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



Degree Requirements

The Associate of Applied Science with major in Radiologic Technology requires a minimum of 74 semester credit hours of course work which are as follows:

- 26 semester credit hours in General Education Courses
- 30 semester credit hours in RT major Courses
- 18 semester credit hours in RT Clinical Courses

License to Practice

Students that have completed the Associate of Applied Science with major in Radiologic Technology degree will be eligible to take the ARRT exam. This exam will allow the student to work within the United States. Students successfully passing the exam with a 75 will be able to apply for licensure in the state they become employed.

Curriculum

ASSOCIATE OF APPLIED SCIENCE RADIOLOGIC TECHNOLOGY		
GENERAL EDUCATION COURSES		26 Semester Credit Hours
MAJOR REQUIREMENTS		48 Semester Credit Hours
TOTAL		74 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		26 Semester Credit Hours
BIOL 2401	4	Anatomy and Physiology I (lecture and lab)
BIOL 2402	4	Anatomy and Physiology II (lecture and lab)
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		48 Semester Credit Hours
RADR 1309	3	Introduction to Radiologic Science and Patient Care
RADR 1313	3	Principles of Radiographic Imaging I
RADR 1311	3	Basic Radiographic Procedures
RADR 2301	3	Intermediate Radiographic Procedures
RADR 1360	3	Clinical Education I
RADR 1361	3	Clinical Education II
RADR 2305	3	Principles of Radiographic Imaging II
RADR 2317	3	Radiographic Pathology
RADR 2331	3	Advanced Radiographic Procedures
RADR 2333	3	Advanced Medical Imaging
RADR 2360	3	Clinical Education III
RADR 2361	3	Clinical Education IV
RADR 2313	3	Radiation Protection and Biology
RADR 2362	3	Clinical Education V
RADR 2363	3	Clinical Education VI
RADR 2335	3	Radiologic Technology Seminar

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

Associate of Science Degree with a Major in Health Sciences

Mission

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

General Program Information

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

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

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

Mode of Instruction

The Associate of Science degree with a major in Health Sciences will be offered through an online instructional format.

Degree Requirements

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

- 27 Credit hours of General Education courses
- 33 Credit hours in Major Requirements

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

Curriculum

ASSOCIATE OF SCIENCE HEALTH SCIENCES		
GENERAL EDUCATION COURSES		27 Semester Credit Hours
MAJOR REQUIREMENTS		33 Semester Credit Hours
TOTAL		60 Semester Credit Hours
Course ID	Cr.	Course name
GENERAL EDUCATION COURSES		27 Semester Credit Hours
BIOL 2401	4	Anatomy & Physiology I (lecture + lab)
BIOL 2402	4	Anatomy & Physiology II (lecture + lab)
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent

Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
HPRS 1106	1	Essentials of Medical Terminology
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Psychology, Sociology, or equivalent
Elective	3	Choose from: Basic Science, Communication, or Psychology courses (Diagnostic Sonography requires PHYS 1401: College Physics, Radiologic Technology requires COCS 1301: Introduction to Computers)
CORE REQUIREMENTS		33 Semester Credit Hours
BMGT 1301	3	Introduction of Management
SOCI 1343	3	Introduction to Public Health
KINE 2305	3	Community Health
NUTR 2301	3	Introduction to Nutrition
PSYC 2314	3	Lifespan Growth & Development
BIOL 1301	3	General Biology I
RSMT 2301	3	Introduction to Ethics
HSCI 2301	3	Health Policy and Healthcare Systems
HSCI 2305	3	Introduction to Statistics for Health Sciences
HSCI 2310	3	Development of Healthcare Professions
HSCI 2315	3	Disease Prevention and Health Promotion Concepts

A.S. Degree Program Length: 20 months. The maximum timeframe to complete is 30 months.

For additional information on the Radiologic Technology, Diagnostic Sonography, and/or Occupational Therapy Assistant programs, contact the appropriate Program Director.

Certificate in Computed Tomography

Mission

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

Admission Requirements

All applicants applying for admission into the Computed Tomography Program must complete and meet the following requirements:

- Be a high school graduate or have earned a GED.
- Provide proof of being an ARRT Registered Radiologic Technologist or Registered Nuclear Medicine Technologist and licensed in the state of employment.

Application Process

Candidates for the CT Certificate Program must apply to the university.

- Complete an application to Parker University selecting Computed Tomography (CT) program.
- Submit a copy of current certification document from ARRT/ARRT card.
- Submit a copy of current license to practice as a Radiographer in the applicant's state of practice (if applicable).
- Provide official transcripts showing proof of earning a high school diploma or GED.
- Read and sign all program acknowledgment and disclosure forms provided by an admissions advisor at Parker University.

**** Application to the program does not constitute admission.**



Disclosure of Professional Licensure

Enrollment in and graduation from Parker University's Computed Tomography program does not guarantee future licensure or employment. Each state sets the requirements for professional licensure within that state. Students are responsible to know and to meet the licensure requirements of the state(s) in which they intend to practice. At this time, it is unknown if the Certificate in Computed Tomography meets the educational requirements for professional licensure in the following territories as there is no licensing board or regulating body:

- American Samoa
- Federated States of Micronesia
- Northern Mariana Islands
- Republic of Palau
- Republic of the Marshall Islands
- US Virgin Islands

For additional information, please check our website at PARKER.EDU and the [list of state requirements](#).

General Program Information

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

Program Learning Outcomes

- Students will demonstrate the knowledge and skill development to competently perform diagnostic imaging procedures
- Students will demonstrate radiation protection methods

Length of Program

Parker's Certificate in Computed Tomography can be completed in 4 months with a maximum satisfactory time frame of 6 months.

Clinical Experience

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

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

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

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

- Choose a minimum of 25 different procedures out of the 59 in 8 different categories.
- Complete and document a minimum of 3 and a maximum of 5 repetitions of the chosen procedures (Less than 3 will not be counted).



- A minimum total of 125 repetitions across all procedures must be documented.
- No more than one procedure may be documented on one patient.

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

Curriculum

CERTIFICATE COMPUTED TOMOGRAPHY		
COMPUTED TOMOGRAPHY MAJOR COURSES		16 Semester Credit Hours
Course ID	Cr.	Course Title
CTMT 2432	4	Principles of Computed Tomography
RADR 2440	4	Sectional Anatomy for Medical Imaging
CTMT 2436	4	Computed Tomography Equipment and Methodology
CTMT 1491	4	Special Topics in Tomography Technology
TOTAL		16 Semester Credit Hours

College of Business and Technology

Mission of the College of Business and Technology

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

Degrees Offered

Master of Business Administration: Tracks in Health Care, Information Technology, Management, and Practice Management

Bachelor of Business Administration with a Major in Health Care Management

Bachelor of Science with a Major in Computer Information Systems

Bachelor of Science with a Major in Health Information Management

Associate of Applied Science with a Major in Health Information Technology

Associate of Science with a Major in Computer Information Systems

Certificates in Cybersecurity, Healthcare Cybersecurity, and Information Technology

Degrees in Business Administration

Master of Business Administration

Mission

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

Admission Requirements

Parker University welcomes applications from persons seeking an opportunity to obtain an MBA in a fully online degree. This degree is built specifically for part-time students, with online courses that allow for flexibility. The two-month courses allow students to focus on one subject at a time. The university reserves the right to restrict or deny admission to any applicant who is not considered to be an appropriate degree candidate as determined by the university.



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

1. Four-year baccalaureate degree in business (or equivalent) from an accredited institution.
2. A bachelor's degree or equivalent from an accredited institution and completion of the following prerequisite courses.
 - MANA 3301 – Principles of Management
 - ACCT 2302 – Principles of Managerial Accounting
3. Provisional Admission: Students may be provisionally admitted to the graduate program pending the completion of prerequisite course(s) with a grade point average of 3.0, with no course grades below a "B" for the first six hours in the MBA program.
4. Incomplete Admission: Should a student not be able to provide all the required documentation for entrance into the program, at the discretion of the Dean or Vice Provost, the student may be allowed to register for one term. Should the student not provide the remaining documentation for admission, during the first term, the student may not register for additional classes. Failure to provide documentation, test scores, or to achieve the grade-point average required by the end of the first term may lead to suspension or dismissal from the university.

General Program Information

The Master of Business Administration degree fosters independent learning and enables students to contribute intellectually to the healthcare business profession. In addition, MBA students will complete general coursework in valuable areas such as accounting, finance, management, marketing, and business research methods. Graduates demonstrate a conceptual understanding of advanced business strategies and critically analyze and solve problems based on applied research methods. The Master of Business Administration Program is in Candidacy Status with the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

The Master of Business Administration is 36 semester credit hours and can be completed in 6 terms.

Mode of Instruction

The Master of Business Administration degree is offered via on-campus, online and hybrid instructional formats.

Computer Skills and Access

Basic keyboarding skills are required.



Degree Requirements

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

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

Curriculum

MASTER OF BUSINESS ADMINISTRATION		
BUSINESS MAJOR COURSES		24 Semester Credit Hours
TRACK COURSES		9 Semester Credit Hours
CAPSTONE		3 Semester Credit Hours
TOTAL		36 Semester Credit Hours
Course ID	Cr.	Course name
BUSINESS MAJOR COURSES		24 Semester Credit Hours
BUSI6 301	3	Organization Behavior
MRKT 6301	3	Marketing Management
BUSI 6305	3	Business Research Methods
ACCT 6301	3	Accounting for Decision Making
FINA 6301	3	Financial Management
ECON 6301	3	Global Economic Environment
BUSI 6310	3	Developing Ethical Leadership
BUSI 6320	3	Strategic Management
TRACK COURSES*		9 Semester Credit Hours
Health Care Management Track		
MHCM 6301	3	Healthcare Policy Analysis and Decision Making
MHCM 6310	3	Strategic Management of Health Services Organizations
MHCM 6320	3	Corporate Compliance and Legal Issues in Healthcare
Management Track		
BUSI 6333	3	Operations Management
BUSI 6340	3	Change Management
BUSI 6350	3	Project Management
Practice Management Track		
PMGT 6301	3	Small Business Creation and Management
PMGT 6310	3	Small Business Promotion and Leadership Skills
PMGT 6320	3	Compliance and Legal Issues in Management
Information Technology Track		
BUSI 6335	3	Object-Oriented Programming
BUSI 6345	3	Computer Networking
BUSI 6355	3	Database Design and Management
CAPSTONE		3 Semester Credit Hours
BUSI 6330	3	Graduate Business Capstone

* All Major courses must be successfully completed before enrolling in Track courses.

Bachelor of Business Administration with a Major in Health Care Management

Mission

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

General Program Information

The Bachelor of Business Administration degree with a Major in Health Care Management provides a thorough foundation for students seeking a degree in business with an emphasis on healthcare management. The program combines a major education in business management with a focal point on today's most critical topics in healthcare management. The program is geared toward building an understanding of the methods, principles, and tools crucial to advance in today's healthcare management landscape. Course content includes accounting, marketing, and business objectives that explore the broad range of responsibilities that face today's leading healthcare managers. The Bachelor of Business Administration with a Major in Health Care Management Program is in Candidacy Status and will seek full accreditation pending accreditation review by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

The graduating student will be able to:

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

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

Mode of Instruction

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

Computer Skills and Access

Basic Keyboarding Skills.

Degree Requirements

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

- 45 semester credit hours of General Education Courses
- 75 semester credit hours of Major Requirements



Curriculum

BACHELOR OF BUSINESS ADMINISTRATION HEALTH CARE MANAGEMENT			
GENERAL EDUCATION CORE COURSES			45 Semester Credit Hours
MAJOR REQUIREMENTS			75 Semester Credit Hours
TOTAL			120 Semester Credit Hours
Course ID	Cr.	Course name	
GENERAL EDUCATION COURSES			45 Semester Credit Hours
ECON 2301	3	Principles of Macroeconomics	
ECON 2302	3	Principles of Microeconomics	
Behavioral Sciences	3	Choose from: Psychology, Sociology, or equivalent	
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent	
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology	
Mathematics	6	Choose from: Calculus, College Algebra, Finite Math, or equivalent	
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent	
Social Sciences	9	Choose from: History, Government, or equivalent	
MAJOR REQUIREMENTS			75 Semester Credit Hours
ACCT 2301	3	Principles of Financial Accounting	
ACCT 2302	3	Principles of Managerial Accounting	
FINA 3301	3	Corporate Financial Management	
MANA 3301	3	Principles of Management	
MANA 3305	3	Managerial Statistics	
MANA 3306	3	Management Communication	
MANA 3308	3	Business and Public Law	
MANA 4301	3	Operations and Quality Management	
MANA 4320	3	Capstone: Strategies and Problems in Management	
MISM 3301	3	Information Systems for Management	
MRKT 3301	3	Principles of Marketing	
HCMG 3301	3	Introduction to Healthcare Management	
HCMG 3302	3	Healthcare Planning and Policy Management	
HCMG 3303	3	Human Resource Management in Healthcare	
HCMG 3304	3	Evidence Based Healthcare	
HCMG 3305	3	Organizational Behavior in Healthcare Management	
HCMG 3306	3	Healthcare Regulations and Procedures	
HCMG 3308	3	Managed Healthcare	
HCMG 3310	3	International Healthcare Management	
HCMG 4301	3	Quality Improvement, Quality Assurance, and Risk Management	
HCMG 4303	3	Healthcare Information Systems	
HCMG 4305	3	Ethics and Decision Making in Healthcare	
HCMG 4307	3	Cultural Competence in Healthcare	
HCMG 4310	3	Internship	
HCMG 4320	3	Capstone: Healthcare Management	

Degrees in Computer Information Systems

Bachelor of Science with a Major in Computer Information Systems

Mission

Inspired by the foundational pillars of Parker University which emphasize on empowering education, research and leadership through service, the mission of the Bachelor of Science Degree in Computer Information Systems is to provide a thorough, well-rounded education in computer and information sciences, based on constantly evolving technologies and innovative techniques, that prepare graduates to serve as leaders in their field and their community. Graduates can identify and analyze opportunities and effectively utilize information technology in process management, providing the operational and strategic IT solutions needed by organizations.

General Program Information

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

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

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

Mode of Instruction

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

Technical Standards

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

Note: The Cybersecurity Concentration track includes material which is covered by the [Systems Security Certified Practitioner \(SSCP®\)](#) exam. Degree Requirements



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

- 45 Credit Hours in General Education course
- 57 Credit Hours in Major Requirements
- 18 Credit Hours in a Concentration

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

Curriculum

BACHELOR OF SCIENCE COMPUTER INFORMATION SYSTEMS		
GENERAL EDUCATION COURSES		45 Semester Credit Hours
MAJOR REQUIREMENTS		57 Semester Credit Hours
CONCENTRATION COURSES		18 Semester Credit Hours
TOTAL		120 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		45 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Creative Arts/Humanities	6	Choose from: Fine Art Appreciation, Literature, or equivalent
Mathematics	9	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		57 Semester Credit Hours
BCIS 1301	3	Fundamentals of Computer Information Systems
BCIS 1302	3	Programming Logic and Design
BMGT 1301	3	Introduction to Management
BCIS 2306	3	Fundamentals of Network Systems
BCIS 2307	3	Operating Systems
BCIS 2308	3	Data and Information Management
BCIS 2309	3	Ethical, Social, and Legal Dimensions of Computer
BCIS 2322	3	Client-Side Scripting (HTML)
BCIS 2390	3	System Analysis and Design
BCIS 3303	3	Networking II
BCIS 3311	3	IT Project and Service Management
BCIS 3313	3	Data Warehouse and Business Intelligence (BI)
BCIS 4301	3	Fundamentals of Information Security
BCIS 4311	3	Cloud Computing and Virtualization Methods
BCIS 4304	3	Introduction to UNIX/LINUX Administration
BCIS 4305	3	Advanced UNIX/LINUX Administration
BCIS 4361	3	IT Audit and Controls
BCIS 4362	3	Capstone Project I
BCIS 4363	3	Capstone II (Internship)
CONCENTRATION COURSES		18 Semester Credit Hours
Choose from one of the following CIS Certificate Programs as a Concentration		
CYBERSECURITY		
HEALTHCARE CYBERSECURITY		
INFORMATION TECHNOLOGY		

Associate of Science with a Major in Computer Information Systems

Mission

The mission of the Associate of Science Degree in Computer Information Systems is to educate and prepare students for entry-level positions so that they have a command of basic programming, databases and information, networking, secure systems, and information security skills, enabling them to effectively participate and thereby contribute to the professions, communities, and organizations to which they serve.

General Program Information

The Associate of Science in Computer Information Systems is designed for students preparing to start a career or professionals seeking to gain a competitive edge in the marketplace. The program is offered online and includes courses in a variety of fundamental areas specific to Information Technology and Cybersecurity. The Associate of Science Degree can be completed in as little as five (5) terms and gives students an introduction to Computer Information Systems as well as giving them the foundation to later specialize in Information Technology, Cybersecurity and Healthcare Cybersecurity concentrations. Upon completion of this degree, graduates will be able to transfer credits toward the Bachelor of Science Degree in Computer Information Systems with a chosen major in either Cybersecurity, Healthcare Cybersecurity or Information Technology.

Program Learning Outcomes

The graduating student will be able to:

- Portray the ethical leadership standards, technical knowledge, and critical thinking skills required of their profession in effective oral and written communications.
- Understand and apply fundamental technical knowledge and skills as well as build research acumen that serve as preparation for more advanced CIS degree programs.
- Demonstrate an understanding of the technical fundamentals of telecommunications and computing networks, operating systems, programming and software development, databases and information systems, secure systems, security analysis with reinforced knowledge of the layered network communications model, through hands-on laboratory experiences.
- Demonstrate an understanding of the integration of information systems within the enterprise by analyzing, diagramming, and evaluating the information systems processes of integrated business units.
- Understand the significance of team collaboration and participation, leverage the value of knowledge share systems in finding solutions to industry challenges.

Length of Program

The degree program may be completed in a minimum of 5 terms of instruction and with a maximum satisfactory time frame for completion of 7.5 terms.

Mode of Instruction

The Associate of Science degree with a major in Computer Information Systems will be offered through an online instructional format.

Technical Standards

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

Degree Requirements

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

- 27 Credit hours in General Education courses.
- 24 Credit hours in Major Requirements
- 9 Credit hours in Electives



Curriculum

ASSOCIATE OF SCIENCE COMPUTER INFORMATION SYSTEMS		
GENERAL EDUCATION COURSES		27 Semester Credit Hours
MAJOR REQUIREMENTS		24 Semester Credit Hours
ELECTIVES		9 Semester Credit Hours
TOTAL		60 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		27 Semester Credit Hours
Communications	6	Choose from: English Comp., Speech, Modern Language Communication Skills, or equivalent
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Natural Sciences	6	Choose from: Biology, Physics, Kinesiology, Chemistry, Exercise Physiology
Social/Behavioral Sciences	9	Choose from: History, Government, Psychology, Sociology, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
MAJOR REQUIREMENTS		24 Semester Credit Hours
BCIS 1301	3	Fundamentals of Computer Information Systems
BCIS 1302	3	Programming Logic and Design
BMGT 1301	3	Introduction to Management
BCIS 2306	3	Fundamentals of Network Systems
BCIS 2307	3	Operating Systems
BCIS 2308	3	Data and Information Management
BCIS 2309	3	Ethical, Social, and Legal Dimensions of Computer
BCIS 2322	3	Client-Side Scripting (HTML)
ELECTIVES		9 Semester Credit Hours
Choose one of the following options:		
CYBERSECURITY ELECTIVES		
BCSC 2302	3	Digital Forensics in Criminal Justice System
BCSC 2303	3	Threats of Terrorism and Crime
BCSC 2304	3	Risk Management: Assessment and Mitigation
HEALTH CARE CYBERSECURITY ELECTIVES		
HITT 1311	3	Electronic Medical Records Systems (EMRS)
COSC 2303	3	Introduction to Digital Forensics
COSC 2304	3	Security Policy Analysis, HIPPA and Implementation
INFORMATION TECHNOLOGY ELECTIVES		
BCIS 2302	3	Computer Programming I
BCIS 2303L	3	Computer Programming LAB
BCIS 2304	3	Computer Programming II

Certificates in Cybersecurity, Healthcare Cybersecurity & Information Technology

Certificate in Cybersecurity

Mission

Consistent with Parker University's values, the Mission of the Cybersecurity Certificate in the CIS program provides foundational training, learning and service for advanced CIS degrees, offering entry-level or career change Cybersecurity opportunities.

General Program Information

Parker University's Certificates in Computer Information Systems are geared toward building a solid understanding of theoretical methods, principles, and tools crucial to information systems and technology issues and processes. The certificate in Cybersecurity helps build a solid foundation in Computer Information Systems or build upon previous knowledge. The online program provides a blend of theory and applications, preparing students for a variety of positions in scientific and business fields, and lays the foundation for graduate studies as well as employment in a wide range of industrial and technological environments. Real-world problems and opportunities with software-intensive systems are explored, and methods to evaluate, adopt, and take advantage of emerging technologies are addressed. Upon completion of this certificate, graduates will be able to transfer credits to either the Associate or Bachelor of Science Degree in Computer Information Systems with the chosen major in Cybersecurity.

Program Learning Outcomes

- Students will demonstrate the ability to incorporate information literacy skills to locate, evaluate and effectively use information related to Cybersecurity including understanding Cybersecurity best practices applied to diverse networked environments.
- Students will demonstrate the ability to use industry standard applications and management tools common to Cybersecurity security professionals, to assess, evaluate vulnerabilities, diagnose, and configure network security.
- Students demonstrate the ability to communicate effectively verbal and written format, engaging in clear and critical analysis of situations, events, issues, ideas, by incorporating experience, reasoning, and training into Cybersecurity decision making.

Length of Program

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

Mode of Instruction

Parker's CIS Certificate in Cybersecurity is offered through a web-based distance education instructional format.

Technical Standards

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

Certificate Requirements

The Certificate in Cybersecurity requires a minimum of 18 semester credit hours of coursework.

Curriculum

CERTIFICATE CYBERSECURITY		
CERTIFICATE IN CYBERSECURITY		18 Semester Credit Hours
Course ID	Cr.	Course name
BCSC 2302	3	Digital Forensics in Criminal Justice System
BCSC 2303	3	Threats of Terrorism and Crime
BCSC 2304	3	Risk Management: Assessment and Mitigation
BCSC 2305	3	Security Policy Analysis and Implementation
BCSC 3305	3	Fundamentals of Ethical Hacking and Penetration Testing
BCSC 4306	3	Database Security

Certificate in Healthcare Cybersecurity

Mission

Parker University's values shape the Mission of the Healthcare Cybersecurity Certificate in the CIS program by providing foundational training, learning and service for advanced CIS degrees, and offering entry-level or career change opportunities.

General Program Information

Parker University's Certificates in Computer Information Systems are geared toward building a solid understanding of theoretical methods, principles, and tools crucial to information systems and technology issues and processes. The certificate in Healthcare Cybersecurity helps build a solid foundation in Computer Information Systems or build upon previous knowledge. The online program provides a blend of theory and applications, preparing students for a variety of positions in scientific and business fields, and lays the foundation for graduate studies as well as employment in a wide range of industrial and technological environments. Real-world problems and opportunities with software-intensive systems are explored, and methods to evaluate, adopt, and take advantage of emerging technologies are addressed. Upon completion of this certificate, graduates will be able to transfer credits to either the Associate or Bachelor of Science Degree in Computer Information Systems with the chosen major in Healthcare Cybersecurity.

Program Learning Outcomes

- Students will demonstrate the ability to incorporate information literacy skills to effectively locate and evaluate Healthcare Cybersecurity information, understanding Healthcare Cybersecurity best practices applied to diverse networked environments.
- Students will demonstrate the ability to use industry standard applications and management tools common to Healthcare Cybersecurity security professionals, to assess, evaluate vulnerabilities, diagnose, and configure network security.
- Students demonstrate effective communication in verbal and written format, engaging in clear and critical analysis of situations, events, issues, ideas by incorporating experience, reasoning, and training into Healthcare Cybersecurity decision making.

Length of Program

The Certificate program may be completed in a minimum of 6 months of instruction and with a maximum satisfactory time frame for completion of 9 months. The curriculum includes: 18 semester credit hours of Healthcare Cybersecurity courses.

Mode of Instruction

Parker's CIS Certificate in Healthcare Cybersecurity is offered through a web-based distance education instructional format.

Technical Standards

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

Certificate Requirements

The Certificate in Healthcare Cybersecurity requires a minimum of 18 semester credit hours of coursework.



Curriculum

CERTIFICATE HEALTHCARE CYBERSECURITY		
CERTIFICATE IN HEALTH CARE CYBERSECURITY		18 Semester Credit Hours
Course ID	Cr.	Course name
HITT 1311	3	Electronic Medical Records Systems (EMRS)
COSC 2303	3	Introduction to Digital Forensics
COSC 2304	3	Security Policy Analysis, HIPPA and Implementation
COSC 3305	3	Web Application Security I
COSC 3306	3	Network Security
COSC 4307	3	Intrusion Detection and Incident Response

Certificate in Information Technology

Mission

Parker University's values shape the Mission of the Information Technology Certificate in the CIS program giving foundational training, learning and service for advanced CIS degrees, and entry-level or career change opportunities in Information Technology.

General Program Information

Parker University's Certificates in Computer Information Systems are geared toward building a solid understanding of theoretical methods, principles, and tools crucial to information systems and technology issues and processes. The certificate in Information Technology helps build a solid foundation in Computer Information Systems or build upon previous knowledge. The online program provides a blend of theory and applications, preparing students for a variety of positions in scientific and business fields, and lays the foundation for graduate studies as well as employment in a wide range of industrial and technological environments. Real-world problems and opportunities with software-intensive systems are explored, and methods to evaluate, adopt, and take advantage of emerging technologies are addressed. Upon completion of this certificate, graduates will be able to transfer credits to either the Associate or Bachelor of Science Degree in Computer Information Systems with the chosen major in Information Technology.

Program Learning Outcomes

- Students demonstrate ability to incorporate literacy skills to locate, evaluate and effectively use information related to Information Technology including identifying user needs during the selection, creation, integration, and administration phases.
- Students will demonstrate the ability to use industry standard applications and management tools common to Information Technology professionals, to analyze, design and evaluate complex computing problems to identify solutions.
- Students demonstrate effective communication verbally and written format, engage in clear and critical analysis of situations, events, issues, ideas by incorporating experience, reasoning, training, apply principles of computing to Information Technology.

Length of Program

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

Mode of Instruction

Parker's CIS Certificate in Information Technology is offered through a web-based distance education instructional format.



Technical Standards

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

Certificate Requirements

The Certificate in Information Technology requires a minimum of 18 semester credit hours of coursework.

Curriculum

CERTIFICATE INFORMATION TECHNOLOGY		
CERTIFICATE IN INFORMATION TECHNOLOGY		18 Semester Credit Hours
Course ID	Cr.	Course name
BCIS 2302	3	Computer Programming I
BCIS 2303	3	Computer Programming I Lab
BCIS 2304	3	Computer Programming II
BCIS 2305	3	Computer Programming II Lab
BCIS 3301	3	Data Structures and Algorithm Analysis
BCIS 3302	3	Data Structures and Algorithm Analysis Lab

Bachelor of Science with a Major in Health Information Management

Mission

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

Admission Requirements

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

- Immunization Requirements: Students enrolling in the HIM program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into clinical courses.
 - Hepatitis B Series: The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
 - Mumps, Measles, Rubella (MMR)
 - Varicella
 - Tetanus and Diphtheria
 - Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)

Information on vaccination requirements and exemptions can be located on the [Registrar's webpage](#) of the Parker University website. Hospitals/Clinics have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually.

- Criminal Background Check/ Drug Screening: After being accepted to the program, prior to the clinical courses, students must undergo and pass a criminal background check and drug screening. These screenings will be administered by the clinical sites and will be at the student's expense. There are no exceptions.

General Program Information

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

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

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

[CAHIIM](#) serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM) professionals. When a program is accredited by CAHIIM, it means that it has voluntarily undergone a rigorous review process and has been determined to meet or exceed the accreditation standards. All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations.

Program Learning Outcomes

The graduating student will be able to:

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

Length of Program

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

Mode of Instruction

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

Computer Skills and Access

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

Degree Requirements

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

- 44 Credit hours in General Education courses
- 80 Credit hours in Major Requirements



Graduation Requirements

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

Curriculum

BACHELOR OF SCIENCE HEALTH INFORMATION MANAGEMENT		
GENERAL EDUCATION COURSES		44 Semester Credit Hours
MAJOR REQUIREMENTS		80 Semester Credit Hours
TOTAL		124 Semester Credit Hours
Course ID	Cr.	Course Title
GENERAL EDUCATION COURSES		44 Semester Credit Hours
Communications	9	Choose from: English Comp., Speech, Literature, Modern Language Communication Skills, or equivalent
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent
Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
BIOL 2401	4	Anatomy and Physiology I (Lecture w/lab)
BIOL 2402	4	Anatomy and Physiology II (Lecture w/lab)
Mathematics	6	Choose from: Calculus, College Algebra, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	15	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		80 Semester Credit Hours
HITT 1305	3	Medical Terminology *(prerequisite course)
HPRS 2336	3	Pathophysiology for Health Information Management *(prerequisite course)
HPRS 2335	3	Pharmacology and Medical Treatment *(prerequisite course)
BHIM 1310	3	Principles of Health Information Management
BHIM 1311	3	Fundamentals of Health Information Systems
BHIM 1301	3	Introduction and Technical Aspects of Health Information Management
BHIM 2310	3	Departmental Management
BHIM 2402	4	Clinical Classification Systems (coding)
BHIM 3201	2	Health Information Management Research and Education
BHIM 3302	3	Clinical Procedural Terminology Coding Systems for Provider
BHIM 3301	3	Legal Aspects of HIM
BHIM 3300	3	Electronic Health Records
BHIM 3305	3	Quality Improvement Regulations & Procedures for HIM
BHIM 3345	3	Systems Analysis in Healthcare Settings
BHIM 3304	3	Healthcare Privacy and Data Security
BHIM 2311	3	Management of HIM Systems
BHIM 4301	3	Finance and Reimbursement Methodologies for HIM
BHIM 3310	3	Health Information Management Research and Data Analysis
BHIM 3311	3	Comparative Health Records
BHIM 3303	3	Management Science Statistics (Healthcare Statistics)
BHIM 3501	5	Health Information Technology Throughout Enterprise
BHIM 4310	3	Seminar in Health Information Management
BHIM 3466	4	Health Information Management Practicum
BHIM 4320	3	Contemporary Leadership in Health Information Management
BHIM 4566	5	Professional Practice Experience

**These designated courses must be taken prior to any other HIM major courses.*

Associate of Applied Science with a Major in Health Information Technology

Mission

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

Admission Requirements

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

- **Immunization Requirements:** Students enrolling in the HIT program must have completed the immunization series before they will be scheduled for the clinical component of the program. Students without proof of completed immunizations will not be allowed to continue into clinical courses.
 - **Hepatitis B Series:** The Texas Department of State Health Services requires that all students enrolled in health profession programs that are exposed to blood and body fluid must have completed the Hepatitis B series prior to direct patient care. The Hepatitis B series includes three injections. The Hepatitis B is a 3-stage series that will take at least 6 months to administer.
 - Mumps, Measles, Rubella (MMR)
 - Varicella
 - Tetanus and Diphtheria
 - Tuberculosis test, within the last 12 months - (If the TB test comes back positive, then results from a current annual chest x-ray will need to be provided.)
- **Criminal Background Check/ Drug Screening:** After being accepted to the program, prior to the clinical courses, students must undergo and pass a criminal background check and drug screening. These screenings will be administered by the clinical sites and will be at the student's expense. There are no exceptions.

Information on vaccination requirements and exemptions can be located on the [Registrar's webpage](#) of the Parker University website. Hospitals/Clinics have the right to refuse students who have asked for exemptions from immunizations for personal or religious reasons. These cases will be handled individually.

General Program Information

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

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

Program Learning Outcomes

The graduating student will be able to:

- Code, classify, and index diagnoses and procedures using ICD-10-CM/PCS, CPT, and HCPCS.



- Define and apply appropriate computerized and manual record management techniques for the maintenance of a quality health information system ensuring that health information is complete, accurate, and accessible to appropriate users.
- Collect and analyze information related to healthcare delivery.
- Identify and apply legal and ethical principles to health information technology, maintain compliance with standards and regulations regarding health information.
- Identify and apply management techniques appropriate to health information technology.

Length of Program

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

Mode of Instruction

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

Computer Skills and Access

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

Clinical Experiences

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

Degree Requirements

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

- 26 Credit Hours in General Education courses
- 43 Credit Hours in Major Requirements

Graduation Requirements

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

Curriculum

ASSOCIATE OF APPLIED SCIENCE HEALTH INFORMATION TECHNOLOGY			
GENERAL EDUCATION COURSES			26 Semester Credit Hours
MAJOR REQUIREMENTS			43 Semester Credit Hours
TOTAL			69 Semester Credit Hours
Course ID	Cr.	Course Title	
GENERAL EDUCATION COURSES			26 Semester Credit Hours
Communications	6	Choose from: English Comp., Speech, Literature, Modern Language Communication Skills, or equivalent	
Computer Literacy	3	Choose from: Computer Applications, Computer Science, Management Information Systems, or equivalent	

Creative Arts/Humanities	3	Choose from: Fine Art Appreciation, Literature, or equivalent
BIOL 2401	4	Anatomy and Physiology I (Lecture w/lab)
BIOL 2402	4	Anatomy and Physiology II (Lecture w/lab)
Mathematics	3	Choose from: Calculus, College Algebra, Finite Math, Statistics, Trigonometry, or equivalent
Social/Behavioral Sciences	3	Choose from: History, Government, Psychology, Sociology, or equivalent
MAJOR REQUIREMENTS		43 Semester Credit Hours
BCIS 1305	3	Business Computer Applications *(prerequisite course)
HITT 1305	3	Medical Terminology *(prerequisite course)
HPRS 2201	2	Pathophysiology *(prerequisite course)
HPRS 1210	2	Introduction to Pharmacology *(prerequisite course)
HITT 1301	3	Health Data Content and Structure
HITT 1345	3	Health Information & Delivery Systems
HITT 2321	3	EHR Training Methods and Data Security
HITT 1255	2	Healthcare Statistics
HITT 1341	3	Coding and Classification Systems
HITT 1353	3	Legal and Ethical Aspects of Health Information
HITT 1160	1	Clinical I - Health Information/Medical Records Technology
HITT 1342	3	Ambulatory Coding
HITT 2343	3	Quality Assessment and Performance Improvement
HITT 2339	3	Health Information Organization & Supervision
HITT 2335	3	Coding and Reimbursement Methodologies
HITT 2361	3	Clinical II - Health Information/Medical Records Technology

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

Course Descriptions

Doctorate

BASC – Basic Sciences

BASC 5101 Biology of Cells and Tissues – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course is designed to provide the graduate student a foundation in the way cellular components of different organ systems is combined to produce coordinated function. The course requires the students to develop conceptual skills to visualize the functions of individual components and coordinate them with the overall function of an organ. The course presents the microscopic anatomy of cells, tissues, organs, and organ systems in the human body and correlates these structures with their various functions. The unity of the human body is examined beginning at the cellular level with a study of the basic life processes of cells including cell structure and function. Second, the way different kinds of cells and their products are organized into the basic tissues are examined, and third the organization of tissues within the various organs and organ systems are studied with an emphasis on the inter-relationship between the structure and function of tissues. At each step, emphasis is placed on the necessity of proper function of each component to the well-being of the whole. Reference is made to the impact of lifestyle choices (diet, activity, etc.) on the structure and function of individual components to prepare the graduate student for more advanced coursework in pathology and diagnosis. Course material will be presented in an online format for both lectures and labs.

BASC 5104 Developmental and Applied Anatomy – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

This course is designed to give the graduate student a sound educational foundation in human embryology and anatomy using a systems approach. The course requires that student's research outside sources to gain insight into the concepts presented. Embryological and anatomical concepts are introduced whose understanding is essential to continuing in gross anatomy and other subjects. Each section in anatomy is preceded by the embryological development of that area or system. Areas of emphasis include anatomic terminology, fertilization and implantation, embryological development, osteology, arthrology, myology, neurology, and the cardiovascular system to prepare the graduate students for advanced anatomy and diagnosis coursework. Course material will be presented in an online lecture format with either online or on campus labs supported by models and virtual technology to emphasize anatomical features and topographical landmarks.

BASC 5105 Biochemistry I – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

This course provides graduate students broad coverage of fundamental concepts in biochemistry, which focuses upon the major macromolecules and chemical properties of living systems. Primary topics include basic concepts of the physical properties of water, pH, and buffers; basic organic chemistry and importance of functional groups in biomolecules; structure and function of amino acids, proteins, and nucleic acids; enzyme kinetics, general properties and regulation; cellular signaling mechanisms; bioenergetics; the structure, function and metabolism of carbohydrates; hormonal regulation of metabolism; fundamentals of molecular biology: DNA replication, transcription, and translation. Emphasis is placed on using biochemistry in the process of clinical problem solving and in providing an understanding of basic nutrition necessary for human wellness. This course is designed to prepare the graduate student to apply biochemical knowledge to Clinical Nutrition coursework. This is delivered in an online format.

BASC 5202 Gross Anatomy I – 5.5 Credit Hours (Lecture Hours 4, Lab Hours 3)

This course is an intensive study of human gross anatomy and its clinical correlations. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. Human Gross Anatomy I feature a regional approach to anatomy and includes Back, Thorax, Neck and Head regions including embryological development. The laboratory component of this course is done by human dissection.

BASC 5204 Physiology I – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

Basic physiological principles that apply to normal body function will be explored by an in-depth examination of the underlying chemical and physical mechanisms. This part of the physiology sequence covers the following: skeletal, smooth, and cardiac muscle anatomy; excitation-contraction coupling, mechanical function, skeletal muscle fiber types and their function. Also, the cardiovascular, pulmonary systems and exercise physiology are addressed. Physiology coursework prepares the graduate student for more advanced study in pathology and the mechanisms of disease. This course has a complementary lab that reinforces the lecture and improves understanding in smaller groups.

Prerequisite(s): BASC 5101 Biology of Cells and Tissues, BASC 5104 Developmental and Applied Anatomy (or concurrent enrollment).

BASC 5205 Microbiology/Immunology – 6 Credit Hours (Lecture Hours 5, Lab Hours 2)

Microbiology is the study of microorganisms and their effects on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminths. Topics include growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms. This graduate level course prepares students for advanced coursework in pathology and diagnosis.

Prerequisite(s): BASC 5101 Biology of Cells and Tissues, BASC 5105 Biochemistry I (or concurrent enrollment)



BASC 5206 Biochemistry II – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

This course is the continuation of the study of Biochemistry. It includes a comprehensive consideration of the role of carbohydrates, lipids, proteins, vitamins, and minerals in maintaining a healthy state. It will help graduate students to develop a general foundation for understanding the biochemical basis of human growth, metabolism, and disease, and acquire the biochemical background required for successful progression in the basic biomedical and clinical sciences. Special emphasis will be placed on, but not limited to, the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, and some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and minerals, and their essential biochemical roles will be explained and emphasized. This course will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet. This course is designed to prepare the chiropractic student to apply biochemical knowledge to Clinical Nutrition coursework.

Prerequisite(s): BASC 5105 Biochemistry I

BASC 5301 Gross Anatomy II – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

This course is an intensive study of human gross anatomy and its clinical correlations. The intent of the clinical correlation is to demonstrate the importance of anatomical knowledge to the practice of chiropractic. Human Gross Anatomy II features a regional approach and includes the subjects of Upper Extremity, Abdomen, Pelvis, and Lower Extremity regions along with the embryological development of the abdominopelvic viscera. The laboratory component of this course is done by human dissection.

Prerequisite(s): BASC 5104 Developmental and Applied Anatomy

BASC 5303 Physiology II – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

In this part of the physiology sequence, the physiological mechanisms that regulate the renal, digestive, and endocrine systems, exercise physiology, acid-base balance, and temperature regulation, together with dietary balance and nutrition are discussed. Physiology coursework prepares the graduate student for more advanced study in pathology and the mechanisms of disease. The lab component of this course is used to reinforce the lecture content and improve understanding in smaller groups. Part of the Tri 3 Capstone assignment also occurs in the lab to begin the preparation for performing a case history.

Prerequisite(s): BASC 5204 Physiology I

BASC 5304 Public Health – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)

This course is designed to give the student a sound educational foundation in the issues of public health. The core curriculum consists of basic public health topics: historical perspective of public health; the purpose, structure, and function of public health organizations; injuries as a community health problem; safety and health in the workplace; environmental factors in disease transmission and inhibition of disease; epidemiology; food and environmental microbiology; social determinants of health and health disparities.

Prerequisite(s): BASC 5204 Physiology I; BASC 5205 Microbiology/Immunology

BASC 5306 General Pathology – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

This course provides the graduate student with an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with an emphasis that the pathological process is not a new entity, but a misapplication of the normal processes already encountered. The topics include cellular pathology, inflammation and repair, hemodynamics, congenital and pediatric disorders, immunopathology and neoplasms. This course is meant to integrate the knowledge gained from the cells and tissues, microbiology and immunology, anatomy, and physiology courses and prepares the student for advanced coursework in diagnosis.

Prerequisite(s): BASC 5204 Physiology I; BASC 5205 Microbiology/Immunology; BASC 5104 Developmental and Applied Anatomy



BASC 6105 Neuroscience – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

The topics discussed in this lecture / laboratory course are centered on the basic neuroanatomical and neurophysiological principles essential to establishing a foundation of knowledge related to the human nervous system. The development, differentiation, and histology of the nervous system will be studied, along with the external and internal configuration of the spinal cord, brain stem, cerebellum, cerebral hemispheres, and the neurocircuitry within these regions. Spinal cord pathways, along with pathway lesions, will be emphasized. The special sensory systems will be addressed from peripheral receptors to central neural pathways. The laboratory sessions will reinforce the structural and functional relationships of the entire neuroaxis from spinal cord to cerebral hemispheres. In this course the fundamental principles of the discipline are taught to form a strong intellectual foundation for further study of the subject and its clinical applications.

Prerequisite(s): BASC 5202 Gross Anatomy I; BASC 5303 Physiology II

BASC 6106 Systems Pathology – 5 Credit hours (Lecture Hours 5, Lab Hours 0)

This course is a continuation into the basic principles of pathology as covered in General Pathology. Course materials will include an in-depth discussion into multiple organ systems pathology, with an emphasis on understanding the origins of the pathophysiological disease state. An understanding of initial factors in the early development of organ dysfunction will lead to a more appropriate intervention by the future healthcare provider. Discussion of the benefits of preventive care as it relates to wellness is included.

Prerequisite(s): BASC 5306 General Pathology

BASC 6202 Pharmacology/Toxicology – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)

Pharmacology/Toxicology is the study of drugs, with special emphasis on drug usage, clinical effects, toxic reactions, and poisoning. This course has been specifically designed and organized to introduce the foundational concepts of pharmacology and toxicology. It is imperative that the chiropractic clinician have a sound working knowledge of the more commonly used medications and supplements and their effects on the human body.

Prerequisite(s): BASC 5303 Physiology II

CHSC – Chiropractic Sciences**CHSC 5103 Foundations of Chiropractic – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)**

This course provides the freshman chiropractic student with an introduction to foundational concepts necessary for practicing chiropractic. This survey course will cover professionalism, chiropractic history, introduction to chiropractic philosophy and paradigms within the profession, research and the practicing chiropractor, tools and techniques used by chiropractors, an introduction to scientific theories of subluxation, and the basis of collaborating as an interdisciplinary healthcare team member. The goal of this course is to equip the student with a foundational knowledge of the Parker University College of Chiropractic program and the chiropractic profession.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC 5104 Introduction to Clinical Reasoning – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)

This course is designed to introduce students to the tools necessary for working productively within an evidence-based practice environment. This course will enable future chiropractic clinicians to critically appraise and evaluate the existing body of scientific evidence, strengthening their capacity for sound clinical decision-making. Fundamental research concepts and techniques necessary for critical reading of the scientific literature will be presented. The course focuses on the chiropractor as a research consumer and is designed for students who have little or no experience in clinical or epidemiological research. The program will provide tools the student can use to ask appropriate clinical questions, locate resources and literature necessary to answer those questions, and understand how to interpret the information that has been found. There has been such a growth in the information available to chiropractors that keeping up with it is becoming harder and more complex. The student will learn how to use the best available evidence, and how to find that evidence. This is a necessary concomitant of being a health care practitioner. The information offered in this course is designed to empower students to take an evidence-based approach to clinical practice.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic



CHSC 5105 Chiropractic Methods I – 2 Credit Hours (Lecture Hours 0, Lab Hours 2)

This course introduces the chiropractic student to the communication and hands-on examination skills commonly utilized in chiropractic practice. Through lecture and laboratory experiences, students will develop knowledge and skills in chiropractic and healthcare terminology, doctor-patient communication, basic history taking, spine and extremity palpation, postural and ergonomic assessment, and psychomotor skill development. Emphasis will be placed on professionalism and ethics for the practicing Doctor of Chiropractic.

Prerequisites(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CHSC 5203 Clinical Biomechanics/Motion Palpation – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course introduces the concept of clinical biomechanics as it applies to the practice of chiropractic. The objective of the course is to gain an understanding of the clinical biomechanics of the spine, pelvis, and extremities as this forms the foundation to be able to scientifically diagnose and apply treatment to correct the vertebral subluxation complex. This course includes the study of procedures used to evaluate normal and abnormal joint dynamics (subluxation) of the spine, pelvis, and extremities to determine if Chiropractic Manipulative Therapy (CMT) is indicated. The concepts of the subluxation complex and motion and static listing systems are introduced.

Pre/co-requisite(s): CHSC 5105 - Chiropractic Methods I

CHSC 5301 Chiropractic Principles/Philosophy – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)

This online course is structured to provide the chiropractic student with a deeper exploration into the philosophical principles of chiropractic, as well as the principles and philosophy developed by the college founder, Dr. James W. Parker. The core material is presented through the lens of current chiropractic issues and challenges with a primary goal to foster genuine discussion and critical thinking.

Prerequisite(s): CHSC 5103 Foundations of Chiropractic

CHSC 5302 Diversified I Technique – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)

The most widely practiced and researched method in chiropractic is a high- velocity low -amplitude (HVLA) technique usually referred to as “Diversified.” This course represents the student’s first exposure to the primary entity that sets chiropractic apart and makes it complementary to other healing arts. This introductory course is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary to begin to develop a truly individual and unique art form of adjusting. Students will learn to recognize common and serious conditions presenting with lumbopelvic pain utilizing the best evidence to develop differential diagnosis and determine the appropriateness of associated chiropractic care as well as possible complications from and contraindications to HVLA side-posture adjusting.

Prerequisites: CHSC-5105 Chiropractic Methods; CHSC-5203 Clinical Biomechanics/Motion Palpation

CHSC 5303 Extra Spinal Analysis & Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course is designed to assist students in developing psychomotor skills using high-velocity low-amplitude techniques to correct structural and/or functional findings of the upper and lower extremities. Students will utilize examination and palpation techniques to determine if an adjustment is appropriate and to verify if the adjustment was effective.

Prerequisites: CHSC 5105 Chiropractic Methods I, CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC 6101 Gonstead Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course is designed to give the chiropractic student a foundation in the Gonstead Chiropractic adjusting technique. This course introduces the student to the full-spine system of analysis and adjusting spinal subluxations as developed by Dr. Clarence S. Gonstead. The student is introduced to the use of the cervical chair, knee chest table and pelvic bench.

Prerequisites: CHSC 5105 Chiropractic Methods I, CHSC 5203 Clinical Biomechanics/Motion Palpation



CHSC 6102 Diversified II Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

The most widely-practiced and researched method in chiropractic is a high-velocity low-amplitude (HVLA) technique usually referred to as “Diversified.” This course covers the diversity (both short & long lever, direct & indirect techniques) of its background and represents the student’s continued exposure to the primary entity that sets chiropractic apart and makes it complementary to other healing arts. This course covers thoracic and cervical regions and is divided into lecture and lab time. The greatest emphasis is placed on lab to learn the core skills (biomechanics & ergonomics) necessary for the student to begin to develop adjusting competency.

Prerequisites: CHSC 5105 Chiropractic Methods I, CHSC 5203 Clinical Biomechanics/Motion Palpation

CHSC 6204 OB/GYN/Pediatrics – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)

Ob-Gyn introduces the basic concepts and understanding of the physiology of the female reproductive system and common gynecological conditions. Changes in a healthy pregnancy and uncomplicated labor and delivery are discussed, as well as, understanding complications and risks that may occur during pregnancy, labor and delivery. Pediatric conditions are introduced as well as physical, neurological development, and psychosocial conditions unique to infants and children.

Prerequisite(s): BASC 5304 Public Health; CLSC 6103 Physical Diagnosis; CHSC 5302 Diversified I Technique; BASC 5306 General Pathology

CHSC 6207 Physiotherapy I – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)

This course will focus on the rationale and the safe application of physiotherapy modalities by utilizing a Systematic approach for selected conditions that may present to a chiropractic office. The following modalities will be addressed as possible adjunctive procedures to the chiropractic adjustment: thermal- heat/cold, paraffin, infrared and ultraviolet light, cold laser, electrotherapy, hydrotherapy, spinal traction, massage, Myofascial release, IASTM, therapeutic muscle stretching, diathermy and vibrational therapy, taping, bracing, and orthotics. The basics of therapeutic exercise using bands and exercise balls will be introduced. Cupping, acupuncture, and dry needling are discussed. The course also covers an explanation of the underlying physics of each modality and instructs the student in the static and dynamic neuromuscular relationships that will be the basis of passive and active care therapies in future courses.

Prerequisite(s): BASC 6105 Neuroscience; BASC 6106 Systems Pathology

CHSC 6206 Thompson Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course presents the student with analysis and adjusting procedures using a terminal-point drop table, as developed by Dr. J. Clay Thompson. This technique will equip the student with the ability to analyze and interpret information obtained through the appropriate materials and the Thompson protocol. The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique.

Prerequisites: CHSC 5302 Diversified I Technique or CHSC 6102 Diversified II Technique

CHSC 6208 Full Spine Adjusting I – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)

This lab is a continuation of the core courses of Diversified and Gonstead. This lab course reinforces skill building towards mastery of psychomotor skills in preparation for clinic. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. This is a pass/fail course. Students pass once they demonstrate competency in their manual high-velocity low-amplitude adjusting skills.

Prerequisite(s): CHSC 5302 Diversified I Technique; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique



CHSC 6305 Physiotherapy II – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

Building on the concepts learned in Physiotherapy I, Physiotherapy II focuses on common disorders/injuries and treatment/management including both active and passive functional neuromusculoskeletal rehabilitation. In order to create a patient-centered approach to rehabilitation, motor learning principles and biopsychosocial considerations make-up the framework for this course. Physiotherapy II focuses on muscle strengthening, coordination of movement patterns, core/spine stabilization, and rehabilitation of specific disorders in the spine, pelvis, upper and lower extremities. Aerobic capacity testing and energy system training are presented with considerations for specific patient goals and populations.

Prerequisite(s): CHSC 6207 Physiotherapy I; CLSC 6205 Clinical Neurology, Pre or Corequisites: CLSC 6303 Functional Assessment Principles; CLSC 6305 Differential Diagnosis

CHSC 6307 Science and Philosophy of the Vertebral Subluxation Complex – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)

This course presents theoretical constructs of the vertebral subluxation complex along with their associated philosophical, biomechanical, pathophysiological, and scientific basis. The philosophical relationship between theory and clinical application is explored through patient case presentations. The student will learn how chiropractic paradigms and research can inform clinical application of chiropractic theory and act as a basis for collaborating as an interdisciplinary healthcare team member.

Prerequisite(s): CLSC 6205 Clinical Neurology or concurrent enrollment.

CHSC 6308 Full Spine Adjusting II – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)

This lab is a continuation of Full Spine Adjusting I. This lab course reinforces skill building towards mastery of psychomotor skills in preparation for clinic. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. Spinal inclinometry is utilized. Documentation of the adjustment is practiced in electronic health records. This is a pass/fail course. Students pass once they demonstrate competency in their manual high-velocity low-amplitude adjusting skills.

Prerequisite(s): CHSC 6208 Full Spine Adjusting I

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.

Prerequisite(s): CHSC 6307 Science and Philosophy of the Vertebral Subluxation Complex or concurrent enrollment
Cross-listed with CHSC 6309 Small Business Creation and Management

CHSC 7103 Geriatrics – 2 Credit Hours (Lecture Hours 2, Lab Hours 0)

Geriatrics is the study of older adults and the aging process. This course covers how aging influences the assessment, diagnosis, and management of health challenges of the older patient as well as clinical conditions.

Prerequisite(s): BASC 5304 Public Health; BASC 6106 Systems Pathology; CLSC 6103 Physical Diagnosis; CLSC 6204 Lab Diagnosis, CLSC 6205 Clinical Neurology

CHSC 7104 Documentation for the Chiropractic Practice – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course provides the learner with the skills necessary to properly document patient care, in preparation for their clinical experience in the Parker Clinics and ultimately in their private practice. After learning the basics and processes of clinical documentation via interactive class discussions, the student will further develop those skills through case driven scenarios. Topics will include modern healthcare commerce, claims commerce, case management, coding, fee setting, Medicare, and documentation procedures related to treatment planning, patient financial reporting (billing), treatment records.

Prerequisite: CHSC 6308 Full Spine Adjusting II; Pre/Corequisite: CLSC 7106 Patient Management



CHSC 7105 Chiropractic Business Promotion and Leadership Skills – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

Chiropractic Business Promotion and Leadership Skills is a general introduction into the disciplines of marketing, patient billing, human resources, and effective communication strategies within the chiropractic practice/small business setting. Students will learn important business concepts for use in the chiropractic practice related to proper insurance/cash billing and coding, how effectively market and to monitor the success of the marketing strategies used, staff management (HR) policies and skills, and proper internal and external office communication strategies. Students will learn from real-world examples of current chiropractic practices and small businesses in the healthcare field and apply these concepts through individual and group learning and assessment strategies.

Prerequisite(s): CHSC 6309 Small Business Creation and Management; CLSC 6305 Differential Diagnosis or concurrent enrollment; CLSC 6303 Functional Assessment Protocols or concurrent enrollment

CHSC 7107 Communications – 3 Credit Hours

This course is designed to provide students with basic knowledge about the framework for communication concepts and practice. It creates an awareness of the role communication plays in our interprofessional and doctor-patient relationships. Students will be introduced to basic models, definitions, and approaches. Students will also learn basic professional writing skills such as narrative reports.

CHSC 7108 Full Spine Adjusting III – 1 Credit Hours (Lecture Hours 0, Lab Hours 2)

This lab-course reinforces skills learned in Diversified I/II, Gonstead, Physical Diagnosis and Clinical Neurology which make up the foundation of neuromusculoskeletal assessment and treatment. This lab reinforces skill building towards mastery of psychomotor skills in preparation for clinic. This lab is a continuation of Full Spine Adjusting I and II. Individualized feedback is provided so the learner can demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation. The student will apply chiropractic adjustment/manipulation to classmates while ensuring safety. Spinal inclinometry is utilized. Documentation of the adjustment is practiced in electronic health records. Student clinical skills are refined by directed practice of basic examination techniques including vital signs and neurological examination. This is a pass/fail course.

Prerequisite(s): CHSC 6308 Full Spine Adjusting II

CHSC 7401 Flexion/Distracton – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This class introduces the student to two different flexion/distracton techniques. The first is the motorized technique as developed by Dr. Leander Eckard and the second is the manual technique developed by Dr. James M. Cox. The motorized flexion-distracton table as developed by Dr. Eckard uses the concept of using motorized continuous passive motion to help find spinal fixations and then reduce the force necessary to correct vertebral subluxations through concurrent motion-assisted adjusting. "Full-spine" adjustment delivery on the "Eckard Advantage" table will be presented. Manual flexion distraction, as further developed and refined by Dr. Cox (based on the work of John V. McManis, D.O.), is the second flexion distraction technique covered in this course. This is a non-surgical technique for the treatment of (cervical, thoracic & lumbar) disc herniations, spondylolisthesis, and facet syndrome just to name a few. This technique has a long history, is well documented and continues to be utilized in ongoing research. Furthermore, Cox flexion distraction is used in several of the Veterans Affairs hospitals.

Prerequisite(s): CHSC-5302 Diversified I Technique; CHSC-5303 Extra Spinal A&T; CHSC-6102 Diversified II Technique; CHSC-6101 Gonstead Technique; Co/prerequisite: CHSC-6206 Thompson Technique

CHSC 7402 Sacral Occipital Technique (SOT) – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course presents the student with analysis and adjusting procedures while utilizing the principles and protocol developed by Major Bertrand DeJarnette, D.C., D.O. This technique will equip the student with the ability to analyze and interpret information obtained through the appropriate materials and procedures via the Sacro Occipital Technique (SOT). The student is presented with the theory and practice to develop adequate skills in order to be proficient in this technique.

Prerequisite(s): CHSC 5302 Diversified I Technique AND CHSC 6102 Diversified II Technique, OR CHSC 6101 Gonstead Technique



CHSC 7403 Applied Kinesiology – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course introduces students to Applied Kinesiology (AK), a system of chiropractic analysis and adjustment developed by Dr. George Goodheart in 1964. This technique involves specific muscle-testing procedures that assist in the location of interference to the nervous system and correction by using the "Five Factors of the Inter-Vertebral Foramen." Further study is made of the pelvic categories, cranial analysis, and adjustment.

Prerequisite(s): CHSC 5302 Diversified I Technique AND CHSC 6102 Diversified II Technique, OR CHSC 6101 Gonstead Technique

CHSC 7404 Upper Cervical – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course is structured to provide the chiropractic student with a deeper exploration into the principles and practice of upper cervical chiropractic care. This course will teach the chiropractic student how to competently detect and correct the upper cervical subluxation complex. The side-posture adjusting table will be the table utilized. Other upper cervical techniques will be introduced in an overview format to encourage the student to continue future study in specific techniques of chiropractic upper cervical care.

Prerequisite(s): CHSC 5302 Diversified I Technique; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique

CHSC 7407 Activator Methods II – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This is a continuation of the full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr taught in Activator I. The technique uses a system of analyzing body mechanics for diagnosis and uses a small, hand-held instrument called an "Activator Adjusting Instrument" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust. At the completion of this course, the student should be able to do full spine and extremity adjusting utilizing both the Basic and Advanced Protocols of Activator Method Chiropractic Technique

Prerequisite(s): CHSC 5303 Extra Spinal A&T; CHSC 5302 Diversified I Technique; CHSC 6102 Diversified II Technique; CHSC 6101 Gonstead Technique; CHSC 6205 Activator I Technique

CHSC 7408 Soft Tissue Focus – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course expands the concept of increasing functional movement within the practice of chiropractic by means of a soft tissue focus, and a concentration on the musculoskeletal structures of the body. The objective of the course is to gain an understanding of various soft tissue constraints and how to address such using various evidence-based approaches. A combination of lecture and lab classes will provide the chiropractic student with both a broader knowledge base and a dynamic technique skill set for the provision of soft tissue mobilization. The material will be presented with the understanding that the Doctor of Chiropractic may use the information either directly with patients or else to help supervise a soft tissue practitioner who is treating those patients. Regional applications of soft tissue strategies for the improvement of functional movement with the body constitute the core of this course, with discussion regarding critical thinking, outcome measures, and patient benefits incorporated where applicable.

CHSC 7409 Activator I Technique – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This is a full-spine technique developed by Dr. W. C. Lee and Dr. A. W. Fuhr. The technique uses a system of analyzing body mechanics for diagnosis and utilizes a small, hand-held instrument called an "Activator Adjusting Instrument" for delivering a precise adjustment to correct subluxations. This technique stresses the necessity of not only knowing when and where to adjust, but also when not to adjust.

Prerequisite(s): CHSC 5302 Diversified I Technique, CHSC 6102 Diversified II and/or CHSC 6101 Gonstead

CLIN – Clinical Internships**CLIN 7203 Internship Practicum I (IP I) – 16 Credit Hours (Lecture Hours 5, Lab Hours 22)**

In this course, interns will demonstrate mastery of recovery care skills in patient history, examination, and treatment planning and application via Parker patients and case-based scenarios in lumbo-pelvic-hip complex, cross syndromes, knee, ankle, and shoulder topics.

Prerequisite(s): All academic courses from trimesters 1 – 7



CLIN 7303 Internship Practicum II (IP II) – 16 Credit Hours (Lecture Hours 3, Lab Hours 26)

This course teaches interns to render patient care to the public for recovery, supportive, and wellness needs in preparation for experience with increased patient case complexity during Internship Practicum III.

Prerequisite(s): CLIN 7203 Internship Practicum I

CLIN 8103 Internship Practicum III (IP III) – 16 Credit Hours (Lecture Hours 3, Lab Hours 26)

Internship Practicum III is a continuation of Internship Practicum I and II and is the culmination of the intern's clinical experience. Interns are exposed to business practices to help prepare them to successfully plan and operate their own clinic. The intern is required to meet all clinic competencies to graduate from the Doctor of Chiropractic Program. Interns may voluntarily apply for selection to participate in the Community Based Internship Program. This program introduces them to chiropractic practices in the field, and the Veterans Administration.

Prerequisite(s): CLIN 7203 Internship Practicum I and CLIN 7303 Internship Practicum II

CLSC – Clinical Sciences**CLSC 5102 Fundamentals of Dx Imaging – 2.5 Credit Hours (Lecture Hours 2, Lab hour Hours 1)**

Fundamentals of Diagnostic Imaging (FDI) is an introduction to the basic physics principles that govern diagnostic imaging. It is designed to provide foundational knowledge of the production of x-rays and the acquisition of diagnostic quality images. The primary focus of the course includes the history and discovery of x-rays, x-ray interactions with matter, x-ray film and screens, film processing, digital radiography, and radiobiology. It also includes an overview of other contemporary imaging modalities such as magnetic resonance imaging (MR), computed tomography (CT), dual-energy x-ray absorptiometry (DEXA), diagnostic ultrasound, and nuclear medicine. The course emphasizes the utility of diagnostic imaging in formulating a diagnosis, and an introduction to the process of ordering diagnostic studies, preparing the graduate student for advanced courses in utilizing diagnostic imaging.

Prerequisite(s): Enrollment in Trimester I at Parker University, College of Chiropractic

CLSC 5201 Clinical Psychology – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

Clinical Psychology has three main areas or purposes. The first is learning to use psychological principles in dealing with patients. Crisis intervention, communication skills training, stress reduction and pain management are among the principles included. The second is the recognition of psychiatric disorders in order to help the learner prepare for treatment planning and referral. Last, the learner will better understand the influence of bio-psychosocial factors on physical health.

Prerequisite(s): Enrollment at Parker University, College of Chiropractic

CLSC 5301 Diagnostic Imaging I – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course focuses on the recognition and understanding of normal images, variations of normal and congenital anomalies of the neuro musculoskeletal structures of the axial and appendicular skeleton. Although conventional radiography will be the main imaging modality studied, computerized tomography and magnetic resonance imaging will also be evaluated. An introduction to roentgenometric of the axial and appendicular skeleton, scoliosis and spondylolisthesis will also be provided. Osseous dysplasias will also be studied. We will also cover an introduction to basic principles of radiographic interpretation.

Prerequisite(s): CLSC 5102 Fundamentals of Diagnostic Imaging; BASC 5104 Developmental and Applied Anatomy

CLSC 6103 Physical Diagnosis – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

Physical Diagnosis is the most fundamental of diagnostic techniques. After an introduction to diagnosis and clinical history taking, the course covers the basic principles and procedures used in physical examination, including inspection, palpation, percussion and instrumentation of the various body systems. Conditions are presented as they relate to the body systems.

Prerequisite(s): BASC-5202 Gross Anatomy I; BASC 5303 Physiology II; CHSC-5105 Chiropractic Methods I



CLSC 6104 Diagnostic Imaging II – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

Diagnostic Imaging II features clinical imaging of the musculoskeletal system in various disease states. Lectures are geared toward a practical, problem-solving approach to musculoskeletal conditions and a systematic approach to interpretation of diagnostic imaging studies will be utilized. Emphasis is placed on the interrelationships between the fundamental histopathology and pathophysiology, the observable changes seen on imaging studies, and clinically relevant physical and biochemical findings. Categories of bone disease to be discussed include primary benign and malignant neoplasms of bone of various histological etiologies, metastatic disease of bone, vascular pathologies, nutritional/metabolic and endocrine diseases, osteomyelitis, inflammatory and degenerative arthritis disorders, and autoimmune connective tissue disorders such as systemic lupus and scleroderma.

Prerequisite(s): CLSC 5301 Diagnostic Imaging I; BASC 5306 General Pathology

CLSC 6105 Clinical Nutrition – 4 Credit Hours (Lecture Hours 4, Lab Hours 0)

This course presents the principles of evidence-based clinical nutrition and introduces the application of the material as it pertains to the chiropractic practice. Topics discussed include basics of nutritional science, standard nutritional guidelines, nutrients and nutrient deficiencies, and nutritional assessment. This course complements courses in the curriculum by presenting and reinforcing disease-specific and population-specific nutritional applications. This course emphasizes the conditions likely to be identified in a chiropractic practice with acknowledgement of appropriate referral and co-management scenarios.

Prerequisite(s): BASC 5303 Physiology II; BASC 5206 Biochemistry II; BASC 5306 General Pathology

CLSC 6201 Clinical Orthopedics – 3 Credit Hours (Lecture Hours 2, Lab Hours 2)

This course introduces students to proper orthopedic examination procedures and test for the cervical, thoracic, and lumbar spine, pelvis, hip, shoulder, elbow, wrist, hand, knee, ankle and foot. Orthopedic assessments of plexopathies, thoracic outlet, and nerve tension signs are also taught and assessed. It also presents an organized system for approaching musculoskeletal disorders and introduces students to the necessity of differentially diagnosing between musculoskeletal disorders and visceral disease processes.

Prerequisite(s): BASC 5301 Gross Anatomy II; CHSC 5203 Clinical Biomechanics/Motion Palpation

CLSC 6204 Lab Diagnosis – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course teaches clinical laboratory diagnostic tests and procedures as they relate to the identification and diagnosis of systemic disorders of the human body. This includes blood chemistry, hematology, urinalysis and a variety of other laboratory tests. The course emphasizes laboratory tests that are useful for evaluating health and wellness in the chiropractic practice.

Prerequisite(s): BASC 5303 Physiology II; BASC 6106 Systems Pathology; BASC 5304 Public Health

CLSC 6205 Clinical Neurology – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

This course builds upon information presented in earlier courses such as anatomy, physiology, neuroscience, and physical diagnosis. Clinical Neurology also serves to develop the student competency in performing neurological evaluations that are essential to clinical practice. This course will require development of observation, patient interaction, examination, critical analysis, and problem-solving skills. The neurological examination and clinical diagnosis of the following areas are taught and assessed: CN I-XII, central nervous system, peripheral motor /sensory/muscle stretch reflexes, pathological and superficial reflexes, central/peripheral/neurovascular /muscular disorders, neurological gait disorders.

Prerequisite(s): BASC 6105 Neuroscience; CLSC 6103 Physical Diagnosis



CLSC 6303 Functional Assessment Protocols – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course is designed to introduce and reinforce assessment of the function of the musculoskeletal system. It expands on biomechanical, range of motion, and orthopedic assessments with a focus on relationships and interactions between regions of the body and how movement pattern asymmetry and dysfunction can contribute to patient presentations. This course will develop visual and manual evaluation skills as well as teach the fundamental principles of human movement to allow for proper implementation of these skills in clinical internship and private practice.

Prerequisite(s): CLSC 6201 Clinical Orthopedics

Prerequisite or Concurrent enrollment: CLSC-6305 Differential Diagnosis; CHSC-6305 Physiotherapy II

CLSC 6305 Differential Diagnosis – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

This course is designed to give the student a sound educational foundation and support critical thinking skills in the development of a differential and working diagnosis through the presentation and evaluation of cases and case studies. Emphasis will be placed on common conditions that the chiropractor will encounter in practice. A systematic approach to the development of a differential diagnosis that uses clinical reasoning skills and algorithms will be introduced.

Prerequisite(s): CLSC 6103 Physical Diagnosis; CLSC 6201 Clinical Orthopedics; CLSC 6205 Clinical Neurology; CLSC 6204 Lab Diagnosis; CLSC 6104 Diagnostic Imaging II

CLSC 6306 Diagnostic Imaging III – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course is designed to give the student a sound educational foundation in imaging of the chest, abdomen, and internal derangement of joints. The course requires the student to research outside sources to gain insight into the concepts presented. The course will introduce a systematic approach to the interpretation of plain film and the role of advanced imaging of the chest, abdomen and select joints. Areas of emphasis include skeletal trauma, thoracic, and abdominal conditions.

Prerequisite(s): BASC 6106 Systems Pathology; CLSC 6104 Diagnostic Imaging II; BASC 5202 Gross Anatomy I; BASC 5301 Gross Anatomy II; CLSC 6103 Physical Diagnosis

CLSC 7104 Emergency Care – 4 Credit Hours (Lecture Hours 3, Lab Hours 2)

This course serves to develop student competency in evaluating and providing emergency care in a variety of situations including public and private settings such as their practice. Emphasis is placed on proficiency in recognizing and providing care for cardiopulmonary emergencies including cardiac and respiratory arrest, poisoning, thermal injuries, shock, head and spinal injuries, choking, fractures, dislocations, strains and sprains and other common medical emergencies including seizures, diabetic emergencies and heat and cold emergencies. Upon successful completion of this course, the student will be certified in BLS-CPR, emergency medical response, emergency oxygen, asthma/epinephrine administration and bloodborne pathogens. The training occurs both in a didactic and laboratory setting, using scenarios and critical thinking activities. Upon completion of this course, the student will obtain a one-year certification in Emergency Medical Responder – 2 years; Basic Life Support – 2 years; Emergency Oxygen – 1 year; Asthma and Epi – 1 year and Bloodborne Pathogens Training – 1 year.

Prerequisite(s): BASC 5303 Physiology II; BASC 5301 Gross Anatomy II; BASC 6106 Systems Pathology - CLSC 6103 Physical Diagnosis

CLSC 7105 Wellness Concepts – 3 Credit Hours (Lecture Hours 3, Lab Hours 0)

This course presents information to the learner so they can guide their patients towards improving their health and achieving optimal level of function. This course is designed to address the internal and external environmental risk factors that contribute most significantly to wellness. The course stresses the health of the whole person. Topics include the current Healthy People initiative, health risk factors, motivational interviewing, health maintenance and promotion activities. Other wellness topics covered include nutrition, weight management, exercise, tobacco, alcohol, and substance abuse.

Prerequisite(s): BASC 5304 Public Health; BASC 6106 Systems Pathology; CLSC 6103 Physical Diagnosis; CLSC 6204 Lab Diagnosis



CLSC 7106 Patient Management – 5 Credit Hours (Lecture Hours 4, Lab Hours 2)

The student will create evidence-based treatment plans based on patient outcome measures, history, and examination findings. Clinical decision-making using case scenarios will be the core focus of this course. This course addresses management of patients with neuromusculoskeletal complaints and co-morbid conditions.

Prerequisite(s): CLSC 6305 Differential Diagnosis

Prerequisite or Concurrent enrollment: CHSC 7108 Full Spine Adjusting III

CLSC 7107 Radiographic Examination – 2 Credit Hours (Lecture Hours 1, Lab Hours 2)

This course concentrates on the skills and knowledge required to properly perform an optimal radiographic examination. In the lab, emphasis will be placed on patient positioning and protection, technique calculations, and instrument operation. The lecture will focus on determining the need for x-rays, informed consent procedures, completing a radiology requisition, generating a radiographic report, referring for additional imaging and professional communication with specialists in radiology and other disciplines.

Prerequisite(s): CLSC 6104 Diagnostic Imaging II

Graduate

ACCT – Accounting

ACCT 5000 Concepts of Financial Management - 3 Credit Hours

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

ACCT 6301 Accounting for Decision Making - 3 Credit Hours

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

BUSI – Business

BUSI 5000 Concepts in Management - 3 Credit Hours

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

BUSI 6301 Organizational Behavior - 3 Credit Hours

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



BUSI 6305 Business Research Methods - 3 Credit Hours

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

BUSI 6310 Developing Ethical Leadership - 3 Credit Hours

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

BUSI 6320 Strategic Management - 3 Credit Hours

This course covers topics such as assessment of external and internal environments, allocating resources, developing and applying policy and procedures using various strategic models. Students will also learn how to manage change within an organization.

BUSI 6330 Graduate Business Capstone - 3 Credit Hours

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

BUSI 6333 Operations Management - 3 Credit Hours

This course provides graduate-level instruction regarding the analytic methods and concepts that are essential to understanding operations management. Special emphasis will be placed on challenging issues confronting operations managers and providing the student with language, concepts, insights and tools to deal with these issues in order to gain a competitive advantage through operations. Since the course deals with the management of "processes," it applies to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

BUSI 6335 Object-Oriented Programming - 3 Credit Hours

This course provides students with graduate level instruction in order to understand, manage, and interact with object-oriented languages used to develop internet-based applications. A large portion of the course will include an overview of characteristics of Java applets and discusses their development. Foundations in Object Oriented Programming (OOP) concepts, will include objects, classes, methods, parameter passing, information hiding, inheritance and polymorphism. Elements and characteristics of the Java language, include data types, operators, control structures are discussed in order to develop Java applications. This foundation in OOP and Java will prepare students for creating Java database connectivity manipulating databases with JDBC; as well as programming for the Internet and World Wide Web.

BUSI 6340 Change Management - 3 Credit Hours

This course focuses on the changing environment of organizations today. In order for an organization to succeed, they understand that change is certain. Whether the organization is adjusting to changes in its current environment or anticipating changes in the future, change is inevitable. Equally important, as the organization changes, employees must not only adapt to the different setting, but see the need for the change. This course requires student to analyze and assess the process of change; reason for changes, the objective plan, change agents, those that are impacted by the change, the implementation process, and the evaluation of the change.



BUSI 6345 Computer Networking - 3 Credit Hours

This course will focus on advanced networking topics including cloud computing, Internet routing, network programming and management, network measurement, software defined networking and network architectures. Other topics include wireless and sensor networks, congestion control, quality of network service and mobile computing.

BUSI 6350 Project Management - 3 Credit Hours

This course presents the key components of managing complex projects within modern organizations. Topics include project lifecycles, project management knowledge areas, and processes. Students gain competency in the tools and techniques used to successfully initiate, plan, execute, and close projects. This is accomplished through the exploration of current project management literature and cases studies.

BUSI 6355 Database Design and Management - 3 Credit Hours

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

*ECON – Economics***ECON 6301 Global Economic Environment - 3 Credit Hours**

This course will explore economic theory emphasizing the global context and application. Central issues include the unique attributes of economics, supply and demand, markets, and the role of government and regulations, financing, and economic evaluation. Tools of international macroeconomics will be used to explore the economic environment facing firms operation around the globe, addressing areas such as economic indicators and forecasting, employment and unemployment, interest rates, inflation, and monetary policy; global trade in goods and capital, foreign exchange rates, and emerging market crises. The impact of economic globalization and increasing global knowledge/information will be emphasized.

*FINA – Finance***FINA 6301 Financial Management – 3 Credit Hours**

Students will learn concepts of financial management. Various tools and cases are used to assist and train financial managers in decision-making. Topics include the analysis of risk and return, valuation of financial assets, capital budgeting applications, capital structure management, mergers and acquisitions, leveraged buyouts and working capital management.

*HPER – Human Performance***HPER5313 Exercise and Health – 3 Credit Hours**

This course explores the fundamental role of exercise and fitness in health. Students will examine the principles of exercise and various components of fitness and wellness.

HPER5364 Advanced Methods of Strength and Conditioning – 3 Credit Hours

This course explores the scientific literature of sports-related fitness for competitive and professional athletes. Muscle strength, endurance, agility, speed, and flexibility in athletes are discussed. Current research and development in exercise physiology and human kinetics will be explored.

HPE5333 Endocrinology in Health and Exercise – 3 Credit Hours

This course examines the physiological principles and mechanisms of endocrinology as it relates to health and exercise. There is an emphasis on the endocrine organs, hormone classifications, detailed mechanisms of action of hormones, and the role of nutrition.



HPER5342 Cardiovascular Health and Exercise – 3 Credit Hours

This course focuses on the acute and chronic effects of aerobic and resistance exercise on the cardiovascular system. Structural and functional operation and regulation of the cardiovascular system, physiological changes, and a comprehensive understanding of the regulatory mechanisms controlling cardiovascular function at rest and in response to exercise will be explored.

HPER5355 Exercise Prescription for Special Populations – 3 Credit Hours

This course emphasizes the evaluation of physical fitness in special populations and to design, implement, and administer programs for developing physical fitness and changing lifestyle behaviors.

HPER5379 Strength and Human Performance Capstone – 3 Credit Hours

This course requires the student to produce an original research design suitable for submission to a Human Subjects Review Board (IRB) that demonstrates mastery of a specified subject/field they wish to pursue professionally. The primary focus of the course is the analysis of scientific literature to formulate a research proposal, including a thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of exercise and sport science.

Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

HPER 5389 Internship Experience I- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the internship experience.

HPER 5399 Internship Experience II- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they finalize the internship experience.

MHCM – Master's Health Care Management**MHCM 6301 Healthcare Policy Analysis and Decision-Making – 3 Credit Hours**

This course will introduce the theories and methods involved in the development of healthcare policy, and the role of healthcare professionals working in interdisciplinary teams. Students will examine the historical and contemporary approaches used in analyzing complex health policy issues. Throughout the course the tools used in the analysis, decision and policy making process, and in policy design, implementation, and evaluation will be discussed. Must be taken after major courses are completed.

MHCM 6310 Strategic Management of Health Services Organizations – 3 Credit Hours

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

MHCM 6320 Corporate Compliance and Legal Issues in Healthcare – 3 Credit Hours

This course provides the student the basic structure of a corporate compliance program including laws and penalties surrounding compliance and monitoring/auditing practices. The course will identify areas of concern and risk for various healthcare settings. Must be taken after major courses are completed.

MRKT – Marketing**MRKT 6301 Marketing Management – 3 Credit Hours**

Students gain the knowledge and skills necessary to understanding the critical role of marketing in successful organizations. Topics include segmentation analysis, target markets, positioning, marketing mix elements, supply chain, marketing communication and pricing.



NEUR – Neuroscience

NEUR 5300 Review of Human Neurobiology – 3 credits

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

NEUR 5401 Advanced Functional Neuroanatomy – 3 credits

This course consists of an in-depth study of the anatomy of the central and peripheral nervous systems. Focus will be placed on the brain stem, cranial nerves, peripheral nerves as well as the cerebral cortex. An anatomically focused identification of common sites of pathology will be undertaken, with particular emphasis on CNS pathology such as demyelinating, vascular and traumatic lesions. . This course will serve a major foundation for the anatomical basis for functional neurorehabilitation studies in future courses.

Pre-requisites: NEUR 5300 Review of Human Neurobiology

NEUR 5302 Pain Physiology and Management – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR 5303 Sensorimotor Integration and Reflex Physiology – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR 5304 Management of CNS Disorders – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR 5305 Management of PNS Disorders – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR 5306 Management of ANS Disorders – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy



NEUR 6106 Research Design and Scholarly Activity – 3 credits

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

NEUR 6310 Professional Communications – 3 credits

The course consists of online interactive presentations that characterize discourse in biomedical research communications. Learners will critique content and style guidelines, and journals' instructions to authors. An overview and discussion of the peer review process and trends toward open access publications will be performed. Learners will work toward competence by critiquing the writings of others and themselves. Learners will write one complete paper by course completion.

NEUR 6312 Emerging Themes in Human Neuroscience – 3 credits

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

Pre-requisites: NEUR 5300 Review of Human Neurobiology and NEUR 5401 Advanced Functional Neuroanatomy

NEUR 6320 Capstone Project/dissertation – 3 credits

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

Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

NEUR 6325 Clinical Residency – 3 credits

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

Pre-requisites: completion of all 5000 level NEUR major courses.

NUTR – Nutrition**NUTR 5100 Functional Nutrition Therapy I – 3 Credit Hours**

This course includes evidence-based guidelines and current nutrition theory as it relates to the immune, cardiovascular, endocrine, and gastrointestinal systems as well as an overview of the Nutrition Care Process. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course.

NUTR 5200 Functional Nutrition Therapy II – 3 Credit Hours

This course includes evidence-based guidelines and current nutrition theory as it relates to the Respiratory, Hematological, Musculoskeletal, and Neurological systems. The elements of pathology and biochemistry are integrated with nutrition guidelines for prevention and treatment in this course. (Pre-requisite: NUTR5100 Functional Nutrition I)

Pre-Requisite: NUTR5100 Functional Nutrition Therapy I



NUTR 5300 Nutrition Counseling – 3 Credit Hours

This course applies the theory and application for assisting individuals and groups to change lifestyle and dietary behaviors related to health promotion. Students will select theories and practices necessary for effective health behavior change related to obesity, stress, sedentary lifestyles, and diet for the reduction of chronic disease risk. (Pre-requisite: NUTR5100, Functional Nutrition I and NUTR5200, Functional Nutrition II)

NUTR5371 Advanced Nutrition and Metabolism – 3 Credit Hours

This course focuses on the functions, requirements, and metabolism of carbohydrates, protein, and lipids and the role in human and physical performance.

NUTR 5600 Nutrition Across the Lifespan – 3 Credit Hours

This course presents different methods used for assessment and screening of nutritional status for the purpose of promoting health. The use of anthropometric, dietary, clinical and biochemical measures is emphasized in pregnancy and lactation, infancy, childhood, adolescence, adults, and elderly populations.

Pre-requisite: NUTR 5100 Functional Nutrition I

NUTR 6100 Nutrition and Exercise Performance – 3 Credit Hours

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

NUTR 6501 Macronutrients – 3 Credit Hours

The course is designed to facilitate the understanding of biochemical principles and concepts to human nutrition. Topics include metabolism of carbohydrates, lipids, proteins, and amino acids.

NUTR 6502 Micronutrients – 3 Credit Hours

This course focuses on the integration of chemical, biological, and physiological functions of vitamins and minerals as related to human nutrition.

Pre-requisite: NUTR 6502 Nutrition Biochemistry II

NUTR 6999 Functional Nutrition Capstone – 3 Credit Hours

This course serves as the Master's Capstone for Parker University Master's of Functional Nutrition program. The Capstone course affords the opportunity to conduct applied research, program planning, or program evaluation on a specific nutrition problem, topic, or existing program in either a community or institutional setting. The primary focus of the course is the analysis of scientific literature to formulate a research proposal including thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of functional nutrition.

Prerequisite(s): All major coursework. This course must be taken in final term of enrollment.

PMGT – Practice Management**PMGT6301 Small Business Creation and Management – 3 Credit Hours**

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



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

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

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

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

*PSYC – Psychology***PSYC 5302 Applied Sport Psychology – 3 Credit Hours**

This course covers the psychological and social-psychological consequences of exercise and competitive sport. Students will analyze and apply evidence-based practices in sport psychology to enhance performance, health, and self-efficacy.

PSYC5623 Psychology of Eating – 3 Credit Hours

This course focuses on understanding the psychological processes of eating behaviors and the adoption of habits concerning food, eating, and our bodies. Issues to be addressed include food choices, the development of food preferences, eating patterns, body image, and treatment of unhealthy eating behaviors.

*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 appraisal 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 healthcare 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.

RSMT – Research Methods**RSMT 5311 Research Methods – 3 Credit Hours**

This course emphasizes gaining the skills required to plan and execute research studies in sport sciences. Topics include scientific writing, literature review skills, developing hypotheses, human ethics in research, and scientific presentation skills.

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.
Pre-requisite: 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***ACCT – Accounting*****ACCT 2301 Principles of Financial Accounting – 3 Credit Hours**

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



ACCT 2302 Principles of Managerial Accounting – 3 Credit Hours

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

Prerequisite(s): ACCT 2301 Principles of Financial Accounting

ANTH – Anthropology**ANTH 2351 Social & Cultural Anthropology – 3 Credit Hours**

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

BASC – Basic Sciences**BASC 4315 Biochemistry I – 3 Credit Hours**

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

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5105: Credit cannot be earned for BASC 4315 and 5105.

BASC 4316 Biochemistry II – 3 Credit Hours

This course is designed to provide students with a fundamental foundation in biochemistry by exploring concepts of the biochemical basis of human growth, metabolism, and disease. This includes a comprehensive consideration of the role of carbohydrates, lipids, proteins, vitamins, and minerals in maintaining a healthy state. It will help students to develop a general foundation for understanding the biochemical basis of human growth, metabolism, and disease. Special emphasis will be placed on, but not limited, to the biochemical basis of metabolism including the biosynthesis and breakdown of lipids, amino acids, nucleic acids, eicosanoids, some important special products derived from amino acids. Mechanisms of action of various nutrient molecules, vitamins, and 235 minerals, and their essential biochemical roles will be explained and emphasized. This will also discuss the deficiencies, toxicities and pathologies associated with vitamin and minerals in our diet.

Prerequisite(s): Biochemistry I

Cross-List BASC 5206: Credit cannot be earned for BASC 4316 and 5206.



BASC 4401 Biology of Cells and Tissues (lecture + lab) – 4 Credit Hours

This course is designed to provide student with a general overview and foundation of the way cellular components of different organ systems are combined to produced coordinated function. The course requires students to develop conceptual skills to visualize the functions of individual components and coordinate them with the overall function of an organ. The course presents microscopic anatomy of cells, tissues organs and organ systems in the human body and correlates these structures with their various functions. The unity of the human body is examined beginning first at the cellular level with a study of the basic life processes of cells including cell structure and function. Emphasis is given to growth, maintenance, energetics, and membrane transport, as well as to how information that is used to run the cell is stored and expressed. Secondly, the way various kinds of cells and their products are organized into the basic tissues are examined, and thirdly the organization of tissues within the various organs and organ systems are studied with an emphasis on the inter-relationship between the structure and function of tissues. Laboratory sessions are used to visualize concepts and the development and application of skills obtained from the lectures or assigned readings. This course provides a foundation for the study of biochemistry and physiology as well as illustrating the cellular organization of systems studied in anatomy.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5101: Credit cannot be earned for BASC 4401 and 5101.

BASC 4404 Developmental and Applied Anatomy (lecture + lab) – 4 Credit Hours

This course is designed to give the student a general overview of human embryology and anatomy using a systems approach via a lecture and laboratory format. The course requires students to utilize evidence-based research to gain insight into the concepts presented. The course will introduce embryological and anatomical concepts whose understanding is essential to continuing in gross anatomy. Each section in anatomy is preceded by the embryological development of that area or system. The main body of information will be presented in a lecture format supported by self-paced labs using models and student partners to emphasize the anatomical features and topographical landmarks.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5104: Credit cannot be earned for BASC 4404 and 5104.

BASC 4405 Neuroscience (lecture + lab) – 4 Credit Hours

The topics considered in this lecture/laboratory course are centered on the fundamental neuroanatomical and neurophysiological principles essential to establishing a foundation of knowledge related to the human nervous system. This course provides a general study of the nervous system with an emphasis on brain organization, neuron physiology, perceptual systems, and motor systems. The course is intended for Anatomy majors, and those considering neuroscience, graduate academic science studies, or other advanced medical majors.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 6105: Credit cannot be earned for BASC 4405 and 6105.

BASC 4406 General Pathology (lecture + lab) – 4 Credit Hours

This course is an introduction to the science of Pathology. The basic principles of pathology will be presented with an emphasis on understanding the mechanism of development of the disease process. The general cellular and molecular events involved in the pathogenesis of disease will be introduced, with 236 an emphasis on the fact that the pathological process is not a new entity, but a misapplication of the normal processes already encountered.

Prerequisite(s): Physiology I; Microbiology/Immunology; and Developmental and Applied Anatomy

Cross-List BASC 5306: Credit cannot be earned for BASC 4406 and 5306.



BASC 4501 Gross Anatomy I (lecture + lab)-5 Credit Hours

The course is a general study of human gross anatomy and its correlation to clinical practice. The course provides students with a regional study of the back, chest, abdominal muscles, spinal cord and structures, and upper and lower limb structures. The laboratory component utilizes human dissection to enhance the concepts of the course by macroscopic visualization of the anatomical regions. This course is appropriate for undergraduate and post-baccalaureate students, pre-medical and pre-allied health students who are seeking to gain a better appreciation of the anatomical and functional relationship of the human body.

Prerequisite(s): Developmental and Applied Anatomy

Cross-List BASC 5202: Credit cannot be earned for BASC 4502 and 5202.

BASC 4502 Gross Anatomy II (lecture + lab) – 5 Credit Hours

The course is a general study of human gross anatomy and its correlation to clinical practice. The course provides student with a regional study of the thoracic, abdomen, pelvic, and cranial cavities. The laboratory component utilizes human dissection to enhance the concepts of the course by macroscopic visualization of the anatomical region. The course is appropriate for undergraduate and post-baccalaureate students, pre-medical and pre-allied health students who are seeking knowledge of the anatomical and functional relationship of the human body.

Prerequisite(s): Gross Anatomy I

Cross-List BASC 5301: Credit cannot be earned for BASC 4501 and 5301

BASC 4503 Physiology I (lecture + lab) – 5 Credit Hours

The course explores the foundational physiological principles that apply to normal body function by an in-depth examination of the underlying chemical and physical mechanisms. Primary topics include the nervous system, muscle physiology, and special senses. Discussion will include ion movement, action potential, synapses and receptors, the central, peripheral, and autonomic nervous systems, excitation-contraction coupling in skeletal muscle and the mechanisms specific to vision, hearing, smell, and taste, in addition to the somatosensory system. The laboratory component of the course enhance student understanding of the concepts of the primary topics of the course.

Prerequisite(s): Completion of Natural Sciences Foundation Courses

Cross-List BASC 5303: Credit cannot be earned for BASC 4503 and 5303.

BASC 4514 Physiology /II (lecture + lab) – 5 Credit Hours

The course explores the foundational physiological principles that apply to normal body function by an in-depth examination of the underlying chemical and physical mechanisms. Topics covered in the course consists of the physiological mechanism that regulate the renal, digestive, and endocrine systems, as well as well as exercise, acid-base regulation, and temperature regulation. The laboratory component of the course enhance student understanding of the concepts covered.

Prerequisite(s): Physiology I

Cross-List BASC 5204: Credit cannot be earned for BASC 4514 and 5204.

BASC 4605 Microbiology/Immunology (lecture + lab) – 6 Credit Hours

Microbiology is a six-credit hour lecture/laboratory course. Microbiology is the study of microorganisms further defined as the branch of biology focused on microorganisms and the effects they have on other living organisms. Microorganisms include bacteria, fungi, viruses, rickettsia, protozoa, and helminths. Topics include an overview of growth, reproduction, nutrition, genetics, infectious processes, defense mechanisms, immunology, and control of microorganisms, emerging and reemerging infectious diseases and development of resistance to antimicrobial chemicals. Laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identification of pathogenic microorganisms.

Prerequisite(s): Biology of Cells and Tissues

Cross-List BASC 5205: Credit cannot be earned for BASC 4605 and 5205.



BCIS – Business Computer Information Systems

BCIS 1301 Fundamentals of Computer Information Systems – 3 Credit Hours

Overview of computer information systems. Introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business and other segments in society. The fundamentals of computer problem solving and programming in a higher-level programming language may be discussed and applied.

BCIS 1302 Programming Logic and Design – 3 Credit Hours

This course is an introduction to the program development and design process, including computer-based concepts of problem-solving, structured programming logic and techniques, algorithm development and program design. Topics include program flowcharting, algorithms, input/output techniques, control structures (sequence, selection/decision, and repetition/looping), modularization, procedures/functions/ methods, file handling, control breaks, pseudo-coding, and user documentation. Basic concepts of object-oriented programming are also introduced (classes and objects). The course offers students an opportunity to apply skills in a laboratory environment.

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

BCIS 1305 Business Computer Applications – 3 Credit Hours

The focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

Prerequisite(s): COSC 1301 Introduction to Computing: The designated course must be taken prior to any other HIT major courses.

BCIS 2302 Computer Programming I – 3 Credit Hours

This course provides introductory IT students with a basic introduction to computer programming technology and algorithmic problem-solving using Java as the introductory programming language. Topics covered include control structures, arrays, functions, recursion, dynamic memory allocation, simple data structures, files, and structured program design. Elements of object-oriented design and programming are also introduced.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2303 Computer Programming I Lab – 3 Credit Hours

This course is a continuation of Programming I. This course introduces the student to object-oriented programming through a study of the concepts of program specification and design, algorithm development, and coding and testing using a modern software development environment. Students learn how to write programs in an object-oriented high-level programming language. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, classes and methods, control structures, arrays, and strings.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2304 Computer Programming II – 3 Credit Hours

This course is a continuation of Programming I. This course includes an introduction to data structures such as queues and stacks. Students will use a structured programming language such as JAVA or C++ in problem solving. Examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered.

Prerequisite(s): BCIS 2302 Computer Programming 1 or Transfer credits

BCIS 2305 Computer Programming II Lab – 3 Credit Hours

This is the laboratory activities section of BCIS 2304 and covers structured programming languages such as JAVA or C++ in problem solving. This course examines advanced features of modern programming languages such as object-oriented programming, string manipulation functions, and visual programming. Both procedural and event-driven programming is covered. This course will also include an introduction to data structures such as queues and stacks.

Prerequisite(s): BCIS 2302 Computer Programming II or Transfer credits



BCIS 2306 Fundamentals of Network Systems – 3 Credit Hours

This course covers the architecture, function, and configuration of computer hardware and networks, along with basic operating system software functions. The students are introduced to network and communications concepts including operational issues surrounding network planning, configuration, monitoring, trouble shooting, and management.

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

BCIS 2307 Operating Systems – 3 Credit Hours

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

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

BCIS 2308 Data and Information Management – 3 Credit Hours

This is an introductory course to database management systems. Examines data structures, file organizations, concepts, and principles of database management systems (DBMS), as well as data analysis, database design, data modeling, database management and database implementation. The course provides hands-on experience in database design and implementation through assignments, lab exercises and course projects.

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

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

The course covers ethical style of good writing in Computer Information Systems and Science; the social, legal, philosophical, and economic issues related to Computers that members of a technological society might face in their professional and civic lives; the copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods; the proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and Intranet; the measures, such as passwords or virus detection/prevention, to protect Computer systems and databases from unauthorized use and tampering; and the impact of Computer programming on the World Wide Web (WWW) community.

BCIS 2322 Client-Side Scripting (JavaScript & HTML) – 3 Credit Hours

The course covers the introduction to programming and scripting concepts, using JavaScript as the catalyst for learning client-side scripting. Topics include JavaScript and Dynamic HTML for interactivity · Forms and introductory data processing.

Prerequisite(s): BCIS 1302 Programming Logic and Design or Transfer credits

BCIS 2390 System Analysis and Design – 3 Credit Hours

A study of the systematic analysis, design, and implementation of software systems with special emphasis on the processes and skills used in the first four stages of the System Development Life Cycle. Traditional and current methodologies, including Computer aided analysis and design tools will be considered. Topics will be approached through project - oriented cases and projects, which integrate theory and practical application.

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

BCIS 3301 Data Structures and Algorithm Analysis – 3 Credit Hours

This course aims to introduce the student to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, de-queues, sets/maps, directed acyclic graphs, and graphs; and implementations including the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists.

Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits



BCIS 3302 Data Structures and Algorithm Analysis Lab – 3 Credit Hours

This course will continue from BCIS 3301 and apply concept of algorithms design. This includes greedy, divide-and-conquer, random and backtracking algorithms and dynamic programming, and specific algorithms including, for example, resizing arrays, balancing search trees, shortest path, and spanning trees.

Prerequisite(s): BCIS 2305 Computer Programming II (Lab) or Transfer credits

BCIS 3303 Networking II – 3 Credit Hours

An introduction to the advanced design and analysis of computer communication networks. Topics include application layer protocols, internet protocols, network interfaces, local and wide area networks, wireless networks, bridging and routing, and current topics. Topics include history, media, hardware, software, standards, networks, analysis and design, distributed processing, and network management.

Prerequisite(s): BCIS 2306 Fundamental of Network Systems or Transfer credits

BCIS 3311 IT Project and Service Management – 3 Credit Hours

In this course, emphasis will be placed on the issues associated with the successful completion of a project, including defining, scheduling, and monitoring project activities; interacting with clients in interviews and project reviews; and managing client expectations. The rapidly changing field of information technology requires a solid knowledge foundation. Reviews contemporary information technology management and the relevant issues of effective management of the information service activities.

Prerequisite(s): BMGT 1301 Introduction to Management or Transfer credits

BCIS 3313 Data Warehouse and Business Intelligence – 3 Credit Hours

This course will help the student understand the process by which a data warehouse system is designed and developed. The student will get acquainted with OLAP models and their differences with standard OLTP models. Students will learn concepts, tools, and technologies associated with modeling, design, implementation, and management of data warehouses.

Prerequisite(s): BCIS 2308 Data and Information management or Transfer credits

BCIS 4301 Fundamentals of Information Security – 3 Credit Hours

This course outlines best practices for the information security goals of confidentiality, integrity and availability; explain ethical practices; define vocabulary/terminology related to information security; explain the importance of planning and administrative controls; identify security threats, vulnerabilities, and countermeasures; and identify procedures for security risk management.

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

BCIS 4304 Introduction to UNIX/LINUX Administration– 3 Credit Hours

This course will introduce the UNIX/LINUX operating system, discuss UNIX/LINUX commands, the file system, text editors, the UNIX/LINUX shell, and shell scripts. The primary focus will be on command line usage. This course covers the history, kernel, file systems, shells, and user utilities. andalso introduces students to the fundamentals of shell programming, processes, communications, and basic security.

Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS 4305 Advanced UNIX/LINUX Administration – 3 Credit Hours

This course will concentrate on normal tasks of a system administrator to include system backup and file maintenance, Linux server maintenance and set up. Overview of integration of files and directories, shell scripting and systems programming; UNIX/LINUX tools; UNIX/LINUX internals; file systems, process structure. Using the system call interface and Inter-process communication.

Prerequisite(s): BCIS 4304 Introduction to UNIX/LINUX Administration or Transfer credits



BCIS 4311 Cloud Computing and Virtualization Methods – 3 Credit Hours

This course covers a series of current cloud computing technologies, including technologies for infrastructure as a service, platform as a service, software as a service, and physical systems as a service. For different layers of the cloud technologies, practical solutions using real world examples as well as theoretical solutions are introduced. Highly project oriented, involving hands-on exploration of existing technologies as well as development of new technologies.

Prerequisite(s): BCIS 2307 Operating Systems or Transfer credits

BCIS 4361 IT Audit and Controls – 3 Credit Hours

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

BCIS 4362 Capstone Project I – 3 Credit Hours

In this Capstone, students will develop the proposal for the Capstone Project, including project design, methods, and procedures using Java programming for specific task. During this course, students will work with their Capstone Committee, completing the project and preparing a written manuscript and oral presentation of the Capstone. This course will culminate in an oral defense of the capstone.

Prerequisite(s): BCIS 4304 Introduction to UNIX/LINUX

BCIS 4363 Capstone II Internship – 3 Credit Hours

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

Prerequisite(s): BCIS 4362 Capstone Project I

BCSC – (Bachelor) Computer Information Systems - Cybersecurity**BCSC 2302 Digital Forensics in Criminal Justice System – 3 Credit Hours**

This course will introduce students to digital forensics as practiced by local, state, and federal law enforcement. Students will gain hands-on experience with several digital forensic tools in this laboratory-based course. Students taking this course will become familiar with the emerging responsibilities of cybercrime investigators, as well as developing a hands-on working knowledge of software commonly used at many law enforcement agencies. The course will use "Encase Tools" for laboratory activities.

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

BCSC 2303 Threats of Terrorism and Crime – 3 Credit Hours

This course is designed to acquaint students with the security threats posed by both terrorist and criminal activity, and with strategies to combat these threats. Terrorism and security are defined as well as terrorism in its historical context. Varieties of terrorist groups, organizations and their actions are studied with targets of terrorism being a focus. Types of crime including street, employee, organization, and white-collar crime are studied.



BCSC 2304 Risk Management: Assessment and Mitigation – 3 Credit Hours

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

BCSC 2305 Security Policy Analysis and Implementation – 3 Credit Hours

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

BCSC 3305 Fundamentals of Ethical Hacking and Penetration Testing – 3 Credit Hours

This course will cover the process of gathering information intelligence, identifying and solving security vulnerabilities, develop exploits, scan and produce vulnerability assessments and application of network attacking techniques. Message authentication codes and key management. WLAN security, IPSec, SSL, and VPNs are also included in the topics to be covered.

Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BCSC 4306 Database Security – 3 Credit Hours

This course covers the principles and practices of implementing computer database security in modern businesses and industries, including database security principles, database auditing, security implementation and database reliability. Focus will be on issues related to the design and implementation of secure data stores. Emphasis will be placed on multi-level security in database systems, covert channels, and security measures for relational and object-oriented database systems.

Prerequisite(s): BCSC 2305 Security Policy Analysis and Implementation or Transfer credits

BHIM– (Bachelor) Health Information Management**BHIM 1301 Introduction and Technical Aspects of Health Information Management – 3 Credit Hours / 1 lab hour.**

This course introduces the basic concepts and techniques for managing and maintaining health record systems. Topics include record content, format and uses of healthcare data, record systems: storage and retrieval, quantitative analysis of health data, forms design and control, release of information, function of indexes and registers, accreditation, certification, and licensure standards applicable to healthcare facilities. In addition, students will be given the opportunity to utilize and practice with current software packages common to the industry such as an online Electronic Health Record System (EHRs).

BHIM 1310 Principles of Health Information Management – 3 Credit Hours

Exploration of the expanding role of the HIM professional. Emphasis will be on the organizational structure and delivery of healthcare in hospitals and other healthcare agencies and the associated roles of HIM professionals.

BHIM 1311 Fundamentals of Health Information Systems – 3 Credit Hours

An introduction to the information technology aspects of health information management to include hardware components, systems architecture, operating systems languages, software applications, tools, and related topics and concepts.

BHIM 2310 Departmental Management – 3 Credit Hours

This course introduces the concepts and management tools used in the analysis of health information systems, including the development of objectives, policies and procedures, benchmarking, workflow, productivity measurement, layout analysis, and project management.



BHIM 2311 Management of Health Information Management Systems – 3 Credit Hours / 1 lab hour

An introduction to the system life cycle with an emphasis on the role of the HIM professional in the implementation of health information systems.

BHIM 2402 Clinical Classification Systems (coding) – 4 Credit Hours /1 lab hour

This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools, provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.

Prerequisite: HITT 1305 Medical Terminology, and BIOL 2401 and BIOL 2402 w/ lab components

BHIM 3201 Health Information Management Research and Education – 2 Credit Hours

This course provides an overview of the scientific process and elements required to conduct health services research such as major components of a research proposal, the components of qualitative, experimental, survey, and evaluation research.

BHIM 3300 Electronic Health Records – 3 Credit Hours / 1 lab hour

This course provides an in-depth analysis of the concept of an organization-wide electronic health record system. A major focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective. Laboratory accompanying.

BHIM 3301 Legal Aspects of Health Information Management – 3 Credit Hours / 1 lab hour

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

BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider – 3 Credit Hours / 1 lab hour

Continued study of ICD-10-CM/PCS, CPT4 and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

BHIM 3303 Management Sciences Statistics (Healthcare Statistics) – 3 Credit Hours

This course introduces the basic healthcare statistics and analysis such as inpatient service days, average length of stay, occupancy rates, and mortality rates, etc. The primary focus of descriptive, causal, correlational, evaluation, and experimental statistics are also explored.

BHIM 3304 Healthcare Privacy and Data Security – 3 Credit Hours / 1 lab hour

This course examines laws and regulations addressing the management of protected health information (P.H.I.), electronic health records (EHR), and e-discovery guidelines. Coursework includes discussion of case studies illustrative of the current legal and political environment affecting the healthcare industry and developing policies and procedures to ensure compliance.

BHIM 3305 Quality Improvement Regulations & Procedures for Health Information Management – 3 Credit Hours / 1 lab hour

This course addresses the collection and use of aggregate data in the analysis and evaluation of healthcare services. Topics such as performance improvement principles, concepts of quality and its importance in healthcare, patient safety and quality goals, clinical quality assessment, clinical outcomes management, clinical guidelines and case management, are explored.



BHIM 3310 Health Information Management Research and Data Analysis – 3 Credit Hours / 1 lab hour

The course further explores the concepts from BHIM 3201 in addition to analyzing and identifying statistical methods for analysis of data. Statistical software will be utilized by focusing on data analysis and data presentation.

BHIM 3311 Comparative Health Records – 3 Credit Hours

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

BHIM 3345 Systems Analysis in Healthcare Settings – 3 Credit Hours

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

BHIM 3466 Health Information Management Practicum – 4 Credit Hours / 1 lab hour

This is a virtual practicum course that prepares the students before going on-site. The course includes expectations for the Professional Practice experience (PPE) and the clinical sites, reviewing the knowledge gained from the previous courses and lab activity to better equip the students prior to an actual PPE course.

Prerequisite: BHIM 2402 Clinical Classification Systems (coding), and BHIM 3302 Clinical Procedural Terminology Coding Systems for Provider

BHIM 3501 Health Information Technology Throughout the Enterprise – 5 Credit Hours / 1 lab hour

This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, health information exchange, and personal health records. The course will prepare students to work in an electronic health record environment. Laboratory accompanying.

BHIM 4301 Finance and Reimbursement Methodologies for Health Information Management – 3 Credit Hours

This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basic of health insurance and public funding programs, managed care contracting, and how services are paid. In addition, the complexity of reimbursement systems and the profound impact they have had on providers and payers, consumers will also be explored.

BHIM 4310 Seminar in Health Information Management – 3 Credit Hours

This course is a synthesis of the health information management curriculum. This synthesis will include lecture, case studies, and mock RHIA exams. The assignments facilitate the application of health information management expertise and the skills needed for a professional career path.

BHIM 4320 Contemporary Leadership in Health Information Management – 3 Credit Hours

This course introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership. Topics focus on various styles and approaches of effective leadership. The course will examine leadership principles in realistic situations and problems such as quality and productivity. It will also examine the role of leadership in achievement of organizational goals.



BHIM 4566 Professional Practice Experience – 5 Credit Hours

This is an intensive four-week (150 hrs.) preceptor-guided experience in the administrative aspects of health information management services of an accredited hospital, healthcare system, or alternative healthcare facility. A management project and visits with users of health information (finance, decision support, registries, etc.) are an integral component of this externship experience. A PowerPoint online presentation highlighting the experience is required at the conclusion of the professional management experience.

Prerequisite: BHIM 3466 Health Information Management Practicum

BIOL – Biology**BIOL 1101 General Biology I Laboratory – 1 Credit Hour**

The laboratory reinforces concepts discussed in BIOL 1301 lecture. The Online laboratory activities will emphasize cellular respiration, cellular function, cellular reproduction, and genetics.

BIOL 1102 General Biology II Laboratory – 1 Credit Hour

The laboratory reinforces concepts discussed in BIOL 1302 lecture emphasizing taxonomy, micro and macro evolution, and select areas of human physiology such as the nervous system, cardiovascular system, and digestive system.

Prerequisite(s): BIOL 1101

BIOL 1301 General Biology I – 3 Credit Hours

This introductory course is designed to define the foundational principles of living organisms including cellular physiology, and cellular reproduction. Students will identify the physical and chemical properties of life in addition to organization, function, and classification nomenclature. Additionally, the concept of plant physiology and human genetics will be reviewed.

BIOL 1302 General Biology II – 3 Credit Hours

This course will differentiate between the evolution, diversity, and classification systems of life which will include viruses, bacteria, plants, invertebrates, vertebrates and humans. Students will be able demonstrate comprehension of life at the organismal and ecological levels. Human physiology will be emphasized.

Prerequisite(s): BIOL 1301

BIOL 1401 General Biology I – 4 Credit Hours

This introductory course is designed to define the foundational principles of living organisms. Students will identify physical and chemical properties of life, organization, function, and classification nomenclature. Additionally, the concepts of cellular biology, cellular reproduction, genetics, and scientific reasoning will be reviewed. The laboratory reinforces concepts discussed in lecture emphasizing cellular function, cellular reproduction, and genetics.

BIOL 1402 General Biology II – 4 Credit Hours

This course will differentiate the evolution, diversity, and classification systems of life to include animals, plants, protists, fungi, and prokaryotes. Students will be able demonstrate comprehension of life at the organismal and ecological levels. Human physiology will be emphasized. The laboratory reinforces concepts discussed in lecture emphasizing taxonomy, evolution, and select areas of human physiology such as the nervous system, cardiovascular system, and digestive system.

Prerequisite(s): BIOL 1401 General Biology I

BIOL 2101 Anatomy & Physiology Laboratory I (lab) – 1 Credit Hour

The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.



BIOL 2102 Anatomy & Physiology II (lab) – 1 Credit Hour

The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, 71 lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

BIOL 2301 Anatomy & Physiology I (lecture) – 3 Credit Hours

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

BIOL 2302 Anatomy & Physiology II (lecture) – 3 Credit Hours

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

BIOL 2322 Nutrition & Diet Therapy – 3 Credit Hours

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.

BIOL 2401 Anatomy & Physiology I (lecture + lab) – 4 Credit Hours

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

BIOL 2402 Anatomy & Physiology II (lecture + lab) – 4 Credit Hours

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatics, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

BMGT – (Bachelors) Management**BMGT 1301 Introduction to Management – 3 Credit Hours**

This course will provide students with a framework to understand the introductory structure and dynamics of Management. In addition, this hands-on class intends to provide students a deep understanding and practical skills to manage an organization in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Innovation Knowledge environments.



CHEM – Chemistry

CHEM 1111 General Chemistry I (lab) – 1 Credit Hour

Basic laboratory experiments supporting theoretical principles presented in CHEM 1311; introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1112 General Chemistry II (lab) – 1 Credit Hour

Basic laboratory experiments supporting theoretical principles presented in CHEM 1312; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM 1311 General Chemistry I (lecture) - 3 Credit Hours

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.

Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1312 General Chemistry II (lecture) – 3 Credit Hours

This course covers chemical equilibrium, phase diagrams and spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, an introduction to organic chemistry and descriptive inorganic chemistry.

Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent

CHEM 1411 General Chemistry I (lecture + lab) – 4 Credit Hours

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

Prerequisite(s): High School Algebra or equivalent academic preparation

CHEM 1412 General Chemistry II (lecture + lab) – 4 Credit Hours

This course covers chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry. Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. This lecture and lab course should combine all the elements of 1312 General Chemistry II Lecture and 1112 General Chemistry II Lab, including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 1411 General Chemistry I (Lecture and Laboratory) or equivalent



CHEM 2123 Organic Chemistry I Lab – 1 Credit Hour

This laboratory-based course accompanies CHEM 2323, Organic Chemistry I. Laboratory activities will reinforce fundamental principles of organic chemistry, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Methods for the purification and identification of organic compounds will be examined.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2125 Organic Chemistry II Lab – 1 Credit Hour

This laboratory-based course accompanies CHEM 2325, Organic Chemistry II. Laboratory activities reinforce advanced principles of organic chemistry, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 2423 Organic Chemistry I (lecture + lab)

CHEM 2323 Organic Chemistry I Lecture – 3 Credit Hours

Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)

CHEM 2325 Organic Chemistry II Lecture – 3 Credit Hours

Advanced principles of organic chemistry will be studied, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

Prerequisite(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

CHEM 2423 Organic Chemistry I (lecture + lab) – 4 Credit Hours

Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities will reinforce the concepts of the material covered in lecture. Methods for the purification and identification of organic compounds will be examined. This lecture and lab course should combine all the elements of CHEM 2323 (lecture) and CHEM 2123 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 1412 General Chemistry II (Lecture and Laboratory)



CHEM 2425 Organic Chemistry II (lecture + lab) – 4 Credit Hours

Advanced principles of organic chemistry will be studied, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules, and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities will reinforce the concepts of the material covered in lecture. This lecture and lab course should combine all the elements of CHEM 2325 (lecture) and CHEM 2125 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): CHEM 2423 Organic Chemistry (Lecture and Laboratory)

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

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

Prerequisite(s): Developmental and Applied Anatomy

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

COSC – Computer Science**COSC 1301 Introduction to Computing – 3 Credit Hours**

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

COSC 2303 Introduction to Digital Forensics – 3 Credit Hours

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

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

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

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

COSC 3305 Web Application Security 1 – 3 Credit Hours

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

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



COSC 3306 Network Security – 3 Credit Hours

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

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

COSC 4307 Intrusion Detection and Incident Response – 3 Credit Hours

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

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

CPST – Capstone

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

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

Prerequisite(s): Completion of Major Courses

CPST 4365 Service-Learning Capstone – 3 Credit hours

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

Prerequisite(s): Completion of Major Courses

DMSO – Diagnostic Medical Sonography

DMSO 1091 Special Topics – 0 Credit Hours

A review course to prepare for the American Registry for Diagnostic Medical Sonographers (ARDMS). A comprehensive review with multiple practice examinations covering abdominal and small parts sonography, and ob/gyn sonography will be offered. *Prerequisite:* satisfactory progress in the DMS program.

DMSO 1301 Techniques of Sonography – 3 Credit Hours

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

Prerequisite: DMSO 1342

DMSO 1302 Basic Ultrasound Physics – 3 Credit Hours

Basic acoustical physics and acoustical waves in human tissue. Emphasis on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams.

Prerequisite: DMSO 1351 or DSAE 1322

DMSO 1310 Introduction to Sonography – 3 Credit Hours

An introduction to the profession of sonography and the role of the sonographer. Emphasis on medical terminology, ethical/legal aspects, written and verbal communication, and professional issues relating to registry, accreditation, professional organizations, and history of the profession.

Prerequisite: General Education Required classes



DMSO 1341 Abdominopelvic Sonography – 3 Credit Hours

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

Prerequisite: DMSO 1301

DMSO 1342 Intermediate Ultrasound Physics – 3 Credit Hours

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

Prerequisite: DMSO 1302

DMSO 1351 Sonographic Sectional Anatomy – 3 Credit Hours

Sectional anatomy of the male and female body. Includes anatomical relationships of organs, vascular structures, and body planes and quadrants.

Prerequisite: DMSO 1310

DMSO 2130 Advanced Review I - .5 Credit Hours

Knowledge, skills, professional values within a legal and ethical framework addressing emerging technologies and professional development.

Prerequisite: DMSO 2261

DMSO 2131 Advanced Review II - .5 Credit Hours

Knowledge, skills, professional values within a legal and ethical framework addressing emerging technologies and professional development.

Prerequisite: DMSO 2262

DMSO 2260 Clinical – 2 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DSVT 1322

DMSO 2261 Clinical – 2 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2260

DMSO 2262 Clinical – 2 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2261

DMSO 2263 Clinical – 2 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2262

DMSO 2305 Sonography of Obstetrics/Gynecology – 3 Credit Hours

Detailed study of the pelvis and obstetrics/gynecology as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2353



DMSO 2341 Sonography of Abdominopelvic Pathology – 3 Credit Hours

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

Prerequisite: DMSO 1341

DMSO 2342 Sonography of High-Risk OB – 3 Credit Hours

Maternal disease and fetal abnormalities. Includes scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2305

DMSO 2353 Sonography of Superficial Structures – 3 Credit Hours

Detailed study of normal and pathological superficial structures as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

Prerequisite: DMSO 2341

DMSO 2360 Clinical – 3 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2263

DMSO 2361 Clinical – 3 Credit Hours

A health-related work-based learning experience that enables the student to apply specialized occupation theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisite: DMSO 2360

DSAE – Diagnostic Sonography Advanced Echocardiography**DSAE 1303 Intro to Echocardiographic Tehcniques – 3 Credit Hours**

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

Prerequisite: DMSO 1342

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.

Prerequisite: General Education Required classes

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.

Prerequisite: DSAE 1311

DSAE 2155 Adult Echocardiography Advanced Review I – 1 Credit Hour

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 2156 Adult Echocardiography Advanced Review II – 1 Credit Hour

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 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.

Prerequisite: DSAE 2376

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.

Prerequisite: DSAE 1336

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.

Prerequisite: DSAE 2341

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.

Prerequisite: DSAE 2352

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.

Prerequisite: DSVT 1322

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.

Prerequisite: DSAE 2371

DSAE 2373 Clinical III – 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.

Prerequisite: DSAE 2372

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.

Prerequisite: DSAE 2373

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.

Prerequisite: DSAE 2374

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.

Prerequisite: DSAE 2375



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.

Prerequisite: DMSO 2342 or DSAE 2364

DSVT 1322 Principles of Vascular Technology – 3 Credit Hours

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

Prerequisite: DSVT 1311

ECON – Economics

ECON 2301 Principles of Macroeconomics – 3 Credit Hours

An analysis of the economy including measurement and determination of aggregate demand and aggregate supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

ECON 2302 Principles of Microeconomics – 3 Credit Hours

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price, and output decisions by firms under various market structures, factor markets, market failures, and international trade.

ENGL – English

ENGL 1301 Composition I – 3 Credit Hours

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

ENGL 1302 Composition II – 3 Credit Hours

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite(s): ENGL 1301 or its equivalent

ENGL 2326 American Literature – 3 Credit Hours

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite(s): ENGL 1301 Composition I

FINA – Finance

FINA 3301 Corporate Financial Management – 3 Credit Hours

This course covers fundamental concepts in finance and decision-making techniques in corporate financial management. Also included is an overview of financial markets, financial statement analysis, financial planning, time value of money, risk-return relationship and CAPM, security valuation, capital budgeting techniques, cost of capital, debt policy, and related topics.



GENS – General Studies

GENS 3301 Interdisciplinary Perspectives – 3 Credit Hours

This is a variable topics course which provides students with the opportunity to examine historical and/or current global issues from interdisciplinary perspectives. Course activities will include relevant readings from a variety of perspectives and disciplines, discussions encouraging synthesis and analysis of conflicting or competing views, and written assignments.

Prerequisite(s): Completion of General studies Major Requirements

GENS 4301 Integrative Studies – 3 Credit Hours

This course focuses on the design and execution of integrative research. Students will work on case problems appropriate to their career plans and prepare written and/or oral reports on their proposed solutions. This seminar will provide the opportunity for individual student and program assessment.

Prerequisite(s): GENS 3301

GENS 4391 General Studies Capstone Project – 3 Credit Hours

This course is the culminating course required for the Bachelor of General Studies degree. Students will summarize their experience in a reflective paper, integrate material learned in emphasis by completing a scholarly essay, and demonstrate accomplishment of learning outcomes.

Prerequisite(s): GENS 4301

GOVT – Government

GOVT 2305 Federal Government – 3 Credit Hours

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

GOVT 2306 Texas Government – 3 Credit Hours

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

HCMG – Health Care Management

HCMG 3301 Introduction to Healthcare Management – 3 Credit Hours

This course provides students with an introduction to the various aspects of healthcare leadership functions in healthcare facilities. Attention to areas concerning the operational aspects of clinical and administrative service planning and delivery, accounting and finance, human resources, service delivery will be the focus of the learning concepts.

HCMG 3302 Healthcare Planning and Policy Management – 3 Credit Hours

Students will examine the past and current political structure of the U.S. healthcare system. The processes involved in the development, planning, execution, and oversight of healthcare policy at national, government, state, and local levels will be discussed.

HCMG 3303 Human Resource Management in Healthcare – 3 Credit Hours

This course will provide an overview of personnel management within healthcare organizations. Students will develop an understanding of healthcare human resource functions and workforce planning regarding recruitment and retention, selection, job description development, benefits, salary planning, training, performance and disciplinary activities.



HCMG 3304 Evidence Based Healthcare – 3 Credit Hours

Knowledge of evidence –based methods of practice will be developed in this course. An understanding of how to evaluate and assess best practices through the review of research to implement appropriate intervention practices will be the focus.

HCMG 3305 Organizational Behavior in Healthcare Management – 3 Credit Hours

This course will introduce the concept of behavioral theories that frame healthcare organizations and leadership styles. Topics to be discussed include transformational leadership, situational leadership, and servant leadership.

HCMG 3306 Healthcare Regulations and Procedures – 3 Credit Hours

This course will provide an overview of regulatory standards and procedures involved in the delivery of healthcare services. Topics of discussion will include government quality and safety regulations, standards of professional practice, and disaster preparedness.

HCMG 3308 Managed Healthcare – 3 Credit Hours

Students will gain an understanding of how healthcare insurance in the U.S. is structured to meet the needs of various populations. The concepts behind managed care organizations such as health maintenance organizations, preferred provider organizations, employee provider organizations, private payors and public insurance will be discussed.

HCMG 3310 International Healthcare Management – 3 Credit Hours

This course will examine the trends, challenges and policies that exist when managing healthcare on a global level. The role of healthcare leadership in addressing major global health issues such as health equity, infectious disease, disease prevention and health promotion, and health reform will be assessed.

HCMG 4301 Quality Improvement, Quality Assurance, and Risk Management – 3 Credit Hours

The focus of this course is centered around the overall improvement and maintenance of quality healthcare services. Students will be introduced to various methods utilized to evaluate, plan, and improve healthcare services such as quality improvement tools and evaluation methods. An analysis of risks involved in the implementation of selected modes of delivery of care, and medical error prevention and reduction methods will be included.

HCMG 4303 Healthcare Information Systems – 3 Credit Hours

This course will provide an introduction to the function and structure of healthcare information systems. Various systems used in the delivery and management of health information such as electronic medical records systems, laboratory information systems, supply chain management systems, and human resources management systems will be reviewed.

HCMG 4305 Ethics and Decision Making in Healthcare – 3 Credit Hours

This course will introduce the legal, ethical, and moral aspects involved in making sound decisions as a leader in the healthcare environment. An overview of issues surrounding patient rights, end of life decisions, malpractice, and wrongful death will be addressed.

HCMG 4307 Cultural Competence in Healthcare – 3 Credit Hours

This course will prepare students to appropriately address and meet the needs of patients, family members, and co-workers. A better understanding will be gained of how to communicate in a way that recognizes diversity and shows respect to individual beliefs and cultures.

HCMG 4310 Internship – 3 Credit Hours

Students should begin the search for a facility to complete their internship experience at the start of their program. The internship will provide students with an opportunity to experience firsthand the responsibilities that are involved in assuming the role of a healthcare leader. Ideally, students should seek opportunities in their area of interest; however, students are encouraged to take advantage of opportunities that are available to any healthcare facility.



HCMG 4320 Capstone Healthcare Management – 3 Credit Hours

The purpose of the Capstone is to provide an opportunity for students to demonstrate and articulate the skills, knowledge, and insights that they have accumulated through matriculation of all courses in the healthcare management program. In this course, students will apply various methodologies and techniques learned at various stages of the program and prepare a presentation outlining a strategic analysis for healthcare organizations.

HIST – History

HIST 1301 United States History I – 3 Credit Hours

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

HIST 1302 United States History II – 3 Credit Hours

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

HITT – Health Information Technology

HITT 1160 Clinical I – Health Information/Medical Records Technology – 1 Credit Hour

This is a virtual practicum course that prepares the students before going on-site. Practicum competencies reinforce previous coursework and include application of knowledge of –and skills in – health record content, structure, functions, and use. The course activities include discussions, simulations, and assignments. All students prepare a written report and present a verbal summary of their virtual practical experience.

HITT 1255 Healthcare Statistics – 2 Credit Hours

This course introduces statistical computations and provides students with assignments for compiling inpatient service days, average length of stay, occupancy rates, and mortality rates. Descriptive and inferential statistics and basic research principles are also explored.

HITT 1301 Health Data Content and Structure – 3 Credit Hours / 2 Lab Hours

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

HITT 1305 Medical Terminology – 3 Credit Hours

This course introduces elements of medical terminology such as foundations of words used to describe the human body and its conditions, terminology for medical procedures, and names of commonly prescribed medications. Spelling, pronunciation and meanings of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations.

Prerequisite course: The designated course must be taken prior to any other HIT/HIM major courses.



HITT 1341 Coding and Classification Systems – 3 Credit Hours / 1 Lab Hour

This course introduces principles and guidelines for using the International Classification of Diseases system to code diagnoses and procedures in an acute care setting. Examples of patient records and exercises using coding manuals and software tools provide practice in coding and sequencing diagnoses and procedures. History and development of clinical vocabularies and classifications systems are introduced. Application of coding principles to electronic record systems is explored.

Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology

HITT 1342 Ambulatory Coding – 3 Credit Hours

This course is a continuation of the study of ICD-10-CM/PCS, CPT4, and other classification and nomenclatures. The relationship with inpatient and ambulatory care reimbursement systems is also explored.

Prerequisites: HITT 1305 Medical Terminology, HPRS 1210 Introduction to Pharmacology, HPRS 2201 Pathophysiology, HITT 1341 Coding and Classification Systems

HITT 1345 Health Information & Delivery Systems – 3 Credit Hours

Introduction to health IT standards, health-related data structures, software applications, and enterprise architecture in healthcare and public health. Healthcare delivery systems including organization, financing, accreditation, licensure, and regulatory agencies will also be examined.

Prerequisite: HITT 1342 Ambulatory Coding

HITT 1353 Legal and Ethical Aspects of Health Information – 3 Credit Hours / 1 Lab Hour

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

HITT 2321 EHR Training Methods and Data Security – 3 Credit Hours / 1 Lab Hour

This course builds on the concepts learned in prior courses and offers practical hands-on application to using Electronic Health Record software. The focus is on point-of-care systems, data standards, privacy, and ethical practices with regard to Health Information exchange and personal health records. The course will prepare students to work in an electronic health record environment.

HITT 2335 Coding and Reimbursement Methodologies – 3 Credit Hours

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

HITT 2339 Health Information Organization & Supervision – 3 Credit Hours

This course presents an overview of organizational principles and supervisory management. This includes methods and management tools used in the analysis of health information systems, including the development of objectives, policies, and procedures; benchmarking; workflow; productivity measurement; layout analysis; and project management.



HITT 2343 Quality Assessment and Performance Improvement – 3 Credit Hours / 1 Lab Hour

This course addresses quality management processes and performance improvement with an emphasis on health information services. Additional topics presented include evaluation of patient care and safety, clinical information analysis, integrated quality improvement activities, risk management, utilization management, medical staff organization and function, biomedical research, and compliance.

HITT 2361 Clinical II- Health Information/Medical Records Technology – 3 Credit Hours

This course allows students to complete supervised professional practicum hours at an approved healthcare facility. Student must complete a minimum of 40 hours of externally supervised activity prior to graduation. The externally supervised activity PPE must relate to higher level competencies at the Associate degree level and result in a learning experience for the student and/or a deliverable to a practice site.

Prerequisite: HITT 1160 Clinical I - Health Information/Medical Records Technology/Technician

HPER – Human Performance**HPER 1311 Introduction to Health Promotion and Wellness – 3 Credit Hours**

This course emphasizes a holistic approach to health. It covers topics such as nutrition, physical activity, stress, and the influence of socio-economic and environmental factors on all aspects of health and well-being.

HPER 1333 First Aid and Safety- 2 Credit Hours

This course is designed to enable the student to recognize and avoid safety hazards; to intelligently assist in case of accident or illness; to develop the necessary skills for immediate and temporary care of a victim. This course prepares students for the First Aid and CPR Certification.

HPER 2302 Health Behavior Theories and Planning Models – 3 Credit Hours

This course introduces students to concepts fundamental to the understanding of human health behavior. Students will learn the different theories of health promotion, implementation, and evaluation. There will be an emphasis on the determinants of health behavior and techniques used by health professionals to promote health.

HPER 2304 Epidemiology – 3 Credit Hours

This course will provide a basic introduction to the principles and methods of epidemiology. This course includes the biological, behavioral, sociocultural, and environmental factors associated with the etiology and distribution of health and disease.

HPER 2311 Entrepreneurial Skills for Small Business – 3 Credit Hours

This course aims to provide training in entrepreneurial skills and small business management as it relates to the health and fitness industry. Students will identify opportunities, and have the knowledge, attitudes, and skills to develop innovative business ideas to manage small businesses successfully.

HPER 3304 Therapeutic Modalities – 3 Credit Hours

Introduces physiological principles, concepts, and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries.

HPER 3313 Motor Learning and Skill Development – 3 Credit Hours

This course investigates the principles of human performance and actions. Students will learn the principles underlying the acquisition of motor skills and how control of skilled movements is gained, maintained, and adapted. Students will understand the various ways that people learn to move, acquire skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

HPER 3323 Business of Sport Management – 3 Credit Hours

This course emphasizes basic management principles as they relate to the sports industry. A variety of marketing techniques and approaches are analyzed to provide students with the skills to develop effective and comprehensive sports marketing plans.



HPER 3333 Rehabilitation of Athletic Injuries – 3 Credit Hours

This course aims to introduce the concepts and principles of a rehabilitation program. Students will learn how to determine therapeutic goals and objectives, selection of therapeutic exercises, and the methods of evaluating and recording rehabilitation progress.

HPER 3403 Exercise Physiology (Lecture and Lab) – 4 Credit Hours

The purpose of this course is to increase the student's knowledge and understanding of human physiology and the adaptations that occur during exercise. Emphasis is on bioenergetics as well as circulatory, respiratory, and neuromuscular responses to the physical stress of exercise. The lab component will include neural control during physical activity, skeletal muscle contraction, pulmonary and circulatory physiology, gas exchange and transport, aerobic and anaerobic energy sources for muscular activity, and temperature regulation during exercise.

Pre-requisite: BIOL 2401 Anatomy and Physiology I, and BIOL 2402 Anatomy and Physiology II

HPER 4301 General Medicine in Sports – 3 Credit Hours

This course focuses on the evaluation and management of injuries and disorders. Students will learn to assess critical injuries and illnesses, including acute care, rehabilitation, and prevention, and to implement guidelines that affect decisions for allowing athletes to continue with physical activity.

HPER 4303 Strength and Conditioning Training – 3 Credit Hours

The course will focus on the assessment and implementation of strength and conditioning concepts and the analyses of various sports movements as they apply to strength and power exercises for sports training.

HPER 4313 Cardiorespiratory Disorders and Fitness – 3 Credit Hours

This course prepares students to design, implement, and administer exercise programs for developing physical fitness for special populations with cardiovascular and respiratory conditions.

HPER 4323 Kinesiology – 3 Credit Hours

This course introduces students to the study of anatomical and biomechanical principles of human performance and movement science.

HPER 4403 Exercise Prescription and Application (Lecture and Lab) – 4 Credit Hours

This course provides theoretical knowledge and practical skills to design personalized exercise programs that produce specific physiologic responses and adaptations. Emphasis is placed on prescribing safe and effective cardiorespiratory, musculoskeletal, and weight management programs for individuals with or without a controlled disease. The lab provides students the opportunity to acquire the necessary skills to perform a fitness assessment and exercise testing for cardio-respiratory fitness, body composition, muscle flexibility, strength, and endurance, and to demonstrate various exercises prescribed.

Pre-requisites: HPER 3403 Exercise Physiology + Lab and Biomechanics + Lab

HPER 4413 Biomechanics (Lecture + Lab) – 3 Credit Hours

The course provides an overview of the mechanical and anatomical analysis of movement related to human performance. Students will acquire knowledge to structurally, functionally, and mechanically analyze the performer and performance of physical activities. The lab component: This course focuses on the development of techniques of human movement analysis from structural and functional points of view and incorporates principles of mechanics as they apply to the study of human motion.

Pre-requisite: HPER 3403 Exercise Physiology

HPER 4419 Internship Experience I- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the first 75 hours of the internship experience.



HPER 4429 Internship Experience II- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the second 75 hours of the internship experience.

HPER 4439 Internship Experience III- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they begin the third 75 hours of the internship experience.

HPER 4449 Internship Experience IV- 3 Credit Hours

Interns will perform hands-on application as relevant to the field. The Internship requires 300 hours of work-related experience and course assignments to be completed during the final semester. The Internship Experience course will guide and mentor students as they complete the final 75 hours of the internship experience.

HPER 4499 Capstone Course – 3 Credit Hours

This course requires the student to produce an original research design suitable for submission to a Institutional Review Board (IRB) that demonstrates mastery of a specified subject/field they wish to pursue professionally. In addition to the Capstone project, students will apply for an internship in exercise and sport science-related field. The practical application of course work is a crucial element in the education of students pursuing a career in exercise and sport science. The goal of the internship is to bridge the gap between classroom theory and real-world job duties.

Pre-requisites: completion of all major courses. This course must be completed in the final term of enrollment.

HPRS – Health Professions and Related Sciences**HPRS 1106 – Essentials of Medical Terminology – 1 Credit Hour**

A study of medical terminology, word origin, structure, and application for Allied Health majors.

HPRS 1210 Introduction to Pharmacology – 2 Credit Hours

A study of drug classifications, actions, therapeutic uses, adverse effects, and routes of administration. Does NOT include dosage calculations.

Prerequisite course: The designated course must be taken prior to any other HIT major courses.

HPRS 2201 Pathophysiology – 2 Credit Hours

Study of the pathology and general health management of diseases and injuries across the life span. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries.

Prerequisite course: The designated course must be taken prior to any other HIT major courses.

HPRS 2335 Pharmacology and Medical Treatment – 3 Credit Hours

The study of basic concepts and terminology associated with medication structure, function, interaction, and administration. Emphasis is placed on the mechanism of drug action, uses, adverse effects, contraindications, and clinically important drug interactions. Students will review case scenarios to identify diseases associated with medications. Students will also identify medications prescribed for certain diseases.

Prerequisite course: The designated course must be taken prior to any other HIM major courses.

Prerequisite: HPRS 2336 Pathophysiology for Health Information Management

HPRS 2336 Pathophysiology for Health Information Management – 3 Credit Hours

This course emphasizes the study of the major diseases associated with each body system. It introduces important medical terminology, inflammation and allergy, neoplasia, heredity and disease, dietary factors and diseases, and infectious diseases. Understanding of the Pathophysiology language is explored by reading and interpreting the documentation in patient medical records.

Prerequisite course: The designated course must be taken prior to any other HIM major courses.



HSCI – Health Science

HSCI 2301 Health Policy and Healthcare System – 3 Credit Hours

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

HSCI 2305 Introduction to Statistics for Health Sciences – 3 Credit Hours

This course will provide students with the opportunity to develop a working knowledge and understand the basics of analysis methods commonly used in medical research, to understand published research and to participate in more specialized courses. Students will learn to use and interpret basic statistical methods, with reference to cohort studies, case control studies and randomized controlled trials.

HSCI 2310 Development of Healthcare Professions – 3 Credit Hours

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

HSCI 2315 Disease Prevention and Health Promotion Concepts – 3 Credit Hours

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

IHCR – Integrative Healthcare

IHCR 3308 The Meaning of Health – 3 Credit Hours

Covers a combination of current and traditional studies on how both internal and external factors may affect the various systems of the body and negatively impact a person's physical or mental wellbeing.

IHCR 3310 Introduction to Herbology – 3 Credit Hours

An introduction to the study of herbs, ranging from weeds to culinary flavoring, to medicines. It includes the principles of herbal medicine, the properties of herbs and indications for use of selected herbs.

IHCR 3354 History of Natural Healing – 3 Credit Hours

The history, concepts, and principles of naturopathy are traced from Hippocrates through the 20th century. Fundamental principles of this healing art are discussed in depth.

IHCR 3357 Lifestyle Intervention – 3 Credit Hours

This course will explore the dietary and lifestyle influences on disease. By the end of the course, students will gain knowledge, skills, and competency on the association between nutrition, lifestyle choices, and the development and management of chronic disease.

IHCR 3360 Integrative Manual Therapy Techniques – 3 Credit Hours

An introduction to manual therapies including massage, reflexology, and acupressure. The course provides an overview of each therapy, the principles used in each therapy and the indications and contraindications of each therapy.



IHCR 3363 Fundamentals of Oriental Medicine – 3 Credit Hours

An introduction to the traditional medicine used by the Chinese. This course will explore the philosophy, techniques, and practices used in Chinese medicine.

IHCR 3369 Nutrition for Healthy Aging – 3 Credit Hours

This course covers cultural, environmental, psychosocial, physical, and economic factors affecting dietary intake and nutrition status for the older adult. Students will identify strategies for maintaining and improving mental and physical function in later years through proper nutrition.

IHCR 3370 Foundations of Chiropractic – 3 Credit Hours

This course will present various aspects of the foundational concepts necessary to become a successful chiropractor.

Prerequisite(s): BIOL1402 General Biology II

IHCR 4313 Advanced Herbology – 3 Credit Hours

This course is a continuation of Introduction to Herbology and increases the student's knowledge of selected topics in advanced herbology. Students explore plant constituents in depth including the classes of plant hormones toxins and their roles in plants and humans.

IHCR 4365 Integrative Health Capstone – 3 Credit Hours

Students will demonstrate knowledge learned throughout the program by taking case studies and transforming them into usable information in an appropriate format.

Prerequisite(s): Completion of all Integrative Health Major Courses

KINE – Kinesiology**KINE 2305 Community Health – 3 Credit Hours**

This course introduces the major areas of public health, epidemiology, healthcare management, environmental health, social-behavioral health, and health informatics. Students will interpret and analyze a variety of demographic and epidemiological information as they impact a given community.

KINE 2364 Introduction to Physical Fitness and Wellness – 3 Credit Hours

Students will learn comprehensive approaches in applying functional physical activity to daily life and in making superior wellness choices. Students will grasp how to educate and empower individuals towards making positive steps in developing a lifelong commitment to fitness and wellness.

MANA – Management**MANA 3301 Principles of Management – 3 Credit Hours**

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

MANA 3305 Managerial Statistics – 3 Credit Hours

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



MANA 3306 Management Communication – 3 Credit Hours

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

MANA 3308 Business and Public Law – 3 Credit Hours

Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection. Introduces such fundamentals as legal rights and social forces in government, business, and society. Areas of study in this course include torts, contracts, employment law, product liability, and consumer protection.

MANA 4301 Operations and Quality Management – 3 Credit Hours

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

MANA 4320 Capstone: Strategies and Problems in Management – 3 Credit Hours

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

MATH – Math**MATH 1314 College Algebra – 3 Credit Hours**

In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

MATH 1316 Trigonometry – 3 Credit Hours

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

MATH 1324 Mathematics for Business and Social Sciences – 3 Credit Hours

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

MATH 1325 Calculus for Business and Social Sciences – 3 Credit Hours

This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. This course is not a substitute for MATH 2413, Calculus I.

Prerequisite(s): MATH 1314 College Algebra or MATH 1324 Mathematics for Business and Social Sciences

MATH 1342 Elementary Statistical Methods I – 3 Credit Hours

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.



MATH 2305 Discrete Mathematics – 3 Credit Hours

A course designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques.

Prerequisite(s): MATH 1314 College Algebra or higher.

MATH 2342 Elementary Statistical Methods II – 3 Credit Hours

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is *recommended*.

MISM – Management Information Systems**MISM 3301 Information Systems for Management – 3 Credit Hours**

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

MRKT – Marketing**MRKT 3301 Principles of Marketing – 3 Credit Hours**

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

MUSI – Music**MUSI 1306 Music Appreciation – 3 Credit Hours**

Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. (Does not apply to a music major degree).

NUTR – Nutritional Science**NUTR 2301 Introduction to Nutrition – 3 Credit Hours**

This course introduces the basic concepts of nutrition. The content includes the functions of the macronutrients and micronutrients, as well as the principles of diet evaluation, nutritional assessment, energy balance, weight management, nutrition, and fitness.

NUTR 2302 Nutrition II – 3 Credit Hours

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

NUTR 2310 Food Science and Systems – 3 Credit Hours

This course focuses on the fundamental, biological, chemical, and physical scientific principles associated with the study of foods. Topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food engineering, food biotechnology, product development, and sensory evaluation.



NUTR 2317 Nutrition and Physiology – 3 Credit Hours

The course is designed to facilitate the understanding of biochemical principles and concepts to human nutrition.

NUTR 3301 Nutrition Counseling and Education – 3 Credit Hours

This course focuses on nutrition counseling and education based on effective nutrition interventions, evidence-based theories and models, clinical nutrition principles, and knowledge of behavioral science and educational approaches.

NUTR 3303 Nutrition and Diet Therapy- 3 Credit Hours

This course focuses on the dietary and lifestyle factors that influence the risk of chronic disease. The course topics include obesity, digestive health, Type 2 diabetes, cardiovascular disease, and cancer. Students will learn how to evaluate current research and compare strategies for prevention.

Prerequisite(s): NUTR2301 Introduction to Nutrition

NUTR 3323 Nutrition for Exercise Performance – 3 Credit Hours

This course presents sport nutrition guidelines to enhance athletic performance. The course content includes energy expenditure during exercise, the use of supplements, and dietary recommendations for athletic training. Students will gain an understanding of exercise physiology and learn how to create a nutrition plan for each sport. (Pre-requisite: Introduction to Nutrition)

NUTR 3370 Nutrition in the Life Span – 3 Credit Hours

This course investigates how nutrition requirements and challenges throughout the human lifecycle and how alteration in nutritional requirements impact on human health. The course will begin by investigating the influence of nutrition prior to and during conception.

NUTR 4301 Advanced Nutrition and Metabolism – 3 Credit Hours

This course focuses on the metabolism of carbohydrates, protein, and lipids and the role in human and physical performance. *Pre-requisites Introduction to Nutrition*

OTHA – Occupational Therapy Assistant**OTHA 1091 Special Topics – 0 Credit Hours**

Topics address recently identified current events, skills, knowledges, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. **Please note:** This course may be used if deemed necessary by the OTA Program Director and the Dean of the College of Health Sciences to support student success.

OTHA 1160 Clinical in OTA I – Pediatric Level I Fieldwork – 1 Credit Hour

This course includes work-based learning experience, observation and guided practice that enables the student to apply specialized occupational theory, skills, and concepts in settings serving children or adolescents. Students are supervised by clinical educators or faculty at healthcare, education, or community settings. In-class activities complement topics and experiences in off campus sites.

Prerequisite: OTHA 1341, Co-requisite: OTHA 1315

OTHA 1161 Clinical in OTA II – Mental Health Fieldwork – 1 Credit Hour

This course includes a work-based learning, observation, and guided practice for application of the occupational therapy process in settings serving children or adults with psychosocially challenges. Students are supervised by clinical educators or faculty at healthcare, education, or community settings. In-class activities complement topics and experiences in off-campus sites.

Prerequisite: OTHA 2309, Co-requisite: OTHA 2302



OTHA 1162 Clinical in OTA III – Adult Level I Fieldwork – 1 Credit Hour

This course includes work-based learning experience, observation and guided practice that enables the student to apply specialized occupational theory, skills, and concepts in settings serving adults with physical disabilities. Students are supervised by clinical educators or faculty at healthcare, education, or community settings. In-class activities complement topics and experiences in off campus sites.

Prerequisite: OTHA 1309, OTHA 1349, and OTHA 2304, Co-requisite: OTHA 1319

OTHA 1211 Occupational Performance throughout the Lifespan – 2 Credit Hours

This course will focus on principles of occupational therapy and performance of human occupations in work, self-care, and play/leisure throughout the lifespan. The student will learn observations, analysis, identify and adapt age-appropriate occupations; identify the client factors that affect occupational performance; select appropriate intervention strategies for this population; and adapt contexts to support occupational performance.

Prerequisite: PSYC 2301 General Psychology

OTHA 1305 Principles of Occupational Therapy – 3 Credit Hours

This course will examine the role of occupational therapy in healthcare, and community-based and educational systems. Topics include history and philosophical principles, occupation in daily life, the *Occupational Therapy Framework: Domain and Process, Standards of Practice, Code of Ethics*, current and emerging practice areas, and roles of the registered occupational therapist and the certified occupational therapy assistant.

Prerequisite: Completion of general education courses

OTHA 1309 Human Structure and Function in Occupational Therapy – 3 Credit Hours

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Emphasis is on the musculoskeletal system including skeletal structure, muscles and nerves, and biomechanical assessment procedures. Students also are introduced to muscle testing and goniometric testing procedures.

Prerequisite: BIOL 2401 and BIOL 2402

OTHA 1315 Therapeutic Use of Occupations or Activities I – 3 Credit Hours

This course will focus on the development of observation skills; assessment; documentation, and teaching, adapting, and grading of self-care, work, and play/leisure with pediatric/adolescent populations. Emphasis on awareness of activity demands, contexts, occupations, or activities used as therapeutic interventions, treatment techniques, and equipment to maximize participation in meaningful occupations, improve independence, and ensure safety with this population.

Prerequisite: OTHA 1341, Co-requisite: OTHA 1160

OTHA 1319 Therapeutic Interventions I – 3 Credit Hours

This course will focus on the development of observation skills; assessment; documentation, and teaching, adapting, and grading of self-care, work, and play/leisure with adults with physical disabilities. Emphasis on awareness of activity demands, contexts, occupations, or activities used as therapeutic interventions, treatment techniques, and equipment to maximize participation in meaningful occupations, improve independence, prevent deformity, and ensure safety with this population. Additional emphasis on the role of the Occupational Therapy Assistant in the OT process.

Prerequisite: OTHA 1309, OTHA 1349 and OTHA 2304, Co-requisite: OTHA 1162

OTHA 134 Occupational Performance from Birth through Adolescence – 3 Credit Hours

This course focuses on the occupational performance from birth through adolescents and presents specific issues in the practice of pediatric occupational therapy. Topics include theory, frames of reference, evaluation tools and techniques. This course reviews treatment/intervention strategies specific to this population.

Prerequisite: OTHA 1211



OTHA 1349 Occupational Performance of Adulthood – 3 Credit Hours

This course is the study of occupational performance of adults with physical disabilities, emphasis on musculoskeletal disorders. Topics include medical management, theory, frames of reference, evaluation tools, intervention and treatment techniques, PAMs, and splinting.

Prerequisite: OTHA 1309

OTHA 1353 Occupational Performance for Elders – 3 Credit Hours

This course focuses on the occupational performance of elders and the effects of aging and chronic illness. This course reviews medical management, frames of reference, evaluation tools, treatment/intervention strategies specific to this population.

Prerequisite: OTHA 1211

OTHA 2230 Workplace Skills for the Occupational Therapy Assistant – 2 Credit Hours

An online seminar-based course designed to complement Level II fieldwork by creating a discussion forum addressing events, skills, knowledge, and/or behaviors related to the practice environment. Application of didactic coursework to the clinic and test-taking strategies for certification exams.

Co-requisite: OTHA 2560, OTHA 2561

OTHA 2235 Healthcare Management in Occupational Therapy – 2 Credit Hours

This course explores the role of the occupational therapy assistant in healthcare delivery. Topics include documentation, funding and reimbursement, credentialing, professional issues, occupational therapy standards and ethics, healthcare team role delineation, and basic management of resources, including environment, personnel, and budget, preparation activities for Level II fieldwork, licensure and certification, employment acquisition, and development of a professional development plan.

Prerequisite: OTHA 1305

OTHA 2302 Therapeutic Use of Occupations or Activities II – 3 Credit Hours

This course will focus on the development of observation skills; assessment; documentation; and teaching, adapting, and grading self-care, work, and play and leisure occupations for individuals with psychosocial challenges. Topics include group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations and ensure safety.

Prerequisite: OTHA 2309, Co-requisite: OTHA 1161

OTHA 2304 Neurology in Occupational Therapy – 3 Credit Hours

This course is the study of occupational performance of adults with physical disabilities, emphasis on neurological disorders. Topics include medical management, frames of reference, evaluation tools, intervention, and treatment techniques.

Prerequisite: OTHA 1309 and OTHA 1349

OTHA 2309 Mental Health in Occupational Therapy – 3 Credit Hours

This course will examine the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan. This course emphasizes mental health frames of reference, identification of occupational therapy assessment strategies, explanation of psychiatric diagnoses based on the DSM, implementation of occupation-based interventions for the promotion of mental health and wellness through occupational therapy.

Prerequisite: PSYC 2301



OTHA 2560 Clinical Occupational Therapy Assistant - Level II Fieldwork A – 5 Credit Hours

An 8-week health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the OT clinical professional. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals that offers a diversity of experience. Students receive general workplace training supported by an individualized learning plan developed by the fieldwork site, university, and student. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Level II fieldwork experience is off campus.

Prerequisite: OTHA 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

OTHA 2561 Clinical Occupational Therapy Assistant - Level II Fieldwork B – 5 Credit Hours

An 8-week health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the OT clinical professional. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals that offers a diversity of experience. Students receive general workplace training supported by an individualized learning plan developed by the fieldwork site, university, and student. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Level II fieldwork experience is off campus.

Prerequisite: OTHA 2560, 1341, OTHA 1349, OTHA 2304, Co-requisite: OTHA 2230

PHYS – Physics**PHYS 1101 College Physics I (lab) – 1 Credit Hour**

This laboratory-based course accompanies PHYS 1301, College Physics I. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; emphasis will be on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 1301 College Physics I (lecture) – 3 Credit Hours

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 1401 College Physics I (lecture + lab) – 4 Credit Hours

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Laboratory activities will reinforce the concepts of the material covered in the lecture. This lecture and lab course should combine all the elements of PHYS 1301 (lecture) and PHYS 1101 (lab), including the learning outcomes listed for both courses.

Prerequisite(s): MATH 1314 College Algebra or equivalent



PHYS 2125 University Physics Laboratory I (lab) – 1 Credit Hour

Basic laboratory experiments supporting theoretical principles presented in PHYS 2325 involving the principles and applications of classical mechanics, including harmonic motion and physical systems, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 2126 University Physics Laboratory II (lab) – 1 Credit Hour

Laboratory experiments supporting theoretical principles presented in PHYS 2326 involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite(s): PHYS 2325 Physics I

PHYS 2325 University Physics I (lecture) – 3 Credit Hours

Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems, and thermodynamics; and emphasis on problem solving.

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 2326 University Physics II (lecture) – 3 Credit Hours

Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics.

Prerequisite(s): PHYS 2325 Physics I

PHYS 2425 University Physics I (lecture + lab) – 4 Credit Hours

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

Prerequisite(s): MATH 1314 College Algebra or equivalent

PHYS 2426 University Physics II (lecture + lab) – 4 Credit Hours

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

Prerequisite(s): PHYS 2425 University Physics I

PSYC – Psychology**PSYC 2301 General Psychology – 3 Credit Hours**

General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

Prerequisite(s): None

PSYC2 2314 Lifespan Growth & Development – 3 Credit Hours

Human Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.



PSYC 2322 Learning, Memory & Cognition – 3 Credit Hours

This course presents an experimental and theoretical approach to the study of learning and cognition to include problems, methods, and content in the area of learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSYC 3304 Abnormal Psychology – 3 Credit Hours

This course includes the theories, classifications, and research issues relevant to the understanding of human psychopathology, including clinical syndromes and theories of pathology. Topics in Abnormal Psychology, from a multicultural perspective, are discussed.

PSYC 3314 Psychology of Human Sexuality – 3 Credit Hours

This course provides an overview of theories, research, and contemporary issues in the scientific study of human sexual behavior and experience.

Prerequisite(s): PSYC 2301

PSYC 3334 Social Psychology – 3 Credit Hours

A study of the influence of people on each other's behavior, including social influence and social interaction.

Prerequisite(s): PSYC 2301

PSYC 3344 Applied Positive Psychology – 3 Credit Hours

This course introduces the science related to happiness, well-being, flourishing and the positive aspects of human experience. Students will gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living.

PSYC 4301 Addictions and Addictive Behaviors – 3 Credit Hours

This course provides an overview of the principles of substance-related addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, risk and protective influences that act on the course of addiction and its adverse health consequences. Both genetic and environmental underpinnings will be discussed.

Prerequisite(s): PSYC 2301

PSYC 4304 Experimental Design & Statistical Inference- 3 Credit Hours

This course is an introduction to experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

PSYC 4306 Neuroscience – 3 Credit Hours

This course will provide a detailed understanding of neurons and the functional role of various aspects of the human nervous system. A survey of topic areas relevant to psychology and neuroscience related disciplines will also be included.

Prerequisite(s): PSYC 2301

Cross-listed: BASC 6105 Credit cannot be earned for BASC 6105 and PSYC 4306.

PSYC 4320 Personality and Motivation – 3 Credit Hours

This course investigates the impact of motivation and personality traits on performance. The selection of topics combines elements that the prevalent motivation and personality theories have in common, thereby promoting research from different theoretical perspectives.

Prerequisite(s): PSYC 2301



PSYC 4312 Sensation and Perception- 3 Credit Hours

This course will examine how observers perceive their environment through sensory information with an emphasis on the major sensory systems including vision, audition, spatial orientation, touch, taste, and olfaction. Students will understand the underpinnings of the senses and how the brain interprets this information with a primary focus on how we see and hear.

PSYC 4316 Behavioral Disorders in Children- 3 Credit Hours

This focus of this course is to provide students with an understanding of the biological, emotional, and environmental aspects that impact childhood development. This course incorporates evidence-based treatment to children experiencing a range of emotional and/or behavioral problems.

PSYC 4322 Forensic Psychology 3- Credit Hours

This course will explore the interface of psychology and the law, with an emphasis on forensic psychology. Students will explore how human minds interpret incidents differently, and the effects on judicial outcomes.

PSYC 4326 Biological Basis of Behavior- 3 Credits Hours

This course explores biological, psychological, and clinical approaches to understand the biological basis of behavior, including perception, memory, motivation, and emotion.

PSYC 4327 Health, Stress, & Coping – 3 Credit Hours

This course examines current theory and research on self-regulatory and adaptational processes with a focus on the resources, strategies, goals, emotions, and social processes implicated in coping with chronic illness and other stressors.

PSYC 4330 Research Methods in Psychology– 3 Credit Hours

This is an undergraduate psychology course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others.

Prerequisite(s): Math 1342

PSYC 4331 Psychology of Culture and Diversity- 3 Credit Hours

In this course, students will study how cultural differences combine with perspectives in psychology and anthropology to understand pattern of beliefs, behavior, and social institutions. Students will learn how these patterns compare and contrast to those of other cultural groups, and how cultural differences appear both between and within societies.

PSYC 4336 Psychology of Adolescence- 3 Credit Hours

Students will study the factors that contribute to the psychological, sociological, and biological changes that occur during the transitions from childhood to young adulthood. This course introduces the psychological research on adolescent growth with emphasis on physical, cognitive, social, emotional, sexual, and moral development.

PSYC 4340 Organizational Behavior – 3 Credit Hours

This course is an exploration of how psychology, the science of behavior and mental processes, is applied in the workplace. The focus in this course will be on industrial and organizational psychology, specifically job analysis, description, and evaluation; employee selection; performance evaluation; motivation; job satisfaction; leadership; and group and team development. The course will include reading, writing, discussion, exercises, and research.

Cross-listed: BUSI 6301 Credit cannot be earned for PSYC 4340 and BUSI 6301.

PSYC 4346 Psychology of Adulthood and Aging - 3 Credit Hours

This course focuses on the quantitative and qualitative ways in which people develop from young adulthood through old age, including the changes in physical, mental, social, and emotional functioning associated with the aging process. This course also emphasizes study of the socio-cultural forces that impact adult development, including marriage and family, work, and institutions and cultural practices associated with healthcare and dying.



PSYC 4351 Sport Psychology – 3 Credit Hours

This course explores the scientific study of how individuals behave in sport and exercise, and the practical application of that knowledge to performance enhancement strategies.

PSYC 4499 Psychology Capstone – 3 Credit Hours

The capstone focuses on the use of skills, methodology, and knowledge acquired throughout the undergraduate curriculum in Psychology. The primary focus of the course is the analysis of scientific literature to formulate a research proposal including thorough review of literature, hypothesis, and methodology. The research proposal will describe contributions to the field of psychology. *Prerequisite(s): All major coursework. This course must be taken in final term of enrollment.*

RADR – Radiologic Technology**RADR 1309 Introduction to Radiologic Sciences and Patient Care – 3 Credit Hours**

Content is an overview of the historical development of radiography, basic radiation protection, an introduction to medical terminology, ethical and legal issues for healthcare professionals, and an orientation to the profession and to the healthcare system. Patient assessment, infection control procedures, emergency and safety procedures, communication and patient interaction skills, and basic pharmacology are also included. A lab component is included with this course.

RADR 1311 Basic Radiographic Procedures – 3 Credit Hours

Content provides the knowledge base necessary to perform standard imaging procedures and special studies. Consideration is given to the evaluation of optimal diagnostic images such as the abdomen, chest, upper and lower gastrointestinal systems, biliary and urinary systems also to include fluoroscopic procedures, as well as contrast media and related pathologies. A lab component is included with this course.

Prerequisite(s): RADR 1313

RADR 1313 Principles of Radiographic Imaging I – 3 Credit Hours

This course establishes a knowledge base in factors that govern the image production process. The content of this course establishes a knowledge base in image quality, scatter radiation, film-screen radiography, CR, DR, and the formulation of radiographic technique (technical factors). The content also provides a basic knowledge of quality control for radiographic equipment. A lab component is included with this course.

Prerequisite(s): RADR 1309

RADR 1360 Clinical Education I – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure.

Prerequisite(s): RADR 2301

RADR 1361 Clinical Education II – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure.

Prerequisite(s): RADR 1360



RADR 2301 Intermediate Radiographic Procedures – 3 Credit Hours

Content establishes a knowledge base in radiographic, fluoroscopic, and mobile diagnostic equipment requirements and design. The content also provides a basic knowledge of quality control for radiographic equipment. Additionally, the students will establish a basic knowledge of anatomy and a positioning of the lower and upper extremities shoulder girdle, acromial clavicle joints, pelvis, and sacroiliac joints. Patient care, image evaluation and technique formulas concerning portable x-ray machines will also be implement in this course. A lab component is included with this course.

Prerequisite(s): RADR 1311

RADR 2305 Principles of Radiographic Imaging II – 3 Credit Hours

This course introduces the physics of the field of radiologic technology (medical imaging) to the new radiography student. Content establishes a knowledge base in radiographic, fluoroscopic, and mobile diagnostic equipment requirements and design. The content also provides a basic knowledge of quality control for radiographic equipment. Additionally, the students will establish a basic knowledge of atomic structure and terminology. Finally, this course will present content on the nature and characteristics of radiation, x-ray production and the fundamentals of photon interactions with matter. A lab component is included with this course.

Prerequisite(s): RADR 1361

RADR 2313 Radiation Biology and Protection - 3 Credit Hours

This course content describes effects of radiation exposure on biological systems. Includes typical medical exposure levels, methods for measuring and monitoring radiation, and methods for protecting personnel and patients from excessive exposure.

Prerequisite(s): RADR 2361

RADR 2317 Radiographic Pathology – 3 Credit Hours

Disease processes and their appearance on radiographic images.

Prerequisite(s): RADR 2305

RADR 2331 Advanced Radiographic Procedures – 3 Credit Hours

Continuation of positioning; alignment of the anatomic structure and equipment, evaluation of images for proper demonstration of anatomy and related pathology. A lab component is included with this course.

Prerequisite(s): RADR 2317

RADR 2333 Advanced Medical Imaging – 3 Credit Hours

Specialized imaging modalities includes concepts and theories of equipment operations and their integration for medical diagnosis. A lab component is included with this course.

Prerequisite(s): RADR 2331

RADR 2335 Radiologic Technology Seminar – 3 Credit Hours

To provide each student with a comprehensive review of the art and science of diagnostic Radiologic Technology and a step-by-step method of preparation for the successful completion of the American Registry of Radiologic Technologists (ARRT) Registry Examination. Radiography students review the content areas that coincide with the ARRT certification examination: radiation protection, equipment operation and quality control, image acquisition and evaluation, imaging procedures, and patient care and education. Mock and practice examinations will be administered throughout the course.

Prerequisite(s): RADR 2363



RADR 2360 Clinical Education III – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2333

RADR 2361 Clinical Education IV – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2360

RADR 2362 Clinical Education V – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2313

RADR 2363 Clinical Education VI – 3 Credit Hours

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the supervised performance of radiologic procedures. Further, clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Twelve competency procedures required this term either mandatory and/or elective, from the list of competency requirement.

Prerequisite(s): RADR 2362

RSMT – Research Methods**RSMT 2301 Introduction to Ethics – 3 Credit Hours**

The course will examine the principles of ethics as it applies to ethical decision-making by leaders in healthcare administration. Students will learn to draw on ethical principles and virtues, promote moral reflection in the context of contemporary health-care challenges, and utilize caring and empathy to make complex ethical decisions.

RSMT 3351 Experimental Methods & Research Design: Special Topics – 3 Credit Hours

This course presents a framework and process for conducting qualitative, quantitative, and mixed methods research in the fields of sustainability and environmental management. The course begins with an overview of research approaches, an assessment of the use of theory in research approaches, and reflections regarding the importance of writing and ethics in scholarly research.



SOCI – Sociology

SOCI 1343 Introduction to Public Health – 3 Credit Hours

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

SPCH – Speech

SPCH 1311 Speech Communications – 3 Credit Hours

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Certificate

CTMT – Computed Tomography

CTMT 1491 Special Topics in Computed Tomography Technology/Technician – 4 Credit Hours

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course may be repeated if topics and learning outcomes vary.

CTMT 2432 Principles of Computed Tomography – 4 Credit Hours

Course Description: In-depth coverage of computed tomography imaging techniques. Image quality assurance and radiation protection are emphasized. *Prerequisite:* None

CTMT 2436 Computed Tomography Equipment and Methodology – 4 Credit Hours

Course Description: Skill development in the operation of computed tomographic equipment, focusing on routine protocols, image quality, quality assurance, and radiation protection. *Prerequisite:* None

RADR 2440 Sectional Anatomy for Medical Imaging – 4 Credit Hours

To provide each student with a knowledge of anatomic relationships present under various sectional orientations. The student will be able to differentiate the various planar orientations used in medical imaging; and identify sectional anatomic structures viewed on medical images.

Massage Therapy Certificate

Trimester I Curriculum

MTE 0101 Swedish Massage (Masaje Sueco) – 7.5 Credit Hours – 125 Clock Hours

Students are introduced to the theory and history of massage. Swedish massage, as synthesized by Pehr Henrik Ling, stands as the foundation for modern Western massage, and students will learn to use the basic Swedish techniques of effleurage, petrissage, friction, vibration, tapotement and Swedish movements/gymnastics, individually and in combination to create a full-body massage. Students will be taught proper body mechanics, draping methods, indications and contraindications for massage, introductory evaluative techniques, charting, and SOAP method note taking. In addition to class sessions, students are required to engage in practice massage sessions outside of scheduled class hours.

AMM 0101 Anatomy & Physiology (Anatomía y Fisiología) – 5 Credit Hours – 75 Clock hours

This is the foundation course in systems-based human anatomy and physiology. Students will learn the structure and function of each of the major systems of the human body, how they inter-relate, and how they are affected by massage therapy. Students will also learn basic medical terminology, including roots, prefixes, suffixes, and combining vowels. Laboratory time will include observation of prosected human cadavers.



AMM 0102 Pathology for the Massage Professional (Patología para el Profesional del Masaje) – 2.5 Credit Hours – 40 Clock Hours

Students will learn to recognize pathologies and to adapt techniques to promote healing and ease discomfort. Coursework will include a thorough review of endangerment sites and contraindications for massage therapy, and the development of a network of healthcare professionals for referrals, when appropriate.

HYM 0101 Hydrotherapy (Hidroterapia) – 1 Credit Hour – 20 Clock Hours

This course discusses the scientific application of water, in all three of its physical states, for therapeutic purposes. Students will learn and practice the correct use of hot and cold temperatures in a variety of applications.

HHM 0101 Human Health & Hygiene (Salud Humana e Higiene) – 1 Credit Hour - 20 Clock Hours

Students will learn disease prevention and hygiene. This course serves as the introduction to the wellness model. Wellness is defined as an active process employing a set of values and behaviors that promote optimal health, function, and quality of life. Students will be presented with a set of tools that can be utilized for both self-care and to teach clients to be active participants in the optimization of their own health and well-being.

HHM 0102 Nutrition (Nutrición) – 0.5 Credit Hour – 12 Clock Hours

Students will learn the role of balanced nutrition in the wellness model. Both western and oriental approaches to general nutrition and the therapeutic use of food will be discussed.

BPM 0101 Business Practices & Professional Ethics I (Prácticas Empresariales y Etica Profesional I) – 0.5 Credit Hours – 8 Clock Hours

This is the introductory course in the fundamentals of business and the ethics of professional touch. Students will build a business plan, learn basic business management tools, and learn to interview and be interviewed. State massage therapy laws will be reviewed and discussed. Students will learn key principles for ethical practice.

Trimester II Curriculum

AMM 0201 Applied Anatomy and Kinesiology (Anatomía Aplicada y Kinesiología) – 4 Credit Hours – 60 Clock Hours

This course is a continuation of AM0101, with a detailed study of the effects of massage therapy on the cardiovascular and nervous systems, an exploration of fascia, and special emphasis on the skeletal and muscular systems and their role in human movement. Students will extend their knowledge of muscle origin, insertion, action, refine palpation skills, and will be introduced to the oriental anatomical model.

Prerequisites: AMM 0101 Anatomy & Physiology

MTM 0201 Neuromuscular Therapy (Terapia Neuromuscular) – 2.5 Credit Hours – 40 Clock Hours

Neuromuscular therapy introduces the student to basic principles and techniques to address pain at specific muscles and is a powerful set of tools for use in the clinical setting.

Prerequisites: All Tri 1 Classes or be an LMT

MFM 0201 Myofascial Therapy (Terapia Myofascial) – 2.5 Credit Hours – 40 Clock Hours

This is the first class designed to deepen and broaden therapeutic skills. Myofascial therapy is an elegant system for opening tissues to deeper work and to engender flexibility, balance, and postural alignment. This course will provide the student with the fundamental tools for this approach to bodywork.

Prerequisites: All Tri 1 Classes or be an LMT

NMM 0201 Eastern Modalities - Acupressure (Modalidades Orientales: la Acupresión) – 2 Credit Hours – 32 Clock Hours

Eastern Modalities focuses on the technique of Acupressure. Acupressure utilizes touch therapy combined with the principles of acupuncture and Chinese medicine. This course will introduce the students to an in-depth study of the meridian lines as well as provide them with a detailed sequence for a client session.

Prerequisites: All Tri 1 Classes or be an LMT



BPM 0201 Business Practices & Professional Ethics II (Prácticas Comerciales y Ética Profesional II) –3 Credit Hours – 48 Clock Hours

This is the second of two courses in the fundamentals of business and the ethics of professional touch, with emphasis on effective communication, marketing, and creating a sustainable practice. The importance of developing a referral network of DCs, DOs, MDs, L.Ac.s, and other healthcare professionals will be discussed and a plan for implementation will be developed.

Prerequisites: All Tri 1 Classes or be an LMT

INM 0201 Massage Therapy Intern Clinic (Terapia de Masaje Intern Clinic) – 2 Credit Hours - 80 Clock Hours

Students provide massage therapy treatment to the public in the School of Massage Therapy Intern Clinic, under the supervision of specially licensed School faculty. Students will perform client intake, full-body massage therapy, exit interviews and documentation (SOAP note format) for each session. Students will participate in case conferences and learn client check-in and check-out procedures.

Prerequisites: Must attend the 'Clinic Orientation' class presented in Swedish Technique MTE 0101, complete MTE 0101 Swedish Massage, AMM 0101 Anatomy & Physiology and AMM 0102 Pathology for the Massage Professional.

Admissions Policies and Procedures

Parker University welcomes all students. Admission decisions will be made in a manner consistent with state and federal non-discrimination laws. Applications for admission are considered holistically without regard to age, sex, disability, race, color, or national origin. English is the official language of instruction at Parker University. All prospective students must demonstrate English language competency prior to admission.

The academic year for Parker University is defined as three 4-month periods, also known as Fall, Winter, and Summer. These periods generally follow September – December, January – April, and May - August. Courses are offered in 15-week, 8-week, 7.5-week, and 4-week formats, based on the program structure. Programs at Parker University start several times a year. Please contact the [Office of Admissions](#) for specific program start dates.



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

Graduate Admissions Requirements

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

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

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



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

Undergraduate Admissions Requirements

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

- Submit a completed online or paper admissions application.
- Provide proof of high school graduation, GED, or a college transcript with at least 24 semester hours of undergraduate level study.
- Comply with Meningitis (Meningococcal) Law.

Specific programs may have additional admission requirements. Please refer to the programmatic sections.

International Student Admission Requirements

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

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

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



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

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

Application Procedures

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

- Submit to the Office of Admissions a properly completed application for the term. Applications may be found on the university website at parker.edu/apply.
- Request official transcripts to be sent from all prior institutions where credits were earned and mailed from that institution directly to the Office of Admissions at Parker University. Students also have the option to fill out a transcript authorization/release form available from the Office of Admissions to allow Parker to request transcripts on a student's behalf. Transcripts that accompany the student's application form will be considered official if sealed by the institution and unopened by the student.

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

All admission documents, application fees and required tuition deposits must be received prior to registration, except for final official transcripts, which must be received within the first term of enrollment. Incoming students will not receive financial aid disbursements until they are fully matriculated.

University Transfer of Credit Policies and Procedures

For students transferring to Parker University, the Registrar will evaluate all post-secondary transcripts for transferable credit and will calculate the applicant's Parker University transfer grade-point average from the submitted transcripts. Transfer credit becomes part of the students record at Parker University, therefore is included on institutional transcripts. Credit is transferred on a course-by-course basis as applicable toward the students chosen program. In some instances, such as articulation agreements and participation in "teach out" programs, credit from another institution may be awarded in whole rather than course by course.

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

The Registrar may complete a temporary evaluation from unofficial transcripts; however, only courses listed on official transcripts receive permanent transfer credit. Official transcripts must be received within a student's first term of enrollment or no transfer credits will be officially granted. It is the student's responsibility to request that official transcripts be sent from all prior post-secondary institutions to the Office of Admissions at Parker University. Failure to provide official transcripts in the first term of enrollment will prevent a student from being



registered for subsequent terms. Students have the option to fill out a transcript authorization/release form available in the Registrar's Office to allow Parker to attempt to request transcripts on a student's behalf.

Parker University does not guarantee acceptance of credits from any other institution. It may be necessary for students to forfeit previously earned credit in the transfer process since university philosophies, objectives and programs may vary and change from year to year.

Residency Policy

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

Graduate/Professional Degree

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

Undergraduate Degree

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

Policy on Transfer Credit for Military Training and Education

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

Transfer of Credit Guidelines

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

Transfer from Regionally Accredited Institutions

Parker University accepts transfer credits applicable to an applicant's program of study from regionally accredited institutions. Parker University accepts transfer of associate degrees that, upon evaluation, include the appropriate major course distribution without time limitations. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit is not accepted for grades of "D" or lower.

Transfer from Non-Regionally Accredited Institutions

Credit for courses from non-regionally accredited institutions which are substantially equivalent in content to Parker University courses and are applicable to an applicant's program of study may be granted on a course-by-course basis. The acceptance of courses from non-regionally accredited institutions is contingent upon appropriate faculty credentials and applicable course content of the course to be transferred. Credits and faculty credentials from non-regionally accredited institutions will be reviewed by the appropriate Academic Dean. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit is not accepted for grades of "D" or lower.

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

Students seeking transfer/exemption admittance to the Doctor of Chiropractic program will receive advanced standing based on the transfer credit accepted. Transfer credit for the Doctor of Chiropractic program is determined during the admission process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation. Transfer credit accepted toward the Doctor of Chiropractic degree from an institution other than an accredited chiropractic college is subject to the university transfer guidelines as well as the following requirements:



- Coursework must be graduate level.
- Credit hours for coursework transferred must satisfy Parker's requirements.
- Courses transferred must be passed with a "C" or better.
- Course credit must have been earned within 10 years of matriculation to the DC program.

Credit from another CCE accredited chiropractic college or an accredited first professional degree program may be accepted toward the Doctor of Chiropractic program if the following conditions are met:

- The applicant left the previous institution in good academic and conduct standing as verified by official documents provided by the previous institution.
- Credit was earned at the previous institution within 10 years of the date of anticipated matriculation to the Doctor of Chiropractic program. (This requirement may be waived by the Dean of Academics of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been active in the workforce.)
- Courses to be transferred were passed with a grade of "C" or better.
- Courses to be transferred are comparable to Parker's courses in depth and breadth of content, as well as number of credit and contact hours.

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations. A transfer student may be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final.

Transfer from International Institutions

Upon receipt of an official transcript, transfer credits from non-U.S. colleges/universities are evaluated and granted on a course equivalency basis. It is the student's responsibility to contact an approved educational evaluation organization to request that a foreign transcript review be prepared and mailed directly to Parker University attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Prior to granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit will not be accepted for grades below "C."

Articulation Agreements

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

Veteran Transfer of Credits

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

Acceptance of Alternative Credit

Alternative credit is credit earned through the College Level Examination Program (CLEP) or other institutional proficiency exams, such as Defense Action for Non-Traditional Educational Support (DANTES), Advanced Placement Program (AP), International Baccalaureate (IB), Program Evaluation Procedure (PEP), New York Board of Regents College Examinations, through challenging a course, or through experience and training in the military, as recommended by the American Council of Education (ACE) and documented on a military transcript. No more than 45 semester hours of alternative credit may be transferred to Parker University. Students cannot CLEP or test out of lab requirements. Alternative credit may not be used to meet the 24 hours life/physical science requirement for Doctor of Chiropractic admissions.



Credit by Examination

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

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

Advanced International Certificate of Education (AICE)

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

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

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

College Board Advanced Placement Program (AP)

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

Students who wish to receive credit for College Entrance Examination Board AP examinations are responsible for having their AP score reports sent to the university by the College Board and are responsible for ordering and paying any fees associated with AP score reports. Reports must be received by the Registrar's Office directly from the College Entrance Examination Board. To view and order AP score reports, please visit www.apscore.org. Students who are unable to use the online score reporting system to send score reports may mail or fax a signed, written request with payment to AP Services. To learn more about the fees, delivery, and mail or fax requests, please visit the [College Board website](#).



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



International Baccalaureate (IB)

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

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

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

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

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

Transfer of Parker Credit to Other Institutions

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

Transient Students

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



Cancellations and Deferments

Students must notify the Office of Admissions in writing or by voice mail by the close of business on Friday* prior to the start of the trimester or 4-month term, about their intent to cancel or defer starting classes. Students who give proper notification will be allowed to carry their deposit over to the next start (trimester or month).

Students who do not notify the Office of Admissions about an intent to cancel or defer and do not post attendance by the [Drop/Add](#) deadline will be considered a “cancel-no show,” and will lose their tuition deposit, have all of their courses dropped, and will be responsible for a new tuition deposit fee should they return to Parker University.

Students who do not contact the Office of Admissions to defer their scheduled start date must receive approval from the Director of Admissions before a new start date will be rescheduled. If a prospective student does not start within one year of the application date, they must submit a new application for admission.

Students who post attendance during the first week of the term and do not withdraw by the Drop/Add deadline will encumber charges for the entire term.

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

Tuition Deposit

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

Meningitis Vaccination Policy and Procedures

Requirement for Bacterial Meningitis Vaccination:

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

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

Exceptions to Bacterial Meningitis Vaccination Requirement

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

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



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

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

Extensions

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

Vaccination Location Options

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

More Information about Meningococcal Meningitis

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

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

Arbitration Agreement for Parker University

It is agreed that, in the event the parties to the enrollment agreement are unable to amicably resolve any dispute, claim or controversy arising out of or relating to the agreement, or if a claim is made by either against the other or any agent or affiliate of the other, the dispute, claim or controversy shall be resolved by binding arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules. If this chosen forum or method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction hereunder may appoint one or more arbitrators or an umpire pursuant to section 682.04, F.S. Each party shall have the right to be represented by an attorney at any arbitration proceeding. The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration. However, if Parker University prevails in the arbitration proceeding, Parker University will be entitled to any reasonable attorney's fees incurred in the defense of the student claim. The venue for any proceeding relating to arbitration of claims shall be in the county wherein the institution is located. This agreement cannot be modified, except in writing by the parties.

Parker University requires each student to agree to this pre-dispute arbitration agreement as a condition of enrollment. The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participates in arbitration or any internal dispute resolution process offered by Parker University prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration required by the Arbitration Agreement pauses the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is underway. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to askfinancialaid@parker.edu.



Financial Aid

Financial aid is available to those who qualify. The Office of Financial Aid provides various types of grants, scholarships, work-study employment, and student loans from federal, state, private and institutional sources to assist students in paying for their education expenses. This section describes some general financial aid information that applies to all students, including students enrolled in graduate, undergraduate and certification programs.

A student and/or parent (if applicable), must apply for a Federal Student Aid (FSA) ID. This can be obtained at www.studentaid.gov. Once an FSA ID is obtained, aid applicants must complete a Free Application For Federal Student Aid (FAFSA) at www.studentaid.gov. Aid Applicants that wish to apply for a Federal Direct student loan, must complete a [Master Promissory Note \(MPN\)](#) and [Loan Entrance Counseling](#).

Based on the results of the FAFSA, the Office of Financial Aid reviews total cost of attendance that includes, but is not limited to, tuition and fees, room and board, books, supplies, personal expenses and allowable transportation expenses against an applicant's expected family contribution (EFC) to determine financial need.

Parker University offers the following Federal, State, and institutional financial aid programs to students who qualify:

Federal and State Grants

Grants are available to students that demonstrate financial need as determined by completing the FAFSA. Grants do not have to be repaid unless a student becomes ineligible. *Students enrolled in graduate, or doctoral programs are not eligible for Federal Grants.*

Federal Pell Grant

The Federal Pell Grant is awarded to undergraduate students that demonstrate financial need. Pell Grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors that include income, household size, and dependency status as determined by completion of the FAFSA. The amount of Pell grant awarded is based on the EFC as determined on the FAFSA. Graduate and Doctoral degree seeking students are not eligible for Federal Pell Grants.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Tuition Equalization Grant (TEG)

Students must be enrolled in an undergraduate or graduate degree plan leading to a first associates, baccalaureate, master's professional, or doctoral degree and be a Texas resident to qualify for TEG. Students must be enrolled in at least $\frac{3}{4}$ time and maintain a cumulative grade point average of 2.50 on a 4.0 scale and complete a minimum of 24 credit hours per year for undergraduate programs, 12 credit hours per year for graduate programs, or 32 credit hours per year for the Doctor of Chiropractic program. Please contact the [Office of Financial Aid](#) for other eligibility requirements. The TEG can only be awarded during the Fall and Winter enrollment periods. This grant is need based; therefore, students will only be eligible based on remaining need from the information entered on the FAFSA.

Federal Direct Student Loans

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



The William D. Ford Federal Direct Loan Program

Federal Direct Student Loans are low interest loans funded by the U.S. Department of Education (USDE), Federal student aid programs.

Subsidized, Unsubsidized, and Grad PLUS Federal Direct Loans

Subsidized loans are awarded based on need and do not accrue interest while the borrower is enrolled at least half time. Unsubsidized loans are non-need-based loans to students who meet the qualifications. The loan is based on the cost of attendance less any other financial aid a student receives. Interest is charged throughout the life of the loan. Both loans have a fixed interest rate as determined by the USDE. For more information or current interest rates please visit www.studentaid.gov. The following chart provides maximum annual and total loan limits for subsidized and unsubsidized loans:

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

Federal Direct PLUS Loan

The Federal Parent Loan to Undergraduate Students (PLUS) program provides a non-need-based loan to parents of dependent students. PLUS loan eligibility is based on the cost of attendance less any other financial aid a student receives. Repayment on a Federal PLUS begins within 60 days after the final loan disbursement. These loans have a fixed interest rate determined annually by the federal government. If a parent is denied the Parent PLUS Loan, dependent students may be eligible to borrow additional unsubsidized loan up to \$6,000 depending on grade level and other eligibility requirements.

Federal Direct Graduate/Professional PLUS Loan

Graduate and professional degree students are eligible to apply for the Graduate PLUS Loan in amounts up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to the Graduate/Professional PLUS loans. The requirements include a determination that the applicant does not have an adverse credit history. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA), a Graduate PLUS Loan Master Promissory Note, and a Graduate PLUS Loan Entrance Counseling by visiting www.studentaid.gov. Students with adverse credit history will be given the opportunity to apply with credit-worthy cosigners. Students should have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

Federal and Texas Work Study Programs

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

Scholarships

Parker University offers a variety of scholarships for both undergraduate and graduate students. Scholarships vary from academic merit to financial need, to donor specifications for students who meet the criteria set by the University or donor. Email the [Office of Financial Aid](#) for more information. For other outside scholarship opportunities, please also visit our outside [scholarship webpage](#).

Veteran Affairs Benefits

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

- VA Enrollment Certification Request form: Must be submitted for each term of enrollment in which the student wishes to utilize benefits.
- A Certificate of Eligibility from the U.S. Department of Veterans Affairs
- Copy of VA form DD-214 (veteran only)
- Copy of VA form 1905 (VR&E – Chapter 31 only)
- All official military transcripts (veteran only)
- All official transcripts from previously attended institutions

Cost of Attendance or Student Budget

Students may be awarded up to their cost of attendance (COA). The COA is based on tuition, fees, books and supplies, room and board, personal and transportation expenses as determined by the Office of Financial Aid.

Student Eligibility Requirements

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

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



Program Completion Limits

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

Return of Title IV (R2T4) Funds Policy

Refund Policy

Students that completely withdraw from all classes either officially or unofficially, are dismissed/expelled, or leave Parker University prior to completing more than 60% of the term, must repay some or all of the Federal financial aid funds received or paid on their behalf.

Federal student aid regulation [34 CFR 668.43](#) requires the Parker University Office of Financial Aid to calculate an amount of money the student may be required to return that they received in Federal Title IV funds. The withdrawal date is defined as the actual date the student began the institution's withdrawal process. If a student leaves without notifying the institution, the student's last date of attendance will be used.

Parker University and the student share the responsibility for returning Title IV funds. Parker University returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. If the student owes funds back to the Title IV programs, the institution will advise the student. The student has 45 days from the date of notification from the institution to take action on the overpayment.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, Parker University may report the overpayment to the National Student Loan Data System (NSLDS). The student loses eligibility for further Title IV aid at any post-secondary school until the overpayment is resolved.

Federal Title IV financial aid is returned to the federal government (reducing student loan debt) based on the percent of unearned aid using the following process:

Return of Funds

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. No program can receive a refund if the student did not receive aid from that program. Funds must be returned within 45 days after the date of withdrawal determination. Return of funds required by the student for unearned aid is returned (repaid) in accordance with the terms of the loan on the promissory note. The order is as follows based on aid offered at Parker University:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Direct Federal PLUS (Graduate Student or Parent)
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant (FSEOG)

Post-Withdrawal Disbursements

If it is determined that a student is eligible for Federal Title IV funds that have not been disbursed, grant funds that the student is eligible for will be disbursed first. Federal aid that the student is eligible for will be credited to the student's account for outstanding charges. If the student has no outstanding charges, Parker University Office of Financial Aid, will notify the student of his/her eligibility for the grants and/ or loans. The student must respond within 14 days of the date of the letter as to whether they want all, part, or none of grants or loan(s). If the student fails to respond within 14 days, no disbursement will be made.



Before calculating the amount of financial aid that must be cancelled, the following is taken into consideration:

- If a promissory note for a Stafford Loan has not been signed and submitted by the student prior to the withdrawal date, the loan(s) is automatically cancelled.
- If an entrance loan interview has not been completed by the student prior to the withdrawal date, the Stafford Loan is automatically cancelled.
- If the student is a first-time attendee of PARKER UNIVERSITY and withdraws during the first 30 days of the semester, the Stafford Loan is automatically cancelled.
- Students who have not completed verification are not eligible for financial aid and are not included under this policy.

Loan Exit Counseling

Loan Exit Counseling is a requirement for everyone who has borrowed funds from the Federal direct student loan program and withdrawals, graduates or leaves the University. It is designed to prepare the student with information for repaying Federal student loans and help with personal financial management.

In exit counseling students are provided their rights and responsibilities and the consequences of not repaying their student loans and default. In addition, repayment options, debt management possibilities, and loan consolidation are discussed in more detail. Students will need to know which types of federal student loans they have borrowed during the years of attendance at Parker University and any other school attended. This information may be obtained [online](#).

If funds were borrowed under the Federal Direct Stafford Loan Program (either a Subsidized or an Unsubsidized Stafford Loan, or both), please complete [loan exit counseling](#) online.

It is important that borrowers understand the seriousness of repaying student loans. If there are any difficulties in making loan payments, please contact the loan servicer directly. Loan servicer information can be found on the [National Student Loan Data System's](#) website.

Students are encouraged to contact their academic dean or the [Office of Financial Aid](#) to discuss options prior to withdrawing.

Failure to pay Federal aid overpayment as a result of withdrawing officially or unofficially from Parker University may result in being ineligible for Federal student aid at any school in the country until the repayment is made. Also, please be aware that if financial aid funds are returned to the US Department of Education by Parker University, the student will be responsible for immediate repayment for any balance due that appears on the student's account.

Please visit or contact the [Office of Financial Aid](#) to view the complete and detailed Return of Title IV Refund Policy and Procedure.

Student Rights

All Parker University students have the right to:

- Know when they will receive their financial aid.
- A copy of the documents describing the University's accreditation or licensing.
- Information about Parker University programs, its instructional, laboratory and other physical facilities and its faculty.
- Information on job placement rates.
- Information on the cost of attendance.
- Information on the refund policy for students who withdraw.
- Information on Federal Work-Study jobs
- Reconsideration of their aid package if they believe a mistake has been made or if enrollment or financial circumstances have changed.



- Information on how the University determines whether a student is making satisfactory progress and, if not, the nature of the procedures.
- Information on special facilities and services that are available under the Americans with Disabilities Act.
- Information on what financial assistance is available, including information on federal, state, local, private, and institutional financial aid programs.
- Information on who Financial Services personnel are, where they are located and how and when to contact them.
- Information on procedures and deadlines for submitting applications for each available financial aid program.
- Information on how financial aid recipients are selected for various programs.
- Information on how their financial aid eligibility is determined.
- Information on how much financial need, as determined by the University, has been met.
- Information on each type and amount of assistance in their financial aid package.
- Information on the interest rate of any student loan, the total amount which must be repaid, when repayment must begin, the length of time to repay, and what cancellation or deferment (postponement) provisions apply.
- Know their academic advisor.
- Information on the University's academic and administrative policies.
- Fair, equal and non-discriminatory treatment from all University personnel.
- Access to their student records.
- Freedom of academic expression.

For more information, please visit the Parker University [website](#), [email](#) or visit the Office of Financial Aid.

Tuition and Fees

Tuition and Fee Disclosure

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

Refund Policy for Institutional Charges

The Parker University Refund Policy exists for calculating the refund of institutional charges. After the drop/add deadline (first week of the first class in the term), students are responsible for all tuition and fees associated with that period of enrollment. Students should seek advice from the business office for clarification of tuition and fees owed if cancelling or withdrawing from classes. Any refund of tuition is processed in accordance with the university refund policy. Students who officially withdraw from the university after the first day of registration will receive a refund of tuition of 100% if the withdrawal is made on or before the drop/add deadline. Reductions in indebtedness are made solely at the discretion of the university.

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



Fiscal Clearance/Tuition Payments

Parker University is implementing a new fiscal clearance/payment process with payment deadlines. Fiscal clearance means settlement of all semester charges. This change will mean better service for students and the overall University community. Under this new process, students will be able to log into MyParker to view account activity, make payments, and set-up payment plans. Students must clear their account no later than the last day to add/drop for the term. **Students who have not paid their total balance due or who are delinquent on payment plans prior to the close of business on the last day of add/drop could have their schedule dropped for the term.**

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

1. Finalized financial aid awards and/or loans.
2. Payment in full of net amount due.
3. Enrollment in a Cashnet payment plan through MyParker or an approved signed payment plan with the Business Office.
4. Proof of a third-party payer approved through the Business Office (examples: VA benefits, Texas Workforce, outside scholarships).

An account that has a balance due at the end of the term, unless a payment plan is in place and is current, will have a hold placed on the account which will prevent registration and release of transcripts and diplomas.

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

Disbursement Policy of Financial Aid Funds

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

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

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

Tuition and Fees Effective Fall Term 2021

Doctor of Chiropractic

Initial Fees

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

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

(\$100 of tuition deposit to be applied against student account. \$50 of tuition deposit applied to Background Fee Revenue to offset the costs associated with obtaining background checks for incoming DC students)



Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Full-Time Tuition (16-30 credit hours per term)	\$11,955
Part-Time Tuition (per credit hour less than 16 credit hours per term)	\$530
Student Fees (per term)	\$1,000

Graduate Programs

MBA – Master of Business Administration

MPH – Master of Public Health

MS – Functional Nutrition

MS – Neuroscience

MS – Strength and Human Performance

Initial Fees

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

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

Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Office.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Tuition (per credit hour)	\$740
Orientation Fee (one-time fee)	\$15
Graduation Fee (one-time fee)	\$45
Student Health Fee (per term)	\$64
Non-Degree seeking course tuition for pre-requisites (per course)	\$100
Non-Degree seeking courses fee (per term)	\$20

Undergraduate Programs

BBA – Health Care Management

BS – Anatomy

BS – Computer Information Systems

BS – General Studies

BS – Health Information Management

BS – Integrative Health

BS – Nutritional Sciences

BS – Psychology

BS – Strength and Human Performance

AAS – Diagnostic Cardiac Sonography

AAS – Diagnostic Sonography

AAS – Health Information Technology

AAS – Massage Therapy

AAS – Occupational Therapy Assistant

AAS – Radiologic Technologist

AS – Computer Information Systems

AS – General Studies

AS – Health Science

Initial Fees

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

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



Tuition & Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Tuition (per credit hour)	\$660
Orientation Fee (one-time fee)	\$45
Activity Fee (per term) (campus only)	\$25
Parking Fees (per term) (campus only)	\$10
Campus Technology Fee (per term)	\$75
Online Technology Fee (per term)	\$75
Student Health Fee (per term)	\$64
Graduation Fee (one-time fee)	\$45

Program Specific Fees	
BS-Health Information Management	
Materials Fee (one-time fee)	\$180
Exam Fee (one-time fee)	\$229
Malpractice Insurance Fee	\$10
AAS-Radiologic Technology	
Materials Fee (Badges, Drug Test, Background Check, Markers) (one-time fee)	\$228
Malpractice Insurance Fee (\$20/per clinical course – 3 courses)	\$60
Exam Fee (AART-\$200) (one-time fee)	\$200
AAS-Diagnostic Sonography	
Materials Fee (Drug Test, Background Check) (one-time fee)	\$110
Malpractice Insurance Fee (\$20/per clinical course – 6 courses)	\$120
Exam Fee (SPI-\$225, ARDMS-\$250) (one-time fee)	\$475
AAS-Diagnostic Cardiac Sonography	
Materials Fee (Materials, Drug Test, Background Check) (one-time fee)	\$110
Malpractice Insurance Fee (\$20/per clinical course – 6 courses)	\$120
Exam Fee (SPI-225, CCI-\$365) (one-time fee)	\$590
AAS-Occupational Therapy	
Materials Fee (Drug Test, Background Check) (one-time fee)	\$110
Malpractice Insurance Fee – Level I (\$10/per clinical course – 3 courses)	\$30
Malpractice Insurance Fee – Level II (\$20/per clinical course – 2 courses)	\$40
Exam Fee (COTA - \$500) (one-time fee)	\$655
AAS-Health Information Technology	
Materials Fee (one-time fee)	\$180
Malpractice Insurance Fee	\$20

Other Fees

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

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



Uniforms, Tests, Supplies, and Special Fees

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

Certificate Programs

Massage Therapy Certificate - 34 credit hour certificate program

Computed Tomography - 16 credit hours certification program

Healthcare Cybersecurity – 18 credit hour certificate program

Information Technology – 18 credit hour certificate program

Cybersecurity – 18 credit hour certificate program

Initial Fees

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

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

Massage Therapy

Tuition and Fees

Tuition and fees are subject to change by the Board of Trustees. **All charges, including tuition and fees, are due and obligated on or before the first day of class except for those funds to be covered by federal aid resources designated by the Parker Financial Aid Department.** Payment plans may be established with the Business Office online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

34 Credit Hour Certificate Program	
Full-Time Tuition (2 terms)	\$8,460
Activity Fee (per term)	\$65
Parking Fee (per term)	\$25
Technology Fee (per term)	\$50
Materials Fee (per term)	\$25
Licensing Fee (one-time fee paid in Tri II)	\$424
Student Health Fee (per term)	\$64
Graduation Fee (one-time fee)	\$45
Orientation fee (one-time fee)	\$45

**If Criminal background checks are required by the facility where student is placed for internship*

Part-time Tuition

Classes may be taken on a part-time basis at the rate of \$250.00 per credit hour for tuition, plus other applicable fees, including parking, technology, and materials.

Other Fees That May Apply:

Extended Internship Tuition (per extension) - \$205

Audit Fee (per credit hour) - \$50

Books (approximately) - \$510

Lotion Holster - \$15

Scrubs (mandatory during internship only) - \$25

Massage table package (optional) - \$200-\$700

Certificate of Computed Tomography

Tuition and Fees

Tuition and fees are subject to change by the Board of Trustees. Cost is the same for the day and evening program.

All charges, including tuition and fees, are due and obligated on or before the first day of class. Payment plans may be established online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

16 Credit Hour Certificate Program	
Full-Time Tuition (one term)	\$6,515
Materials Fee (one-time fee)	\$60
Technology Fee	\$75
Mal-Practice Fee (one-time fee)	\$60
Exam Fee (one-time fee)	\$200
Student Health Fee (per term)	\$64
Orientation Fee (one-time fee)	\$45
Graduation Fee (one-time fee)	\$45

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

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

Uniforms, Tests, Supplies, and Special Fees

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

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

Certificate of Healthcare Cybersecurity, Certificate of Information Technology, Certificate of Cybersecurity

Tuition and Fees

Tuition and fees are subject to change by the Board of Trustees. Cost is the same for the day and evening program.

All charges, including tuition and fees, are due and obligated on or before the first day of class. Payment plans may be established online at https://my.parker.edu/ICS/Student_Services/Business_Office/.

Tuition (per credit hour)	\$445
Orientation Fee (one-time fee)	\$15
Graduation Fee (one-time fee)	\$45

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



Academic Policies, Procedures, and Regulations

Academic Regulations

The academic regulations and procedures define student academic rights and responsibilities. Students are responsible to be aware of and comply with all academic policies and regulations.

Parker University reserves the right to change academic policies, regulations and procedures, course offerings, and schedule of fees and tuition. Students have access to all updated policies via the University Catalog and/or addendum published to Parker.edu. Any changes published will apply to all currently enrolled students.

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

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

Academic Year

The academic year for Parker University is defined as three 4-month periods, also known as Fall, Winter, and Summer. These periods generally follow September – December, January – April, and May – August. Courses are offered in 15-week, 8-week, 7.5-week, and 4-week formats, based on the program structure.

College of Chiropractic

The College of Chiropractic consists of three trimesters per academic year, each 15 weeks in length.

College of Business and Technology and College of Health Sciences

Courses within the College of Business and Technology and the College of Health Sciences vary by program and degree/course level. The academic year consists of three main terms varying from 15 to 16 weeks in length depending upon the program.

Full-Time/Part-time Enrollment

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

Doctor of Chiropractic: minimum of 16 credit hours per trimester

Master's Programs: minimum of 6 credit hours per term

Undergraduate/Certificate Programs: minimum of 12 credit hours per term

Course Overloads

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



Concurrent Program Enrollment

Students who wish to enroll in more than one program may do so provided they meet the following standards:

- The student is enrolled in an Associate level program or higher as their primary program.
- The student been continuously enrolled in their primary program for at least two full terms.
- The student is maintaining Satisfactory Academic Progress standards and holds a minimum of 3.00 cGPA in their primary program.
- The student meets all admission requirements for the secondary program.
- The student is enrolled full time in their primary program. Students may not enroll in more than the following maximum number of combined credits per term:
 - Undergraduate – 18 semester hours
 - Graduate – 12 semester hours
 - Doctor of Chiropractic – 30 semester hours

Students must be approved by the Academic Dean(s) of both programs to enroll in concurrent programs. Students will be held to the institutional Satisfactory Academic Progress Policy for each enrolled program. The student must maintain good academic standing in each program to remain dually enrolled and must remain full time in their primary program. The additional program may be declared by submitting a Declaration of Secondary Program form to the Registrar's Office prior to the start of the term in which they wish to pursue a secondary program.

Registration

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

Course Substitution

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

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

Grading System

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

Grade	Description	Quality Points
A	Excellent Performance. Computed in completion rate and GPA calculations.	4
B	Good Performance. Computed in completion rate and GPA calculations.	3
C	Average Performance. Computed in completion rate and GPA calculations.	2
D	Poor Performance. Computed in completion rate and GPA calculations.	1
F	Failing Performance. Computed in completion rate and GPA calculations.	0
I	Incomplete grade. Not computed in completion rate or GPA calculations.	N/A
W	Withdrawal. Grade received as a result of withdrawing from a course(s) or the university. * "W" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
P	Passing. Grade received in a Pass/Fail course, if successfully passed. "P" is not computed in GPA calculations; however, it is computed in completion rate.	N/A



NG	Non-Grade. Indication that a course does not receive grades. "NG" is not computed in GPA calculations or completion rate.	N/A
NA	Non-Attendance. Grade received as a result of a withdrawn course a student did not post attendance. Not computed in GPA calculations or completion rate.	N/A
WL	Withdrawn-Leave of Absence. Grade received as a result of withdrawing due to an approved Leave of Absence. Not computed in GPA calculations or completion rate.	N/A
WM	Withdrawn-Military. Grade received as a result of a withdrawn course due to military deployment. Not computed in GPA calculation or completion rate.	N/A
AU	Audit. Grade received when auditing a course. Not computed in GPA calculations or completion rate.	N/A
WIP	Work In Progress. The course is currently in progress and the student is currently enrolled in the course.	N/A

Grade Scale: Undergraduate and Certificate Programs

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

Grade Scale: Doctor of Chiropractic and Graduate Programs

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

Incomplete Grade Policy

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

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

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

Academic Progress Calculations

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



Grade Point Average Calculation

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

1. For each course, the grade point value of the grade received is multiplied by the credit hour value of the course.
2. These products are totaled and divided by the sum of the credit hour values for the term to produce the GPA.

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

Repeat of Course Calculations in Grade Point Average

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

Satisfactory Academic Progress Policy

Students at Parker University are expected to maintain Satisfactory Academic Progress (SAP) and to make ongoing progress toward graduation. There are two standards that must be met: a qualitative and a quantitative standard.

Qualitative Requirement

The qualitative standard requires that a student achieve a minimum GPA as defined in the chart below after completing his/her first term of enrollment at Parker University. All students must achieve a minimum GPA defined in the chart below for the second term of enrollment and must maintain a cGPA defined in the chart below in order to graduate from Parker University.

A student whose cGPA falls below the defined GPA is placed on Warning for the next term of enrollment. While on Warning, a student remains eligible for Title IV financial aid funds. A student on Warning who brings his/her cGPA to the required GPA is removed from Warning. A student who earns the required GPA for a term without attaining the required cGPA while on Warning can remain in school. While on Warning, a student not earning the required GPA by the end of the term must appeal to continue enrollment with the status of Financial Probation. A student who fails to appeal or whose appeal is not accepted by the University will have financial aid terminated.

Quantitative Requirement

The quantitative standard requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours, repeated courses, and all attempted courses that meet degree requirements are considered in the determination of this 150% normal time frame but are not utilized in calculation of GPA. The normal timeframe is measured in credit hours attempted (rather than terms) to accommodate schedules of full-time and part-time students. To ensure completion of a program within the maximum timeframe, Parker University requires students to successfully complete 67% of credit hours attempted the first term of enrollment and each term thereafter.

When a student withdraws from a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of 67% of credit hours attempted to graduate within 150% of the normal timeframe.

Maximum Time for Program Completion (150% Maximum Timeframe Requirement)

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



SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS BY PROGRAM				
Doctoral Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe
Chiropractic	DC	2.25*	67%	15 Trimesters
Masters Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Master of Business Administration	MBA	3.0*	67%	54
Master of Public Health	MPH	3.0*	67%	67.5
MS – Neuroscience	NEURO	3.0*	67%	33-hr. MBA = 49.5 36-hr. MBA = 54
MS – Functional Nutrition	MSFN	3.0*	67%	45
MS – Strength and Human Performance	MSHP	3.0*	67%	30-hr. MBA = 45 36-hr. MBA = 54
Bachelors Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
BS – Anatomy	ANAG	2.0	67%	180
BBA – Health Care Management	BHCM	2.0	67%	180
BS – Computer Information Systems	CIS	2.0	67%	180
BS – General Studies	BSGEN	2.0	67%	195
BS – Health Information Management	HIM	2.0**	67%	186
BS – Integrative Health	INTHL	2.0	67%	180
BS – Nutritional Sciences	BSNS	2.0	67%	180
BS – Psychology	PSYCH	2.0	67%	180
BS – Strength and Human Performance	BSHP	2.0	67%	180
Associates Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
AS – Health Science	HTHSC	2.0	67%	90
AAS – Massage Therapy	MTA	2.0	67%	90
AAS – Diagnostic Cardiac Sonography	ACDS	2.75*	67%	114
AAS – Diagnostic Sonography	DS	2.75*	67%	108
AAS – Radiologic Technology	RT	2.75*	67%	111
AAS – Occupational Therapy Assistant	OTA	2.75*	67%	108
AS – General Studies	GENST	2.0	67%	90
AAS – Health Information Technology	HIT	2.0**	67%	103.5
AS – Computer Information Systems	ASCIS	2.0	67%	90
Certificate Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Massage Therapy	MT	2.0*	67%	51
Computed Tomography	CT	2.0	67%	24
Healthcare Cybersecurity	HTHCY	2.0	67%	27
Information Technology	IT	2.0	67%	27
Cybersecurity	CYBR	2.0	67%	27

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

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

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

Recipients of the Texas Tuition Equalization Grant must earn and maintain a cGPA of 2.5 and complete at least 24 credit hours per year (Graduate students must complete 18 credit hours per year) and be enrolled at least $\frac{3}{4}$ time. The minimum quantitative completion rate is 75% (and is higher than the Federal minimum completion rate of 67%).

Satisfactory Academic Progress Status Categories

Good Standing

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

Warning

A student may be placed on Warning for Quantitative, Qualitative or both standards at the end of their first term or any subsequent term thereafter should their cumulative completion rate fall below 67% is placed on Warning for the next term. Similarly, a student whose cumulative GPA falls below the specified GPA requirement for the program based on the above chart is placed on Warning for the next term. While on Warning, a student remains eligible for Title IV financial aid funds. Students who have been placed on Warning that do not meet minimum SAP standards after their second or subsequent term may be placed on Dismissal status.

Dismissal

A student on Warning status that does not complete at least 67% of their credits attempted or earn the minimum GPA required by the program by the end of the warning term will be dismissed. A student who has been dismissed must appeal and receive approval in order to continue enrollment. A student who fails to appeal, or whose appeal is denied by the SAP Appeals Committee, will have financial aid terminated.

Financial Aid Suspension

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

Satisfactory Academic Appeal Process

Dismissed students have the right to appeal by filing a Satisfactory Academic Progress Appeal form as well as an Academic Plan to the SAP Appeals Committee. A student must submit a written request explaining their extenuating circumstance with required supporting documentation.

The student appeal must be based on mitigating circumstances. Examples include serious illness or injury of a student or serious illness, injury, or death of a student's immediate family member, or other long-term severe extenuating circumstance.

The appeal must also include an explanation as to what has changed in the student's situation that will allow him/her to make satisfactory academic progress in the returning term. If an appeal is granted, the student may be placed on Probation for one term and must meet Satisfactory Academic Progress by the end of the term unless the student has an approved academic plan that ensures academic progress for more than one term. Students may receive Title IV aid while on Financial Aid Probation.



Probation

Qualitative Probation

A student returning on Probation following an appeal must minimally meet the qualitative standard as described in the chart above or demonstrate progress per the Academic Plan which includes no less than the required GPA at the end of the returning term of enrollment. A student returning from Probation who fails to meet the qualitative standard at the end of the returning term becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

Quantitative Probation

A student allowed to return on Probation following an appeal must minimally meet the quantitative standard of completing 67% or more of credit hours attempted at the end of the returning term of enrollment. A student returning on Probation who fails to meet the quantitative standard of completing 67% or more of credit hours attempted at the end of the returning term of enrollment, becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

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

Type of Student Accounts Subject to SAP Policy

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

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

Regaining Financial Aid Eligibility

Students who are not making satisfactory academic progress may regain eligibility by taking action that brings them into compliance with Parker’s financial aid satisfactory academic progress standards. A student may pay for their own education and re-appeal once they meet minimum SAP requirements. Taking time off and returning after extended period is not sufficient reason for re-appeal approval.

Additional Satisfactory Academic Progress Requirements

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

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



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

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

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

Grade Appeals – College of Chiropractic

Grade Appeal Process

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

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

Appealing a Course Grade

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

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

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

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

A grade appeal subcommittee will interview the student and the faculty member separately, review any and all appropriate documentation, and make a recommendation to the Faculty Senate Designee, which will determine the outcome of the appeal.

Step 4: The Faculty Senate Designee will present the information and their decision to the Faculty Senate Executive Council who will ratify it. The decision of the Faculty Senate Executive Council is final.

Step 5: The Faculty Senate Designee will notify the student, the faculty member, and appropriate Dean of the final outcome of the appeal. If the outcome of the grade appeal results in a grade change, the faculty member will process the grade change through the Registrar's Office.



Timetable for Grade Appeals

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

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

Steps 2 must occur within 5 school days after the grade is posted or becomes available; and the decision of the Department Chair and/or Clinic Director is final. (Appeals of a final trimester grade cannot be utilized to adjudicate grades awarded prior to the final examination and not appealed within the timeframe for appealing interim grades.)

Final Trimester Grades

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

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

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

Grade Appeals – Colleges of Business and Technology and Health Sciences

Grade Appeal Process

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

A student may appeal a grade if s/he believes it was awarded in an erroneous, arbitrary or discriminatory manner and/or if extenuating circumstances exist. The student must provide evidence to support that the appeal.

Appealing a Course Grade:

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

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

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

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

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

Step 4: The Dean will notify the student, the faculty member, and appropriate Program Director of the final outcome of the appeal. If the outcome of the grade appeal results in a grade change, the faculty member or Dean will process the grade change through the Registrar's Office. The decision of the Dean is final.

Timetable for Grade Appeals

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

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

Step 3 must occur within 7 school days after the grade is posted or becomes available;

*Any exceptions to the timetable must be approved by the Dean/Vice Provost



Academic Honors

Parker University publicly acknowledges the academic excellence of its students.

Honors/Dean's List

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

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

Graduation Honors

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

Doctorate and Bachelor's Degrees

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

Associate Degrees and Certificates:

- With Honors – Achievement of at least a 3.50 CGPA

Valedictorian and Salutatorian (DC Program Only)

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

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

Graduation Requirement

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

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

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

**Individual programs may have additional criteria.*



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

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

Degree Conferrals

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

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

Commencement Participation Eligibility

Commencement ceremonies are held three times per year for students graduating in all programs – April, August, and December. To be eligible for commencement participation, a student will be required to meet the following criteria:

- Complete all courses required for the degree unless approved by the Academic Dean.
- File a Graduation Application by the published deadline on MyParker.
- Must be in good standing with the university in accordance with the Satisfactory Academic Progress Policy. A student will not be eligible to earn the degree unless the minimum SAP standards are met, therefore would not be eligible for commencement participation.
- Must not be subject to any disciplinary sanctions.

Modes of Instructions

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

On-Campus Instructional Format

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

Online Instructional Format

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

Guidelines for Online Instructional Time Equivalencies

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



Hybrid Instructional Format

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

Attendance Policy

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

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

On-Campus Attendance

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

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

Online Attendance

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

Absence Policies

Excused absences

If a student is absent due to extenuating circumstances, the absence may be considered an excused absence. Students must submit documentation of extenuating circumstances to their instructor(s) or program director within 3 days of an absence for excused absences to be recorded. Should a student be unsuccessful in addressing absences due to extenuating circumstances with the instructor(s), they may submit a written appeal to the appropriate Academic Dean.

Outside employment, personal appointments, vacations, etc. will not be considered as an extenuating circumstance for an excused absence.

Extenuating Circumstance Absences

If an extenuating circumstance will result in more than 3 consecutive school days of absence, the Academic Dean must be notified in writing, in advance (when possible). The following types of absences are examples for possible accommodations.

- Military duty
- Jury duty



- Pregnancy, childbirth, and related conditions
- Significant medical conditions
- Bereavement

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

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

Religious Holiday Absences

A religious holiday is defined as a day of observance by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code (or would be exempt if located in Texas). A student who plans to miss an examination or assignment for the observance of a religious holy day, including travel for the occasion, should notify the course instructor of all courses affected prior to the absence. Notification should be provided in written form in advance of the absence. A student who is absent under this policy will be allowed to take examinations or complete any assignments missed due to the observance of the religious holy day (see missed exam policy). Failure to notify in accordance with the requirements above may result in denial of the request for a make-up examination or assignment.

Satisfactory Academic Progress (SAP) Warning or Probation Absence

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

Licensing Considerations for Absence

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

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

For other programs, consult the Program Director or appropriate Dean. Licensing Information is also located in the program's section of the University catalog and on parker.edu.

Assessments Missed Due to Absence

Students should notify instructors in advance, as much as possible, if extenuating circumstances prevent a student from completing a scheduled assessment. Third-party, written documentation is required. Missed assessments without appropriate notification to the instructor may result in a grade of "0."

The instructor will evaluate the circumstances resulting in the missed assessment and determine whether a make-up assessment will be available. The student should coordinate with the instructor to arrange on the make-up assessment date, time, location and format.

Some degree programs may vary on make-up assessments. Please ask your program director or appropriate Dean for information regarding your program.



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

Leave of Absence Policy

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

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

When a student returns from an approved leave of absence, the student must resume training at the same point in the academic program that they began the leave unless directed to do otherwise by the Program Director or Academic Dean. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave beginning with the next full class following an attempted course.

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

Request a Leave of Absence (LOA) (for students):

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

Reasons for a leave of absence:

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



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

Approval Process (for administration):

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

Failure to return:

- Failure to return from an approved leave of absence shall be considered a withdrawal. The withdrawal date will be effective on the last date of attendance to determine return of Title IV funding.

Military Deployment Policy

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

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

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

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

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

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

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



Military Leave of Absence (MLOA):

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

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

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

Drop/Add and Changes to Student Schedules

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

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

These exceptions must be approved by the Academic Dean. All other exceptions must come through an appeal committee comprised of senior representatives from academics, Financial Aid, and the Business Office.

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

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

Withdrawal from Parker University

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

Deadline to Withdraw from a Course

Course Type	Deadline
Doctor of Chiropractic	End of Week 11
Subterm A and B Courses	End of Week 6
8 Week Courses	End of Week 6
4 Week Courses	End of Week 3

Readmission Policy

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

- Students who wish to return must submit a Readmission Request on MyParker.
 - Before returning, students must verify with the Business Office that all previous financial obligations to the university have been met. Students are charged tuition in effect at the time of re-enrollment according to the current University Catalog.
 - Students returning in good academic standing must contact the Financial Aid Office to re-apply for financial aid.
 - Students withdrawn for disciplinary reasons who:
 - are eligible to return to the university may be placed on one term of disciplinary probation upon readmission as determined by the Dean of Student Affairs. Students will be removed from disciplinary probation at the conclusion of the probationary term if there are no further violations.
 - were permanently dismissed are not eligible to re-enroll at Parker University.
- Students who have been absent from the university for more than one calendar year will be assigned an admissions advisor and will be evaluated for eligibility of readmission based on the admission requirements published in the current University Catalog. The admissions advisor will assist the student through the readmission process.
- Any student who was academically dismissed must submit an appeal to the Satisfactory Academic Progress (SAP) Appeals Committee to determine whether readmission will be granted. Please refer to the SAP Policy for additional information on the appeals process and effects on financial aid eligibility.
- Students may be required to establish proficiency prior to being approved for readmission. Depending on the program, academic record, and the amount of time away from the program, the Program Director or College Dean may require students to demonstrate competency through examination, to audit or repeat courses. Fees may be associated with establishing proficiency.
- Students being approved for readmission to Parker must meet the requirements established in the catalog for the term in which they return.

Residency Policy

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

Graduate/Professional Degree

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

Undergraduate Degree

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

Student Affairs

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

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



Office of Administrative Services

Assist with classroom reservations, facility requests, housing assistance, special projects, and fundraising, and helps facilitate the elections for the class leadership. Approve and process student reimbursements for class expenses.

Housing Information

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

Licensure and State Boards

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

Locker Rentals

Lockers are available in multiple campus buildings for student academic use. Lockers are also available in the ParkerFit gym for students who use the facility for athletic/recreational purposes. Massage School students may use lockers in the CHS Building and Dallas Clinic Interns may use the lockers in the Dallas clinic. Lockers must be cleaned out and registered each trimester through the Office of Administrative Services. Locks should be provided by the student registering the locker. Locks are subject to removal and items confiscated in the instance that registration procedures are not followed.

Student Discounts

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

Student Employment

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

Student Handbook

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

Office of Athletics and Recreation

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



Office of Career Services

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

Virtual and In-person appointments are available for resume and cover letter review/help and other brief career related questions. Students are encouraged to set up an appointment to visit with the Career Counselor about any career related concerns.

Career Services offers help with resumes, cover letters, follow-up, references, job opportunities, recruitment for full-and part-time positions, job and employment wanted listings, business plans and on-campus mock interviewing skills. Additional resources can be found on the Parker Website under the Student Life Professional Opportunities section.

Office of Student Programs and Traditions

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

Orientation (New Patriot Orientation)

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

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

Graduation Activities

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

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

Student Organizations/Clubs

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

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



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

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

Class Officers and Representatives

Students are also encouraged to serve their trimester class as a class officer or class representative. For the College of Chiropractic, officers for the following positions are elected by the class: President, Vice President, Secretary, Treasurer, and Student Senator(s). Students in the School of Massage Therapy and the undergraduate program elect two Senators per class.

Student Senate

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

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

Office of Diversity and Inclusion

The Dean of Student Affairs provides overall management and supervision to Office of Diversity and Inclusion. This office seeks to promote a supportive climate for all members of the Parker community and encourage open dialogue about issues related to diversity, inclusivity, access, and equity. Through this office we provide opportunities for diversity training initiatives to all faculty, staff, and students. We also provide opportunities for the Parker community to engage in honest self-examination and to take action to create a safer and more inclusive campus environment. The Dean of Student Affairs serves as the chair of the Diversity and Inclusion Committee formed to develop and implement diversity and inclusion policies, practices and program initiatives, all measured to ensure accountability and continuous improvement.

Office of Student Success and Retention

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

Disability Services/Testing and Special Accommodations

Parker University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students who are in need of accommodations must notify the Department of Student Affairs, located in the East Building, Suite 234. The Department of Student Affairs can also be reached at (214) 902-2422.

The Association on Higher Education and Disability (AHEAD), in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, has published guidelines to provide institutions with



uniformity in determining standards of proof in documenting the veracity of a student's disability status and the need for specified accommodations. These guidelines have been adopted for use by the National Board of Chiropractic Examiners (NBCE) and are followed by Parker University.

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

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

Office of Counseling Services

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

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

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

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

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

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

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

Office of Student Rights and Responsibilities

The Dean of Student Affairs provides overall management and supervision to Office of Student Rights and Responsibilities conduct and compliance programs and pertinent staff. Publishing the Student Handbook, enforcing the Code of Student Conduct, overseeing the Academic and Professional Standards and Appeal Committee, Student Complaint and Grievance Policy, Title IX Coordination, Alcohol and Drug Policy, Student Harassment Policy, Parking Committee, and serve as the Emergency Preparedness Coordinator.



Student Rights

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

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

Student Responsibilities

Each student has the responsibility:

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

Student Code of Conduct

Disciplinary Actions

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

Each student is responsible for full knowledge of all published policies, rules, regulations, and guidelines of the university as well as any subsequent changes or updates. The university holds each student responsible for compliance with all policies, rules, regulations, and guidelines and obtaining any printed revisions. Students are also expected to comply with all federal state and local laws and to conduct themselves on-campus, off-campus and through electronic communication, in a manner that is ethical and professional. Parker also reserves the right to adjudicate conduct and behavior violations of students, student organizations, and clubs which have taken place off campus and/or are associated with an event sponsored by the University. A student is not entitled to any greater immunities or privileges before the law than those enjoyed by other citizens generally.

Students have the right of free expression and advocacy; however, the time, place and manner of exercising speech and advocacy will be determined and regulated by the university in such a manner as to ensure orderly conduct, non-interference with university functions or activities and the safety of students, faculty, and staff. Any action that



interrupts the scheduled activities or processes of education is classified as disruptive; thus, anyone who initiates any gathering leading to disruptive activity will be violating university regulations.

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

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

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

Written reprimand	A letter of reprimand is delivered to the student and placed in the student's official file.
Probation	The student is placed on notice that any future violation of policy or procedure could result in dismissal from the university.
Discretionary Sanctions	Failing grade on exam, lab practical, paper, project, or course. Work assignments, written apologies, written papers, service to the university or other related assignments. Exclusion from participation in extracurricular activities of the institution.
Suspension	Prohibits a student from attending a class or classes and/or clinic duties or from being on campus or attending any school activities or events, for a specified period of time.
Dismissal	Permanent removal from Parker University.

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

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

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

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

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

1. Copying, giving the appearance of copying, or attempting to copy from another student's test or other academic work either in person or during online assessments;
2. Taking into an exam, quiz, practical or capstone and/or using during an exam, quiz, practical or capstone, material, equipment, or electronic devices not authorized by the instructor administering the test;
3. Collaboration with another person during a written, oral, or electronic exam/practical examination or in preparing academic work for credit;



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



- H. Misconduct which adversely affects the university community, or which constitutes a violation of criminal laws of the federal, state or city governments.
- I. Misconduct relating to student obligations with the university or university employees, including but not limited to:
 - 1. Issuance of a check without sufficient funds;
 - 2. Failure to fulfill financial obligations to Parker University;
 - 3. Failure to comply with reasonable directives of faculty, staff, or administrators acting in the performance of their duties;
 - 4. Failure to heed an official notice or summons by faculty, staff, or administrators.
 - 5. Failure to maintain a current mailing address and phone number in the Office of the Registrar or giving a false or fictitious address to the university.
- J. Violation of federal copyright laws, including, but not limited to, downloading unauthorized copies, or copying textbooks, lab manuals or unauthorized computer programs.
- K. Violation of the Parker University Title IX Policy.
- L. Physical abuse/assault, verbal abuse, threats, intimidation, harassment, coercion, electronic bullying, or harassment and/or other conduct which threatens or endangers the health or safety of any person.
- M. Hazing - any intentional, knowing or reckless act, occurring on or off the campus, by one person alone or acting with others, which endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in or maintaining membership in any organization whose members are or include students at Parker University. Under the Texas Education Code, criminal penalties may be imposed against persons who engage in hazing or fail to report hazing to the Dean of Student Affairs.
- N. Use or possession of ammunition, firearms, guns, or other objects which are dangerous or flammable or which could cause damage by fire or explosion.
- O. Use or possession of a knife with a blade longer than 5 ½ inches, which is also prohibited by the State of Texas (Penal Code 46.016A).
- P. Unlawfully using, manufacturing, distributing, dispensing, possessing, selling, purchasing, and/or being under the influence of drugs; including narcotics, or hallucinogens.
- Q. Smoking (include e-cigarettes, vapors, and hookahs) and the use of smokeless chewing tobacco is prohibited in all campus buildings, parking lots and campus facilities.
- R. Unauthorized consumption of alcohol on the Parker University campus or at any university event or activity on campus or being under the influence or intoxicated at any on or off-campus university event or activity.
- S. Use of foul unprofessional, inappropriate, prejudice or bigoted language on campus or at a university-sponsored event, using a telephone or electronic device in an obscene, mischievous, harassing, or malicious manner, or the wearing of inappropriate or offensive clothing.
- T. Tampering with or vandalizing fire alarms or other safety devices or equipment.
- U. Unauthorized solicitation, advertising or selling merchandise on campus or on any university managed or branded virtual platform.
- V. Students acting as an agent for businesses or organizations or for faculty/staff who wish to give presentations, seminars, workshops, teach courses, etc., for entrepreneurial purposes.
- W. Abuse of computers, technology, or computer time, including but not limited to:
 - 1. Unauthorized entries into a file, to use, read or change the contents or for any other purpose including reading another person's e-mail.
 - 2. Unauthorized transfer of a file.
 - 3. Unauthorized use of another individual's identification and password.
 - 4. Unauthorized access into network files.
 - 5. Use of computer facilities to interfere with the work of another student, faculty, or staff member.
 - 6. Use of computing facilities to send, receive, or view obscene or abusive messages or information, including pornography.



7. Use of computing facilities to interfere with the normal operation of the university computing system.
- X. Abuse of the judicial system, including but not limited to:
 1. Failure to comply with a directive or summons of a judicial committee or university official.
 2. Falsification, distortion, or misrepresentation of information before a judicial committee.
 3. Disruption or interference with the conduct of a judicial committee.
 4. Attempting to discourage an individual's participation in or use of the judicial procedures.
- Y. Performing any spinal adjustments or extra spinal manipulation on others without authorized supervision or violating any provision of the Texas Chiropractic Practice Act (students may practice the following without supervision: static palpation; motion palpation; leg checking procedures, i.e., Thompson and Activator; muscle testing and the setups of the nine separate chiropractic technique systems taught at Parker University).
- Z. Massage Therapy students will ensure clients will be properly draped during massage procedures. Full conservative draping is required at all times.

SOCIAL MEDIA/INTERNET POLICY

Students are advised to be aware that the information they post/share online or is posted/shared online by others becomes public information that may be viewed by their relatives, faculty, future employers, etc. Students are expected to conduct themselves in a professional and ethical manner if they choose to have an online presence. Any communication that involves threats, intimidation, harassment, coercion, electronic bullying, or harassment and/or other conduct which threatens or endangers the health or safety of any other person is prohibited. Use of foul unprofessional, inappropriate, prejudice or bigoted language online and via social media is also prohibited. This includes but is not limited to pictures, videos, posts, or statements. Parker University reserves the right to investigate any electronic communication or social media engagement which might have an adverse effect on the university, its faculty, staff, and students or on the educational process. If the University receives information that any content or postings online or on social media violates the Student Code of Conduct such allegations will be investigated through the student conduct process. Students may be held accountable for any violations that are revealed through the investigative process. Posts that demonstrate a need for support or mental health assistance may also be addressed to offer support and resources as needed.

Charges of Misconduct

Faculty upon becoming aware of possible misconduct:

1. Notify the student of the charge against him/her.
2. Determine whether, in the faculty member's view, the students are guilty of the infraction; if so report the infraction to the appropriate Department Chair/Program Director at which time one or more of the following courses of action may be taken:
 - a. The case may be decided and dealt with on the instructor level in cases of minor infractions.
 - b. Cases of more severe infractions will be referred to the Academic Dean and/or Provost where the case will be referred to the Dean of Student Affairs and determination will be made whether the case should be handled by the Office of Student Rights and Responsibilities.

One or more of the following penalties may be imposed once academic dishonesty has been substantiated:

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

Minor incidents of academic misconduct may be handled by a faculty member or academic department head/administrator. If the student does not wish to accept the disciplinary action given, they will be reported to



the Dean of Student Affairs for adjudication. Some issues may be referred to the Academic and Professional Standards Committee for a hearing and decision where applicable.

Conduct Violations Hearing

Academic and Professional Standards Committee

Pursuant to the University's Code of Conduct, any member of the university community may report a student for misconduct, unprofessional behavior, or violation of university policies and/or procedures. The report will be submitted in writing to the Dean of Student Affairs. The Dean of Student Affairs reserves the right to impose an immediate suspension to a student while an investigation is being conducted if the Dean of Student Affairs perceives the student to be a risk to the campus community.

The Dean of Student Affairs conducts an investigation to determine if the charges have merit and/or can be resolved administratively by mutual consent. If there is mutual consent, such disposition will be final and there will be no subsequent proceedings or appeals. If there is no mutual consent, a hearing will be scheduled before the Academic and Professional Standards Committee within an appropriate time period from the date of the reported violation. If a report is filed during the last two weeks of the term, it may be necessary to postpone the hearing until no later than the Friday of the first week of the following term.

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

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

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



Appeal Procedure

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

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

The Academic and Professional Standards Appeal Committee is chaired by the Dean of Student Affairs and consists of the Vice Provost, Associate Provost of Education and Research, Dean of the College of Health Sciences, Dean of Clinics-College of Chiropractic, and the Dean of Academics-College of Chiropractic. If one of the aforementioned members of the Appeals committee is unavailable, an alternate administrator may be appointed to serve on the Appeals Committee. The Appeals Committee may uphold the appeal of the student, may affirm the committee's decision, or may modify the disciplinary action, by reducing the disciplinary action. The Dean of Student Affairs will notify the student of the decision within five business days of the Appeals Committee's decision. If the appeal is upheld, the student is immediately reinstated and may be allowed to make-up any missed course work during the suspension or dismissal. If the appeal is denied, the disciplinary action becomes effective upon the student's receipt of the decision. The decision of the Academic and Professional Standards Appeal Committee is final and may only be overturned by the university Provost.

Problem Resolution Chain of Communication

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

- Academic issues such as academic dishonesty witnessed, or students being disruptive in classes, etc.: Student → Instructor → Program Director/Department Chair → Academic Dean → Dean of Student Affairs → Vice Provost, → Provost
- Issues with an exam, exam questions, exam scheduling, etc.: Student → Instructor → Program Director/Department Chair → Academic Dean → Vice Provost → Provost
- Grade disputes: Student → Instructor → Grade Appeals Form → Program Director/Department Chair → Academic Dean → Vice Provost → Provost
- Issue with a faculty member: Student → Instructor if possible, otherwise Program Director/Department Chair → Academic Dean → Vice Provost → Provost (The Dean of Student Affairs should be the first point of contact for an issue with a faculty member related to Title IX)
- Issues with academic labs: Student → Lab Director/Instructor → Instructor → Program Director/Department Chair → Academic Dean → Vice Provost → Provost

In the event a student cannot resolve an issue through the Chain of Communication. Students should follow the student complaint procedures outlined in the following section.

Student Complaint Policy

It is the policy of Parker University to provide appropriate services to our students and treat each student fairly and respectfully in the application of University policies and procedures.

Complaint Procedures

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



Informal Resolution Procedure

When a student has a complaint, resolution should be sought through informal communication with the appropriate individual or direct supervisor. The student should arrange a meeting with the person involved with the complaint and/or with the direct supervisor of the person involved. The parties involved should meet and determine if the complaint can be resolved through mutual consent. If mutual consent is achieved, such disposition will be final, and there will be no subsequent proceedings or appeals. If there is no mutual consent, the students should begin the formal resolution process.

Formal Complaint Procedures

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

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

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

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

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

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

Unresolved Complaint(s)

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

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

Policy for Self-Harming or Suicidal Students

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

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

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

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

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

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

TITLE IX SEXUAL HARASSMENT POLICY

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

TITLE IX STATEMENT ON NON-DISCRIMINATION

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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



SCOPE OF POLICY

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

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

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

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

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

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

DEFINITIONS OF PROHIBITED CONDUCT

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

RETALIATION IS PROHIBITED

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



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

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

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

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

CONSENT

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

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

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



TITLE IX COORDINATOR

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

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

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

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

IMMEDIATE AND ONGOING ASSISTANCE

Individuals who experience sexual harassment are strongly encouraged to seek immediate medical attention in order to treat injuries, test for and treat sexually transmitted infections, test for pregnancy, and access emergency contraception (if requested). Hospitals can also perform rape evidence collection procedures and test for "date rape" drugs. In addition, the Dallas Area Rape Crisis Center offers free, comprehensive services to anyone seeking to heal from sexual violence. Advocates are available 24 hours per day, 7 days per week to support sexual violence victims and their families and friends. They may be contacted at 972-641-7273.

Counseling services will be made available to victims of sexual harassment occurring on or off campus in accordance with the policies of the Office of Counseling Services. The counselor will also assist the victim in establishing an off-campus counseling relationship if needed; however, the cost of such counseling will be borne by the victim. The counselor will help victims find access to any additional community services that may be needed.

PRESERVATION OF EVIDENCE

If possible, an individual who has been sexually assaulted should not shower, bathe, urinate, douche, brush teeth, drink or change clothes or bedding before going to the hospital or seeking medical attention. If the individual decides to change clothes, they should not wash the clothes worn during the assault and should bring them to the hospital

or medical facility. Because medical evidence dissipates quickly, individuals who wish to preserve such evidence are encouraged to seek medical attention within 48 hours (and no more than 86 hours) of the incident. In addition, all physical evidence, including electronic communications (e.g., emails and text messages), recordings, and photographs should be preserved in its original form. These steps are important to help preserve evidence for possible use in legal actions or requests for a civil no-contact order and/or an order of protection.

REPORTING OPTIONS & DUTIES

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

The reporting and disciplinary procedures outlined in this policy are separate and apart from the criminal justice system, and a victim of sexual misconduct may choose to file a complaint with either the University or law enforcement, with neither, or with both simultaneously. The outcome of a sexual misconduct complaint filed with the University is not dependent on the outcome of a criminal investigation conducted by law enforcement.

Reporting Incidents of Title IX Sexual Harassment to Parker University

Parker University strongly encourages all victims and witnesses to promptly report incidents of sexual harassment (including sexual assault, domestic violence, dating violence, and stalking, to the Title IX Coordinator. The University takes all complaints of sexual harassment seriously and will work to reach a prompt, impartial, and equitable resolution of the matter.

At Parker, all University employees are considered responsible employees and are required to report all incidences of sexual misconduct to the Title IX Coordinator, unless such employees are specifically designated as confidential employees, as further explained below. In addition, employees that become aware of felony crimes must report such crimes to law enforcement. Parker University Security Department can assist with reports to law enforcement, and they can assist with immediate actions to keep individuals safe in emergency situations. In emergencies, individuals can also call 9- 1-1.

1. Upon learning of a complaint of sexual harassment, the University will offer supportive measures; will take immediate and appropriate steps to discuss appropriate options (e.g., supportive measures, informal resolution (e.g., mediation), or a formal complaint investigation and hearing), with the complainant.
2. All employees are responsible employees and must report to the Title IX Coordinator all relevant details of any alleged act of sexual harassment that the employee is aware of– including the names of the alleged victim (complainant) and alleged perpetrator(s)(respondent(s)), the names of any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with those officials responsible for handling the University's response to the report.
3. The University must treat complainants and respondents equitably by offering supportive measures as defined in this Policy and by following the grievance process as set forth in this policy, before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Before a complainant reveals any information to a responsible employee, the employee should ensure that the complainant understands the employee's reporting obligations and, if the complainant wants to ensure that confidentiality is maintained, the complainant should be directed to one of the confidential resources identified below. If the complainant still seeks confidentiality but chooses to disclose to the responsible employee what happened despite the warning, the employee should remind the complainant that the University will consider the request but cannot guarantee confidentiality. In reporting the details of the incident to the Title IX Coordinator, the responsible employee should also inform the Coordinator of the complainant's request for confidentiality. Responsible employees should not pressure a complainant into making a full report if the complainant is not ready to do so, nor should they encourage the complainant to remain silent about the incident; rather, the employee should



honor and support the complainant's wishes. Please note that the University's responsibility to minors on campus may preclude treating the minor's complaint as confidential. State and federal reporting requirements may apply.

If a complainant discloses an incident of sexual misconduct to a responsible employee, but wishes to maintain confidentiality or requests that no investigation is conducted or no disciplinary action is taken, the University must weigh that request against the University's legal obligation to provide a safe, non-discriminatory environment for all students and employees, including the victim. If the University honors the request for confidentiality, a complainant must understand that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s) may be limited. Sometimes, the University will not be able to honor a complainant's request because of the need to provide a safe, non-discriminatory environment for all students and employees.

When a report is filed with the Title IX Coordinator, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, as well as the option to file a formal complaint. The Title IX Coordinator must also inform the complainant of the availability of supportive measures with or without the filing of a formal complaint and explain to the complainant the process for filing a formal complaint.

When weighing a complainant's request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator may consider a range of factors, including, but not limited to the following:

- the increased risk that the respondent will commit additional acts of sexual harassment, sexual assault, dating violence, domestic violence, or stalking, such as:
- whether there has been other sexual harassment, sexual assault, dating violence, domestic violence, or stalking complaints against the same respondent;
- whether the respondent has a criminal record demonstrating a history of sexual harassment, sexual assault, dating violence, domestic violence, or stalking;
- whether the respondent has a history of engaging in sexual harassment, sexual assault, dating violence, domestic violence, or stalking from a prior school or employer;
- whether the respondent threatened further sexual harassment, sexual assault, dating violence, domestic violence, or stalking against the victim or others;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking was committed by multiple perpetrators or against multiple victims;
- whether the sexual harassment, sexual assault, dating violence, domestic violence or stalking was perpetrated with a weapon;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking occurred on campus or other property owned or controlled by the University;
- whether the complainant is a minor;
- whether the respondent(s) is a member of the Parker University community;
- whether the University possesses other means to obtain relevant evidence of the sexual harassment, sexual assault, dating violence, domestic violence, or stalking (e.g., security cameras or personnel, audio recordings, physical evidence).

The presence of one or more of these factors could lead the Title IX Coordinator to file a formal complaint to investigate and, if appropriate, pursue disciplinary action against the respondent, despite the complainant's request.

If the Title IX Coordinator determines that the University cannot honor a complainant's request for confidentiality, the University will inform the complainant prior to starting an investigation and will maintain the privacy of the investigation to the extent possible in the context of implementing this Policy. The University will work with the complainant regarding the availability of supportive measures. If the University decides not to open an investigation or pursue disciplinary action, the Title IX Coordinator will inform the complainant of that decision. Retaliation against the complainant will not be tolerated.

The University recognizes that complainants impacted by sexual harassment may wish to take advantage of the health and support services available on campus without disclosing the incident or making a formal report to the



University. To that end, certain University employees have been designated as **limited and fully confidential resources** to whom complainants can speak without their personally identifying information being shared with the Title IX Coordinator or Campus Security.

Certain individuals are not considered responsible employees and can generally talk to a complainant without revealing any personally identifying information about an incident to the University.

Pastoral and licensed professional counselors, when acting in their professional capacity, are not considered responsible employees, and are not required to report any information regarding complaints of sexual misconduct to either the Title IX Coordinator or to law enforcement. Thus, these counselors are not required to report crimes for investigation or inclusion in the annual disclosure of crime statistics. Crimes reported to these counselors are **strictly confidential**, except in very limited cases where the information suggests an imminent threat to the health and safety of the patient or others, or in cases of child abuse. These counselors include: University Psychologist, **Dr. Jacquelyn Elbel** and any other licensed professional counselors in the Office of Counseling Services, who provide mental health counseling to members of the University Community. As a matter of policy, pastoral and licensed professional counselors are encouraged – if and when they deem it appropriate – to inform persons being counseled of the procedures to report crimes on a voluntary and confidential basis for inclusion in the annual crime statistics report, and of the option to seek supportive measures and resolution through the Title IX process.

A complainant who speaks to a professional or non-professional counselor or advocate must understand that if the complainant wants to maintain confidentiality, the University may not be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the complainant in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A complainant who at first requests confidentiality may later decide to file a complaint with the University or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the complainant with assistance in filing a complaint if the complainant wishes to do so.

Please Note: While these professional and non-professional counselors and advocates may maintain a complainant's confidentiality vis-à-vis the University, they may have reporting or other obligations under state or federal law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; mandatory reporting of felonies; and requirements to testify if subpoenaed in a criminal case.

Reporting Incidents of Sexual Harassment to Law Enforcement

Some types of sexual harassment, including sexual assault, dating and domestic violence, and stalking are criminal acts and Parker University strongly encourages all victims and witnesses to report suspected criminal acts to the Dallas Police Department or any other appropriate law enforcement agency if the incident occurred off campus. Upon request, Parker University officials are available to assist an individual in contacting and/or notifying the appropriate law enforcement agency. Please note that under Texas law, with certain exceptions, persons who have knowledge of a felony are required to report such information to law enforcement authorities. Failure to report a felony may itself be a crime.

The contact information for the Dallas Police Department is listed below:

Dallas Police Department
1400 S. Lamar Street
Dallas, TX 75215

For emergencies, dial 911. For non-emergency calls to all divisions or personnel of the Dallas Police Department, use the business line at 214-671-3001 and the operator will direct the call.

Although cooperation with law enforcement may require Parker University to temporarily suspend its internal investigation into complaints/reports of sexual misconduct, the University will promptly resume the investigation as



soon as it is notified by law enforcement that the agency has completed its evidence gathering. The University will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if necessary, will take immediate and interim measures to address the alleged conduct.

A person may also file a complaint of sex discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting [online](#) or by calling 1-800-421-3481.

AMNESTY FOR REPORTING

Parker University encourages reporting of sexual misconduct and seeks to remove any barriers to an individual making a report. The University recognizes that individuals who have been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for their own conduct. Thus, individuals who report sexual misconduct or participate in a sexual misconduct investigation, will not be subject to disciplinary action by the University for their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. Parker University may, however, initiate an educational discussion on the use of alcohol or other drugs or require participation in an alcohol/drug prevention training course/program. Amnesty will not be extended for any violations of Parker University policy other than for alcohol/drug use. In addition, amnesty does not preclude or prevent action by police or other legal authorities.

ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted; however, the University's ability to obtain necessary and additional information may be compromised and the ability to investigate or resolve anonymous complaints may be limited.

BAD FAITH COMPLAINTS

This policy shall not be used to bring frivolous or malicious complaints against members of the Parker University community. If the University's investigation reveals that a complaint is made in bad faith or is knowingly false, such complaint shall be dismissed and the person who filed the bad faith complaint may be subject to disciplinary action. A complaint, however, will not be considered false, frivolous or in bad faith solely because it cannot be corroborated.

ACADEMIC/WORK ACCOMMODATIONS AND SUPPORTIVE MEASURES

Upon learning of sexual harassment, the University may implement non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant and the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's education environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The University must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

In certain instances, the University may need to report an incident to law enforcement authorities (e.g., when a suspected felony has occurred). Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the student, employee or other members of the Parker University community or other situations in which there is clear and imminent danger, and when a weapon may be involved. However, in all cases, crisis intervention and safety concerns will take precedence.



PROCEDURES FOR INVESTIGATION AND RESOLUTION OF COMPLAINTS (GRIEVANCE PROCEDURES)

These grievance procedures apply only to sexual harassment occurring against a person in the United States. Please note that the University's Harassment and Discrimination and/or other University codes of conduct may apply to sexual harassment occurring against a person outside other the United States.

Upon notification of a complaint alleging a violation of this Title IX Sexual Harassment Policy, an investigation into the matter will be conducted in a prompt, thorough, and impartial manner by the Title IX Coordinator and/or one or more of the University's Title IX Investigators, who shall have adequate knowledge and training on how to conduct proper investigations under Title IX. The designated investigator(s) shall be responsible for gathering relevant evidence but shall not serve as the decision-maker. The objective of the investigation process is to gather relevant evidence, including information from both parties and relevant witnesses, to facilitate a hearing to determine whether a policy violation occurred. If the decider determines that the conduct constitutes a policy violation, the decider will determine what sanctions should be imposed and what actions will be taken to end the harassing or discriminatory conduct and prevent its recurrence.

If the complainant or the respondent has a concern about the conduct of any investigator or believes that an investigator has a conflict of interest that may impair the investigator's ability to be fair and impartial, the complainant/respondent should immediately put her/his concerns in writing and submit them to the Title IX Coordinator for review. The Title IX Coordinator will promptly review the matter and determine whether it is appropriate to recuse the investigator.

COOPERATION WITH INVESTIGATION AND DISCIPLINARY PROCEDURES

Parker University encourages all members of the University community to cooperate fully in the investigation and disciplinary procedures.

The University also understands that there may be circumstances in which a party wishes to limit her/his participation in an investigation. The complainant retains this right. However, the designated investigator(s) may be required to move forward with an investigation, absent the party's participation in the process. In such situations, the University will not draw any adverse inference from a party's silence. However, silence of a party will result in an absence of their side of the story being represented in the information presented for adjudication.

If a complainant or respondent refuses to undergo cross-examination, during the hearing, that person's statements will not be considered.

The University will not restrict the ability of any party to discuss the allegations under investigation or to gather and present relevant evidence. A party's communication with a witness or potential witness is considered part of a party's right to meaningfully participate in furthering the party's interests in the case. However, where a party's conduct toward a witness violates a no-contact order or rises to the level of retaliation, it is prohibited.

INITIAL ASSESSMENT OF COMPLAINT/REPORT

The investigative process is initiated when the Title IX Coordinator receives a formal complaint of a sexual harassment. The Title IX Coordinator will conduct an initial assessment of the complaint/report to determine the next steps. Following the initial assessment, one or more of the following actions will be taken:

- The Title IX Coordinator must dismiss a complaint if the conduct alleged would not constitute sexual harassment, even if proven, or the conduct did not occur within recipient's education program or activity or in the United States.
- Such a dismissal does not preclude action under another provision of the University's code of conduct or the University's Harassment and Discrimination Policy if they apply.
- The University may dismiss the formal complaint, or any allegations contained in the complaint, if at any time during the investigation or hearing:
 - o a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in that complaint;



- o the respondent is no longer enrolled or employed by the University; or
- o specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations in that complaint.
- Upon dismissal, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) for the dismissal to both parties, simultaneously.

Consolidation of formal complaints: The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Please note that sexual misconduct occurring outside of the United States may, under appropriate circumstances, be investigated under the University's Harassment or Discrimination Policy or other relevant policies, so long as the intent is not to retaliate against a person for filing a complaint or otherwise participating in the complaint process. (See, Retaliation section).

- If it is determined that the complaint/report, if substantiated, would constitute a violation of this policy, the appropriate supportive measures will be determined and the Title IX Coordinator will explain the options for informal resolution (e.g., mediation) and a formal investigation. The complainant will be advised that a hearing will be held, at which parties and witnesses will be cross-examined by advisors for each party. Neither the complainant nor respondent will be allowed to directly cross examine each other.

Any individual designated by the University as a Title IX Coordinator, investigator, decision-maker, or any person designated by the University to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Title IX Coordinator's initiation of a formal complaint or an individual's decision that allegations warrant an investigation or hearing shall not be considered evidence of bias. An individual's current job title, professional qualifications, past experience, identity, or sex will not alone indicate bias. Use of trauma-informed practices will not be considered evidence of bias when such practices do not rely on sex stereotypes, apply generalizations to allegations in specific cases, cause loss of impartiality, or prejudge the facts at issue. The University will apply an objective, common sense approach to evaluating whether a particular person serving in a Title IX process is biased and will exercise caution not to apply generalizations that might unreasonably conclude that bias exists.

NOTICE OF ALLEGATIONS

Upon receipt of a formal complaint, the University must provide the following written notice to the parties who are known:

1. Notice of the University's grievance process that complies with this section, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include, if known:
 - a. The identities of the parties involved in the incident.
 - b. The conduct allegedly constituting sexual harassment.
 - c. The date and location of the alleged incident.
3. A notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
4. Inform the parties of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
5. Inform the parties of any provision in the University's Policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
6. If, during the investigation, the University decides to investigate additional allegations, the University will provide written notice of the additional allegation to all known parties.



INFORMAL RESOLUTION

1. The University may not require a party to waive the right to an investigation and a live hearing with cross-examination.
2. The University may not require the parties to engage in an informal resolution process and may not offer informal resolution, unless a formal complaint is filed and both parties agree, in writing, to an informal resolution.
3. At any time prior to reaching a determination regarding responsibility, the University may facilitate an informal resolution process, such as mediation, a negotiated resolution, or restorative justice, that does not involve a full investigation and adjudication, provided that the University issues a written notice disclosing:
 - the allegations
 - the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegation);
 - a statement that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - an explanation that any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - Obtains the parties' voluntary, written consent to the informal resolution process;
 - Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Informal resolutions shall be resolved within 30 days of assignment, unless there is good cause shown to continue the process. Good cause shall include: showing that reasonable progress is being made and that continued informal resolution efforts will likely result in resolution or that there was a good reason for failure to resolve the complaint within 30 days (e.g., the unavailability of the parties, school closings, etc.)

FORMAL INVESTIGATION

The following procedures shall apply during a formal investigation:

1. The investigator will offer each party the opportunity to be interviewed, to provide a written statement, to provide evidence for consideration, to submit suggested witnesses, and to submit information from fact witnesses and expert witnesses.
2. Both the complainant and the respondent to the complaint will have an equal opportunity to provide evidence and to identify any witnesses that support their position.
3. The investigators must presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
4. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the University and not on the parties.
5. Interviews shall be sought from the complainant, the respondent, any witnesses identified by the parties as relevant and necessary to the matter, and any witnesses determined by the investigator(s) to be relevant to the matter. If any witnesses identified by the parties as relevant and necessary to the matter are not interviewed, then the investigator(s) will state, in the written response to the parties, the reason(s) for not conducting the additional interviews.
6. Parties and witnesses may be interviewed more than once in order to gather all relevant information and evidence.
7. All relevant documents and evidence shall be gathered and reviewed by the investigator(s) and, upon request, made available for review by the parties, except to the extent that such documents and/or evidence contain privileged, confidential, or FERPA-protected information, which shall be determined solely by the University. For example, the University cannot access, consider, disclose, or otherwise use a party's records, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the



University obtains that party's voluntary, written consent to do so for a grievance process under this Policy. If a party is a minor, then the University must obtain the voluntary, written consent of a parent or guardian.

8. Due to the nature of most sexual harassment allegations, the parties will be interviewed separately and neither the complainant nor respondent will be permitted to directly question one another. However, the parties may have their advisors cross-examine the other party and/or their witnesses, in a live cross examination hearing. A complainant's or respondent's advisor may also be allowed to ask questions of their own party, to help the party explain the party's side of the story. Cross examination may not include questions about a complainant's sexual behavior or disposition, unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation.
9. All investigations will be conducted under a preponderance of the evidence standard, meaning, the decision-maker will determine whether it is more likely than not that the respondent violated this Title IX Sexual Harassment Policy.
10. Both the complainant and the respondent may have a single advisor/support person of their choice present during any meetings with the investigator(s). The advisor/support person may not actively participate during any meetings or ask or answer any questions during the meetings. They may advise the parties privately but may not confer with them while the meeting is in progress. The investigator(s) may remove any advisor/support person who distracts or disrupts the investigatory process. The support person may be the same individual who represents the party at the live hearing with cross-examination. An advisor may participate in the hearing to conduct live cross examination of the parties or witnesses and to respond to questions from the decision maker.
11. The investigator(s) may record by electronic, stenographic, or other means any meeting, to the extent permitted by law. Other than the official recording made by the investigator(s), no photographs, tape recordings, videotapes, stenographic records, or other recordings of proceedings under this policy may be made by any person.
12. The investigation shall be completed as promptly as possible. Generally, investigations will be completed within *90 calendar days* of receipt of the complaint. However, complicated cases, absence of witness, school closings, or other factors may result in longer investigations. If the investigation will exceed *90 calendar days*, the investigator(s) will notify the complainant and the respondent.
13. The parties and their advisors shall receive simultaneous access to the investigative report.
14. The parties must have an opportunity to review all the evidence, including evidence upon which the University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
15. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties and advisors are not permitted to disseminate the evidence subject to inspection and review. The parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. The University must also make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
16. The investigators shall create an investigative report that fairly summarizes relevant evidence. At least 10 days prior to a hearing or other time of determination regarding responsibility, the University must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The decider shall review the written responses prior to hearing.



HEARING

1. The University must provide a live hearing, with cross-examination.
2. At the hearing, each party's advisor is allowed to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility.
3. A party is never permitted to cross-examine another party. Only the party's advisor can conduct cross examination.
4. An advisor can attend the hearing and conduct cross-examination, even if the party they represent does not appear. No assumption should be inferred about the appearance or non- appearance of the party.
5. Third party cross-examination of what a non-appearing party stated does not count as statements tested on cross-examination. For example, family or friends cannot appear on behalf of the non-appearing party and answer questions for them.
6. The decider may rely on a description of the words allegedly used by a respondent, if those words constitute part of the alleged sexual harassment at issue, even if the party does not submit to cross-examination.
7. Although the refusing party's statement cannot be considered, the decider may reach a determination based on the remaining evidence so long as no inference is drawn based on the party or witness's absence from the hearing or refusal to answer cross-examination (or other) questions. (Example: The complainant refused to answer cross-examination questions, but video evidence shows the underlying incident. The video evidence may still be considered.)
8. No statements in police reports, medical reports, or other documents can be considered statements of parties or witnesses who do not submit to cross examination.
9. The decision as to what occurred, whether it constitutes a policy violation, and what sanctions are appropriate shall be made by the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator. The decision-maker shall be trained on how to conduct a hearing, including any technology needed to conduct the hearing remotely.
10. The decision maker shall also be trained on how to recognize that a party should not be "unfairly judged due to inability to recount each specific detail of an incident in sequence, whether such inability is due to trauma, the effects of drugs or alcohol, or simple fallibility of human memory".
11. The hearing may be conducted with all parties physically present in the same geographic location or in separate rooms. At the request of either party or at the University's discretion, the hearing may occur with the parties located in separate rooms with technology enabling the decider and parties to simultaneously see and hear the party or the witness answering questions, using an online platform, such as Zoom, as long as both parties can see each other.
12. The University must create an audio or audiovisual recording or transcript, of any live hearing. It must be available to the parties for inspection and review.
13. Each party is entitled to the advisor of the party's choice. If a party does not have an advisor, the University shall appoint an advisor, of the University's choice, to conduct cross-examination in the place of the party's advisor of choice. Both parties must have advisors, who may be, but are not required to be attorneys. There shall be no charge to either party for an advisor appointed by the University.
14. The parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding. The University may, however, establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long the restrictions apply equally to both parties.
15. For reasons of confidentiality, the advisor is the only individual permitted to accompany the party at hearing, unless otherwise required by law (e.g., a sign language interpreter).
16. The advisor's role in the hearing shall be limited to cross examination unless the advisor is asked a question by the decider. For all other meetings, the advisor may accompany the complainant or respondent. However, the advisor's role is limited to that of silent support person in those other meetings.



17. The University will provide to a party, whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
18. The decider shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient, etc.), unless the person holding such privilege has waived the privilege in writing.
19. At the live hearing, the decision-maker must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including questions that challenge credibility. The advisor's questions may test consistency, accuracy, and memory, so that the decision-maker can better assess whether a party's story should be believed. The advisor may direct the decision-maker's attention to implausibility, inconsistency, unreliability, and ulterior motives, in the other party's statements. Appropriate questions will advance the asking party's perspective with respect to the specific allegation at issue. The decider may also ask questions to help the decider determine whether or not a policy has been violated.
20. No party-on-party questioning will be permitted. Such cross-examination must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. Other than this function, the advisor may not participate in the proceedings, except if the decider uses its discretion to allow participation, for the purpose of obtaining additional relevant evidence only.
21. If a party does not submit to cross examination at the live hearing, the decision-maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the decider cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
22. During the hearing, the decider will evaluate each question for relevance before an answer may be given to that question. Questions that are not relevant will be disallowed. Before a complainant, respondent, or witness answers a cross-examination or other question, the decider must first determine whether the question is relevant and explain any decision to disallow a question as not relevant. The decider is not required to give a lengthy or complicated explanation of a relevancy determination during the hearing. The decider may send to the parties after the hearing any revisions to the decider's explanation that was provided during the hearing.
23. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless: (a) such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or (b) if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
24. Repetition of the same question, evidence that is duplicative of other evidence, and information protected by a legally recognized privilege that has not been waived is irrelevant.
25. The decider will not exclude relevant evidence but may objectively evaluate such evidence by analyzing whether that evidence warrants a high or low level of weight or credibility.
26. Both parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other evidence, to show that the respondent either did or did not commit a policy violation.
27. After the hearing, the decision-maker must issue a written determination regarding responsibility, applying the preponderance of evidence standard. There shall be an objective evaluation of all relevant evidence, including both evidence that tends to prove a policy violation and evidence that disproves a policy violation.
28. The decision-maker will evaluate all admissible, relevant evidence for weight or credibility. The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker, after having the opportunity to ask questions of parties and witnesses, and to observe how parties and witnesses answer the questions posed by the other party. Corroborating evidence is not required. Credibility determinations are not based solely on observing demeanor, but are also based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence). Credibility determinations will not be based on an individual's status as a complainant, respondent, or witness.



29. The written determination must include the following:
 - a. The standard of evidence for making the decision, which shall be the preponderance of the evidence standard (i.e., whether it is more likely than not that the violation occurred).
 - b. Identification of the Complainant's allegations potentially constituting sexual harassment, as defined above.
 - c. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
 - d. Findings of fact supporting the determination.
 - e. Conclusions regarding the application of the University's Title IX Sexual Harassment Policy and other relevant policies to the facts.
 - f. The result, as to each allegation, including a statement of, and rationale for the result, a determination regarding responsibility, any disciplinary sanctions the University imposes on the respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant.
 - g. The University's procedures and permissible bases for the complainant and respondent to appeal.
30. The University must provide the written decision to both parties simultaneously.
31. The determination regarding responsibility becomes final, either on the date that the University provides the parties with the written determination of the result of the appeal, if one is filed or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
32. The respondent shall not be informed of all remedies offered to the Complainant unless they specifically relate to the respondent.
33. The Title IX Coordinator or the Deputy Coordinator is responsible for effective implementation of any remedies.

APPEALS

34. Each party shall have an equal opportunity to file a written appeal to the University's dismissal of a formal complaint or any allegations in the complaint or a determination regarding responsibility, within 10 calendar days of receipt of the determination on the following bases:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time of the determination regarding responsibility (the hearing decision) or dismissal was made, that could affect the outcome of the matter; and/or
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.
35. The appeal shall be filed with the Title IX Coordinator, who will assign the appeal to a trained senior administrator or external party for decision.
36. As to all appeals, the Title IX Coordinator must:
 - a. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - c. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in this Policy;
 - d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - e. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - f. Provide a written decision simultaneously to both parties.



g. Appeals shall be resolved within 30 calendar days from the date of filing, unless good cause is shown, with written notice to the parties. Good cause may include, but shall not be limited to: the unavailability of parties, a party's advisor, or a witness (if needed); delays caused by concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; school closings; or emergencies caused by the pandemic.

SANCTIONS

A complaint alleging sexual misconduct does not alone constitute proof of prohibited conduct. As such, the fact that a complaint has been filed against an individual in the past shall not be taken into consideration when evaluating or making decisions regarding the academic or employment status of such individual, unless the previous or current investigation results in a finding of a policy violation.

Persons found to be in violation of this policy will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. Possible sanctions include: educational sanctions, oral or written warning/reprimand, loss of privileges, mandatory training or counseling, disciplinary probation, performance improvement plan, last chance agreement, University or social probation, expulsion from school, reassignment, fine, restitution, no-contact order, restriction from specific University programs or activities, restriction from University employment, involuntary leave of absence, and/or removal and exclusion from Parker University property.

EMERGENCY REMOVAL

The University may remove a respondent from the University's education program or activity on an emergency basis, provided that the University performs an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision shall not modify any rights under the Section 504 of the Rehabilitation Act of 1973 or other applicable laws.

TRAINING, PREVENTION AND EDUCATION

Parker University provides educational resources, programming and counseling services throughout the year related to the prevention of sexual assault, stalking, and domestic and dating violence. Educational awareness and training programs are presented during student and employee orientations. The Title IX Coordinator also provides routine and ongoing education and training related to the prevention of sexual assault, stalking, and domestic and dating violence.

Parker University now requires that all students and employees successfully complete an on-line training course/program on the awareness and prevention of sexual assault, stalking, and domestic and dating violence. The on-line training course/program is currently provided through an outside vendor and addresses the following:

- Definitions of sexual harassment, sexual assault, domestic violence, dating violence, stalking, and consent;
- Safe and positive options for bystander intervention that may be utilized by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person; and
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks, among other topics.

In addition to the on-line training course/program, students and employees are required to successfully complete a refresher course/program annually.

All individuals designated to serve as investigators, deciders, facilitators, advisors, and appeal panelists under this policy (including the University's Title IX and Disability Coordinator) receive training and education regarding these policies as required by Title IX and Clery Act regulations. Investigators are trained on how to conduct proper investigations in a prompt, thorough, and impartial manner. Training and certification is conducted by the Title IX Coordinator, and by other trained professionals.



RECORD KEEPING

The University must maintain, for a period of seven years, records of:

1. Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required under this policy; any disciplinary sanctions imposed on the respondent; and, any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result of the appeal;
3. Any informal resolution and the result of the informal resolution; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The University must make these training materials publicly available on its website.
5. A University must create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the University must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the University's education program or activity. If the University does not provide a complainant with supportive measures, then the University must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Institutional Advancement

Alumni

Parker University has more than 6,000 alumni in every state and in 30 foreign countries. The Alumni Department maintains strong ties between the University and its alumni through the Parker Wellness Provider Referral program, Parker Ambassador Program, communicating with alumni across the globe, hosting alumni gatherings, and promoting the Parker Alumni Association.

The Alumni Department handles requests from patients, doctors, and massage therapists and others for referral to Parker graduates on a daily basis. It uses e-mail, web, print media and mass telephone systems to communicate with alumni and other University supporters regarding news and current events. Parker alumni can keep in touch with their *alma mater* and former classmates through the toll-free Alumni number, 888-PR-ALUMS, or [on the Alumni page of MyParker](#) which is maintained by the Alumni Department. The Alumni Department also participates in the promotion, maintenance, and monitoring of the University's social media resources.

The Parker Alumni Association was founded in 1986 for the purposes of promoting positive relations between the University and its alumni, promoting Parker and supporting the goals of the institution. The Alumni Association provides members with discounts on Parker Seminars, continuing education and Parker Share. Members also enjoy student privileges in the Library and Bookstore. The Association is governed by a Board of Directors, which is comprised of the President of the University, the Director of Alumni Relations, the Student Senate President, and fourteen Parker Alumni who are elected to serve three-year rotating terms. The Alumni Association offers free membership to all Parker alumni.



Development

As a nonprofit organization, Parker University needs the support of alumni, friends, corporations, foundations, faculty and staff to offer quality education to students, cutting-edge research for the profession, and valuable services to our patients and to the community.

Financial partnership with Parker creates a stronger voice for chiropractic and community investment in Parker helps create a global network ensuring the chiropractic profession becomes a leader in the 21st century for health and wellness. Giving opportunities include:

- Student Scholarships
 - Endowed
 - Named
 - Special Purpose
- Seminar Sponsorships
- Faculty Development
- Library Materials
- Gifts-in-Kind
- Chiro Games
- Wellness Centers /Student Clinics
- Academic Program development
- Technology and Capital improvements
- Grant Funded Research and Special Projects

Synapse: Human Performance Centers

A *synapse* is the junction between two nerve cells. Its origin comes from Greek words meaning “to clasp”, “to join” or “to bring together.”

Parker University has created a health center which embodies the concept of bringing together diverse healthcare professionals to one location, hence the name *Synapse*. *Synapse Human Performance Centers* are dedicated to improving the lives of those suffering from traumatic brain injuries, neurological disorders, stroke, vertigo, and more. Located on the Dallas campus, our prototype *Synapse* clinic showcases professionals from diverse fields coming together to ensure patients experience the maximum expression of life by removing the barriers to good health.

Open to the public in the Fall of 2019, *Synapse Human Performance Centers* delivers specialized, patient-focused collaborative care while enhancing student experiences, masters and doctoral residencies and research opportunities. For any questions or to make a gift, please call 214-902-2433 or [email](#).



Campus

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

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

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

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

Campus Qualities

A Safe, Well-Lit Campus

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

New LED floodlights illuminate parking areas on campus, while footpath lights surround buildings and walkways. All lights along the walkways, gardens, canals, buildings, and parking areas turn on automatically at dusk.

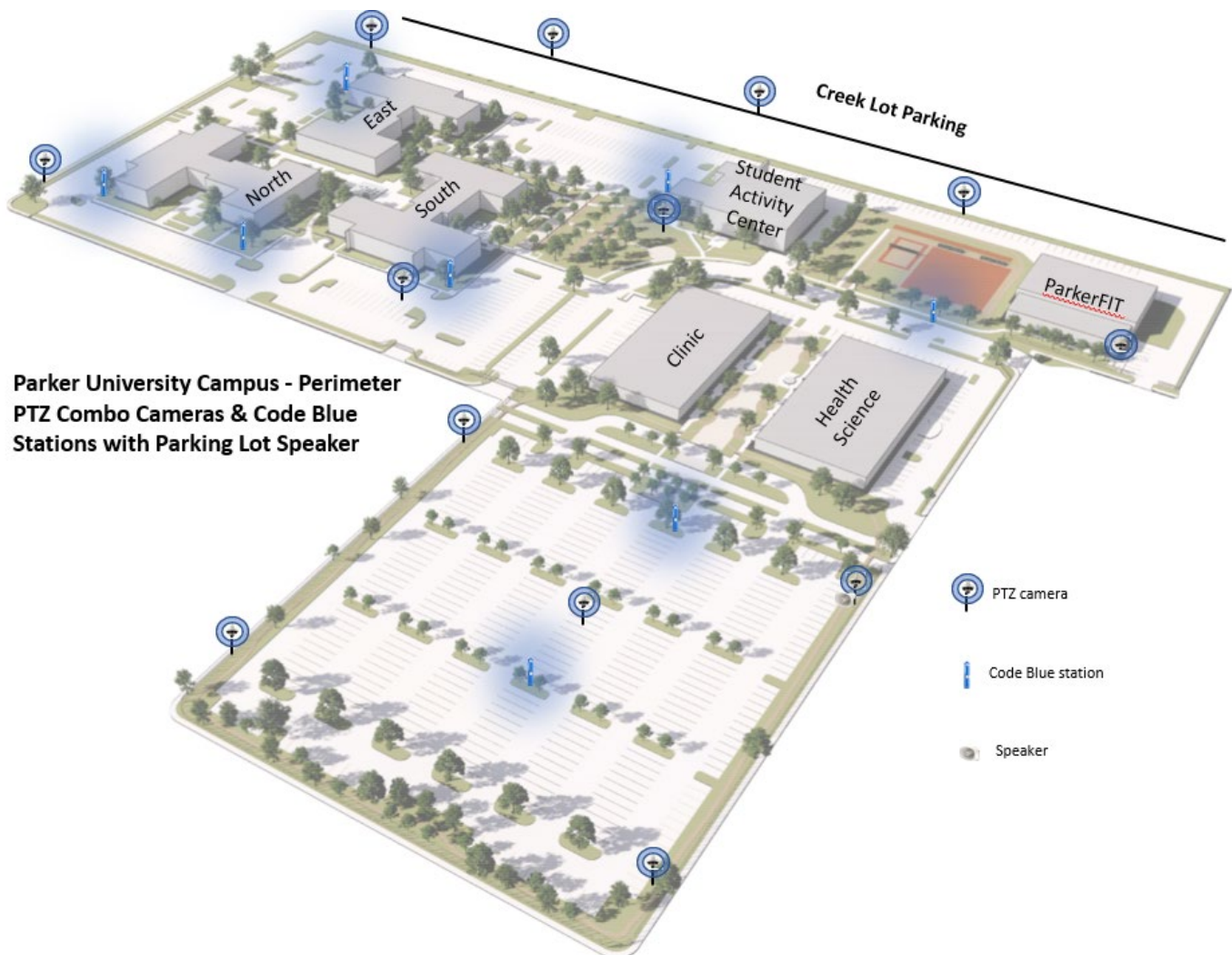
Motion detectors turn lights on inside buildings so that hallways are always safely lit. The Parker University facilities team routinely reviews lighting for additions and enhancements, as well as welcoming suggestions.

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



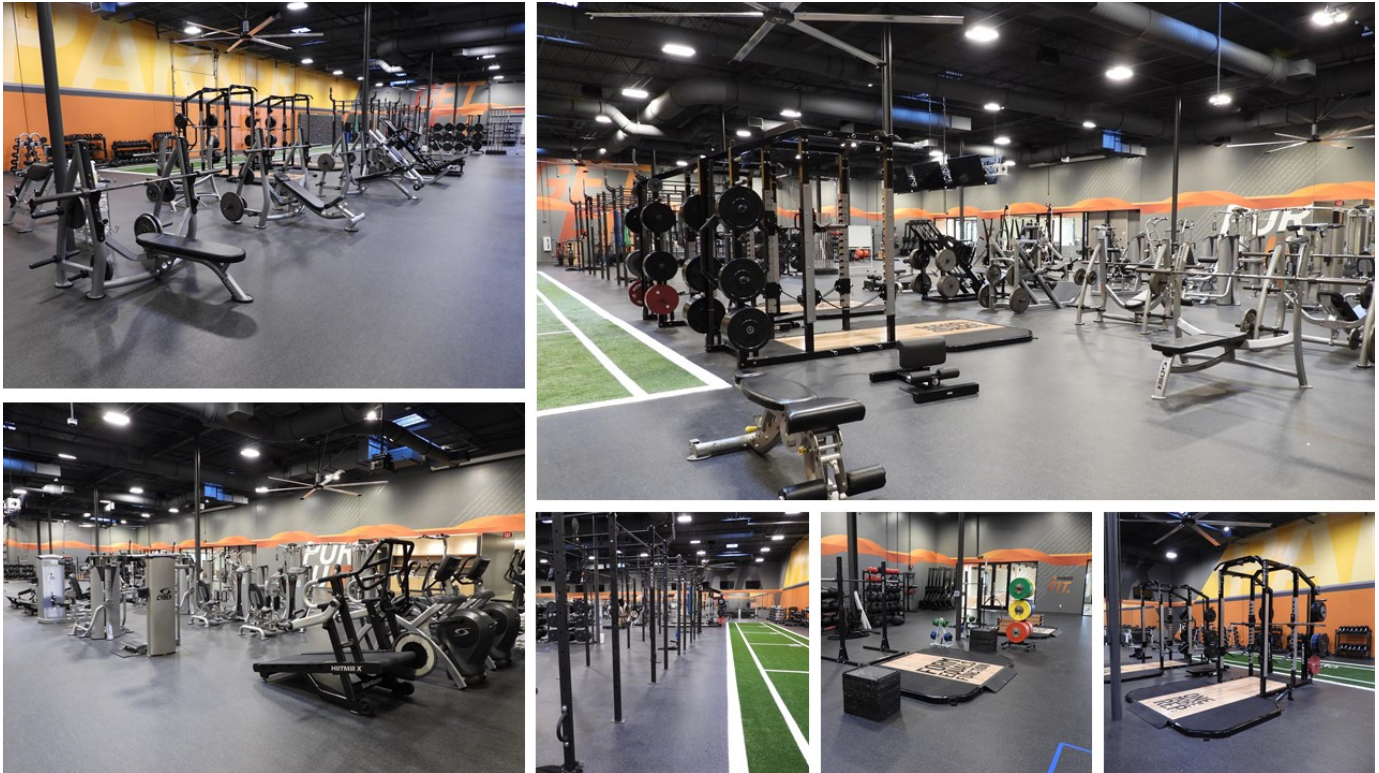
Parker utilizes an electronic campus alert system to contact students, faculty, and staff in the event of weather-related school closings or other emergency related communications. The campus alert system will send information on school closures or emergencies to all provided contact devices, including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

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



ParkerFit

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



Standard Process Student Activity Center

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

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

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



Non-Smoking Campus

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

Chapel/Meditation Room

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

Electronic Technology for Students and Faculty

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

Bookstore

The Campus Bookstore welcomes students and visitors during regular business hours Monday through Friday. Students may access the [online bookstore](#) 24 hours a day.

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

Café and The Marketplace

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

Parker Wellness Clinics

Chiropractic Clinic

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

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



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

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

Massage Therapy Clinic

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

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

Research Institute

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

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

Directions to Campus

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

Library and Resource Center

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



Parker Library resources are accessed through the web-based online catalog, the Stacks mobile app, and the library website (<https://library.parker.edu>). The library offers a mix of electronic resources to support Parker's academic programs. These include EBSCO, TexShare, and ProQuest databases, evidence-based materials, full-text journal collections, and over 30,000 electronic books. Availability to resources requires a Parker login both on-campus and remotely.

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

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

Center for Teaching and Learning

The mission of the Center for Teaching and Learning (CTL) is to support lifelong education excellence. The core functions include promoting learning-centered education and facilitating improvements in teaching and learning. The CTL serves the university by providing a variety of resources and services to enhance teaching and learning. The CTL supports the university's Quality Enhancement Plan (QEP), encourages scholarly productivity, reinforces effective learning, and supports student learning through Tutoring Services.

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

Continuing Education

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

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

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



Administration

Board of Trustees

Executive Committee Members Elected are:

Steven Brooks, D.C., *Chair – Texas*

Robert E. Rosenbaum, M.D., FAANS, FACS, *Vice Chair – Maryland*

Vincent Scheffler, D.C., CCSP, SCS, *Secretary – Michigan*

George R. Linscott, *Treasurer – Oregon*

John Huston, *Asst. Treasurer – Florida*

Amy Wood, DC, *Chair of the Trustees Committee – Texas*

Gery Hohanadel, Ph.D., *Appointee to the Executive Committee – Kansas*

At Large Board Members are:

Oliver “Bud” Smith Jr., D.C., - *Member - Texas*

Jack Donovan, D.C., DHum (Hon) – *Member – Iowa*

Charlene Conner, D.B.A., M.B.A. – *Member – Texas*

Patrick S. Mahaffey – *Member – California*

Andrew Oteo, D.C. – *Alumni Member - Texas*

President’s Cabinet

William E. Morgan, D. C., *President*

Jayne Moschella, D.C., *Executive Vice President and Provost*

Vonetta Fuller-Williams, B.S., M.B.A, SPHR, *Vice President and Chief HR Officer/Title IX Coordinator*

Donnie McNutt, M.B.A., PMP, *Vice President and Chief Operating Officer*

Clint Gilchrist, M.Acc., CPA, *Vice President and CFO*

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

Administration

Mandy Baskett, B.A., Director, Total Rewards

Patrick Bodnar, B.S., D.C., Vice Provost

Ginger Bonton, B.S., Director, Non-DC Admissions

Renee Carrillo, A.S., B.S., Assistant Director, Online Education

Amber Cedillos, Coordinator, Athletics and Recreation/ParkerFit

Miguel Chiusano, DC, MBA, Department Chair, Clinical Sciences

J. Donald Dishman, B.A., M.Sc., D.C., Dean, Graduate Programs and Special Projects

Angela Duell, A.A.S., A.A., B.S., M.S., Program Director, Occupational Therapy Assistant

Tammy Fogarty, Ph.D., RD, Dean, Health and Human Performance

Phyllis A. Frase-Charrette, Director, Continuing Education and Corporate Partnerships

Lisa Gabriel, M.B.A., Senior Director of Academic Informatics and Compliance

Grant Godfrey, Director, DC Admissions

LaVon Hardnett, Director of Financial Aid

Gery C. Hohanadel II, B.A., B.S., M.B.A., Program Director, Business Administration

Dana Hollandsworth, D.C., Department Chair, Chiropractic Sciences

Michael Jackson, B.S., M.S., Ph.D.c., Director, Institutional Effectiveness and Planning

Meg Johnson, B.S., C.P.A, Director of Finance/Controller

Trevor Jones, M.B.A., Chief Information Officer

Dana J. Lawrence, D.C, M.Med.ED., M.A., Associate Provost, Education and Research



Joe Lintz, B.S., M.S., Program Director, Health Information Management, Health Information Technology
Ashley Long, Ph.D.c., Director, Center for Teaching and Learning/QEP Director
Celia Maguire, B.S., D.C., DACBR, Dean of Academics, College of Chiropractic
John Marth, D.C., Director, Irving Clinic
Vanessa Morales, D.C., Director of Clinical Assessment
Alaina Mount, B.S., M.S., Dean, Student Affairs
Themba Ngwenya, D.Sc. Dean, Business and Technology
Greg Page, D.C., Director, Community Based Internships
Georgina Pearson, B.Sc., M.B., M.P.H., Department Chair, Basic Sciences
Katherine Pohlman, D.C., M.S., Ph.D., DICCP, Director of Research
Ashley Ragsdale, A.A.S., B.A.S., RDMS, RVT, Program Director, Diagnostic Sonography
Andrea Repp, B.S., Registrar
Drew Riffe, D.C., LMT, Dean, College of Health Sciences
Wanlapa Romyanon, M.B.A., M.S., CPA., Director, Financial Planning & Reporting
Douglas Sanford, B.A., D.C., Director, Compliance and Operations
Michael Scott, Chief Creative Officer
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Kathleen Smith, *Instructor, School of Massage Therapy*
B.S., 1985, Leisure Services
Certificate of Massage Therapy, 1998, Southeastern School of Neuromuscular and Massage Therapy
Certificate, Neuromuscular Therapy, 1999, Southeastern School of Neuromuscular & Massage Therapy
Certificate, Massage Therapy Instructor, 2003, Texas Department of Health
A.A.S., 2016, San Juan College

Afsar Sokhansanj, *Associate Professor, Basic Sciences*
B.S., 1983, Michigan State University
M.S., 1993, Michigan State University
D.C., 2002, Parker College of Chiropractic

Johnny Solis, *Clinic Supervisor, School of Massage Therapy*
Certificate, Massage Therapy, 2007, ATI
A.A.S., 2016, Parker University

Carlos Soneira-Ruiz, *Adjunct, Basic Sciences*
M.D., 1986, Higher Institute of Medical Sciences of Havana
Specialist in Human Anatomy, 1989, Higher Institute of Medical Sciences of Havana
M.S. (Neuroscience), 1995, Memorial University of Newfoundland

John Spencer, *Assistant Professor, Chiropractic Wellness Clinics*
B.S., 1982, West Texas A&M University
D.C., 1987, Parker University

Trenda Sweeney, *Program Director, Radiologic Technology*
A.S., 1992, Clovis Community College
B.S., 2004, Wayland Baptist University
M.B.A., 2008, Ashford University

Gary Tam, *Associate Professor, Chiropractic Wellness Clinics*
B.A., 1995, Carleton University
B.S., 1998, Concordia University
B.S., 2001, Parker College of Chiropractic
D.C., 2002, Parker College of Chiropractic

Javier A. Tamargo, PhD RDN, *Adjunct, Functional Nutrition*
Ph.D., 2021, Florida International University
M.S., 2016, Florida International University
B.A., 2011, Full Sail University

Branda Tan, *Adjunct, Music Appreciation*
B.Mus., 2004, University of North Texas
M.Mus., 2008, University of North Texas



William F. (Kym) Tayamen, *Faculty, Radiologic Technology*
J.D., 1999, Texas Wesleyan School of Law
B.A., 1995, University of Texas at Dallas
A.R.R.T., 1971 School of Radiology

John Thompson, *Adjunct, Business Administration*
B.S., 1998, University of South Carolina
M.A., 2000, Webster University
M.B.A., 2001, Webster University
Ph.D., 2006, Walden University
M.Div., 2019, Anderson University

Steven Tidwell, *Adjunct, Business*
B.B.A., 1995, Northwood University
M.B.A., 1999, Amberton University
D.B.A., 2005, Argosy University (University of Sarasota)

Leon Tom, *Associate Professor, Dean of Clinics, Chiropractic Wellness Clinics*
B.S., 1995, McMaster University
D.C., 1999, Parker College of Chiropractic
Certified Chiropractic Sports Practitioner
Diplomate, American Academy of Integrative Pain Management

Debra Touhey, *Adjunct, Business*
M.S., 2010, University of Phoenix
M.A., 2013, Liberty University
D.B.A., 2015, Northcentral University

Lauren Tollefson, *Adjunct, College of Chiropractic*
B.S., 2012, North Dakota State University
D.C., 2015, Parker University

Lynea Upson, MOT, OTR, *Instructor, Occupational Therapy Assistant*
B.A., 2002, Baylor University
M.O.T., 2004, Texas Woman's University Dallas

Nusin Van Winkle, Assistant Professor, Basic Sciences
M.D., 1997, Dokuz Eylul University Medical School, Izmir, Turkey

Jason Vaughn, *Adjunct, Music Appreciation*
B.A., 2010, Tarleton State University
M.A., 2013, University of Texas at Arlington

David Walters, *Professor, Chiropractic Wellness Clinics*
D.C., 1991, Parker College of Chiropractic
Diplomate American Chiropractic Rehabilitation Board
Certified Chiropractic Sports Practitioner
Corrective Exercise Specialist

Adrian Walton, *Adjunct, Business*
B.A., 1999, Dillard University
M.B.A., 2003, University of Phoenix
Ph.D., 2017, Capella University



Charlotte J. Watts, *Professor, Chiropractic Sciences*
B.S., 1992, University of the State of New York
D.C., 1990, Parker College of Chiropractic
Diplomate American Chiropractic Neurology Board
Fellow, International Chiropractic Pediatrics Association

Chad D. Waxman, *Adjunct, Clinical Sciences*
B.A., M.S., and C.A.S., 2003, University at Albany
Ph.D., 2014, Nova Southeastern University

Amber Weaver, *Adjunct, Functional Nutrition*
B.S., 2014, Everglades University
M.Ed., 2019, American College of Education

Kenneth A. Weber II, *Adjunct, Neuroscience and Clinical Neuroscience*
Postdoctoral Research Fellowship, 2018, Stanford University
Ph.D., 2016, Northwestern University
D.C., 2009, Palmer College of Chiropractic, Florida
B.S., 2006, Saginaw Valley State University

Ronald Wells, *Professor, Chiropractic Sciences*
B.S., 1989, Arkansas State University
A.S., 1991, Park College
D.C., 1995, Parker College of Chiropractic
B.S., 2001, Parker College of Chiropractic
CCCN, 2009, Certified Chiropractic Clinical Neurology, Parker University
FASA, 2012, Certified Advanced Acupuncture, Parker University

Robert Wilborn, *Associate Professor, Chiropractic Sciences*
D.C., 1997, Parker College of Chiropractic

Ronnie Wilkerson, *Faculty, Occupational Therapy*
A.A.S, 1996, North Central Texas College
B.S., 2010, Texas Woman's University
M.O.T., 2013, Texas Woman's University

Jeremy Worrell, *Adjunct, Radiologic Technology*
A.A.S., 2018, Radiologic Technology, Parker University

Leonard Wright, *Clinical Resident, Synapse*
B.S., 2016, University of Arkansas
D.C., 2019, Parker University
M.S., 2020, Parker University

Shena Young, *Adjunct, General Education*
B.S., 2000, Shorter College
M.I.T., 2002, American InterContinental University – Atlanta

Lauren Zipay, *Radiology Resident, College of Chiropractic*
B.S., 2015, Youngstown State University
D.C., 2019, Palmer College of Chiropractic



Faculty Executive Council (FEC)

The Faculty Executive Council works closely with the University administration on matters relating to curriculum, admissions, faculty employment, working conditions, contracts, discipline, and development. The FEC meets in regular session during each trimester and considers matters of academic and professional content. The bylaws of the Faculty Executive Council govern the activities and responsibilities of the Council membership and officers.

University Committees

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

COLLEGE OF CHIROPRACTIC LEADERSHIP TEAM (CCLT): DC PROGRAM

Reports to: Vice Provost

Responsibilities:

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

Membership:

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

Meets: Weekly

ACADEMIC LEADERSHIP TEAM (ALT)

Reports to: Vice Provost

Responsibilities:

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

Membership:

- Chair, Vice Provost
- All Academic Deans

Meets: Weekly



ACADEMIC ASSESSMENT COUNCIL

Reports to: Vice Provost

Responsibilities:

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

Membership:

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

Voting membership:

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

Non-voting membership:

- Director of Library Services
- Registrar
- Director of the Center for Teaching and Learning (CTL)
- Vice-Provost
- Associate Provost of Education and Research
- Provost

ADMISSIONS COMMITTEE – COLLEGE OF CHIROPRACTIC

Reports to: Dean, College of Chiropractic

Responsibilities:

- Review complete applicant files.
- Recommend admission be granted, deferred or denied.
- Recommend initial academic plan for Alternative Admissions Track Plan (AATP) students.
- Recommend changes to admissions policies and procedures as needed.

Membership:

- Chair, DCP Faculty Member
- DCP Faculty Member
- DCP Faculty Member
- DCP Faculty Member
- Dean of Student Affairs
- Registrar (or other Academic Advising specialist)

Meets: As Needed



STUDENT SUCCESS COMMITTEE

Reports to: Provost

Responsibilities:

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

- Continuously improve procedures that affect the academic success of students
- Develop, review, and approve non-curricular Academic Policy

Membership:

- Chair, Vice-Provost, non-voting
- Academic Dean, COC
- Dean of Clinics, COC
- Dean, Health Sciences
- Dean, Health & Human Performance
- Dean, Business & Technology
- DC Department Chair
- DC Department Chair
- DC Department Chair
- All Program Directors
- All Lead Faculty
- Dean, Student Affairs
- Senior Director, Academic Informatics and Compliance
- Accreditation Manager
- ERP Systems Manager
- Registrar
- Director, DC Admissions
- Director, Non-DC Admissions
- Director, Center for Teaching and Learning
- Director, Finance/Controller
- Bursar
- Director, Financial Aid
- Assistant Director, Financial Aid
- Provost, non-voting

Meets: Bi-Weekly



CURRICULUM COUNCIL

Reports to: Vice Provost

Responsibilities:

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

Membership:

Chaired by the Vice Provost

Voting membership:

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

Non-voting membership:

- Director of Library Services
- Director of Institutional Effectiveness and Planning
- Senior Director of Academic Informatics and Compliance
- Registrar
- Director of Center for Teaching and Learning (CTL)
- Associate Provost of Education and Research
- Provost

Meets: As needed

DCP ASSESSMENT: DC PROGRAM

Reports to: Dean, College of Chiropractic

Responsibilities:

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

Membership:

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

Meets: Twice per trimester



INSTITUTIONAL REVIEW BOARD (IRB)

Reports to: Associate Provost of Education and Research

Responsibilities:

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

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

Membership (minimum five members required):

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

Meets: As needed

SATISFACTORY ACADEMIC PROGRESS APPEALS COMMITTEE

Reports to: Provost

Responsibilities:

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

Membership:

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

Meets: As needed

SPEAKER APPROVAL: UNIVERSITY

Reports to: Dean of Student Affairs

Responsibilities:

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

Membership:

- Chaired by the Dean, College of Chiropractic
- Dean of Student Engagement and Special Projects
- Clinic representative
- Academic representative
- Faculty Executive Council President
- Student Senate President

Meets: As needed



UNIVERSITY ASSESSMENT COUNCIL

Reports to: Executive Vice-President/Provost

Responsibilities:

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

Membership:

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



2021-2022 Academic Calendars

Doctor of Chiropractic, Master of Science, Pre-DC, Massage Therapy

TERM	DATES	EVENT	INFORMATION
FALL 2021	August 30	Classes Begin	
	September 3	Drop/Add Deadline	
	September 6	Labor Day	Observed - NO Classes
	October 19	Sub-term A Ends	Pre-DC and MS programs
	October 20	Sub-term B Begins	Pre-DC and MS programs
	November 12	Last day to Withdraw (DC Only)	
	November 25 & 26	THANKSGIVING BREAK	Observed - NO Classes
	December 6-10	FINALS WEEK	
	December 10	All Classes End	
	December 11-January 2	WINTER BREAK	NO Classes
WINTER 2022	January 3	Classes Begin	
	January 7	Drop/Add Deadline	
	January 17	Martin Luther King Jr. Day	Observed - NO Classes
	February 22	Sub-term A Ends	Pre-DC and MS programs
	February 23	Sub-term B Begins	Pre-DC and MS programs
	March 18	Last day to Withdraw (DC Only)	
	April 15	Good Friday	Observed – NO Classes
	April 11-14	FINALS WEEK	
	April 14	All Classes End	
	April 15 – May 1	SPRING BREAK	NO Classes
SUMMER 2022	May 2	Classes Begin	
	May 6	Drop/Add Deadline	
	May 30	Memorial Day	Observed - NO Classes
	June 21	Sub-term A Ends	Pre-DC and MS programs
	June 22	Sub-term B Begins	Pre-DC and MS programs
	July 4	Independence Day Observed	Observed - NO Classes
	July 15	Last day to Withdraw (DC Only)	
	August 8-12	FINALS WEEK	
	August 12	Classes End	
	August 13 – 28	SUMMER BREAK	NO Classes

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

Master of Business Administration

TERM	DATES	EVENT	INFORMATION
FALL 2021	August 30	Fall A - Classes Begin	Drop/Add Deadline: 9/3/21; Courses End: 12/19/21
	September 6	Labor Day	Observed - NO Classes
	October 25	Fall C - Classes Begin	Drop/Add Deadline: 10/29/21; Courses End: 2/27/22
	November 25 & 26	THANKSGIVING BREAK	Observed - NO Classes
	December 20-January 3	WINTER BREAK	NO Classes
WINTER 2022	January 3	Winter A - Classes Begin	Drop/Add Deadline: 1/7/22; Courses End: 4/24/22
	January 17	Martin Luther King Jr. Day	Observed - NO Classes
	February 28	Winter C - Classes Begin	Drop/Add Deadline: 3/4/22; Courses End: 6/26/22
	April 15	Good Friday	Observed – NO Classes
	April 25 – May 1	SPRING BREAK	NO Classes
SUMMER 2022	May 2	Summer A - Classes Begin	Drop/Add Deadline- 5/6/22; Courses End: 8/21/22
	May 30	Memorial Day	Observed - NO Classes
	June 27	Summer C - Classes Begin	Drop/Add Deadline- 7/1/22; Courses End: 10/23/22
	July 4	Independence Day Observed	Observed - NO Classes
	August 22-August 28	SUMMER BREAK	NO Classes

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

Undergraduate Programs

TERM	DATES	EVENT	ADDITIONAL INFORMATION
FALL 2021	August 30	Fall A - Classes Begin	Drop/Add Deadline: 9/3/21; Courses End: 12/19/21
	September 6	Labor Day	Observed - NO Classes
	September 27	Fall B - Classes Begin	Drop/Add Deadline: 10/1/21; Courses End: 1/30/22
	October 25	Fall C - Classes Begin	Drop/Add Deadline: 10/29/21; Courses End: 2/27/22
	November 22	Fall D - Classes Begin	Drop/Add Deadline: 11/30/21; Courses End: 3/27/22
	November 25 & 26	THANKSGIVING BREAK	Observed - NO Classes
	December 20-January 2	WINTER BREAK	NO Classes
WINTER 2022	January 3	Winter A Classes Begin	Drop/Add Deadline: 1/7/22; Courses End: 4/24/22
	January 17	Martin Luther King Jr. Day	Observed - NO Classes
	January 31	Winter B - Classes Begin	Drop/Add Deadline: 2/4/22; Courses End: 5/29/22
	February 28	Winter C - Classes Begin	Drop/Add Deadline: 3/4/22; Courses End: 6/26/22
	March 28	Winter D - Classes Begin	Drop/Add Deadline: 4/1/22; Courses End: 7/24/22
	April 15	Good Friday	Observed - NO Classes
	April 25 – May 1	SPRING BREAK	NO Classes
SUMMER 2022	May 2	Summer A - Classes Begin	Drop/Add Deadline- 5/6/22; Courses End: 8/21/22
	May 30	Memorial Day	Observed - NO Classes
	May 31	Summer B - Classes Begin	Drop/Add Deadline- 6/6/22; Courses End: 9/25/22
	June 27	Summer C - Classes Begin	Drop/Add Deadline- 7/1/22; Courses End: 10/23/22
	July 4	Independence Day	Observed - NO Classes
	July 25	Summer D - Classes Begin	Drop/Add Deadline- 7/29/22; Courses End: 11/20/22
	August 22-August 28	SUMMER BREAK	NO Classes

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