CLEVELAND UNIVERSITY – KANSAS CITY

CATALOG 2014 - 2015
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THE PRESIDENT’S MESSAGE

Greetings and welcome to Cleveland Chiropractic College and Cleveland University-Kansas City. The campus community looks forward to meeting and assisting you during your time as a student—a journey of focus and commitment that will bring personal satisfaction, lifelong memories and friendships.

Cleveland University-Kansas City offers the Associate of Arts in Biological Sciences, Bachelor of Science in Human Biology and Master of Science in Health Promotion degrees. Cleveland Chiropractic College offers the Doctor of Chiropractic degree.

With a rigorous curriculum that focuses on the structure and function of the human body, the undergraduate degree in Human Biology allows the student to select areas of emphasis including, Anatomy, Physiology, Public Health, Health Promotion or Research. This degree provides prerequisite coursework necessary for application for admission for graduate and professional programs in a variety of health care fields.

The increasing need for health educators and fitness consultants is being driven by businesses and communities who recognize the need to increase productivity and reduce absenteeism and health care costs through teaching people about healthful behaviors that promote wellness. In response to this need, Cleveland prepares Certified Health Education Specialists (CHES) and Health Fitness Specialists (CHFS) through the Master of Science in Health Promotion (MSHP) degree program.

Chiropractic, now in its second century as a healing profession, focuses on maintaining proper spinal function, its relationship with the nervous system and the body’s natural ability to heal itself. Students starting their journey to become a doctor of chiropractic are beginning at an ideal time. The holistic health promotion message of chiropractic care and its natural approach for the restoration and maintenance of health is being shared across the globe.

Education and research continue to create greater public awareness, resulting in increased utilization of the services of Doctors of Chiropractic worldwide. Independent research studies demonstrate the effectiveness of and patient satisfaction with chiropractic care.

Specialty practices in chiropractic include sports injuries and athletic performance, pediatrics, acupuncture, nutrition and animal chiropractic. In addition, doctors of chiropractic provide patient care in United States military treatment facilities, Veterans Hospitals, as well as in corporate and private interdisciplinary health facilities.

Choosing a career as a doctor of chiropractic offers a sense of achievement, personal freedom, the ability to set one’s own hours, and, most importantly, the enjoyment and priceless reward of making a difference in the quality of human life.

The campus community joins me in welcoming you to Cleveland University-Kansas City and invites you to explore the various academic programs and services offered. Be in contact with the Admissions Office, schedule a campus tour, and take the first step toward making your dreams come true.

For a healthy world,

Carl S. Cleveland III, D.C.
Cleveland Chiropractic College
Cleveland University – Kansas City
PRELUDE

Cleveland University – Kansas City reserves the right, without prior notice, to make changes at any time to the material contained in this catalog, including entrance and graduation requirements, curriculum, fees, or any rules and regulations.

All students attending Cleveland University – Kansas City are governed by the rules contained in this catalog. When applicable, policies and procedures unique to specific degree programs are indicated in this document.

This catalog is effective as of the date of its release and it replaces previous catalogs.

Students are required to familiarize themselves with and abide by the rules and regulations of the University publications in the catalog.

Student should be aware that any of Cleveland University – Kansas City’s policies and procedures are subject to change during the time of their enrollment based upon the requirements of state boards or governmental or accrediting agencies, as well as at the discretion of Cleveland University – Kansas City.

Disclaimer: Although this catalog reflects Cleveland University – Kansas City’s policies and procedures at the time of its issuance, students are cautioned that changes or additions to such policies or rules may have become effective since its posting. In such situations, the current statements of policy found in updated communications to students and the campus community, manuals of policies and procedures, bylaws and guidelines shall prevail. The provisions of this catalog shall in no way be construed as a contract between Cleveland University – Kansas City and any student(s.)

The University reserves the right to make changes as it deems necessary in course offerings, curricula, academic policies, and other rules and regulations affecting students. Such changes will be effective when approved by the appropriate authority within the University. These changes may be applied to all students or to newly enrolled students, at the University’s discretion. Registration of all students is accepted subject to these conditions.

Persons seeking admission to the University should direct inquiries to the Office of Admissions at:

Cleveland University – Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210-1613
Telephone: (913) 234-0600
(800) 467-CCKC (2252)
THE UNIVERSITY

GENERAL INFORMATION

History

Cleveland Chiropractic College was founded in 1922 by Dr. C.S. Cleveland Sr., Dr. Ruth R. Cleveland and Dr. Perl B. Griffin, as Central College of Chiropractic. Originally located at 436 Prospect Avenue in the northern section of Kansas City, Mo., the College was chartered that year as a Missouri nonprofit organization. In 1924 the college was renamed Cleveland Chiropractic College.

As the need to expand the College grew, in 1929 the college relocated to Midtown Kansas City at 37th and Troost Avenue. During the College’s 50-year tenure at that location, nearby buildings were acquired and renovated to meet expanding enrollment. By the early 1970s the need for additional space was evident, and the board of trustees approved the purchase of the educational complex of the First Church of the Nazarene at 6401 Rockhill Road in Southtown Kansas City. Again addressing the need for additional space in the 1990s, the College acquired a neighboring two-building medical office complex, a former office building and a 200-car parking garage near the main campus, converting these facilities to classrooms and laboratories including the relocation of the Cleveland Chiropractic Health Center.

The Kansas City campus relocated in January 2008 to a stunning 34-acre state-of-the-science campus in the Kansas City suburb of Overland Park, Kan. (see Facilities section for details).

Dr. C.S. Cleveland Sr., the first president of Cleveland Chiropractic College of Kansas City, was a pioneer in the field of chiropractic and chiropractic education. In the late 1940s, he recommended to the board of trustees the acquisition of Ratledge Chiropractic College in Los Angeles, California. Dr. Cleveland Sr. was impressed with the climate, the beauty and the energy of Southern California, and recognized the need to expand the Cleveland approach to full spine adjusting technique and patient care to the western United States.

In 1908, Ratledge Chiropractic College was established in Guthrie, Oklahoma, and relocated to Los Angeles in 1911. In 1951, the Ratledge College located at 3511 West Olympic Boulevard in Los Angeles, came under Cleveland leadership, and was rechartered as Cleveland Chiropractic College of Los Angeles in 1955. In 1976, the board of trustees approved the purchase of the site at 590 North Vermont Avenue, at the prominent intersection of the Hollywood Freeway and Vermont, just a few miles from the previous campus.

Dr. Carl S. Cleveland Jr., son of the founders, Drs. Ruth and Carl Cleveland Sr, served as Dean of the Cleveland Kansas City Campus from 1942 through 1950, then president and chief executive officer of Cleveland Chiropractic College of Kansas City from 1950 through 1982 and president of Cleveland Chiropractic College of Los Angeles from 1982 until January 1992. For more than 30 years, Dr. Mildred G. Cleveland, wife of Dr. Cleveland Jr., served the College as administrator, faculty member and director of the children’s clinic. In 1991, the two Cleveland Chiropractic Colleges joined together to form a multicampus system and Dr. Carl S. Cleveland
III assumed the presidency for the system, and continues as Cleveland’s president today. Dr. Carl S. Cleveland Jr. served as chancellor of the multicampus system from 1991 through 1995.

Cleveland operated the Los Angeles Campus from 1951 through 2011, and at that time discontinued operations and consolidated student and alumni records at the Cleveland Kansas City Campus.

Cleveland Chiropractic College is a major chiropractic institution, holding both specialized and regional accreditation. The Cleveland postgraduate programs attract doctors from around the globe for educational seminars. The College maintains a highly qualified faculty with broad experience and credentials in their subject areas. The curriculum embraces the content, methodology and research essential to the development of proficiency and expertise in chiropractic health care.

As the chiropractic profession takes its place in the 21st century, Cleveland Chiropractic College continues to grow and develop in keeping with the vision of its founders.

In January 2013 Cleveland Chiropractic College announced that alongside its undergraduate and graduate programs, it will function together as Cleveland University – Kansas City. The University programs include the Bachelor of Science in Human Biology degree first offered beginning in 1995, the Associate of Arts in Biology introduced in 2002, and Cleveland’s first graduate program that was added in 2010, the Master of Science in Health Promotion.

**The Cleveland Institutional Vision**

The Cleveland vision is to be recognized and respected as a leader in health promotion.

**The Cleveland Institutional Mission**

The Cleveland mission is to provide strong student-centered academic and professional education with a focus in the areas of life sciences and health promotion through education, scholarship and service.

**Core Values**

Integrity/Accountability

- Responsible and ethical behavior
- Honest and open communication
- Responsibility for our individual actions
- Excellence/Service
- Highest quality in teaching, scholarship and service
- Embrace compassion
Diversity/Respect

- Treat all individuals with dignity and respect
- Encourage an environment that attracts, nurtures and supports diversity
- Sensitivity to differences in learning styles, ideas and beliefs

Collaboration/Teamwork

- Partnerships, interaction and relationships
- Cooperative efforts to achieve our common goals

Health/Well-being

- Encourage activities and behaviors that contribute to a healthy lifestyle
- Chiropractic care is essential for optimizing health and well-being

Innovation/Creativity

- Intellectual curiosity
- Enthusiastic pursuit of new ideas

Shared Governance

Faculty and students have a voice in governance matters. College departments, committees and various College organizations make formal recommendations for policy changes relevant to their charge.

Facilities

General

Cleveland University-Kansas City is located on a 34-acre campus in Overland Park, Kansas, a suburb of metropolitan Kansas City. The campus is comprised of two structures at 108th and Lowell Avenue, adjacent to the intersection of Antioch Road and Interstate 435. The buildings total 179,000 square feet and house classrooms, laboratories, the Cleveland Health Center, a library, a cafeteria, a bookstore, faculty and administrative offices, multiple student lounges and a student computer laboratory. Other facilities include the Cleveland fitness center and Special Beginnings, an early-childhood learning center.

Health Centers

The Cleveland Overland Park Health Center, for public patient care, occupies a large portion of the first floor, totaling 13,640 square feet. A bright reception room, consultation rooms, examination and treatment rooms, state-of-the art digital X-ray facilities, an adjunctive therapy and rehabilitation center, clinic faculty offices and intern work areas are all contained in the Health Center.
The Student Health Center on the Overland Park campus, for student patient care, is also housed on the first floor and covers 2,170 square feet. It includes a reception room, a patient waiting room, examination and treatment rooms and an intern work area.

Library

The Ruth R. Cleveland Memorial Library is located on the first floor, adjacent to the University’s Health Center. The Library’s print and non-print materials support the Associate of Arts in Biological Sciences, Bachelor of Science in Human Biology, Master of Science in Health Promotion and the Doctor of Chiropractic programs, as well as independent study and student, faculty, and alumni research. The Library subscribes to nearly 200 journals in biological sciences, clinical health sciences and chiropractic practice. Many of these journals are accessible in electronic format. In addition, the Library provides access to more than 10,000 electronic journals in a broad range of disciplines, including the health sciences through its A to Z list and PubMed Linkout service. Several research tools are available onsite and linked to the Library’s webpage, including the Index to Chiropractic Literature, The Cochrane Library, PubMed@Cleveland, EBSCO A-to-Z, and the Library’s online public catalog. The Library’s remote access service allows students, faculty, and administrators to access many of these electronic resources from off campus.

The book collection numbers more than 15,000 volumes and, in addition to holdings in the biological, clinical and chiropractic sciences, includes special collections in such areas as sports medicine, nutrition, radiology and alternative therapies. The Library also provides unlimited access to ten electronic textbooks that support the chiropractic program. Audiovisual resources are available for use in the classroom and for independent study. The collection of DVDs, audio materials and slides supports coursework in the biological sciences and diagnosis, as well as chiropractic technique and practice management.

The free inter-library loan and document delivery service provides easy access to print and non-print materials located in chiropractic, health science and academic libraries throughout the U.S. and Canada. This service is in cooperation with local, regional and national library networks, including the Mid-America Library Alliance, the Health Sciences Library Network of Kansas City, the Chiropractic Library Consortium, the Amigos Library Services network and the National Library of Medicine. The Library is also affiliated with the Medical Library Association and the Midcontinental Chapter of the Medical Library Association. In 2008, the Library was given special recognition by the Health Sciences Library Network of Kansas City for outstanding achievement in outreach services. The Library was recognized again by the HSLNKC as the 2012 Outstanding Academic Health Science Library.

Archive

The Cleveland University archive, established in 1996, preserves the history of the campus, the chiropractic profession and the Cleveland family. Access to the archive is by appointment only and may be arranged through the Library.
Laboratories

The campus laboratories include facilities for teaching anatomy (including human dissection), chemistry, microbiology, physiology, radiology, diagnosis, pathology, physical therapy and chiropractic technique. The essential equipment for laboratory studies is provided.

Student Computer Stations

Student computers for use by all current students are located on the second floor. These computer stations provide word processing, Internet access to Cleveland Connect/Student Portal and CCC email, and FAFSA access. Additional computers that are configured specifically for use by interns are located on the first floor. In addition, the campus has wireless access that students may connect to with their own personal devices.

Student Lounges

Student lounges are located in selected areas on all three levels of the building, complete with couches, chairs and tables. These areas also include flat-screen TVs, where students receive up-to-the-minute campus information.

Café Cleveland

The Café Cleveland, under the management of Treat America and Company Kitchen, provides quality food service for students and employees. In addition to the lunch grill, entree and salad-bar options, there are “grab-and-go” and vending options available 24 hours a day. There is a focus on nutrition and healthy eating, including nutritional tracking for those who are interested.

Bookstore

The campus bookstore, managed by Mathews Bookstore, is located on the second floor. Textbooks and supplies may be purchased, as well as Cleveland clothing and other memorabilia. Snacks and drinks are also available. The bookstore is open Monday through Thursday, 8:00 a.m. to 4:00 p.m., and Friday, 8:00 a.m. to 2:00 p.m.

Parking

The University does not assume care, custody or control of student, employee, patient or visitor vehicles or their contents and is not responsible for fire, theft, damage or loss.

All students and employees must register their vehicle with the security officer and obtain a valid parking tag (students must update vehicle information during the normal registration process held each trimester). The tag must be hung on the rearview mirror of the vehicle.
On-campus parking in non-reserved areas is free to all students and employees as space is available. Parking is restricted to passenger vehicles only; school buses or large trucks are not permitted on campus without prior approval from the Director of Facilities. Spots marked “reserved” are for specific University employees.

Tickets will be issued to anyone who does not abide by the policies stated herein. Payment should be made at the Business Office. Any patient or visitor to the campus who receives a parking ticket may go to the Health Center desk or to the Business Office to have the ticket voided. Students who exhibit a pattern of repeated parking violations may be subject to disciplinary action.

Requests to appeal parking violations may be made, in writing, at the Business Office, and will then be routed to the Campus Safety Committee. The committee meets at the end of each term to review appeals; decisions are final. Students who fail to pay parking fines will not be allowed to complete registration for the following trimester.

**Tobacco-Free Campus**

It is the policy of Cleveland University – Kansas City that the workplace and educational facilities are tobacco free, and that all employees and students have a right to work and learn in a tobacco-free environment. Smoking and smokeless tobacco are prohibited throughout the entire workplace and educational facilities with no exceptions.

**Campus Safety and Security**

The Campus Safety Committee assists in maintaining a safe environment. This group monitors appropriate safety and security policies, addresses the annual reporting requirements of the Student Right-To-Know and Campus Security Act of 1991, and identifies and promotes programs encouraging crime prevention and personal safety.

Policies and procedures regarding campus safety, the reporting of crimes and emergencies, etc., are contained in the Student Handbook. Suggestions, recommendations or comments regarding safety or security issues may be directed to the Campus Safety Committee. The Annual Campus Safety & Security report may be found at [http://www.cleveland.edu/about-us/consumer-information/](http://www.cleveland.edu/about-us/consumer-information/).

**Accreditation**

Cleveland University – Kansas City is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, [230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, www.ncahlc.org, email: inquiry@hlcommission.org, toll free: (800) 621-7440]. The Doctor of Chiropractic degree program at Cleveland Chiropractic College is awarded programmatic accreditation by The Council on Chiropractic Education, [8049 North 85th Way, Scottsdale, AZ, 85258-4321, phone: (480) 443-8877, website: www.cce-usa.org].
Approvals

Cleveland University – Kansas City is independently approved by the U.S. Immigration and Naturalization Service for attendance of non-immigrant students.

Cleveland University – Kansas City is approved by the Kansas Board of Regents and the Kansas Commission of Veteran Affairs.

Professional Memberships

Cleveland University–Kansas City and its employees hold membership in the following:

Academy of Chiropractic Orthopedists; American Association of Clinical Anatomists (AACAA); American Association of Collegiate Registrars and Admissions Officers (AACRAO); American Association of University Women (AAUW); American Board of Chiropractic Internists (ABCI); American Chemical Society; American Chiropractic Association (ACA); American Chiropractic Board of Radiologists (ACBR); American College of Chiropractic radiologists (ACCR); American College of Sports Medicine; American Herbalist Guild (AHG); American Library Association (ALA); American Medical Laser Association (AMLA); American Public Health Association (APHA); American Society for Clinical Pathology (ASCP); American Society of Laser Therapy (ASLT); American Student Government Association (ASGA); Association for the History of Chiropractic (AHC); Association of Chiropractic Colleges (ACC); Association of Healthcare Journalists; Center for Practical Bioethics; Chiropractic Library Collaborative (CLC); College and University Personnel Association (CUPA); College of American Pathologists (CAP); Council for Higher Education Accreditation (CHEA); Council on Chiropractic Education (CCE); Council on Diagnostic Imaging; Council on Diagnosis and Internal Disorders (CDID); Great Plains Association of College Admissions Counselors (GPACAC); Greater Kansas City Chamber of Commerce (KCCC); Health Sciences Library Network of Kansas City (HSLNKC); Higher Learning Commission; International Chiropractors Association (ICA); Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO); Kansas Association of Student Financial Aid Administrators (KASFAA); Kansas Association on Higher Education and Disability (KAN‐Ahead) Kansas Chiropractic Association (KCA); Kansas City Professional Development Council; Kansas EMS Association; Kansas Public Health Association (KPHA); Learning Disabilities Association of America (LDA); Medical Library Association (MLA); Mid-America Library Alliance (MALA); Missouri Academy of Science (MAS); Missouri Association of College Admissions Counselors (MOACAC); Missouri Association of Health; Missouri Library Association (MLA); Missouri State Chiropractors Association (MSCA); Multimedia Educational Resources for Learning; National Association for Student Personnel Administrators (NASPA); National Association of College and University Business Officers (NACUBO); National Association of EMS Educators; National Association of Independent Colleges and Universities (NAICU); National Association of Student Financial Aid Administrators (NASFAA); National Network of Libraries of Medicine/Midcontinental Region; National Orientation Directors Association (NODA); Overland Park Chamber of Commerce (OPCC); Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA); Society for Human Resources Management; Wellness Council of America (WELCOA); and World Federation of Chiropractic (WFC).
Professional Listings

Among professional listings of Cleveland Chiropractic College are the following: Accredited Postsecondary Institutions and Programs published by the U.S. Department of Education; Education Directory of Colleges and Universities published by the National Center for Education Statistics; Higher Education Directory published by Higher Education Publications Inc.; Peterson’s Guide to College Information; Wintergreen Orchard House Publications, College Admissions Data Sourcebooks.

Listing of Pertinent Departments

Academic Records and Support

The Office of Academic Records and Support is responsible for all academic records and related processes including:

• Course registration
• Academic transcript maintenance
• Grade and academic status reporting
• Transcript and other academic record requests
• International student paperwork
• Degree progress tracking toward graduation
• Enrollment/Graduation verification
• Withdrawal and re-enrollment
• Address/phone number/name changes
• NBCE National Board exam authorization
• Commencement and diploma issuance
• Manage the College’s Family Educational Rights and Privacy Act (FERPA) training and compliance
• Notary Public
• Accommodations for students with physical or learning disabilities
• Tutoring for courses taught at Cleveland University-Kansas City and Cleveland Chiropractic College
• Study skills and time management development
• Academic advising for D.C. program students. Academic advising for other programs is provided by the Dean or Director of the respective program.
Family Educational Rights and Privacy Act

Disclosure Statement

Cleveland University-Kansas City shall maintain the confidentiality of educational records in accordance with the provisions of the Act and shall accord all the rights under the Act to eligible students who are or have been in attendance at the College. The complete University FERPA policy may be found at http://www.cleveland.edu/about-us/consumer-information/

Student Services

The Office of Student Services provides services and opportunities for students including:

- New student orientation
- Student clubs and organizations
- Student Council
- Fitness center membership
- Counseling services
- College-sponsored student activities
- Intramural sports
- Student IDs
- Student health insurance options
- Locker assignments
- Day-care facility information

Success Strategies Program

Cleveland Chiropractic College provides the “Success Strategies Program” and counseling in the areas of chiropractic career resources, practice development and business training for students pursuing the Doctor of Chiropractic degree.

“Success Strategies” are provided in the following areas:

- Career counseling (mentorships, goal setting, resumé and curriculum vitae writing, interviewing techniques, etc.)
- Demographic studies
- Business and marketing plans
- Practice management resources
- Business success skills
• New doctor seminars
• Information exchange with recent graduates
• Identifying practice opportunities (associateships, partnerships, practices for sale, space for rent, equipment for sale)
• Networking opportunities with alumni and other field practitioners
• Gaining state licensure
• Training in areas such as patient education, health presentations to the public and spinal screenings

Chiropractic Postgraduate Education

Postgraduate education is essential to the doctor of chiropractic, who makes a commitment to lifelong learning. Learning begins in the classroom and continues in the office setting. The Office of Postgraduate Education provides practitioners with current and relevant information that will enhance and promote their position in the health care community.

The Office of Postgraduate Education sponsors many continuing education seminars each year throughout the United States. In addition to providing doctors with applicable and pertinent information, these seminars assist practitioners in the fulfillment of annual state relicensure requirements. Seminars are offered at various times and are presented at the College and online, as well as at various locations across the country as a convenience for doctors.

Students are given the opportunity to expand their classroom experience and to enhance their education by attending seminars for which they meet the eligibility requirements at significantly discounted registration rates.

Alumni Services

The Office of Alumni Services builds and maintains relationships between the University and its graduates by providing:

1. Assistance in locating classmates
2. Homecoming events with class reunion activities
3. Recognition for significant graduation anniversaries
4. News about alumni and the University via the Cleveland alumni magazine and the Cleveland Alumni Matters Newsletter

In addition, for chiropractic alumni, the Office of Alumni Services provides:

1. Doctor referral information to both patients and fellow doctors
2. Sponsorship of regional alumni activities
3. Exhibitions and activities at national and state conventions, conferences, and special events

4. Practice development assistance through the Success Strategies Program

5. Field doctor office visits

6. Student mentorship opportunities

The vice president of campus and alumni relations works closely with the Alumni Association. The association provides the opportunity for alumni to continue their involvement with and support of the University. A growing and vibrant group, the Alumni Association is headed by a board of officers elected by their peers.

The Alumni Association Board participates in University activities such as adjusting workshops, mentoring luncheons, student office visits, graduation and other special programs. A primary mission of the association is to provide support and scholarships to students.
ADMISSIONS

Prospective Students are encouraged to contact the Office of Admissions to discuss their educational plans in relation to the University’s academic offerings. Advisors are available to discuss specific requirements for admission and:

- Prerequisite course planning
- Entrance requirements
- Application processes
- Financial aid
- Local housing and student life

Call the Office of Admissions at 800-467-CCKC or email: admissions@cleveland.edu, or visit the web at www.cleveland.edu. Prearranged tours and personalized counseling sessions are encouraged and reservations may be made online. However, walk-in tours of the campus facilities are also available.

For specific information on admission to one of the University’s degree programs, please see the University Academic Programs section of this Catalog.
# UNIVERSITY ACADEMIC PROGRAMS

## COURSE NUMBERING AND CLASSIFICATION SYSTEM

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<th>Course Numbering</th>
<th>Description</th>
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<tr>
<td>000-099</td>
<td>Preparatory courses (no credit allowed toward requirements for academic degrees)</td>
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<td>100-299</td>
<td>Lower division courses (freshman and sophomore level)</td>
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<tr>
<td>300-499</td>
<td>Upper division courses (junior and senior level)</td>
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<td>Second graduate or professional year</td>
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<td>Third professional year</td>
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<td>Chiropractic Practice</td>
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## COURSE REQUIREMENTS AND DESCRIPTIONS

The curriculum outlined in the Catalog or other documents represents the academic programs as they were offered at the time the Catalog was issued. These programs are subject to change and students will be notified of changes as they may occur.
Specific questions relating to the curriculum may be directed to a dean or director of degree program or department chairpersons. Advance appointments may be required with these individuals.

The University reserves the right to limit the offering of any course based on faculty availability and/or enrollment.

**LECTURE/ONLINE BLENDED COURSES**

The University offers a selection of courses in a blended format. These courses offer the ideal combination of traditional face-to-face and online activities which complement each other to maximize the learning experience. Blended courses are equivalent to regular classroom courses in terms of their goals, objectives, course content and outcomes. Online portions of the courses are conducted asynchronously, available on a 24-hour, seven-day-a-week schedule, so that students have greater flexibility to control their participation in these courses. The face-to-face portions allow students to demonstrate skills and knowledge through presentations, examinations, laboratory experiences and interactive lectures.

**COURSE PREREQUISITES**

Students must successfully complete the prerequisites for a course with a minimum grade of “C,” prior to taking the associated course. Corequisites are taken prior to, or concurrent with, the corresponding corequisite course. Withdrawal from a corequisite course will result in an administrative withdrawal from the corresponding corequisite course.

**CREDIT HOUR POLICY**

Consistent with common practice in the higher education community, Department of Education regulations, and the expectations of its accreditors, Cleveland University Kansas City defines the credit hour as follows:

A credit hour represents student work to achieve quantifiable learning outcomes that the institution documents as being equivalent to one hour of class attendance or faculty instruction and two hours of out of class activities per week for 15 weeks with an hour referring to the standard academic hour of 50 minutes per week or 750 minutes per term of instruction.

**Lecture:**

A credit hour for a term is awarded for not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 15 weeks.

**Laboratory:**

A credit hour for a term is awarded for not less than two hours per week in laboratory with one hour of pre or post activities either in the lab or self-directed for approximately 15 weeks.
Accelerated courses:
Courses offered in an accelerated format must meet the same total number of contact hours and out of class work as would be required in a full 15 week term. A credit hour for the accelerated 8 week coursework is awarded for not less than two hours of classroom or direct faculty instruction and a minimum of four hours out of class student work each week for approximately 8 weeks. A credit hour for laboratory course is awarded for no less than four hours in laboratory with two hours of pre or post activities either in the lab or self-directed per week for approximately 8 weeks.

Hybrid:
A hybrid course integrates face to face with online instruction. The total hours of instruction must be equivalent to a completely face to face course. For example, a course that is taught 70% on line, must have no less than 250 minutes of face to face time and 500 minutes of online instruction with the applicable amount of out of class work.

Internships/Fieldwork:
One credit hour is awarded for no less than three clinical or fieldwork hours or 150 minutes per week for 15 weeks.

Independent Study and Research:
A credit hour for independent study and research is awarded based on the equivalence of learning outcomes, structured activities and rigor to traditional classroom learning as described above. Credit awarded for independent study and research must meet the same standards of no less than three hours of student work or 150 minutes per week for 15 weeks per one credit.

INTERNATIONAL STUDENTS
Cleveland University — Kansas City is authorized under federal law to enroll non-immigrant alien students. Students from outside the United States may be admitted after completion of all admission procedures. Students transferring from a U.S. institution must contact their advisor at their present school to arrange transfer of SEVIS records.

In addition, international students must fulfill the following conditions that apply to all programs at the University:

1. Submit proof of proficiency in English, as required by the United States Immigration and Naturalization Service, by completing the Test of English as a Foreign Language (TOEFL) with a passing score of 550 or better (paper-based test), 213 or better (computer- based test) or 79–80 or better (Internet-based test). Testing information may be obtained www.ets.org/toefl. This requirement is waived if the applicant has earned an undergraduate or advanced degree at an accredited institution in the United States.
2. Submit evidence of having the financial resources or funding commitment, as required by the United States Immigration and Naturalization Service, to complete a minimum of one calendar year of education (three trimesters).

3. Comply with the laws, rules and regulations of the United States Immigration and Naturalization Service.

4. Have their academic documents evaluated by World Education Services or a service approved by the director of admissions. Contact the Office of Admissions regarding evaluation service forms and procedures.

5. Meet the same educational requirements (or international equivalency) as United States citizens.

6. Submit proof of valid health insurance coverage.

7. Submit a copy of the page of the applicant’s valid passport including name, date of birth, passport number, expiration date, photo and signature (not required for Canadian students).

8. Submit a copy of a valid I-94 admissions number from a valid VISA.

9. Students who are transferring in or out, should contact the Office of Academic Records and Support or the Admissions Office for proper transfer procedures and paperwork.

Contact the director of admissions for more specific information relating to international student admissions procedures. The director of academic records and support is the University representative approved by the U.S. Immigration and Naturalization Service to accept and process all paperwork relating to non-immigrant students. To be eligible for transfer of credits, applicants from foreign chiropractic, medical, osteopathic or dental educational institutions located in countries that do not have an accreditation system equivalent to that of the United States must submit evidence of proficiency in all work submitted for transfer credit.

**NON-DEGREE-SEEKING STUDENTS**

Non-degree-seeking students may enroll in coursework offered by the University. Final approval of a student’s eligibility as a non-degree-seeking student rests with the dean or director of the program.

Non-degree-seeking students are not required to submit a complete admissions portfolio, but must complete an application and pay a non-refundable application fee as well as provide documentation that the appropriate prerequisite coursework has been successfully completed. If the non-degree-seeking student wishes to take courses in the Doctor of Chiropractic program, the application process should be completed prior to the last day of the trimester before the term in which the student requests to enroll.

Non-degree-seeking students applying to the undergraduate program should apply at least two weeks prior to the start of the desired term of enrollment.
Non-degree-seeking students must pay the standard tuition charges, but are not required to pay the student activity fee. They must follow the same registration procedures as degree-seeking students and comply with all relevant academic policies.

Non-degree-seeking students are not eligible to apply for or to receive financial aid.

A degree-seeking student suspended or dismissed from a University program cannot subsequently enroll as a non-degree-seeking student.

**Research Program**

The Research Department supports Cleveland University’s vision to “be recognized and respected as a leader in health promotion” by developing and executing research projects, partnering with faculty in all academic units to present and publish findings of educational and clinical research, providing training and assistance to expand faculty’s research skills, and collaborating with external partners to advance knowledge and clinical practice.

Cleveland Chiropractic College’s scholarship mission is to conduct research and scholarly activities in areas related to chiropractic education and health care, and to collaborate with other institutions and health care providers in scholarly activities. The Research Department coordinates Cleveland Chiropractic College’s efforts to achieve its scholarship mission.

Well-recognized ethical principles and practices govern the behavior of those engaged in scientific research. Cleveland University, by virtue of its mission, acknowledges its responsibility to conduct research that contributes to the development of new knowledge and to improved patient care. In conducting studies involving persons, Cleveland University fully commits itself to the protection of these persons and acknowledges its obligations to abide by federal and state regulations and guidelines germane to research involving human participants.

Pursuant to this commitment and acknowledgement, Cleveland University has established an Institutional Review Board (IRB) to oversee human subject research and to protect the rights and well-being of these participants.

The University maintains research lab space in support of both clinical research and basic physiological and biomechanical assessment, including advanced balance and strength testing. The Research Department provides support for faculty and students in research project development, data management and data analysis. Work-study jobs are available for qualified students who have a particular interest in research activities.

Research courses within the curriculum foster basic research skills as well as an appreciation of the importance of developing skills for lifelong, independent learning. Students are encouraged, and may be financially supported, to pursue approved research projects. These projects may result in institutionally funded attendance and presentation of papers at professional conferences. Scholarships, institutional grants and student research positions are also periodically available.
CONCURRENT ENROLLMENT PROGRAM FOR HIGH SCHOOL STUDENTS

Cleveland College of Undergraduate Studies provides the opportunity for qualified high school students to enroll in undergraduate courses upon completion of their junior year in high school. The student must file an application form and pay the applicable fees. High school applicants must have a minimum GPA of 3.0 and at least two advanced placement science courses with a minimum grade of “B” noted on an official transcript.

Such students must also submit a letter of recommendation from the high school principal as well as the appropriate high school department chair.

If the student is under 18, parental approval is required.

Enrollment is limited to a maximum of four semester units per module. Course prerequisites apply.

High school students are not eligible for federal financial aid.

The College of Undergraduate Studies offers the following academic programs:

ASSOCIATE OF ARTS IN BIOLOGICAL SCIENCES DEGREE PROGRAM / BACHELOR OF SCIENCE IN HUMAN BIOLOGY DEGREE PROGRAM

Admission Requirements

Cleveland College of Undergraduate Studies strives to select the most promising candidates for admission.

Students may pursue an Associate of Arts (A.A.) in Biological Sciences or a Bachelor of Science (B.S.) in Human Biology degree. The B.S. degree may be earned independently with an emphasis in anatomy, physiology, public health or research, independently without an emphasis, independently as part of a Health Promotion Track or concurrently with the Doctor of Chiropractic degree. Many undergraduate courses are offered in accelerated, eight-week modules. Students may enroll in courses at any of the 6 module start dates: August, October, January, March, May or June.

It is strongly recommended that the following high school curriculum be completed:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Suggested Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>One unit of English for each year of high school</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
<td>Biology, advanced biology, chemistry, physics, physical/earth science</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>Algebra, geometry, advanced algebra</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>U.S. history, U.S. government, psychology, world history, economics, sociology</td>
</tr>
</tbody>
</table>
Candidates must submit:

- EITHER an official high school transcript showing a date of graduation and a minimum grade point average of 2.50 on a 4.00 scale. (A GED credential certification with a minimum score of 268 or verification of an equivalent minimum 2.50 grade point average from an accredited appropriate homeschool agency will also satisfy this requirement.)

AND official test scores, an ACT composite test score of 21 or above or an official SAT composite test score of 1500 or above. (The ACT code is 6545.)

OR an official post-secondary transcript(s) reflecting successful completion of at least 24 college semester units with a minimum grade point average of 2.50 on a 4.00 scale. Applicants with 24 college credits do not have to submit ACT/SAT scores or the high school transcript.

- Placement exams may be required and introductory courses are offered for students who may not have met lower division science prerequisites and/or have not passed the placement exams. Applicants may also be advised or limited to a certain number of credit hours based on their entering GPA.

- Applicants who have been convicted of a misdemeanor or felony may be denied acceptance to the University without further reason.

Application Procedures

All students must submit:

1. A completed application form and the non-refundable application fee
2. EITHER an official high school transcript or equivalent OR official transcripts from all colleges and universities attended. (see details above)
3. A non-refundable tuition deposit, which is credited to the first semester’s tuition. This is required within 60 days following acceptance to the College.

Send application materials to:
Office of Admissions
10850 Lowell Avenue
Overland Park, Kansas 66210

Students with Advanced Standing / Transfer Credits

A.A. Degree

At the discretion of the dean of undergraduate studies, transfer credit may be accepted for equivalent coursework received from another institution accredited by an agency recognized by the United States Department of Education. A minimum grade of “C” (2.0 on a 4.0 scale) or better must be received in all coursework to be eligible to complete the Associate of Arts degree. For first degree applicants, transfer
coursework in science and math must have been completed within 15 years of the date of matriculation to the College of Undergraduate Studies.

All prospective students are encouraged to speak with an admissions advisor to be informed of any changes in the requirements. The Office of Admissions or the dean of undergraduate studies reserves the right to evaluate and to determine acceptability of specific courses.

**B.S. Degree**

Transfer credit may be accepted for equivalent coursework received from an institution accredited by a nationally recognized agency at the discretion of the dean of undergraduate studies. Acceptable transfer credit will only apply to the Bachelor of Science degree, but will not apply to the Doctor of Chiropractic degree unless approved by a dean of the Doctor of Chiropractic program. A minimum grade of “C” (2.0 on a 4.0 scale) or better must be received in all coursework to be eligible to complete the Bachelor of Science degree. For first degree applicants, transfer coursework in science and math must have been completed within 15 years of the date of matriculation to the College of Undergraduate Studies. This length varies between schools. Students intending to pursue additional degrees should consult with the post-baccalaureate institution for specific limitations.

The dean of undergraduate studies, or persons s/he designates, reserves the right to determine acceptability of specific courses for transfer credit or advanced standing. Individual student needs are taken into consideration in developing a course schedule. In general, students will not be allowed to take more than two accelerated science courses per module. This limitation may be waived at the discretion of the dean of undergraduate studies.

**Credit by Examination**

Students may establish a total of 12 semester units toward their associate’s degree and a total of 35 semester units of credit toward their bachelor’s degree by examination.

**College Level Examination Program (CLEP)**

CLEP tests are acceptable for the subjects and amount of credit indicated on the next page. The University shall determine an acceptable CLEP score based on standards of the state university system as determined by the appropriate department. CLEP credit cannot be granted for any area in which the student has equivalent course credit. CLEP credit must be posted on an official transcript.

**Military Credit**

Military credit approved by AARTS or SMART will be accepted as general elective hours toward the Associate of Arts, the Bachelor of Science and the Bachelor of Science/Doctor of Chiropractic concurrent degrees.
Advanced Placement (AP)

Credit is granted for successful completion of Advanced Placement (AP) examinations offered by the College Board. A student may be granted credit for AP exams with scores of 3, 4 or 5.

Credit is not awarded for any examinations that overlap other examinations or equivalent college courses. Where overlap exists, the amount of credit awarded will be appropriately prorated.

Recording and Utilization of Credit by Examination

Examination credit will be recorded with a grade of CR after the grade reports are received and approved by the dean of undergraduate studies.

The Bachelor of Science in Human Biology and Associate of Arts in Biological Sciences degrees are approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. Transferability and the application of the earned units and/or degree toward other and/or advanced degrees is the prerogative of the receiving institution. Students planning on transferring or applying the earned credits or the degree toward advanced graduate degrees are responsible for checking with the receiving institution.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition &amp; Literature</strong></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>6 hours</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>6 hours</td>
</tr>
<tr>
<td>English Composition (with essay)</td>
<td>6 hours</td>
</tr>
<tr>
<td>English Literature</td>
<td>6 hours</td>
</tr>
<tr>
<td>Humanities (electives)</td>
<td>6 hours</td>
</tr>
<tr>
<td><strong>Science &amp; Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>3 hours</td>
</tr>
<tr>
<td>Algebra-Trigonometry</td>
<td>3 hours</td>
</tr>
<tr>
<td>Biology</td>
<td>6 hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 hours</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>3 hours</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>6 hours</td>
</tr>
<tr>
<td>Natural Sciences (non-lab science electives)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>History &amp; Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>3 hours</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>3 hours</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>3 hours</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>3 hours</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>3 hours</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social Sciences &amp; History</td>
<td>6 hours</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>3 hours</td>
</tr>
<tr>
<td>Advanced Placement Examination</td>
<td>Cleveland University – Kansas City Course Equivalents</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Art</td>
<td>none</td>
</tr>
<tr>
<td>Art History (Drawing Portfolio)</td>
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</tr>
<tr>
<td>Studio Art (2-D Design Portfolio)</td>
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</tr>
<tr>
<td>Studio Art (3-D Design Portfolio)</td>
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</tr>
<tr>
<td>Biology</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>Calculus</td>
<td>none</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>none</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>none</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>Computer Science</td>
<td>none</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>none</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>none</td>
</tr>
<tr>
<td>Economics</td>
<td>General Economics</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>English Language and Composition</td>
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</tr>
<tr>
<td>English Literature and Composition</td>
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</tr>
<tr>
<td>International English Language</td>
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</tr>
<tr>
<td>Environmental Sciences</td>
<td>none</td>
</tr>
<tr>
<td>French</td>
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</tr>
<tr>
<td>French Language</td>
<td>none</td>
</tr>
<tr>
<td>French Literature</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>none</td>
</tr>
<tr>
<td>Government and Politics</td>
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</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>none</td>
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<tr>
<td>United States Government and Politics</td>
<td>none</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td>none</td>
</tr>
<tr>
<td>United States History</td>
<td>History of American Culture</td>
</tr>
<tr>
<td>World History</td>
<td>none</td>
</tr>
<tr>
<td>Human Geography</td>
<td>none</td>
</tr>
<tr>
<td>Latin</td>
<td>none</td>
</tr>
<tr>
<td>Latin Literature</td>
<td></td>
</tr>
<tr>
<td>Latin: Virgil</td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>none</td>
</tr>
<tr>
<td>Physics</td>
<td>Introduction to Physics</td>
</tr>
<tr>
<td>Physics B</td>
<td></td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
<td>none</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>General Psychology</td>
</tr>
<tr>
<td>Spanish</td>
<td>none</td>
</tr>
<tr>
<td>Spanish Language</td>
<td></td>
</tr>
<tr>
<td>Spanish Literature</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>none</td>
</tr>
</tbody>
</table>
Undergraduate Program Mission

The Cleveland College of Undergraduate Studies’ program mission is to provide a respected and recognized undergraduate studies program specializing in life sciences and health promotion, preparing graduates to continue in health-related education programs.

Associate of Arts in Biological Sciences
Bachelor of Science in Human Biology

Cleveland College of Undergraduate Studies offers the degrees of Associate of Arts in Biological Sciences (A.A.) and Bachelor of Science in Human Biology (B.S.). Students may earn the B.S. in Human Biology degree; students may add an emphasis in anatomy, physiology, public health or research; students may initiate a health promotion track in anticipation of pursuing admission to the Master of Science in Health Promotion (MSHP) program; or, students may earn the B.S. concurrently with the Doctor of Chiropractic degree.

The general objective of the undergraduate program is to provide the student a strong undergraduate education that stresses the structure and function of the human body, while providing for the general education requirements of the degree.

The specific objectives of the Bachelor of Science in Human Biology degree are to:

1. Provide undergraduate studies degrees specializing in life sciences and health promotion.
2. Provide enrolled Doctor of Chiropractic students with the opportunity to meet the eligibility requirements for chiropractic licensure in those states that require a pre-licensure, regionally accredited baccalaureate degree. Currently, several states have such a requirement in addition to the Doctor of Chiropractic degree for chiropractic licensure.
3. Provide Cleveland graduates the opportunity to pursue additional graduate degree programs. A regionally accredited Bachelor of Science degree in Human Biology may enhance the graduate’s opportunities to accomplish this goal.
4. Offer prerequisite health science and general education courses for first professional health care doctoral degree programs.

Associate of Arts in Biological Sciences Curriculum

The Associate of Arts degree requires a minimum of 60 credit hours of post-secondary coursework. Students are required to complete a minimum of 15 credit hours at Cleveland University-Kansas City.
A.A. Coursework

Foundational Skills: (9 credit hours)

- English Composition I 3 credit hours
- College Algebra 3 credit hours
- Foundation Skills Electives* 3 credit hours

Speech, Communications, English Composition, Logic, Computer Basics, Foreign Language, Statistics, Research or other approved coursework.

General Education: (15 credit hours)

- American History or American Government 3 credit hours
- Psychology 3 credit hours
- Humanities/Social Science Electives 9 credit hours

Physical and Life Sciences: (36 credit hours)

- Biological Sciences with related labs 8 credit hours
- Physics with related labs* 8 credit hours
- Inorganic or General Chemistry with related labs 8 credit hours
- Organic Chemistry with related labs** 8 credit hours
- Biological Science Elective 4 credit hours

* At least three credit hours must be in physics (with one credit hour of related lab) and three credit hours of an unduplicated physics course or three credit hours in biomechanics, kinesiology, statistics or exercise physiology.

** A combination of three credit hours of organic chemistry with related lab (one credit hour) and three credit hours of biochemistry with related lab (one credit hour) is acceptable.

Bachelor of Science in Human Biology Curriculum

The Bachelor of Science degree requires a minimum of 124 credit hours of post-secondary coursework. Students are required to complete 36 credit hours and Advanced Topics in Human Biology at Cleveland University -- Kansas City.
Part I: B.S. Coursework

Foundational Skills (19 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I*</td>
<td>3</td>
</tr>
<tr>
<td>English Composition II**</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communications***</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Health Science Terminology</td>
<td>1</td>
</tr>
<tr>
<td>Foundational Skills Electives****</td>
<td>6</td>
</tr>
</tbody>
</table>

* Students who earn a score of 30 or above on the ACT English subtest or 690 and above on the SAT Essay may substitute another Foundational Skills course for the English Composition I requirement.

** The course must contain a critical thinking component. Students may substitute any critical reasoning course that involves written argument and rhetoric, including courses in logic and argumentation.

*** Courses in public speaking, group discussion, argument and debate, or courses in communication studies that require oral presentations satisfy this requirement.

****Courses at the 100-level or higher, such as writing, logic, communication studies, voice and articulation, computer science, statistics, research methods, basic science literature, physical anthropology, as well as courses approved by the dean of undergraduate studies, or by persons designated by the dean. It is recommended that students pursuing allopathic or veterinary medicine use Calculus and Spanish Communications as their foundational skills electives. All students are encouraged to take Mastering Lifelong Learning as a foundational skills elective.

General Education (24 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History or American Government</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Economics or Business Management</td>
<td>3</td>
</tr>
<tr>
<td>Humanities*/Social Sciences**</td>
<td>12</td>
</tr>
</tbody>
</table>

*Humanities include such courses as art/art history, cinema/film studies, classical studies, drama/theater, fine arts, foreign languages, humanities, journalism, linguistics, literature, music, philosophy, radio/television, religious studies, as well as courses approved by the dean of undergraduate studies, or by persons designated by the dean.

** Social Sciences include such courses as business, cultural anthropology, child development, economics, education, ethnic or minority studies, political and economic geography, history, political science, urban studies, as well as courses approved by the dean of undergraduate studies, or by persons designated by the dean.
Foundational Sciences: (24 credit hours)

- Physics I with Lab 4 credit hours
- Physics II with Lab 4 credit hours
- General Chemistry I with Lab 4 credit hours
- General Chemistry II with Lab 4 credit hours
- Organic Chemistry I with Lab 4 credit hours
- Organic Chemistry II with Lab 4 credit hours

Biological Sciences: (24 credit hours)*

- General Biology with Lab 4 credit hours
- Anatomy and Physiology Coursework with Labs 8 credit hours
- Microbiology with Lab 4 credit hours
- Genetics 3 credit hours
- Biological Science Elective** 5 credit hours

* Health Promotion Track (19 credit hours)

** 300 or 400 level biological course(s) as well as specific DC coursework (limited to BS/DC Concurrent Students). Courses to select from include, but are not limited to, Molecular Biology & Biochemistry, Human Physiology, Neuroscience, Human Anatomy or Comparative Anatomy. Alternative course for Health Promotion Track included in Life Sciences.

The Undergraduate Coordinator will draft all schedules for students based on eligible transfer credits and the following guidelines:

a. Students are limited to two science courses with labs per eight week session or module. This limitation can be waived by the dean. It is put in place to ensure students do well in demanding science courses within the accelerated format.

b. Students will be scheduled whenever possible with 12 hours per term (two eight week sessions or two modules). This guideline follows the Financial Aid office’s definition of full time student and is in keeping with the University’s ideal amount of hours which can be successfully completed within the accelerated format.

c. Students are limited to a maximum of 24 credit hours per term (two eight week sessions or two modules). This guideline is put in place to help students maintain realistic schedules to ensure their success in the accelerated program.
Part II: Specialized Coursework

Students will work with their undergraduate advisor to set up a program designed for the professional track of choice. There is a minimum of 29 credit hours and Advanced Topics.

B.S./D.C. CONCURRENT TRACK

Life Sciences (29 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embryology</td>
<td>3 credit</td>
</tr>
<tr>
<td>Histology</td>
<td>5 credit</td>
</tr>
<tr>
<td>Cell Physiology</td>
<td>3 credit</td>
</tr>
<tr>
<td>Biochemistry I</td>
<td>5 credit</td>
</tr>
<tr>
<td>Biochemistry II</td>
<td>5 credit</td>
</tr>
<tr>
<td>Basic Nutrition</td>
<td>4 credit</td>
</tr>
<tr>
<td>Immunobiology</td>
<td>3 credit</td>
</tr>
<tr>
<td>Introduction to Research</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Capstone (4 semester units/credit hours)

Advanced Topics in Human Biology* 4 semester units

*Enrollment requires a “C” (2.0 on a 4.0 scale) or better in all coursework leading to the Bachelor of Science in Human Biology degree.

HEALTH PROMOTION TRACK

Life Sciences / Health Promotion (34 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in Health Promotion</td>
<td>3 credit</td>
</tr>
<tr>
<td>Applied Health Behavioral Theory</td>
<td>3 credit</td>
</tr>
<tr>
<td>Research Methods in Health Promotion</td>
<td>3 credit</td>
</tr>
<tr>
<td>Public Health I</td>
<td>2 credit</td>
</tr>
<tr>
<td>Public Health II</td>
<td>3 credit</td>
</tr>
<tr>
<td>Cell Physiology</td>
<td>3 credit</td>
</tr>
<tr>
<td>Biochemistry I &amp; II</td>
<td>10 credit</td>
</tr>
<tr>
<td>Basic Nutrition</td>
<td>4 credit</td>
</tr>
<tr>
<td>Immunobiology</td>
<td>3 credit</td>
</tr>
</tbody>
</table>
Capstone (4 credit hours)
Advanced Topics in Human Biology* 4 semester units

* Enrollment requires a “C” (2.0 on a 4.0 scale) or better in all coursework leading to the Bachelor of Science in Human Biology degree.

EMPHASIS AREA

An area of emphasis requires three courses with a minimum of 11 credit hours in addition to the bachelor degree program or a specific designed program.

The emphasis area program involves advanced study in a specific area and is restricted to qualified B.S. students. B.S./D.C. concurrent students are limited to an emphasis in Research. Students within 30 semester units of completing their B.S. degree may petition the dean of undergraduate studies to add one emphasis area to their B.S. in Human Biology degree. Emphasis areas include:

- Anatomy
- Physiology
- Public Health
- Research*

* Research emphasis involves an internship and approval of the research department. Internships are limited.

Recommended Coursework by Emphasis

**Anatomy Emphasis (13 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 430</td>
<td>Systemic Anatomy</td>
<td>3.5</td>
</tr>
<tr>
<td>Choose two from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 432</td>
<td>Spinal Anatomy</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL 434 TAP</td>
<td>Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 436</td>
<td>Extremity Anatomy</td>
<td>5</td>
</tr>
</tbody>
</table>

**Public Health Emphasis (11 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 450</td>
<td>The Health Care System</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 452</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 454</td>
<td>Wellness Care</td>
<td>4</td>
</tr>
</tbody>
</table>

**Physiology Emphasis (10 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 470</td>
<td>Cardiovascular Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 472</td>
<td>Endocrine/Reproductive Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 474</td>
<td>Renal/Digestive Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Emphasis (11 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 465</td>
<td>Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 485</td>
<td>Research Internship</td>
<td>10*</td>
</tr>
</tbody>
</table>

* Hours may be spread over multiple terms
Preparatory Elective Courses

Cleveland University – Kansas City recognizes that applicants may be non-traditional students. The College of Undergraduate Studies offers the following courses to help prepare the student for the rigorous pre-professional health sciences curriculum.

**CHEM 141  Introduction to Chemistry  4 Credits**

This course is an introduction to the principles of chemistry with emphasis on quantitative methods and calculations. This course covers principles, laws and nomenclature of both inorganic and organic chemistry. Students will learn the basic concepts needed to succeed in a college-level chemistry course. This course will not fulfill degree requirements for the undergraduate or the D.C. programs but may be used as general elective credit. **Prerequisite:** *College Algebra*

**MATH 091  Intermediate Algebra  3 Credits**

This course stresses the elementary concepts of algebra, including number systems, factoring solutions and inequalities, rational expressions, graphing and equations with two variables. This course will not fulfill degree requirements for the undergraduate or the D.C. programs but may be used as general elective credit.

**PHYS 121  Introduction to Physics  3 Credits**

Applications of physics to modern life and physical laws of nature with a minimum of mathematical emphasis are offered in this course. This course is designed to introduce the student to physics. This course will not fulfill degree requirements for the undergraduate or the D.C. programs but may be used as general elective credit.

Associate of Arts in Biological Sciences/ Bachelor of Science in Human Biology

Department of Humanities and Social Sciences

**ACST 190  Mastering Lifelong Learning  3 Credits**

This course prepares students for lifelong learning that is required in the Information Age. Attention will be focused on efficiently retrieving and effectively analyzing, evaluating and using reliable resources as well as articulating to others through oral and written communication.

**ACST 195  Exploring Health Professions  3 Credits**

Students will be exposed to a variety of health care related fields in order to gain a deeper knowledge and greater understanding of the many professional opportunities available. Members of different professions will be shadowed as an integral part of the student’s individual exploration. Through an individual research project
(both written and oral), students will explain their understanding of a particular health care profession and will articulate the reasons they want to pursue a career in the given field. **Prerequisites:** *English Composition I, Speech*

**BUSI 101 Introduction to Business** 4 Credits

This course is a general introduction to business operations in the contemporary world, including the study of the structure and organization of business enterprises, the role of management, finance and marketing, with a special emphasis on small business models.

**ECON 101 General Economics** 4 Credits

This course offers an introduction to concepts of economic analysis; economic principles, problems and policies; economic cycles including recession, unemployment and inflation; national income accounts; business organization; monetary and fiscal policy and international trade.

**ENGL 101 English Composition I** 3 Credits

This is a course in expository writing that includes argument or persuasion, techniques of research, and a substantial reading component. Instruction in writing annotated papers is presented. **Prerequisite:** Reading and writing skills (ENGL 099) or placement based on the English assessment test.

**ENGL 102 English Composition II** 3 Credits

This course stresses writing and critical analysis, interpretation, and evaluation of various types of argumentative and persuasive discourse. The course emphasizes critical thinking, reading and writing. This course requires a substantial persuasive research paper.

**ENGL 203 American Literature** 4 Credits

This course offers a study of American writers and their relationship to major literary and intellectual movements from the Civil War to the present. Students must write a research paper on a focused topic relating to the course. **Prerequisite:** *English Composition I*

**GEDU 120 Spanish for Basic Patient Communication** 4 Credits

Building upon fundamentals of the Spanish language, students will learn basic medical phrases useful to a health-care professional in communicating with Spanish-speaking patients.
GEDU 400 Independent Studies in General Education Varies
This writing-intensive course will provide the student with the opportunity to independently research an approved topic in either a humanities or social sciences field based on peer-reviewed journal articles. Research findings will be reported in a written paper. Students may take up to a total of four credit hours, with up to a maximum of two hours used to fulfill degree requirements. Corequisites: English Composition I

GSCI 101 Introduction to Basic Science Literature 1 Credit
This course offers an introduction to reading university level basic science texts and in developing strategies to frame responses employing the concepts of recall, paraphrase, comprehension, synthesis and analysis. Emphasis is placed on development of academic vocabulary and editing for grammar and style. This course will not fulfill degree requirements for the undergraduate or the D.C. programs but may be used as general elective credit.

HIST 110 History of American Culture 3 Credits
The significant events, movements, and issues that have played a role in shaping modern-day America are the focus of this course. Attention will be given to major social and cultural developments as well as related political and economic influences.

HIST 205 History of Biological Sciences 4 Credits
The course focuses on the biological sciences from ancient times into the modern era. From the Middle Ages, the Renaissance and early Scientific Revolution of the 17th and 18th centuries, the modern foundations of thought and reason, institutions and instrumentation will be traced. The course also will examine scientific advances from early 19th century evolutionary views and Darwinism to the 20th century discoveries in genetics and molecular biology. An individual research project is required. Prerequisite: English Composition I

POLS 101 United States Government 4 Credits
A study of the general principles, structure and functions of American federal, state and local government, including a study of the United States Constitution, American political philosophies, political institutions, and the rights and responsibilities of citizens.

PSYC 101 General Psychology 4 Credits
This course presents a scientific study of human behavior through an exploration of major concepts, methods and research findings. Topics include biological, physiological and cognitive processes; learning and motivation; life span development; individual differences; behavioral disorders and therapies; social behavior; and applied psychology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>General Sociology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sociology is the study of the dynamics of people living in groups. This course will examine the dimensions of culture, the process of socialization, and the organization and structure of groups in the United States. Issues relating to the family, social class, health and medicine, and the elderly will be explored.</td>
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<tr>
<td>SOCI 205</td>
<td>Race and Ethnicity</td>
<td>4</td>
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<tr>
<td></td>
<td>Racial and ethnic groups have made many great contributions to our nation, often after facing prejudice and discrimination. This course will provide an opportunity to explore past and current issues on race and ethnic relations in the United States from the perspectives of a variety of groups. An individual project is required. <strong>Prerequisite: English Composition I</strong>  <strong>Recommended: General Sociology</strong></td>
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</tr>
<tr>
<td>SOCI 301</td>
<td>Sociology of Health and Healing</td>
<td>4</td>
</tr>
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<td></td>
<td>This course is designed to introduce students to the social dimensions of health, illness and health care. Much that happens when an individual has an injury, illness or disease is socially defined. The course will work extensively with basic concepts from general sociology such as stratification, alienation, power, social distance, prejudice, social class, etc., in the examination of such topics as the social aspects of disease distribution in the population, social stress, sick-role behavior, medical education, the physician-patient relationship, health care technology, and the health care system. <strong>Prerequisite: English Composition I, General Sociology</strong></td>
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<tr>
<td>SPCH 101</td>
<td>Speech</td>
<td>3</td>
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<td></td>
<td>This course offers principles and practices of public speaking, speech composition, organization, audience analysis and listening skills. <strong>Recommended: Proficiency in spoken English</strong></td>
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<tr>
<td>SPCH 301</td>
<td>Effective Communication for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course applies the general concepts and principles of effective communication within the context of health care. Emphasis is placed on patient/health care professional relationships, focusing on relationship building, barriers to effective communication, verbal and nonverbal behavior, and cultural communication. Specific attention is paid to interviewing, community outreach and special populations. <strong>Prerequisites: Speech, English Composition I</strong></td>
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</table>

**Department of Physical and Life Sciences**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 230</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course is an introductory integrated lecture and laboratory course in biological science, which explores selected concepts and principles important in understanding how biological systems operate in an interrelated fashion for optimal function. In the exploration of biological processes, the scientific method and evolutionary...</td>
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</tbody>
</table>
concepts are emphasized. Biological events are studied and understood through chemical, cellular, genetic, and systemic processes. In addition, laboratory activities explore structure and function of biological organisms through the utilization of biological models, biological experiments, and visual aids exclusive to organic life.

**BIOL 231L General Biology Lab**  
1 Credit  
As an introductory biological laboratory, this course explores structure and function of biological organisms through the utilization of biological models, biological experiments, and visual aids. **Prerequisite: Principles of Biology**

**BIOL 233L Anatomy and Physiology Lab**  
1 Credit  
This course explores anatomical and physiological processes through the use of anatomical models, visual aids, and anatomical dissection. **Prerequisite: Anatomy and Physiology or Anatomy or Physiology**

**BIOL 250 Anatomy and Physiology I**  
4 Credits (3 Lecture, 1 Lab)  
This course provides health science students with a comprehensive study of the interrelationship of structure and function of organ systems within the human body as well as the mechanisms used to maintain homeostasis. This is the first course of a two-semester sequence focusing on the study of cells, tissues and organ systems with emphasis on the integumentary, skeletal, muscular and nervous systems. The course is enhanced with hands-on laboratory activities, which reinforces one’s understanding of the listed organ systems, how they are anatomically structured and how structure aids in each system’s functionality. **Prerequisite: Principles of Biology**

**BIOL 251 Anatomy and Physiology II**  
4 Credits (3 Lecture, 1 Lab)  
This is the second course in a two-part sequence of courses designed to provide health science students with a comprehensive study of the interrelationship of structure and function of organ systems within the human body. Within the study of these systems, the concepts of metabolism, fluid, electrolyte and acid-base balance as well as human development will be introduced. The course is enhanced with hands-on laboratory activities, which reinforces one’s understanding of the listed organ systems, how they are anatomically structured and how structure aids in each system’s functionality. **Prerequisites: Anatomy and Physiology I**

**BIOL 301 Microbiology**  
4 Credits (3 Lecture, 1 Lab)  
This is a comprehensive course that covers the principles related to the system of identification and classification, morphology, physiology, genetics, ecology, and evolution of microorganisms. The laboratory covers an array of microbiological procedures, with experiments aimed to demonstrate major concepts of bacteriology, virology and immunology. **Prerequisites: Organic Chemistry I, Principles of Biology**
BIOL 302L  Introduction to Microbiology Lab  1 Credit
Characteristics of live microorganisms are studied in the laboratory with an emphasis on the use of proper aseptic techniques. Prerequisite: Microbiology

BIOL 306  Principles of Cell Biology  5 Credits (4 Lecture, 1 Lab)
This course refines previous biological knowledge for enhanced study in human cellular and biochemical processes. Cellular structure and function, protein structure and function, cellular metabolism, Mendelian and molecular genetics, are examined at the biological and biochemical levels. Prerequisites: Principles of Biology, General Chemistry I

BIOL 310  Human Anatomy  5 Credits (4 Lecture, 1 Lab)
This course is a comprehensive and systematic study of the structure of human body at the cellular, histological, and organ level. The emphasis of study includes microscopic and macroscopic (gross) anatomy of the integumentary system, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system and reproductive system. The laboratory component of this course parallels and complements lecture, and includes the use of models, histological slides, skeletal materials, and cadaver dissection and demonstration. Animal dissection complements cadaver dissection. Prerequisites: Principles of Biology

BIOL 311L  Human Anatomy Lab  1 Credit
This course focuses on laboratory-based study of human structure in terms of human microscopic and macroscopic (gross) anatomy using models, skeletal materials, histological slides, and human/animal cadaver dissection and demonstration. The use of microscope to study cells and tissues will be emphasized. Prerequisite: Human Anatomy

BIOL 312  Human Physiology  5 Credits (4 Lecture, 1 Lab)
This course encompasses the study of all physiological systems and how they function cohesively to accomplish homeostasis. The human physiology course places an emphasis on correlated studies in anatomical, biological, physiological and chemical sciences in order to comprehend the complexity held within the human organism. The laboratory component complements the material covered in lectures and focuses on the study of human body parts and functions of all systems, with particular emphasis on urinary, cardiovascular, muscular and nervous systems. Prerequisite: Principles of Biology
BIOL 313L  Human Physiology Lab  1 Credit
The laboratory study of human physiology covers homeostasis and pH, molecular and Brownian movement, enzyme effects, human reflex, nervous and sensory systems, blood physiology, blood pressure, respiration, body fat and physical fitness. Prerequisite: Human Physiology

BIOL 340  Genetics  3 Credits
This course presents detailed genetic concepts using Mendelian, molecular, and population genetics, and includes information on various inherited human diseases. Prerequisites: Principles of Biology, College Algebra

BIOL 350  Embryology  3 Credits
This course presents an overview of the morphogenesis of the major human body systems from conception until birth. Emphasis is given to the development of the nervous and musculoskeletal systems. Prerequisite: Principles of Anatomy and Physiology

BIOL 351  Molecular Biology & Biochemistry  5 Credits
This course provides a bridge between Organic Chemistry and Biochemistry with an emphasis on the integration of biological processes, including biochemical catalysis (enzymes), bioenergetics, acid/ base in biological systems, and integration and control of metabolism. A general introduction to the structure and function of biological macromolecules, such as proteins, carbohydrate, lipids, and nucleic acids and their monomers, such as amino acids, are an essential part of this course. Corequisite: Organic Chemistry II

BIOL 352  Histology  5 Credits (4 Lecture, 1 Lab)
This course presents an overview of the cells, tissues, and organs of the human body, with emphasis given to the microanatomy of the epithelial, connective, muscular and nervous tissues. Laboratory exercises complement and supplement lecture topics. Prerequisite: Principles of Anatomy and Physiology

BIOL 354  Cell Physiology  3 Credits
This course presents an intensive study of cellular organelles and their functions. Topics include the structure of biomembranes, cellular respiration, and the electrophysiology of nerve and muscle cells. Prerequisite: Principles of Cell Biology, Human anatomy or a dean-approved course with cellular and histological components. Corequisite: Biochemistry I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 360</td>
<td>Introduction to Research</td>
<td>1 Credit</td>
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<tr>
<td></td>
<td>This course introduces students to the foundations of evidence-based practice for healthcare providers. The course includes information on healthcare research methods, health communications, locating relevant evidence and appraisal of evidence. Descriptive and inferential statistics are introduced. <strong>Prerequisites:</strong> English Composition I, Introductory Anatomy and Physiology, Organic Chemistry I, Algebra</td>
<td></td>
</tr>
<tr>
<td>BIOL 400</td>
<td>Independent Studies in Health Sciences</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td>This writing-intensive course will provide the student with the opportunity to independently research an approved topic in a health sciences field based on peer-reviewed journal articles. Research findings will be reported in a paper. Students may take up to a total of four credit hours, with up to a maximum of two hours used to fulfill degree requirements. <strong>Prerequisites:</strong> English Composition I, Principles of Biology, Introductory Anatomy and Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Systemic Anatomy</td>
<td>3.5 Credits (3 Lecture, .5 Lab)</td>
</tr>
<tr>
<td></td>
<td>This course presents an overview of the structural and functional relationships of the musculoskeletal, cardiovascular, digestive, respiratory, endocrine, urinary, reproductive, and nervous systems to prepare the student for the advanced anatomy courses. Topographical anatomy significant to the practice of chiropractic is also presented. Laboratory exercises complement and supplement lecture topics.</td>
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</tr>
<tr>
<td>BIOL 432</td>
<td>Spinal Anatomy</td>
<td>4.5 Credits (4 Lecture, .5 Lab)</td>
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<tr>
<td></td>
<td>This course presents the macroanatomy of the human spine, focusing on the osteological, ligamentous, and muscular structures of the cervical, thoracic, lumbar, sacral and coccygeal regions. An introduction to the structure of the spinal cord and central nervous system is also presented. Cadaver dissection laboratories complement and supplement lecture topics.</td>
<td></td>
</tr>
<tr>
<td>BIOL 434</td>
<td>Thorax/Abdomen/Pelvis Anatomy</td>
<td>5 Credits (4 Lecture, 1 Lab)</td>
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<tr>
<td></td>
<td>This course presents the detailed gross anatomy of the human thorax, abdomen, pelvis, and perineum, with emphasis on the respiratory, digestive, cardiovascular and genitourinary systems. Cadaver dissection laboratories complement and supplement lecture topics. <strong>Prerequisites:</strong> Systemic Anatomy, Embryology</td>
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</tbody>
</table>
BIOL 436  Extremity Anatomy  5 Credits (4 Lecture, 1 Lab)
This course presents the detailed gross anatomy of the upper and lower extremities, with emphasis given to the musculature and neuroanatomy. Cadaver dissection laboratories complement and supplement lecture topics. **Prerequisites:** *Systemic Anatomy, Embryology*

BIOL 450  Public Health I: The Health Care System  2 Credits
This course presents issues associated with the health of the population. Topics include health administration, health laws and regulations, the health care delivery system, health care financing, occupational and mental health issues, and the major causes of mortality within the U.S. population. Diversity and health care issues centering around health promotion, substance abuse, provider/patient relations, and maternal areas as they relate to the chiropractic professional are also presented.

BIOL 452  Public Health II: Health Promotion and Epidemiology  3 Credits
This course presents the basic principles of risk assessment, health promotion and epidemiology. The leading causes of morbidity and mortality in the United States are examined, and primary, secondary and tertiary prevention strategies for each are presented. The emergence of HIV/AIDS in the U.S. is included to teach principles of both public health practice and outbreak investigation. **Prerequisite:** *Public Health I*

BIOL 454  Public Health III: Wellness Care in Clinical Practice  1 Credit
This course assists the student in planning preventative care recommendations for the prevention of disease and disability. Appropriate screening tests and patient counseling methods are discussed. The role of chiropractic in the health care system with respect to wellness care is presented. **Prerequisite:** *Public Health II*

BIOL 460  Immunobiology  3 Credits
This course presents the basic concepts of the body’s immune system. Topics include resistance to infection, inflammation, immune hypersensitivity, blood groups, AIDS, histocompatibility, and self-tolerance. Current immunological concepts on cellular and humoral controls are included. **Prerequisite:** *Cell Physiology*

BIOL 465  Research Methods  1 Credit
This course provides the student with practical applications of evidence-based practice for chiropractors. The course integrates the principles of evidence-based practice with epidemiology, assessment, diagnosis, treatment, prevention and risk. Students are introduced to systematic reviews and meta-analyses, comparison of quantitative and qualitative research, and implementation and evaluation of evidence-based patient care.
Prerequisite: *Introduction to Research*

**BIOL 470**  
**Cardiovascular/Pulmonary Physiology**  4 Credits  
This course presents the detailed physiology of the cardiopulmonary system. Topics include the cardiac cycle, electrocardiograms, hemodynamics, neural and hormonal control of blood pressure, lymphatics, blood and hemostasis, ventilation and lung volumes, regulation of respiration, and gas diffusion and exchange.  
Prerequisites: *Systemic Anatomy, Cell Physiology*

**BIOL 472**  
**Endocrine/Reproductive Physiology**  3 Credits  
This course presents the detailed physiology of the interrelationship between the nervous and hormonal systems and their regulation of body systems, metabolism and reproductive functions. Glandular structure and function are also presented. Prerequisites: *Cell Physiology, Systemic Anatomy*

**BIOL 474**  
**Renal/Digestive Physiology**  3 Credits  
This course presents the detailed physiology of the renal and digestive systems. Topics include nephron functions, renal acid-base balance, gastrointestinal functions, and the relationship of enzymes and hormones to gastrointestinal processes. Prerequisites: *Systemic Anatomy, Cell Physiology*

**BIOL 485**  
**Research Internship**  Varies  
Students work with a faculty mentor on development of a research project with the goal of presentation and/or publication of the completed project. Students must obtain commitment from a mentoring faculty member, develop an original research concept and obtain approval from the research department. This course may extend over multiple terms with variable credit hours. The director of research will determine credit hours based on the scope of the research project. Prerequisites: *90 Hours of undergraduate coursework, Research Methods*

**BIOL 495**  
**Advanced Topics in Human Biology**  4 Credits  
This writing-intensive course is the capstone experience for the Bachelor of Science degree. Each student will work with a faculty mentor to choose a topic, develop a thesis, research and write a scientific paper based on peer-reviewed journal articles and orally present their findings. Course enrollment is limited; students pursuing a concurrent degree are encouraged to apply after their Fourth Trimester. Prerequisites: *All courses required for the BS degree or special permission by the dean of undergraduate studies*
BIOL 495 OCE    Advanced Topics in Human Biology - Off-Campus Extension    4 Credits

This writing course is the capstone experience for the Bachelor of Science degree. It is available to Cleveland alumni who have previously earned their Doctorate in Chiropractic and have been graduated for a minimum of nine (9) trimesters. In addition to the research and writing of an original scientific paper based on recent peer-reviewed journal articles, each student will submit a series of mini-essays covering selected course-related topics and give an oral presentation of the final paper’s findings to faculty members. **Prerequisites:** Completion of all courses required for the BS degree and a completed DC degree or special permission by the dean of undergraduate studies.

CHEM 201    Introduction to Organic Chemistry    3 Credits

This course introduces the chemistry of aliphatic and aromatic compounds with an emphasis on the functional groups. This course will not fulfill degree requirements for the undergraduate or the D.C. programs but may be used as general elective credit. **Prerequisite:** *Introduction to Chemistry*

CHEM 240    General Chemistry I    4 Credits (3 Lecture, 1 Lab)

An exploration of the quantitative and qualitative principles of modern chemistry, this course provides the foundational knowledge for further studies in chemistry as well as concepts essential to understanding biological processes. The periodic table serves as a focal point to help develop an understanding of the physical and chemical nature of subatomic particles, atoms, and molecules. Included is an integrated laboratory, which helps students visualize major concepts and develops fundamental laboratory safety procedures and techniques. Topics include: analysis of the periodic table, atomic theory and structure, chemical bonding, physical properties, states of matter, solutions, stoichiometry, gases, thermochemistry. **Prerequisite:** *Introduction to Chemistry*, *College Algebra* *Upon demonstration of sufficient preparation, the dean of undergraduate studies may waive Introduction to Chemistry*

CHEM 241L    Principles of General Chemistry Lab I    1 Credit

An introduction to basic chemistry laboratory techniques and safety protocols, utilizing experimentation that complements and reinforces concepts learned in general chemistry lecture classes. **Prerequisite:** *General Chemistry I*
CHEM 242 General Chemistry II 4 Credits (3 Lecture, 1 Lab)

In the further exploration of concepts developed in General Chemistry I, this course investigates the interaction of molecules and the properties of chemical reactions. Related laboratory experiments and biological examples bring these concepts to life. Topics include: Oxidation reduction reactions, stoichiometry, theory of acids and bases, chemical kinetics, chemical thermodynamics, electrochemistry, and chemical equilibrium. Prerequisite: General Chemistry I

CHEM 243L Principles of General Chemistry Lab II 1 Credit

Building on the concepts developed in Principles of General Chemistry Lab I, students establish a deeper understanding of basic chemistry laboratory techniques and safety protocols. Experimentation that complements and reinforces concepts learned in general chemistry lecture classes is emphasized. Prerequisites: General Chemistry II, General Chemistry Lab I

CHEM 300 Organic Chemistry I 4 Credits (3 Lecture, 1 Lab)

This course presents the fundamental concepts, theories and reactions of carbon-containing compounds. The course emphasizes properties, structure-reactivity relationships, and mechanisms of the major classes of carbon compounds, emphasizing those found in living systems. Laboratory experiments demonstrate the practical application of organic concepts. Prerequisites: General Chemistry I and II or dean’s permission

CHEM 301L Principles of Organic Chemistry I Lab 1 Credit

This lab is designed to facilitate understanding of techniques in three primary areas: synthesis of compounds, qualitative/quantitative analysis of organic compounds with emphasis on functional groups, and extraction/purification of compounds from natural sources. Prerequisite: Organic Chemistry I

CHEM 302 Organic Chemistry II 4 Credits (3 Lecture, 1 Lab)

This course is a continuation of Organic Chemistry I, presenting the fundamental concepts, theories, and reactions of carbon-containing compounds. This course emphasizes properties, structure-reactivating relationships, and mechanisms of the major classes of carbon compounds. Special consideration is given to carbon compounds found in living systems. Laboratory experiments demonstrate the practical application of organic concepts. Prerequisites: Organic Chemistry I, General Chemistry II
CHEM 303L  Principles of Organic Chemistry Lab II  1 Credit
Further exploration of organic techniques building on the concepts formulated in Principles of Organic Chemistry Lab I. Focus continues on the techniques in three primary areas: synthesis of compounds, qualitative/quantitative analysis of organic compounds with emphasis on functional groups, and extraction/purification of compounds from natural sources. **Prerequisite:** Organic Chemistry II

CHEM 346  Biochemistry I: Structure and Function of Macromolecules  5 Credits (3 Lecture, 1 Lab)
This course presents the chemistry and function of carbohydrates, lipids, nucleic acids and proteins. Concepts associated with bioenergetics, enzyme kinetics, catalysts, and the physiological role of acids, bases and buffers are also presented. Application of these concepts to cells and tissues in their relationship to the whole body is made throughout the course. Laboratory exercises complement and supplement lecture topics. **Prerequisites:** Organic Chemistry II, Principles of Anatomy and Physiology

CHEM 440  Biochemistry II: Digestion/Intermediary Metabolism  5 Credits
This course presents the application of the concepts learned in Biochemistry I to the integration and control of cellular metabolism, including roles of minerals and vitamins. An overview of steroid chemistry as it relates to biological functions is also presented. **Prerequisites:** Cell Physiology and Biochemistry I

CHEM 480  Basic Nutrition  4 Credits
This course presents the chemical composition of foods, the sources of nutrients, and their utilization within the body. Emphasis is given to the role of vitamins and minerals in maintaining or achieving nutritional health. Concepts of diet related to health and disease are stressed throughout the course. **Prerequisite:** Biochemistry II

HSCI 102  Health Science Terminology  1 Credit
This course presents the basic scientific terminology. Topics include Greek and Latin roots of words, prefixes and suffixes, and the dissection of words to discover their meaning.

MATH 201  College Algebra  3 Credits
This course explores polynomial, rational, exponential and logarithmic functions, relations and graphs, theories of equations, matrices, series, sequences and probability. **Prerequisites:** Intermediate Algebra or Math Placement Test
<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 310</td>
<td>Statistics</td>
<td>3</td>
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<td>Increasingly, careers in business and the health sciences require the ability to understand, interpret and apply data in decision-making. In order to prepare students for such careers, this course will introduce such concepts as probability, descriptive and inferential statistics, experimental design, correlation, regression and analysis of variance, statistical inference and tests of significance, organization and presentation of data, random variables, special discrete distributions, normal distributions, point estimation, and confidence intervals. <strong>Prerequisite:</strong> College Algebra</td>
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<td>MATH 330</td>
<td>Calculus I</td>
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<td>This course will cover the essentials of differential and integral calculus with particular emphasis on concepts and applications involving rate of change and the construction of corresponding models. Included is an introduction to various functions and their graphs, limits and continuity, differentiation and integration and their applications. <strong>Prerequisites:</strong> Four units of high school mathematics including trigonometry, or Pre-Calculus or Analytic Geometry or College Algebra with Trigonometry</td>
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<tr>
<td>PHYS 220</td>
<td>Physics I</td>
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<td>(3 Lecture, 1 Lab)</td>
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<td>This algebra-based lecture with lab is designed primarily for life science and related majors. This course examines the fundamental concepts and laws of linear and rotational motion, force, torque, energy, momentum, and properties of solids and fluids. The laboratory will explore many of these concepts and laws through experimentation. <strong>Prerequisite:</strong> College Algebra <strong>Corequisite:</strong> College Algebra with permission of the dean of undergraduate studies. <strong>Recommended:</strong> High School Physics</td>
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<tr>
<td>PHYS 221</td>
<td>Principles of Physics I Lab</td>
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<td>The laboratory will explore the fundamental concepts and laws of linear and rotational motion, force, torque, energy and momentum through experimentation. <strong>Prerequisite:</strong> Physics I</td>
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<td>PHYS 222</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(3 Lecture, 1 Lab)</td>
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<td></td>
<td>Designed primarily for life science and related majors this algebra-based lecture with lab is a continuation of Physics I and presents additional fundamental concepts and laws related to thermodynamics, waves, sound, electricity, light, and radiation. <strong>Prerequisite:</strong> Physics I</td>
<td></td>
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</table>
PHYS 223L  Principles of Physics II Lab  1 Credit

Through experimentation, the laboratory will explore the fundamental concepts and laws of the physical universe related to thermodynamics, waves, sound, electricity, light, and radiation. **Prerequisite:** Physics II


College of Graduate Studies

Master of Science in Health Promotion Degree

Admission Requirements

The admissions process must be completed 15 weeks prior to the expected matriculation date. Cleveland College of Graduate Studies strives to select the most promising and qualified candidates for admission. The process includes:

1. Formal application to the program along with the non-refundable application fee.
2. Successful completion of a bachelor’s degree from a regionally accredited institution with a cumulative 3.0 grade point average on a 4.0 scale.
3. Professional resume, including references.
4. A professional statement.
5. Official transcripts from all post-secondary institutions.
6. Two letters of recommendation from individuals other than references listed on resume.
7. A non-refundable tuition deposit, which is credited to the first trimester’s tuition, is required within 60 days following acceptance to the program.

Notification of Acceptance

The Graduate Studies Admissions Advisory Committee reviews the application and supporting documents. Students will be notified of the committee’s decision in writing. The decision of the Admissions Advisory Committee is final. A full acceptance is awarded to qualified candidates who meet the College’s published standards upon completion and submission of all required application components.

A student who has a cumulative grade point average between 2.50 and 2.99 may be awarded a Conditional Acceptance. Conditionally admitted students must submit a sample of professional work in their field or department.

A graduate student removes the conditional acceptance by earning a “B” average or better in the first 12 hours of graduate-level work completed and by satisfying other conditions specified by the College of Graduate Studies at the time of admission. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. The student who fails to remove the condition within the first 12 hours will be dropped from the program. Those students who satisfy the condition will automatically be granted Full Admission status at the time the 12 hours are successfully completed.
Registration

Students will receive a registration form with their letter of acceptance. The registration form must be returned to the Office of Admissions for enrollment. For students who wish to be admitted for the Fall and Spring Trimesters, all materials must be received by July 1 and November 1, respectively, in order to be considered for financial aid.

Master of Science Program Mission

The mission of the Master of Science in Health Promotion (MSHP) degree program is to provide students with the knowledge, skills and foundation to become leaders and educators in health promotion. Graduates are eligible for examination as a Certified Health Education Specialist (CHES), a Certified Health Fitness Specialist or a National Commission for Certifying Agencies (NCCA) accredited certification in health and wellness.

Program Objectives

The objectives of the Master of Science in Health Promotion program are to graduate leaders in health promotion who demonstrate an understanding of the body of knowledge and apply that knowledge in their community to make a difference in the world’s health. Graduate students meet these objectives by mastering course outcomes, a comprehensive exam, a professional certification and field work experience or research study. The ultimate objective for MSHP graduates is to become fully engaged as leaders in the community and bold advocates for healthy lifestyles.

Health Promotion Defined

Health promotion is the art and science of helping people change their lifestyles to move toward a state of optimal health. Total wellbeing is influenced by physical, emotional, social, spiritual and intellectual components. Health promotion strategically creates awareness, changes behaviors and constructs environments to encourage healthy lifestyle practices as they relate to these components.

Students seeking a Master of Science in Health Promotion are driven to apply their skills and abilities for the sake of a healthier culture. Skilled professionals from a variety of academic backgrounds are finding their place in this field to promote high performance living.

Health promotion careers have emerged in corporate initiatives, communication strategies, health care policies, philanthropic services, educational and governmental programs, and technological innovations nationally and internationally. Health promotion careers are for dedicated, passionate professionals who believe becoming well and staying well is worth the effort.

Philosophy of Health Promotion

Health promotion is about helping people, communities and cultures adopt lifestyle behaviors that are conducive to health. These changes occur with one body and then a collective body. Health promotion
permeates through the core values of individuals, groups, communities, policymakers, employers and teachers. Health promotion strategically creates awareness, changes behaviors and constructs environments to motivate healthy lifestyle practices.

Cleveland University recognizes that “health promotion” encompasses a variety of methods and forms that lead to optimal health. It involves a belief that the human body function best when mentally, physically and spiritually healthy. In support of students’ personal and professional growth, the graduate is expected to develop a body of knowledge, and the understanding of the value and importance of translating this knowledge into dynamic life style and behavioral change. A core objective of the Cleveland MSHP is to prepare the graduates to become leaders in evidence-based health promotion and disease prevention education, and help communities and businesses adopt a culture of healthful behaviors.

The Master of Science in Health Promotion Program

The Master of Science requires 36 hours of coursework including 21 hours of core courses. The core course block is designed to provide students with advanced study in the foundation, planning, implementation, and evaluation of health promotion programs. A maximum of nine credit hours earned at an accredited college or university may transfer as electives upon approval by the MSHP director. A brief course description is provided below, followed by elective offerings.

**Health Promotion M.S. Core Courses** **21 Credit hours**

(HEP 500, 502, 510 are available as dual-credit courses for Cleveland undergraduates)

**HEP 500** **Advances in Health Promotion** **3 Credits**

Health promotion terminology, history, philosophy and current affairs are introduced. A variety of leadership, management, marketing and economic skills that apply to health promotion are discussed. **Pre and Co-requisite:** All MSHP courses. (Fall and Spring only)

**HEP 502** **Research Methods in Health Promotion** **3 Credits**

An introduction to accessing and understanding professional health literature that includes reading and critiquing professional literature and research reporting, terminology, and statistics. Basic research skills are applied to prepare a research paper for publication in a professional journal. (Fall Only)

**HEP 510** **Applied Health Behavioral Theory** **3 Credits**

Health promotion programs are likely to produce greater participation if the foundation is based on evidence-based theory. Theory introduces sound methodology and evaluation for interventions. This course reviews popular health behavior theories and how these theories and recent models assist in program design. (Fall only.)
HEP 520  Health Promotion Techniques  3 Credits
Health promotion programs are likely to produce greater participation if the foundation is based on evidence-based theory. Theory introduces sound methodology and evaluation for interventions. This course studies intervention strategies. Students examine assessment tools and apply techniques to create opportunities for behavior change in health promotion strategies. Students design and implement a one-week health intervention event using the techniques discussed in class. (Summer only.)

HEP 530  Introduction to Epidemiology  3 Credits
Learn to critically read medical literature, understand concepts related to infectious disease epidemiology, and calculate and discuss the implications of sensitivity, specificity, and predictive values of diagnostic and screening tests. (Spring only.)

HEP 540  Planning and Evaluation of Health Promotion Programs  3 Credits
Students plan and assess health promotion programs, demonstrate the use of various planning models and study multiple evaluation approaches. Programs in community, school, healthcare, and worksite settings are studied to monitor, track, and compare results. (Spring only.)

HEP 550  Implementation of Health Promotion Programs  3 Credits
Assess data, plan, implement and evaluate a behavior change campaign for that worksite. Interview successful worksite wellness professionals to report on indicators for a successful worksite wellness program. Emphasis is placed on foundational elements and effectiveness of implementation strategies, marketing campaigns, and resources. (Summer only.)

**Electives  9-credit hours required**

GED 507  Health Science Terminology  1 Credit
Basic rules of construction and interpretation of scientific terminology are applied when studying Greek and Latin roots, prefixes and suffixes and the dissection of words to discover their meaning.

HEP 600  Nutritional Epidemiology  3 Credits
Nutritional epidemiology uses the principles of epidemiology to address nutritionally related disease prevention. A review of relevant epidemiological studies on diet and nutrition is a hallmark of the course. (Summer only.)
HEP 610  Seminar in Teaching and Learning  3 Credits
This seminar course is an overview of various teaching strategies along with a review of learning styles that vary by the type of learner.

HEP 620  Seminar in Ecological and Environmental Health  3 Credits
Develop an understanding of principle components in environmental health from various fields of study. Receive an introduction to environmental, standards, monitoring programs, and justice. (Fall only.)

HEP 640  Independent Study in Health Promotion  3-6 Credits
Student initiated opportunity to study and research in a specialized health promotion area of interest.

HEP 650  Workshop in Health: the CHES Review Course  3 Credits
Prepare for the Certified Health Education Specialist (CHES) certification, a national credential that recognizes health professionals in the Seven Areas of Responsibilities, related Competencies and Sub-competencies. (Spring only.)

HEP 660  Seminar in Clinical Health Promotion  3 Credits
This course is a mixture of lecture and guest lecture opportunities featuring speakers with expertise in health promotion and clinical practice. Medical physicians, doctors of chiropractic, dental professionals and public health professionals will lecture on current topics in health promotion and disease prevention.

HEP 670  Complementary and Alternative Health Systems  3 Credits
One of the fastest growing areas of health care is complementary and alternative health systems or CAM. Health education and health promotion specialists will learn the basic premises behind several systems of healing including but not limited to naturopathy and herbal medicine, homeopathy, body work methods, acupuncture, and vitalistic-based health programs. Both the positive and negative aspects of various healing systems will be investigated to give the student a well-rounded concept of CAM systems as they pertain to health education and health promotion.
Capstone  6 credit hours required
(Students choose one of the following.)

HEP 630  Laboratory and Field Experience  6 Credits
A structured field experience where theory and practice are bridged together to train students as informed leaders in the field of health promotion. Prerequisites: All Core Courses.

HEP 699  Thesis Research  6 Credits
A structured field experience where theory and practice are bridged together to train students as informed leaders in the field of health promotion. Research study in an area of health promotion conducted, written, and presented. Prerequisites: All Core Courses

* M.S. is competency-based but will allow for thesis research with advisor approval.

Academic Progress Specific to the Master of Science Degree

Articulation Agreements
An articulation agreement allows students to transfer credit from one accredited institution to another. Students taking advantage of articulation agreements from Avila University (Kansas City, MO), Central Christian College (McPherson, KS), or Truman State University (Kirksville, MO) have the opportunity to complete their master’s degree from Cleveland in one year. Contact Cleveland’s MSHP director for more information.

Cleveland Students Seeking Graduate Credit
Cleveland Concurrent DC and undergraduate students who earn a "B" or higher in HEP courses for the BS in Human Biology/Health Promotion track may receive dual credit toward their undergraduate and MSHP degree.

DC students in their 10/10 or 12/12 trimester are eligible to apply for the MSHP degree program and enroll in a maximum of six MSHP core credit hours during their final trimester.

Repeating Courses
Courses may not be repeated for graduate credit; this includes courses initially taken on an audit basis. However, a course that is required in a student’s curriculum in which a “D” or “F” is earned may be repeated for credit, upon the recommendation of the major department or program area. Both grades will be considered in the computation of the grade point average.
Reinstatement

A person seeking reinstatement to the same degree program after being suspended from the College of Graduate Studies can initiate consideration for reinstatement by communicating with the academic unit from which the person was dismissed. The graduate faculty of the academic unit will consider the request for reinstatement and, if the faculty request reinstatement, they will identify in a written request to the Graduate Studies program director the compelling reasons for reinstatement and the conditions required of the student if reinstatement is granted.

Comprehensive Examination

The M.S. degree culminates with a comprehensive exam that is required of all candidates. Competency is tested in the core curriculum of the degree program and is evaluated in an essay-based exam. The comprehensive exam is scheduled each trimester. Exam date is indicated on the MSHP calendar.

Grading of the Comprehensive Exams

The exam is written and graded by the instructors for the core courses. Each section is graded in the following manner:

- Passed—each section of the exam was passed successfully by the student
- Passed with contingency—at least one but not more than two sections were failed
- Failed—more than two sections were failed

Passed with contingency will allow for the student to complete extra work or an oral exam on the topic prior to contingency being lifted. Failed sections can be retaken once. If more than two sections were failed, all sections must be retaken and can only be retaken once. Failure of more than two topic areas on a second try will result in dismissal from the program.

Certification

In order to fulfill graduation requirements, students are to earn a professional certification that complements their field of interest. Certifications accredited by the National Commission for Certifying Agencies (NCCA) in health and wellness are accepted and may include, but are not limited to, the Certified Health Education Specialist (CHES), Masters CHES, American College of Sports Medicine Health Fitness Specialist (ACSM CHFS), Physical Activity in Public Health Specialist (PAPHS), or a Wellcoaches Certified Health or Wellness Coach.
Program Sequence

1) Acceptance of admission
2) Completion of core/elective coursework
3) Completion of comprehensive examination
4) Sit for professional certification exam
5) Application for graduation
6) Capstone completed: Field work experience or Research study
7) Exit Interview
Cleveland Chiropractic College

With 60,000 chiropractors seeing nearly 27 million patients each year, chiropractic is the most widespread of the natural approaches to health care used in the United States.

Cleveland Chiropractic College:

- Is a recognized, major chiropractic institution, providing nearly a century of service educating doctors in the traditions of chiropractic.
- Is committed to developing clinical competencies through early introduction to multiple spinal adjusting techniques.
- Provides a balanced approach to the science, philosophy and art of chiropractic, reflecting the needs of today’s contemporary chiropractic practice.
- Employs highly qualified faculty with broad experience and credentials in their subject areas.
- Has a low student/faculty ratio that encourages personalized, individual attention.
- Offers students the flexibility to choose between a 10-trimester or a 12-trimester progression.
- Offers qualified graduating students nationwide preceptor and extended preceptor opportunities, expanding their clinical educational experience in private-practice settings.
- Offers postgraduate programs that attract doctors worldwide for educational seminars.
- Is accredited by both professional and regional agencies.

Cleveland Chiropractic College—

Adjust Your Thinking.™

Admissions Requirements

Cleveland Chiropractic College strives to select the most promising and competitively qualified candidates for admission and follows the standards, policies and guidelines established by the Council on Chiropractic Education (CCE), which is recognized by the U.S. Secretary of Education for the accreditation of programs and institutions offering the Doctor of Chiropractic degree.

Students may begin enrollment in the D.C. program in September, January or May. It is preferred, but not required, that candidates complete a bachelor’s degree prior to entering the Doctor of Chiropractic program (DCP).

Students may pursue a Bachelor of Science in Human Biology degree at Cleveland Chiropractic College while concurrently completing the Doctor of Chiropractic program. The specific admissions requirements and acceptance procedures are described in the Bachelor of Science degree program section of this catalog.
Applicants for the DCP program should declare the intention to pursue a concurrent BS degree as soon as possible and no later than the end of the fourth trimester of the DCP.

ADMISSIONS REQUIREMENTS

The prerequisites for consideration of acceptance into the Doctor of Chiropractic program are in compliance with the standards, policies and guidelines of the Council on Chiropractic Education. Admission to the Doctor of Chiropractic program (DCP) requires students to have earned 90 semester hours with a minimum 3.0 cumulative grade-point average on a 4.0 grade scale. The 90 hours will include a minimum of 24 semester hours in the life and physical sciences of which half the courses must have a substantive laboratory component.

Candidates who have a cumulative grade point average less than 3.0 on a 4.0 grade scale may apply for admission consideration under the Alternative Admissions Track Plan (AATP). Students admitted under the AATP will be given a personalized educational plan designed to optimize the opportunity for success. No student who has a cumulative grade point average of less than 2.75 on a 4.0 scale can be accepted for admission into the DCP program.

Successful candidates for the DCP will have completed a well-rounded undergraduate general education program of studies along with preparatory life and physical science courses. Strongly recommended minimum coursework prior to entry into the Doctor of Chiropractic program will include among the sciences; 8 hours of Chemistry (other than introductory level courses) with lab, and at least one organic chemistry course; 12 hours of life and/or physical sciences which will include Biology with lab. Preferred sciences include biomechanics, kinesiology, anatomy, physiology, and exercise physiology.

Strongly recommended minimum general education courses will include 6 hours of English and Communication skills, including at least one English Composition course; 3 hours of Psychology, plus 12 hours of additional Social Sciences and Humanities courses.

Preference will be given to candidates for the DCP who have completed the recommended coursework listed above.

Candidate’s prerequisite courses must be from an accredited college or university and these courses are required to be transferable, college level courses. Remedial courses and courses numbered below 100-level are not acceptable prerequisite courses.

Application Procedures

Prospective students are encouraged to apply for admission as soon as they begin considering a chiropractic career so admissions advisors can assist in selecting appropriate pre-requisite courses. Application can be as early as the first semester of college, or at any point when the candidate considers changing educational objectives.
Each candidate’s circumstances and academic achievement are unique. Admissions Advisors will evaluate the candidate’s academic history and their objectives, and work with the candidate to develop an academic plan that meets the requirements for the Doctor of Chiropractic degree. Advisors can be contacted at 800.467.2252 to assist in planning and the application process.

Upon receipt of the following items by the Office of Admissions, the applicant’s file may be submitted to the Admissions Committee for review. The following components are required for the Doctor of Chiropractic degree program:

1. A Statement of Motivation covering the appropriate topics as outlined on the application form.
2. A letter of recommendation from a doctor of chiropractic or health care professional not related to the applicant. Recommendations from doctors of chiropractor or other health care professionals may be submitted on Prospective Student Recommendation cards available from the Office of Admissions.
3. Official transcripts from all colleges and universities attended.
4. A complete application.
5. A non-refundable tuition deposit, which is credited to the first trimester’s tuition. This deposit is required within 60 days following acceptance to the College.
6. An applicant may be required to appear in person or by telephone for an interview and/or pre-admittance examination.

Accepted applicants who do not start their program in the academic term stated on their application must contact the Office of Admissions to reschedule the term of enrollment. Students who do not contact the Office of Admissions with a deferred starting term must receive prior approval from the director of admissions before a new start term will be rescheduled. Prospective students deferring their starting term will have a maximum of one year from the scheduled starting term indicated in the Acceptance Letter to reschedule the starting term or a complete reapplication process will be required.

Applicants having been convicted of a misdemeanor or felony may be denied acceptance to the College without further reason. If the applicant should be granted acceptance, the applicant acknowledges that he/she may not be able to obtain licensure in a/any state upon graduation based on his/her criminal record, and agrees that the College will not be held liable in the case of failure to achieve licensure. Failure to disclose a misdemeanor or felony to the College is grounds for dismissal from the College.

In addition to meeting the College admissions requirements, candidates must be of good character, capable of successfully completing the chiropractic program, and show promise to become a credit to the College and the chiropractic profession.
Technical Qualifications for Admission to, Continuation in, and Graduation from the Doctor of Chiropractic Degree Program, and Individuals with Disabilities

The educational mission of Cleveland Chiropractic College is, in part, to “prepare competent, entry-level doctors of chiropractic as primary health care providers.” In order to achieve this mission and fulfill its responsibility to the public it serves, the faculty and administration of Cleveland Chiropractic College have adopted the following technical qualifications for admission to, continuation in, and graduation from the Doctor of Chiropractic degree program.

Cleveland Chiropractic College will consider for admission those applicants who, with or without accommodations, possess both the academic and technical qualifications required for successful completion of the Doctor of Chiropractic degree and for the safe and ethical practice of chiropractic. Cleveland Chiropractic College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and will assess one’s ability to meet the technical qualifications set forth below in light of these laws. Cleveland Chiropractic College does not discriminate against, and makes accommodations* (see next page) for, individuals with disabilities.

Applicants should realistically consider whether or not they possess the capacity to successfully learn and ultimately perform tasks in the five areas listed below, with or without accommodations. If accommodations are needed in order to meet the College’s technical qualifications, the chair of the Admissions Committee will arrange a consultation with the director of academic records and support, as well as the academic leadership of the Doctor of Chiropractic program, to determine whether and how accommodations may be provided without compromising either the student’s acquisition and performance of the functions of a doctor of chiropractic or patient care. (See “Alternative Laboratory Experience Protocols,” Academic Policies section, and “Policies/Services Provided for Disabled Students,” Student Life section.) Students with disabilities must complete the same scholastic requirements as all other students, including that all students must complete the entire Doctor of Chiropractic curriculum in order to graduate. The College reserves the right to reject requests for accommodations that would fundamentally alter the nature of the Doctor of Chiropractic program, lower the academic standards, cause an undue burden on the College, or endanger the health or safety of other students, clinic patients, or any other member of the College community.

The final determination of whether or not an individual possesses the technical qualifications will be made by the College.

The safe, effective, and ethical practice of chiropractic requires that students acquire not only knowledge, but also a range of skills and professional behaviors that fall into five technical categories (adapted from the Association of American Medical Colleges’ guidelines). Accommodations in order to meet the five required technical categories will be granted in accordance with this policy.

**Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences. This requires visual and hearing senses of sufficient acuity to identify the histology, cytology, microbiology and pathology of structures through the use of a microscope. A candidate must be able to observe a patient
accurately at a distance and close at hand, and to read all forms of diagnostic imaging. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

**Communication:** The candidate should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

**Motor Coordination/Function:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. Additionally, as the practice of chiropractic generally includes the delivery of manual therapies, the candidate must possess the strength, coordination and ability to stand and use the torso and all limbs in the performance of common chiropractic techniques.

**Intellectual, Conceptual, Integrative and Quantitative Abilities:** A doctor must be capable of critical thinking and problem solving. This requires the candidate be skilled in measurement, calculation, reasoning, analysis and synthesis. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

**Social and Behavioral Attributes:** Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

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

**Notification of Acceptance**

Accepted applicants must pay a non-refundable tuition deposit within 60 days of the date of the acceptance letter. Upon enrollment applicants must meet the minimum GPA and fulfill all prerequisites or acceptance will be revoked. The minimum GPA is 3.0/4.0 unless the student is admitted under the AATP. All coursework accepted to meet admissions requirements must have been passed with a grade of “C” or better.

A “full acceptance” is awarded upon completion and submission of all application components, payment of the tuition deposit and receipt of all final official transcripts documenting prerequisites.
A “provisional acceptance” may be awarded when the majority of the applicant’s admissions file is complete but some required documents have not been received. The remaining documentation or application components must be received within 30 days after matriculation. A full acceptance is then awarded.

Students who do not complete all admissions requirements within 30 days of matriculation will be withdrawn from the College.

Applicants may be asked by the Admissions Committee to complete personal interviews and/or academic testing. The applicant is notified of the committee’s decision in writing.

### GPA Distribution

For the Fall 2013 and Spring 2014 trimesters, the following is the distribution of GPAs for students entering the D.C. degree program.

<table>
<thead>
<tr>
<th>Entering Grade Point Average</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>2.50 - 2.99</td>
<td>15</td>
</tr>
<tr>
<td>3.00 - 3.49</td>
<td>38</td>
</tr>
<tr>
<td>3.50 or greater</td>
<td>29</td>
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### Applicant Responsibilities

Regardless of any written or verbal communication from the College or its representatives, it shall be the applicant’s responsibility to be familiar with the College’s Catalog, to know the requirements for admission and to bear the responsibility for meeting these requirements.

If at any time it is discovered that a student failed to meet entrance requirements at the time of his/her matriculation, the student will be notified to either remedy the discrepancy in accordance with a timetable determined by the College or will be withdrawn from the College. Tuition refunds will be made according to College policy in effect at the time the student is dropped from the College rolls.

The applicant is advised that some states require a baccalaureate degree in addition to a Doctor of Chiropractic degree to apply for licensure. In some cases, the baccalaureate degree must be earned prior to entering chiropractic college. In other cases, the baccalaureate degree may be earned concurrently with the Doctor of Chiropractic degree. It is the student’s responsibility to check with the state licensure board for the appropriate baccalaureate degree or other special requirements.
Students with Advanced Standing/Transfer Credits

A student who has attended another CCE-accredited chiropractic college or an accredited first professional degree program may be able to transfer credits into the D.C. program under the following conditions:

• It is the student’s responsibility to inform the College of transfer credits prior to matriculation. Transfer credit will not be awarded after initial registration.

• Transfer students must be in good academic standing and must meet admission requirements in place at the time the student first enrolled in the original chiropractic institution. A letter of good standing is required from the transferring institution. Good academic standing must be documented on an official academic transcript or indicated with a 2.0 cumulative grade point average on a 4.0 scale at the transferring institution.

• Once the admissions file is complete and the student’s eligibility for acceptance with advanced standing is verified, an academic evaluation of the file is conducted by the dean or director of the program, or his/her designee, for which the student has applied.

• Final acceptance is not granted until transcripts have been evaluated to ensure that appropriate transfer credit is awarded and the student meets current academic standards of the College.

Credits used to satisfy the minimum prerequisites for admission may not be used for transfer credit. To be eligible for transfer credit consideration, post-secondary coursework must:

1. Have a grade of “C” (2.00 on a 4.00 scale) or better as recorded on an official transcript for consideration of transfer.

2. Be earned within five years of the date of admission to Cleveland Chiropractic College. The College may waive this requirement for persons holding a first professional degree in the health care sciences (e.g., M.D., D.O., D.D.S., D.P.M.) or an academic degree (M.A., M.S., Ph.D.) in a related discipline from a regionally accredited institution.

3. Transfer credit may be awarded for non-clinically related academic courses if they were taken at the master’s degree level or higher.

4. Transfer students may be required to repeat coursework that was passed at their previous institution if deemed necessary. This decision is at the sole discretion of the College.

5. Must be equivalent to Cleveland Chiropractic College standards in relation to quality, content and credit units.

A student may be required to demonstrate proficiency via written and/or practical examination in any or all coursework for which transfer credit is sought. A student may be required to audit any course for which transfer credit is awarded.

A review of all transfer credits and requests is completed on a case-by-case basis and all decisions are final. Any applicant found to have illegally altered a document or to have misrepresented information as a part of his/her application shall be permanently disqualified from admission to Cleveland Chiropractic College. Transfer
students must complete not less than 25% of their final credits required for graduation at Cleveland Chiropractic College.

Cleveland Chiropractic College Mission

The Doctor of Chiropractic program mission lies in the areas of education, scholarship and service and in the advancement of chiropractic.

• The education mission of the institution is to prepare competent, entry-level doctors of chiropractic as primary health care providers and to offer continuing education for doctors of chiropractic.
• The scholarship mission of the institution is to conduct research and scholarly activities in areas related to chiropractic education and health care, and to collaborate with other institutions and health care providers in scholarly activities.
• The service mission of the institution is to provide health care and outreach services to the community, support services to alumni and other health care providers, and volunteer services to civic and professional organizations.

Chiropractic Science Defined

Chiropractic is the science that concerns itself with the relationship between structure, primarily the spine, and function, primarily coordinated by the nervous system, of the human body as that relationship may affect the restoration and preservation of health.

Purpose of Chiropractic Education

The purpose of Cleveland Chiropractic College’s doctor of chiropractic program is to prepare students as primary health care providers, who emphasize the primacy of structure as related to function in maintenance of optimal health, and recognize that appropriate structural management may influence nonstructural health issues. As providers of primary care, doctors of chiropractic also offer education and assistance to patients in the areas of health promotion and disease prevention, and participate when appropriate in activities designed to protect and increase the health of the public. The doctor of chiropractic provides primary health care based on appropriate diagnosis that is consistent with current evidence, clinical experience and patient preference, consults with other health care providers, and refers or co-manages when in the best interest of the patient.

Chiropractic Approach

Chiropractic health care focuses primarily on spinal function and its relationship to the nervous system and good health. The science of chiropractic is based on the premise that good health depends, in part, on a normally functioning nervous system. Chiropractic principle emphasizes that the body is a self-regulating, self-healing organism and that body function is controlled and coordinated by the brain, spinal cord and the nerves that branch throughout the body.
The movable bones of the spine offer protection to vulnerable communication pathways of the nervous system, specifically the spinal cord and the delicate nerve roots and spinal nerves that exit between the vertebral segments of the spinal column. A loss of normal motion or position of the spinal segments can irritate or impair nerve function, resulting in pain, as well as dysfunction of the tissues and organs throughout the body. Doctors of chiropractic refer to this altered spinal function and its potential effect on the nervous system as the vertebral subluxation complex.

The chiropractic approach to better health is to locate and remove spinal dysfunction and nerve interference, to improve spinal function, returning the body to its natural state of health and wellness.

Cleveland Chiropractic College accepts the consensus definition of chiropractic established by the Association of Chiropractic Colleges (ACC). It states that “chiropractic is a health-care discipline which emphasizes the inherent recuperative powers of the body to heal itself without the use of drugs or surgery.” Further, the ACC has characterized the distinct focus of chiropractic as follows: “The practice of chiropractic focuses on the relationship between structure (primarily of the spine) and function (as coordinated by the nervous system) and how that relationship affects the preservation and restoration of health.”

**Doctor of Chiropractic Degree Program**

Cleveland Chiropractic College offers students a choice between a 12-trimester or 10-trimester course of study. The standard course of study leading to the Doctor of Chiropractic degree is comprised of 12 trimesters of four months each for a total of 48 months or four calendar years. The accelerated course of study (the same coursework as the 12-trimester course) consists of 10 trimesters of four months each for a total of 40 months or three calendar years plus four months. The maximum time allowed for completion of the program is 18 trimesters of enrollment (nine academic years; six calendar years). A student who fails to complete all degree requirements within 72 months from the date of original matriculation forfeits all credits and must reapply for admission to the program under the standards of the College in effect at the time of reapplication. Transfer students must complete at least 25% of their final required credits at Cleveland Chiropractic College. The academic terms begin in September, January and May, and a qualified student may initiate study at the start of any one of these three terms.

The curriculum is designed to qualify graduates for state licensure examination. Certain states may require additional degrees or special courses at the pre-professional or post-graduate level to qualify the applicant for examination. It is the responsibility of the student to contact the state examining board to determine any special requirements. The director of academic records and support will assist the student with interpretation of state board regulations. A listing of states and their requirements is available in the Federation of Chiropractic Licensing Boards (FCLB) Directory in the Library or may be found at www.fclb.org.

The College subscribes to the concept of the doctor of chiropractic as stated in the preface of The Council on Chiropractic Education Accreditation Standards, Principles, Processes & Requirements for Accreditation (January 2013 edition).
“An accredited DCP prepares its graduates to practice as primary care chiropractic physicians, and provides curricular and clinical evidence of such through outcome measures. CCE applies the understanding that in order to competently practice as a primary care chiropractic physician, DCP education trains its graduates to:

- Practice primary health care as a portal-of-entry provider for patients of all ages and genders.
- Assess and document a patient's health status, needs, concerns and conditions.
- Formulate the clinical diagnosis(es).
- Develop a goal-oriented case management plan that includes treatment, prognosis, risk, lifestyle counseling, and any necessary referrals for identified diagnoses and health problems.
- Follow best practices in the management of health concerns and coordinate care with other health care providers as necessary.
- Promote health, wellness and disease prevention by assessing health indicators and by providing general and public health information directed at improving quality of life.
- Serve as competent, caring, patient-centered and ethical health care professionals and maintain appropriate doctor/patient relationships.
- Understand and comply with laws and regulations governing the practice of chiropractic in the applicable jurisdiction.”

The Doctor of Chiropractic degree is a first professional degree in the healing arts based upon three years of post-secondary instruction and 10 to 12 trimesters of professional study. The curriculum requires 4,575 hours of classroom instruction and clinical experience, including the internship.

The hours for each course are indicated after the course name as in the example below.

Course name: (3/0/3/45)

3 = Lecture Clock Hours per week
0 = Laboratory Clock Hours per week
3 = Credit Hours
45 = Trimester Contact Hours

Laboratory Hours Equivalency:
2 laboratory hours = 1 credit hour
2 laboratory hours = 2 contact hours

The course description key represents credit hours based on a trimester system.
## Doctor of Chiropractic Curriculum
### Model of 10 Trimester Curricular Progression

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<tr>
<th>Course No.</th>
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**Model of 12-Trimester Curricular Progression**

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DOCTOR OF CHIROPRACTIC DEGREE COURSE DESCRIPTIONS

All hours are based on a 15-week format. (lecture/lab/credit hour/contact hours)

**ACS 694  Emergency Methods/Cardiopulmonary Resuscitation (CPR)**  (1/1/1.5/30)

This course presents basic principles of first aid with practical demonstrations and individual participation in the immediate care and disposition of conditions or circumstances constituting an emergency. Basic and advanced life support and cardiopulmonary resuscitation are covered. Laboratory sessions provide hands-on experiences and complement and supplement lecture topics. **Prerequisite: Physical Diagnosis**

**ACS 712  Obstetrics/Gynecology (OB/GYN)**  (3/1/3.5/60)

This course presents the anatomy, etiology, symptomatology and clinical course of various gynecological conditions in relation to the practice of chiropractic. Topics include the anatomical and physiological processes of the normal menstrual cycle, pregnancy and its possible complications, sexually transmitted diseases and AIDS, and the care and safety of the pre-partum and post-partum woman. **Prerequisite: Physical Diagnosis, NMS/GU Pathology**

**ACS 716  Pediatrics**  (3/1/3.5/60)

This course presents the growth and development of the human being from newborn through adolescence and the differential diagnosis of common and significant diseases affecting this age group. Emphasis is given to chiropractic approaches to the evaluation and care of children. Laboratory sessions complement and supplement lecture topics. **Prerequisites: NMS Diagnosis II, Cardiopulmonary/Endocrine Diagnosis, Gastrointestinal/Genitourinary Diagnosis**

**ACS 718  Geriatrics**  (2/0/2/30)

This course presents the health concerns of the elderly, with emphasis on conditions commonly seen in the practice of chiropractic. Elderly abuse, Medicare, dementia and chiropractic care of the elderly are covered. **Prerequisites: NMS Diagnosis II, Cardiopulmonary/Endocrine Diagnosis, Gastrointestinal/Genitourinary Diagnosis, Clinical Neurology**

**ACS 720  Dermatology**  (2/0/2/30)

This course presents the commonly encountered dermatological diseases with respect to etiology, symptomatology and significance within the scope of chiropractic practice. Diseases with dermatological symptoms, such as AIDS, are covered. **Prerequisite: Physical Diagnosis**
ACS 742  Toxicology  (4/0/4/60)
This course presents information on pharmacokinetics, pharmacodynamics, therapeutic agents used to treat common disorders, recreational drugs, selected toxins, food additives and botanical agents. Potential drug-drug and drug-disease interactions resulting in adverse events are emphasized. **Prerequisites: Basic Nutrition, Physiology Lab**

ACS 744  Chiropractic Practice/Business Management  (3/0/3/45)
This course presents information on sound business practices and management. Topics include office design, demographics and location, startup, office procedures, report writing, loans, insurance forms and billing, record keeping, personnel, advertising, and the Chiropractic Act and State Health Department Radiological Health Certification rules and regulations. **Prerequisite: Within 12 months of graduation**

ACS 746  Ethics and Jurisprudence  (2/0/2/30)
This course presents the ethical and legal aspects of chiropractic practice, professionalism, and office management. Topics include medico-legal fundamentals, including report writing, Worker’s Compensation, scope of practice, business law and interprofessional communication. **Prerequisite: Within 12 months of graduation**

ACS 748  Psychiatry  (3/0/3/45)
This course presents the history of psychology and the principles of various psychological theories. Emphasis is given to group discussions of the topics of doctor-patient relationship as it pertains to the practice of chiropractic, behavior problems, divorce, death, human sexuality, anxiety, depression, substance abuse, child abuse, domestic violence and abnormal behavior. Additional concepts that address issues from a psychological framework are also presented. **Prerequisite: Clinical Internship 1**

ACS 784  Public and Professional Communications  (2/0/2/30)
This course assists the student learning how to effectively communicate with patients, the general public and other health care professionals. Effective written communication is also addressed. Students will practice performing patient histories, providing verbal reports of findings, simulated courtroom testimonies and lay-lecture presentations. **Prerequisite: Within 12 months of graduation**

ANA 500  Embryology  (3/0/3/45)
This course presents an overview of the morphogenesis of the major human body systems from conception until birth. Emphasis is given to the development of the nervous and musculoskeletal systems.
ANA 502  Systemic Anatomy  (3/1/3.5/60)
This course presents an overview of the structural and functional relationships of the musculoskeletal, cardiovascular, digestive, respiratory, endocrine, urinary, reproductive, and nervous systems to prepare the student for the advanced anatomy courses. Topographical anatomy significant to the practice of chiropractic is also presented. Laboratory exercises complement and supplement lecture topics.

ANA 504  Spinal Anatomy  (4/1/4.5/75)
This course presents the macroanatomy of the human spine, focusing on the osteological, ligamentous, and muscular structures of the cervical, thoracic, lumbar, sacral and coccygeal regions. An introduction to the structure of the spinal cord and central nervous system is also presented. Cadaver dissection laboratories complement and supplement lecture topics.

ANA 514  Histology  (4/2/5/90)
This course presents an overview of the cells, tissues, and organs of the human body, with emphasis given to the microanatomy of the epithelial, connective, muscular and nervous tissues. Laboratory exercises complement and supplement lecture topics.

ANA 530  Thorax/Abdomen/Pelvis Anatomy  (4/2/5/90)
This course presents the detailed gross anatomy of the human thorax, abdomen, pelvis, and perineum, with emphasis on the respiratory, digestive, cardiovascular and genito-urinary systems. Cadaver dissection laboratories complement and supplement lecture topics. Prerequisites: Systemic Anatomy, Embryology

ANA 540  Extremity Anatomy  (4/2/5/90)
This course presents the detailed gross anatomy of the upper and lower extremities, with emphasis given to the musculature and neuroanatomy. Cadaver dissection laboratories complement and supplement lecture topics. Prerequisites: Systemic Anatomy, Embryology

ANA 566  Head/Neck Anatomy  (4/2/5/90)
This course presents the detailed gross anatomy of the head and neck, with emphasis given to the peripheral extensions of the cranial nerves. A brief introduction to the structure of the central nervous system is included, along with highlights of the autonomic nervous system of the head and neck. Cadaver dissection laboratories complement and supplement lecture topics. Prerequisites: Thorax/ Abdomen/Pelvis Anatomy, Embryology, Spinal Anatomy
ANA 600  Neuroanatomy  (5/1/5.5/90)
This course presents the detailed structure and function of the central nervous system. Emphasis is given to neuroanatomic principles and pathways, along with functional correlations, cross-sectional neuroanatomy, and the anatomy of special senses. Laboratory exercises complement and supplement lecture topics. **Prerequisite:** Head/Neck Anatomy

CHE 508  Biochemistry I: Structure and Function of Macromolecules  (4/2/5/90)
This course presents the chemistry and function of carbohydrates, lipids, nucleic acids and proteins. Concepts associated with bioenergetics, enzyme kinetics, catalysts, and the physiological role of acids, bases and buffers are also presented. Application of these concepts to cells and tissues in their relationship to the whole body is made throughout the course. Laboratory exercises complement and supplement lecture topics.

CHE 534  Biochemistry II: Digestion/Intermediary Metabolism  (5/0/5/75)
This course presents the application of the concepts learned in Biochemistry I to the integration and control of cellular metabolism, including roles of minerals and vitamins. An overview of steroid chemistry as it relates to biological functions is also presented. **Prerequisite:** Biochemistry I

CHE 568  Basic Nutrition  (4/0/4/60)
This course presents the application of the concepts learned in Biochemistry I to the integration and control of cellular metabolism, including roles of minerals and vitamins. An overview of steroid chemistry as it relates to biological functions is also presented. **Prerequisite:** Biochemistry I

CLI 610  Introduction to Clinic I  (0/2/1/30)
This laboratory course presents an introduction to the clinic procedures and patient care, with emphasis on SOAP notes, record keeping and adjusting. **Prerequisite:** Technique IV

CLI 650  Introduction to Clinic II  (0/2/1/30)
This laboratory course presents a review of clinic procedures, with emphasis on assessment and rationale for choice of technique and treatment plan, utilizing the techniques covered in Cleveland Comprehensive Methods and Functional assessment. **Corequisite:** Functional Assessment **Prerequisite:** CLI 610
**CLI 714**  
**Clinic Internship I**  
(2/2/3/60)

This course presents an integration of all clinic procedures including examination, diagnosis, treatment, and management in the care of student and student family patients, utilizing approved procedures in the Student Clinic environment under the close supervision of licensed chiropractors. Emphasis is placed on recordkeeping and patient privacy. **Prerequisites:** All courses in Trimesters 1-6 of the 10-trimester progression and all courses in trimesters 1-8 of the 12-trimester progression.

**CLI 715**  
**Clinic Internship I Alternate**  
(2/2/3/60)

This course allows the intern to continue the Student Clinic experience by examining, diagnosing, treating and managing all aspects of the patient’s care under the close supervision of licensed chiropractors while engaging in directed studies that will enhance the intern’s understanding of the basic sciences. **Prerequisite:** **CLI 714**

**CLI 750**  
**Clinic Internship II**  
(0/4/2/60)

In this course the student begins his/her public clinic internship. The student intern examines and treats patients under the guidance and supervision of licensed chiropractors. Patient management, including referral when appropriate, and all aspects of record keeping are implemented. In addition, the student intern participates in sessions related to the chiropractic management of specific conditions and in other clinic-related activities. **Prerequisites:** All courses in Trimesters 1-7 of the 10-trimester progression or 1–9 of the 12-trimester progression, successful completion of all of Part I of the NBCE Examination.

**CLI 770**  
**Clinic Internship III**  
(0/12/6/180)

In this course the student continues his/her health center internship. The student intern examines and treats patients under the guidance and supervision of licensed chiropractors. Patient management, including referral when appropriate, and all aspects of record keeping are implemented. In addition, the student intern participates in sessions related to the chiropractic management of specific conditions and in other clinic related activities. **Prerequisite:** **Clinic Internship II**

**CLI 780**  
**Clinic Internship IV**  
(0/28/14/420)

In this course the student completes his/her health center internship. The student intern examines and treats patients under the guidance and supervision of licensed chiropractors. Patient management, including referral when appropriate, and all aspects of record keeping are implemented. In addition, the student intern participates in sessions related to the chiropractic management of specific conditions and in other clinic related activities. **Prerequisite:** **Clinic Internship III**
DIM 518  Normal Radiographic Anatomy  (3/1/3.5/60)
This course presents an introduction to X-ray fundamentals, basic terminology, and technology. Topics include a detailed study of normal radiographic anatomy, normal variants, and lines of mensuration of the axial and appendicular skeleton. Laboratory exercises complement and supplement lecture topics. Prerequisites: Thorax /Abdomen/Pelvis Anatomy, Extremity Anatomy, Spinal Anatomy

DIM 678  Skeletal Radiology I  (3/1/3.5/60)
This course presents the radiographic interpretation of traumatic lesions of the bones and joints using a regional approach, arthritic disorders and the skeletal dysplasias. Correlation of radiographic and advanced imaging findings with the clinical presentation will be discussed. Laboratory exercises complement and supplement lecture topics. Prerequisite: Normal Radiographic Anatomy

DIM 678  Skeletal Radiology I  (3/1/3.5/60)
This course presents the radiographic interpretation of traumatic lesions of the bones and joints using a regional approach, arthritic disorders and the skeletal dysplasias. Correlation of radiographic and advanced imaging findings with the clinical presentation will be discussed. Laboratory exercises complement and supplement lecture topics. Prerequisite: Normal Radiographic Anatomy

DIM 700  Skeletal Radiology II  (3/1/3.5/60)
This course is a continuation of Skeletal Radiology I with emphasis on tumor and tumor-like diseases of the skeleton, infections of the bones and joints, metabolic, endocrine and nutritional diseases and hematological disorders. Correlation of radiographic and advanced imaging findings with the clinical presentation will be discussed. Laboratory exercises complement and supplement lecture topics. Prerequisites: Skeletal Radiology I, Neuromusculoskeletal/Genitourinary Pathology

DIM 702  Soft Tissue Radiology  (3/1/3.5/60)
This course presents the application of the principles of X-ray interpretation to disease processes and anomalies affecting the soft tissues of the chest and abdomen. Laboratory exercises complement and supplement lecture topics. Prerequisites: Normal Radiographic Anatomy, Cardiopulmonary / Endocrine Diagnosis Corequisite: Gastrointestinal / Genitourinary Diagnosis
DIM 726  X-ray Physics and Protection  (2/0/2/30)
This course presents the physics of diagnostic X-rays, with emphasis on basic principles and technology. Topics include the use of X-ray machines, imaging systems, film processing, and control of radiographic quality. Proper patient, technologist, and general public protection against the biological effects of radiation and associated quality control requirements are presented. **Prerequisite:** Normal Radiographic Anatomy

DIM 728  X-ray Procedures  (0/2/1/30)
The laboratory course teaches proper patient positioning and exposure techniques for radiographic imaging of the spine, extremities, chest and abdomen. Radiation protection is stressed throughout the course. **Prerequisite:** Normal Radiographic Anatomy  **Corequisite:** DIM 726 X-Ray Physics and Protection must be taken prior to or concurrently with this course.

DIM 736  X-ray Case Presentation  (0/2/1/30)
This course presents a clinical approach to the relevant radiographic findings of conditions and anomalies commonly seen in chiropractic practice. Emphasis is given to case management through the correlation of radiologic findings with case history, physical examination and laboratory findings. **Prerequisites:** Skeletal Radiology II, Soft Tissue Radiology

DIM 738  Advanced Imaging  (2/0/2/30)
This course presents advanced imaging procedures that are available to assist in the evaluation and management of patients. Topics include the physics, technology and interpretation of scintigraphy, magnetic resonance imaging, computed tomography and ultrasonography. **Prerequisites:** Skeletal Radiology II, Soft Tissue Radiology; X-Ray Physics and Protection

GED 636  Clinical Laboratory Diagnosis  (2/0/2/30)
This course presents an approach to chiropractic diagnosis using clinical laboratory procedures, the physical and chemical basis of selected tests, the interpretation of these tests, and their correlation with clinical findings. **Prerequisites:** Cardiovascular/Pulmonary/ Gastrointestinal Pathology, Neuromusculoskeletal/ Genitourinary Pathology
GED 638  Physical Diagnosis  (3/1/3.5/60)
This course presents basic history-taking concepts and the standard physical examination. Emphasis is given to the evaluation of clinical data, the stages involved in deriving a clinical impression, and the chiropractic analysis and evaluation of the patient. Laboratory sessions provide hands-on experiences and complement and supplement lecture topics. **Prerequisite: Cardiovascular/ Pulmonary/Gastrointestinal Pathology**

GED 640  Head/Eyes/Ears/Nose/Throat Diagnosis  (2/1/2.5/45)
This course presents the examination techniques of the head, eye, ear, nose, mouth and throat, with emphasis on normal findings, significant disorders, and common disorders seen frequently in chiropractic practice. The use of appropriate instrumentation is also presented. The techniques of history taking are integrated throughout the course. Laboratory sessions provide hands-on experiences and complement and supplement lecture topics. **Prerequisite: Neuroanatomy**

GED 660  Cardiopulmonary/Endocrine Diagnosis  (4/0/4/60)
This course presents the common disorders of the cardiovascular, respiratory and endocrine systems from the viewpoint of signs, symptoms, and etiology. Emphasis is given to the differential diagnosis of each topic in relation to physical diagnosis and prognosis. Emphasis is given to the differential diagnosis as it pertains to the practice of chiropractic. **Prerequisite: Physical Diagnosis**

GED 664  Gastrointestinal/Genitourinary Diagnosis  (3/0/3/45)
This course presents the common disorders of the gastrointestinal and genitourinary systems and a survey of the various procedures used to diagnose these disorders. Emphasis is given to the differential diagnosis as it pertains to the practice of chiropractic. **Prerequisites: Physical Diagnosis, Neuromusculoskeletal/Genitourinary Pathology**

GED 730  Clinical Nutrition  (3/0/3/45)
This course applies the nutritional principles presented in Basic Nutrition to dietary analysis, design and therapy. The roles of diet and specific nutrients in the etiology, prevention and management of common disorders seen in chiropractic practices, including weight control, are presented. Current research concerning nutritional influences on disease is strongly emphasized. **Prerequisites: Basic Nutrition, Gastrointestinal/ Genitourinary Diagnosis**
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This course presents clinical syndromes commonly seen in chiropractic practice. Emphasis is given to the systematic and methodical differentiation of symptoms and diseases relative to specific organs and systems utilizing the patient’s history, physical examination, and diagnostic tests to arrive at a diagnosis. Case histories of common problems with specific reference to chiropractic principles, diagnoses, and appropriate treatment plans are presented. **Prerequisites:** Skeletal Radiology II, Soft Tissue Radiology, Cardio-pulmonary Endocrine Diagnosis, Gastrointestinal / Genitourinary Diagnosis, Neuromusculoskeletal Diagnosis II.

This course presents issues associated with the health of the population. Topics include health administration, health laws and regulations, the health care delivery system, health care financing, occupational and mental health issues, and the major causes of mortality within the U.S. population. Diversity and health care issues centering around health promotion, substance abuse, provider/patient relations, and maternal areas as they relate to the chiropractic professional are also presented.

This course presents the taxonomy, ultrastructure, and morphology of bacteria and addresses the pathogenicity and clinically related findings associated with bacterial diseases. Laboratory exercises complement and supplement lecture topics. **Prerequisite:** Immunobiology.

This course presents the biology of viruses, fungi, protozoans and metazoans as they relate to clinically important diseases. **Prerequisite:** Microbiology I.

This course presents the basic principles of risk assessment, health promotion and epidemiology. The leading causes of morbidity and mortality in the United States are examined, and primary, secondary and tertiary prevention strategies for each are presented. The emergence of HIV/AIDS in the U.S. is included to teach principles of both public health practice and outbreak investigation. **Prerequisite:** Public Health I.

This course assists the student in planning preventative care recommendations for the prevention of disease and disability. Appropriate screening tests and patient counseling methods are discussed. The role of chiropractic in the health care system with respect to wellness care is presented. **Prerequisite:** Public Health II.
NMS 644  Neuromusculoskeletal (NMS) Diagnosis I: Physical  (2/3/3.5/75)
This course presents the evaluation and diagnosis of disorders of the neuromusculoskeletal system, with emphasis on conditions commonly encountered in the practice of chiropractic. Laboratory sessions provide hands-on experiences and complement and supplement lecture topics. **Prerequisites:** Neuroanatomy, Extremity Anatomy

NMS 670  Neuromusculoskeletal (NMS) Diagnosis II: Clinical  (4/1/4.5/75)
This course presents the etiology and clinical signs and symptoms of neuromusculoskeletal conditions and syndromes commonly encountered in a chiropractic practice. Differential diagnosis of these conditions is presented and appropriate evaluation and management procedures are discussed. Laboratory sessions provide hands-on experiences and complement and supplement lecture topics. **Prerequisites:** NMS Diagnosis I, Neuromusculoskeletal/Genitourinary Pathology

NMS 676  Clinical Neurology  (4/0/4/60)
This course presents the common manifestations of neurological diseases and their differential diagnoses. Emphasis is given to those conditions commonly encountered in the practice of chiropractic and includes disorders of the central and peripheral nervous systems, musculoskeletal disorders that affect nervous system function, and the myopathies. **Prerequisites:** NMS Diagnosis I, Neuroanatomy, Neurophysiology

PAT 548  Immunobiology  (3/0/3/45)
This course presents the components and functions of the innate and adaptive immune systems, as well as physical barriers to infection. Immune pathology is also discussed including hypersensitivity, autoimmunity, immune-deficiency and graft rejection. An explanation of common serological testing methods is included. **Prerequisite:** Cell Physiology

PAT 572  General Pathology  (4/0/4/60)
This course presents the pathologic changes that occur in the cells that are injured. Topics include inflammation, regeneration/repair, hemodynamic disorders, neoplasms, and disorders associated with the endocrine system, immunity and genetically related conditions. **Prerequisites:** Histology, Immunobiology, Endocrine/Reproductive Physiology
PAT 606  Cardiovascular/Pulmonary/Gastrointestinal Pathology  (6/0/6/90)
This course presents the pathologies of the heart, blood vessels, lymphatics, lungs, liver, and gastrointestinal tract. Emphasis is given to pathogenesis and the morphologic changes that occur. Laboratory exercises complement and supplement lecture topics. Prerequisites: Cardiovascular/Pulmonary Physiology, General Pathology, Renal/Digestive Physiology

PAT 632  Neuromusculoskeletal/Genitourinary Pathology  (5/0/5/75)
This course presents the pathologies of the musculoskeletal, nervous, genitourinary and reproductive systems. Emphasis is given to pathogenesis and the morphologic changes that occur. Prerequisites: General Pathology, Neurophysiology, Renal/Digestive Physiology

PAT 634  Pathology Laboratory  (0/1/0.5/15)
This laboratory course provides the student with the opportunity to observe systemic pathologies and develop clinical diagnostic concepts. Prerequisites: General Pathology, Cardiovascular/Pulmonary/Gastrointestinal Pathology

PHT 648  Physiotherapy I/Passive Care  (2/2/3/60)
This course presents the physiologic principles of electrical therapies, direct and alternating currents, middle frequency currents, traction techniques, superficial heat, deep heat, cryotherapy and Ultrasound. Laboratory sessions provide hands-on experience in therapy application. Applications of these modalities are presented as an adjunct to chiropractic patient management. Prerequisites: Neurophysiology  Corequisite: NMS Diagnosis I

PHT 688  Physiotherapy II/Active Care  (2/2/3/60)
This course presents an overview of physiologic modalities including soft tissue techniques and their indication and contraindications. Topics also include functional assessment of the spine and extremities leading to exercise recommendations. Instruction addresses in-office and in-home rehabilitation procedures as well as the use of orthopedic supports and traction. Applications of these modalities are presented as an adjunct to chiropractic patient management. Laboratory sessions provide hands-on experiences in therapy application. Prerequisite: Physiotherapy I

PHY 506  Cell Physiology  (3/0/3/45)
This course presents an intensive study of cellular function. Topics include the regulation of gene expression, cell membrane structure and function, organelle function, intracellular transport, cell communication, cell cycle regulation and the electrophysiology of nerve and muscle cells.
PHY 532  Cardiovascular/Pulmonary Physiology  
(4/0/4/60) 
This course presents the detailed physiology of the cardiopulmonary system. Topics include the cardiac cycle, electrocardiograms, hemodynamics, neural and hormonal control of blood pressure, lymphatics, blood and hemostasis, ventilation and lung volumes, regulation of respiration, and gas diffusion and exchange. 
Prerequisites: Systemic Anatomy, Cell Physiology

PHY 546  Endocrine/Reproductive Physiology  
(3/0/3/45) 
This course presents the detailed physiology of the interrelationship between the nervous and hormonal systems and their regulation of body systems, metabolism and reproductive functions. Glandular structure and function are also presented. Prerequisites: Cell Physiology, Systemic Anatomy

PHY 560  Renal/Digestive Physiology  
(3/0/3/45) 
This course presents the detailed physiology of the renal and digestive systems. Topics include nephron functions, renal acid-base balance, gastrointestinal functions, and the relationship of enzymes and hormones to gastrointestinal processes. Prerequisites: Systemic Anatomy, Cell Physiology

PHY 602  Neurophysiology  
(4/0/4/60) 
This course presents the detailed physiology of the central nervous system as it receives, integrates and responds to information from the periphery. Topics include synaptic function, circuitry, and functional aspects of the various parts of the central nervous system. Prerequisite: Cell Physiology  Corequisite: Neuroanatomy must be taken prior to or concurrently with Neurophysiology

PHY 630  Physiology Laboratory  
(0/2/1/30) 
This laboratory course provides the student with the opportunity to study and apply physiological concepts presented in the previous physiology courses. Prerequisites: Cardiovascular/Pulmonary Physiology, Endocrine/Reproductive Physiology, Renal/Digestive Physiology, Neurophysiology.

PRA 525  Technique I: Introduction to Functional Analysis  
(0/3/1.5/45) 
This course presents an integrated approach to functional assessment of the spine. Emphasis is placed on developing physical evaluation skills and an introduction to the concepts of doctor-patient interaction in the clinical setting. Laboratory sessions complement the lecture topics and provide hands-on experiences for the student to begin to develop palpation, psychomotor and interpersonal skills essential to the practicing chiropractor.
PRA 535  
**Technique II: Theory and Practice of Structural and Functional Spinal Assessment**  
(2/2/3/60)

This course presents a continuation of the study of the philosophy, science and art of chiropractic. Emphasis is placed on the integration of functional assessments, including kinetic palpation, that are utilized in patient assessment, clinical evaluation and detection of neuromusculoskeletal disorders. Laboratory sessions complement and supplement lecture topics and provide opportunities for the student to practice and integrate functional assessment procedures utilized on a daily basis in the clinical setting. **Prerequisites:** Technique I, Foundations in Philosophy and Science of Chiropractic, Spinal Anatomy

PRA 545  
**Technique III: Cleveland Comprehensive Methods**  
(2/4/4/90)

This course presents the philosophy and biomechanical approach to the evaluation and adjustment of individual vertebral segments. Emphasis is placed on spinal analysis, functional assessment and adjustment of the thoracic and lumbar spine, in which a diversity of adjusting techniques are introduced and practiced. The techniques used include recoil, diversified and Gonstead. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisite:** Technique II

PRA 625  
**Technique IV: Cleveland Comprehensive Methods**  
(2/4/4/90)

This course presents the functional approach to the chiropractic evaluation and adjustment of individual vertebral segments as well as the sacrum, ilia, and occiput. Emphasis is placed on functional spinal analysis and adjustments of the cervical spine and occiput. This course also includes a comprehensive review of the thoracic, lumbar and pelvic regions. A variety of adjusting techniques are introduced and practiced. The methods used include Diversified, Gonstead, recoil and drop table adjusting. Laboratory sessions provide hands-on experiences in the application of these techniques and functional assessment. **Prerequisite:** Technique III

PRA 635  
**Technique V: Extravertebral Adjusting and Case Management**  
(2/2/3/60)

This course presents the philosophy and biomechanical approach to the evaluation and adjustment of the extravertebral articulations of the body, including the upper and lower extremities. Emphasis is given to the biomechanical impact of these subluxations on the body as a whole. Laboratory sessions provide hands-on experiences in extravertebral adjusting. **Prerequisites:** Technique IV, Extremity Anatomy

PRA 645  
**Technique VI: Soft Tissue Methods**  
(0/2/1/30)

This course introduces students to concepts of soft tissue diagnostic and treatment procedures. Emphasis is placed on correlation of soft tissue disorders with the vertebral subluxation complex. Functional assessment, differential diagnosis and case management of soft tissue lesions are presented. Laboratory sessions provide hands-on experiences in soft tissue methods. **Prerequisite:** Technique IV
PRA 692  Chiropractic Functional Assessment  (1/2/2/45)
This course presents the integration of physical assessment skills and clinical knowledge in the detection and evaluation of neuromusculoskeletal disorders. Laboratory sessions complement and supplement lecture topics and provide opportunities for the student to formulate logical thought processes. **Prerequisites:** *NMS Diagnosis I, Technique IV*

PRA 710  Chiropractic Case Management  (4/1/4.5/75)
This course presents the clinical application of chiropractic to the management of common neuromusculoskeletal conditions presenting in the typical chiropractic practice. Laboratory sessions include comparison of adjusrestive techniques, physiologic therapeutic modalities and biomechanical considerations of specific clinical cases. **Prerequisites:** *Extravertebral Adjusting, Physiotherapy II, Chiropractic Assessment, Skeletal Radiology II, Neuromusculoskeletal Diagnosis II*

PRA 778  Visiting Lecture Series  (varies)
This informative course exposes students to experts in a wide range of current topics in chiropractic, including technique, research, office procedures, philosophy, motivation, patient communication and the positioning of chiropractic within the health care delivery system.

PRI 510  Foundations in Philosophy and Science of Chiropractic  (2/0/2/30)
This course presents an introduction to the science, philosophy and art of chiropractic. Current issues in chiropractic and the profession’s position as part of today’s health delivery system are presented. An introduction to the components of Vertebral Subluxation Complex is provided. The course serves as a foundation for understanding the relationship of chiropractic to the basic and clinical science courses.

PRI 550  Introduction to Research  (1/0/1/15)
This course introduces students to the foundations of evidence-based practice for healthcare providers. The course includes information on healthcare research methods, health communications, locating relevant evidence and appraisal of evidence. Descriptive and inferential statistics are introduced.
PRI 612  History of Chiropractic Profession and Technique Systems  (2/0/2/30)
This course traces the history of the chiropractic profession from its founding through the present. The relationship between chiropractic’s history and philosophy is explored, and technique systems are studied as an example of the profession’s evolution and development. **Prerequisite:** *Foundations in the Philosophy and Science of Chiropractic, Technique II*

PRI 706  Clinical Application of Chiropractic Theory  (2/0/2/30)
This clinically focused course presents the characteristics and manifestations of the Vertebral Subluxation Complex, chiropractic hypotheses, including those relating to dysafferentation, fixation, nerve compression and somatoautonomic reflexes, and the correlation of scientific literature with the principles and practice of chiropractic. **Prerequisite:** *History of Chiropractic Profession and Technique Systems, Prerequisite:* (10-tri track): *Clinical Neurology, Corequisite:* (12-tri track): *Clinical Neurology*

PRI 740  Research Methods  (1/0/1/15)
This course provides the student with practical applications of evidence-based practice for chiropractors. The course integrates the principles of evidence-based practice with epidemiology, assessment, diagnosis, treatment, prevention and risk. Students are introduced to systematic reviews and meta-analyses, comparison of quantitative and qualitative research, and implementation and evaluation of evidence-based patient care. **Prerequisite:** *Introduction to Research*

**Technique VII  Specialty Core**  (0/2/1/30)
The student may choose from any of the 600-level elective techniques to fulfill these hours.

**Technique VIII  Specialty Core**  (0/2/1/30)
The student may choose from any of the elective techniques to fulfill these hours.

**Technique IX  Specialty Core**  (0/2/1/30)
The student may choose from any of the elective techniques to fulfill these hours.
Electives for the Doctor of Chiropractic Degree (lecture/lab/credit hour/contact hours)

CLI 790        Special Topics in Clinic           (varies)
This course allows the student to augment the clinical experience by participating in additional hours of internship. Special projects may be assigned by clinic leadership. **Corequisite:** Concurrent enrollment in CLI 750, CLI 770 or CLI 780

CLI 807        Extended Preceptorship           (0/28/14/420)
This one-trimester course provides the student with the opportunity to gain a trimester of clinical experience in a field doctor’s office, working under that doctor’s direct supervision. **Prerequisites:** Completion of all graduation requirements; approval of the Preceptorship Committee

GED 507        Health Science Terminology       (1/0/1/15)
This course presents the basic rules of construction and interpretation of scientific terminology. Topics include Greek and Latin roots, prefixes and suffixes, and the dissection of words to discover their meaning.

PRA 607        Advanced Diversified Technique    (0/2/1/30)
This course presents the basic rules of construction and interpretation of scientific terminology. Topics include Greek and Latin roots, prefixes and suffixes, and the dissection of words to discover their meaning.

PRA 617        Full Spine Specific Technique     (0/2/1/30)
This course presents the philosophy and biomechanical approach to the specific segmental recoil technique as applied to the spine adjusting procedures addressing the sacrum, ilia and coccyx are also present. Integration of the Meric System of analysis is also presented. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisite:** Concurrent enrollment/completion of CLI 610

PRA 627        Gonstead Technique I             (0/2/1/30)
This laboratory course presents a survey of the Gonstead System for spinal and extraspinal corrections. Emphasis is given to broadening and improving the adjusting competencies of the student. **Prerequisite:** Concurrent enrollment/completion of CLI 610
PRA 637 Thompson Technique (0/2/1/30)
This course presents the application of Thompson adjusitive procedures utilizing the Terminal Point Drop Table. Topics include the objective analysis of structure and the correlation of biomechanical analysis to clinical presentation. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisites:** Concurrent enrollment/completion of CLI 610, NMS 644 and GED 638.

PRA 647 Flexion-Distraction Technique (0/2/1/30)
This course presents the philosophy, analytical approach, and corrective procedures of Flexion-Distraction Technique. Lecture teaches the didactics of the mechanism, diagnosis and treatment of low back pain. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisites:** CLI 610, NMS 644 and GED 638

PRA 667 Sacro Occipital Technique I: SOT Proficient (0/2/1/30)
This course presents the philosophy and biomechanical approach of the Sacro Occipital Technique (SOT). Emphasis is given to analysis, evaluation, corrective procedures and the use of specialized equipment, such as SOT blocks and boards. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisites:** Concurrent enrollment/completion of PRA 617, 627, 637, 647 or 767

PRA 707 Sacro Occipital Technique: SOT Advanced (0/2/1/30)
The course presents Chiropractic Manipulative Reflex Technique (CMRT) as it relates to Category I of the Sacro Occipital Technique. Laboratory sessions provide hands-on experiences in the application of the technique. **Prerequisite:** Sacral-Occipital Technique I

PRA 717 Gonstead Technique II (0/2/1/30)
This laboratory course presents the continued survey of the adjusting procedures of the Gonstead System. Emphasis is given to individual case management. **Prerequisite:** Gonstead Technique I

PRA 719 Functional Rehabilitation (0/2/1/30)
This course presents the principles of patient assessment and treatment using various types of functional rehabilitation methods. Laboratory sessions provide hands-on experiences in the application of these procedures. **Prerequisites:** CLI 610, NMS 644 and GED 638
PRA 727  Activator Methods Technique  (0/2/1/30)

This course introduces the student to the Activator Methods Chiropractic Technique including patient functional assessment, leg length analysis, patient placement and basic protocol adjusting procedures for the spine and extremities. Prerequisites: Concurrent enrollment/completion of PRA 617, 627, 637, 647 or 767

PRA 737  Chiropractic Biophysics (CBP)  (0/2/1/30)

A full spine structural rehabilitative technique based on mechanical engineering principles. This technique utilizes mirror image adjustments, exercise and traction to affect global posture. This elective course is a non-clinic technique. Prerequisite: Concurrent enrollment/completion of PRA 617, 627, 637, 647 or 767

PRA 739  Sports Chiropractic  (0/2/1/30)

This course presents the concepts of the application of chiropractic methods to meet the needs of the athlete. Assessment, treatment and appropriate management of sports injuries are addressed as well as health promotion, injury prevention and performance enhancement for athletes. Laboratory sessions provide hands-on experiences in the application of these procedures. Prerequisites: CLI 610, NMS 644 and GED 638

PRA 747  Integrative Technique  (0/2/1/30)

This course presents an overview that integrates the various core techniques and patient assessment protocols with the addition of drop table techniques. Specific adjustments of individual vertebral segments, as well as the sacrum, ilia, and occiput are covered. Laboratory sessions provide hands-on experience in the application of this technique. Corequisite: CLI 714 or later

PRA 757  Upper Cervical Technique  (0/2/1/30)

This course presents one of several optional upper cervical adjusting classes, including appropriate assessment protocols. Prerequisites: Concurrent enrollment/completion of CLI 610

PRA 767  Motion Palpation and Chiropractic Technique  (0/2/1/30)

This course presents an overview of the fundamental concepts in the evaluation and application of the motion palpation technique, including the philosophy and biomechanical approach to this method. Laboratory sessions provide practical applications of the technique and methods of adjusting. Prerequisites: Concurrent enrollment/completion of CLI 610
PRA 777  
**Mechanical and Mechanically Assisted Techniques**  (0/2/1/30)

This course presents the principles of chiropractic adjusting using table assisted methods as well as the application of adjusting instruments. Integration of multiple adjusting methods with functional assessment in addressing vertebral subluxation complex is stressed. Laboratory sessions provide hands-on experiences in application of the techniques. **Prerequisite:** Concurrent enrollment/completion of CLI 610

PRA 787  
**Graduate Preceptor Program**  (varies)

The Graduate Preceptor Program is an elective, one-trimester course that enables a graduate doctor of chiropractic to participate in elective coursework in the Doctor of Chiropractic degree program enrolled as a graduate student in a non-degree seeking status to fulfill a state licensing requirement or to complete a preceptor requirement. **Prerequisites:** *D.C. degree*

PRI 754  
**Research Internship**  (varies)

Students work with a faculty mentor on development of a research project with the goal of presentation and/or publication of the completed project. Students must obtain commitment from a mentoring faculty member, develop an original research concept and obtain approval from the research department. This course may extend over multiple terms with variable credit hours. The Director of Research will determine credit hours based on the scope of the research project. **Prerequisites:** *90 Hours of under-graduate coursework, Research Methods*

**INTERNSHIP PROGRAM**

Internship is the clinical experience at Cleveland Chiropractic College. All chiropractic services are provided under the supervision of licensed chiropractors according to the clinical needs of the patient.

In general, the student intern is on duty during regular clinical hours. Any hours missed in clinical service must be rescheduled and completed as a requirement for the degree.

In addition to completing other requirements for the degree specified in the Academic Policies section of the Catalog, the intern is required to complete established minimum requirements in the Health Center prior to graduation. The quality of work represented within these requirements must be satisfactory and is indicated by regular evaluations and competency tests.

To be eligible for graduation the student must:

1. Pass the clinic entrance examination;
2. Pass the clinic competency examination;
3. Receive satisfactory evaluations from clinic faculty in the demonstration of all required clinical competencies; and
4. Complete all required quantitative requirements.

The internship program is also one of the major vehicles through which Cleveland University serves the community. The University regularly provides free physical examinations to various organizations, including scoliosis screenings for children. The Health Center also provides affordable chiropractic care to the community.

**PRECEPTORSHIP PROGRAM**

Cleveland Chiropractic College’s preceptorship program offers participants the opportunity to work off campus in a doctor of chiropractic’s private practice. Interns must complete the graduation requirements specified in the Clinic Manual to qualify for the preceptorship programs.

The overall objectives of the Preceptorship Program are to:

1. Provide practical experience for the intern in a field office setting.
2. Provide the intern with an avenue that will facilitate the transition from the Health Center to the field practice environment.
3. Enhance the overall clinical experience by providing additional opportunities for learning.
4. Provide the intern with the opportunity to gain experience in a field practitioner’s office with the potential for future associateship.
5. Provide the field practitioner with a form of active contribution to Cleveland Chiropractic College, the community, and the profession.

To qualify for participation in the Preceptorship Program, the intern shall have:

1. Completed all clinical requirements with the exception of total clinic hours.
2. Completed all didactic coursework and be in good academic standing.*
3. Received the approval of the College.

* If a student has not completed all didactic coursework and wishes to apply for preceptorship, the student may appeal to Scholastic Regulations Committee to request permission.

**Extended Preceptorship**

After the end of the final trimester and after completing all requirements for graduation, the student may be eligible to participate in the Extended Preceptorship Program, an elective one-trimester extension. A student participating in this program continues to be an enrolled student of Cleveland Chiropractic College and must
meet all Extended Preceptorship Program and College guidelines. The student will attend commencement exercises upon completion of the D.C. requirements, but will receive a diploma at the end of the Extended Preceptorship Program, which ends the last week of the trimester. Deadline for applying for the Extended Preceptorship is the last day of the registration period for the applicable term.

DOCTOR OF CHIROPRACTIC PROGRAM POLICIES

Health Center Academic Policies

In compliance with the policy on clinical supervision of adjusting and treatment, patient care, including examination or treatment, is permitted only within the health centers or technique rooms and approved preceptorship sites under the appropriate supervision of authorized, licensed chiropractors assigned or employed by Cleveland Chiropractic College. (Terms “Health Center” and “Clinic” are used interchangeably.)

Prerequisites to Enter Clinic

The guidelines/criteria for entrance into the clinic sequence (either student clinic or outpatient clinic) are as follows:

- Prerequisite for entry into student clinic is completion of trimesters one through six of the 10-trimester progression and one through eight of the 12-trimester progression.
- Students must pass all sections of the NBCE Part I exam in order to enter the outpatient clinic.
- Prerequisite for entry into the outpatient clinic is completion of trimesters one through seven of the 10-trimester progression and one through nine of the 12-trimester progression.
- If a student has failed (with a “D”) one course that is a prerequisite to the clinic sequence and is in good academic standing, that student may submit a written appeal requesting permission to enter the clinic and/or remain on the 10-trimester clinic sequence to the Scholastic Regulations Committee no later than the last day to add coursework in the applicable term. The Scholastic Regulations Committee evaluates each request in light of the student’s overall academic record, and other applicable College policies. If allowing the student to enter clinic and/or remain on the 10-trimester clinic sequence requires the violation of other academic policies, the appeal will be denied. Total course load may not exceed 35 hours.
- If a student has failed two or more courses that are prerequisites, that student may not enter the clinic sequence.
- A student who has withdrawn from a clinic sequence prerequisite course or has not taken a clinic sequence prerequisite course may not enter the clinic sequence. This is not subject to appeal.
Clinic Examinations

During the trimester prior to entering the outpatient Health Center, a student must take and pass the clinic entrance examination. Progression throughout the clinic experience is monitored by a clinical competency examination.

A student must demonstrate competency at all clinic levels before progressing to the next level and must pass the clinical competency examination in order to complete all clinic requirements. (See Clinic Manual for remediation of failure of the clinical competency examination.)

Clinic Continuity

A student who is enrolled in Clinic Internship courses may not withdraw from the College without the approval of the Clinic Director. If approval is granted, the Clinic Director will also determine the conditions of re-admission to the program.

When a student withdraws from the College, his/her future financial aid eligibility, anticipated graduation date and/or eligibility to complete the degree program within the maximum time period allowed may be compromised.

Patient Recruitment

Patient recruitment is a shared responsibility between Cleveland Chiropractic College and the intern. Instruction in effective patient recruitment through sponsored activities is the responsibility of the College; implementation of this knowledge through participation in sponsored activities, individual contacts and recruitment of Health Center patients is the responsibility of the intern, with the guidance and assistance of the supervising clinicians.

National Board of Chiropractic Examiners

The National Board of Chiropractic Examiners was incorporated June 19, 1963. Its purpose is to prepare and administer to qualified applicants examinations of such high quality that legal agencies governing the practice of chiropractic within each state and other countries may accept, at their discretion, those who have successfully completed the examination of the National Board of Chiropractic Examiners without further written examination.

National Board examinations (Parts I, II, III and PT) are given twice a year, in March and September, at several locations in the United States and Canada. Tests are also given in England, Australia and other countries on a less frequent basis. The exact test dates and locations are announced well in advance. For additional information consult www.nbce.org.

The National Board tests are described as follows.

**Part I** consists of the basic science subjects of General Anatomy, Spinal Anatomy, Physiology, Pathology, Chemistry, Microbiology and Public Health.
Part II contains the clinical science subjects of General Diagnosis, Neuromusculoskeletal Diagnosis, Diagnostic Imaging, Principles of Chiropractic, Chiropractic Practice and Associated Clinical Sciences.

The Physiotherapy (PT) section of the National Board tests may be taken upon successful completion of all of the physiotherapy courses.

Part III is the Written Clinical Competency Examination (WCCE). The WCCE test questions are not dependent on particular chiropractic philosophies or techniques, but rather are based on an objective assessment of necessary practice skills. Categories covered include the case history, physical examination, neuromusculoskeletal examination, roentgenologic examination, clinical laboratory and special examinations, diagnostic impression, chiropractic and supportive techniques and case management. Most states require or accept NBCE Part III in lieu of a written state clinical competency examination.

The Part IV examination is given twice a year in May and November. It consists of three major sections: X-ray interpretation and diagnosis, chiropractic technique and case management. Most states require or accept NBCE Part IV in lieu of a state board practical examination.

The College, as well as accrediting agencies, considers NBCE scores to be a measure of the success of the doctor of chiropractic degree program, therefore, a student must demonstrate a high level of academic achievement before the College will approve his/her board applications. Eligibility criteria are available in the Office of Academic Records and Support.

Students are required to pass all of Part I prior to entering the outpatient Health Center and before registering to take any other part of the NBCE examinations

State Licensing

Enrollment in the educational program at Cleveland Chiropractic College does not constitute a guarantee of employment upon graduation.

All states require licensing for the practice of chiropractic. Each state may set its own standards and administer its own examinations before granting a license to practice. It is the student’s responsibility to know and meet the requirements of the state(s) in which she/he expects to seek licensure. The College library and the Office of Academic Records and Support maintain address files of the state licensing boards, National Board and other information that may assist the student. A publication by the Federation of Chiropractic Licensing Boards is available in the library for students to consult to obtain information about state regulations. As part of their requirements, most states require passage of National Board examinations. Students also may obtain information about state requirements at www.fclb.org.
FINANCIAL INFORMATION

TUITION, FEES AND PAYMENT POLICIES

Payment Policy

Payment arrangements are required at registration. The tuition agreement is available when registering. The payment options offered include:

- Financial Aid
- Direct billing to a third party (i.e., employer)
- Tuition assistance paid by a government agency, e.g., vocational rehabilitation
- Tuition payment plan
- Self-payment

The first three options require the submission of appropriate documentation. More information about the tuition payment plan is located in the next section. The University reserves the right to refuse deferred payment privileges to students with overdue accounts or a history of having overdue accounts.

Cleveland University-Kansas City accepts as payment MasterCard, Visa, Discover, American Express and money orders or personal checks made payable to Cleveland University-Kansas City.

Tuition is due and payable on or before 3:00 p.m. on the first day of the trimester. Late fees will be assessed for late payments of tuition and fees, unless an authorized deferment has been approved by the controller. If full payment is not forthcoming a student may be withdrawn from all courses.

Students are financially responsible for all courses not officially dropped by the course drop deadline. Cleveland University-Kansas City reserves the right to withhold transcripts and/or diplomas and/or refuse or cancel enrollment for future terms, if any tuition or other fees or charges owed to the College are not paid when due. In the event an account is referred to an agency or attorney for collection, the student promises to pay in addition to all amounts otherwise due to Cleveland University-Kansas City, the costs and expenses of such collection and/or representation, including, without limitation, reasonable attorney’s fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.

Tuition Payment Plan

Tuition may be paid in installments. A processing fee will be charged. Contact the Business Office to make payment arrangements.
## Tuition and Fees

The tuition rates and fees listed are effective for the 2013-2014 academic year. The University reserves the right to alter tuition or fees and the regulations governing as deemed necessary and without notice.

### Tuition

<table>
<thead>
<tr>
<th>Degree</th>
<th>Per Unit</th>
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<tbody>
<tr>
<td>Doctor of Chiropractic Degree</td>
<td>$345.00</td>
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<tr>
<td>Doctor of Chiropractic Degree</td>
<td>$23.00</td>
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<td>(per clock hour)</td>
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<tr>
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<td>Bachelor of Science Degree</td>
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<tr>
<td>Associate of Arts Degree</td>
<td>$235.00</td>
</tr>
</tbody>
</table>

### Additional Fees

- **Application Fee (all programs)**: $50.00
- **Tuition Deposit (non-refundable, all programs)**: $200.00
- **Audit (per course)**: $115.00
- **Late Registration**: $110.00
- **Online Fee (for enrollment in online courses)**: $20.00
- **Lab Material Fee (per course)**: varies
- **Student Activity Fee (per trimester)**: $50.00
- **Student Council Dues (per trimester) (DC and Undergrad only)**: $40.00
- **Technology Fee-DC (per trimester)**: $100.00
- **Technology Fee-MS (per trimester)**: $100.00
- **Technology Fee-BS/AA (per trimester)**: $80.00
- **Student National Association Fee***: $110.00
- **Malpractice Insurance (D.C. students per trimester)**: $40.00
- **Graduation Fee—Bachelor of Science degree**: $160.00
- **Graduation Fee—Master of Science degree**: $160.00
- **Graduation Fee—Doctor of Chiropractic degree**: $265.00
- **Graduation Fee—B.S./D.C. Concurrent degree**: $375.00
- **Transcripts/Diploma/Credential Verification Processing Fee**: varies
- **Notary Public/Notary Services (official College documents)**: no charge
- **Returned Check Fee (per returned check)**: $45.00
- **Stop Payment Fee**: $35.00
- **Tuition Payment Plan (per plan)**: $40.00
- **Late Tuition Payment**: Interest of 18% APR will accrue after 30 days on total balance due.

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*Note: All fees are subject to change without notice.*
* D.C. Students entering Tri 1 will be registered as student members of SACA and SICA and may request a voucher for SABCA student membership.

**Calculating Your Tuition**

Tuition for those enrolled in the Associate of Arts (A.A.), Bachelor of Science (B.S.), Master of Science (M.S.) or Doctor of Chiropractic (D.C.) degree programs is based upon the number of credit or clock hours for which the student enrolls.

For example, an A.A. or B.S. student who enrolls for 16 credit hours would be charged as follows:

\[
16 \text{ credit hours} \times 235 = 3,760
\]

M.S. Students who enroll for 6 credit hours would be charged as follows:

\[
6 \text{ credit hours} \times 398 = 2,310.00
\]

For the D.C. student, tuition is based on clock hours. Clock hours are monitored because many states specify clock or contact hours, rather than credit hours, as a licensure requirement. A clock hour is defined as fifty (50) minutes of attendance in a course. Clock hours are calculated by adding the total number of classroom and laboratory hours in a trimester. A D.C. student enrolled in the 10-trimester program might take 450 clock hours in a given trimester and would be charged as follows:

\[
450 \text{ clock hours} \times 23.00 = 10,350.00
\]

In other instances, a D.C. student may need to know the number of contact hours for which they are enrolled (which is calculated by dividing the clock hours by 15 for the number of credits in which they are enrolled).

An online tuition calculator can be found on the University’s website at [http://www.cleveland.edu/net-price-calculator/](http://www.cleveland.edu/net-price-calculator/).

**Refund Policy**

The following tuition refund rates apply when a student withdraws from one to all course(s) in accordance with University enrollment policies and the refund has been approved.

Student refunds are made according to the following schedule:

<table>
<thead>
<tr>
<th>By the end of the courses</th>
<th>16-week</th>
<th>8-week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First calendar week</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Second calendar week</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Third calendar week</td>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth calendar week</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Fifth calendar week</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Sixth calendar week</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The refund policy does not include laboratory fees associated with a course.

For further details, please contact the Business Office.
**FINANCIAL AID**

This policy applies to students enrolled in the:

- D.C. degree program
- B.S. degree program
- M.S. degree program
- A.A. degree program

Cleveland University-Kansas City believes all individuals should have the opportunity to pursue a college education regardless of economic background. Therefore, financial aid programs are designed to assist students who need financial support while pursuing a degree.

The Department of Education defines financial aid as any form of assistance to help meet the gap between family and student financial contribution and cost of attendance at the institution. The U.S. Department of Education has approved Cleveland University-Kansas City for participation in the following federal student financial aid programs:

- Federal Supplemental Educational Opportunity Grant
- Federal Pell Grant
- Federal Perkins Loan Program
- Federal Direct Loan Program
- Federal Direct PLUS Loan
- Federal Work-Study

There are also state grants and private loans available.

To apply for financial aid and to obtain specific financial aid policies and procedures, please contact the Financial Aid Office.

**SCHOLARSHIPS**

There are a variety of scholarship applications available through various chiropractic organizations and other donors. Contact the Financial Aid Office or consult the web site at www.cleveland.edu for details and deadlines of all active scholarships.

**ELIGIBILITY CRITERIA FOR FINANCIAL AID**

In general, students must meet the following requirements to be eligible for most financial aid programs:

1. Demonstrate financial need.
2. Be a U.S. citizen or eligible non-citizen resident.
3. Have a record of satisfactory academic progress.

Additional criteria may be required for specific programs. Students interested in applying for financial aid can access the online links at www.cleveland.edu on the Financial Aid page found under Admissions. The deadlines for completing the application for financial aid are as follows:

- Fall Entry: July 1
- Spring Entry: November 1
- Summer Entry: March 1

RETURN OF TITLE IV STUDENT AID

The Return of Title IV Funds Policy applies to all students who have or could have been disbursed federal funds. This policy conforms to the Higher Education Amendments of 1998 and became effective for enrollment periods beginning after August 1, 2000. Title IV programs affected by this provision are Federal Subsidized and Unsubsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants and Federal SEOG Grants.

Federal aid is earned by the percentage of the payment period the student completes. If the student completes more than 60% of the trimester, 100% of the aid is earned for the trimester and an immediate repayment obligation is not incurred. If the student completes 60% or less of the trimester, the portion of federal aid determined to be unearned must be repaid to the federal aid programs.

Once a student withdraws, refunds will first be made to programs in the order listed:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)

Return of Non-Federal Aid

If the student received federal aid, the return of federal funds is the first priority. If the student received state or institutional aid or made personal payments, the state and institutional aid are repaid proportionately according to the source of payment.
SATISFACTORY ACADEMIC PROGRESS (SAP)

To be eligible for Title IV Aid (Pell Grant, FSEOG, Direct Loans, Federal Work Study and Perkins Loans) a student must maintain satisfactory academic progress (SAP). The SAP policy for Cleveland University-Kansas City is listed below:

1. A student must maintain a cumulative grade point average (GPA) of at least 2.0. GPA will be monitored at the end of each trimester. Transfer credits from other institutions are not included in the cumulative GPA.

2. Each trimester, a student must satisfactorily complete a minimum of:
   a. 14 credit hours for the Doctor of Chiropractic program.
   b. 3 credit hours for the Master of Science in Health Promotion program.
   c. 12 credit hours for the Associate of Arts in Biological Sciences program and Bachelor of Science in Human Biology program.
   d. Grades of D, F, XF, I and W do not constitute satisfactorily completed credit hours.

3. All requirements for graduation from the:
   a. Doctor of Chiropractic degree program must be completed within six calendar years (18 trimesters).
   b. Master of Science in Health Promotion degree must be completed within four and a half calendar years (13 trimesters).
   c. Bachelor of Science in Human Biology degree must be completed within five calendar years (15 trimesters).
   d. Associate of Arts in Biological Sciences degree must be completed within two and a half calendar years (eight trimesters).

A student exceeding these timeframes will not be eligible to receive Title IV aid.

4. An academic history showing a pattern of enrollment indicating inability or unwillingness to progress, such as but not limited to continued or numerous withdrawals, may be regarded as failing to meet reasonable academic progress standards by the director of financial aid.

FINANCIAL AID GOOD STANDING

A student maintains satisfactory academic progress.
FINANCIAL AID WARNING

A student who fails to meet the GPA requirement and/or has not completed the minimum credit hours for their program will be placed on financial aid warning. A student in a warning status is still allowed to receive Title IV aid and is given one trimester to demonstrate satisfactory progress.

INELIGIBLE FOR TITLE IV AID

When a student fails to meet the GPA requirements and/or has not completed the minimum credit hours for his/her program at the end of the warning trimester, he/she is ineligible for Title IV Aid.

FINANCIAL AID APPEAL

A student may appeal his/her ineligibility to receive Title IV aid under extenuating or special circumstances. The student must submit to the director of financial aid a written appeal, including supporting documentation, that details the circumstances resulting in the student’s failure to meet SAP, and what has changed that will allow the student to demonstrate SAP at the end of the trimester.

FINANCIAL AID PROBATION

Title IV eligibility is reinstated for one trimester if an appeal has been approved. Specific terms and conditions may be required.

FINANCIAL AID REINSTATEMENT

Title IV eligibility is reinstated when the GPA requirement is met and/or the minimum credit hours has been satisfactorily completed.

ENROLLMENT STATUS AND CLASS STANDING

A student’s enrollment status and class standing will be factors in determining eligibility for financial aid at the undergraduate level. For the purpose of awarding financial aid to undergraduate students, please note the following definitions:

Enrollment Status

Full-Time: 12 or more credit hours  
Three-Quarters-Time: 9 to 11 credit hours  
Half-Time: 6 to 8 credit hours  
Less than Half-Time: 5 or less credit hours
**Class Standing**

Freshman: fewer than 30 credit hours

Sophomore: 30 to 59 credit hours

Junior/Senior: 60 or more credit hours

**VOCATIONAL REHABILITATION**

Students attending the University under a state or national program of rehabilitation are referred to the Office of Financial Aid.

**VETERANS BENEFITS**

Veterans planning to finance their chiropractic education with federal funds must present properly certified authorization from the Veterans Administration. Such applicants must complete all admissions procedures including the payment of nonrefundable application and reservation fees. Program forms are filed with the Veterans Administration only after the applicant has officially enrolled. Therefore, students should anticipate a delay of at least two months before they receive funds.

As a veteran, any questions relating to enrollment at the University are referred to the School Certifying Official in the Office of Financial Aid. Questions relating to veteran education benefits should be directed to the National Veterans Administration Office at (888) 442-4551.
STUDENT LIFE

ORIENTATION

Students enrolling will complete an online orientation seminar prior to beginning classes. This seminar will virtually walk students through each department on campus, giving them important information, policies and procedures. Once completed, students in the Undergraduate and Doctor of Chiropractic programs must attend a Day of Welcome event the day before classes start for their respective program. During the Day of Welcome students will finalize enrollment, meet with mentors and complete necessary paperwork to begin their studies. Students attending the Master of Science in Health Promotion program will complete orientation in the HEP500 course.

COUNSELING

The counseling network of Cleveland University-Kansas City functions in cooperation with the Office of Student Services. The purpose of the program is to help provide for the needs of students in personal, academic and professional areas.

Cleveland University-Kansas City has entered into an agreement with the University of Missouri-Kansas City (UMKC) to provide free, confidential counseling services to its students. Additional information about UMKC counseling services is available in the Office of Student Services.

EDUCATIONAL ASSISTANCE

This policy applies to students enrolled in any of the University’s academic programs.

Providing special educational assistance to individuals or groups of students outside of formal classroom instruction is an integral part of instructional responsibilities at Cleveland University-Kansas City. Teaching assistants or qualified students may participate in providing such educational assistance under direction of the course instructor.

Students in need of such assistance should contact the appropriate faculty member(s), and faculty should also initiate discussion with students experiencing difficulty in their courses.

Cleveland University-Kansas City offers an academic support program that is both proactive and comprehensive. Support is offered through the Office of Academic Records and Support in several areas, including:

- Study skills
- Time-management skills
- Test-taking skills
- Learning styles assessment
• Student tutoring
• Supplemental Instruction Program

Faculty members provide an early warning system by identifying students having difficulty in specific courses and referring them to the Office of Academic Records and Support. For details on services offered, contact the Office of Academic Records and Support.

EMPLOYMENT

With a population of more than 2 million, Greater Kansas City provides a wide opportunity for employment. With 45,000 businesses employing 790,000 people, students who wish to earn a portion of their income while they learn have a good opportunity to obtain satisfactory placement. In addition, the Federal Work Study Program is available through the Office of Financial Aid to match qualified students with on-campus employment opportunities.

ENGLISH AS A SECOND LANGUAGE (ESL) POLICY

Following enrollment, a student from a non-English speaking country or a student who has English as his/her second language, having met the TOEFL admissions requirements, who nonetheless demonstrates that he/she is unable to succeed in the academic program may be suspended from the program on a temporary basis. The dean or director of the program makes this recommendation based on input from faculty members who have first-hand knowledge of the student's ability in the classroom. Upon recommendation from faculty, the dean or director of the program will communicate to the student in person and in writing the requirements for increasing his/her ability to adequately communicate by engaging in outside coursework or ESL courses. The student will be required to remain suspended from the program until the requirements have been met.

HEALTH SERVICES

Students enrolled in all programs at the University may obtain a complete chiropractic examination and regular health care, including physical examinations, spinal adjustments and adjunctive procedures if determined necessary, at no charge in the campus Health Center. Similar services for members of the immediate family of a student are available at a reduced rate. These services are provided under the supervision of licensed chiropractors. If a student has unusual health care needs, the clinic director must be informed.

Each Doctor of Chiropractic student is required to have a physical examination in the Student Health Center during Trimester I and may obtain chiropractic treatment free of charge.

HEALTH INSURANCE

Although Cleveland University-Kansas City does not require health insurance for its students, insurance options can be found in the Office of Student Services.
HOUSING ACCOMMODATIONS

Convenient housing in metropolitan Kansas City and nearby suburban communities is readily available to the student. Both single and married students will find suitable rental property at moderate rates. The availability of public and private schools, day nurseries, playgrounds, recreation centers and public parks is notable throughout the area. A list of housing options is available in the Office of Admissions as well as on the university website.

RELIGIOUS LIFE

The University encourages students to maintain their religious affiliations while attending. Numerous churches, temples and synagogues lie within a short distance of the University campus and many denominations are represented in the area.

RELIGIOUS HOLIDAYS

When a student elects to be absent to observe a major religious holiday other than those also observed as national holidays in the United States, he/she should notify the dean or director of the degree program at least three weeks in advance. Instructors will be notified and requested to allow the student to make other arrangements for missed educational information and examinations scheduled on the holiday or the day immediately following the holiday. Such arrangements must be made in advance. These absences count as part of the 10 percent permitted by University policy.

ENVIRONMENT

Kansas City

Metropolitan Kansas City, with millions of residents and a multitude of exciting restaurants, entertainment options, sports, recreation and arts, offers fun and relaxation for singles and families. In Kansas City there is just the right amount of urban sophistication, mellowed by Midwestern warmth. The metropolitan area is a composite of fine residential neighborhoods and exciting possibilities for singles and family fun. Restaurants, movies, nightclubs and comedy spots, theaters, concerts, museums, sports arenas, parks and shopping—they are all in Kansas City, convenient to the University and its students. An excellent website to explore the local area is http://www.visitkc.com.

Downtown Kansas City is a combination of old and new. The skyline offers a striking blend of Art Deco buildings and modern skyscrapers. Atop the Bartle Hall Convention Center, the sculptures, “Sky Stations/Pylon Caps,” are lighted at night and can be seen for several miles. The new Kauffman Center for the Performing Arts is already a city landmark offering great productions in music, dance and theatre from a wide variety of performers.

To the east of downtown, the famed 18th and Vine area features the Kansas City Jazz Museum and the Negro Leagues Baseball Museum. At the south end of downtown is the Crossroads Arts District, famous for its “First Fridays.” Art galleries are open the first Friday night of every month and free trolley service makes it easy to visit the district’s restaurants and shops, and visit with local artists.
The City Market, north of downtown, is people-packed on Saturday morning. In continuous operation since 1857, the City Market is the place to look for healthy fresh fruits and vegetables. The area also includes specialty shops, restaurants, clubs and the Arabia Steamboat Museum.

Just south of downtown, Crown Center, owned by Hallmark Cards, features a central square—the scene of concerts in summer and ice skating in winter. Unusual shops, theaters and restaurants fill the glass-walled shopping area.

Across from Crown Center is located the renovated Union Station and Science City, including “Yesterday’s Kansas City” with restored trains and recreation of city streetscapes from the late 1800s to the 1950s. A large format motion picture theater, a planetarium and over 70 hands-on environments are included.

Further south of downtown, the Westport area features unique shops, art galleries, restaurants and nightclubs.

Another famous Kansas City attraction is the Country Club Plaza. A shopping village within a city, the Plaza is nationally famous for its upscale fashion salons, intimate boutiques and fine restaurants. Spanish-style architecture, imported statuary and fountains make strolling through the Plaza a memorable experience. Horse-drawn carriages and sidewalk cafés lend a European flavor. At Christmas, each building is outlined with strings of colored lights to create a dazzling display. On the south side of the Plaza, visitors can stroll along or cruise the Plaza River Walk.

Getting around Kansas City is simple. Curving through the city is a network of beautiful, broad boulevards, bordered by trees and fountains. Kansas City has a “user-friendly” street system with numbered roadways running east and west. Strategically placed freeways ease crosstown and bypass travel. Parking is plentiful and often free. A metropolitan bus service offers public transportation.

**Places to Go**

The Nelson-Atkins Museum of Fine Art displays an outstanding collection of Asian art, European art and 20th century sculpture. On the grounds of the museum is the Kansas City Sculpture Park. The Kemper Museum of Art is known for its collection of international contemporary artists. Both museums are a 20-minute drive from Cleveland University. Northeast of downtown, on the bluffs overlooking the Missouri River, is the Kansas City Museum of Natural History and Science. Further east, in Independence, Mo., are Harry S. Truman historical sites: his former home, the courthouse office where he was a judge and the Truman Library.

The Kansas City Power & Light District, located in the heart of downtown, includes unique restaurants, bars, retail outlets and entertainment venues.

Swope Park is home to The Kansas City Zoo, which is divided into several sections: Australia, Tiger Trail (Asia), KidZone that includes the Discovery Barn, Peek-A-Boo Tree and an Endangered Species Carousel and the 100-acre African Plains. Swope Park also offers golf, hiking and performances at the outdoor Starlight Theatre.

**Sports**

From football to golf to tennis, Kansas City abounds in active and spectator sports. The Harry S. Truman Sports Complex has side-by-side stadiums for football and baseball. Arrowhead Stadium, home of the Kansas City Chiefs, seats 79,000; Kauffman Stadium, home of the 1985 World Series Champion Kansas City Royals, seats
38,000. Kemper Arena, west of downtown, is the site for the annual American Royal Barbecue, Livestock and Horse Show. In 2001, the city was introduced to NASCAR racing at the Kansas Speedway. The state-of-the-art Sporting Park opened in 2011 as the home of the city's Major League Soccer team, Sporting Kansas City.

Only a few miles away are parks where residents can fish, boat, and water-ski or enjoy a family picnic.

**Restaurants**

Though famous for steaks and barbecue, the city offers a variety of cuisine. Restaurants, cafés and delicatessens are everywhere in Kansas City; they offer a variety of national, ethnic and regional foods.

**Overland Park Campus**

In Spring 2008 Cleveland moved its operation to Overland Park, Kan., on a beautiful 34-acre campus. Overland Park is an educational hub, with many college campuses and the second-highest percentage of U.S. residents holding four-year degrees. Affordable housing, excellent schools, great restaurants, quality shops and exciting outdoor recreation are abundant. This attractive, vibrant and safe suburban city was recently rated by Money Magazine as one of the top ten cities in which to live.

**CAMPUS MEDIA/PUBLICATIONS**

The Cleveland University-Kansas City communication network includes campus and alumni newsletters. In touch is a campus newsletter distributed via campus e-mail that highlights special events and programs of interest to current and prospective students. Clevelander is an alumni publication printed and circulated to all Cleveland Chiropractic College and Cleveland University-Kansas City alumni. Students are encouraged to submit items for In touch and Clevelander to the Office of Communications.

**STUDENT COUNCIL**

The Student Council form of student government was instituted at Cleveland in 1977. The Student Council is composed of six officers who are elected annually, with representatives chosen from every entering class and from each officially recognized campus organization.

The council meets on a regular basis to conduct business and to plan activities. Representatives are expected to report the action of the council to the students they represent. Announcements of scheduled meetings and records of meetings are filed at the Office of Student Services.

The council's constitution is available for reference through the Student Council secretary or the Office of Student Services.

The advisor to this organization is the director of student services. All guidelines and regulations pertaining to general student organizations also apply to the Cleveland Student Council.

Student Council fees also may be used for various student organizations that may be originated through the Office of Student Services. More information about student clubs and organizations is available in the Office of Student Services.
OFF-CAMPUS COMMUNITY INTERACTIONS

When an individual or student group wishes to represent the University at any event requiring interaction with persons not normally associated with the University, especially in a forum related to health care activities (i.e., health fairs, athletic events, corporate presentations about chiropractic), the following guidelines must be followed:

1. The individual (or in the case of a student organization, the club president) who is making the request must submit a memo one week prior to the event describing the event, potential participants, the date/time/location and any University resources requested, to the director of any University services.

2. If the request is made by a student organization and the event is approved and endorsed by the University, the faculty advisor of the listed organization must be in attendance throughout the event.

3. Any interaction involving patient education about the field of chiropractic must be approved by the clinic director. Any students (either acting as individuals or as representatives of a student organization) participating in this type of activity must first engage in some brief “training” as established by the clinic director. (The University reserves the right to withhold approval to students who have not yet reached a level in the curriculum to allow them to perform certain specific health care assessments.)

4. Failure to abide by these guidelines in the scheduling of events may result in censure and/or withdrawal of official University recognition for the student group, and/or disciplinary sanctions against all individuals (students and faculty members) involved.

RECREATIONAL FACILITIES

Cleveland University-Kansas City offers an on-campus fitness facility to its students, faculty and staff. The Cleveland Fitness Center is located on the first floor of the building just west of the main campus building.

POLICIES AND PROCEDURES

Directory Information

Students may withhold directory information by notifying the Office of Academic Records and Support in writing at any time. All written requests for nondisclosure will be honored by the University until rescinded, and will be reviewed by the student for modification or verification during Registration each term. (Alumni may request non-disclosure of their directory at any time through a written request to the Office of Academic Records and Support. Such requests will be honored unless rescinded in writing.)

Book Policy

It is the policy of the University to include information for required and recommended textbooks and supplemental material on the course schedule. The most recent textbook information can be obtained on the Cleveland Connect Student Portal.
Student Rights Under The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the provost or the Office of Academic Records and Support (“University Official”) a written request that identifies the record(s) they wish to inspect. The University Official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or in violation of the student’s right to privacy. Students desiring an amendment to their education record should write the University Official responsible for maintaining the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading or in violation of the student’s privacy.

3. The right to a hearing regarding the request for an amendment of the student’s education records. If the University decides not to amend the record as requested by the student, the University must notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

4. The right to prevent the University’s disclosure of the student’s personally identifiable information from the student’s education records in most circumstances. The University must obtain the written consent of a student before disclosing that student’s personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Where required, a student’s consent must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom disclosure may be made. FERPA contains the following exceptions allowing a University to disclose a student’s personally identifiable information:

   a. Disclosure to school officials with legitimate educational interests is permitted without a student’s written consent. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) institutional services or functions that the University would otherwise use employees to perform; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official must be under the direct control of the institution with respect to the use and maintenance of information from education records.
b. Disclosures to parents are permitted in three situations. First, disclosure of a student’s personally identifiable information to parents is permitted absent a student’s written consent in the event of a health or safety emergency. The University may disclose education records in an emergency if the University determines that there is an articulable and significant threat to the health or safety of the student or other individuals. Second, disclosure of a student’s personally identifiable information is permitted to parents of the student if the student is a dependent pursuant to Section 152 of the Internal Revenue Code of 1986 and notice is given to the student that a parent has requested such information. Third, disclosure of a student’s personally identifiable information to parents is permitted without the student’s written consent if the student is under 21 and has violated a law or University rule or policy governing alcohol or controlled substance consumption.

5) The right to opt out of the disclosure of directory information. Pursuant to FERPA, the University has classified certain personally identifiable information as directory information. Cleveland defines directory information as the student’s name, address, telephone number, e-mail address, photos, date of birth, place of birth, class, major field of study, dates of attendance, full time/part time status, degrees, honors and awards received, participation in officially recognized activities and sports, physical traits of athletes, and the most recent previous educational institution attended by the student. Students who wish to restrict the release of directory information must submit the appropriate form to the Office of Academic Records and Support during the first week of each academic term. This form can be found in the Office of Academic Records and Support. Upon receipt of such request the Office of Academic Records and Support will designate that the student’s directory information is confidential and not to be released outside the University except to individuals, institutions, agencies and organizations authorized in the Act. The University will honor all requests to withhold any of the categories of directory information listed above but cannot assume any responsibility to contact the student for subsequent permission to release information. Nondisclosure will be enforced until the information is subsequently released by the student. A student may not, however, opt-out of disclosure of the student’s name, institutional e-mail address, or electronic identifier in the student’s classroom. Regardless of the effect on the student, the University assumes no liability for honoring the request of the student to restrict the disclosure of directory information.

6) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Cleveland University-Kansas City to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Disabled Student Policies/Services
Cleveland University-Kansas City prides itself in the nurturing and support of each individual student throughout his/her educational experience. Accommodations for disabled students are met while ensuring program requirements are maintained.

The University has adopted the following definition in determining whether a particular student does, in fact, have a disability that may need accommodation. A disability is “a physical or mental impairment that substantially limits one or more of the major life activities of an individual, such as caring for one’s self, learning, working, performing manual tasks, walking, seeing, hearing, speaking and breathing” as well as “concentrating, thinking, and communicating,” and “the operation of major bodily functions,” such as “functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.” Impairment may be “any physiological disorder or condition, cosmetic disfigurement, anatomical loss, or mental or psychological disorder such as retardation, organic brain syndromes, emotional or mental illness, and specific learning disabilities.” (American with Disabilities Act, as amended (“ADA”); Section 504 of the 1973 Rehabilitation Act.)

Inquiries concerning federal guidelines about who is covered and who is not covered under the ADA or Section 504 of the 1973 Rehabilitation Act can be made to Learning Specialist in the Academic Support and Testing Center.

Disability Documentation
In order for the University to offer and implement appropriate accommodations for students with a condition classified as a disability, official documentation must be submitted to the learning specialist for review (in conjunction with the completion of the “Disability Accommodation Request Form”). This documentation should be submitted as early as possible.

This documentation should consist of a comprehensive and detailed written individualized assessment submitted on official letterhead from an appropriate licensed or certified professional that explains in detail the following:

- Evidence of a recent assessment (no more than three years old) documenting the nature of the impairment, including the diagnosis if the impairment is mental or psychological. The assessment should be from a psychiatrist or licensed psychologist who gives an appropriate classification from the standard Diagnostic and Statistical Manual of Mental Disorders;
- Recommendation for a range of specific accommodations, with detailed explanation of why these are needed and how they will enable the student to perform at satisfactory academic levels; and/or,
- Documentation, if available, of similar accommodations that may have been made for the student in the past or in other educational or testing settings, or on the job. If no accommodations have been made in the past, an explanation of why none were given in the past and why accommodations are needed now.
The University retains the right to request further verification of the professional’s credentials and expertise in relation to the assessment and recommendation, and also retains the right to have an outside consultant (independent expert) evaluate the student’s documentation of disability, as well as the request and explanation for the accommodation(s).

It is the student’s responsibility to provide required documentation. Accommodations will not be provided until adequate documentation has been received, and it is determined the accommodations are reasonable, they do not pose an undue burden and they do not require fundamental alteration of the services provided by Cleveland University-Kansas City. It is imperative that the student initiate a request in a timely manner. Students interested in receiving a comprehensive assessment should seek a credentialed testing center for learning disability assessment.

Students may expect a response to their request within ten (10) working days of submission of all documentation indicated above.

**Accommodations**

After documentation has been submitted, it is the student’s responsibility to meet with the learning specialist to discuss appropriate accommodations. Possible accommodations include, but are not limited to, the following:

- Changes/accommodations necessary to allow for physical facility access to programs and services of the University; Alterations in academic policies or procedures (i.e., course scheduling); Extended time for testing in courses (i.e., 15 minutes beyond the usual testing time); Special testing locations and proctors; Special testing arrangements (i.e., double or triple spacing on exams, excused from having to fill in Scantron forms);
- Tape-recorded lectures, taped textbooks;
- Auxiliary aids (i.e., availability and access to Braille readers or audiotape playback machines);
- Tutoring and supplemental instruction services;
- Note-taking services or scribes;
- Extended time to complete program or decelerated course load;
- Readers, interpreters;
- Lab and library aids, access to computers;
- Study skills instruction, workshops, courses, small group study sessions.

**Drug and Alcohol Abuse Prevention Program**

Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, Cleveland University-Kansas City established a drug and alcohol abuse prevention program for its students and employees. The program is described below. In compliance with the Act Amendments, the University must distribute written copies of this policy to all students and employees annually. The University must also conduct a biennial review of its program.
to determine its effectiveness, to implement program changes if they are needed, and to ensure that the disciplinary sanctions described below are consistently enforced. Compliance with the Act Amendments is necessary to ensure the health and well-being of the University community and the continuance of campus-based funding of student financial aid programs.

**Illegal Activities**

Cleveland University-Kansas City prohibits the unlawful manufacture, distribution, dispensing, sale, possession and use of alcohol and illicit drugs by University students and employees on University-owned or -controlled property and at University-sponsored or -supervised activities.

As a condition of enrollment and employment, students and employees shall notify the University of any criminal drug statute conviction for a violation no later than five days after such conviction. Failure to do so will subject the student, faculty or employee to disciplinary review.

**Legal Sanctions**

Local, state and federal laws also prohibit the unlawful manufacture, distribution, dispensing, sale, possession and use of alcohol and illicit drugs. Criminal penalties for violation of such laws range from fines up to $20,000 and/or imprisonment for terms up to and including life.

**Institutional Sanctions**

Commission of any of the offenses listed under this policy may result in imposition of one of the following actions:

Actions taken with students may include:

1. Mandatory formal or informal counseling,
2. Oral or written reprimand,
3. Disciplinary probation, or
4. Suspension or dismissal from the College.

**Health Risks**

Beyond legal sanctions that may be imposed for the use and abuse of controlled substances, the University has a concern for the well-being of the individual. Therefore, the University has a commitment to ensure that everyone is aware of the potential health risks associated with drug use, which may have a wide range of effects, up to and including death. Most Cleveland University students seek to become health care professionals, so should take special care in informing themselves of these risks, both for themselves and for their future patients. Some of the major risks include:

**Alcohol and other depressants:** (barbiturates, sedatives, and tranquilizers): Addiction, accidents as a result of impaired ability and judgment, overdose when used with other depressants, damage to a developing fetus, heart and liver damage.
**Marijuana:** Addiction, panic reaction, impaired short-term memory, increased risk of lung cancer and emphysema (particularly in cigarette smokers), impairment of driving ability.

**Cocaine:** Addiction, heart attack, seizures, lung damage, severe depression, paranoia, psychosis. Similar risks are associated with other stimulants, such as speed and uppers.

**Hallucinogens:** (LSD, PCP, MDMA, etc.): Unpredictable behavior, emotional instability, violent behavior, organic brain damage in heavy users, convulsions, coma.

**Narcotics:** (heroin, Demerol, morphine, codeine, etc.): Addiction, accidental overdose, risk of hepatitis and AIDS from contaminated needles.

**Inhalants:** (gas, aerosols, glue, nitrates, etc.): Loss of consciousness, suffocation, damage to brain and central nervous system, sudden death, nausea and vomiting, nosebleeds, impaired judgment.

**Counseling Services**
Cleveland University-Kansas City has entered into an agreement with the University of Missouri-Kansas City (UMKC) to provide free, confidential counseling services to its students. Additional information on UMKC counseling services is available in the Office of Student Services.

**Crime/Emergency Reporting Procedures**
All faculty, staff, administrators and students on campus must familiarize themselves with the following procedures, through such avenues as the Faculty Handbook, Employee Handbook, Supervisor’s Manual and Student Handbook.

All of the following incidents occurring on campus, or under the jurisdiction of the University, must be reported according to the procedures listed below: violence against persons (murder, assault, rape); theft (robbery, burglary, vehicular); and vandalism or property damage.

1. All crimes and emergencies should be immediately reported to the security desk, which will function as the primary referral source for all types of incidents. Incident report forms will be distributed, as needed, from the Office of Student Services and, upon completion, will be returned to the appropriate administrator for action.

2. Emergency situations that require immediate action will be referred to the vice president of human resources, or his/her designee, for a response. This person will make a determination whether off-campus assistance will be necessary, i.e., local law enforcement, fire department or ambulance. Incidents first requiring outside agency responses must also be reported through the campus report procedure outlined here by completing an incident report form. Emergencies of a health-threatening nature should immediately be referred to the Health Center.

3. Incidents not requiring an emergency response will be recorded on an incident report form and filed with the director of student services who will do the following two things: 1) determine what, if any, further action is warranted, and 2) record the incident as part of the required annual data collection procedure. Action taken on such incidents will include: 1) investigation of incident, 2) report of findings...
of that investigation, which is filed with the academic dean or director, and 3) internal disciplinary action 
taken and/or referral made to an outside agency for action.

**Student Right-To-Know and Campus Security Act**
Since September 1991, the University has been collecting data for reports required by the Student Right-To-
Know and Campus Security Act. As the reports are published, copies will be distributed annually to current 
students and employees and to prospective students and employees upon request.

**Personal Property**
Cleveland University-Kansas City is not responsible for any personal property that is brought by students to 
University facilities. Students are not authorized to bring personal furniture of any kind to the University 
facilities at any time. Violation of these rules will be treated as a violation of fire/earthquake standards and 
safety of others.

**Solicitation Policy**
All solicitation activities carried out on University property must be approved by the University. Such activities 
include, but are not limited to:

- Student organization fund-raising activities (i.e., raffles, T-shirt sales, donation drives).
- Company representatives/distributors or individuals requesting to provide presentations or 
  display products or literature.
- Any individual wanting to sell merchandise, take orders, advertise personal services, solicit 
  political/legislative action, etc.

Any person or group requesting permission to engage in such activity must complete and submit an official 
campus activity request form prior to the activity occurring. This form must be submitted to the director of 
student services, who will route the request for approvals. Once a decision has been reached, it will be 
communicated by the director of student services to the requesting party.

General guidelines related to such activities are as follows:

1. Under no circumstances is any individual (staff, faculty, student or visitor) allowed class time for the 
purpose of advertising, promoting or selling any product or service.

2. In most cases, individuals seeking personal gain from selling a product or service will not be allowed to 
engage in such activities on campus property. A possible justifiable exception to this guideline would be 
a request to provide a particular service which, in the opinion of the University, would be of benefit to 
the student body or the campus community as a whole and not currently offered by the University.

3. The products of faculty work utilized in the educational process are intended for individual academic use 
by students and may not be reproduced by students or other parties for any purposes without express 
written permission from the faculty member.
4. Officially recognized student organizations may be allowed to engage in fund-raising activities as long as they conduct themselves within the guidelines of this policy.

5. No requests will be approved during major University events, such as Homecoming, registration, orientation and postgraduate seminars. Requests will also be denied if they conflict or interfere with ongoing daily activities of the University (i.e., textbook sales which compete with University bookstore sales).

6. No requests which conflict with or compromise the University mission statement will be approved.

7. Approval of requests that specify a location, time, and day/date must be followed, or the activity will be terminated.

Student organizations violating this policy may be subject to disciplinary action and/or removal of official University recognition status. An individual staff or faculty member, or student who violates this policy is also subject to disciplinary action.

**Statement of Non-Discrimination**

Cleveland University-Kansas City believes in the principle and practice of equal employment opportunity and equal educational opportunity. The University does not discriminate on the basis of race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status in its admission, treatment and evaluation of students or in its hiring, supervision, evaluation, placement, training or promotion of employees. Other personnel actions such as compensation, benefits, transfers, social and recreational programs, demotions, discipline and termination are also administered in a non-discriminatory manner.

The University ensures that personnel and student-related actions are administered in compliance with federal, state and local laws prohibiting discrimination on the basis of race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status. Preventing discrimination is the responsibility of every employee and student.

Certain physical qualifications are required in the chiropractic profession and in the classroom, laboratory and clinic activities (see [Technical Qualifications](#) on page 58).

These physical requirements do not apply to students pursuing only undergraduate coursework or a master’s degree at Cleveland University-Kansas City.

The University provides reasonable accommodations to qualified individuals with known disabilities to enable them to:

(1) apply for admission to the University; (2) participate or benefit from the services of the University; and (3) enjoy the other terms, conditions and privileges of attending the University.

With regard to employees and individuals applying for employment with the University, the University provides reasonable accommodations to qualified individuals with known disabilities to enable them to: (1) apply for
employment; (2) perform the essential functions of their jobs; and (3) enjoy the other terms, conditions and privileges of employment with the University.

**Non-Discrimination/Anti-Harassment Policy**

I. Policy of Non-Discrimination

It is the policy of Cleveland University-Kansas City not to discriminate against any student, employee or third party on the basis of race, color, religion, age, national origin, ancestry, sex, sexual orientation or preference, gender, disability, pregnancy, military status, or any other legally protected status protected by the law. Further, it is the policy of Cleveland University-Kansas City to prohibit sexual harassment and other unlawful harassment in all of its employment and academic programs, all University extracurricular activities, and all University-sponsored events, including events held off campus. All members of the University community should know:

(i) what type of conduct constitutes harassment;
(ii) the resources and processes available for addressing and resolving harassment complaints;
(iii) the mechanisms for determining whether this Policy has been violated; and
(iv) if a violation has occurred, the mechanisms for determining an appropriate resolution.

II. Definitions

A. Sexual harassment in the education setting/working environment:

Under this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of these behaviors is made implicitly or explicitly a term or condition of instruction, employment, or participation in any University activity or benefit; or
2. Submission to or rejection of these behaviors by an individual is used as a basis for evaluation in making academic or personnel decisions; or
3. These behaviors are sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual’s educational experience or working conditions by creating an intimidating, hostile, or offensive environment.

Listed below are examples of behavior that can constitute sexual harassment. The list is not all-inclusive. Each situation must be considered in light of the specific facts and circumstances to determine if sexual harassment has occurred.

- Pressure for sexual activity or sexual favors;
- Unwelcome touching of a person’s body, hair or clothing;
• Unwelcome sexual jokes or comments (including favorable comments about someone’s gender, body, clothing, appearance, etc.)
• Disparaging remarks to a person about his/her gender or body;
• Asking about a person’s sexual fantasies or sexual activities;
• Repeatedly asking for a date after the person has said “no”;
• Nonverbal behavior, such as making sexual gestures with hands or through body movements;
• Displaying sexually explicit posters or pictures; and
• Electronic communications, such as e-mail, text messaging and Internet use that violate this policy.

B. Other unlawful harassment in the educational setting/working environment:

At Cleveland University-Kansas City, unlawful harassment is defined as unwelcome verbal or physical conduct by any individual (including employees, students, or third parties) that denigrates or shows hostility or aversion toward a person because of that person’s race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status, and that:

1. has the purpose or effect of creating an intimidating, hostile, abusive or offensive environment;
2. with regard to students, has the purpose or effect of unreasonably interfering with an individual’s ability to participate in or benefit from an educational program or activity; or
3. with regard to employees, has the purpose or effect of unreasonably interfering with an individual’s work;
4. otherwise adversely affects an individual’s work or learning opportunities.

Listed below are examples of behavior that can constitute unlawful harassment. The list is not all-inclusive. Each situation must be considered in light of the specific facts and circumstances to determine if harassment has occurred.

• Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
• Disparaging remarks to a person about a legally protected characteristic (e.g., negative or offensive remarks or jokes to a person’s religion or religious garments);
• Displaying negative or offensive posters or pictures about a legally protected characteristic;
• Electronic communication, such as e-mail, text messaging and internet use, that violate this Policy; and
• Stereotyping.

C. Balancing Anti-Harassment Policies with Freedom of Speech/Expression.

The University’s policies and procedures relating to harassment are not intended to inhibit or restrict free speech or the expression of ideas. The University strives to be an educational community in which all members can participate fully and equally, in an atmosphere free from all manifestations of bias and from all forms of harassment, exploitation, or intimidation. The University seeks to promote the full inclusion of all members and groups in every aspect of University life.

III. Reporting Discrimination and Harassment and Prohibition Against Retaliation

Reports By A Student Regarding A Student

Any student who has a question, concern or complaint of discrimination, including harassment based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status is encouraged to bring the matter to the immediate attention of the director of student services or his/her designee.

Director of Student Services
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0681

Reports By A Student Regarding A Faculty Member

Any student who has a question, concern or complaint of discrimination, including harassment based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status is encouraged to bring the matter to the immediate attention of the provost or his/her designee.

Provost
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0648

Reports By A Student Regarding A Non-Faculty Member Or Third Party

Any student who has a question, concern or complaint of discrimination, including harassment based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status is encouraged to
bring the matter to the immediate attention of the vice president of human resources and organizational development, or his/her designee:

Vice President of Human Resources
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0612

Policy Prohibiting Retaliation

The University prohibits retaliation against anyone for reporting discrimination/harassment, assisting in making a discrimination/harassment complaint, or cooperating in a discrimination/harassment investigation. Retaliation can include any disparaging comments, uncivil behavior or any other negative treatment of a faculty member, employee or student by other students, faculty, employees or members of the University that result from the individual’s making a discrimination/harassment complaint or cooperating in an investigation. Any student, faculty or employee who believes he/she has experienced or witnessed retaliation should immediately notify the director of student services (students), at the address/phone number indicated on the previous page, the provost (faculty), or his/her designee, at the address/phone number indicated above, or the vice president of human resources and organizational development (employees), or his/her designee, at the address/phone number indicated above.

Investigation of All Reports of Discrimination/Harassment and Potential Consequences

All reports of discrimination, harassment or inappropriate conduct will be promptly and thoroughly investigated. The University will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent a recurrence. Any student, faculty, employee (whether supervisory, non-supervisory or a member of management), or third party who violates this policy will be subject to the full range of corrective action up to and including suspension/dismissal or termination of employment. The University will inform the complaining student, faculty member or employee of the resolution of the complaint as appropriate.

All complaints will be treated confidentially to the extent practical for an effective resolution. No individual will suffer adverse employment or educational consequences as a result of making a good-faith complaint or taking part in the investigation of a complaint. An individual who knowingly alleges a false claim against another will be subject to the full range of corrective action, up to and including suspension/dismissal or termination of employment from the University.

Procedures for Allegations of Discrimination and Harassment

Reports of Alleged Discrimination

All students and employees are encouraged to report alleged discrimination based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status. Students and employees may make a report of alleged discrimination or harassment to the following:
**Student Reports:** The director of student services, or his/her designee, at the address previously indicated.

**Faculty Reports:** The provost or his/her designee, at the address previously indicated.

**Employee Reports:** The vice president of human resources and organizational development, or his/ her designee, at the address previously indicated.

Students, faculty and employees may submit reports of harassment or discrimination orally or in writing. The University strongly encourages written reports to minimize chances of miscommunication and to allow a more thorough investigation of complaints. Incident Report forms may be located on the University website, in the office of the provost, the office of the academic dean, the Health Center, the Office of Student Services and the Human Resources Office.

**Informal Resolution (optional)**

Any student, faculty member or employee who has a question, concern or complaint of discrimination, including harassment based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status is encouraged to bring the matter to the immediate attention of the director of student services, or his/her designee (in complaints by students), at the address/phone number previously indicated, provost, or his/her designee (in complaints by faculty), at the address/phone number previously indicated, and the director of human resources, or his/her designee (for complaints by employees), at the address/phone number previously indicated.

It may be possible to resolve a complaint against a student through a voluntary conversation between the parties involved and the director of student services or his/her designee. However, a complaint against a University employee, including a faculty member, will be handled through a formal investigation.

In order to initiate an informal resolution, the complaining party must notify the director of student services or his/her designee and submit a report of the incident either orally or by filling out a discrimination/harassment report form, available at the Office of Student Services, the office of the provost, the Health Center and the Human Resources Office.

If the complaining party and the alleged harasser feel that a resolution has been achieved through the informal process, then the conversation may remain confidential and no further action needs to be taken. The results of an informal resolution shall be documented by the director of student services or his/her designee in writing.

If the complaining party, the alleged harasser or the director of student services or his/her designee believes that the informal procedure is inadequate or has been unsuccessful, the College may proceed with a formal investigation.
Formal Resolution

I. Inquiries, Concerns, and Reports of Discrimination and Harassment

Any student, faculty or employee who has a question, concern, or complaint of discrimination, including harassment based on race, color, gender, religion, age, class, ethnic or national origin, ancestry, sex, sexual orientation or gender identity, disability, pregnancy, institutional status, military status, or any other legally protected status is encouraged to bring the matter to the appropriate resource as previously outlined.

II. Initiating a Complaint of Discrimination or Harassment

Although the University investigates all complaints of discrimination or harassment, the University strongly encourages a complaining person to submit a written account of the incident. The faculty member, employee or student may submit reports of harassment, discrimination or inappropriate conduct orally or in writing. The complaining person may fill out an Incident Report form or other similar report. Incident Report forms are available at the office of the provost, the office of the academic dean, the Health Center, the Finance Office and the Office of Student Services. Complaints by students should be submitted to the director of student services or his/her designee, at the address/phone number previously indicated. Complaints by faculty should be submitted to the provost, or his/her designee, at the address/phone number previously indicated. Complaints by employees should be submitted to the vice president of human resources and organizational development or his/her designee, who may be contacted at the address/phone number previously indicated.

III. Confidentiality and Non-Retaliation Policies

All complaints will be treated confidentially to the extent practicable for an effective resolution. No individual will suffer adverse employment or educational consequences as a result of making a good-faith complaint or taking part in the investigation of a complaint. An individual who knowingly alleges a false claim against another will be subject to the full range of corrective action, up to and including termination or dismissal/ suspension from the University.

The University prohibits retaliation against anyone for reporting discrimination/harassment, assisting in making a discrimination/harassment complaint, or cooperating in a discrimination/ harassment investigation. Retaliation can include any disparaging comments, uncivil behavior or any other negative treatment of an employee or student by other employees, students, or members of the University that result from the individual’s making a harassment complaint or cooperating in a harassment investigation. Any student, faculty or employee who believes he/she has experienced or witnessed retaliation should immediately notify the director of student services, or his/her designee, at the address/phone number previously indicated, the provost, or his/her designee, at the address/phone number previously indicated, or the director of human resources or his/her designee, at the address/phone number previously indicated.

IV. Investigations of Alleged Discrimination or Harassment

Complaints Against Students

All complaints against students will be conducted pursuant to the Student Misconduct Reporting Procedure, which is printed on page 44.
Complaints Against Faculty

The provost shall be responsible for initiating investigations of complaints against faculty. If an incident involves allegations about two or more faculty members, the University has the discretion to investigate and decide those matters jointly or separately.

During the investigation, the complaining party and the accused party shall have the right to be personally interviewed by the investigator and to refer the investigator to persons having knowledge of the incident and evidence.

Following the investigation, a report regarding the alleged discrimination/harassment will be submitted to the provost or his/her designee, who will make a decision regarding the disposition of the matter.

The complaining party and the accused party will be notified in writing regarding the outcome of the investigation and the decision of the provost. The decision of the provost shall be final.

Complaints Against Employees

The vice president of human resources and organizational development shall be responsible for initiating investigations of complaints against employees. If an incident involves allegations about two or more employees, the University has the discretion to investigate and decide those matters jointly or separately.

During the investigation, the complaining party and the accused party shall have the right to be personally interviewed by the investigator and to refer the investigator to persons having knowledge of the incident and evidence.

Following the investigation, a report regarding the alleged discrimination/harassment will be created which will include a description of the disposition of the matter.

The complaining party and the accused party will be notified in writing regarding the outcome of the investigation. The decision of the vice president of human resources and organizational development shall be final.

V. Consequences for Violation of Non-discrimination/Harassment Policies

The University will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent a recurrence. Any student, faculty member, employee (whether supervisory, non-supervisory or a member of management), or third party who violates this policy will be subject to the full range of corrective action, up to and including termination of employment or dismissal/suspension from the College.

VI. External Grievance Procedure

Persons wishing to pursue their grievance externally may contact the Assistant Secretary for Civil Rights, U.S. Department of Education, in Washington, D.C. This policy applies in all matters, including admission and education of students, availability of student loans, grants, scholarships, and job opportunities, employment and promotion of teaching and non-teaching personnel, and students and faculty housing situated on premises that is owned or occupied by the University.
Code of Honor and Integrity

Honesty, integrity and high ethical standards are essential features of Cleveland University-Kansas City. The honor code helps to build trust within the University community and instills common values and principles that will extend into all facets of personal and professional life. Entering students sign the honor code statement as they enroll. Faculty, administrators and the Cleveland board of trustees have signed statements on file. The statement is as follows:

As members of the Cleveland University-Kansas City community all faculty, staff and students are bound by honor to uphold professional standards of respect, honesty, integrity and social responsibility. We are responsible for promoting ethical behaviors and endeavors both in and out of the classroom and will act in a manner that demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We pledge that we will not take unfair advantage of any other member of the University community either by lying, cheating, stealing or plagiarizing, nor will we accept the actions of those who do. We are respectful of University property and the property of others.

I will uphold the Honor Code at all times and, I will encourage others to do the same. I will meet my responsibilities to the community by reporting incidents of honor offenses.

Standards of Student Conduct and Discipline

All enrolled students of Cleveland University-Kansas City are expected to exemplify the University’s principles and values, to engage in socially responsible behavior, to model exceptional conduct and character, and to adhere to the highest professional, ethical, and personal standards of conduct, as well as possess maturity, intelligence and concern for the rights of others.

The University has the right and responsibility to determine the appropriateness of student behavior. Students are expected to abide by the following Standards of Student Conduct. Departure from the University’s prescribed Standards of Student Conduct will form the basis of disciplinary action. The University reserves the right to interpret that which is in violation of these Standards.

Students are also expected to abide by all federal, state and local laws and regulations. Suspected or known violations of those laws will be referred to appropriate outside agencies for disposition.

Glossary

1. The term University means Cleveland University-Kansas City.

2. The term student includes all persons enrolled in instructional programs offered at Cleveland University-Kansas City. Persons who are not officially enrolled for a particular term (trimester or module) but maintain continuing relationships with Cleveland University-Kansas City are considered students.

3. The term faculty member means any person hired by Cleveland University-Kansas City to deliver the University curriculum.
4. The term University employee refers to any person employed by Cleveland University-Kansas City.

5. The term member of the University community includes any student, staff or faculty member, University official, or any other person employed by Cleveland University-Kansas City.

6. The term University premises includes all land, buildings, facilities and other property in the possession of, or owned, used or controlled by, Cleveland University-Kansas City.

7. The term student clubs and organizations means any number of students who have complied with the formal requirements for Cleveland University-Kansas City to recognize them as such.

8. The term investigator means any person authorized by the director of student services or his/her designee, to determine whether a student has violated the Standards of Student Conduct and to recommend the imposition of sanctions.

9. The term Professional Conduct Committee means the group of persons who reviews the results of investigations of general or academic misconduct and imposes sanctions.

10. The term Appeal Committee means the group of persons convened to adjudicate an appeal of suspension or dismissal, whether resulting from academic or general misconduct.

11. Shall is used in the imperative sense.

12. May is used in the permissive sense.

13. The term policy is defined as the written regulations of Cleveland University-Kansas City as found in, but not limited to, the Standards of Student Conduct, the Catalog, Student Handbook and Clinic Manual.

14. The term cheating includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition or possession, without permission, of tests or other academic material belonging to a member of the University’s faculty or staff; or (d) knowingly providing any unauthorized assistance to another student on quizzes, tests or examinations.

15. The term plagiarism is defined as “The deliberate and knowing presentation of another person’s original ideas or creative expressions as one’s own.” (Black's Law Dictionary, 8th ed. St. Paul: West Publishing, 2004.) Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The products of faculty work utilized in the educational process are intended for students’ individual academic use and may not be reproduced by students or other parties for any purposes without express written permission from the faculty member.

16. The term probation means the student may continue enrollment under specific conditions.

17. The term dismissal means permanent involuntary separation from the University.

18. The term suspension means involuntary separation from the University or a specific course for a specified period of time with eligibility for future re-admission/re-enrollment under specified conditions as determined by the University.
19. The term alternative sanctions means other sanctions that may be imposed including, but not limited to, financial restitution, payment of a fine, performance of a service project, mandatory counseling and/or restriction of specific privileges.

I. General Standards of Student Conduct

A. General Conduct
All students are expected to conduct themselves in a professional manner on all occasions, displaying respect and consideration for fellow students, faculty members, staff and administrators, patients and the public.

B. Dress Code
For specific guidelines regarding acceptable dress for enrolled students, please refer to the current Student Handbook. The University offers pre-professional and professional degree programs and as such, it is expected that all students will display an appropriate level of judgment with regard to personal hygiene, grooming and dress. Students in the University's Health Centers are required to follow specific policies outlined in the Clinic Manual.

C. Clinical Supervision Compliance
No adjusting or treatment is allowed except within the Student and Outpatient Health Centers, in technique classes or approved technique clubs, and in approved off-site preceptorships, when the student is under the direct supervision of authorized licensed chiropractic faculty.

D. University Name
The name of the University or the University logo may not be used in any connection by any individual student, class or group of students purporting to represent the University without the express written permission of the chief operations officer.

E. Smoking
Cleveland University-Kansas City is a tobacco-free environment. Smoking and the use of smokeless tobacco products are prohibited.

F. Food and Beverage
Students are not to eat or drink in classrooms, the Health Center, laboratory and technique classrooms, or the library.

G. Presence of Children on Campus
Children and anyone other than registered students are normally not permitted to be present for classroom and laboratory activities. A student nursing a newborn baby may request an exception to this policy from the dean or director of her academic program. If granted, such an exception allows her to bring her nursing baby on
campus for up to six weeks. The student will be expected to nurse the baby in an appropriate area outside of the classroom setting as well as remove the baby from the classroom should it cry or otherwise distract from learning activities. If a location has been specifically designated for nursing then the student is expected to utilize this area. Nursing infants may not be present in classrooms during examinations and are not allowed in University laboratories (including adjusting labs) or in the treatment areas of the University's Health Centers. While the University understands that students with small children will occasionally find themselves in a situation when there is a temporary interruption in their day-care arrangements, students are neither permitted to bring their children on campus nor ask employees/other students to watch their children on campus while in class.

H. Personal Property

All students are expected to abide by the guidelines established on page 114.

I. Electronic Recording

Students are prohibited from using any electronic device to take photographs, record audio, or record video of any activity, person, or physical material on campus or at any University activity or event, whether such activity or event is located on campus or off campus. The term “electronic device” refers to any electronic device capable of taking a photograph or making an audio or video recording, including, but not limited to, cameras, cell phones, smart phones, camcorders, digital recorders, tablets, computers, hidden recording devices, dictaphones, pen recorders, and wearable cameras. This policy applies regardless of whether the student taking the photograph or making the recording, or the subject being photographed or recorded, is acting in their official capacity as a student or in some other capacity.

A student may request a waiver of this policy for the purpose of photographing or recording a particular class or laboratory. Such a waiver must be approved in writing by the instructor and the dean or director of the program in which the student is enrolled, unless the request for a waiver is limited to use of an audio recording for the student’s personal notes, in which case instructor approval is all that is required. In the event a waiver is granted, only specifically approved individuals will be permitted to conduct the photographing and/or recording, as the case may be. In all cases where photographing or recording of a particular class or laboratory is permitted, the photographing or recording is intended solely for the individual student’s academic use. In all cases, students are prohibited from reproducing or disseminating publicly photographs or recordings of a class or laboratory unless the terms of the waiver specifically authorize such reproduction or dissemination. Notwithstanding the above, no waiver will be granted for any photographing or recording of classroom, laboratory or clinical activities involving patient care. The photographing or recording of patient care is prohibited in all circumstances.

A student may request a waiver of this policy for the purpose of photographing or recording any other University activity or event. Such a waiver must be approved in writing by the dean or director of the program in which the student is enrolled. In the event a waiver is granted, only specifically approved individuals will be permitted to conduct the photographing and/or recording, as the case may be.
Regardless of whether a waiver has been issued, it is never permissible for a student to post on the internet or social media photographs or recordings of activities, persons, or physical material on campus or at any University activity or event. Students are specifically advised that posting photographs or recordings of copyrighted material on the internet or social media may constitute a violation of federal and/or state law and subject the student to criminal and/or civil penalties.

Campus social events and ceremonies, including graduation, alumni events, reunions, and receptions, are exempt from this policy as long as the photographs or recordings are for personal use only. From time to time, the provost may exempt other specific University activities or events from this policy. In the event the provost issues such an exemption, it will not be effective unless and until it is communicated electronically or in writing to the student body.

This policy does not apply to photographing or recording by University administrators, faculty, employees, or other authorized agents of the College. The University retains the right to photograph or record any activity, person, or physical material on campus or at any University activity or event, whether such activity or event is located on campus or off campus.

This policy is subject to the University’s obligations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and any other federal, state, or local law that requires the University to provide reasonable accommodations to a student with a disability.

J. Announcement Notification

The following are the primary means of communicating important information, including emergency notifications, to students.

- Cleveland Connect Student Portal
- Cleveland e-mail
- Digital signage throughout campus
- Text message (for students who have registered for this service)

Students are responsible to check the portal and their e-mail frequently. Students will be held responsible for receipt of important information (i.e., policy changes and paperwork deadlines) that is released/distributed to the campus.

K. Student Clubs and Organizations

Information regarding student clubs and organizations is available in the Office of Student Services.

L. Student Computer Laboratory

All students are expected to abide by the policies and procedures for use of the computer laboratories which are described in the Student Handbook.
M. Discrimination and Harassment

All students are required to abide by the University’s Non-Discrimination/Anti-Harassment Policy, which begins on page 115.

N. Parking

All students are expected to abide by the parking policies and procedures described on page 9.

O. Drug and Alcohol Abuse Policy

All students are expected to abide by the guidelines related to the drug-free environment as described on page 111.

P. Weapons Policy

Possession or use of firearms, including facsimiles, which have the capabilities to discharge pellets and/or darts, ammunition, explosives, or dangerous chemicals, or the use or threatened use of knives or any other object as weapons on Cleveland University-Kansas City-owned, controlled, or rented property or at University-sponsored or -supervised activities is strictly prohibited. Confirmed violation will result in immediate dismissal from Cleveland University-Kansas City.

II. Informal Resolution of Problems

A student may bring forward problems that he/she is experiencing at the University with other members of the University community for informal resolution. For resolution of problems associated with harassment and/or discrimination, please refer to the appropriate section of the University Catalog. Students who wish to pursue an informal approach to problem resolution are advised to first seek an appointment with the other individual involved. A congenial resolution of the problem may thus be achieved with no further follow up required. If the problem persists, the student may seek resolution of the problem by a written request for assistance from the Office of Student Services. If the problem continues to persist, the student is advised to seek formal disposition of the problem through the procedures outlined in the Standards of Student Conduct and Discipline in the University Catalog.

III. Student Misconduct

All members of the University community have an obligation and responsibility to report any violation of these Standards of Student Conduct. The following student actions will not be tolerated by the University and will result in disciplinary action. In addition to penalties imposed by the University, violations of the law may result in penalties imposed by governmental authorities. University disciplinary proceedings may be instituted against a student charged with a violation of a law which is also a violation of these standards, for example, if both violations result from the same factual situation, without regard to the pendency of civil or criminal proceedings. Proceedings under these standards may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.
Resolution of complaints regarding unauthorized adjusting or treatment shall follow the policies and procedures set forth in the Clinic Manual.

Resolution of complaints of all of the other types of misconduct listed shall follow the procedures set forth in the succeeding sections.

A. General Misconduct

1. Disruption of the educational process, which occurs in/during classes, labs, library activities, assemblies, seminars/workshops, registration and the University Health Centers, and other activities, programs and events conducted on the University premises or under the supervision of University employees. Unauthorized or other improper use of University facilities or equipment which includes, but is not limited to:
   a. Violation of federal and state laws regulating duplication of copyrighted materials,
   b. Unauthorized entry to or use of University facilities, property, systems, or services, including the unauthorized possession, duplication, distribution, or use of keys, access codes, access cards, or other means of entry or access to any University property, premise or location.
   c. Theft or other abuse of University computer, network, or telecommunications systems or resources, including but not limited to:
      i. Reading, copying, changing, deleting, tampering with, or destruction of another user’s files, software, programs, and accounts (including monitoring another user’s data communications) without permission of the owner,
      ii. Unauthorized transfer of a file,
      iii. Unauthorized use of another individual’s identification and password,
      iv. Use of computing facilities to interfere with the work of another student, faculty member; or University employee,
      v. Use of computing facilities to send obscene or abusive messages,
      vi. Use of computing facilities to interfere with normal operation of the University computing system,
      vii. Use of computing facilities and resources in violation of copyright laws (including unauthorized downloading or sharing copyrighted files), and
      viii. Use of computing facilities for any purpose which violates any other Standards of Student Conduct.

2. Damage or vandalism to, or destruction of, University or personal property.

3. Theft or unauthorized removal of any University or personal property.

4. Adjustment or other treatment of students or non-students in an unauthorized setting, that is, other than under the direct supervision of licensed clinical staff in the Student or Outpatient Health Center, in a technique class, approved technique club, or in an approved off-site preceptorship.
5. Mental, psychological, racial, sexual, or other harassment of any person, including hazing, personal threats, coercion, intimidation, obscene verbal abuse, written threats, gestures or other forms of harassment.

6. Physical or sexual assault or abuse of any person, or conduct that threatens or endangers the health or safety of any person, including, but not limited to, sexual misconduct with a patient, student, staff or faculty member.

7. The use, possession or sale of drugs or intoxicating liquor on University premises.

8. Possession or use of firearms, weapons, explosives, or dangerous substances and devices, including the following:
   a. Possession of firearms, ammunition, BB guns, air rifles, pellet or paint guns, slingshots, knives, weapons of any description, explosives, firecrackers, fireworks, dangerous chemicals or substances, or any other object or substance designed to inflict a wound or cause injury (or imitations of any such items), on University premises or at University activities or events (except as specifically authorized); and
   b. Use or brandishing of any such item, even if legally possessed, in a manner that harms, threatens, causes fear to, or otherwise endangers others.

9. Verbal or written threat of physical harm.

10. Violation of any federal, state, or local law or ordinance.

11. Knowingly allowing one’s visitors or guests to violate this Standard of Student Conduct or other University rules, regulations, or policies, or failing to monitor the behavior of one’s visitors or guests to assure their adherence to such standards.

12. Violation of, or failure to comply with, any University requests, policies, rules, standards, or procedures that govern students as published in the Catalog, Student Handbook, Library Manual, Clinic Manual, or any other University documents that govern student behavior; or, federal, state, or local laws or statutes. This includes, but is not limited to, violations of any of the activities and standards listed in the preceding section on “General Standards of Conduct” and refusing to identify oneself when an employee, in the performance of his/her duties, requests identification.

13. Failure to comply with verbal directives given by University faculty, staff or administrators.

14. Failure to maintain professional, civil demeanor in interactions with students, patients, faculty, staff, and/or administrators.

IV. Student Misconduct Reporting Procedure

All members of the University community who may have knowledge of the facts of any perceived violation of the Standards of Student Conduct have an obligation and responsibility to report it. The following complaint procedure is provided for the welfare and protection of the students as well as the institution.
Cleveland University-Kansas City will endeavor to protect the privacy of all persons involved in a report of student misconduct. The University prohibits retaliation for bringing forth a grievance or complaint and will make efforts to correct its adverse effects on all parties involved, if appropriate.

In the event that the University believes the alleged misconduct reported suggests an immediate threat to the safety of students, patients, or employees or the conduct of University business, the involved student(s) may be immediately suspended until the investigation is conducted. The following University administrators have the authority to suspend students pending investigation: Deans/Directors of undergraduate, graduate and Doctor of Chiropractic programs, Clinic Director, Vice President of Campus Relations, Provost, President.

Time frames listed in succeeding paragraphs may be lengthened or shortened as needed, according to the judgment of the director of student services. Records of all grievances and complaints that are filed will be kept in the Office of Student Services in accordance with the University’s document retention policy.

A. Report of Student Misconduct:

1. A complaint alleging student misconduct may be filed by a student or University employee via a written incident report filed in the Office of Student Services. The University strongly encourages the complaint be submitted as a detailed, written report within one week of the incident. Complaints will be handled by the director or his/her designee.

2. The director or designee shall appoint an investigator who shall investigate the allegations in the incident report. The investigation report will be returned to the director of student services and/or designee, who will convene the Professional Conduct Committee to make a decision regarding the disposition of the matter.

3. When the Professional Conduct Committee has made a decision regarding disciplinary sanctions, the student(s) involved will be notified in writing.

Sanctions:

Student misconduct disciplinary sanctions include, but are not limited to: monetary fines, formal or informal counseling, informal oral reprimand, written reprimand of record, probation, suspension, dismissal or other alternative sanctions.

B. APPEAL PROCESS: As a preliminary matter, the only sanctions subject to appeal are suspension and dismissal. All other sanctions are final upon issuance to the affected student. See Appealing Sanctions on page 132 details.

C. Academic Misconduct

The academic integrity of the University is a joint responsibility of students and faculty. The freedom to teach and learn is a result of the collective conduct of the members of the University community. The learning environment should be one of trust, respect, fairness, and honesty. Therefore, in most cases, incidents involving academic misconduct will result in suspension or dismissal from the University.
Following are some actions that constitute academic misconduct for which students will be disciplined and/or dismissed. This list is not exhaustive. The University reserves the right to discipline conduct that is inconsistent with the mission of the University. The University reserves the right to interpret that which is in violation of these regulations.

1. Cheating.
2. Aiding or abetting a cheater.
3. Plagiarism.
4. Dishonesty in any form, including lying, furnishing false information, forgery, alteration, falsification or any other unauthorized use of University documents, academic or other official records, identification or property, which includes, but is not limited to papers, examinations, registration or financial aid materials, application forms, reports, forms, checks or clinic records.
5. Buying or selling any original or copy of any material intended to be used as an instrument of academic evaluation without authorization.
6. Acting as a substitute for another person or using another person as a substitute in any academic evaluation process.
7. Knowingly permitting one’s work to be submitted or reproduced by another person without the instructor’s permission.
8. Attempting to influence or change one’s academic evaluation or record for reasons other than achievement or merit.

D. Inappropriate Test-Taking Behaviors

Certain behaviors are considered inappropriate during the administration of an instrument meant to evaluate student progress (examination, test, quiz, practical, etc.) Faculty or proctors who are satisfied that such misconduct has occurred may terminate the test for the individual(s) involved. The faculty will record a test grade of zero and file an incident report that includes the name(s) of the individual(s) involved along with a description of the behavior with the director of student services.

The reporting faculty member should append a copy of the test to the incident report. If the faculty member or proctor feels that termination of the test for the individual(s) involved will be disruptive to the class, he/she may wait and ask the individual(s) involved to see the faculty member or proctor after the test.

The following behaviors are specifically prohibited during the examination process:

1. Having personal belongings other than writing implements in the vicinity of the test. Examples of personal belongings include, but are not limited to: briefcases, backpacks, purses, notebooks, textbooks, unauthorized calculators, iPods, PDAs, cellular phones and beepers. These materials may be left at the front or back of the room. Prior to examinations, students are responsible for turning off and removing beepers and cellular phones from their own person.
2. Eyes wandering toward anyone else’s test.
3. Copying from another student’s examination.
4. Placing one’s test booklet and/or answer key so that another student may see it.
5. Study notes or materials that refer or relate in any manner to the test or quiz. Possession of “crib” notes of any kind. The University subscribes to the broadest definition of “crib” notes by Webster’s Encyclopedic Unabridged Dictionary of the English Language, to wit, “a translation, list of correct answers or other illicit aid used by the students while reciting, taking exams, or the like.”
6. Wearing a hat.
7. Unauthorized use of headphones.
8. Unauthorized exit from the room; anyone who leaves the room without prior authorization may not return.
9. Eating or drinking. A student may bring water in a clear container into the testing area.
10. Talking, tapping fingers, tapping feet or making other distracting noises or gestures that may be interpreted as signaling.
11. Distracting others when entering or leaving the test area.
12. Speaking to or otherwise communicating with another student while the exam is in progress.

V. Academic Misconduct Reporting Procedure

All members of the University community who may have knowledge of the facts of any perceived violation of the Standards of Student Conduct have an obligation and responsibility to report it. The following complaint procedure is provided for the welfare and protection of the students as well as the institution.

Cleveland University-Kansas City will endeavor to protect the privacy of all persons involved in a report of academic misconduct. The University prohibits retaliation for bringing forth a grievance or complaint and will make efforts to correct its adverse effects on all parties involved, if appropriate.

In the event that the University believes the alleged misconduct reported suggests an immediate threat to the safety of students, patients, or employees or the conduct of University business, the involved student(s) may be immediately suspended until the investigation is conducted. The following University administrators have the authority to suspend students pending investigation: deans/directors of undergraduate, graduate and Doctor of Chiropractic programs; clinic director; vice president of campus and alumni relations; and provost, and president.

Time frames listed in succeeding paragraphs may be lengthened or shortened as needed, according to the judgment of the director of student services. Records of all grievances and complaints that are filed will be kept by the director of student services in accordance with the University’s document retention policy.

A. Report of academic misconduct:
1. A complaint alleging academic misconduct may be filed by a student or University employee via a written incident report filed with the director of student services. The University strongly encourages the complaint be submitted as a detailed, written report within one week of the incident. Complaints will be handled by the director of student services or his/her designee.

2. The director or designee shall appoint an investigator who shall investigate the allegations in the incident report. The investigation report will be returned to the director and/or designee, who will convene the Professional Conduct Committee to make a decision regarding the disposition of the matter.

3. When the Professional Conduct Committee has made a decision regarding disciplinary sanctions, the student involved will be notified in writing.

Sanctions:

If the misconduct is determined to be cheating, abetting a cheater, or plagiarism, the sanctions may include the following individually or in combination: formal counseling, written reprimand of record, required coursework or other educational activity, probation, suspension, dismissal or other alternative sanctions. Disciplinary sanctions are separate from any academic penalty the instructor may have applied to the student’s grade on an assignment, examination or for the entire course.

B. APPEAL PROCESS: As a preliminary matter, the only sanctions subject to appeal are suspension and dismissal. All other sanctions are final upon issuance to the affected student.

VI. Appealing Sanctions

1. Appeals of suspension or dismissal for general misconduct are directed to the vice president of campus relations. Appeals of suspension or dismissal for academic misconduct are directed to the provost.

2. Appeals must be submitted in writing within five days of the receipt of sanctions by the student(s). Supporting information and/or documentation should be submitted with the written appeal.

3. Upon receipt of the appeal, the vice president of campus and alumni relations or provost shall appoint an Appeal Committee.

4. The Appeal Committee will determine a date and time for the hearing to occur, and notify the student, in writing, of the date and time of the hearing no later than three business days prior to its occurrence. At that time, the Appeal Committee shall also forward to the student a copy of all written information and documentation in its possession regarding the appeal.

5. At the discretion of the vice president of campus and alumni relations or the provost, the student may remain enrolled pending the hearing.

6. A student may have a personal representative present at the hearing, but must submit in writing the name of the personal representative to the vice president of campus and alumni relations or provost no later than two business days prior to the hearing. The personal representative, who may be an attorney, may be in
the hearing at the same time the student is in the hearing and may advise the student, but will have no other role in the hearing.

7. A student may also have persons with direct knowledge of the incident appear at the hearing to present relevant information. The student must provide in writing the names and most recent contact information of those individuals to the vice president of campus and alumni relations or provost no later than two business days prior to the hearing.

8. All hearing proceedings shall be closed to the University community.

9. The hearing is not, and shall not be construed as a legal proceeding. Legal rules regarding procedures or evidence need not be followed. The Appeal Committee chairperson shall make procedural determinations as required during the hearing to the extent the issues are not covered by this process. Any ruling by the chairperson shall be final. In general, the conduct of the hearing may proceed in the following manner:

a. Opening Statements:

   (1) The committee chairperson or other designee may make opening remarks outlining the general nature of the case and testify to any facts the investigation has revealed.

   (2) The student may make a statement to the Committee about the charge at this time or at the conclusion of the University’s presentation.

b. University Evidence:

   (1) University witnesses are to be called and identified or written reports of evidence introduced as appropriate.

   (2) The Committee may question witnesses at any time.

   (3) The student or, with permission of the Committee, the personal representative of the student may question witnesses or examine evidence at the conclusion of the University’s presentation.

c. Student Evidence:

   (1) If the student has not elected to make a statement earlier under (a)(ii) above, the student shall have the opportunity to make a statement to the Committee about the charge.

   (2) The student may present evidence through witnesses or in the form of written memoranda.

d. Rebuttal Evidence: the Committee may permit the University or the student to offer a rebuttal of the other’s presentation.

10. At the hearing, the Committee is allowed to determine the order in which statements are made or read, determine who may be present at each stage of the hearing, question people and/or receive written statements from those who cannot or do not wish to attend the hearing, and dismiss any person, including the student who is making the appeal, who in the opinion of the Committee chairperson may be obstructing the proceedings.
11. The Committee may limit the time for the hearing, provided that equal time is allotted to both the student and the University. The Committee may also adjourn the hearing and reconvene at a later time when necessary.

12. In situations where more than one student has filed an appeal related to the same incident, the appeals shall be heard separately. There is no requirement that the Committee arrives at identical decisions or imposes identical sanctions for each appeal.

13. The Committee must render two decisions:
   a. Whether the alleged offense did occur, and if so, whether it violated University policies, rules or regulations as stated in official University publications; and
   b. Uphold the original sanction, or recommend other sanctions if appropriate.

13. The Committee’s decision shall be made in closed session with Committee members only. In all cases, the decision shall be final and binding. The Committee’s decision shall be communicated in writing to the student, normally within five business days of the completion of the hearing.

14. Records of general misconduct appeals and hearings shall be maintained in the Office of the Vice President of Campus and Alumni Relations for a period of three years from the date of the hearing. Records of academic misconduct appeals and hearings shall be maintained in the Office of the Provost for a period of three years from the date of the hearing. Copies will be available to the student who requested the appeal at his/her request and expense. The University will not share the substance or resolution of any appeal with parents or other family members of the student. The Committee’s preliminary and deliberative meeting(s) are not part of the hearing/appeal record.

I. The Professional Conduct Committee

The Professional Conduct Committee shall be composed of the director of student services who serves as the chair and does not vote, the dean or director, and two additional faculty members from the program in which the misconduct occurred. The Professional Conduct Committee will be convened on an as-needed basis from among a pool of faculty names maintained in the Office of Student Services. Every effort will be taken to select faculty who were not involved in the event under consideration. The vice president of human resources and organizational development serves as an ex-officio member of all hearing committees and may provide advice to the committee chair if requested.

VIII. Appeal Committee

The Appeal Committee is convened by the vice president of campus and alumni relations or the provost to hear appeals of suspension and/or dismissal. It shall be comprised of at least three individuals and must include both faculty members and students. All Committee members shall be neutral parties, not involved in the alleged incident. The students will be selected from a pool of students recommended by Student Council and maintained in the Office of Student Services. The vice president of human resources and organizational
development serves as an ex-officio member of all hearing committees and may provide advice to the committee chair if requested. The Appeal Committee will follow the procedure described above on page 132.
ACADEMIC POLICIES

ACADEMIC POLICIES AND STANDARDS

Academic policies of the University relate to numerous issues of vital importance to students. Occasionally the stipulations given in the Catalog and in the Student Handbook require revision to satisfy the requirements of regulatory agencies, directives of the trustees, decisions of the faculty, etc. Thus the rules, regulations and curriculum information may change throughout the student’s education. Students will be notified of such changes via e-mail, on digital signage and through the student portal. It is the student’s responsibility to periodically check for such changes and direct any questions to the provost, dean or other persons with knowledge of these policies. Such changes will also be brought to the attention of students at each registration.

Any time a student takes a leave of absence from the University (including student withdrawal, suspension, etc.), his/her future financial aid eligibility, anticipated graduation date and/or eligibility to complete the degree program within the maximum time period allowed may be compromised.

COURSE ADDITIONS

Courses may be added through the end of the first Friday of each academic term / module. Thereafter, adding a course or changing the schedule (i.e., changing day or lab sections) is not allowed.

The process to add a course is as follows:

1. Obtain the appropriate form from www.cleveland.edu, an academic advisor or the Office of Academic Records and Support.
2. Complete the form and obtain the necessary signatures.
3. Return the completed, signed form to the Office of Academic Records and Support.
   a. Office of Academic Records and Support for DCP and MSHP
   b. Undergraduate Office for BS/ Pre-DCP

A student adding a course is responsible for all course requirements, including the attendance requirement, from the beginning of the course.

When a student alters his/her schedule (i.e., adds a course), his/her future financial aid eligibility, anticipated graduation date and/or eligibility to complete the degree program within the maximum time period allowed may be compromised.
ATTENDANCE

This policy applies to students enrolled in

- The A.A. degree program
- The B.S. degree program
- The M.S. degree program
- The D.C. degree program

Successful completion of the educational programs at Cleveland University requires a significant commitment of time for class work and outside study each day. Attendance is required at all times, as only complete attendance in all coursework will enable a student to benefit fully from instructors’ identification of subject matter relevance, classroom information and discussion extending beyond the scope of course texts, laboratory exercises, and practical clinical experiences.

Each faculty member will take attendance, will establish his/her own policies and procedures dealing with tardiness and absenteeism, and will publish these policies and procedures in course syllabi. Tardiness is disruptive to the class. Each student should make every attempt to get to class on time. An instructor may refuse to allow a tardy student to enter the classroom. A student who is tardy to a class may be counted absent for that class period.

A student enrolled in a course is responsible for all course assignments or requirements that are due or given from the beginning of the course, regardless of whether the student is present or absent from scheduled course meetings. Students are responsible for being aware of their own attendance for each course in which they are enrolled in order not to exceed the maximum absences allowed.

Leave will be granted for required military duty for up to a maximum of two weeks annually and it will be considered an excused absence.

Course credit will be given only if the student is present at least 90 percent of the time and completes the course with a passing grade. Should absences exceed 10 percent of scheduled class time, the student will be dismissed from the course with a grade of “XF.” In cases where a student is awarded an “XF” due to absences resulting from significant extenuating circumstances, the grade should first be appealed to the instructor who awarded it. Such appeal must be made to the instructor within five (5) working days of the date of the communication from the instructor indicating the XF has been awarded. If the instructor does not remove the “XF,” the student may make one written appeal to the appropriate department chair in the case of Cleveland Chiropractic College, dean in the case of the College of Undergraduate Studies, or director in the case of the College of Graduate Studies, requesting reinstatement into the course. The written appeal should include documentation that verifies the nature of the extenuating circumstances necessitating the student’s excessive absences. The decision of the administrator reviewing the appeal is final. Should a student’s absences exceed 15%, the XF may not be appealed.
COURSE AUDIT

1. Only currently enrolled students are eligible to audit courses. A student wishing to audit a course must obtain the approval of the appropriate department chairperson for DC courses, or the dean or director for all other academic programs, and then register in the same manner as for credit courses. Students must register for an audit or declare audit status by the end of the first week of the term in which the audit is desired. Auditing is a privilege and is only allowed on a space available basis.

2. A DC student may only audit courses that have been previously passed satisfactorily. Previously earned credits and grades are not impacted by an audit.

3. The audit is documented on the student’s transcript with the designation “AU.”

4. A student auditing a course may be required to attend and participate in class, complete assignments and/or take examinations.

5. A student who is required to audit a course must completely satisfy all course requirements as determined by the course instructor. Failure to do so may result in having to repeat the audit the next term the course is offered, which may compromise anticipated graduation date, financial aid eligibility, and ability to complete the degree program on time.

GENERAL ACADEMIC REQUIREMENTS

All required undergraduate, graduate and DC coursework must be completed with a grade of “C” or better. A DC student who fails to meet this grade requirement must repeat the failed course during the next trimester of enrollment. Students in the undergraduate and graduate programs must repeat the failed course the next time it is offered. A student who fails a course is not allowed to enroll in any courses for which the failed course is a prerequisite without a successful appeal to the Scholastic Regulations Committee for the undergraduate and DC programs, or the MSHP Advisory Committee for the graduate program.

A student enrolled in a double-failed course will not be allowed to withdraw from the course in order to prevent a third failure and thus avoid dismissal. If a student utilizes the college withdrawal option when repeating a twice-failed course, the college withdrawal will result in dismissal from the College except in the cases of medical and/or family emergencies. Support documentation will be required for reinstatement.

A student who fails to pass a repeated course may re-enroll, but will only be allowed to enroll in the twice-failed course; no new hours will be allowed*. Depending upon the individual circumstances, the Scholastic Regulations Committee may also allow the student to audit a course/courses or retake other failed courses. A student who fails a course for the third time will be permanently dismissed from the College.

The University reserves the right to establish remediation plans for students who fail to progress academically. Remediation plans may alter the total number of hours required for completion of the degree. A student has until the end of the first week of the new trimester to appeal a grade from the previous trimester.
A course failure may be appealed if the student believes the grade was awarded in an erroneous, arbitrary, capricious or discriminatory manner (see policy on Grade Appeals).

The University reserves the right to establish the specific schedule of any enrolled student.

* If the student is in the clinic sequence of coursework and fails a course twice, he/she will be enrolled in a zero-credit clinic continuity internship and will not be allowed to continue the regular clinic until the failed class has been successfully completed.

INCOMPLETE COURSEWORK

This policy applies to students enrolled in

- The A.A. degree program
- The B.S. degree program
- The D.C. degree program

An instructor may issue an “I” (Incomplete) to a student at the end of a term if that student was performing at a level where there was a mathematical possibility of passing the course, but due to extenuating circumstances, s/he was unable to complete all course requirements.

“Performing at an acceptable level” means performance at a passing level (“C” or better). Without a history of acceptable performance in a course, a student is not eligible to receive an “I.”

“Extenuating circumstances” means exceptional situations that normally fall into medical, family or emergency/accident categories. Prior communication (except in emergency situations) and appropriate documentation must be provided by the student to the course instructor in a timely manner before consideration is given as to whether or not a circumstance is extenuating. In the absence of extenuating circumstances, a student is not eligible to receive an “I.” Poor academic performance is not considered an extenuating circumstance.

A student receiving an “I” for a course must complete all course requirements by the deadline indicated in the academic calendar of the next term of enrollment, or the “I” will be changed automatically to a grade of “F” and the entire course must be repeated, either that term or the next time the course is offered. Should this happen, and should the now failed course be a prerequisite to a course or courses in which the student is currently enrolled, the student will be dropped from that/those course(s).

A course instructor must submit a grade change form to the Office of Academic Records and Support within 24 hours of the time a student completes all course requirements to resolve an “I.” The grade must be turned in no later than Friday of the first week of class each term.

This policy applies to students enrolled in

- The M.S. degree program

An instructor may report an “I” grade when, due to circumstances other than poor academic performance, a student has not completed the requirements of a course. “I” grades must be removed by the deadline listed in
the Academic Calendar unless the instructor (with the permission of the program director) has granted an extension. Should the “I” grade not be removed by the end of the succeeding term, it is converted to an “F.”

**ACADEMIC STANDING**

This policy applies to students enrolled in

- The M.S. degree program

A graduate student must have a cumulative grade point average of not less than 3.0 on all graduate work undertaken at the College in order to be in good standing.

A graduate student with regular status in a graduate program who drops below a 3.0 average (at any time after earning 12 semester hours) will have earned academic warning. This status must be removed by raising the overall average to a 3.0 or better during the 12 hours of graduate work immediately following the period in which the status was incurred. Failure to do so will result in the student being dropped from the program.

This policy applies to students enrolled in

- The A.A. degree program
- The B.S. degree program
- The D.C. degree program

Students must maintain a minimum 2.0 grade point average on both a term and cumulative basis to remain in academic good standing.

This policy applies to regularly enrolled students in

- The A.A. degree program
- The B.S. degree program
- The D.C. degree program

1. If a student’s term GPA falls below 2.0, he or she will be placed on Academic Concern.
2. If the student’s term GPA falls below 2.0 at any other point in his or her academic career at Cleveland University Kansas City, he or she will be placed on Academic Warning.
3. If the student’s term GPA falls below 2.0 for a third time, he or she will be placed on Academic Probation.
4. If the student’s term GPA falls below 2.0 for a fourth time, he or she will be dismissed from the College in which s/he is enrolled.

**Reasons for Academic Dismissal from A.A. and B.S. Programs**

- Earning less than a 2.0 four times.
- Failing any individual course three times.
Reasons for Academic Dismissal from D.C. Program

- Earning less than a 2.0 four times.
- Failing any individual course three times.
- Earning less than a 1.75 GPA in the first trimester coursework.
- Failing Part I of NBCE exams four times.

Appealing Academic Standing or Dismissal from A.A., B.S. or D.C. Programs

If a student believes there were extenuating circumstances that led to Academic Concern, Academic Warning, Academic Probation or dismissal, the student may appeal his/her status to the Scholastic Regulations Committee.

“Extenuating circumstances” means exceptional situations that normally fall into medical, family or emergency/accident categories.

The appeal must be submitted, in writing, with appropriate documentation, by the deadline listed in the Academic Calendar. Students appealing a dismissal meet with the Scholastic Regulations Committee to present their circumstances and documentation. Appeals are heard once, and the decision of the committee is final.

If an appeal of dismissal is granted, the student may reenroll for one trimester in the Doctor of Chiropractic program or one module in Undergraduate Studies with a status of Academic Probation. If the student’s term grade point average again falls below 2.0, he/she will be permanently dismissed without the option to reapply to the dismissed program.

Students academically dismissed from one University program may apply for admission to another University academic program.

The University reserves the right to establish the specific schedule of any enrolled student.

ALTERNATIVE ADMISSIONS TRACK PLAN FOR DOCTOR OF CHIROPRACTIC DEGREE PROGRAM

The Council on Chiropractic Education allows for the admission of Doctor of Chiropractic degree students who do not meet the minimum 3.0 GPA requirement but are assessed through the admissions process as having a high likelihood of succeeding in the program.

Students admitted under these conditions are required to be on an Alternative Admissions Track Plan (AATP) for the duration of their enrollment.

AATP students must follow the course load, advising, tutoring and other requirements set by the Learning Specialist and Director of Academic Records and Support. AATP students who begin the program with three trimesters of significantly reduced course loads must earn a 1.75 GPA in each of the first three terms. Failure to earn a 1.75 in any of these three terms results in academic dismissal.
CHANGING ACADEMIC PROGRAM

D.C. only to B.S./D.C. Concurrent:
Application is submitted prior to the fifth trimester of the D.C. curriculum. Only applicants who are within eight hours of completing lower division B.S. coursework will be approved. Please note that students are responsible to obtain all remaining coursework. The University is not obligated to accommodate a program change.

D.C. 10-Trimester to D.C. 12-Trimester:
Voluntary
A student in the accelerated 10-trimester progression may move voluntarily to the standard 12-trimester progression at the beginning of any trimester. The student will be placed on a transitional schedule for the time period necessary to fully transition to a standard 12-trimester schedule of courses.

Required
Students admitted to the DC program without conditions may enroll in either the accelerated 10-trimester or standard 12-trimester progression. However, students entering on the 10-trimester program must maintain prescribed academic standards. Students not meeting these standards will be administratively enrolled/transitioned into the 12-trimester progression.

Cleveland Chiropractic College does not guarantee completion of coursework within 10 trimesters and anticipated graduation date may be affected for students having any type of academic difficulty (course withdrawal and/or failure). To stay on the 10-trimester progression students must:

- pass all coursework with a “C” or better in their first six trimesters
- complete all coursework attempted, no withdrawals
- maintain Good Standing, academically
- maintain a GPA of 2.5 or above
- pass Part I of National Boards within first two attempts

D.C. 12-Trimester to D.C. 10-Trimester:
There is one opportunity to move from the standard 12-trimester progression to the accelerated 10-trimester progression. This opportunity occurs at the conclusion of the fifth trimester. Students in good academic standing and meeting the required standards for the 10-trimester progression (see above section), may petition the Scholastic Regulations Committee within one month before the end of their fifth trimester requesting permission to change from the 12-trimester progression to the 10-trimester progression. The Scholastic Regulations Committee evaluates the student’s probability of success in the 10-trimester program based on past performance and renders a decision.
Other Program Changes:

Depending on the program change desired, students may be required to apply to the program through admissions. Please check with admissions and/or the program administrator for more information.

Note: The University reserves the right to establish the specific schedule of any enrolled student. When students are placed in a transitional or other type of special schedule, their future financial aid eligibility, anticipated graduation date and/or eligibility to complete the degree program within the maximum time period allowed may be compromised.

EXAMINATIONS

During the term, examinations are administered at the discretion of the individual instructor. Examinations may be written, oral or practical.

In the D.C. Program

With the exception of a few laboratory courses, a final written examination, written report, project or practical examination is required of every student enrolled in a course. Written and practical final examinations are administered at the scheduled time during finals week. In most courses, students must earn a minimum 70% on the comprehensive final examination in order to progress in the curriculum. Details related to this requirement can be found in course syllabi. An unexcused absence from a final examination will result in a “0” grade for that examination, and the instructor will award a course grade accordingly.

Make-up Examinations

A make-up examination is defined as an examination administered subsequent to the regular time or at a different location because the student failed to take the examination at the regularly scheduled time. Make-up examinations are reserved only for those students with documented extenuating circumstances that prevent them from taking a scheduled examination. The documented circumstances must be verifiable. If documentation is not provided in advance, this may forfeit the student’s right to take the make-up examination(s). Formats of make-up examinations are not required to be identical to the regularly scheduled examination; such issues are at the faculty member’s discretion.

GRADES AND QUALITY POINTS

The student’s grade point average is derived by dividing the number of quality points accumulated by the number of credit hours. The symbol “XF” is assigned when the number of absences makes it impossible for the student to meet the attendance requirements and is equivalent to a failing grade. Transfer, withdrawal, incomplete and passing hours are not included in the computation of grade point averages.
GRADING SCALE

Faculty members adhere to the following standardized scale for awarding grades for performance on individual examinations, course assignments or final course grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69</td>
</tr>
<tr>
<td>F</td>
<td>less than 60</td>
</tr>
</tbody>
</table>

GRADE APPEAL

A student is responsible for meeting the standards of academic performance established by the College housing his/her academic program and the instructor for each course in which the student is enrolled. A student may appeal a grade only if it was allegedly awarded in an erroneous, arbitrary, capricious or discriminatory manner. The burden of proof resides with the student.

Erroneous, arbitrary, capricious or discriminatory grading is defined as:

1. Incorrectly evaluating, calculating or recording an examination, assignment or course grade;
2. Assigning a grade on some basis other than performance of course assignments, examinations or class attendance;
3. Assigning a grade based on standards that are a significant departure from previously announced standards; or
4. Assigning a grade based on standards that differ from those used for other students in the course.

Disputes related to grades other than the final grade must be directed to the instructor of the course. The following procedure is applicable to the final course grade only. Should a student wish to appeal a final course grade, the following procedures are to be followed:

1. The student must meet with the course instructor and attempt to resolve the issue. If the course instructor is part-time, the student may go directly to the instructor’s immediate supervisor to resolve the matter, and the supervisor will communicate with the course instructor.
2. If the matter cannot be resolved with the course instructor, written appeal may be directed to the instructor’s immediate supervisor. This final written appeal must be submitted within five business days of the beginning of the next trimester. The supervisor will hear the appeal and his/her decision is final. This decision must be reached by the deadline listed in the academic calendar.
3. The supervisor shall notify the student and the course instructor in writing of his/her decision, and shall submit all documents used in making the decision to the Office of Academic Records and Support immediately. If a grade change is involved, the supervisor must also submit a grade change form to the Office of Academic Records and Support no later than the day after the decision is reached.

DEGREE COMPLETION TIME

This policy applies to students enrolled in

- The A.A. degree program
- The B.S. degree program
- The D.C. degree program

The maximum period of time allowed for completion of the Doctor of Chiropractic degree program is six calendar years (18 trimesters) from the date of initial matriculation, five calendar years (15 trimesters) for the B.S. degree and 2.5 calendar years (7.5 trimesters) for the A.A. degree. A student in good standing who fails to complete the degree in the maximum allowable time may pursue readmission to the same program one time. The student must pursue readmission to the appropriate College as outlined in the catalog, and advanced standing based on initial enrollment is not available. The Scholastic Regulations Committee considers the totality of the student’s academic history in determining whether or not to allow the student to start the degree program over. The decision of the committee is final.

A student who transfers from another doctor of chiropractic degree program is also subject to the six-year time limit. The six years begins on the date of the student’s initial matriculation to chiropractic college and runs continuously regardless of the student’s enrollment status.

A student in good standing who believes extenuating circumstances are responsible for the failure to complete the degree in the maximum allowable time may submit a written request for an extension with supporting documentation to the Scholastic Regulations Committee. The request will be heard once and the decision of the committee is final.

This policy applies to students enrolled in

- The M.S. degree program

The maximum period of time allowed for completion of the M.S. degree program is five calendar years (15 trimesters) from the date of initial matriculation.

A student in good standing who believes extenuating circumstances are responsible for failure to complete the M.S. degree in the maximum allowable time may submit a written request for an extension with supporting documentation to the director of the M.S. degree program.
GRADUATION REQUIREMENTS

Associate of Arts in Biological Sciences Degree Requirements/Bachelor of Science in Biology Degree Requirements

Cleveland College of Undergraduate Studies confers the degrees Associate of Arts in Biological Sciences and Bachelor of Science in Human Biology upon individuals who meet the following requirements.

1. Completion of a minimum of 60 semester units for the A.A. degree and a minimum of 124 semester units with no course grades less than “C” for the B.S. degree.

2. Satisfactory completion of all required courses.

3. A minimum cumulative grade point average of 2.00.

4. Recommendation for graduation by the undergraduate program faculty.

5. Completion of exit interviews, check-out process, and participation in commencement exercises.

6. Complete payment of all indebtedness to the University. (Official transcripts and the diploma will not be released until this occurs.)

7. Participation in the graduation ceremony in no way implies conferring of a degree. Degrees are conferred upon satisfactory completion of all course requirements and settlement of all financial obligations to the University.

Eligibility to participate in all commencement activities related to degree programs requires that a student be officially registered for all final coursework needed for completion of that degree by the last day of registration for the term in which graduation is to occur.

Master of Science Degree in Health Promotion Requirements

The Master of Science degree in Health Promotion is conferred on the individual who:

1. Meets all the stipulated academic requirements for the degree and has earned a minimum of 27 credit hours from Cleveland College of Graduate Studies.

2. Has successfully completed all the required courses with a 3.0 cumulative GPA.*

3. Has completed at least 75% of all hours taken in the program with a grade of “B.”

4. Has successfully completed the fieldwork experience or research study requirements.

5. Has scored a proficient or better score on the comprehensive exam.

6. Has supplied evidence of sitting for the CHES (Certified Health Education Specialist) Examination or other health-related professional certification

7. Is in good academic standing.

8. Is recommended for the degree by the faculty advisor.
9. Has submitted application for Candidacy and Degree by applicable deadline.
10. Has completed exit interviews and check-out process.
11. Has met all financial obligations.

**Application for Candidacy**

Admission to the College of Graduate Studies does not imply admission of a student to candidacy for a degree. Admission to Candidacy is contingent upon the recommendation of the student’s department and the approval of the program director. The application for admission to candidacy for the M.S. degree in health promotion should be filed after 12 semester hours of graduate credit have been earned at Cleveland University Kansas City. It should be approved by the time of registration for the semester in which requirements for the degree are completed. The application is available from the College of Graduate Studies. The forms must be submitted to the office of the College of Graduate Studies in order to obtain appropriate signatures.

**Application for Degree**

Each candidate for the M.S. degree must apply for graduation at the College of Graduate Studies office. The form, “Application for Degree,” is available from the College and must be completed in duplicate.

**Doctor of Chiropractic Degree Requirements**

Cleveland Chiropractic College confers the degree doctor of chiropractic upon individuals who meet the following requirements.

1. A minimum of three and one-third calendar years (five academic years of eight months each) of attendance at a chiropractic college.
2. Completion of not less than the final 25% of the total credits required for the degree at Cleveland Chiropractic College.
3. Satisfactory completion of all courses and hours required by Cleveland Chiropractic College.
4. Satisfactory completion of all clinical requirements as stated in the Clinic Manual.
5. A minimum cumulative grade point average of 2.00.
6. Recommendation for graduation by the doctor of chiropractic program faculty.
7. Completion of exit interviews, check-out process and participation in commencement exercises.
8. Completion within a six-calendar year period. A student must graduate no later than six calendar years after matriculation into the program. Transfer students must meet this requirement within an equivalent time frame. Most transfer students will be placed on special schedules and are encouraged to consult their academic advisor regarding their degree completion time.
9. Complete payment of all indebtedness to the University. (Official transcripts and the diploma will not be released until this occurs.)


The Council on Chiropractic Education requires that a minimum of 70% of matriculants complete the DC program within 150% of the program length. The completion rate at Cleveland Chiropractic College is 82.9 percent.

ACADEMIC HONORS

Trimester Honors

At the end of each trimester, DC students are evaluated on the following criteria for the purpose of determining eligibility for academic honors for that trimester. A student will be recognized for “academic honors” if the following conditions are met:

1. The student must be enrolled in a minimum of 12 credit hours for the specified trimester to be considered.

2. The student must not have had any grade less than “B” during the specified trimester.

3. The student’s trimester grade point average must be 3.40 or higher.

4. There must be no disciplinary action taken against the student during the specified trimester.

A letter of merit will be awarded to each student who meets the above criteria and the list of students receiving indicated honors will be published campus-wide.

Graduation Honors

Candidates graduating from the BS, MS, and DC programs with the following grade point averages are awarded honors at graduation:

- Summa Cum Laude (with highest honor) 3.90 GPA
- Magna Cum Laude (with high honor) 3.65 GPA
- Cum Laude (with honor) 3.40 GPA

The honor is noted appropriately on the diploma.

Cleveland Chiropractic College also recognizes as Valedictorian the graduate in each commencement class with the highest cumulative GPA.
The GPA for graduation honors in all programs is computed at the conclusion of the penultimate term of enrollment. DC transfer students must complete five trimesters or 2,200 hours for honors consideration at the graduation.

Undergraduate students are eligible for honors after completing 48 credit hours that are part of the residency requirements at Cleveland University–Kansas City.

**COURSE WITHDRAWAL**

A student may withdraw from a course through the end of the twelfth week of the trimester. For modular/accelerated courses the withdrawal date is the end of the sixth week of the course. A course from which a student withdraws will appear on the student’s transcript with a “W.” After the withdrawal deadline has passed, withdrawal is not allowed, and the student will remain enrolled in the course through the end of the term, unless the student withdraws from the College.

The process for course withdrawal is as follows:

1. Obtain the appropriate form from www.cleveland.edu, the academic advisor or the Office of Academic Records and Support.

2. Complete the form and obtain the necessary signatures.

3. Return the completed, signed form to the Office of Academic Records and Support. The date of the withdrawal will be the date the form is submitted to the Office of Academic Records and Support.

A student may withdraw from a particular course only once. When a student enrolls in a course from which he/she has withdrawn previously, the student must remain enrolled in the course and receive a grade (other than “W”). If a student is withdrawn from a course by the College or as a result of an error in registration, course schedule conflict, etc., then the grade will not be a “W.” Complete withdrawal from the College modifies this policy.

If a student utilizes the College withdrawal option when repeating a twice-failed course, the College withdrawal will result in dismissal from the College except in the cases of medical and/or family emergencies. Support documentation will be required for reinstatement.

Doctor of Chiropractic students may not withdraw from more than four courses within an academic year without obtaining approval from the Scholastic Regulations Committee.

When a student withdraws from a course his/her future financial aid eligibility, anticipated graduation date or ability to complete a degree program within the maximum time period allowed may be compromised.

The College will move any DC student who fails or withdraws from a course to the 12-trimester program. The undergraduate program may require a student who fails or withdraws from a course to take a lighter course schedule and/or remedial coursework.
COLLEGE WITHDRAWAL

These policies are applicable to students enrolled in Cleveland Chiropractic College and the Colleges of Undergraduate and Graduate Studies.

A student wishing to withdraw from the College during or after a trimester must consult with and obtain a College withdrawal form from his/her advisor or from the director of academic records and support prior to withdrawal, and must complete and return the College withdrawal form to the Office of Academic Records and Support prior to departure and/or termination of class attendance. Signatures are required on the College withdrawal form from the Office of Financial Aid, the Finance Office and the Library. The form must then be turned in to the Office of Academic Records and Support for final signatures and processing. These signatures will indicate that counseling either has been offered or has occurred, that withdrawal from the College is in the best interest of the student, and that the student has been made aware of any existing obligations, financial or otherwise, to the institution. These signatures do not mean that the student is cleared of any outstanding obligations in these areas. The College withdrawal form is used to notify all administrative offices and the faculty that the individual is no longer a student, so that record keeping may be closed and attendance records may be discontinued.

Completion of this process will ensure that the student receives a “W” (withdrawal) for all courses not yet completed. Failure to complete this process will result in the student receiving a grade of “XF” in those courses.

When a student withdraws from the College, his/her future financial aid eligibility, anticipated graduation date or ability to complete a degree program within the required time frame may be compromised.

A student who withdraws from the College and subsequently wishes to return must apply in writing for re-admission and must receive approval prior to enrollment (See Re-admission policy for details).

The College may withdraw a student for reasons such as failure to meet scheduled financial obligations, health-related matters that prevent the student from meeting all course obligations, or for other reasons deemed appropriate by the College. A student may make one written appeal of such a withdrawal to the Scholastic Regulations Committee. The appeal will be heard once and the Committee’s decision is final.

A student may withdraw from or be withdrawn from the College a maximum of two times. The third withdrawal will result in permanent dismissal from the College.

If a student believes extenuating circumstances were involved, the student may appeal the dismissal. The appeal must be submitted in writing to the Scholastic Regulations Committee and provide appropriate documentation. The appeal will be heard once, and the decision of the Committee is final.

Involuntary Student Withdrawal

The University reserves the right to effect the involuntary withdrawal of a student whose behavior and/or statements are determined to be a direct threat to the health or safety of any member(s) of its community or of significant damage to its property or to significantly disrupt educational or other activities of the institution.

The University and its Health Center(s) consider the safety and security of students, faculty, staff and patients to be of the highest priority. Standards of student conduct are primarily located in the Catalog and Clinic Manual,
and violations are addressed through the applicable disciplinary process. However, there may be situations in which a student has not violated the Standards of Student Conduct, but has exhibited behavior or made statements that suggest either a threat to the student’s own safety or the safety of others. The Involuntary Student Withdrawal Policy is designed to address such threats.

There may be instances where both the Standards of Student Conduct and Involuntary Withdrawal Policy apply. The provost, in consultation with the relevant dean or director, has final authority for the involuntary withdrawal of a student in accordance with this policy.

**Behaviors Addressed by Policy:**

Behavior or threatened behaviors that present an appreciable risk:

1. To the health or safety of others, including behaviors or statements that suggest a student should not be caring for patients in any of the University Health Centers or Clinics;
2. Of significant damage to University property; or
3. Of significantly disrupting the educational or other activities of the institution.

An appreciable risk is one that has some reasonable degree of likelihood of occurring, but does not require a conclusion that its occurrence is more likely than not.

**Procedure:**

1. University personnel who observe or are made aware of students exhibiting behavior or threatening behavior that is addressed in this policy should immediately bring this to the attention of the relevant program dean or director.
2. The program dean or director will confer with the provost, and together they will initiate an assessment of the situation. The assessment will include:
   a. Review of evidence relating to the student’s behavior and/or statements which have caused concern.
   b. Consultation, as appropriate, with medical personnel.
   c. Determination of the nature, duration and severity of the risk and the likelihood of its occurrence.
   d. Determination whether reasonable modification of policies, practices or procedures would sufficiently mitigate the risk.
   e. Meeting with the student to discuss behavior and/or statements under consideration, and to provide details of Involuntary Student Withdrawal Policy.
   f. Opportunity for the student to explain behavior and/or statements and to present any evidence for consideration.
   g. Discussion of outcomes. The following are examples of potential outcomes:
      i. Resolution of concern without action.
      ii. Resolution of concern with reasonable accommodations to the student.
iii. Resolution of concern with required counseling.
iv. Voluntary withdrawal with or without recommendation for counseling.
v. Involuntary withdrawal with or without recommendation for counseling.
vi. Voluntary or involuntary withdrawal with required psychological evaluation and clearance prior to return to educational and/or clinical activities. Such evaluations will be at the student’s expense.
vii. Voluntary and involuntary withdrawal results in the receipt of “W” grades. Eligibility for refund is determined according to College policy contained in the current Catalog.

Right to Appeal:
A student who is involuntarily withdrawn from the University according to this policy may appeal in writing to the relevant program dean or director within five (5) working days of his/her withdrawal. The dean/director will present the appeal to the Scholastic Regulations Committee for consideration. During consideration of the appeal, the student will remain withdrawn from the University. The Scholastic Regulations Committee will review the circumstances which led to the involuntary withdrawal, allow the student to present his/her explanation and/or any extenuating circumstances, and render its decision. The decision will be communicated to the student in writing within two (2) working days of the conclusion of the hearing. Appeals to involuntary withdrawal are heard one time and the decision of the Scholastic Regulations Committee is final. Members of the Scholastic Regulations Committee who participated in the decision to involuntarily withdraw the student shall not act on the appeal.

LEAVE OF ABSENCE

Leave of absence is defined as voluntary non-enrollment by a student for one or more trimesters, with the intention of subsequent re-enrollment. It is distinct from withdrawal from the College, which occurs after enrollment in a trimester.

In order to be granted Leave of Absence status, a student in any of the University’s programs must complete the requisite form in the Office of Academic Records and Support.

The maximum period of time for each leave of absence for the D.C. program is two trimesters in any one-year period, and no more than five trimesters in total. For the B.S. degree program, leaves may be granted for one trimester for any one-year period of time and no more than three trimesters total. Students taking Leave of Absence from the College of Graduate Studies must re-enter the program within one-year or be administratively withdrawn and reapply for admission.

When a student takes a leave of absence from the University his/her future financial aid eligibility, anticipated graduation date and/or eligibility to complete the degree program within the maximum time period allowed may be compromised.

Leaves of Absence due to being called to active military duty are not subject to these policies. Students should inform the Director of Academic Records and Support in writing when taking a leave of absence due to military duty.
RE-ADMISSION

Following Leave of Absence

Students in the College of Undergraduate Studies and Cleveland Chiropractic College who seek re-admission following a leave of absence must request approval for re-enrollment from the Scholastic Regulations Committee. The written request for re-enrollment must be received a minimum of 30 days prior to the start of the trimester in which the student wishes to return.

If the student was in attendance at another college or university during the leave of absence, the committee will require an official transcript or letter of good standing from that institution before considering the student’s request for re-admittance.

Students in the Doctor of Chiropractic degree program who have taken off more than one term must meet the entrance requirements applicable to the entering class at the time of re-admission. If the Leave of Absence from the Doctor of Chiropractic degree program was for more than one trimester, a transcript evaluation will be conducted upon request for re-enrollment. The student may be required to demonstrate proficiency in didactic and/or clinical coursework before the student can progress in the curriculum. The student may be required to audit courses or be placed on a special schedule.

Students in the College of Graduate Studies must submit their request for re-enrollment to the Director of the degree program a minimum of 30 days prior to the start of the term in which they wish to return.

Following Dismissal

Students dismissed from any of the University’s programs for disciplinary reasons are ineligible for re-enrollment at the University.

For the B.S. degree program

Undergraduate students who were dismissed for academic reasons may reapply only one time. In order to be considered for re-admittance, the student must meet all the following criteria:

- Demonstrate via official transcript that he/she has completed at least 15 additional semester credit hours of applicable coursework at another institution with a GPA of 2.5 or higher, to include at least one science course.
- Demonstrate completion of at least one program designed to enhance learning and/or study skills.
- Wait at least two trimesters before re-applying.

The Scholastic Regulations Committee will evaluate the application for re-admittance and the decision of the committee is final. The totality of the student’s academic history will be taken into consideration in making this decision.

For the M.S. degree program

A student seeking re-admission to the College of Graduate Studies may initiate consideration for readmission by completing an application for admission to the College. The Advisory Committee considers the request for
readmission upon receipt of the new application. After reviewing the applicant’s file, the Advisory Committee will identify the compelling reasons for readmission to the College of Graduate Studies, and, if readmission is granted by the Committee, it will list the conditions required of the student upon readmission.

**For the D.C. degree program**

Re-admission to the Doctor of Chiropractic degree program is not available to students dismissed from Cleveland Chiropractic College for academic reasons.

- A student dismissed from the D.C. degree program for academic reasons may apply for admission as a bachelor’s degree student. In such cases, if the student was originally enrolled as a dual-degree-seeking student, the credits earned toward the dual degree will be applied toward the bachelor’s degree only. If the student was originally enrolled as a doctor of chiropractic only student, credits toward the bachelor’s degree will be awarded on an individual basis after evaluation by the dean or director of the undergraduate degree program.

- A student dismissed from the D.C. degree program for academic reasons may apply for admission to the College of Graduate Studies by following the policies and procedures outline in the current catalog.

**LABORATORY PARTICIPATION**

Part of the learning experience of students includes participation in laboratory settings. Therefore, students are required to participate in all laboratory exercises; this includes serving both as examiner and as patient.

Laboratory exercises may include, but are not limited to, the following: adjustments, cadaver dissection, chemical analysis, electrocardiograms, palpation, physical examinations and X-ray examinations.

**ALTERNATIVE LABORATORY EXPERIENCE**

The following protocols are to be followed in working with students that, as a result of a specific disability under the Americans with Disabilities Act, may be unable to participate in laboratory experiences as normally conducted by the University.

A written statement requesting an alternative laboratory experience and outlining the reasons for the request must be submitted by the student to the learning specialist prior to the beginning of the course. This written documentation should consist of a recent evaluation stating the health problem, all testing methods and results and recommendations for a range of specific accommodation options and how those accommodations will enable the student to perform in laboratory settings. If the request or appeal is approved, all appropriate laboratory instructors will be notified of the need for alternative laboratory protocols. If the request or appeal is denied, the student must participate in the regular laboratory experience. A student may appeal the decision to the Scholastic Regulations Committee.

**PROGRESS REPORTS AND ACADEMIC RECORDS**

Grades for examinations and courses may be posted at the discretion of individual instructors in accordance with the University’s FERPA policy (see page 13 of this document or consult the website).
Transcripts, diplomas, special certificates and other official academic records (including duplicate copies of the same) are released upon receipt of a written request and payment of appropriate fees and outstanding financial obligation to the University. Questions regarding academic records should be directed to the Office of Academic Records and Support.
PERSONNEL

Cleveland University – Kansas City

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Jeffrey D. Spencer, D.C.
Rosemarie A. Wilson, D.C.

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Gloria Lee-Ford, D.C.
Ethelbert Stalling, D.C. (deceased)
G. Richard Wheatley, D.C. (deceased)

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Clinic Director, Robert P. Moore, D.C.
Department Chair, Chiropractic Sciences, Thomas K. Nichols, B.B.A., D.C.
Department Chair, Diagnostic Sciences, Michael Whitehead, B.S., D.C., D.A.C.B.R.
Community Outreach Manager, Linda J. Gerdes
Learning Specialist, Megan Kissel, B.S., M.S.
Undergraduate Coordinator, Sarah Shelnutt, B.F.A., M.Ed.
Faculty

Steve Agocs - Assistant Professor
B.A. University of Northern Iowa, 1997
D.C., Palmer College of Chiropractic, 2000

Paul B. Barlett - Professor
B.S., University of Akron, 1977
M.S., University of Akron, 1979
Ph.D., Ohio State University, 1984

Jason Bartlett - Associate Professor
D.C., Northwestern Health Sciences University, College of Chiropractic, 1988
B.S., Northwestern Health Sciences University, 1998

Julia Bartlett - Professor
D.C., Northwestern Health Sciences University, College of Chiropractic, 1989
B.S., Northwestern Health Sciences University, 2002

D. Clark Beckley - Professor
D.C., Cleveland Chiropractic College, Kansas City, 1975

Chantel Sramek Braasch - Instructor
A.A., Johnson County Community College, 2000
B.S., Northwestern Health Sciences University, 2006
D.C., Northwestern Health Sciences University, 2006

Geracimo Enrique Bracho - Associate Professor
B.S., University of Zulia, Venezuela, 1976
M.S., University of California, Davis, 1982
Ph.D., University of California, Davis, 1987
Ashley E. Cleveland - Professor
B.A., Stephens College, 1991
M.A., University of Missouri–Kansas City, 1998
D.C., Cleveland Chiropractic College, Kansas City, 1995

Carl S. Cleveland III - Professor
B.S., University of Missouri–Kansas City, 1970
D.C., Cleveland Chiropractic College, Kansas City, 1975

Wendy Cluskey – Instructor
B.S., University of Nebraska, 2000
M.S., Mississippi State University, 2002

Jill M. Davis - Professor
B.A., Coe College, 1988
M.A., University of Kansas, 1992
D.C., Cleveland Chiropractic College, Kansas City, 2007

Kimberly Davis – Instructor
B.S., Texas Lutheran University, 1992
M.S., Kansas State University, 1997

Richard Day – Instructor
B.S., Cleveland Chiropractic College, Kansas City, 2008
D.C., Cleveland Chiropractic College, Kansas City, 2008

Deborah J. Denno – Assistant Professor
A.S., Lake Land Junior College, 1986
D.C., Logan College of Chiropractic, 1989
J.R. Dobson - Instructor
B.A., Hastings College, 1979
B.S., University of Nebraska Medical Center, 1984
M.D., University of Nebraska Medical Center, 1990

Charles F. Dorlac - Professor
B.A., St. Louis University, 1970
M.A., University of Missouri–Kansas City, 1973
Ph.D., University of Missouri–Kansas City, 1983

Karen Doyle - Assistant Professor
B.S., University of Texas, 1982
M.S., University of Central Missouri, 1990
Ph.D., University of Kansas, 2001

Laurence J. Franken - Instructor
B.S., Kansas State University, 1989
M.S., Baker University, 1995
M.S., Walden University, 2006
Ph.D., Walden University, 2011

Mark H. Gilgus - Instructor
B.B.A., University of Missouri–Kansas City, 1975
J.D., University of Missouri–Kansas City, 1978

Brittany Gorres-Martens - Assistant Professor
B.S., South Dakota State University, 2005
Ph.D., University of Kansas, 2011

Sheldon D. Guenther - Instructor
B.S., University of Wyoming, 1984
D.C., Cleveland Chiropractic College, Kansas City, 2001
Kim R. Hamilton - Professor
D.C., Cleveland Chiropractic College, Kansas City, 1992

Ned U. Heese - Assistant Professor
D.C., Logan College of Chiropractic, 1974

Kirk Iodice - Instructor
B.S., University of North Carolina, 2004
D.C., Logan College of Chiropractic, 2007

Tobi Jeurink - Instructor
B.S., Pittsburg State University, 1997
D.C., Cleveland Chiropractic College, Kansas City, 2001

Sean Kono - Instructor
A.A., Antelope Valley College, 1989
D.C., Cleveland Chiropractic College, Los Angeles, 1997

Stephen P. Larsen - Professor
B.S., Texas Christian University, 1961
M.S., Texas Christian University, 1963
Ph.D., North Texas State University, 1970

Gerald Larson - Instructor
B.A., Mid-America Nazarene University, 1988
M.S., University of Kansas, 1996
Ph.D, University of Kansas, 2001

George Layton - Instructor
A.A., Maplewoods Community College, 1978
D.C., Cleveland Chiropractic College, Kansas City, 1981
A.A.S., Colorado Technical University, 2010
John McGlaughlin - Professor
B.S., Southwest Baptist University, 1986
M.A., University of Missouri–Kansas City, 2001

Stuart McIntosh – Instructor
B.S., Logan College of Chiropractic, 2008
M.S., Logan College of Chiropractic, 2011
D.C., Logan College of Chiropractic, 2010

Aftab Merchant - Associate Professor
M.B.B.S., University of Sindh, 1988
F.C.P.S., College of Physicians and Surgeons Pakistan, 2006

Jere Mills - Instructor
A.S., Allen County Community College, 1999
B.S., Pittsburg State University, 2001
D.C., Logan College of Chiropractic, 2004

Michael D. Mitchael - Assistant Professor
B.S., Park College, 1991
D.C., Cleveland Chiropractic College, Kansas City, 1992

Michael D. Moore - Associate Professor
A.A., Palmer Junior College, 1979
D.C., Palmer College of Chiropractic, 1982

Robert P. Moore - Associate Professor
D.C., Cleveland Chiropractic College, Kansas City, 1995

Kevin R. Mott - Instructor
B.A., State University of New York at Buffalo, 2002
D.C., Cleveland Chiropractic College, Kansas City, 2006
Thomas K. Nichols - Professor
B.B.A., Baker University, 1993
D.C., Palmer College of Chiropractic, 1977

Christena V. Nicholson - Associate Professor
P.N., Missouri Vocational Technical School, Practical Nursing, 1974
A.S., Triton College, 1989
B.S., National University of Health Sciences, 1992
D.C., National University of Health Sciences, 1993

Brian Peterson - Instructor
A.A., Johnson County Community College, 2005
B.S., Missouri State University, 2007
M.S., Missouri State University, 2010

Mark T. Pfefer - Professor
B.S., University of Kansas, 1981
R.N., Johnson County Community College, 1984
D.C., Cleveland Chiropractic College, Kansas City, 1988
M.S., University of Kansas, 2000

Jason Qualls - Instructor
B.A., University of Kentucky, 2002
D.C., Cleveland Chiropractic College, Kansas City, 2007

Debra K. Robertson-Moore - Associate Professor
B.S., Cleveland Chiropractic College, Kansas City, 1996
D.C., Cleveland Chiropractic College, Kansas City, 1996

J. Kevin Robinson - Instructor
B.S., West Texas A & M University, 1986
M.B.A., University of Phoenix, 1999
**Timothy Schoof - Professor**
B.S., University of Missouri–Kansas City, 1986
B.A., Park College, 1990
M.S., University of Missouri–Kansas City, 1990
M.B.A., Rockhurst College, 1994
Ed.S., University of Missouri–Kansas City, 2000
Ed.D., University of Missouri–Kansas City, 2003

**Max Joseph Skidmore, Jr. - Instructor**
B.S., Southwest Missouri State University, 1987
M.A., University of Missouri–Kansas City, 2000
M.F.A., University of Missouri–Kansas City, 2004

**Andrew Slavik – Instructor**
D.C., Logan College of Chiropractic, 1996
B.S., Logan College of Chiropractic, 1995

**Thomas G. Smallridge - Instructor**
B.S.Ed, Central Missouri State University, 1969
M.A., Central Missouri State University, 1970

**Edward Smith - Instructor**
B.A., Dartmouth College, 1980
M.A., University of Missouri–Kansas City, 2005
M.D., Dartmouth Medical School, 1986

**Richard Strunk - Assistant Professor**
D.C., New York Chiropractic College, 1995
M.S., Palmer College of Chiropractic, 2006
**Erin Stubblefield - Instructor**
A.S., Garden City Community College, 2000  
B.S., York College, 2002  
D.C., Palmer College of Chiropractic, 2006

**Corey Sullivan - Assistant Professor**
B.S., Emporia State University, 1999  
D.C., Palmer College of Chiropractic, 2003

**Rickard J. Thomas - Professor**
D.C., Cleveland Chiropractic College, Kansas City, 1977  
B.A., Park College, 1980

**William E. Tuttle - Professor**
D.C., Cleveland Chiropractic College, Kansas City, 1980

**Shannon Vandaveer - Instructor**
B.A., Missouri Southern State College, 1997  
B.S., Missouri Southern State College, 1997  
Ph.D., University of Arkansas, 2001

**G. Michael Whitehead - Professor**
B.S., Logan College of Chiropractic, 1978  
D.C., Logan College of Chiropractic, 1979  
D.A.C.B.R., 1992

**Jon David Wilson – Assistant Professor**
B.S., Cleveland Chiropractic College, Kansas City, 2003  
D.C., Cleveland Chiropractic College, Kansas City, 2003

**Arley Wisner - Instructor**
B.S., Truman State University, 2005  
D.C., Cleveland Chiropractic College, Kansas City, 2008
### Academic Calendar

**Academic Years 2014-2017**

<table>
<thead>
<tr>
<th>D. C. &amp; Upper B. S.</th>
<th>FA-14</th>
<th>SP-15</th>
<th>SU-15</th>
<th>FA-15</th>
<th>SP-16</th>
<th>SU-16</th>
<th>FA-16</th>
<th>SP-17</th>
<th>SU-17</th>
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<tbody>
<tr>
<td>First day of the Trimester</td>
<td>Sep-08</td>
<td>Jan-05</td>
<td>May-11</td>
<td>Sep-08</td>
<td>Jan-04</td>
<td>May-09</td>
<td>Sep-08</td>
<td>Jan-03</td>
<td>May-08</td>
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<tr>
<td>New student orientation</td>
<td>Sep-08</td>
<td>Jan-05</td>
<td>May-11</td>
<td>Sep-08</td>
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<td>May-09</td>
<td>Sep-08</td>
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<tr>
<td>Coursework Begins</td>
<td>Sep-09</td>
<td>Jan-06</td>
<td>May-12</td>
<td>Sep-09</td>
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<td>May-10</td>
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<td>May-09</td>
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<tr>
<td>Coursework Ends</td>
<td>Dec-09</td>
<td>Apr-14</td>
<td>Aug-11</td>
<td>Dec-08</td>
<td>Apr-12</td>
<td>Aug-09</td>
<td>Dec-09</td>
<td>Apr-11</td>
<td>Aug-08</td>
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<tr>
<td>Practical/Final Exams Begin</td>
<td>Dec-10</td>
<td>Apr-15</td>
<td>Aug-12</td>
<td>Dec-08</td>
<td>Apr-13</td>
<td>Aug-10</td>
<td>Dec-07</td>
<td>Apr-12</td>
<td>Aug-09</td>
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<th>FA-14</th>
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<th>FA-15</th>
<th>SP-16</th>
<th>SU-16</th>
<th>FA-16</th>
<th>SP-17</th>
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<tbody>
<tr>
<td>First day of the Trimester</td>
<td>Sep-08</td>
<td>Jan-05</td>
<td>May-11</td>
<td>Sep-08</td>
<td>Jan-04</td>
<td>May-09</td>
<td>Sep-08</td>
<td>Jan-03</td>
<td>May-08</td>
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<tr>
<td>New student orientation</td>
<td>Sep-08</td>
<td>Jan-05</td>
<td>May-11</td>
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<td>May-08</td>
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<td>Coursework Begins</td>
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<td>Jan-06</td>
<td>May-12</td>
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<td>Jan-05</td>
<td>May-10</td>
<td>Sep-07</td>
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<td>May-09</td>
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<td>Coursework Ends</td>
<td>Dec-09</td>
<td>Apr-14</td>
<td>Aug-11</td>
<td>Dec-08</td>
<td>Apr-12</td>
<td>Aug-09</td>
<td>Dec-09</td>
<td>Apr-11</td>
<td>Aug-08</td>
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<tr>
<td>Practical/Final Exams Begin</td>
<td>Dec-15</td>
<td>Apr-20</td>
<td>Aug-17</td>
<td>Dec-14</td>
<td>Apr-18</td>
<td>Aug-15</td>
<td>Dec-12</td>
<td>Apr-18</td>
<td>Aug-14</td>
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<th>SP-16</th>
<th>SU-16</th>
<th>FA-16</th>
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<tbody>
<tr>
<td>First day of Module I term</td>
<td>Sep-02</td>
<td>Jan-05</td>
<td>May-04</td>
<td>Aug-31</td>
<td>Jan-04</td>
<td>May-02</td>
<td>Aug-29</td>
<td>Jan-03</td>
<td>May-01</td>
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<tr>
<td>New student orientation Module I</td>
<td>Sep-02</td>
<td>Jan-05</td>
<td>May-04</td>
<td>Aug-31</td>
<td>Jan-04</td>
<td>May-02</td>
<td>Aug-29</td>
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<td>Module I Coursework Begins</td>
<td>Sep-03</td>
<td>Jan-06</td>
<td>May-05</td>
<td>Sep-01</td>
<td>Jan-05</td>
<td>May-03</td>
<td>Aug-30</td>
<td>Jan-04</td>
<td>May-02</td>
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<tr>
<td>Module II Finals exams begin</td>
<td>Dec-16</td>
<td>Apr-21</td>
<td>Aug-18</td>
<td>Dec-15</td>
<td>Apr-19</td>
<td>Aug-16</td>
<td>Dec-12</td>
<td>Apr-18</td>
<td>Aug-15</td>
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<th>Graduation Events</th>
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<th>FA-15</th>
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<th>SP-17</th>
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<tbody>
<tr>
<td>President’s Dinner</td>
<td>Dec-11</td>
<td>Apr-16</td>
<td>Aug-13</td>
<td>Dec-10</td>
<td>Apr-14</td>
<td>Aug-11</td>
<td>Dec-09</td>
<td>Apr-13</td>
<td>Aug-10</td>
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<tr>
<td>Commencement</td>
<td>Dec-12</td>
<td>Apr-17</td>
<td>Aug-14</td>
<td>Dec-11</td>
<td>Apr-15</td>
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<td>Dec-09</td>
<td>Apr-14</td>
<td>Aug-11</td>
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<tr>
<th>Holidays &amp; Breaks</th>
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<tbody>
<tr>
<td>Martin Luther King, Jr. Day recess</td>
<td>Jan-19</td>
<td>Jan-18</td>
<td>Jan-16</td>
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<td>Presidents Day recess</td>
<td>Feb-16</td>
<td>Feb-15</td>
<td>Feb-20</td>
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<td>Spring Break Week of</td>
<td>Mar-16</td>
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<td>Memorial Day recess</td>
<td>May-25</td>
<td>May-30</td>
<td>May-29</td>
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<tr>
<td>Independence Day recess</td>
<td>Jul-03</td>
<td>Jul-04</td>
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<td>Labor Day recess</td>
<td>Sep-01</td>
<td>Sep-07</td>
<td>Sep-05</td>
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<tr>
<td>Veterans Day recess</td>
<td>Nov-10</td>
<td>Nov-11</td>
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<tr>
<td>Thanksgiving recess (Thu &amp; Fri)</td>
<td>Nov-27</td>
<td>Nov-28</td>
<td>Nov-29</td>
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*Note: Schedule subject to change*