



Cleveland University

KANSAS CITY

Chiropractic and Health Sciences

Cleveland University-Kansas City

Academic Catalog
2022-2023



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THE PRESIDENT'S MESSAGE

Greetings and welcome to 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.

The **Cleveland University-Kansas City College of Health Sciences** offers the following degrees: Associate of Applied Science in Occupational Therapy Assistant, Associate of Applied Science in Radiologic Technology, Associate of Arts in Biological Sciences, Bachelor of Science in Human Biology, Bachelor of Science in Exercise Science, Certificate in Workplace Health Promotion, and the Master of Science in Health Education and Promotion degrees.

With a rigorous curriculum focused on the structure and function of the human body, the undergraduate degree in Human Biology provides prerequisite coursework necessary for application to a variety of graduate and professional programs in health care fields.

The Master of Science in Health Education and Promotion leads to eligibility for specialty certification in health education, sports health and fitness, prepares the graduate to teach people about healthy habits and behaviors, to improve human performance and reduce health care costs.

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

Specialty practices in chiropractic include sports injuries and athletic performance, orthopedics, pediatrics, acupuncture, nutrition, radiology, and animal chiropractic. In addition, doctors of chiropractic provide patient care in United States military treatment facilities, Veterans Administration 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 professional dreams come true.

For a healthy world,

Carl S. Cleveland III, D.C.
Cleveland University-Kansas City
Chiropractic and Health Sciences

DISCLAIMER

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. Students 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.

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) 467-2252

THE UNIVERSITY

CLEVELAND UNIVERSITY-KANSAS CITY 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.

The College has grown steadily over the years in both student enrollment and patient care, requiring a number of moves and expansions to accommodate these increasing needs. 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 the ever-expanding institutional needs. By the early 1970s the need for yet more 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. 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 campus featuring advanced facilities and amenities in the Kansas City suburb of Overland Park, Kansas. (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 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 multi campus system for which Dr. Carl S. Cleveland III assumed the presidency, and continues as Cleveland's president today. Dr. Carl S. Cleveland Jr. served as chancellor of the multi campus 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.

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 Education and Promotion.

The Board of Trustees established the College of Health Sciences in May of 2012. In May 2015, the Board of Trustees approved the Associate of Applied Science in Radiologic Technology and the Associate of Applied Science in Occupational Therapy Assistant degree programs.

Cleveland University-Kansas City's College of Chiropractic 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 University-Kansas City's College of Chiropractic continues to grow and develop in keeping with the vision of its founders.

THE CUKC INSTITUTIONAL VISION

The University's vision is to be recognized and respected as a leader in health promotion.

THE CUKC INSTITUTIONAL MISSION

The University's 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

MISSION OF THE COLLEGE OF CHIROPRACTIC

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.

MISSION OF THE COLLEGE OF HEALTH SCIENCES

To provide respected and recognized undergraduate and graduate programs specializing in life sciences and health promotion preparing graduates to continue in health-related education programs.

ACCREDITATION

Cleveland University – Kansas City is accredited by the Higher Learning Commission, www.hlc.org, (800) 621-7440.

The Doctor of Chiropractic degree program at Cleveland University-Kansas City 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.

The OTA program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. The phone number for ACOTE is (301) 652-AOTA (2682), and the website is www.acoteonline.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 State Approving Agency.

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 Woman (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 Library Association (ALA); American Society of Radiologic Technologists (ASRT); Association for the History of Chiropractic (AHC); Association of Chiropractic Colleges (ACC); Association on Higher Education and Disability (AHEAD); Chiropractic Library Collaborative (CLC); College and University Personnel Association (CUPA-HR); College and University Personnel Association HR Kansas Chapter (CUPA-HR Kansas Chapter); Council for Higher Education Accreditation (CHEA); Council on Chiropractic Education (CCE); Council on Diagnostic Imaging; Council on Diagnosis and Internal Disorders (CDID); Foundation for Chiropractic Progress; Great Plains Association for college Admission Counseling (GPACAC); Greater Kansas City Chamber of Commerce (KCCC); Health Sciences Library Network of Kansas City (HSLNKC); Higher Learning Commission; International Chiropractic Pediatric Association (ICPA); 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 (KCPDC); Kansas City Collegiate Admissions Professionals (KCCAP); Kansas EMS Association (KEMSA); Kansas Independent College Association (KICA); Learning Disabilities Association of America (LDA); Medical Library Association (MLA); Mid-America Library Alliance (MALA); Missouri Academy of Science (MAS); Missouri Association for College Admission Counseling (MACAC); Missouri Society of Radiologic Technologists (MoSRT); Missouri State Chiropractors Association (MSCA); National Association for Student Personnel Administrators (NASPA); National Association of Advisors for the Health Professions (NAAHP); National Association of College and University Business Officers (NACUBO); National Association of EMS Educators; National Association of EMT (NAEMT); 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); North American Association of Commencement Officers (NAACO); Overland Park Chamber of Commerce (OPCC); Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA); Rotary Club of Kansas City; Society for College and University Planning; Society for Human Resources Management (SHRM); and Society for Human Resources Management Kansas City (SHRMKC)

PROFESSIONAL LISTINGS

Among professional listings of Cleveland University-Kansas City 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.

SHARED GOVERNANCE

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

CAMPUS

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 CUKC Health Center, a library, a cafeteria, 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 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, for student patient care, is 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 all of the University programs, as well as independent study and student, faculty, and alumni research. The collection includes books and journals in the biological, clinical and chiropractic sciences. The Library owns more than 12,000 books, including 50 e-books and provides access to more than 5500 ejournals, which are available off-campus. Research tools are available onsite and off-campus through the Library's webpage and the Canvas learning management system and include PubMed, MEDLINE, CINAHL, SportDiscus, Academic Search Elite, Cochrane, the Index to Chiropractic Literature, BrowZine, PEDRO, OT Seeker, and the Library's online public catalog. The library also provides access to Dynamed, a point of care tool supporting evidence-based patient care. Anatomy models are available for study within the library. Audiovisual resources are available for classroom use and for independent study. A collection of DVDs support 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 Association of College and Research Libraries, the Medical Library Association (MLA) and the Midcontinental Chapter of the MLA. In 2007, 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, and in 2015 for Excellence in Library Technology Innovation.

FITNESS CENTER

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.

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 daily campus information.

CAMPUS COMMUNITY CENTER

A Campus Community Center is located in the southwest corner of the second floor. This space is a central gathering location for students and employees to relax and unwind. It houses vending machines, a television, recreational activities and a lounge area.

SPIRITUAL CENTER

The Spiritual Center is a quiet space to allow community members to reflect and meditate.

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 Cleveland email, and FAFSA access. Additional computers 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.

CAFÉ CLEVELAND

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.

BOOKSTORE

The University uses an on-line virtual bookstore partnering with eCampus. The URL is cleveland.ecampus.com. The **textbook list** for each course is available in the virtual bookstore. Textbooks, course-related supplies, and some technology items can be acquired online at the Cleveland virtual bookstore. Orders are delivered directly to the student’s home. Textbook options are based on availability and include new, used, and e-books; purchase, rental and an auction marketplace. eCampus holds book buybacks each term.

Textbook e-vouchers enable students receiving Financial Aid to purchase textbooks at the Cleveland virtual bookstore before the start of the term and before they receive financial aid stipends. If you would like to use a bookstore voucher to purchase your textbooks from the Cleveland virtual bookstore, please email bursar@cleveland.edu. You will receive an email message notifying you of your voucher status. Any purchase from bookstore vouchers will be deducted from your stipend for the term. Use of textbook e-vouchers is voluntary. The choice of where and how students acquire their textbooks is up to each student. Acquiring textbooks through the virtual bookstore is optional.

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 are provided.

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 term. The tag must be placed 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.

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, smokeless tobacco products, and e-cigarettes are prohibited in all University buildings and on all University grounds.

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 www.cleveland.edu/about-us/consumer-information

ARCHIVE

The Cleveland University-Kansas City 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.

SUCCESS STRATEGIES PROGRAM

Cleveland University-Kansas City 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, résumé 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

CAREER SERVICES

The University offers job and career postings. Students seeking assistance with résumé writing and interview skills should contact the Dean of Student Affairs.

RESEARCH PROGRAM

The Research department supports Cleveland University-Kansas City'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 University-Kansas City'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 CUKC's efforts to achieve its scholarship mission.

Well-recognized ethical principles and practices govern the behavior of those engaged in scientific research. Cleveland University-Kansas City, 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-Kansas City 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-Kansas City 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. 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 research skills as well as an appreciation of the importance of developing skills for lifelong, independent learning. Research courses focus on the foundation and application of evidence-based practice skills for health professionals including healthcare research methods, health communication, locating relevant evidence, and critical appraisal of relevant evidence. Mentoring and support is provided for students to pursue approved research projects. These projects may result in institutionally funded attendance and presentation of papers at professional conferences.

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 Campus and Alumni Relations provides practitioners with current and relevant information that will enhance and promote their position in the health care community.

In addition to providing doctors with applicable and pertinent information, continuing education seminars assist practitioners in the fulfillment of annual state re-licensure requirements. Seminars are offered at various times and are presented at the University 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 certain seminars for which they meet the eligibility requirements at significantly discounted registration rates.

LIVING IN THE KANSAS CITY AREA

KANSAS CITY

Metropolitan Kansas City, with a population of over 2.5 million, earns a place on many lists of popular and affordable places to live, study and work. 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 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 lit 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-Kansas City. 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 1969 and 2019 Superbowl Champion Kansas City Chiefs, seats 76,000; Kauffman Stadium, home of the 1985 and 2015 World Series Champion Kansas City Royals, seats 38,000. Arrowhead Stadium is also 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.

UNIVERSITY TRANSFER CREDIT POLICIES AND PROCEDURES

Cleveland University-Kansas City accepts, at its discretion, transfer coursework from other institutions of higher education who are accredited by agencies recognized by the United States Department of Education. Evaluation of transfer coursework will be conducted once an official transcript from an appropriately accredited institution is received by Cleveland University-Kansas City.

Transcripts should be sent to:

Cleveland University-Kansas City
Office of the Registrar
10850 Lowell Avenue
Overland Park, Kansas 66210

CREDIT BY EXAMINATION

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

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 College of Health Sciences.

All Cleveland University-Kansas City degree programs are approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. Transferability and the application of the earned credit hours and/or degree toward other and/or advanced degrees is at the discretion of the receiving institution. Students planning to transfer or apply the earned credits or the earned degree toward advanced graduate degrees are responsible for checking with the receiving institution.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

CLEP tests are acceptable for the subjects and amount of credit indicated below. 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.

CLEP Examinations	CUKC Course Equivalents	Credit allowed for specific and elective requirements
BUSINESS		
Financial Accounting	General Education	None
Information Systems	General Education	3 credit hours
Introductory Business Law	General Education /Humanities, Social Science	3 credit hours
Principles of Management	General Education /Humanities, Social Science	3 credit hours
Principles of Marketing	General Education /Humanities, Social Science	3 credit hours
COMPOSITION & LITERATURE		
American Literature	ENGL201: American Literature	3 credit hours
Analyzing & Interpreting Literature	General Education /Humanities, Social Science	3 credit hours

College Composition	ENGL101: English Composition I /ENGL102: English Composition II	Up to 6 credit hours
College Composition Modular	ENGL101: English Composition I	3 credit hours
English Literature	General Education /Humanities, Social Science	3 credit hours
Humanities	General Education /Humanities, Social Science	3 credit hours
WORLD LANGUAGES		
French Language Levels 1 and 2	General Education /Humanities, Social Science	Up to 9 credit hours
German Language Levels 1 and 2	General Education /Humanities, Social Science	Up to 9 credit hours
Spanish Language Levels 1 and 2	General Education /Humanities, Social Science	Up to 9 credit hours
Spanish with Writing Levels 1 and 2	General Education /Humanities, Social Science	Up to 9 credit hours
HISTORY & SOCIAL SCIENCES		
American Government	HIST102: U.S. History since 1865	3 credit hours
History of the United States I: Early Colonization to 1877	HIST102: U.S. History since 1865	3 credit hours
History of the United States II: 1865 to Present	HIST102: U.S. History since 1865	3 credit hours
Human Growth and Development	General Education /Humanities, Social Science	3 credit hours
Introduction to Educational Psychology	General Education /Humanities, Social Science	3 credit hours
Introduction to Psychology	PSYC110: General Psychology	3 credit hours
Introduction to Sociology	SOCI110: General Sociology	3 credit hours
Principles of Macroeconomics	General Education /Humanities, Social Science	3 credit hours
Principles of Microeconomics	General Education /Humanities, Social Science	3 credit hours
Social Sciences & History	General Education /Humanities, Social Science	6 credit hours
Western Civilization I: Ancient Near East to 1648	General Education /Humanities, Social Science	3 credit hours
Western Civilization II: 1648 to Present	General Education /Humanities, Social Science	3 credit hours
SCIENCE & MATHEMATICS		
Biology	None	6 credit hours
Calculus	MATH201: College Algebra	4 credit hours
Chemistry	None	6 credit hours
College Algebra	MATH201: College Algebra	3 credit hours
College Mathematics	General Education	Up to 6 credit hours
Natural Sciences	General Education	Up to 6 semester hours
Precalculus	MATH201: College Algebra	3 credit hours

Notes:

Biology has no lab component, therefore cannot transfer for any specific course

Chemistry has no lab component, therefore cannot transfer for any specific course

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.

Advanced Placement Examination	CUKC Course Equivalents	Credit allowed for specific and elective requirements
ARTS		
AP 2-D Art and Design	None	None
AP 3-D Art and Design	None	None
AP Art History	General Education /Humanities, Social Science	6 credit hours
AP Drawing	None	None
AP Music Theory	None	None
ENGLISH		
AP English Language and Composition	ENGL101: English Composition I	3 credit hours
AP English Literature and Composition	ENGL102: English Composition II	3 credit hours
HISTORY AND SOCIAL SCIENCES		
AP Comparative Government and Politics	General Education /Humanities, Social Science	3 credit hours
AP European History	General Education /Humanities, Social Science	3 credit hours
AP Human Geography	General Education /Humanities, Social Science	3 credit hours
AP Macroeconomics	General Education /Humanities, Social Science	3 credit hours
AP Microeconomics	General Education /Humanities, Social Science	3 credit hours
AP Psychology	PSYC110: General Psychology	3 credit hours
AP United States Government and Politics	General Education /Humanities, Social Science	3 credit hours
AP United States History	HIST102: US History Since 1865	6 credit hours
AP World History: Modern	General Education /Humanities, Social Science	3 credit hours
MATH AND COMPUTER SCIENCE		
AP Calculus AB	MATH201: College Algebra	3 credit hours
AP Calculus BC	MATH201: College Algebra	3 credit hours
AP Computer Sciences A	None	None
AP Computer Sciences Principles	None	None
AP Statistics	MATH 310: Statistics	3 credit hours
SCIENCES		
AP Biology	None	6 credit hours
AP Chemistry	CHEM141: Introduction to Chemistry	6 credit hours
AP Environmental Sciences	None	3 credit hours
AP Physics I: Algebra-Based	PHYS220: Physics I	4 credit hours
AP Physics 2: Algebra-Based	PHYS222: Physics II	4 credit hours
AP Physics C: Electricity and Magnetism	None	None
AP Physics C: Mechanics	None	None
AP WORLD LANGUAGES AND CULTURES		
AP Chinese Language and Culture	General Education /Humanities, Social Science	3 credit hours
AP French Language and Culture	General Education /Humanities, Social Science	3 credit hours
AP German Language and Culture	General Education /Humanities, Social Science	3 credit hours

AP Italian Language and Culture	General Education /Humanities, Social Science	3 credit hours
AP Japanese Language and Culture	General Education /Humanities, Social Science	3 credit hours
AP Latin	General Education /Humanities, Social Science	3 credit hours
AP Spanish Language and Culture	General Education /Humanities, Social Science	3 credit hours
AP Spanish Literature and Culture	General Education /Humanities, Social Science	3 credit hours

MILITARY CREDIT

Military credit approved by AARTS or SMART will be accepted as general elective hours toward undergraduate degrees.

COLLEGE OF HEALTH SCIENCES

CONCURRENT ENROLLMENT PROGRAM FOR HIGH SCHOOL STUDENTS

CUKC's College of Health Sciences 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.

DEGREE PROGRAMS

ASSOCIATE OF ARTS IN BIOLOGICAL SCIENCES

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

BACHELOR OF SCIENCE IN HUMAN BIOLOGY

CERTIFICATE IN WORKPLACE HEALTH PROMOTION

MASTER OF SCIENCE IN HEALTH EDUCATION AND PROMOTION

MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY

ASSOCIATE OF ARTS IN BIOLOGICAL SCIENCES DEGREE PROGRAM

GENERAL INFORMATION

The Associate of Arts (A.A.) in Biological Sciences degree at Cleveland University-Kansas City (CUKC) offers accelerated health sciences and general education coursework students can complete in less than two years. CUKC offers courses online, on-ground, or as a hybrid. The 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.

STUDENT LEARNING OUTCOMES

Student will be able to:

1. Recognize the connection of information from various disciplines to biological phenomena.
2. Communicate topics in human biology through writing, oral presentation and audio/visuals.
3. Apply the scientific method through observation and sound scientific theory.
4. Examine the significance of diversity within scientific environments.

General Education Requirements (34 Credit Hours):	Semester Credit hours
6 Credit Hours in English	
ENGL 101 English Composition I	3
ENGL 102 English Composition II	3
3 Credit Hours in Math	
MATH 201 College Algebra	3
3 Credit Hours in Communication	
SPCH 101 Speech	3
6 Credit Hours in Arts and Humanities	
HIST 102 U. S. History since 1865	3
COMM 201 Communication and Diversity	3
6 Credit Hours in Social and Behavioral Sciences	
PSYC 110 General Psychology	3
SOCI 110 General Sociology	3
4 Credit Hours in Natural and Physical Sciences	
BIOL 230: Principles of Biology with Lab	4
6 Credit Hours of CUKC Specific	
SOCI 210 Race and Ethnicity	3
HIST 210 History and Philosophy of Biological Sciences	3
Core Requirements	
Physical and Life Sciences (26 Credit Hours)	
HSCI 102 Health Science Terminology	1
BIOL 250: Anatomy and Physiology I with Lab	4

BIOL 251: Anatomy and Physiology II with Lab	4
CHEM 141: Introduction to Chemistry	4
CHEM 240: General Chemistry I with Lab	4
CHEM 242: General Chemistry II with Lab	4
PHYS 220: Physics I with Lab	5
Total Required for Degree	60

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

ASSOCIATE OF APPLIED SCIENCE: OCCUPATIONAL THERAPY ASSISTANT DEGREE PROGRAM

GENERAL PROGRAM INFORMATION

The A.A.S. Occupational Therapy Assistant program at Cleveland University-Kansas City is a full-time program. The degree is 73 credit hours and consists of 8 general education courses, and 16 core courses, which includes approximately 4-5 months of fieldwork education. The curriculum incorporates academic and fieldwork learning throughout, and is sequential. All courses are delivered in a unique eight (8) week module and are sequenced to ensure an optimum educational experience.

Upon successful completion of Cleveland University-Kansas City's Occupational Therapy Assistant program, the student is awarded an Associate of Applied Science in Occupational Therapy Assistant. The A.A.S. in Occupational Therapy Assistant meets the educational requirements for the Accreditation Council for Occupational Therapy Education (ACOTE) and helps to prepare the graduate to take the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT) to become a Certified Occupational Therapy Assistant (COTA). Once graduates successfully pass the certification exam, they are eligible to apply for licensure in the state they wish to work. Each state's requirements are different and the graduate may locate all requirements at the desired state board or at www.aota.org.

The curriculum has three organizing threads that structure courses and learning experiences:

- Occupation is the central focus of the profession and a major determinant of health, wellness, and quality of life.
- Evidence-based practice guides sound clinical reasoning, advances the profession, and encourages lifelong learning.
- Professional behavior and development strengthen one's identity within the profession and allows for skill building within occupational therapy.

STUDENT LEARNING OUTCOMES

The Occupational Therapy Assistant Program's goals are consistent with the accreditation standards. By the end of the program, the student will show competence in the following:

1. Foundational Content
 - a. Utilize foundational content in order to develop and create client-centered interventions.
2. OT Theory
 - a. Analyze relevant OT theoretical perspective in determining and developing intervention and shaping OT practice
3. Basic Tenets
 - a. Implement the domains and processes of occupational therapy in order to understand the basic tenets of the profession.
4. OT Process
 - a. Analyze their role in the OT process, in collaboration with the OT and based on available evidence
5. Context Of Service Delivery, Leadership, And Management Of Occupational Therapy Services

- a. Demonstrate an understanding of the context of service delivery, leadership, and management of OT services
- 6. Scholarship
 - a. Differentiate and interpret the use of scholarly articles in evidence-based practice.
- 7. Professional Ethics, Values, And Responsibilities
 - a. Apply and justify professional ethics, values and responsibility within OT practice.

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT CURRICULUM:

General Education Requirements (24)	Semester Credit Hours
ENGL 101 English Composition I	3
MATH 115 Math for the Natural Sciences	3
SPCH 101 Speech	3
**COMM 201 Communication and Diversity	3
PSYCH 110 General Psychology	3
*BIOL 250 Anatomy and Physiology I	4
*BIOL 251 Anatomy and Physiology II	4
*HSCI 102 Health Science Terminology	1
Total General Education Credits	24

*Courses must be completed within 5 years of matriculation and must be a B grade or higher

**Diversity Requirement: The diversity requirement may be met with a 3-credit hour course encompassing more than one perspective in the following areas: Culture, Gender, Sexual Orientation, Social Class, Race, Age, Ethnicity, Ability or Religion.

Core Courses	Semester credit hours
OTHA 110 Principles of OT	2
OTHA 115 Human Movement in OT	4
OTHA 120 Analysis of Performance	4
OTHA 130 Occupations Across the Lifespan	2
OTHA 150 Children and Youth	4
OTHA 160 Level I FW - I	2
OTHA 170 Rehabilitation and Disability	4

OTHA 180 Level I FW - II	2
OTHA 210 Mental Health	4
OTHA 220 Level I FW - III	2
OTHA 230 Practicum	3
OTHA 240 Healthcare Management in OT	3
OTHA 250 Level II FW - I	6
OTHA 260 Level II FW - II	6
OTHA 280 OT Seminar	1
Total OTA Semester Credit Hours	49
Total credit hours required for the degree	73

ADMISSIONS REQUIREMENTS

www.cleveland.edu/ota

ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY DEGREE PROGRAM

The CUKC A.A.S. in Radiologic Technology degree is 75 credit hours, including 24 credit hours of general education prerequisites and 51 credit hours of professional Radiologic Technology courses designed to be taken on a full- time status. All courses are delivered in an eight (8) week module. All courses are sequenced to ensure an optimum educational experience.

Curriculum is competency based and follows the requirements of the American Society of Radiologic Technologists (ASRT). Professional Radiologic Technology didactic courses are conducted on campus during evening hours, 6pm- 10pm. The student's clinical education occurs at affiliated medical and imaging facilities in the surrounding communities. Clinical schedules vary by assignment and may include daytime hours; evenings, and/or weekends.

Upon successful completion of Cleveland University-Kansas City's Radiologic Technology program, the student will be awarded an Associate of Applied Science in Radiologic Technology.

Students must complete all General Education courses prior to enrollment in RDTC courses.

ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY CURRICULUM:

General Education Courses (24)	Semester Credit Hours
ENGL 101 English Composition I	3
SPCH 101 Speech	3
PSYC 110 General Psychology	3
**COMM 201 Communication and Diversity	3
*BIOL 250 Anatomy and Physiology I	4
*BIOL 251 Anatomy and Physiology II	4
*MATH 115 Math for the Natural Sciences	3
*HSCI 102 Health Science Terminology	1
Total General Education Credits	24

*Must be completed with a "B" or better, must be completed within five years of application.

**Diversity Requirement: The diversity requirement may be met with a 3-credit hour course encompassing more than one perspective in the following areas: Culture, Gender, Sexual Orientation, Social Class, Race, Age, Ethnicity, Ability or Religion.

Professional Radiologic Technology Major Courses: 51 semester credit hours

Core Courses		Semester Credit
RDTC 110	Introduction to Radiologic Science & Patient	3
RDTC 120	Basic Procedures	3
RDTC 130	Imaging Concepts	3
RDTC 140	Intermediate Procedures	3
RDTC 150	Advanced Procedures	3
RDTC 165	Contrast Procedures	
RDTC 170	Radiographic Pathology and Trauma	3
RDTC 210	Imaging Properties	3
RDTC 220	Clinical Education	4
RDTC 245	Clinical Education	7
RDTC 250	Advanced Imaging	3
RDTC 265	Clinical Education	7
RDTC270	Radiation Protection and Modalities	3
RDTC280	Senior Seminar	3
Total Radiologic Technology Core Credit Hours		51
Total credit hours required for the degree		75

ADMISSIONS REQUIREMENTS

www.cleveland.edu/radtech

BACHELOR OF SCIENCE IN EXERCISE SCIENCE PROGRAM

GENERAL PROGRAM INFORMATION

The mission of the exercise science degree program is to prepare highly skilled professionals who specialize in the design and implementation of safe and effective exercise programs for adults with varied backgrounds and needs. The curriculum incorporates physiological, scientific, and psychological concepts related physical activity associated with many end goals. The Bachelor of Science in Exercise Science Program is a three-year program of study consisting of a core curriculum and electives totaling 124 hours.

Exercise science provides a strong academic foundation for individuals interested in dual credentials in the areas medicine, chiropractic, physician assistant, physical therapy, occupational therapy, cardiac and pulmonary rehabilitation, coaching and other health and fitness related professions. Students are required to complete a minimum of 36 semester hours at Cleveland University-Kansas City.

STUDENT LEARNING OUTCOMES

1. The student will demonstrate a strong foundational knowledge in exercise science necessary to successfully work in the exercise science field/profession,
2. The student will possess the ability to apply knowledge and skills required to assess human physiology and motion related characteristics of individuals from varied populations in professional practice.
3. The students will be skilled in the design and implement exercise programs for both apparently healthy individuals and those with the controlled chronic diseases,
4. The student will learn to appreciate and address the behavioral and cultural influences that effect the adoption and maintenance of a healthy physically active lifestyle,
5. The program accepts the charge to prepare competent entry-level Exercise Scientists in the cognitive (knowledge), psychomotor (skills), and affective (abilities) learning domains.

CURRICULUM AND REQUIREMENTS

General Education Requirements (34):

Semester Credit hours

6 Credit Hours in English

ENGL 101 English Composition I 3

ENGL 102 English Composition II 3

3 Credit Hours in Math

MATH 201 College Algebra 3

3 Credit Hours in Communication

SPCH 101 Speech 3

6 Credit Hours in Arts and Humanities

HIST 102 US History since 1865 3

COMM 201 Communication and Diversity 3

6 Credit Hours in Social and Behavioral Sciences	
PSYC 110 General Psychology	3
SOCI 110 General Sociology	3
4 Credit Hours in Natural and Physical Sciences	
BIOL 230: Principles of Biology with Lab	4
6 Credit Hours of CUKC Specific	
SOCI 210 Race & Ethnicity	3
HIST 210 History and Philosophy of Biological Sciences	3
Physical Sciences and Mathematics (31)	
CHEM 141 Intro to Chemistry	4
CHEM 240 General Chemistry I with Lab	4
CHEM 242 General Chemistry II with Lab	4
BIOL 250: Anatomy and Physiology I with Lab	4
BIOL 251: Anatomy and Physiology II with Lab	4
MATH 310 Statistics	3
PSYC 234 Abnormal Psychology	3
PHYS 220 Physics I with Lab	5
Core Requirements (43)	
HSCI 102 Health Science Terminology	1
EXSC 200 Introduction to Health Science	1
EXSC 210 Measurements in Exercise Science Lab	1
EXSC 300 Motor Learning and Control with Lab	3
EXSC 310 Group Exercise and Design Lab	2
EXSC 315 Kinetic Anatomy and Lab	3
EXSC 320 Theory of Strength Training and Conditioning and Lab	3
EXSC 325 Exercise Science Research Methods	2
EXSC 405 Exercise Psychology, Communication, and Education	3
EXSC 410 Exercise Testing and Prescription	2
EXSC 412 Exercise and Cardiovascular/ Metabolic Disease	3
EXSC 415 Physiology of Exercise	2
EXSC 416 Exercise Physiology Lab	1
EXSC 420 Exercise Nutrition	3
EXSC 425 Kinesiology of Human Movement	3
EXSC 440 Exercise is Medicine	2
EXSC 490 Exercise Internship	8

Electives (16)*

Group A**	
ANA 500 Embryology	3
PHY 506 Cell Physiology	3
CHEM 508 Biochemistry	5
ANA 514 Histology	5
Or	
Group B***	
CHEM 300 Organic Chemistry I	4
BIOL 350 Embryology	3
BIOL 352 Histology	5
CHEM 400 Medicinal Chemistry	4

Total Required for Degree **124**

*Other grouping as approved by the Program Director

**Recommended for students who want to pursue the Doctor of Chiropractic program

***Recommended for students who want to pursue other Exercise Science related programs

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

POST ADMISSIONS EXERCISE SCIENCE REQUIREMENTS

Students admitted to the Bachelor of Science in Exercise Science program will be co-advised by the Program Director and Graduate Faculty. Following admission and enrollment, the Bachelor of Science in Exercise Science student experience is organized around required coursework, supervised clinical education experiences and proficiency in skills.

BACHELOR OF SCIENCE IN HUMAN BIOLOGY PROGRAM

GENERAL PROGRAM INFORMATION

The Bachelor of Science in Human Biology is a three-year program of study consisting of a core curriculum and electives totaling 124 hours. Students are required to complete a minimum of 36 semester credit hours and BIOL 495- Advanced Topics in Human Biology at Cleveland University-Kansas City. Throughout the program, students are provided with opportunities to learn how to develop a research project, engage in research, and interpret findings within the discipline of human biology. Additional courses provide students with the opportunity to refine oral and written communication skills, as well as critical thinking and reasoning skills. As a culminating activity, students showcase their knowledge by designing and implementing a research project during the capstone course. Students who successfully complete the program will have the requisite knowledge often required for careers in the Health Sciences professions.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Correlate information from various disciplines to biological phenomena.
2. Effectively communicate topics in human biology through writing, oral presentation and audio/visuals.
3. Critically analyze literature, interpret experimental data, and logically evaluate scientific argument regarding human biology.
4. Value the significance of diversity and defend its importance within scientific environments.
5. Synthesize a variety of biological content and recognize coherence within biological sub-disciplines.

CURRICULUM AND REQUIREMENTS

General Education Requirements (34):

Semester Credit hours

6 Credit Hours in English

ENGL 101 English Composition I 3

ENGL 102 English Composition II 3

3 Credit Hours in Math

MATH 201 College Algebra 3

3 Credit Hours in Communication

SPCH 101 Speech 3

6 Credit Hours in Arts and Humanities

HIST 102 US History since 1865 3

COMM 201 Communication and Diversity 3

6 Credit Hours in Social and Behavioral Sciences

PSYC 110 General Psychology 3

SOCI 110 General Sociology 3

4 Credit Hours in Natural and Physical Sciences

BIOL 230 Principles of Biology with Lab 4

6 Credit Hours of CUKC Specific

SOCI210: Race & Ethnicity 3

HIST 210 History and Philosophy of Biological Sciences 3

Physical Sciences and Mathematics (37)

MATH 310 Statistics 3

PHYS 220 Physics I with Lab 5

PHYS 222 Physics II with Lab 5

CHEM 141 Introduction to Chemistry 4

CHEM 240 General Chemistry I with Lab 4

CHEM 242 General Chemistry II with Lab 4

CHEM 300 Organic Chemistry I with Lab 4

CHEM 302 Organic Chemistry II with Lab 4

CHEM 400 Medicinal Chemistry 4

Core Requirements (53)

HSCI 102 Health Science Terminology 1

BIOL 250 Anatomy and Physiology I with Lab 4

BIOL 251 Anatomy and Physiology II with Lab 4

BIOL 301 Microbiology with Lab 4

BIOL 340 Genetics	3
BIOL 350 Embryology	3
BIOL 351 Cell & Molecular Biology	4
BIOL 352 Histology with Lab	5
BIOL 354 Cell Physiology	3
BIOL 360 Introduction to Research	1
BIOL 460 Immunobiology	3
CHEM 346 Biochemistry I with Lab	5
CHEM 440 Biochemistry II	5
CHEM 480 Basic Nutrition	4
BIOL 495 Advanced Topics in Human Biology	4
Total Required for Degree	124

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

BACHELOR OF SCIENCE IN HUMAN BIOLOGY + DOCTOR OF CHIROPRACTIC CONCURRENT PROGRAM

GENERAL PROGRAM INFORMATION

The Bachelor of Science in Human Biology is a three-year program of study consisting of a core curriculum and electives totaling 124 hours. Throughout the program, students are provided with opportunities to learn how to develop a research project, engage in research, and interpret findings within the discipline of human biology. Additional courses provide students with the opportunity to refine oral and written communication skills, as well as critical thinking and reasoning skills. As a culminating activity, students showcase their knowledge by designing and implementing a research project during the capstone course. Students who successfully complete the program will have the requisite knowledge often required for careers in the Health Sciences professions.

CONCURRENT PROGRAM INFORMATION

The concurrent degree seeking student will complete the first 90 credit hours of the Bachelor of Science in Human Biology degree and upon acceptance into the Doctor of Chiropractic program will be eligible to transfer in the remaining Bachelor's degree requirements from courses completed in the Doctor of Chiropractic curriculum.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Correlate information from various disciplines to biological phenomena.
2. Effectively communicate topics in human biology through writing, oral presentation and audio/visuals.
3. Critically analyze literature, interpret experimental data, and logically evaluate scientific argument regarding human biology.
4. Value the significance of diversity and defend its importance within scientific environments.
5. Synthesize a variety of biological content and recognize coherence within biological sub-disciplines.

CURRICULUM AND REQUIREMENTS

General Education Requirements (34):

Semester Credit hours

6 Credit Hours in English

ENGL 101 English Composition I 3

ENGL 102 English Composition II 3

3 Credit Hours in Math

MATH 201 College Algebra 3

3 Credit Hours in Communication

SPCH 101 Speech 3

6 Credit Hours in Arts and Humanities

HIST 102 US History since 1865 3

COMM 201 Communication and Diversity 3

6 Credit Hours in Social and Behavioral Sciences

PSYC 110 General Psychology 3

SOCI 110 General Sociology 3

4 Credit Hours in Natural and Physical Sciences

BIOL 230 Principles of Biology with Lab 4

6 Credit Hours of CUKC Specific

SOCI210: Race & Ethnicity 3

HIST 210 History and Philosophy of Biological Sciences 3

Physical Sciences and Mathematics (37)

MATH 310 Statistics 3

PHYS 220 Physics I with Lab 5

PHYS 222 Physics II with Lab 5

CHEM 141 Introduction to Chemistry 4

CHEM 240 General Chemistry I with Lab 4

CHEM 242 General Chemistry II with Lab 4

CHEM 300 Organic Chemistry I with Lab 4

CHEM 302 Organic Chemistry II with Lab 4

CHEM 400 Medicinal Chemistry 4

Core Requirements (24)

HSCI 102 Health Science Terminology 1

BIOL 250 Anatomy and Physiology I with Lab 4

BIOL 251 Anatomy and Physiology II with Lab 4

BIOL 301 Microbiology with Lab 4

BIOL 340 Genetics	3
BIOL 351 Cell & Molecular Biology	4
BIOL 495 Advanced Topics in Human Biology	4
*Concurrent Requirements (29)	
ANA 502 Embryology	3
ANA 514: Histology	5
PHY 506 Cell Physiology	3
PRI 550 Introduction to Research	1
PAT 548 Immunobiology	3
CHE 508 Biochemistry I with Lab	5
CHE 534 Biochemistry II	5
CHE 568 Basic Nutrition	4
Total Required for Degree	124

*Completed in the DC Program

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

HEALTH EDUCATION AND PROMOTION WORKPLACE HEALTH PROMOTION CERTIFICATE PROGRAM

GENERAL PROGRAM INFORMATION

A Workplace Health Promotion Certificate (WHPC) 12 credit hour program designed to prepare working professionals to create health and wellness cultures that empower individuals and communities to choose and maintain healthy lifestyle behaviors. Health education and promotion students study behaviors and plan, implement and evaluate strategies to sustain healthy behaviors. Focus areas include awareness, motivation, environment/culture, policy, and skills.

CURRICULUM AND REQUIREMENTS

Certificate Requirements:	Semester Credit hours
HEP 500 Advances in Health Promotion	3
HEP 520 Health Promotion Techniques	3
HEP 540 Planning & Evaluation of Health Promotion Programs	3
HEP 550 Implementation of Health Promotion Programs	3
Total credit hours required for the certificate	12

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

MASTER OF SCIENCE IN HEALTH EDUCATION AND PROMOTION PROGRAM

GENERAL PROGRAM INFORMATION

The Master of Science in Health Education and Promotion requires 36 credit hours of coursework including 24 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 six credit hours earned at an accredited college or university may transfer as electives upon approval by the MSHEP Director. A brief course description is provided below, followed by elective offerings. Cleveland's Master of Science in Health Education and Promotion (MSHEP) requires 36 hours of coursework, including 21 hours of core courses.

STUDENT LEARNING OUTCOMES

Students who complete the Master of Science in Health Education and Promotion will be able to:

1. Administer, manage, and provide leadership for community health and workplace wellness health promotion programs.
2. Serve as an integrative health promotion resource person by applying a variety of modalities to community and workplace interventions.
3. Educate communities and workplaces to initiate and maintain behavioral changes that support health and wellness.
4. Create and execute health promotion communication plans targeted to specific populations in communities and workplaces.
5. Advocate for health education and health promotion and influence policy change.

CURRICULUM AND REQUIREMENTS

Requirements (24)	Semester Credit hours
HEP 500 Advances in Health Promotion	3
HEP 520 Health Promotion Techniques	3
HEP 540 Planning & Evaluation of Health Promotion Programs	3
HEP 550 Implementation of Health Promotion Programs	3
HEP 502 Research Methods in Health Science	3
HEP 510 Applied Health Behavioral Theory	3
HEP 530 Introduction to Epidemiology	3
HEP 620 Seminar in Ecological and Environmental Health	3
Health Education and Promotion Electives (6)	
GED 507 Health Science Terminology	1
HEP 600 Nutritional Epidemiology	3
HEP 610 Seminar in Teaching and Learning	3

HEP 636 Independent Study in Health Science I	3
HEP 638 Independent Study in Health Science II	3
HEP 650 Workshop in Health	3
HEP 660 Seminar in Clinical Health Promotion	3
HEP 670 Complementary and Alternative Health Systems	3
Capstone Courses (6)	
HEP 626 Field Experience I	1-3
HEP 628 Field Experience II	3
Or	
HEP 696 Thesis Research I	3
HEP 698 Thesis Research II	3

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY PROGRAM

GENERAL PROGRAM INFORMATION

The Master of Science in Exercise Physiology degree is designed for those who possess a background in the discipline, are inquisitive, enthusiastic, and ready to jump in with both feet. By design and focus, this intensive program maintains the expectation that students will spend equal efforts in investigation of the didactic materials and clinical education experiences as we prepare to enter a career. The 36-credit hour program offers both thesis and non-thesis options, with area of emphasis in Performance Enhancement and Injury Prevention, or Exercise is Medicine.

Whether students complete the clinical education experiences here in Overland Park on the CUKC Campus or with a program preceptor, students will spend a great deal of time mastering the skills required to be successful in this allied health care discipline. Just as importantly, the advanced study strategy is well formatted for those wishing to seek employment or further their education.

On a full-time basis, the program is three trimesters in duration and delivered through three integrated components: remote style coursework, on-campus immersions and lab experiences, and clinical experiences. For most students, the program may be completed in two years or less, depending on the path chosen and the number of courses taken in each trimester.

STUDENT LEARNING OUTCOMES

1. The student will be able to predict and interpret the physiological responses to exercise and relate it to lifestyle choices, body composition, nutrition, and physical activity in direct application to physical fitness, overall health, performance, and conditioning.
2. The student will demonstrate the abilities and skills required to assess health status, determine behavioral readiness, and conduct physiological and fitness testing to determine needs for varying populations.
3. The student will appropriately design, modify, and apply the evidence-based principles, recommendations, and design in programming for exercise prescription based upon the needs of persons from diverse populations.
4. The student will be able to compose and articulate competent communication and interpersonal skills required in the instruction and guidance of programs at the level of a practicing professional.
5. The program accepts the charge to prepare competent entry-level Applied Exercise Physiologists in the cognitive (knowledge), psychomotor (skills), and affective (abilities) learning domains.

MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY CURRICULUM:
Required Coursework (36 Credits)

Research and Evaluation (7 Credits)

HEP 502 Research Methods in Health Sciences (3 Credits)

EXP 505 Exercise Psychology, Communication, and Education (2 Credits)

EXP 510 Exercise Testing and Prescription (2 Credits)

Exercise Physiology and Human Motion (12 Credits)

EXP 515 Physiology of Exercise (2 Credits)

EXP 615 Advanced Kinesiology and Human Motion (2 Credits)

EXP 520 Exercise Nutrition (2 Credits)

EXP 620 Advanced Exercise Nutrition (2 Credits)

EXP 525 Kinesiology and Human Motion (2 Credits)

EXP 625 Advanced Kinesiology and Human Motion (2 Credits)

Application and Distinction (5 credits)

Emphasis - Performance Enhancement and Injury Prevention

EXP 530 Corrective Exercise in Prescription and Rehabilitation (2 Credits)

EXP 630 Corrective Exercise and Rehabilitation Program Design (3 Credits)

or

EXP 535 Current Topics in Enhanced Performance (2 Credits)

EXP 635 Performance Enhancement Program Design (3 Credits)

Emphasis – Wellness and Fitness

EXP 540 Exercise is Medicine (2 Credits)

EXP 640 Exercise is Medicine Program Design (3 Credits)

Clinical Education and Capstone Courses (12 Credits)

HEP 626 Laboratory and Field Experience (Repeatable 3 Credits)

HEP 628 Laboratory and Field Experience (3 Credits)

and

HEP 636 Independent Study in Health Sciences I (3 Credits)

HEP 638 Independent Study in Health Sciences II (3 Credits)

or

HEP 696 Thesis Research I (3 Credits)

HEP 698 Thesis Research II (3 Credits)

Students admitted to the MS Program will be advised by the Program Director and Graduate Faculty. After admission, matriculation, and enrollment, the MS student experience is organized around coursework, supervised Clinical Education Experiences and proficiency in skills, a required culminating field experience, and the required completion of a nationally recognized certification examination.

ADMISSIONS REQUIREMENTS

www.cleveland.edu/admissions/admission-requirements

COLLEGE OF CHIROPRACTIC

CHIROPRACTIC SCIENCE DEFINED

Chiropractic is the science that concerns itself with the relationship between structure, primarily the spine, and function, as 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 University-Kansas City'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 University-Kansas City College of Chiropractic 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."

Cleveland University-Kansas City's College of Chiropractic 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 University-Kansas City 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 DC 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

www.cleveland.edu/admissions/admission-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 work closely with the Learning Specialist and the Office of Academic Support and Access Services 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. Official transcripts from all colleges and universities attended.
2. A complete application.
3. 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.
4. 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.

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 University-Kansas City's College of Chiropractic 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 CUKC have adopted the following technical qualifications for admission to, continuation in, and graduation from the Doctor of Chiropractic degree program.

CUKC 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. CUKC 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 University-Kansas City 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 Support and Access Services, 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 University 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.

LABORATORY PARTICIPATION

For the D.C. Program, 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 Dean of Student Affairs.

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.

STUDENTS WITH ADVANCED STANDING/TRANSFER CREDITS

A student who has attended another CCE accredited chiropractic program 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 the CUKC College of Chiropractic. 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 CUKC College of Chiropractic 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 the CUKC College of Chiropractic. Transfer students must complete not less than 25% of their final credits required for graduation at Cleveland University-Kansas City.

DOCTOR OF CHIROPRACTIC DEGREE PROGRAM CURRICULUM

The Doctor of Chiropractic degree is a first professional degree in the healing arts based upon 10 trimesters or 3 ½ years of professional study. The curriculum requires 4,575 hours of classroom instruction and clinical experience, including the internship.

Course Load

The rigor of the Doctor of Chiropractic Program is designed to develop qualified doctors of chiropractic. New and continuing students have the option in the flex program to enroll in a reduced course load in the early trimesters. Choosing this option will extend the number of terms needed to complete the program and will add to the total cost of the program. Students interested in this option should contact the Dean of Student Affairs for information on the impact of this option on progression through the program and graduation. The maximum time allowed for completion of the program is 15 trimesters of enrollment, or five calendar years*. A student who fails to complete all degree requirements within 60 months from the date of original matriculation must provide a written appeal to the Dean of Student Affairs requesting to continue in the program. Transfer students must compete at least 25% of their final required credits at Cleveland University-Kansas City.

*For students who matriculated in May 2016 or earlier, the maximum time allowed for completion of the program is 18 trimesters of enrollment or six calendar years. A student who fails to complete all degree requirements within 72 months of the date of original matriculation must provide a written appeal to the Scholastic Regulations Committee to continue in the program.

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 Dean of Student Affairs 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 hours for each course are indicated after the course name as in the example below.

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

3 = Lecture Trimester Credit Hours per week

0 = Laboratory Clock Hours per week

3 = Trimester Credit Hours

45 = Trimester Contact Hours

Laboratory Trimester Credit Hours Equivalency:

2 laboratory hours = 1 trimester credit hour

2 laboratory hours = 2 contact hours

The course description key represents credit hours based on a trimester system.

DOCTOR OF CHIROPRACTIC CURRICULUM
10 TRIMESTER CURRICULAR PROGRESSION

10 Trimester Progression: Trimester I					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 502	Systemic Anatomy	3	1	3.5	60
ANA 500	Embryology	3	0	3	45
ANA 504	Spinal Anatomy	4	1	4.5	75
ANA 514	Histology	4	2	5	90
PHY 506	Cell Physiology	3	0	3	45
CHE 508	Biochemistry I: Structure and Function of Macromolecules	4	2	5	90
PRI 510	Foundations in Chiropractic Philosophy and Science	2	0	2	30
PRI 612	History of Chiropractic and Techniques	2	0	2	30
PRA 525	Technique I: Introduction to Functional Analysis	0	2	1	30
		25	8	29	495

10 Trimester Progression: Trimester II					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 530	Thorax / Abdomen / Pelvis Anatomy	3	2	4	75
ANA 540	Extremity Anatomy	4	2	5	90
PHY 532	Cardiovascular / Pulmonary Physiology	4	0	4	60
PAT 548	Immunobiology	3	0	3	45
PHY 546	Endocrine / Reproductive Physiology	3	0	3	45
CHE 534	Biochemistry II: Digestion / Intermediary Metabolism	5	0	5	75
MPH 562	Public Health I: The Health Care System	2	0	2	30
PRA 535	Technique II: Structural and Functional Spinal Assessment	2	2	3	60
		26	6	29	480

10 Trimester Progression: Trimester III					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
PRI 550	Introduction to Research	1	0	1	15
ANA 566	Head / Neck Anatomy	4	2	5	90
PHY 560	Renal / Digestion Physiology	3	0	3	45
CHE 568	Basic Nutrition	4	0	4	60
MPH 570	Microbiology I: Bacteriology	3	2	4	75
PAT 572	General Pathology	4	0	4	60
MPH 616	Public Health II: Epidemiology	3	0	3	45
PRA 545	Technique III: Cleveland Comprehensive Methods	2	4	4	90
		24	8	28	480

10 Trimester Progression: Trimester IV					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 600	Neuroanatomy	5	1	5.5	90
PHY 602	Neurophysiology	4	0	4	60
MPH 604	Microbiology II: Virology / Parasitology / Mycology	4	0	4	60
PAT 606	Cardiovascular / Pulmonary / Gastrointestinal Pathology	5	0	5	75
DIM 518	Normal Radiographic Anatomy	3	1	3.5	60
PRA 625	Technique IV: Cleveland Comprehensive Methods	2	4	4	90
PRA 655	Technique: UE Extravertebral Adjusting & Case Management	1	2	2	45
MPH 626	Public Health III: Wellness Care in Clinical Practice	1	0	1	15
		25	8	29	495

10 Trimester Progression: Trimester V					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
PHY 630	Physiology Laboratory	0	2	1	30
PAT 632	Neuromusculoskeletal / Genitourinary Pathology	5	0	5	75
GED 638	Physical Diagnosis	3	1	3.5	60
NMS 644	Neuromusculoskeletal (NMS) Diagnosis I: Physical	3	2	4	75
DIM 678	Skeletal Radiology I	3	1	3.5	60
PRA 665	Technique: LE Extravertebral Adjusting & Case Management	1	2	2	45
GED 640	Head / Eyes / Ears / Nose/ Throat Diagnosis	2	1	2.5	45
PHT 648	Physiotherapy I / Passive Care	2	2	3	60
CLI 610	Introduction to Clinic I	0	2	1	30
PRA 675	Applied Technique I	0	1	0.5	15
		19	14	26	495

10 Trimester Progression: Trimester VI					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
GED 636	Clinical Laboratory Diagnosis	2	0	2	30
PRA 645	Technique VI: Soft Tissue Methods	1	2	2	45
NMS 670	Neuromusculoskeletal (NMS) Diagnosis II: Clinical	3	2	4	75
GED 660	Cardiopulmonary / Endocrine Diagnosis	4	0	4	60
NMS 676	Clinical Neurology	4	0	4	60
DIM 700	Skeletal Radiology II	3	1	3.5	60
Elective	Technique VII: Specialty Core	0	2	1	30
PHT 688	Physiotherapy II / Active Care	2	2	3	60
PRA 692	Chiropractic Functional Assessment	1	2	2	45
CLI 650	Introduction to Clinic II	0	2	1	30
PRA 685	Applied Technique II	0	1	0.5	15
		20	14	27	510

10 Trimester Progression: Trimester VII					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ACS 712	Obstetrics / Gynecology (OB/GYN)	3	1	3.5	60
GED 664	Gastrointestinal / Genitourinary Diagnosis	3	0	3	45
ACS 720	Dermatology	2	0	2	30
DIM 702	Soft Tissue Radiology	3	1	3.5	60
DIM 726	X-Ray Physics and Protection	2	0	2	30
DIM 728	X-Ray Procedures	1	1	1.5	30
PRI 706	Clinical Application of Chiropractic Theory	2	0	2	30
PRA 710	Chiropractic Case Management	3	0	3	45
ACS 694	Emergency Methods	1	1	1.5	30
ACS 725	Chiropractic Business I	1	0	1	15
CLI 714	Clinic Internship I	2	2	3	60
Elective	Technique VIII: Specialty Core	0	2	1	30
		23	8	27	465

10 Trimester Progression: Trimester VIII					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
GED 730	Clinical Nutrition	3	0	3	45
ACS 742	Toxicology	4	0	4	60
GED 734	Differential Diagnosis	3	0	3	45
ACS 748	Psychology	3	0	3	45
DIM 738	Advanced Imaging	2	0	2	30
PRI 740	Research Methods	1	0	1	15
ACS 716	Pediatrics	3	1	3.5	60
ACS 718	Geriatrics	2	0	2	30
Elective	Technique IX: Specialty Core	0	2	1	30
CLI 750	Clinic Internship II	0	4	2	60
ACS 735	Chiropractic Business II	1	0	1	15
		22	7	25.5	435

10 Trimester Progression: Trimester IX					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ACS 746	Ethics and Jurisprudence	1	0	1	15
CLI 770	Clinic Internship III	0	12	6	180
ACS 784	Public and Professional Communications	2	0	2	30
DIM 736	X-Ray Case Presentation	0	2	1	30
ACS 745	Chiropractic Business III	1	0	1	15
ACS 755	Chiropractic Business IV	1	0	1	15
PRI 744	Introduction to Interprofessional Collaboration	1	0	1	15
		6	14	13	300

10 Trimester Progression: Trimester X					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
CLI 782	Clinic Internship IVa	0	26	13	390
CLI 785	Clinic Internship IVb	0	2	1	30
		0	28	14	420

10 Trimester Progression: Grand Total – 10 Trimester					
		Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
		190	115	247.5	4575

DOCTOR OF CHIROPRACTIC CURRICULUM
FLEX TRIMESTER CURRICULAR PROGRESSION

Flex Schedule: Trimester IA					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 500	Embryology	3	0	3	45
ANA 514	Histology	4	2	5	90
ANA 502	Systemic Anatomy	3	1	3.5	60
PRI 510	Foundations in Chiropractic Philosophy and Science	2	0	2	30
		12	3	13.5	225

Flex Schedule: Trimester IB					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
CHE 508	Biochemistry I: Structure and Function of Macromolecules	4	2	5	90
ANA 504	Spinal Anatomy	4	1	4.5	75
PHY 506	Cell Physiology	3	0	3	45
PRA 525	Technique I: Introduction to Functional Analysis	0	2	1	30
PRI 612	History of Chiropractic and Techniques	2	0	2	30
		13	5	15.5	270

Flex Schedule: Trimester 2A					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 530	Thorax / Abdomen / Pelvis Anatomy	3	2	4	75
PHY 532	Cardiovascular / Pulmonary Physiology	4	0	4	60
CHE 534	Biochemistry II: Digestion / Intermediary Metabolism	5	0	5	75
MPH 562	Public Health I: The Health Care System	2	0	2	30
		14	2	15	240

Flex Schedule: Trimester 2B					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
PAT 548	Immunobiology	3	0	3	45
PRA 535	Technique II: Structural and Functional Spinal Assessment	2	2	3	60
PHY 546	Endocrine / Reproductive Physiology	3	0	3	45
ANA 540	Extremity Anatomy	4	2	5	90
		12	4	14	240

Flex Schedule: Trimester 3A					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 566	Head / Neck Anatomy	4	2	5	90
PAT 572	General Pathology	4	0	4	60
PRA 545	Technique III: Cleveland Comprehensive Methods	2	4	4	90
PRI 550	Introduction to Research	1	0	1	15
		11	6	14	255

Flex Schedule: Trimester 3B					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
CHE 568	Basic Nutrition	4	0	4	60
MPH 616	Public Health II: Epidemiology	3	0	3	45
MPH 570	Microbiology I: Bacteriology	3	2	4	75
PHY 560	Renal / Digestion Physiology	3	0	3	45
		13	2	14	225

Flex Schedule: Trimester 4A					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
ANA 600	Neuroanatomy	5	1	5.5	90
PHY 602	Neurophysiology	4	0	4	60
PRA 625	Technique IV: Cleveland Comprehensive Methods	2	4	4	90
MPH 626	Public Health III: Wellness Care in Clinical Practice	1	0	1	15
		12	5	14.5	255

Flex Schedule: Trimester 4B					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
PAT 606	Cardiovascular / Pulmonary / Gastrointestinal Pathology	6	0	6	90
MPH 604	Microbiology II: Virology / Parasitology / Mycology	4	0	4	60
DIM 518	Normal Radiographic Anatomy	3	1	3.5	60
PRA 655	Technique: UE Extravertebral Adjusting & Case Management	1	2	2	45
		14	3	15.5	255

Doctor of Chiropractic Curriculum

12 Trimester Curricular Progression – For Students Matriculating Before Summer 2016

12 Trimester Progression: Trimester XI					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
CLI 770	Clinic Internship III	0	12	6	180
ACS 784	Public and Professional Communications	2	0	2	30
DIM 736	X-ray Case Presentation	0	2	1	30
ACS 746	Ethics and Jurisprudence	1	0	1	15
ACS 745	Chiropractic Business III	1	0	1	15
ACS 755	Chiropractic Business IV: Planning and Management	1	0	1	15
GRA711	Grand Rounds II	0.5	0	0.5	7.5
		5.5	14	12.5	292.5

12 Trimester Progression: Trimester XII					
Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
CLI 782	Clinic Internship IVa	0	26	13	390
CLI 785	Clinic Internship IVb	0	2	1	30
		0	28	14	420

DOCTOR OF CHIROPRACTIC DEGREE PROGRAM ELECTIVES

These courses may be used to satisfy the Specialty Core requirement.

Course Number	Course Title	Weekly Lecture	Clock Hours Lab	Credit Hours	Trimester Clock Hours
PRA 607	Diversified Technique	0	2	1	30
PRA 617	Full Spine Specific Technique	0	2	1	30
PRA 627	Gonstead Technique	0	2	1	30
PRA 637	Thompson Technique	0	2	1	30
PRA 647	Flexion-Distrraction Technique	0	2	1	30
PRA 657	Graston Technique	0	2	1	30
PRA 667	Sacro Occipital Technique I	0	2	1	30
PRA 707	Sacro Occipital Technique II	0	2	1	30
PRA 717	Gonstead Technique II	0	2	1	30
PRA 719	Functional Rehabilitation	0	2	1	30
PRA 727	Activator Methods Technique	0	2	1	30
PRA 737	Chiropractic Biophysics Technique (CBP)	0	2	1	30
PRA 739	Sports Chiropractic	0	2	1	30
PRA 747	Integrative Technique	0	2	1	30
PRA 757	Upper Cervical Technique	0	2	1	30
PRA 767	Motion Palpation and ChiroTechnique	0	2	1	30
These elective courses do not satisfy the Specialty Core requirement.					
CLI 807	Extended Preceptorship	0	28	14	420
PRI 754	Research Internship	variable			

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 800-467-2252 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.

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 office of Academic Support & Access Services.

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 Registrar's Office 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 Registrar 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. 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.

FINANCIAL INFORMATION

TUITION, FEES AND PAYMENT POLICIES

TUITION AND FEES

The tuition rates and fees listed are effective for the 2020-2021 academic year. The University reserves the right to alter tuition or fees and the regulations governing as deemed necessary and without notice.

PROGRAM / FEE (Note 1) Revised 7/28/2022	FY2022 Amount
Tuition	
Doctor of Chiropractic Degree (per trimester)	\$ 12,500.00
Underload tuition if taking less than 12 Credit hours (per credit hour)	\$ 600.00
Master of Science Degree (per credit hour)	\$ 650.00
Bachelor of Science Degree (per credit hour)	\$ 600.00
Associate of Arts Degree (per credit hour)	\$ 600.00
Associate of Applied Science Degrees (per credit hour)	\$ 600.00
Workplace Health Promotion Certificate (per credit hour)	\$ 600.00
Application Fee (all programs)	\$ 50.00
Tuition deposit (non-refundable) (all programs)	\$ 200.00
Audited Course (per course)	\$ 115.00
Late Registration (per trimester)	\$ 110.00
Course Material Fees	
PRA 749	\$ 549.00
Other Fees	
DCP Extended Preceptorship (CLI807) (per course)	\$ 500.00
Official Transcripts/Credential Verification Processing Fee	varies
Official Transcripts (3-5 day turnaround) (per item)	\$ 10.00
Official Transcripts (24-hr. turnaround) (per item)	\$ 65.00
Certified Diploma Copy (all programs) (per item)	\$ 5.00
Original Duplicate Diploma (all CHS programs) (per item)	\$ 25.00
Original Duplicate Diploma (D.C.) (per item)	\$ 100.00
Notary Public/Notary Services (official university documents)	no charge
Returned Check Fee (per returned check)	\$ 45.00
Check Stop Payment Fee (per stopped check)	\$ 35.00

Late Tuition Payment (per trimester)	\$	65.00
Interest of 10% APR will accrue after 30 days on total balance due	\$	-

Note 1: The University reserves the right to alter tuition and fees as deemed necessary and without notice.

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 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 cash, money orders or personal checks made payable to Cleveland University-Kansas City.

Tuition is due and payable on or before the first day of the term. 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 University 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.

A current photo ID is required to inquire about a student account at the Business Office window, or to personally pick up a loan or expense reimbursement check at the Business Office.

TUITION PAYMENT PLAN

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

CALCULATING YOUR TUITION

Tuition for those enrolled in the Associate of Arts (A.A.), Bachelor of Science (B.S.), or Master of Science (M.S.) degree programs is based upon the number of credit hours for which the student enrolls. Tuition for the Doctor of Chiropractic (D.C.) degree program is charged on a flat, per-trimester basis regardless of credit hours taken, unless taking less than 12 credit hours (underload).

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

$$16 \text{ semester credit hours} \times \$600 = \$9,600$$

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

$$6 \text{ graduate credit hours} \times \$650 = \$3,900$$

For the D.C. student, 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.

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 <https://www.cleveland.edu/admissions/financial-aid-scholarships/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. The refund policy does not apply to the Doctor of Chiropractic program for students being charged a flat, per-trimester tuition. The Refund Policy may apply to D.C. students taking less than 12 credit hours (underload) and being charged on a per credit-hour basis.

Student tuition refunds are made according to the following schedules:

TUITION REFUND SCHEDULE			
College of Chiropractic - For 25-week courses:			
<i>Withdrawal from a course on or before:</i>			<i>Refund %</i>
<i>For Fall 2022</i>	<i>For Spring 2023</i>	<i>For Summer 2023</i>	
Tue, 9/6/22	Tue, 1/3/23	Mon, 5/8/23	< Start Date
Mon, 9/12/22	Mon, 1/9/23	Fri, 5/12/23	100%
College of Health Sciences - For 15-week courses:			
<i>Withdrawal from a course on or before:</i>			<i>Refund %</i>
<i>For Fall 2022</i>	<i>For Spring 2023</i>	<i>For Summer 2023</i>	
Tues, 9/6/22	Tues, 1/3/23	Mon, 5/8/23	< Start Date
Mon, 9/12/22	Mon, 1/9/23	Fri, 5/12/23	100%
Mon, 9/19/22	Tue, 1/17/23	Fri, 5/19/23	75%
Mon, 9/26/22	Tue, 1/24/23	Fri, 5/26/23	50%
Mon, 10/3/22	Tue, 1/31/23	Mon, 6/5/23	25%

TUITION REFUND SCHEDULE						
College of Health Sciences - For 8-week courses:						
Withdrawal from a course on or before:						Refund %
For Fall 2022		For Spring 2023		For Summer 2023		
Mod I	Mod II	Mod I	Mod II	Mod I	Mod II	
Tues, 8/29/22	Mon, 10/24/22	Tues, 1/3/23	Mon, 2/27/23	Mon, 5/1/23	Mon, 6/26/23	< Start Date
Wed, 8/31/22	Wed, 10/26/22	Thu, 1/5/23	Wed, 3/1/23	Wed, 5/3/23	Wed, 6/28/23	100%
Mon, 9/5/22	Mon, 10/31/22	Tue, 1/10/23	Mon, 3/6/23	Mon, 5/8/23	Mon, 7/3/23	75%
Thu, 9/8/22	Thu, 11/3/22	Fri, 1/13/23	Thu, 3/9/23	Thu, 5/11/23	Fri, 7/7/23	50%

For further details, please contact the Business Office.

FINANCIAL AID LOAN DISTRIBUTION

For Financial Aid loans starting at beginning of a term and monthly thereafter, stipends are distributed according to the following schedules.

For Financial Aid loans starting after the start of a term, loan requests submitted in the Financial Aid department by the first Friday of the month will be distributed on the 2nd Friday of the month.

FINANCIAL AID LOAN DISTRIBUTION DATES					
All Programs					
For Fall 2022		For Spring 2023		For Summer 2023	
Requested by:	Distributed on:	Requested by:	Distributed on:	Requested by:	Distributed on:
Fri, 9/9/22	Fri, 9/16/22	Fri, 1/6/23	Fri, 1/13/23	Fri, 5/12/23	Fri, 5/19/23
Fri, 10/7/22	Fri, 10/14/22	Fri, 2/3/23	Fri, 2/10/23	Fri, 6/2/23	Fri, 6/9/23
Fri, 11/4/22	Thu, 11/10/22	Fri, 3/3/23	Fri, 3/10/23	Fri, 7/7/23	Fri, 7/14/23
Fri, 12/2/22	Fri, 12/9/22	Fri, 4/7/23	Fri, 4/14/23	Fri, 8/4/23	Fri, 8/11/23

Bank Accounts for Students and ACH transactions

The University's policy is to distribute funds to students via Automated Clearing House (ACH) transactions. Distribution of funds, including stipends, may take longer than stated above if distribution by printed check, or means other than ACH, is requested. See the Business Office to set up ACH transactions or if you have any questions about student accounts.

TYPES OF FINANCIAL AID AVAILABLE

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 Direct Loan Program

- Federal Direct PLUS Loan
- Federal Work-Study

There are also 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/admissions/financial-aid-scholarships 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.

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 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/semester, 100% of the aid is earned for the trimester/semester and an immediate repayment obligation is not incurred. If the student completes 60% or less of the trimester/semester, 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 Direct PLUS Loan
4. Federal Pell Grant
5. 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.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP)

To be eligible for federal financial aid a student must maintain satisfactory academic progress (SAP). Federal financial aid includes Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Loans and Federal Work Study.

The SAP policy for Cleveland University-Kansas City is as follows:

Qualitative Standard

- Maintain a cumulative grade point average (GPA) of at least 2.0. GPA is reviewed at the end of each trimester/semester. Transfer credits from other institutions are not included in the cumulative GPA.

Quantitative Standard

- Successfully complete at least 66.67% of all attempted credit hours each trimester/semester. Reviewed at the end of each trimester/semester.
- Grades of D, F, XF (non-attendance), I (incomplete) and W (withdrawn) does not constitute successfully completed credit hours.
- Student enrolled in less than 6 hours per trimester/semester is not eligible to receive Federal Direct Loans.

Maximum timeframe

- Successfully complete the program within 150% of the length of the program. Cleveland University-Kansas City applies this limit to the total number of attempted credit hours (including transfer credit hours).
 - a. Bachelor of Science in Human Biology is 186 attempted credit hours
 - b. Bachelor of Science in Exercise Science is 186 attempted credit hours.
 - c. Associate of Arts in Biological Sciences is 90 attempted credit hours
 - d. Associate of Applied Science is 113 attempted credit hours
 - e. Certificate program is 18 attempted credit hours
- All requirements for graduation must be met within the timeframes indicated below by program.
 - a. Doctor of Chiropractic within 15 trimesters.
 - b. Master of Science in Health Education and Promotion within 9 semesters.
 - c. Master of Science in Exercise Physiology within 9 semesters.
 - d. Bachelor of Science in Human Biology within 15 semesters.
 - e. Bachelor of Science in Exercise Science within 15 semesters.
 - f. Associate of Arts in Biological Sciences within 8 semesters.
 - g. Associate of Applied Science within 9 semesters.
 - h. Certificate program within 3 semesters.
- Period when a student doesn't receive Title IV aid is counted toward maximum timeframe.
- Period when a student is on leave of absence is counted toward maximum timeframe.
- Student exceeding their programs timeframe will be ineligible for Title IV aid.

- Please be aware that any delay in clinic progression will affect your future financial aid eligibility.

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. Student will be ineligible for Title IV aid.

Student flagged with an “Unusual Enrollment History” on the Student Aid Report will be placed on financial aid warning if the issue is not resolved with the Financial Aid Office.

Financial Aid Good Standing

Student maintains satisfactory academic progress

Financial Aid Warning

Student fails to meet the GPA requirement and/or has not completed the minimum credit hours for their program and/or fails to meet reasonable academic progress standards will be placed on financial aid warning. Student in a warning status is still allowed to receive Title IV aid and is given one trimester/semester to demonstrate satisfactory progress. Specific terms and conditions may be required.

Ineligible for Title IV Aid

When student fails to meet the GPA requirements and/or has not completed the minimum credit hours for their program and/or fails to meet reasonable academic progress standards at the end of the warning trimester/semester. Specific terms and conditions may be required.

Financial Aid Appeal

Student may appeal their ineligibility to receive Title IV aid under extenuating or special circumstances. A written request detailing the circumstances and documentation of the circumstances, why student failed to meet SAP and what has changed that will allow student to demonstrate SAP at the end of the trimester/semester must be submitted to the Director of Financial Aid for review. Specific terms and conditions may be required.

Financial Aid Probation

Title IV eligibility is reinstated for one trimester/semester 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 and/or met reasonable academic progress standards.

ENROLLMENT STATUS AND CLASS STANDING

A student's enrollment status and class standing will be factors in determining eligibility for financial aid. 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 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.

CUKC abides by Section 103 of the Veterans Benefits and Transition Act of 2018. CUKC will not impose a late fee, denial of access to facilities, or other penalty against a veteran or eligible dependent due to late payment of tuition and/or fees from VA.

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 must attend a Welcome event for their respective program.

COUNSELING

Cleveland University-Kansas City has entered into an agreement with WellConnect Student Assistance Program. The program provides mental health counseling, financial counseling, limited legal advice, and other support services to students and anyone in their household free of charge. To access services, please go to <https://wellconnect.personaladvantage.com/> and use code CUKC-STU.

EDUCATIONAL ASSISTANCE

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 Support & Access Services 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 Support & Access Services. For details on services offered, contact the Office of Academic Support & Access Services.

EMPLOYMENT

The Federal Work Study Program is available through the Office of Financial Aid to match qualified students with on-campus employment opportunities.

CHIROPRACTIC HEALTH SERVICES

All students may obtain a complete chiropractic examination including physical exam, spinal

adjustments and adjunctive procedures if determined necessary, at no charge in the campus Student Clinic. Each student must have a physical examination prior to being treated in the Student Health Center and/or participating in technique classes. Similar services for members of the immediate family of a student are available at a reduced rate. These services are provided by a chiropractic intern under the direct supervision of licensed chiropractors.

University faculty will not treat students on campus outside of Student Clinic structure. In certain instances, a student may be treated in the Health Center at the discretion of the licensed clinician.

If you or any member of your immediate family has unusual health care needs due to a previous accident or other health problem, please inform the attending clinician. Emergency services are not available in the student health center. In case of emergency, dial 911.

HEALTH INSURANCE

Cleveland University-Kansas City advises all students to maintain health insurance. Information on health insurance options is available in the Office of Campus and Alumni Relations. University policy requires that any personal injury that occurs on campus, regardless of circumstance and other than rendering First Aid, must be referred to a non-University care provider for treatment and may not be treated in the campus Health Center. The University carries standard commercial and professional liability coverage however it would be the student's health insurance that would provide coverage in the case of an accident occurring in transit to and from the campus and off-site educational activities, and if accidental injury occurs in the course of educational activities.

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. www.cleveland.edu/campus-life/housing

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 15 percent permitted by University policy.

CAMPUS MEDIA/PUBLICATIONS

The 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. The *Clevelander Alumni Magazine* 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 the *Clevelander Alumni Magazine* to the Office of Marketing Communications at communications@cleveland.edu.

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 Campus and Alumni Relations.

The council's constitution is available for reference through the Student Council secretary or the Office of Campus and Alumni Relations.

The advisor to this organization is the Director of Campus and Alumni Relations. 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 Campus and Alumni Relations. More information about student clubs and organizations is available in the Office of Campus and Alumni Relations or on the University website.

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 Campus and Alumni Relations.
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 Director of Clinical Education. 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 Director of Clinical Education. (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.

FITNESS CENTER

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 Registrar's Office 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 information at any time through a written request to the Registrar's Office. Such requests will be honored unless rescinded in writing.)

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 Vice President of Academic Affairs or the Registrar ("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 Registrar's Office during the first week of each academic term. This form can be found in the Registrar's Office. Upon receipt of such request the Registrar's Office 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

POLICIES/SERVICES FOR STUDENTS WITH DISABILITIES

Cleveland University-Kansas City prides itself on 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 the Director of Academic Support and Access Services 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., large font, double or triple spacing on exams);
- Audio-recorded lectures, audio 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, and small group study sessions.

DRUG AND ALCOHOL POLICY

Cleveland University-Kansas City prohibits the unlawful manufacture, distribution, dispensing, sale, possession and use of (including being under the influence 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-Kansas City 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.

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 to participate in the Federal Student Aid programs.

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 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 Affairs 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 and Organizational Development, 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. In cases of emergencies of a health-threatening nature, call 911.
3. Incidents not requiring an emergency response will be recorded on an incident report form and filed with the Dean of Student Affairs 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 Campus and Alumni Relations, who will route the request for approvals. Once a decision has been reached, it will be communicated by the Director of Campus and Alumni Relations 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.

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 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. Relationship to the Sexual Harassment Policy

Other language in this policy notwithstanding, Sexual Harassment, as defined in the Sexual Harassment Policy, will be governed exclusively by the Sexual Harassment Policy and processes stated therein. All other forms of sex-based discrimination are governed by this policy, including sex-based harassment, as defined in this policy, that does not rise to the level of Sexual Harassment as defined in the Sexual Harassment Policy.

Conduct that is initially raised through a formal complaint under the Sexual Harassment Policy may also be addressed under this policy, in the institution's discretion, when: (i) the conduct at issue, or some part of it, may constitute a violation of this policy irrespective of whether it constitutes Sexual Harassment under the Sexual Harassment Policy; (ii) the formal complaint, or some part of it, has been dismissed under the Sexual Harassment Policy; or (iii) a final determination of a formal complaint has been made under the Sexual Harassment Policy and separate or additional action may be necessary to enforce this policy.

III. Definitions

A. 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.

B. 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.

IV. 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 Dean of Student Affairs or his/her designee.

Dean of Student Affairs
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0650

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 Vice President of Academic Affairs or his/her designee.

Vice President of Academic Affairs
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0600

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 and Organizational Development
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 Dean of Student Affairs (students), at the address/phone number indicated on the previous page, the Vice President of Academic Affairs (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 Dean of Student Affairs, or his/her designee, at the address previously indicated.

Faculty Reports: The Vice President of Academic Affairs 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, the office of the academic dean, the Health Center, the Office of Student Affairs 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 dean of student affairs, or his/her designee (in complaints by students), at the address/phone number previously indicated, the Vice President of Academic Affairs, or his/her designee (in complaints by faculty), at the address/phone number previously indicated, and the Vice President of Human Resources and Organizational Development, 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 dean of student affairs 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 dean of student affairs 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 Affairs, the office of the Vice President of Academic Affairs, 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 Dean of Student Affairs or his/her designee in writing.

If the complaining party, the alleged harasser or the Dean of Student Affairs or his/her designee believes that the informal procedure is inadequate or has been unsuccessful, the University 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 in the office of the Academic Dean, the Health Center, HR Office and the Office of Student Affairs. Complaints by students should be submitted to the Dean of Student Affairs or his/her designee, at the address/phone number previously indicated. Complaints by

faculty should be submitted to the Dean, 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 Dean of Student Affairs, or his/her designee, at the address/phone number previously indicated, the Vice President of Academic Affairs, or his/ her designee, at the address/phone number previously indicated, or the Vice President of Human Resources and Organizational Development 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.

Complaints against Faculty

The Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. The decision of the Vice President of Academic Affairs 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 University.

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.

SEXUAL HARASSMENT POLICY

I. Policy Statement

Consistent with its Statement of Non-Discrimination and the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (*see* 34 C.F.R. § 106 *et seq.*), Cleveland University-Kansas City ("the University") prohibits Sexual Harassment that occurs within its education programs and activities.

As further defined herein, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Administrators, faculty members, staff, students, contractors, guests, and other members of the University community who commit Sexual Harassment are subject to the full range of University discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; permanent separation from the institution (i.e., termination or dismissal); physical restriction from University property; cancellation of contracts; and any combination of the same.

The University will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the University's education programs and activities.

II. Scope

This policy applies to Sexual Harassment that occurs within the University's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other member of the University community.

This policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the University's Education Programs and Activities; such Sexual Misconduct may be prohibited by University's Non-Discrimination/Anti-Harassment Policy.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the University's Education Programs and Activities, such as a study abroad program. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the University's Non-Discrimination/Anti-Harassment Policy.

III. Definitions

- A. "Sexual Harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.
- B. "Quid Pro Quo Sexual Harassment" is an employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual contact.

C. “Hostile Environment Sexual Harassment” is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the University’s education programs and activities.

D. “Sexual Assault” includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.

“Rape” is the carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is “carnal knowledge” if there is the slightest penetration of the vagina or anus by the sex organ of the other person. Attempted Rape is included.

“Sodomy” is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

“Sexual Assault with an Object” is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s genitalia.

“Fondling” is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

“Incest” is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Kansas law.

“Statutory Rape” is sexual intercourse with a person who is under the statutory age of consent as defined by Kansas law.

E. “Domestic Violence” is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Kansas, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of Kansas.

F. “Dating Violence” is violence committed by a person –

Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

Where the existence of such a relationship will be determined based on a consideration of the following factors:

- The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- G.** “Stalking” is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- Fear for their safety or the safety of others; or
 - Suffer substantial emotional distress.
- H.** “Consent” refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.
- I.** “Incapacitated” refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition or disability, or due to a state of unconsciousness or sleep.
- J.** “Retaliation” is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- K.** “Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- L.** “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
- M.** “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the University’s education programs and activities. A “document filed by a Complainant” means a document or electronic submission (such as an email) that contains the Complainant’s physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
- N.** “Supportive Measures” are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the University’s Education Programs and Activities

without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the University's education environment, or to deter Sexual Harassment. Supportive measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.

- O. "Education Programs and Activities" refers to all the operations of the University, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, athletics, residence life, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by the University. It also includes off-campus locations, events, or circumstances over which the University exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the University.

IV. Reporting Sexual Harassment

Any person may report Sexual Harassment to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:

Dale Marrant
Vice President of Human Resources and Organizational Development
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0650
Dale.marrant@cleveland.edu

In addition to reporting to the Title IX Coordinator, individuals may report Sexual Harassment to the following employees:

Reports by a Student Regarding a Student can be made to the Dean of Student Affairs or his/her designee:

David Foose
Dean of Student Affairs
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0650

Reports by a Student Regarding a Faculty Member can be made to the Vice President of Academic Affairs or his/her designee:

Dr. Diane Bartholomew
Vice President of Academic Affairs
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, Kansas 66210
(913) 234-0665

Reports by a Student Regarding a Non-Faculty Member or Third Party can be made to the Vice President of Human Resources and Organizational Development, or his/her designee:

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

In addition to reporting to the Title IX Coordinator, any person may report Sexual Harassment to any University employee with managerial authority over other employees, including cabinet members, deans, department heads, unit supervisors, and other managers (collectively “Reporting Officials”) who must promptly forward such report of Sexual Harassment to the Title IX Coordinator.

University employees who are not Reporting Officials are encouraged, but are not required to, forward reports of Sexual Misconduct to the Title IX Coordinator.

V. Preliminary Assessment

Upon receipt of a report made pursuant to Section IV, the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of the policy specified in Section II; and
- Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act (“FERPA”). The Title IX Coordinator may refer the report to other University offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant as specified in Section VI.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

VI. Contacting The Complainant

If a report is not closed as a result of the preliminary assessment specified in Section V and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures specified in Section VII; to discuss and consider the Complainant's wishes with respect to such Supportive Measures; to inform the Complainant of the availability of such Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint.

VII. Supportive Measures

If a report is not closed as a result of the preliminary assessment specified in Section V, the University will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint specified in Section XII, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the University will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. The University will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

The University will maintain the pty of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the University's ability to provide the Supportive Measures in question.

VIII. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from the University's education programs and activities on an temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the University may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process specified in Sections XIII and XV.

For all other Respondents, including independent contractors and guests, the University retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

IX. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that the University investigate and adjudicate a report of Sexual Harassment in accordance with the provisions of Sections X and XI. Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the University's education programs or activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in Section IV above.

No person may submit a Formal Complaint on the Complainant's behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the University if doing so is not clearly unreasonable.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then the University will commence an investigation as specified in Section X and proceed to adjudicate the matter as specified in Section XI.

In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes specified in Sections X and XI.

X. Consolidation of Formal Complaints

The University may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment as specified in Section XXX.

XI. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in Section II (i.e., because the alleged conduct did not occur in the University's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section XI, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XVII. The Title IX Coordinator may refer the subject

matter of the Formal Complaint to other University offices, as appropriate. A dismissal pursuant to this Section XI is presumptively a final determination for purposes of this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XII. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in Section XVIII.
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in Section XIII.D.
- Notifying the Complainant and Respondent of the University's prohibitions on retaliation and false statements specified in Sections XXIX and XXX.

Should the University elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the University will provide a supplemental written notice describing the additional allegations to be investigated.

XIII. Investigation

A. Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the University and not with the parties. The investigation will culminate in a written investigation report, specified in Section XIII.E, that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, the University strives to complete each investigation within thirty (30) to forty-five (45) days of the transmittal of the written notice as specified in this Section XIII.A.

B. Equal Opportunity

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in Section XX. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

C. Documentation of Investigation

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

D. Access to the Evidence

During the Evidence-Gathering Phase of the Investigation

During an investigation, a party has the reasonable opportunity, upon the party's request, to conduct an in-person inspection and review of evidence obtained up to that point that is directly related to the allegations raised in the Formal Complaint, including evidence the University may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. A request to inspect and review evidence should be made in writing to the investigator a reasonable amount of time before the party seeks to conduct the inspection and review. The investigator will make a reasonable attempt to accommodate the request but may deny any request that is untimely, that conflicts with the investigator's availability, that is cumulative, or that is otherwise unreasonable.

Prior To Issuance of the Investigation Report

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the investigator will transmit to each party and their advisor, in either electronic or hard copy form, the evidence subject to inspection and review in Section XIII.D.1. Thereafter, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

E. Investigation Report

After the period for the parties to provide any written response as specified in Section XIII.D.2 has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XIV. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in Section XV. The notice will explain that the hearing process specified in Section XV.A is the default process for adjudicating all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in Section XV.B as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in lieu of the hearing process. Parties are urged to carefully review this policy (including the entirety of Section XV), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section XIV to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

Once the form of adjudication is selected, either by or by both parties timely consenting to administrative adjudication, the selection is final and will not be altered.

XV. Adjudication

A. Hearing Process

The default process for adjudicating Formal Complaints is the hearing process specified in this Section XV.A. The hearing process will be used to adjudicate all Formal Complaints unless both parties timely consent to administrative adjudication as specified in Section XIV above.

Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in Section XIII.D.2.

Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the University's Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this Section XV.A.2.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, undue prejudice, the prohibition on the use of sexual history specified in Section XX, or for any other reason;
- A list of any witnesses that the party contends should be compelled to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any objection that the party has to the University's Hearing Procedures;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that the University provide an advisor for purposes of conducting questioning as specified in Section XVIII.

A party's written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary University personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any University employee (including administrator, faculty, or staff) or student whose attendance is required at the hearing as a witness. The notice will advise the subject of their duty to appear for the hearing at the specified date and time and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, coach, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The failure to abide by a notice of attendance is a violation of this policy.

The University has no authority to compel the attendance of any witness who is not an employee or a student, and a notice of attendance will not be issued to any such individual.

Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing pursuant to the University's Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the

advisors, witnesses, and other necessary University personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary University personnel. With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to Section XIII.D.2.

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified in this Section XV.A.5, the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section XV.A.5 are met.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. Nonetheless, in conducting the hearing and resolving evidentiary issues, the hearing officer may, in the hearing officer's discretion, utilize principles and procedures similar to those specified in the Federal Rules of Civil Procedure and/or Federal Rules of Evidence to the extent such principles and procedures do not conflict with any explicit provision of this policy.

Subjection To Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section XV.A.6, the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of Section XV.A.6. The hearing officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate University official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

Written Decision

After reaching a determination and consulting with the appropriate University official and Title IX Coordinator as required by Section XIV.A.8, the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by the University upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate University official as referenced in Section XIV.A.8 and any ongoing support measures or other remedies as determined by the Title IX Coordinator;
- A description of the University's process and grounds for appeal, as specified in Section XVII.

The hearing officer's written determination will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in Section XVII.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the University strives to issue the hearing officer's written determination within fourteen (14) days of the conclusion of the hearing.

B. Administrative Adjudication (Optional)

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in Section XIV.

If administrative adjudication is selected, the Title IX Coordinator will appoint an administrative officer. The Title IX Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in Section XIII.D.2

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer's meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, undue prejudice, the prohibition on the use of sexual history specified in Section XX, or for any other reason;
- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence;
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties' written responses, the administrative officer will meet separately with each party to provide the party with an opportunity make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party's written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively reevaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any University official and the Title IX Coordinator, in the manner specified in Section XV.A.7 and will prepare and transmit a written decision in the manner as specified in Section XV.A.8 which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer's written determination concludes the administrative adjudication, subject to any right of appeal as specified in Section XVII.

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, the University strives to issue the administrative officer's written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section XV.B.

XVI. Dismissal During Investigation or Adjudication

The University may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);

- The Respondent is no longer enrolled or employed by the University, as the case may be; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator determines that a Formal Complaint should be dismissed pursuant to this Section XVI, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XVII. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other University offices, as appropriate. A dismissal pursuant to this Section XVI is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XVII. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;
- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
- The Title IX Coordinator, investigator, hearing officer, or administrative officer, as the case may be, had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within three (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to the Chief Operating Officer, who serves as the appeal officer. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Errors claimed in any appeal that could have been raised during the adjudication, but that were not, may be deemed waived by the appeal officer. Similarly, errors that are summarily asserted in any appeal without explanation or argument may be deemed waived by the appeal officer.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, the University strives to issue the appeal officer's written decision within (21) days of an appeal being filed.

XVIII. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in Section XV.A.5, the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the University about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section XVIII and Section XV.A.5, the University may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in Section XV.A.5, and requests the University to provide an advisor, the University will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The University will have sole discretion to select the advisor it provides. The advisor the University provides may be, but is not required to be, an attorney.

The University is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in Section XV.A.5 and requests that the University provide an advisor.

XIX. Treatment Records and Other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or

paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or

- Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege;

Unless the University has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section XIX if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense, as the case may be.

XX. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section XX for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this Section XX.

XXI. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in Section XII, and before the completion of any appeal specified in Section XVII, the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in Section XV.B is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another University official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and

- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by the University, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to the University. Notwithstanding the foregoing if the form of informal resolution is Administrative Adjudication as specified in Section XV.B, there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in Section XV.B, all other forms of informal resolution pursuant to this Section XXI are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21), and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section XXI notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXII. Presumption of Non-Responsibility

As required by Department of Education regulations implementing Title IX, from the time a report or Formal Complaint is made, as the case may be, the University will adopt a presumption that the Respondent is not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXIII. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these University officials has a material conflict of interest or material bias must raise the concern promptly so that the University may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in Section XVI or otherwise.

XXIV. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the University may evaluate the matter and address it, if appropriate. The failure of a party to timely raise an objection, concern, or complaint may result in a waiver of the issue for purposes of any appeal specified in Section XVII or otherwise.

XXV. Academic Freedom

The University will construe and apply this policy consistent with the principles of academic freedom specified in the Faculty Handbook. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the principles of academic freedom specified in the Faculty Handbook.

XXVI. Relationship With Criminal Process

This policy sets forth the University's processes for responding to reports and Formal Complaints of Sexual Harassment. The University's processes are separate, distinct, and independent of any criminal processes. While the University may temporarily delay its processes under this policy to avoid interfering with law enforcement efforts if requested by law enforcement, the University will otherwise apply this policy and its processes without regard to the status or outcome of any criminal process.

XXVII. Recordings

Wherever this policy specifies that an audio or video recording will be made, the recording will be made only by the University and is considered property of the University, subject to any right of access that a party may have under this policy, FERPA, and other applicable federal, state, or local laws. Only the University is permitted to make audio or video recordings under this policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing officer.

XXVIII. Vendors, Contractors and Third Parties

The University does business with various vendors, contractors, and other third-parties who are not students or employees of the University. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the University retains its right to limit any vendor, contractor, or third-party's access to campus for any reason. And the University retains all rights it enjoys

by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

XXIX. Bad Faith Complaints and False Information

It is a violation of this policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be false or frivolous. It is also a violation of this policy for any person to knowingly make a materially false statement during the course of an investigation, adjudication, or appeal under this policy. Violations of this Section XXIX are not subject to the investigation and adjudication processes in this policy; instead, they will be addressed under the Code of Student Conduct in the case of students and other University policies and standards, as applicable, for other persons.

XXX. Retaliation

It is a violation of this policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in Sections IV and IX. Any report or Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. The University retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

XXXI. Confidentiality

The University will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. The University will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, the University may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the University's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the University's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While the University will maintain confidentiality specified in this Section XXXI, the University will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

XXXII. Other Violations of this Policy

Alleged violations of this policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Academic Catalog for students, the Faculty Handbook for faculty, or the Employee Handbook for employees.

XXXIII. Signatures and Form of Consent

For purposes of this policy, either a physical signature or digital signature will be sufficient to satisfy any obligation that a document be signed. Where this policy provides that written consent must be provided, consent in either physical or electronic form, containing a physical or digital signature, as the case may be, will suffice.

XXXIV. Deadlines, Time, Notices, and Method of Transmittal

Where this policy specifies a period of days by which some act must be performed, the following method of calculation applies:

- Exclude the day of the event that triggers the period;
- Count every day, including intermediate Saturdays, Sundays, and legal holidays recognized by the federal government;
- Include the last day of the period until 5:00 p.m. central time, but if the last day is a Saturday, Sunday, or legal holiday recognized by the federal government, the period continues to run until 5:00 p.m. central time on the next day that is not a Saturday, Sunday, or legal holiday recognized by the federal government.

All deadlines and other time periods specified in this policy are subject to modification by the University where, in the University's sole discretion, good cause exists. Good cause may include, but is not limited to, the unavailability of parties or witnesses; the complexities of a given case; extended holidays or closures; sickness of the investigator, adjudicator, or the parties; the need to consult with the University's legal counsel; unforeseen weather events; and the like.

Any party who wishes to seek an extension of any deadline or other time period may do so by filing a request with the investigator, hearing officer, administrative officer, appeal officer, or Title IX Coordinator, as the case may be, depending on the phase of the process. Such request must state the extension sought and explain what good cause exists for the requested extension. The University officer resolving the request for extension may, but is not required to, give the other party an opportunity to object. Whether to grant such a requested extension will be in the sole discretion of the University.

The parties will be provided written notice of the modification of any deadline or time period specified in this policy, along with the reasons for the modification.

Where this policy refers to notice being given to parties "simultaneously," notice will be deemed simultaneous if it is provided in relative proximity on the same day. It is not necessary that notice be provided at exactly the same hour and minute.

Unless otherwise specified in this policy, the default method of transmission for all notices, reports, responses, and other forms of communication specified in this policy will be email using University email addresses.

A party is deemed to have received notice upon transmittal of an email to their University email address. In the event notice is provided by mail, a party will be deemed to have received notice three (3) days after the notice in question is postmarked.

Any notice inviting or requiring a party or witness to attend a meeting, interview, or hearing will be provided with sufficient time for the party to prepare for the meeting, interview, or hearing as the case may be, and will include relevant details such as the date, time, location, purpose, and participants. Unless a specific number of days is specified elsewhere in this policy, the sufficient time to be provided will be determined in the sole discretion of the University, considering all the facts and circumstances, including, but not limited to, the nature of the meeting, interview, or hearing; the nature and complexity of the allegations at issue; the schedules of relevant University officials; approaching holidays or closures; and the number and length of extensions already granted.

XXXV. Other Forms of Discrimination

This policy applies only to Sexual Harassment. Complaints of other forms of sex discrimination are governed by the University's Non-Discrimination/Anti-Harassment Policy.

XXXVI. Outside Appointments, Dual Appointments, and Delegations

The University retains discretion to retain and appoint suitably qualified persons who are not University employees to fulfill any function of the University under this policy, including, but not limited to, Title IX Coordinator, investigator, hearing officer, administrative officer, informal resolution officer, and appeals officer.

The University also retains discretion to appoint two or more persons to jointly fulfill the role of investigator, hearing officer, administrative officer, informal resolution officer, and/or appeals officer.

The functions assigned to a given University official under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, hearing officer, administrative officer, informal resolution officer, and appeals officer, may, in the University's discretion, be delegated by such University official to any suitably qualified individual and such delegation may be recalled by the University at any time.

XXXVII. Training

The University will ensure that University officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officers, informal resolution facilitators, University provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law.

XXXVIII. Recordkeeping

The University will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the University's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XXXIX. Definitions

Words used in this policy will have those meanings defined herein and if not defined herein will be construed according to their plain and ordinary meaning.

XL. Discretion in Application

The University retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the University's interpretation or application differs from the interpretation of the parties.

Despite the University's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the University retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy and the Hearing Procedures referenced in Section XV.A.5 are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the University retains discretion to revise this policy and the Hearing Procedures at any time, and for any reason. The University may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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 Dean of Student Affairs 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

Students must remember that 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 who are assigned to the University's Health Center will adhere to the dress code outlined in the *Clinic Manual*. Additional dress code requirements may be found in the program-specific handbooks.

If for religious, medical or cultural reasons there is a need to deviate from this policy, the student must make a written request to the Dean and receive written approval.

C. Clinical Supervision Compliance

Students may not deliver health care via technique, treatment or modality without the authorization from and under the supervision of authorized faculty. More specific regulations can be found in the program-specific handbooks.

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 Vice President of Institutional Growth and Innovation.

E. Smoking

Cleveland University-Kansas City is a tobacco-free environment. Smoking, smokeless tobacco products, and e-cigarettes are prohibited in all University buildings and on all University grounds.

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/ Breastfeeding

Children and anyone other than registered students are normally not permitted to be present for classroom and laboratory activities. The University does not provide day-care facilities; therefore, students should plan ahead for off-campus care for their children. 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 or other students to watch their children on campus while the student is in class.

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 remove the baby from the classroom should it cry or otherwise distract from learning activities. Nursing infants may not be present in classrooms during examinations and are not allowed in laboratories (including adjusting and X-ray labs) or in the treatment areas of the University's health centers.

Cleveland University-Kansas City supports students who are breastfeeding upon returning to school. Additionally, the University prohibits discrimination and harassment of breastfeeding students who exercise their rights under this policy. For up to one year after birth, breastfeeding students shall be allowed reasonable excused time to express milk during school hours. The student shall request and arrange through the Office of Student Affairs appropriate and reasonable break times for expressing milk if the need arises.

The University shall provide a private space with a lock on the door and an electrical outlet for expressing milk. A bathroom stall shall not serve as a lactation space. The Office of Student Affairs will assist in providing a positive atmosphere to support breastfeeding students. The following locations have been identified as designated nursing/pumping areas: 2nd floor bathroom (nursing room), private restrooms by community and spiritual center, and private dining room (if available).

H. Personal Property

All students are expected to abide by the guidelines established in the Policies and Procedures section of the catalog.

I. Electronic Recording

Clinical courses

Students are prohibited from using any electronic device to take photographs, record audio, or record video of any activity, person, or physical material during a hospital clinical, field internship, or health clinic shift while involved in patient care or on a call for service. Furthermore, the posting of patient or staff comments, photos, videos, or audio in any form including sharing, or posting on any platform (Facebook, Twitter, Snapchat, Instagram, etc...) is strictly prohibited. Any violation of this policy will result in immediate dismissal from the program and could be punishable by state and federal laws.

Campus courses

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.

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.

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 Campus and Alumni Relations.

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.

N. Parking

All students are expected to abide by the parking policies and procedures.

O. Drug and Alcohol Abuse Policy

All students are expected to abide by the guidelines related to the drug-free environment.

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 Affairs. 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, 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, Director of Clinical Education or Clinical Operations, Vice President of Campus and Alumni Relations, Vice President of Academic Affairs, President.

Time frames listed in succeeding paragraphs may be lengthened or shortened as needed, according to the judgment of the Dean of Student Affairs or his/her designee. Records of all grievances and complaints that are filed will be kept in the Office of Student Affairs 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 Affairs. 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 Dean of Student Affairs or his/her designee.
2. The Dean of Student Affairs shall investigate the allegations in the incident report. The completed investigation report will be submitted to the Professional Conduct Committee, who will 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.

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 Dean of Student Affairs.

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, wearable electronic devices 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; Director of Clinical Education or Director of Clinical Operations; Vice President of Campus and Alumni relations; Vice President of Academic Affairs, and President.

Time frames listed in succeeding paragraphs may be lengthened or shortened as needed, according to the judgment of the Dean of Student Affairs. Records of all grievances and complaints that are filed will be kept by the Dean of Student Affairs 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 Dean of Student Affairs. 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 Dean of Student Affairs or his/her designee.
2. The Dean or designee shall investigate the allegations in the incident report. The completed investigation report will be submitted to the Professional Conduct Committee, who will 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 or academic misconduct are directed to the Dean of Student Affairs, who will determine whether there are grounds to proceed with the appeal.
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 Academic Affairs or Dean 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 Academic Affairs, 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 Academic Affairs 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 Academic Affairs 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 alternate sanctions if appropriate. Alternate sanctions may not be more harsh than those originally imposed.
- 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 misconduct appeals and hearings shall be maintained in the Office of the Dean of Student Affairs 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.

VII. The Professional Conduct Committee

The Professional Conduct Committee shall be composed of the College Dean, 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. 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 Academic Affairs 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 the Director of Campus and Alumni relations and maintained in the Office of Student Affairs. 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.

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. It is the student's responsibility to periodically check for such changes and direct any questions to the Vice President of Academic Affairs, Dean or other persons with knowledge of these policies.

Policies listed in this section of the University Catalog are general policies and pertain to the University as a whole. Policies may be different for individual academic programs and can be found in the Program Handbook for each specific program.

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.

Should an emergency postponement of classes be required, such as in cases of fire, gas leak, civil disturbance, bomb threat, chemical or radiation spill, explosion, downed aircraft, utility failure, violent or criminal behavior, or any other situations the Campus Administration or Threat Assessment Team deem hazardous, an alternative schedule and location for classes will be placed in effect.

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.

COLLEGE OF HEALTH SCIENCES CLINICAL OR FIELDWORK COURSES

One credit hour is awarded for no less than forty- five clinical or fieldwork hours.

ACCELERATED COURSES

Courses offered in an accelerated format meet the same total number of contact hours and contain the same out-of-class work as required in a full term.

ONLINE PROGRAMS/ HYBRID COURSES

The University offers a selection of fully online and hybrid course options. Online courses are equivalent to regular classroom courses in terms of their goals, objectives, course content and outcomes. Canvas is the learning management system CUKC provides for the online learning experience. Online courses are conducted asynchronously, available on a 24-hour, seven-day-a-week schedule, so students have greater flexibility to control their participation in these courses.

Online: This class is primarily online, with the requirement of one proctored assessment or video conferencing session per on line course. Students must participate online through the Universities Learning Management System via the internet and complete required course content as scheduled in the course syllabus.

Hybrid: This class meets face to face on a regular schedule (weekly), typically in a classroom on campus but may be at an alternative physical meeting location. A portion of this course is delivered online through the University's Learning Management System online as outlined in the course syllabus.

Face to face/Classroom: This class meets face to face on a regular schedule. This class may meet in a classroom on campus or at an alternative physical meeting location. This class may use the University's Learning Management System to accompany in-person instruction.

CUKC does not guarantee a particular format for delivering its curriculum. CUKC may update the curriculum or change the format in its discretion, including but not limited to as a result of ongoing program review processes, changing accreditation or regulatory requirements, or "force majeure" (defined as fire, earthquake, flood, inclement weather, power outage, act of God, labor disturbances, riots or civil commotions, litigation, war or other act of any foreign nation, power of government or governmental agency or authority, pandemic or any other cause which is beyond the control or authority of CUKC). Students shall not be entitled to a refund by reason of change in curriculum content or delivery format

INDEPENDENT STUDY AND RESEARCH

A credit hour for independent study and research is awarded based on the *equivalent amount of work over a different amount of time through* structured activities and rigor to achieve the equivalent learning outcomes. Credit awarded for independent study and research meets the same standards of no less than three hours of student work or 150 minutes per week for 15 weeks per one credit.

COURSE ADD/DROP

Courses may be added through the first five class days of the trimester for 15 week courses, or the first three class days for 8 week courses. 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 Registrar's Office.
2. Complete the form and obtain the necessary signatures.
3. Return the completed, signed form to the Registrar's Office.

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.

COURSE WITHDRAWAL

A student may withdraw from a course through the end of the twelfth week of the trimester for 15 week courses. For modular/accelerated 8 week 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 Registrar's Office.
2. Complete the form and obtain the necessary signatures.
3. Return the completed, signed form to the Registrar's Office. The date of the withdrawal will be the date the form is submitted to the Registrar's Office.

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 undergraduate program may require a student who fails or withdraws from a course to take a lighter course schedule and/or remedial coursework.

UNIVERSITY WITHDRAWAL

Voluntary Withdrawal

These policies are applicable to students enrolled in all Colleges of Cleveland University-Kansas City.

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 Registrar prior to withdrawal, and must complete and return the college withdrawal form to Registrar's Office prior to departure and/or termination of class attendance. Signatures are required on the college withdrawal form from the Office of Student Services, the Office of Financial Aid, the Finance Office and the Library. The form must then be turned in to the Registrar's Office 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 Dean of Student Affairs. A grievance committee will review the appeal 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 Dean of Student Affairs and provide appropriate documentation. A grievance committee will review the appeal and the committee’s decision 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 Vice President of Academic Affairs, 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 Vice President of Academic Affairs, 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 University 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 a grievance committee for consideration. During consideration of the appeal, the student will remain withdrawn from the University. The grievance 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 committee is final.

Members of the grievance 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 term or no more than 180 days, 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 Registrar's Office.

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 Registrar in writing when taking a leave of absence due to military duty.

Students returning from Leave of Absence must contact the Dean of Student Affairs to inquire about registering for the upcoming term.

RE-ADMISSION

A student requesting readmission following dismissal or after voluntary or involuntary withdrawal must complete the re-admission application process. The student will submit a Re-Admission Request Form to the Director of Admissions. The Director of Admissions will submit the Re-Admission Request form and supporting documentation provided by the student to the Dean of the appropriate College. The Dean of the College with the Vice President of Academic Affairs will make the decision on re-admittance to the University. The Vice President will notify the Director of Admissions the decision on the request for readmission. If the student's re-admission request is approved, a member from the Admissions team will inform the student. The Admissions team member will also inform and collect the signatures required by the re-entry form. If a student has been out of the program for more than one (1) trimester, the student may be assessed for knowledge or psychomotor skills necessary for his/her respective program. The student will be placed in the appropriate courses as part of the re-admission. The student will need to meet all of the program requirements which may have changed during the time in which the student was not enrolled.

The student will be re-enrolled under current tuition charges. The student approved for reentry must obtain the Business officer signature on the re-entry form indicating that all financial obligations to the University have been met or the student has arranged a payment schedule. The student must contact a Financial Aid officer to re-apply for financial aid. The student retains the Financial Aid status of the last term attended. Specific terms and conditions may be required to reinstate Title IV funding. Therefore, the student is responsible for any charges incurred until they become eligible for financial aid.

After obtaining the required signatures on a re-entry form, the form is sent to the Dean of Student Affairs to be scheduled for classes. The student is notified of the re-entry conditions at this time, and the appropriate offices are notified by the Dean of Student Affairs.

ATTENDANCE

A professional education requires a full-time commitment by the student, and thus Cleveland University considers attendance at all scheduled courses and laboratories to be mandatory. We hold high academic

standards and expect students to spend a significant part of each day in and out of class to successfully complete the program. Students are expected to attend, be attentive, and participate in all classroom and laboratory activities.

ATTENDANCE AND FINANCIAL AID

It is the policy of CUKC to monitor student attendance for all courses in accordance with the Department of Education requirements to monitor academic attendance, attendance at an academically related activity and withdrawal.

Federal regulations require that students earn their financial aid funds by attending and actively participating in courses. To verify financial aid eligibility, the Office of Student Affairs collects attendance information. If notification of non-attendance in any course is received, the determination of federal financial aid eligibility will be re-evaluated and may result in financial aid forfeiture and/or a balance due to the University. If a student is not attending classes, the student is expected to complete the official withdrawal process of the University.

ATTENDANCE AND LICENSURE

Some state licensing boards require a specific number of classroom hours in order to grant a license to practice as a Doctor of Chiropractic. Students are encouraged to familiarize themselves with the requirements for eligibility for licensure in the states in which they plan to practice. This can be done by visiting the applicable state board websites or the Federation of Chiropractic Licensing Boards' website at www.fclb.org. It is the student's responsibility to fulfill and document the requirements of the state(s) to which (s)he plans to apply for licensure.

ATTENDANCE PROCEDURE

Each faculty member will take attendance, and will establish his/her own procedures for dealing with tardiness and absenteeism, and will publish these procedures in course syllabi. 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.

ONLINE ATTENDANCE

Distance Education course attendance will be monitored for compliance through the following mechanism(s):

- Student submission of an academic assignment,
- Student submission of an exam,
- Documented student participation in an interactive tutorial or computer-assisted instruction,
- A posting by the student showing the student's participation in an online study group that is assigned by the institution,
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- An email from the student or other documentation showing that the student initiated contact with a faculty member to ask questions about the academic subject studied in the course.

ATTENDANCE POLICY

Course credit will be given only if the student is present at least 85 percent of the time and completes the course with a passing grade. Some CUKC programs have a more stringent attendance requirement. Please refer to the handbook for your program for specific attendance requirements. In addition, instructors may enforce a stricter attendance policy for the lab portion of their course. In such case, the course syllabus will detail the lab attendance requirement.

Should absences exceed 15 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 extenuating circumstances*, a written appeal may be submitted to the Dean of Student Affairs, requesting reinstatement into the course. The appeal must be submitted within (5) days of receipt of the XF grade. The written appeal must include documentation that verifies the nature of the extenuating circumstances necessitating the student's excessive absences. The student should continue to attend class until the final decision regarding their appeal is made. The decision of the administrator reviewing the appeal is final. **Should a student's absences exceed 20%, the XF may not be appealed.**

***Extenuating Circumstances**

Extenuating circumstances are circumstances beyond a student's control that may impact his/her attendance and/or academic performance. Extenuating circumstances are generally considered rare, uncontrollable, and/or unpredictable. When possible, students who experience an extenuating circumstance are urged to meet with the Dean of Student Affairs to discuss all options prior to exceeding the 15% allowance. Typical extenuating circumstances can include the following:

- Jury Duty
- Significant medical conditions
- Bereavement
- Emergency health needs of a dependent
- Religious Holidays**

Pregnancy, Childbirth, and Related Conditions

Absences due to pregnancy related issues will be considered an excused absence. Documentation from a healthcare provider giving evidence of the expectant mother's need to be absent should be submitted to the Dean of Student Affairs as soon as possible following the occurrence of the absence.

Military Leave

Leave will be granted for required military duty for up to a maximum of two weeks annually and will be considered an excused absence. Documentation of required military leave must be submitted to the Dean of Student Affairs prior to the leave date, and will be retained in the student's file. Communication will be sent to the student's faculty regarding the timeframe of the leave.

****Absences for 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 of Student Affairs 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 and may include either anticipating or making up the examination. At their discretion, instructors may respond by changing a scheduled date for an examination. Such absences count toward the 15 percent absence allowance, but will be considered as an “extenuating circumstance” in the case of an XF appeal, should the student exceed the 15% allowance.

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 Dean or Director for all 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 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 coursework must be completed with a grade of “C” or better. A student who fails to meet this grade requirement 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.

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 University withdrawal option when repeating a twice-failed course, the University withdrawal will result in dismissal from the program 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 student may be allowed 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 program.

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 term to appeal a grade from the previous term.

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.

IN PROGRESS AND INCOMPLETE COURSEWORK

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 Registrar’s Office 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.

ACADEMIC SATISFACTORY ACADEMIC PROGRESS (SAP)

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 A.A.S. degree program
- The B.S. degree program
- The DC 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 A.A.S. degree program
- The B.S. degree program
- The DC degree program
- A student earning less than a 1.75 GPA in the first trimester coursework will be placed on warning status and is given one trimester to demonstrate satisfactory progress
- If a student's term GPA falls below 2.0, s/he will be placed on Academic Concern.
 1. 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, s/ he will be placed on Academic Warning.
 2. If the student's term GPA falls below 2.0 for a third time, s/ he will be placed on Academic Probation.
 3. If the student's term GPA falls below 2.0 for a fourth time, s/he will be dismissed from the College in which s/he is enrolled.

Reasons for Academic Dismissal from A.A., A.A.S. and B.S. Programs

- Earning less than a 2.0 four times.
- Failing any individual course three times.

Reasons for Academic Dismissal from DC Program

- Earning less than a 2.0 four times.
- Failing any individual course three times.
- Failing Part I of NBCE exam four times.

APPEALING ACADEMIC STANDING OR DISMISSAL

If a student believes there was an error in GPA calculation that led to Academic Concern, Academic Warning, Academic Probation or dismissal, the student may appeal his/her status to the Dean of Student Affairs. The appeal must be submitted, in writing, with appropriate documentation, by the deadline listed in the Academic Calendar.

During the term, examinations are administered at the discretion of the individual instructor. Examinations may be written, oral or practical.

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 calculated 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. Professional programs may use a different grading scale. Please refer to specific program handbook for details.

Grade	Percentage Correct		
A	90 to 100	D	60 to 69
B	80 to 89	F	less than 60
C	70 to 79		

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 Registrar's Office immediately. If a grade change is involved, the supervisor must also submit a grade change form to the Registrar's Office no later than the day after the decision is reached.

DEGREE COMPLETION TIME

This policy applies to students enrolled in all University programs.

For students enrolled in the Doctor of Chiropractic degree program prior to Fall 2016 the maximum allowable completion time is six calendar years (18 trimesters) from the date of initial matriculation. For students enrolled in the Doctor of Chiropractic degree program Fall of 2016 or after, the maximum allowable completion time is five calendar years (15 trimesters). 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. The maximum period of time allowed for completion of the Certificate in Workplace Health Promotion program is one year (3 semesters) from the date of initial matriculation. For students enrolled in the B.S. degree, the maximum allowable completion time is five calendar years (15 semesters) For students enrolled in the A.A. degree, the maximum allowable completion time is 2.5 calendar years (7.5 semesters). For students enrolled in the A.A.S. degree, the maximum allowable completion time is 3 calendar years (9 semesters). 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.

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 a chiropractic program 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.

GRADUATION REQUIREMENTS

ASSOCIATE OF APPLIED SCIENCE, ASSOCIATE OF ARTS/BACHELOR OF SCIENCE

1. Successful completion of the required semester credit hours for the degree with no course grades less than "C".
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.

GRADUATION APPLICATION FOR THE BACHELOR OF SCIENCE IN HUMAN BIOLOGY DEGREE

As Advanced Topics is the capstone course for the degree, the application for Advanced Topics also serves as the application for the Bachelor of Science in Human Biology Degree graduation. The course application is due by the 12th week of the term prior to the term in which the student intends to take the course. The application will trigger a degree audit, which will determine eligibility for Advanced Topics and fulfillment of degree requirements for graduation.

MASTER OF SCIENCE IN HEALTH EDUCATION AND PROMOTION

The Master of Science degree in Health Education and Promotion is conferred on the individual who:

1. Successful completion of the required semester credit hours for the degree with no course grades less than "B".
2. Has completed at least 75% of all hours taken in the program with a grade of "B."
3. Has scored a proficient or better score on the comprehensive exam.
4. Has supplied evidence of sitting for the CHES (Certified Health Education Specialist) Examination or other health-related professional certification
5. Is recommended for the degree by the faculty.
6. Has submitted application for Candidacy and Degree by applicable deadline.
7. Has completed exit interviews and check-out process.
8. Has met all financial obligations.

APPLICATION FOR DEGREE

Each candidate for the M.S. degree must apply for graduation at the College of Health Sciences office. The form, "Application for Degree," is available from the College.

DOCTOR OF CHIROPRACTIC

Cleveland University-Kansas City College of Chiropractic 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 University-Kansas City.
3. Satisfactory completion of all courses and hours required by Cleveland University-Kansas City College of Chiropractic.
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 check-out process and participation in commencement exercises.
8. Completion within a five-calendar year period. A student must graduate no later than five calendar years after matriculation into the program. (For Students who matriculated in May 2016 or earlier, the maximum time allowed for completion of the program is six calendar years.) 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. Has met all financial obligations. (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.

ACADEMIC HONORS

DEAN'S LIST

At the end of each term, students meeting or achieving the following criteria will be eligible for academic honors for that term.

1. The student must be enrolled in a minimum of 12 credit hours for the specified term to be considered.

2. The student must have earned a grade of “B” or higher in all coursework during the specified term.
3. The student’s term grade point average must be 3.40 or higher.
4. There must be no disciplinary action taken against the student during the specified term.

A letter of merit will be awarded to each student who meets the above criteria.

GRADUATION HONORS

Candidates graduating 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 University-Kansas City College of Chiropractic 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.

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.

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 Registrar’s Office.

COURSE DESCRIPTIONS

COURSE NUMBERING AND CLASSIFICATION SYSTEM

000-099	Preparatory courses (no credit allowed toward requirements for academic degrees)
100-299	Lower division courses (freshman and sophomore level)
300-499	Upper division courses (junior and senior level)
500-599	First graduate or professional year
600-699	Second graduate or professional year
700-799	Third professional year

BIOL	Biology	CHE	Chemistry
BUSI	Business	CLI	Clinic
CHEM	Chemistry	DIM	Diagnostic Imaging
ECON	Economics	GED	General Diagnosis
ENGL	English	MPH	Microbiology and Public Health
EXSC	Exercise Science	NMS	Neuromusculoskeletal Diagnosis
EXP	Exercise Physiology	PAT	Pathology
GEDU	General Education	PHY	Physiology
GSCI	General Science	PHT	Physiotherapy
HEP	Health Promotion	PRA	Chiropractic Practice
HIST	History	PRI	Principles of Chiropractic
HSCI	Health Science		
MATH	Mathematics		
OTHA	Occupational Therapy Assistant		
PHYS	Physics		
POLS	Political Science		
PSYC	Psychology		
RDTC	Radiologic Technology		
SOCI	Sociology		
SPCH	Speech		
ACS	Associated Clinical Sciences		
ANA	Anatomy		

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. Completion of courses, degree programs, or certificate programs does not constitute a guarantee of employment.

Specific questions relating to the curriculum should be directed to a Dean or Director of the degree program. 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.

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.

COLLEGE OF HEALTH SCIENCES COURSE DESCRIPTIONS: UNDERGRADUATE

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.

BIOL 230 Principles of Biology 4 Credits (3 Lecture, 1 Lab)

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 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

This course is intended for students who previously completed with a grade of “C” or higher, a non-lab General Biology course through another accredited institution. 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:** *BIOL 230 Principles of Biology*

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 of a two-semester sequence focusing on the study of cells, tissues, and organ systems with emphasis on the integumentary, skeletal, muscular, nervous, and endocrine 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.

BIOL 233L Anatomy and Physiology Lab 1 Credit

This course is intended for students who previously completed with a grade of "C" or higher, a non-lab Anatomy and Physiology course through another accredited institution. This course explores anatomical and physiological processes through the use of anatomical models, visual aids, and anatomical dissection. **Prerequisite:** *BIOL 250 Anatomy and Physiology I*

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. This course continues the study of organ systems focusing on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive organs. This course will also cover immunity, metabolism, and fluid, electrolyte and acid-base balance. The course is enhanced with laboratory activities using the online dissection website A&P Revealed, 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:** *BIOL 250 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:** *CHEM 300 Organic Chemistry I, BIOL 230 Principles of Biology*

BIOL 302L Introduction to Microbiology Lab 1 Credit

This course is intended for students who previously completed with a grade of "C" or higher, a non-lab Microbiology course through another accredited institution. Characteristics of live microorganisms are studied in the laboratory with an emphasis on the use of proper aseptic techniques. **Prerequisite:** *BIOL 301 Microbiology*

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*

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:** *BIOL 250 Anatomy and Physiology I*

BIOL 351 Cell and Molecular Biology**4 Credits**

This course analyzes the physical and biochemical nature of cell structure and function, and the metabolic activity of living matter. Cell Theory is elaborated, and differences between prokaryotes and eukaryotes examined. Methods and applications in biotechnology are also featured, as well as the disease consequences of disrupted cell homeostasis. **Prerequisite:** *BIOL 230 Principles of Biology*
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:** *BIOL 250 Anatomy & Physiology I*

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*

BIOL 360 Introduction to Research**1 Credit**

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. **Prerequisites:** *English Composition I, Anatomy and Physiology I, Organic Chemistry I, Algebra*

BIOL 400 Independent Studies in Health Sciences**Varies**

This 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 and educational experiences. Students may take up to a total of four credit hours, with up to a maximum of two hours used to fulfill degree requirements. **Prerequisites:** *Permission of Dean or Instructor*

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: *BIOL 354 Cell Physiology*

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.

Prerequisites: *Completed 65 hours towards the degree.*

BUSI 100 Introduction to Business 3 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.

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 DC programs but may be used as general elective credit. **Prerequisite:** *Intermediate Algebra*

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 the College of Health Sciences may waive Introduction to Chemistry*

CHEM 241L Principles of General Chemistry Lab I**1 Credit**

This course is intended for students who previously completed with a grade of “C” or higher, a non-lab General Chemistry course through another accredited institution. An introduction to basic chemistry laboratory techniques and safety protocols, utilizing experimentation that complements and reinforces concepts learned in general chemistry lecture classes. **Prerequisite:** *CHEM 240 General Chemistry*

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:** *CHEM 141 Introduction to Chemistry*

CHEM 243L Principles of General Chemistry Lab II**1 Credit**

This course is intended for students who previously completed with a grade of “C” or higher, a non-lab General Chemistry II course through another accredited institution. 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 permission from the Dean of the College of Health Sciences.*

CHEM 301L Principles of Organic Chemistry I Lab**1 Credit**

This course is intended for students who previously completed with a grade of “C” or higher, a non-lab Organic Chemistry course through another accredited institution. 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:** *CHEM 300 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:** *CHEM 300 Organic Chemistry I, CHEM 242 General Chemistry II*

CHEM 303L Principles of Organic Chemistry Lab II 1 Credit

This course is intended for students who previously completed with a grade of "C" or higher, a non-lab Organic Chemistry II course through another accredited institution. 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:** *CHEM 302 Organic Chemistry II*

CHEM 346 Biochemistry I: Structure and Function of Macromolecules 5 Credits (4 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:** *CHEM 302 Organic Chemistry II, BIOL 250 Anatomy and Physiology I*

CHEM 400 Medicinal Chemistry 4 Credits

This course is designed to explain how certain bio-active organic molecules interact with the human body and to discuss the chemical/biochemical processes involved. It aims to connect Organic Chemistry, Biochemistry and Toxicology which are all mandatory coursework requirements for the undergraduate or the DC program. The scientific method used to discover and design such biologically active molecules is also presented.

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:** *BIOL 354 Cell Physiology and CHEM 346 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: *CHEM 440 Biochemistry II*

COMM 201 Communication and Diversity 3 Credits

This class is designed to increase awareness of – and sensitivity to – cultural differences among various groups of people. By promoting the position that differences should not just be tolerated, but instead be welcomed, ethnocentric perspectives can be replaced with multicultural ones. Students are encouraged to discuss different lifestyles and viewpoints often breaking down along racial, ethnic, geographical and socioeconomic lines – approaching intercultural communication as a unique opportunity for learning.

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.

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. **Prerequisite:** *ENGL 101 English Composition I*

ENGL 201 American Literature 3 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:** *ENGL 101 English Composition I*

EXSC 200 Introduction to Health Science 1 Credit

This course is designed to aid the prospective majors in their career choices, to introduce students into fields closely related to exercise sciences, to introduce current issues in exercise sciences, and key events and concepts in field.

EXSC 210 Measurements in Exercise Science Lab 1 Credit

This lab course is a study of measurement tools and evaluation procedures used in the fields associated with exercise science.

EXSC 300 Motor Control and Learning with Lab 3 Credits

This course is designed to help build a foundation of knowledge and practice in the theoretical and conceptual basis behind human acquisition and performance of motor skills. Using application-based activities students will develop the skills to recognize and instruct movement patterns, perform assessments, and correct inefficient movement. **Prerequisite:** *BIOL 251 Human Anatomy and Physiology II*

EXSC 310 Group Exercise and Design Lab 2 Credits

This lab-based course explores both the dynamics of group participation as well as methods of instruction across a number of modalities. As both a participant and instructor students will not only learn theory but will also design and instruct program. **Prerequisite:** *EXS 300 Motor Control and Learning with Lab*

EXSC 315 Kinetic Anatomy and Lab 3 Credits

An analysis of the skeletal, muscular, and neurological structure and functional aspects of human movement with emphasis on athletic, physical, and fitness activities. **Prerequisite:** *BIOL 251 Anatomy and Physiology II*

EXSC 320 Theory of Strength Training and Conditioning and Lab 3 Credits

This course is designed to develop the knowledge and skills of evidence-based practices in the area of strength and condition. Special attention will focus on understanding the process behind the development, implementation, and evaluation of strength and conditional activities for various populations. **Prerequisite:** *EXS 210 Measurements in Exercise Science Lab*

EXSC 325 Exercise Science Research Methods 2 Credits

This course involves an in-depth study of current research methods and topics with specific applications to the field of Exercise Science. The content includes the sources of data acquisition, research design, testing procedures, and treatment of data. **Prerequisite:** *MATH 310 Statistics*

EXSC 405 Exercise Psychology, Communication, and Education 3 Credits

This course involves in-depth study of theories of behavior change for clinical populations and the need for health education for specified populations. A further aim will be to develop professional skills in motivational interviewing and physical activity counseling, while preparing students to apply evidence-based intervention strategies. **Prerequisite:** *EXS 200 Introduction to Health Science*

EXSC 410 Exercise Testing and Prescription 2 Credits

This course involves the study and application of evidence based safe and effective exercise testing and programming for people who are apparently healthy. Focus will be placed on the utilization of assessment information to build appropriate programs focused on established physical and behavioral needs. **Prerequisites:** *EXSC 405 Exercise Psychology, Communication, and Education, EXSC 415 Physiology of Exercise, EXSC 416 Exercise Physiology Lab, EXSC 425 Kinesiology of Human Movement*

EXSC 412 Exercise and Cardiovascular/ Metabolic Disease 3 Credits

This course evaluates the impact of physical activity and exercise on youth, older adults, and individuals with various health conditions and controlled diseases. In addition, special considerations for health, disease, and physical activity / exercise programming for diverse populations are explored. **Prerequisite:** *BIOL 251 Anatomy and Physiology II*

EXSC 415 Physiology of Exercise 2 Credits

This course is designed to study the acute and chronic physiological adaptations to exercise stress. Topics include metabolic adaptations, skeletal muscle behavior, respiratory and cardiovascular function during exercise, body composition, and environmental factors related to physical activity. **Prerequisite:** *BIOL 251 Anatomy and Physiology II, EXSC 410 Exercise Nutrition*

EXSC 416 Exercise Physiology Lab 1 Credit

Demonstration and hands-on learning will introduce students to the scientific basis, techniques, and methods used in exercise physiology. **Corequisite or Prerequisite:** *EXSC 415 Physiology of Exercise*

EXSC 420 Exercise Nutrition 3 Credits

This course provides an integrated overview of the physiological requirements and functions macronutrients, micronutrients, and water that are determinants of health, performance, and diseases in varying populations. Special attention will be given to evidence-based selections. **Prerequisite:** *BIOL 251 Anatomy and Physiology II*

EXSC 425 Kinesiology of Human Movement and Lab 3 Credits

This course explores the study of anatomical and mechanical aspects of human movement. Students will analyze movements as a reflection of varying kinesiological principles and develop the skills required to apply these principles based on analysis. **Prerequisite:** *BIOL 251 Anatomy and Physiology II*

EXSC 440 Exercise is Medicine 2 Credits

This Exercise is Medicine course prepares future practitioners to become frontline and upstream advocates for healthy lifestyle behaviors through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat non-communicable diseases such as Parkinson's disease, obesity, type 2 diabetes, hypertension, cardiovascular disease, and Alzheimer's disease **Prerequisites:** *EXSC 405 Exercise Psychology, Communication, and Education, EXSC 415 Physiology of Exercise, EXSC 416 Exercise Physiology Lab, EXSC 425 Kinesiology of Human Movement*

EXSC 490 Exercise Science Clinical Experience/ Internship 8 Credit

A structured field experience where theory and practice are bridged together to train students as informed leaders in the field of health sciences. - **Prerequisite:** All required major content courses or permission from the Program Director or Dean, College of Health Sciences.

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. **Prerequisite:** *ENGL 101 English Composition I*

HIST 102 US History since 1865 3 Credits

The significant events, movements, and issues since the American Civil War are the focus on this course. Attention will be given to major social and cultural developments as well as related political and economic influences.

HIST 110 History of American Culture 3 Credits

The significant events, movements, and issues that have played a role in shaping of 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 210 History and Philosophy of the Biological Sciences 3 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*

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 110 Intermediate Algebra 3 Credits

This course stresses the elementary concepts of algebra. Skills are developed regarding order of operations, operations on polynomials, rational exponents, simplification of radicals and rational expressions, and solving linear, quadratic, radical, exponential, and logarithmic equations.

MATH 115 Math for the Natural Sciences 3 Credits

This is an application centered, critical thinking, and problem-solving course for many life encounters but with focus on health, social science and natural science. Topical coverage is the essentials of Algebra, Investing, Mortgages, Probability and Statistics. This course would also serve as preparatory for College Algebra and Introduction to Chemistry.

MATH 201 College Algebra**3 Credits**

This course explores algebraic problem solving with equations and systems of equations, linear, radical, polynomial, rational, exponential and logarithmic functions along with associated graphical representations. Application is in such areas as business and science. Also explored are basic counting and probability principles. **Note:** *Recommended is MATH 115 for students who believe they need a review of Algebraic skills prior to this course. A Math Placement Test is available for guidance.*

MATH 310 Statistics**3 Credits**

In a data-centric culture, where data is collected on most everything we do and where, especially in the sciences, we value seeing “the data”, this course guides students through the essentials of interpreting statistical data. The student will develop critical thinking skills based on data for making decisions, creating and testing hypotheses, and drawing conclusions. Students will use technology for generating statistics from data sets. Concepts covered include data analysis, statistical inference and statistical methods such as survey sampling, confidence intervals, hypothesis testing, regression and ANOVA. The fields of application are unlimited.

PHYS 220 Physics I**5 Credits (4 Lecture, 1 Lab)**

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, properties of solids and fluids, thermal expansion, and ideal gases. The laboratory will explore many of these concepts and laws through experimentation.

Prerequisite: *MATH 201 College Algebra*

PHYS 221L Principles of Physics I Lab**1 Credit**

This course is for students who previously completed with a grade of “C” or higher, a non-lab Physics I course through another accredited institution. The laboratory will explore the fundamental concepts and laws of linear and rotational motion, force, torque, energy and momentum through experimentation. **Prerequisite:** *PHYS 220 Physics I*

PHYS 222 Physics II**5 Credits (4 Lecture, 1 Lab)**

This algebra-based lecture with lab is foundational for life science and related majors and presents the concepts and laws of mechanical and electromagnetic waves such as sound and light, electricity, magnetism, optics, subatomic particles, radioactivity and nuclear physics. Relationships are made to human biological, diagnostic, therapeutic and medical application. Students will develop problem solving skills within each topic.

PHYS 223L Principles of Physics II Lab

1 Credit

This course is for students who previously completed with a grade of "C" or higher, a non-lab Physics II course through another accredited institution. Through experimentation, the laboratory will explore the fundamental concepts and laws of the physical universe related to waves, sound, electricity, light, and radiation. Prerequisite: *PHYS 222 Physics II*

PSYC 110 General Psychology

3 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.

SOCI 110 General Sociology

3 Credits

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.

SOCI 210 Race and Ethnicity

3 Credits

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. **Prerequisite:** *ENGL 101 English Composition I* **Recommended:** *General Sociology*

SPCH 101 Speech

3 Credits

This course offers principles and practices of public speaking, speech composition, organization, audience analysis and listening skills. **Recommended:** *Proficiency in spoken English*

OCCUPATIONAL THERAPY ASSISTANT COURSE DESCRIPTIONS

(lecture/lab/clinical/credit hour/clock hour)

*Lecture/lab/clinical contact hours are based on 8 week modules unless otherwise noted.

OTHA 110 Principles of Occupational Therapy (4/ 0/ 0/ 2/ 32)

This course introduces the underlying foundations and principles of occupational therapy. Topics covered include the occupational therapy history, philosophy and theory, the distinct nature of occupational therapy, evidence-based practice and scholarship, and professionalism.

OTHA 115 Human Movement in OT (5/ 6/ 0/ 4/ 88)

This course prepares students for knowledge and application of biomechanics, kinesiology, and movement-related function necessary for occupation. Students will examine anatomical landmarks, muscle strength, muscle endurance, joints, posture, balance, and analysis of functional movement for basic occupations.

OTHA 120 Analysis of Occupational Performance (5/ 6/ 0/ 4/ 88)

This course focuses on analysis of performance in everyday tasks and occupations, including assessment. The Occupational Therapy Practice Framework will be used to foster the development of observation skills with emphasis on considering activity demands, performance skills, performance patterns, contexts, and client factors. Various intervention approaches will be discussed along with an introduction to clinical reasoning. All components will focus on individual, populations, and groups.

OTHA 130 Occupations Across the Lifespan (4/ 0/ 0/ 2/ 32)

This course examines occupations across the lifespan. Life stages will be explored from an occupational perspective with an emphasis on the dynamic interaction of person, environment, and occupation.

OTHA 150 Children and Youth (4/ 8/ 0/ 4/ 96)

This course will focus on the occupational therapy process and service delivery models for the pediatric population. Prevalent pediatric conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population.

OTHA 160 Level I Fieldwork – I (2/ 0/ 6.25/ 2/ 66)

This integrated fieldwork course will focus on the occupational therapy process and service delivery models for the pediatric population. Students will learn and practice specific theories, concepts, and skills under the supervision of fieldwork educators at various healthcare, educational, and community- based settings and develop professional behaviors and an awareness of fieldwork expectations.

OTHA 170 Rehabilitation and Disability (4/ 8/ 0/ 4/ 96)

This course will focus on the occupational therapy process and service delivery models for people with rehabilitation needs and/or disabilities. Prevalent acute and chronic medical conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population.

OTHA 180 Level I Fieldwork – II (2/ 0/ 6.25/ 2/ 66)

This integrated fieldwork course will focus on the occupational therapy process and service delivery models for the adult rehabilitation/disability population. Students will learn and practice specific theories, concepts, and skills under the supervision of fieldwork educators at various healthcare, educational, and community-based settings and develop professional behaviors and an awareness of fieldwork expectations.

OTHA 210 Mental Health (4/ 8/ 0/ 4/ 96)

This course will focus on the occupational therapy process and service delivery models for people with mental health needs. Prevalent mental health conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population.

OTHA 220 Level I Fieldwork – III (2/ 0/ 6.25/ 2/ 66)

This integrated fieldwork course will focus on the occupational therapy process and service delivery models for people with mental health needs or in a community-based setting. Students will learn and practice specific theories, concepts, and skills under the supervision of fieldwork educators at various healthcare, educational, and community-based settings and develop professional behaviors and an awareness of fieldwork expectations.

OTHA 230 Practicum (6/ 0/ 0/ 3/ 48)

This course prepares students for Level II Fieldwork and will review topics including role delineation between the OTR and OTA, professional behavior expectations, and written and oral communication skills.

OTHA 240 Healthcare Management in OT (6/ 0/ 0/ 3/ 48)

This course prepares students for the transition to practice by exploring issues in management, reimbursement systems, and service delivery in traditional and emerging practice settings. Other topics include concepts important to practice such as professional expectations, development, and growth and initial certification and licensure.

OTHA 250 Level II Fieldwork - I (0/ 0/ 36/ 6/ 288)

This full-time 8-week fieldwork course will focus on the occupational therapy process and service delivery models in a practice area/setting. Students will learn and practice specific theories, concepts,

and skills under the supervision of fieldwork educators at various healthcare, educational, and community-based settings and develop professional behaviors necessary of an entry-level OTA.

OTHA 260 Level II Fieldwork – II (0/ 0/ 36/ 6/ 288)

This full-time 8-week fieldwork course will focus on the occupational therapy process and service delivery models in a practice area/setting. Students will learn and practice specific theories, concepts, and skills under the supervision of fieldwork educators at various healthcare, educational, and community-based settings and develop professional behaviors necessary of an entry-level OTA.

OTHA 280 OT Seminar (2/ 0/ 0/ 1/ 16)

This course prepares students for the NBCOT initial certification exam and licensure process.

RADIOLOGIC TECHNOLOGY COURSE DESCRIPTIONS

(lecture/lab/clinical/credit hour/clock hour)

RDTC 110 Introduction to Radiologic Sciences & Patient Care (2/ 1/ 0/ 3/ 64)

Content provides an introduction to the Healthcare environment and imaging sciences. Concepts include: ethical and legal concepts relevant to Healthcare; hospital organization and how various departments interact; the function of accrediting, regulatory, and professional credentialing organizations; and the importance of continuous learning and professional development. Students will learn patient assessment, patient care, safe transfer techniques, infection control, and the interpretation of orders and diagnostic reports.

RDTC 120 Basic Procedures (2/ 1/ 0/3/ 64)

This course is an in-depth study in the concepts and principles of radiographic positioning and procedures involving the chest, abdomen, upper extremity, and shoulder girdle. Content will include, but is not be limited to: anatomy, body habitus, regions, planes, positioning terminology, radiation protection, and common pathologies. The laboratory portion of this course will include hands-on positioning , with emphasis placed on patient care, optimal image production, image critique, imaging variables, radiation protection, critical thinking, and problem solving related to these anatomical structures.

RDTC 130 Imaging Concepts (2/ 1/ 0/ 3/ 64)

This course provides an overview of Radiation Protection and a foundational knowledge in the numerous factors that impact the production of a diagnostic image, including but not limited to: the prime factors, beam restriction, interactions with matter, the patient, and pathology. The laboratory portion of this course allows the student to explore and experience the radiographic impact of these and other variables, and gain a frame of reference for future critical thinking and problem solving activities.

RDTC 140 Intermediate Procedures (2/ 1/ 0/ 3/ 64)

This course is an in-depth study in the concepts and principles of radiographic positioning and procedures involving the lower extremity, pelvic girdle, and cervical and thoracic spine. Content will include, but is not be limited to: anatomy, body habitus, regions, planes, positioning terminology, radiation protection, and common pathologies. The laboratory portion of this course will include hands-on positioning, with emphasis placed on patient care, optimal image production, image critique, imaging variables, radiation protection, critical thinking, and problem solving related to these anatomical structures.

RDTC 150 Advanced Procedures (2/ 1/ 0/ 3/ 64)

This course is an in-depth study in the concepts and principles of radiographic positioning and procedures involving lumbar spine, sacrum and coccyx, bony thorax, and skull. Content will include, but is not be limited to: anatomy, body habitus, regions, planes, positioning terminology, radiation protection, and common pathologies. The laboratory portion of this course will include hands-on positioning, with emphasis placed on patient care, optimal image production, image critique, imaging variables, radiation protection, critical thinking, and problem solving related to these anatomical structures.

RDTC 165 Contrast Procedures (2/1/0/3/64)

This course is an in-depth study in the concepts and principles of radiographic positioning and procedures involving biliary tract, gastrointestinal system, urinary system, special procedures, and pharmacology. Content will include, but is not be limited to: anatomy, body habitus, regions, planes, positioning terminology, radiation protection, and common pathologies. The laboratory portion of this course will include hands-on positioning, with emphasis placed on patient care, optimal image production, image critique, imaging variables, radiation protection, critical thinking, and problem solving related to these anatomical structures. Further content provides basic concepts of pharmacology and venipuncture, administration of diagnostic contrast agents, and special precautions related to contrast administration.

RDTC 170 Radiographic Pathology and Trauma (2/ 1/ 0/ 3/ 64)

This course is a study of the definitions, classifications, causes, radiographic appearance, and procedural and technique considerations related to disease of the body systems. Discussions include the situational appropriateness of various imaging modalities and explore additional views, positioning techniques, and procedural adaptation related to trauma and disease of the discussed organ systems.

RDTC 210 Imaging Properties (2/ 1/ 0/ 3/ 64)

This course establishes an understanding of the principles, components, and operation of digital imaging systems found in diagnostic radiology. Factors that affect the imaging chain, archiving and retrieval are discussed. Additional variables affecting the image are explored and concepts presented in previous imaging courses are expounded upon, including their impact on photographic and geometric properties. The laboratory component is designed to reinforce concepts presented during the course lecture.

RDTC 220 Clinical Education (0/ 0/ 4/ 4/ 192)

During three (3) separate clinical education courses, the student will perform diagnostic radiographic procedures under the supervision of ARRT certified and registered radiologic technologists. The student will develop and demonstrate patient care skills, perform a variety of diagnostic radiographic procedures, and actively seek to learn and perform all aspect of a diagnostic radiographer. Throughout clinical education, the student will be assessed and advised in the development of the necessary skills of an entry level radiographer, and must meet ARRT's Clinical Competency Requirements by the conclusion of clinical education.

RDTC 245 Clinical Education (0/0/7/7/320)

During three (3) separate clinical education courses, the student will perform diagnostic radiographic procedures under the supervision of ARRT certified and registered radiologic technologists. The student will develop and demonstrate patient care skills, perform a variety of diagnostic radiographic procedures, and actively seek to learn and perform all aspect of a diagnostic radiographer.

Throughout clinical education, the student will be assessed and advised in the development of the necessary skills of an entry level radiographer, and must meet ARRT's Clinical Competency Requirements by the conclusion of clinical education.

RDTC 250 Advanced Imaging (2/ 1/ 0/ 3/ 64)

This course focuses on the principles of radiation physics as they relate to the production of x-radiation and the design and operation of radiographic equipment. Course content includes: atomic structure and terminology; radiation types; x-ray production and characteristics; and photon interactions with matter. Additionally, content will cover basic electrical concepts; circuitry and components of the x-ray generator; and quality assurance and control programs.

RDTC 265 Clinical Education (0/ 0/ 7/ 7/ 320)

During three (3) separate clinical education courses, the student will perform diagnostic radiographic procedures under the supervision of ARRT certified and registered radiologic technologists. The student will develop and demonstrate patient care skills, perform a variety of diagnostic radiographic procedures, and actively seek to learn and perform all aspect of a diagnostic radiographer. Throughout clinical education, the student will be assessed and advised in the development of the necessary skills of an entry level radiographer, and must meet ARRT's Clinical Competency Requirements by the conclusion of clinical education.

RDTC 270 Radiation Protection and Modalities (2/ 1/ 0/ 3/ 64)

This course presents the theories and concepts associated with the utilization of ionizing radiation, its effect on biological systems, and methods of reducing medical and occupational exposure. Radiation interactions, biological response, radio- sensitivity, radiation dose/ response relationships, early and late radiation effects, radiation detection, instrumentation, radiation protection, and health physics are presented. This course additionally provides an introduction to sectional anatomy and learning opportunities in current and developing imaging and therapeutic technologies, including: computed tomography (CT), magnetic resonance imaging (MRI), nuclear medicine, PET, sonography, mammography, bone densitometry, angiography/ special procedures, and radiation therapy.

RDTC 280 Senior Seminar (2/ 1/ 0/ 3/ 64)

This course presents an overview of all program objectives. Students will review various content areas and complete mock examinations in preparation for the American Registry of Radiologic Technologist's examination.

COLLEGE OF HEALTH SCIENCES COURSE DESCRIPTIONS: GRADUATE

EXP 505 Exercise Psychology, Communication, and Education 2 Credits

Involves in-depth study of theories of behavior change for clinical populations and the need for health education for specified populations. A further aim to develop professional skills in motivational interviewing and physical activity counseling, while preparing students to apply evidence-based intervention strategies.

EXP 510 Exercise Testing and Prescription 2 Credits

Study and application of evidence based safe and effective exercise testing and programming for people who are apparently healthy. Focus placed on the utilization of assessment information to build appropriate programs focused on established physical and behavioral needs. **Prerequisite:** EXP 505

EXP 515 Physiology of Exercise 2 Credits

Acute and chronic physiological adaptations to exercise stress. Topics include metabolic adaptations, skeletal muscle behavior, respiratory and cardiovascular function during exercise, body composition, and environmental factors related to physical activity.

EXP 520 Exercise Nutrition 2 Credits

Provides an integrated overview of the physiological requirements and functions macronutrients, micronutrients, and water that are determinants of health, performance, and diseases in varying populations.

EXP 525 Kinesiology and Human Motion 2 Credits

Study of anatomical and mechanical aspects of human movement. Students analyze movements as a reflection of varying kinesiological principles and develop the skills required to apply these principles based on analysis.

EXP 530 Corrective Exercise in Prescription and Rehabilitation 2 Credits

Examines corrective exercise theory related to the management of muscle imbalances and dysfunctions, and mechanical challenges. Students develop the skills necessary to apply techniques associated with the rationale for corrective exercise, further understanding of human movement impairment, movement assessments, and corrective strategies.

EXP 535 Current Topics in Enhanced Performance 2 Credits

Students investigate and appraise the multi-faceted methods to contemporary athlete-centered activities using a case assessment approach; and consider varying competitive populations, discussion and analysis used to determine the appropriate programming for performance enhancement.

- EXP 540 Exercise is Medicine 2 Credits**
- Prepares future practitioners to become frontline and upstream advocates for healthy lifestyle behaviors through the effective application of Lifestyle Medicine principles. Students learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat non-communicable disease such as Parkinson's disease, obesity, type 2 diabetes, hypertension, Alzheimer's, and cardiovascular disease. - **Prerequisite:** EXP 505
- EXP 615 Advanced Physiology of Exercise 2 Credits**
- Develop the corrective exercise strategies to appropriately design the overall rehabilitation program model of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition management. Students develop the skills required for selection, instruction, and implementation of programs using corrective exercise techniques. - **Prerequisite:** EXP 530
- EXP 620 Advanced Exercise Nutrition 2 Credits**
- Focus placed on the investigation, evaluation, and application of the foremost nutritional practices associated with evidence base as it relates to the demands of physical activity at all levels including competitive sports and the differing needs of special populations. Students are expected to have an established working knowledge of basic human nutrition principles. - **Prerequisite:** EXP 520
- EXP 625 Advanced Kinesiology and Human Motion 2 Credits**
- An integrated study of the neural, anatomical, physiological, and biomechanical mechanisms that support body motion. Special attention given to investigation of neuroscience emphasizing the control, sensation, and perception related to human motor control and movement, application to the control of balance and locomotion in development, aging, and learning of physical skills. Students are expected to have an established working knowledge of basic kinesiological and motor control principles. - **Prerequisite:** EXP 525
- EXP 630 Corrective Exercise and Rehabilitation Program Design 3 Credits**
- Develop the corrective exercise strategies to appropriately design the overall rehabilitation program model of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition management. Students develop the skills required for selection, instruction, and implementation of programs using corrective exercise techniques. - **Prerequisite:** EXP 530, **Corequisite:** HEP 626
- EXP 635 Performance Enhancement Program Design 3 Credits**
- Provides students with the appropriate environment to apply advanced principles in performance enhancement strategies to the overall program model of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition management. - **Prerequisite:** EXP 535
- EXP 640 Exercise is Medicine Program Design 3 Credits**
- Designed for students to develop and hone skills necessary for implementation of the Exercise is Medicine principles to the overall program model of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition management. - **Prerequisite:** EXP 540

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.

HEP 502 Research Methods in Health Science 3 Credits

Introduction to accessing and understanding professional health literature that includes reading and analyzing professional literature and research reporting, terminology, and statistics. Students apply basic research skills to prepare a research paper for publication in a professional journal.

HEP 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 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 examines how theories are used in program models and designs.

HEP 520 Health Promotion Techniques 3 Credits

Health promotion programs are likely to influence individuals to make healthy lifestyle behavior change if the foundation is based on evidence. This course examines various evidence-based techniques used to deliver effective health promotion programs to a variety of populations. **Prerequisite:** HEP 500

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.

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.

HEP 550 Implementation of Health Promotion Programs 3 Credits

In this course, students critically review and analyze the implementation process in successful health promotion programs. By surveying and creating a campaign for volunteers and coaching a small volunteer sample, students learn how to deliver and implement health education or promotion programs. (Summer only.)

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. **Prerequisite:** HEP 530

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 principal components in environmental health from various fields of study. Receive an introduction to environmental, standards, monitoring programs, and justice.

HEP 626 Laboratory and Field Experience I 1-3 Credits

Structured field experience where theory and practice are applied to prepare informed leaders in the field of health science. Prerequisites: Permission of Program Director or Dean of the College of Health Sciences

HEP 628 Laboratory and Field Experience II 3 Credits

Structured field experience where theory and practice are applied to prepare informed leaders in the field of health science. - Prerequisites: Permission of Program Director or Dean of the College of Health Sciences

HEP 636 Independent Study in Health Science I 3 Credits

Student-initiated opportunity to study and research in a specialized health promotion area of interest.

HEP 638 Independent Study in Health Science II 3 Credits

Student-initiated opportunity to continue study and research in a specialized health science area of interest. **Prerequisite or Corequisite:** *HEP 636 Independent Study in Health Science I*

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.

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.

HEP 696 Thesis Research I 3 Credits

Structured field experience where theory and practice are applied to prepare informed leaders in the field of health science. A quantitative research study in an area of health science is conducted, written up, and presented to Health Science students. Prerequisites: Permission of Program Director or Dean of the College of Health Sciences

HEP 698 Thesis Research II 3 Credits

Structured field experience where theory and practice are applied to prepare informed leaders in the field of health science. A quantitative research study in an area of health science is conducted, written up, and presented to Health Science students. Prerequisites: Permission of Program Director or Dean of the College of Health Sciences, HEP 696

COLLEGE OF CHIROPRACTIC COURSE DESCRIPTIONS: REQUIRED

All hours are based on a 15-week format.

(lecture/lab/credit hour/contact hours)

ACS 694 Emergency Methods (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. 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. **Prerequisite:** *Physical Diagnosis*

ACS 725 Chiropractic Business I: Introduction to Insurance, Billing, and Coding (1/0/1/15)

This course introduces students to the third-party payer systems of insurance, workers' compensation, Medicare and Medicaid, and personal injury/auto, as well as concepts of direct pay practice. Topics include ICD-10 and CPT coding, use of common modifiers, establishing a fee schedule, participating and non-participating, using superbills, basic insurance terminology and reimbursement.

ACS 735 Chiropractic Business II: Office Procedures (1/0/1/15)

This course presents concepts of operating a chiropractic practice. Topics include various models of practice including solo and group practice, interdisciplinary models, independent contracting, associating and locum tenens, as well as common aspects of contracts and business agreements associated with these models. Other topics include hiring and training, scheduling, EHR basics, office layout and design and the economics of operating a chiropractic practice.

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 745 Chiropractic Business III: Compliance (1/0/1/15)

This course presents information related to compliance in chiropractic practice. Topics include OSHA and HIPAA, creating and maintaining employee, OSHA and HIPAA manuals and procedures, OIG compliance, self-audits, patient record maintenance and basic privacy considerations in practice. Additional topics include licensure, continuing education and license maintenance topics, credentialing with third party payers, ethical marketing and advertising, ADA compliance, malpractice insurance and state-specific or municipality-specific considerations such as x-ray inspections, shielding, accessible spaces for patients and employees and diversity topics related to business compliance.

ACS 746 Ethics and Jurisprudence (1/0/1/15)

This course presents the ethical and legal aspects of chiropractic practice, professionalism and office management. Topics include ethical concepts and applications, medico-legal fundamentals, scope of practice, patient communication, business law and interprofessional communication. **Prerequisite:** *Within 12 months of graduation*

ACS 748 Psychology (3/0/3/45)

This course presents psychological theories and principles pertaining to the practice of chiropractic. Emphasis is given to topics of doctor-patient relationships, communication styles and mental health referrals. Topics include mental health diagnosis, including conditions of mood disorders, anxiety disorders, and childhood disorders, as well as psychological development. Additional concepts may be addressed in order to develop the understanding of psychological frameworks.

ACS 755 Chiropractic Business IV: Planning and Management (1/0/1/15)

This course presents information on obtaining and maintaining business capital and the basic principles of business practice and management. Topics include business structures, demographics, location, startup capital, loans and loan repayment structures, business liability insurance, personnel, record-keeping and business planning.

ACS 784 Public and Professional Communications (2/0/2/30)

This course presents effective verbal and written communication strategies to use with patients, the public and other healthcare professionals. Topics include consistent and congruent ethical marketing and advertising, use of social media platforms and websites, appropriate modes of communication with patients, written and verbal communications with other providers, the basics of report writing for third party payers, and ethical communications. **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 (3/2/4/75)

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 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*

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*

(0/2/1/30)

This course presents an integration of all clinic procedures including examination, diagnosis, developing care plans and management of patients. The course focuses on proper exam procedures and documentation of these findings in the clinic's EHR system. Emphasis is placed on record keeping and patient privacy. **Prerequisites:** *All courses Trimester 1-4 of the 10-Trimester program AND CLI 610, GED 638, and GED 640.* **Co-requisites:** *NMS 670, NMS 676, PHT 648, and PHT 688.*

(2/2/3/60)

This laboratory 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. These procedures will include techniques covered in Cleveland Comprehensive Methods and Chiropractic Functional Assessment. Emphasis is placed on recordkeeping and patient privacy. Clinical competency examination will be performed during this course. **Prerequisites:** All courses Trimester 1-6 of the 10-Trimester AND CLI 650. **Corequisites:** Current enrollment in or previous completion of DIM 702, DIM 726, DIM 728, GED 664, PRA 710 and PRI 706.

(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*

(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:** *CL1714, ACS 694, American Heart Association Basic Life Support certification valid through graduation date, AND successful completion of all of Part I of the NBCE Examination*

(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 782 Clinic Internship IVa (0/26/13/390)

In this course the student focuses on his/her health center internship hours. 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. **Prerequisite:** *Clinic Internship III*

CLI 785 Clinic Internship IVb (0/2/1/30)

In this course the student completes his/her health center internship total clinic requirements. 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. **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 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:** *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 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. **Prerequisites:** *Skeletal Radiology I*

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 (1/1/1.5/30)

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 are presented. Current research concerning nutritional influences on disease is strongly emphasized. **Prerequisites:** *Basic Nutrition, Gastrointestinal/ Genitourinary Diagnosis*

GED 734 Differential Diagnosis (3/0/3/45)

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, Cardio-pulmonary Endocrine Diagnosis, Gastrointestinal / Genitourinary Diagnosis, Neuromusculoskeletal Diagnosis II.*

MPH 562 Public Health I: The Health Care System (2/0/2/30)

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, as is understanding their reporting responsibility regarding public health risks and issues.

MPH 570 Microbiology I: Bacteriology (3/2/4/75)

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*

MPH 604 Microbiology II: Virology/Parasitology/Mycology (4/0/4/60)

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

MPH 616 Public Health II: Health Promotion and Epidemiology (3/0/3/45)

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. This course also introduces core concepts of inter-professional education with a focus on knowledge, skills, and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. **Prerequisite:** *Public Health I*

MPH 626 Public Health III: Wellness Care in Clinical Practice (1/0/1/15)

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 (3/2/4/75)

This course presents the evaluation and diagnosis of disorders of the neuromusculoskeletal system, with a focus on spinal 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 for basic neurological examination and orthopedic examination of the spine. **Prerequisites:** *Neuroanatomy*

NMS 670 Neuromusculoskeletal (NMS) Diagnosis II (3/2/4/75)

This course presents the evaluation and diagnosis of disorders of the neuromusculoskeletal system, with a focus on extremity 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 for orthopedic examination of the extremities. **Prerequisites:** *NMS Diagnosis I, Extremity Anatomy*
Corequisites: *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 (5/0/5/75)

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. **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*

PHT 648 Physiotherapy I/Passive Care (2/2/3/60)

This course presents the physiologic principles of therapeutic modalities, including the use of thermal, acoustic, electromagnetic, mechanical, and light energies. Laboratory sessions provide hands-on experience in clinical application of therapeutic modalities. Applications of these modalities are presented as an adjunct to chiropractic patient management.

PHT 688 Physiotherapy II/Active Care (2/2/3/60)

This course presents an overview of spine and extremities kinematics as it relates to functional movement assessment and rehabilitation. Instruction introduces therapeutic exercise recommendations of common musculoskeletal conditions, leading to in-office care and home exercise programs. Applications of the therapies are presented as an adjunct to chiropractic patient management. Laboratory sessions provide hands-on experiences in therapy application.

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 endocrine and reproductive systems. Topics include gland structure, hormone characteristics, target tissue responses to hormones, regulation of hormone synthesis and release, and male and female reproductive function. **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 (0/2/1/30)

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 and the pelvis. Emphasis is placed on spinal analysis, functional assessment and adjustment of the cervical, thoracic, lumbar spine and pelvis, 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 and functional assessment. **Prerequisites:** *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, the pelvis, and occiput. Emphasis is placed on functional spinal analysis and adjustments of the cervical, thoracic, lumbar spine, the pelvis, and occiput. 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. **Prerequisites:** *Technique III*

PRA 645 Soft Tissue Methods Technique (1/2/2/45)

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 655 Upper Extremity Adjusting & Case Management (1/2/2/45)

This course presents the philosophy and biomechanical approach to the evaluation and adjustment of the extravertebral articulations of the body, including the upper 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:** *Extremity Anatomy*

PRA 665 Lower Extremity Adjusting & Case Management (1/2/2/45)

This course presents the philosophy and biomechanical approach to the evaluation and adjustment of the extravertebral articulations of the body, including the 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:** *Extremity Anatomy*

PRA 675 Applied Technique I (0/1/0.5/15)

This course includes a comprehensive review of the chiropractic evaluation and adjustment of individual vertebral segments, the pelvis, and the occiput. The methods used include Diversified, Gonstead, recoil and drop table adjusting. Emphasis is placed on common modifications made to chiropractic techniques. **Prerequisites:** *PRA 625*

PRA 685 Applied Technique II (0/1/0.5/15)

This course includes a comprehensive review of the chiropractic evaluation and adjustment of individual vertebral segments, the pelvis, occiput and extremities. The methods used include Diversified, Gonstead, recoil and drop table adjusting. Emphasis is placed on the appropriate use of chiropractic techniques with specific patient presentations. **Prerequisites:** *PRA 625*

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 (3/0/3/45)

This course presents the clinical application of chiropractic to the management of common neuromusculoskeletal conditions presenting in the typical chiropractic practice. **Prerequisites:** *Extravertebral Adjusting OR Upper Extremity Adjusting AND Lower Extremity 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.

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:** *Foundations in the Philosophy and Science of Chiropractic, History of the Chiropractic Profession and Technique Systems, and 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*

PRI 744 Fundamentals of Interprofessional Collaboration (1/0/1/15)

This course prepares students to have the knowledge, skills and values necessary to function as part of an interprofessional team providing patient-centered, collaborative care. This course focuses on the roles and responsibilities of doctors of chiropractic, as well as other healthcare providers, on interprofessional teams as well as the use of team-building and collaborative strategies with other members of a healthcare team to support a patient-centered approach to care. Prerequisite: *CLI 714*

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.

COLLEGE OF CHIROPRACTIC COURSE DESCRIPTIONS: ELECTIVES

(lecture/lab/credit hour/contact hours)

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 Director of Clinical Education*

PRA 607 Advanced Diversified Technique (0/2/1/30)

This course presents Diversified Technique and its adjustments of the spine and pelvis. Elements of the course include the practical application of PART assessment to determine the need and location for adjusting and modification of adjustments to accommodate a variety of practitioner and patient body types. Laboratory sessions provide hands-on experience in the application of this technique.

Prerequisites: Techniques III and IV

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 adjustive 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-Distractive Technique (0/2/1/30)

This course presents the philosophy, analytical approach, and corrective procedures of Flexion-Distractive 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: *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:** *Sacro-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 749 Fundamentals of Functional Movement Assessment (0/2/1/30)

Fundamentals of Functional Movement Assessment introduces students to two widely recognized methods of movement assessment, the Selective Functional Movement Assessment and the Functional Movement Screen. These screening and assessment procedures can be used to screen athletes as well as to determine the site and cause of movement dysfunction and some types of pain. Students learn a systematic, reproducible way to screen and assess fundamental movements by breaking dysfunctions down in a structured format. Students learn to effectively differentiate mobility dysfunctions from stability or motor control dysfunctions. Various osseous manipulation and soft tissue mobilization techniques are introduced to correct mobility dysfunctions identified through the assessment model. Concepts of developing rehabilitation programs and re-assessing their effectiveness are also introduced in this course. Students who take this course are eligible for the SFMA and FMS certifications after passing the course and Functional Movement System's written examinations. **Prerequisites:** *PHT 688 and PRA 692*

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 759 Introduction to Animal Chiropractic (0/2/1/30)

This introductory course is designed to educate chiropractors in their role in the modern, integrative health care of animals. Content includes a description of animal chiropractic, the current professional climate, legalities, business aspects, and opportunities for chiropractors who choose to add animals to their list of patients, and internationally recognized standards of education required of the animal chiropractor. Clinical aspects of animal chiropractic will include safety and handling, examination and treatment. Treatment will be demonstrated by video.

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*

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*

PERSONNEL

ADMINISTRATION

President, Carl S. Cleveland III, B.S., D.C.

Vice President of Campus and Alumni Relations, D. Clark Beckley, D.C.

Vice President of Academic Affairs, Diane Bartholomew, B.S., M.S., DHSc.

Vice President of Human Resources and Organizational Development, J. Dale Marrant, B.B.A., M.B.A., Ed.D.

Vice President of Institutional Growth and Innovation, Alexander M. Bach, B.S., M.B.A, D.B.A.

Vice President of Finance, David Clute, B.S., M.B.A.

Dean of Student Affairs, David Foose, B.S., M.A.

Dean of the College of Chiropractic, Jon Wilson, B.S., M.S., D.C.

Assistant Dean of Chiropractic Education, Steve Agocs, B.A., D.C.

Assistant Dean of Clinical Education, Richard Day, B.S., D.C.

Executive Assistant to the President, Marjorie Bradshaw, B.A.

Project Coordinator for Academic Affairs, Ashley Hayes

Controller, Marla Cope, B.S.

Director of Campus and Alumni Relations, Jalonna Bowie, B.S.W.

Director of Financial Aid, Danielle Hicks

Director of Admissions, Melissa Denton, B.S., M.S.

Director of Marketing Communications, Megan Pizarro, B.A.

Director, Associate of Applied Science in Radiologic Technology Program, Jason Elliott, A.A.S., B.S., M.H.A

Director, Associate of Applied Science in Occupational Therapy Assistant Program, Rachel Eisfelder, B.S., M.O.T.

Director of Facilities Management, Frank Haney, A.A., B.S.

Director of Institutional Effectiveness and Assessment, Emily Ford, B.S., M.A., Ed.D.

Director of Research, Mark T. Pfefer, R.N., B.S., M.S., D.C.

Director of Library, Simone Briand, B.S., M.S., M.L.S.

Director of Clinical Operations, VACANT

Director of Clinical Education, D'sjon Thomas, D.C.

Director of Academic Support and Access Services, Joni Johnson, B.A., M.S.

Learning Specialist, Jennifer Beatty, B.A., M.A.

Registrar, Sarah Shelnutt, B.F.A., M.Ed.

Instructional Designer, Nick Edwards, B.S.

FACULTY

Steve Agocs - Associate Professor

B.A., University of Northern Iowa

D.C., Palmer College of Chiropractic

Megan Baginski - Instructor

B.S., Logan College of Chiropractic

D.C., Logan College of Chiropractic

Shannon Baisden - Lecturer

B.A., University of California, Davis

M.A., University of the Pacific

Paul B. Barlet - Professor

B.S., University of Akron

M.S., University of Akron

Ph.D., Ohio State University

Diane E. Bartholomew - Professor

B.S., University of Wisconsin

M.S., Indiana State University

DHSc, Nova Southeastern

University

Aaron Beargie – Lecturer

B.S., Midwestern State University

A.A.S., Colorado Technical University

D. Clark Beckley - Professor

D.C., Cleveland Chiropractic College

Cleveland University-Kansas City

Daniel Bednar - Lecturer

B.A., Western Illinois University

M.A., Western Illinois University

Christina Benz - Lecturer

A.A.S, National American University

B.S., National American University

Janna Bolton – Lecturer

B.S., Truman State University

M.O.T., Rockhurst University

Jeanne Boone – Instructor

B.A., Rockhurst University

A.A.S., Metropolitan Community College

Simone Briand - Assistant Professor

B.S., University of Kansas

M.S., Florida International University

M.L.S., University of Missouri-Columbia

Yvonne Caughey – Lecturer

B.B.A., Baker College

M.B.A., Baker College

D.B.A., Baker College

Stephen Christ - Lecturer

B.A., University of Central Missouri

M.A., University of Central Missouri

Ph.D., University of Missouri-Columbia

Carl S. Cleveland III - Professor

B.S., University of Missouri–Kansas City

D.C., Cleveland Chiropractic College, Kansas City

Thomas Cote r - Lecturer

B.S., Kansas State University

D.C., Palmer College of Chiropractic

Nishwan Dabbagh - Instructor

M.S., Al-Mustansiriyah University

M.D., Al-Mosul University

Richard Day – Assistant Professor

B.S., Cleveland Chiropractic College, Kansas City

D.C., Cleveland Chiropractic College, Kansas City

Damon Dennis – Instructor

B.S., Park University

D.C., Cleveland University- Kansas City

Lesa Dinges – Lecturer

A.S., College of Lake County

B.S., Avila College

Rachel Eisfelder - Assistant Professor

B.S., Culver-Stockton College

M.O.T., St. Ambrose University

Jason Elliot - Assistant Professor

A.A.S., Colorado Technical University

B.S., Colorado Technical University

M.H.A., Webster University

Sadie Engelken – Lecturer

B.A., Simpson College

M.A., Carrol University

Alvin Ens – Lecturer

BS, Parker University

DC, Parker University

Hannah Ethier – Lecturer

B.S., Northwest Missouri State

Tom Forbach – Lecturer

B.A., University of Missouri

B.S., Logan College of Chiropractic

D.C., Logan College of Chiropractic

Emily Ford – Associate Professor

B.S., Kansas State University

M.A., Baker University

Ed.D., Baker University

Jennifer Ford - Lecturer

B.A., University of Nebraska

D.O.T., Creighton University

Rama Garimella - Associate Professor

M.S., University of Nebraska-Lincoln

PhD., University of Kansas Medical Center

Melanie Gilbert - Instructor

D.C., Cleveland University-Kansas City

B.S., Cleveland University-Kansas City

A.A., Metropolitan Community College

A.A.S., High Tech Institute

Ned U. Heese - Lecturer

D.C., Logan College of Chiropractic

Deborah Herzog – Lecturer

B.S., University of Kansas

Jill M. Jarret - Professor

B.A., Coe College

M.A., University of Kansas

D.C., Cleveland Chiropractic College, Kansas City

Tobi Jeurink - Lecturer

B.S., Pittsburg State University

D.C., Cleveland Chiropractic College, Kansas City

Kathy Kane – Lecturer

B.S., Avila University

M.I.S., University of Arkansas

Marsha Kaufman - Lecturer

Ph.D., Walden University

M.S.S., United States Sports Academy

B.S., Upper Iowa University, 1997

Destiny Kelly - Lecturer

B.S., University of Wisconsin – La Crosse

M.S., California Baptist University

Sean Kono - Assistant Professor

A.A., Antelope Valley College

D.C., Cleveland Chiropractic College, Los Angeles

Leah Lambart - Lecturer

B.A., University of Michigan

M.P.A., University of Kansas Medical Center

Christopher Leonardi - Instructor

B.A., University of Kansas

D.C., Cleveland Chiropractic College

Mitchell Ludwig - Instructor

B.S., Nebraska Wesleyan University

D.C., Cleveland University-Kansas City

Sara Manion - Instructor

B.S., University of Missouri

M.A., Chapman University

A.A., Colorado Technical University, 2012

Anne Maurer – Instructor

B.S., College of William and Mary

D.C., Northwestern Health Sciences University

Todd A. McBroom - Instructor

B.S., Colorado State University

D.C., Cleveland Chiropractic College, Kansas City

John McGlaughlin - Professor

B.S., Southwest Baptist University

M.A., University of Missouri–Kansas City

Stuart McIntosh - Associate Professor

B.S., Logan College of Chiropractic

M.S., Logan College of Chiropractic

D.C., Logan College of Chiropractic

Edward McKenzie - Instructor

D.C., Cleveland Chiropractic College

Branon McMichael – Assistant Professor

B.S., Cleveland University-Kansas City

D.C., Cleveland University-Kansas City

Robert P. Moore - Associate Professor

D.C., Cleveland Chiropractic College

Amirsoheil Negahbani - Associate Professor

B.S. Degree Chemistry, Yazd University

M.S. Organic Chemistry, University of Tehran

Ph.D. Chemistry, University of Southern California

Cleveland University-Kansas City

Maryam Nakhjiri – Lecturer

B.S., Islamic Azad University

M.S., Islamic Azad University

Amy Owens – Lecturer

B.S., University of Kansas

Song Park – Instructor

O.D., Massachusetts College of Pharmacy and Health Sciences

M.S., Johns Hopkins School of Medicine

Robert Pate rson – Lecturer

A.A., Johnson County Community College

D.C., Cleveland University-Kansas City

Brian Peterson - Instructor

A.A., Johnson County Community College

B.S., Missouri State University

M.S., Missouri State University

Mark T. Pfefer - Professor

B.S., University of Kansas

R.N., Johnson County Community College

D.C., Cleveland Chiropractic College, Kansas City

M.S., University of Kansas

Sara Rahe- Lecturer

BS, Avila University

Katherine Reckelhoff – Associate Professor

B.A., University of Missouri-Kansas City

MHPE, University of Michigan

Cleveland University-Kansas City

D.C., Logan University

Kenneth Reckelhoff – Professor

B.S., Logan University

D.C., Logan University

Steven Reece – Instructor

B.S., Kansas State University

D.C., Cleveland University-Kansas City

Matthew Reeves - Lecturer

B.A., Central Methodist University

M.A., University of Missouri-Kansas City

Ph.D., University of Missouri-Kansas City

Debra K. Robertson-Moore - Associate Professor

B.S., Cleveland Chiropractic College, Kansas City

D.C., Cleveland Chiropractic College, Kansas City

Paul Rupp - Instructor

B.A., St. Olaf College

Ph.D., Oregon Health & Science University

Angela Samuelson – Instructor

BA, University of Missouri

DC, Cleveland University-Kansas City

Kim Schaefer – Lecturer

B.A., University of Richmond

M.A., University of Texas

Ph.D., University of Texas

Cleveland University-Kansas City

Angela Segovia - Instructor

D.C., Cleveland University-Kansas City

B.S., Missouri State University

Dani Steffen - Lecturer

B.S., Fort Hays State University

M.S., Fort Hays State University

D.C., Cleveland University-Kansas City

Ryan Stevens - Lecturer

B.A., Wichita State University

M.S., Arizona School of Health Sciences

D.C., Cleveland University-Kansas City

Erin Stubblefield - Assistant Professor

A.S., Garden City Community College

B.S., York College

D.C., Palmer College of Chiropractic

Corey Sullivan - Lecturer

B.S., Emporia State University

D.C., Palmer College of Chiropractic

Stephanie Summers – Lecturer

BS, University of Missouri

MA, University of Missouri

D'sjon Thomas – Assistant Professor

B.S., Cleveland Chiropractic College

D.C., Cleveland Chiropractic College

Cleveland University-Kansas City

Heather Trammell – Instructor

A.A., Cleveland University-Kansas City

B.S., Cleveland University-Kansas City

D.C., Cleveland University-Kansas City

Anthony Trotter – Instructor

B.A., Fort Hays State University

D.C., Cleveland University-Kansas City

Mark Turrentine – Lecturer

B.B.A., Western Michigan University

M.B.A., University of Kansas

Shannon Vandaveer - Associate Professor

B.A., Missouri Southern State College

B.S., Missouri Southern State College

Ph.D., University of Arkansas

Harrison Vawter – Lecturer

A.A.S., - Johnson County Community College

B.S., Cleveland University-Kansas City

D.C., Cleveland University-Kansas City

Bradley Verburg – Instructor

B.S., Logan College of Chiropractic

D.C., Logan College of Chiropractic

Shelby Waldman – Assistant Professor

B.S., Cleveland Chiropractic College

D.C., Cleveland Chiropractic College

Cleveland University-Kansas City

Magaly B. Wallace - Lecturer

B.S., Colorado Technical University

A.S., Washburn University

Mark Walters – Instructor

B.S., Cleveland University-Kansas City

D.C., Cleveland University-Kansas City

Jon David Wilson - Associate Professor

B.S., Cleveland Chiropractic College, Kansas City

D.C., Cleveland Chiropractic College, Kansas City

M.S., University of Kansas, Overland Park

Arley Wisner - Associate Professor

B.S., Truman State University

D.C., Cleveland Chiropractic College, Kansas City

Christie Zemencik - Lecturer

A.A., Johnson County Community College

A.A.S., MCC-Penn Valley

B.S., Fort Hays State University

ACADEMIC CALENDAR



Academic Calendar Academic Years 2022-2025

	2022 - 2023			2023 - 2024			2024 - 2025		
College of Chiropractic	FA-22	SP-23	SU-23	FA-23	SP-24	SU-24	FA-24	SP-25	SU-25
First day of the Trimester	Sep-06	Jan-03	May-08	Sep-05	Jan-02	May-06	Sep-03	Jan-06	May-12
Coursework Ends	Dec-09	Apr-14	Aug-11	Dec-08	Apr-12	Aug-09	Dec-06	Apr-18	Aug-15
Final Exams Begin	Dec-12	Apr-17	Aug-14	Dec-11	Apr-15	Aug-12	Dec-09	Apr-21	Aug-18
Last Day of the Trimester	Dec-16	Apr-21	Aug-18	Dec-15	Apr-19	Aug-16	Dec-13	Apr-25	Aug-22
College of Health Sciences	FA-22	SP-23	SU-23	FA-23	SP-24	SU-24	FA-24	SP-25	SU-25
First day of Module I term	Aug-29	Jan-03	May-01	Aug-28	Jan-02	Apr-29	Aug-26	Jan-06	May-05
Module I Final exams begin	Oct-18	Feb-21	Jun-20	Oct-17	Feb-20	Jun-18	Oct-15	Feb-25	Jun-24
Last day of Module I term	Oct-21	Feb-24	Jun-23	Oct-20	Feb-23	Jun-21	Oct-18	Feb-28	Jun-27
First day of Module II term	Oct-24	Feb-27	Jun-26	Oct-23	Feb-26	Jun-24	Oct-21	Mar-03	Jun-30
Module II Final exams begin	Dec-13	Apr-18	Aug-15	Dec-12	Apr-16	Aug-13	Dec-10	Apr-22	Aug-19
Last day of Module II term	Dec-16	Apr-21	Aug-18	Dec-15	Apr-19	Aug-16	Dec-13	Apr-25	Aug-22
Graduation Events	FA-22	SP-23	SU-23	FA-23	SP-24	SU-24	FA-24	SP-25	SU-25
President's Dinner	Dec-15	Apr-20	Aug-17	Dec-14	Apr-18	Aug-15	Dec-12	Apr-24	Aug-21
Commencement	Dec-16	Apr-21	Aug-18	Dec-15	Apr-19	Aug-16	Dec-13	Apr-25	Aug-22
Holidays & Breaks	FA-22	SP-23	SU-23	FA-23	SP-24	SU-24	FA-24	SP-25	SU-25
Martin Luther King, Jr. Day recess		Jan-16			Jan-15			Jan-20	
Presidents Day recess		Feb-20			Feb-19			Feb-17	
Memorial Day recess			May-29			May-27			May-26
Independence Day recess			Jul-04			Jul-04			Jul-04
Labor Day recess	Sep-05			Sep-04			Sep-02		
Veterans Day recess	Nov-11			Nov-10			Nov-11		
Thanksgiving recess (Thu & Fri)	Nov-24			Nov-23			Nov-28		

Note: Schedule subject to change

Revised 04/14/2022