



UNIVERSITY  
OF WESTERN  
STATES



# UNIVERSITY CATALOG 2017-2018

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## ***Catalog Provisions***

The University of Western States (UWS) catalog is provided in order to serve prospective students, students, faculty and staff members as a reference explaining institutional mission, curricula, and a number of the university's policies and procedures that pertain particularly to students. This catalog is subject to change as new and more efficient policies, procedures, and/or curriculum revisions are adopted. It does not serve as a contract, but as a source of information to interested parties and students. If, at any time the policies conflict with the information in this catalog, the policies will govern. All changes apply both to prospective students and to those who have already enrolled, unless specifically exempted. Suggestions are welcome and may be submitted in writing to the office of academic affairs.

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*If you have any questions, please contact:*

*Office of Admissions*  
503-251-5734  
[admissions@uws.edu](mailto:admissions@uws.edu)

### **Campus Contacts**

|                               |                              |
|-------------------------------|------------------------------|
| Main Campus Phone             | 503-256-3180                 |
| General Fax                   | 503-251-5723                 |
| Academic Affairs              | 503-206-3208                 |
| Admissions                    | 800-641-5641<br>503-251-5734 |
| Alumni Relations and Services | 503-847-2554                 |
| Campus Store                  | 503-251-5763                 |
| Campus Safety and Security    | 503-206-3206                 |
| Clinics Main Phone            | 503-847-2564                 |
| Development                   | 503-847-2556                 |
| Financial Aid                 | 503-256-3180                 |
| Financial Services            | 503-847-2553                 |
| Health Center - Campus        | 503-255-6771                 |
| Health Center - East Portland | 503-808-7979                 |
| Health Center - Gresham       | 503-512-1040                 |
| Information Technology        | 503-251-2831                 |
| Library                       | 503-251-5752                 |
| Registrar                     | 503-847-2560                 |
| Student Services              | 503-251-2802                 |

Updated September 2017  
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Established 1904  
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Portland, OR 97230-3099  
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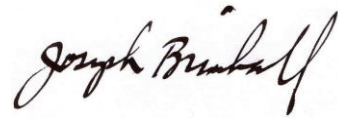
## Message from the President

Welcome to University of Western States. For more than a century, UWS has been a leader in integrated health care education and practices. UWS is committed to providing a diversified education for students while serving the community as an integrated health care resource.

“For the Good of the Patient” is the UWS motto, which embodies who we are and what we do. Western States offers a Doctor of Chiropractic degree, a Doctor of Education degree, a variety of master’s degrees, an accredited certificate program in therapeutic massage, a selection of undergraduate course offerings and extensive continuing education courses for practicing professionals. Our evidence-informed curricula are solid and progressive, incorporating current health studies with the art of clinical care. UWS students consistently demonstrate academic distinction, provide exemplary service to their professions and deliver the highest quality of health care.

The future of health care will focus on integrating disciplines, preparing competent professionals, providing effective care, and promoting health and wellness. UWS graduates demonstrate the competencies and attributes necessary to meet our individual and collective responsibilities to society.

I know that in electing to share the UWS vision you have made the best choice available in integrative health care education. I wish you the best as you pursue your dreams and achieve your personal goals.



Joseph Brimhall, DC, FICC  
President



## UWS Mission, Vision, and Goals

### Mission

To advance the science and art of integrated health care through excellence in education and patient care.

### Vision

Quality of life and wellness are advanced through transformative education and health care.

### Core Themes

1. Student Success
2. Faculty & Staff Engagement
3. Integrated Health

**For the Good of the Patient** “For the Good of the Patient” is the University of Western States motto. It captures the intent behind everything that happens at the university. UWS exists to improve the health of people we serve directly or indirectly through our educational programs, scholarship and clinical services. At the core of university decision-making is the professional responsibility to patients (also referred to as clients or health care consumers), who ultimately benefit from the fulfillment of the university mission. This responsibility drives UWS programs, employees, students and graduates.



## Accreditation

Accreditation is the voluntary process by which institutions of higher education assure and continuously improve the quality of their academic programs and supporting systems. UWS holds both regional and programmatic accreditations.

### Regional Accreditation

University of Western States is accredited by the [Northwest Commission on Colleges and Universities \(NWCCU\)](http://www.nwccu.org).

Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated mission through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Institutional integrity is also addressed through accreditation. Accreditation by NWCCU is not partial, but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by NWCCU should be directed to the administrative staff of the institution. Individuals may also contact:

**Northwest Commission on Colleges and Universities**  
8060 165th Avenue N.E., Suite 100  
Redmond, WA 98052  
425-558-4224  
[www.nwccu.org](http://www.nwccu.org)

### Program Accreditation

Specialized programmatic accreditation offers an additional level of accreditation for certain academic programs. Specialized accreditation organizations are approved by the U.S. Department of Education Office of Postsecondary Education to evaluate and accredit degree and certificate programs using very specific criteria.

#### Doctor of Chiropractic Program

The Doctor of Chiropractic degree program at University of Western States is awarded programmatic accreditation by the Council on Chiropractic Education (CCE), 8049 North 85th Way, Scottsdale, AZ 85258-4321.

Phone: 480-443-8877, Website: [www.cce-usa.org](http://www.cce-usa.org).

#### Massage Therapy Program

The massage therapy program at University of Western States is awarded programmatic accreditation by the Commission on Massage Therapy Accreditation (COMTA), 5335 Wisconsin Avenue, NW, Suite 440. Washington, D.C. 20015. Phone: 202-895-1518, Website: [www.comta.org](http://www.comta.org).

### Degree Authorization - State of Oregon

The [Oregon Office of Degree Authorization](http://www.oregon.gov/education) approves University of Western States to award degrees. The [Oregon Department of Justice](http://www.oregon.gov/justice) is the agency to which students may file a complaint in the State of Oregon.

### Distance Education and State Authorization Reciprocity Agreement

UWS is registered with the Oregon Higher Education Coordinating Commission (HECC) and is a participant in the State Authorization Reciprocity Agreement (SARA) for distance degree granting institutions via the Western Interstate Commission for Higher Education.

**Office of Degree Authorization**  
**Oregon Higher Education Coordinating Commission**  
255 Capitol St., NE  
Salem, OR 97310



# UWS Overview

## Organization

UWS is organized into two academic colleges and a research division:

The **College of Chiropractic** offers the first professional Doctor of Chiropractic (DC) degree program, the institution's oldest degree program. Prior to 2010, when the institution was reorganized into a university, the college was known as the Western States Chiropractic College.

The **College of Undergraduate and Graduate Studies** offers master's and bachelor's degrees, graduate and undergraduate certificate programs and residencies/fellowships in the health sciences. The college offers a Master of Science in Exercise and Sport Science with concentrations in nutrition and health and wellness, a Master of Science in Human Nutrition and Functional Medicine, a Master of Science as well as a doctoral degree in Sport and Performance Psychology, and a Master of Science in Diagnostic Imaging with a residency program. The college also offers a Bachelor of Science in Human Biology completion degree and a certificate program in massage therapy.

## Governance

University of Western States is incorporated as a private, nonprofit institution of higher learning in the state of Oregon with academic programs leading to undergraduate, graduate and professional degrees. Control of the university is vested in the Board of Trustees. Members of the board are selected on their ability, experience, integrity and interest in the development and growth of the university. The board appoints the university president, who serves as the chief executive officer of the institution. University administrators are responsible for the leadership and management of the day-to-day operations ensuring appropriate planning and allocation of resources to accomplish the mission of the university.

## History of Western States

D.D. Palmer founded the chiropractic profession in 1895 and opened his first school in Davenport, Iowa, in 1898. Two of the first graduates of that program, Doctors John and Eva Marsh, brought chiropractic education to Portland in 1904 when they opened the Marsh Chiropractic School and Cure. In 1907, Dr. William Powell, one of the first graduates of the Marsh School, joined with Dr. John Marsh to incorporate and expand the Marsh School, changing its name to Pacific College of Chiropractic.

Dr. D.D. Palmer, who had visited Oregon in 1902, and Dr. John LaValley founded a second chiropractic school, the D. D. Palmer College of Chiropractic, in 1908. In 1911, Dr. LaValley reorganized the college, changing the name to Oregon Peerless College of Chiropractic-Neuropathy. It was here that human dissection was first placed on the curriculum of an Oregon chiropractic school. In 1913, Peerless College merged with the Pacific College of Chiropractic to become Pacific Chiropractic College. In 1932, Pacific Chiropractic College was reorganized and renamed Western States College. In 1937, the Health Research Foundation was formed as a non-profit organization under which Western States College operated. The college also offered a degree in naturopathy from the mid-thirties through the mid-fifties. In 1946, the college relocated to southeast Portland, and then, in 1973, moved to its current 22-acre campus in northeast Portland. In 1967, the school's name changed to Western States Chiropractic College (WSCC).

WSCC pioneered many facets of chiropractic education. WSCC was:

- The first chiropractic college to establish a four-year course of study.
- One of the first to be transferred from private ownership to non-profit status.
- The first to require two years of pre-professional requirements to enroll.
- One of the first to adopt a curriculum inclusive of all the basic sciences.
- The first to be awarded a federal research grant.

In 2010, Western States Chiropractic College became University of Western States (UWS). This transition fulfilled the board and administration's plan to expand the institution's educational offerings at the undergraduate and graduate levels to establish a diversified spectrum of offerings in integrated health care.

Presidents of Western States include Drs. W.A. Budden (1929-1954), Ralph Failor (1954-1956), Robert E. Elliot (1956-1974), Samuel G. Warren (1975-1976), Richard H. Timmins (1976-1979), Herbert J. Vear (1979-1986), William H. Dallas (1986-2003), and Joseph Brimhall (2003-present).

See more about [Western States history](#).

## Admissions

University of Western States welcomes application for admission from prospective students who are interested in our educational programs. Acceptance to the university will be offered to students who are considered desirable applicants under the terms of the selection criteria listed below.

### Admission Criteria

UWS strives to admit students who are most likely to succeed in its educational programs and will go on to pass licensure or certification exams where applicable. The application process is designed to afford maximum opportunity for prospective students to present a comprehensive academic history and résumé.

Qualification is based on an assessment of all available information. The applicant's academic record is important. The university looks for achievement and consistency, especially in academic performance. Students' formal and informal presentations of themselves through written materials, telephone interaction, campus visits and interviews are also important. It is expected that applicants make a logical and articulate connection between their employment, volunteer, academic and other experiences and the desire to pursue an education at UWS. The university values conscientious, ethical and mature handling of admissions and other interactions. The university looks for informed thoughtfulness and commitment, as well as evidence that there is a good match between the character, expectations, and goals of the prospective student and those of UWS programs.

The admission [application](#) is available on the UWS website and includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants are urged to carefully review the selection criteria to ensure that they are making the best possible presentation of their qualifications.

Evaluation for admission begins when a complete application package has been received. Applicants will be accepted based on the professional judgment of the admissions staff as well as the availability of space in the program. UWS reserves the right to deny admission for any reason other than those prohibited by law and, based on updated information, to reconsider and retract any candidate's acceptance prior to enrollment.

Candidates for admission must possess physical and other abilities that allow them to meet performance standards required of all UWS students. For details of these requirements, refer to the technical standards below (page 5).

### Articulation Agreements

UWS maintains articulation agreements with a number of undergraduate colleges and universities. These agreements or memorandums of understanding are designed to facilitate enrollment for students who wish to pursue additional degrees at UWS in a manner that enables students to save both time and money. Information on articulation agreements may be found on the [UWS articulation page](#) and through the office of admissions. Current articulation agreements include:

|   |  |
|---|--|
| Avila University, Kansas City, Mo.                    | Oregon State University, Corvallis, Ore.       |
| Camosun College, Victoria, BC, Canada                 | Portland State University, Portland, Ore.      |
| Chemeketa Community College, Salem, Ore.              | Simon Fraser University, Vancouver, BC, Canada |
| College of St. Joseph, Rutland, Vt.                   | South Dakota State University, Brookings, S.D. |
| Fairleigh Dickinson University, Teaneck, N.J.         | Viterbo University, LaCrosse, Wis.             |
| Multnomah University, Portland, Ore.                  | Warner Pacific College, Portland, Ore.         |
| National University of Health Sciences, Lombard, Ill. |  |

### Equal Opportunity and Non-Discrimination

University of Western States offers equal opportunity to all persons without regard to race, creed, color, sex, sexual orientation, gender identity, marital status, familial status, national origin, religion, age, physical and mental disability, genetic information, family medical history, legal source of income, veteran status or other status protected by law for all UWS policies and programs. Please refer to [Policy 1013 \(B\) Equal Opportunity and Non-Discrimination](#) for more information.

### Diversity

[Policy 3409 \(B\) Diversity](#) promotes diversity of employees and students. UWS strives to enroll a diverse student body to help ensure that the university, its programs, and related health professions are enriched through the participation



of individuals from different racial, cultural, and ethnic backgrounds. In addition, the board encourages the administration to hire qualified employees with a goal of increasing diversity and gender balance within university personnel.

### **Technical Standards**

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in their respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll, with or without reasonable accommodations.

If students demonstrate a documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

### **Notification of Admission Decisions**

Applications are reviewed on a rolling basis when the necessary documents have been received and assembled in the office of admissions. The application review process typically takes two weeks and leads to one of these decisions:

- **Full Acceptance**  
Documentation confirms that all requirements have been met and evaluation shows the applicant meets all objective and subjective selection criteria.
- **Conditional Acceptance**  
The application file includes enough information for the admissions staff to judge that the applicant seems likely to meet the standards for acceptance even though some prerequisites remain to be completed. Minimum documentation required for consideration typically includes: a complete application with essays, transcripts from previous academic placements, and an admissions interview. Full acceptance will be offered once all conditions have been fulfilled and the applicant continues to meet the selection criteria.
- **Denial**  
The information presented does not meet UWS selection criteria. Except in the case where a rejection is the result of failure to meet objective prerequisite minimums, the decision is not open for discussion. Denied applicants may choose to update their credentials and submit a new application in the future.

On occasion, even when all necessary documents have been received, some questions may still remain. In such instances, the applicant will be given the opportunity to update their admission file.

### **Provisional Enrollment**

Provisional enrollment is intended for applicants who meet the academic admission requirements for a program but are missing some of the required admissions materials, which include but are not limited to official transcripts, TOEFL, GRE or MAT test scores, or letters of recommendation.

The office of admissions determines academic eligibility for provisional enrollment. Students admitted under provisional enrollment must submit all outstanding items prior to the last day of his/her first term of enrollment. Provisionally admitted students who do not meet the end-of-quarter deadline will be ineligible to enroll in the next term. Extended deficiency may lead to dismissal from the university. Please refer to [Policy 2008 Provisional Enrollment](#) for details.

### **Tuition Deposits**

When an offer of acceptance is made, applicants must confirm their enrollment intent with the office of admissions. Most UWS certificate and degree programs require a non-refundable tuition deposit to secure a seat in the desired entering class. The tuition deposit is applied toward the first term tuition. If the deposit is not received or arrangements are not made with the office of admissions by the stated deadline, the offer of acceptance may be withdrawn.

### **Deferment or Transfer of Entry Date**

UWS accepts students enrolling with a specific entering class and entry date. Written requests to change enrollment to a different entry term will be considered on a case-by-case basis.

### **Criminal Record**

All applicants and enrolled students must reveal any criminal record and cooperate by providing full information for review as it may pertain to the health professions program and licensure. Following the guidelines of the professional licensing agencies, UWS holds that felony convictions - and certain non-felony convictions - are probable grounds for

denial of admission or of continued enrollment. In accordance with federal student aid regulations, in some instances, a criminal record may also disqualify a student from financial aid eligibility.

## **Readmission**

Under [Policy 2006 Readmission](#), an individual who has withdrawn, taken an unauthorized leave of absence, failed to return from an authorized leave of absence as agreed, failed to enroll in courses, or been dismissed, may apply for readmission. The individual desiring readmission must submit an application with the required application fee, and must meet the admission and degree requirements, at the time of application for readmission. The application for readmission must include a written petition for readmission that addresses the events associated with the lapse, a critical analysis of these events, and a plan to ensure that similar actions will not reoccur should the individual be readmitted. The admissions committee will consider the merits of the application and make a recommendation to the dean for enrollment and student services.

If a student is accepted for readmission, special terms and restrictions may be applied, including, but not limited to, courses accepted back into the program for degree credit, course retake(s), and a period of academic probationary status. A readmitted student may have limited access to financial aid for repeating course work previously attempted.

Appeal of the outcomes of the readmission process must be made, in writing, to the chief academic officer, whose decision is final. There is no obligation on the part of the university to readmit any individual to a program from which they have been withdrawn or dismissed, or who have voluntarily withdrawn.

## **Non-Degree Enrollment**

Non-degree seeking students may enroll in certain courses offered through the college of graduate and undergraduate studies. A bachelor's degree or a first-professional degree (e.g., DC, ND, MD, etc.) from an accredited institution is required and a student must submit a copy of their official or unofficial transcripts prior to registering for graduate studies courses. Enrollment as a non-degree student does not imply a commitment to grant program admission at a later date. If subsequently admitted to the degree program, up to 15 non-degree credits with a grade of B or higher may be applied toward the degree. Courses within in the MS in sports medicine and the MS in diagnostic imaging programs are not available to non-degree students. Please refer to [Policy 1214 Non-Degree Students Graduate Studies](#) for details.

## **How to Apply**

Applicants must submit completed application with supportive documentation for each corresponding program to:

University of Western States  
Attention: Admissions Department  
2900 NE 132nd Ave  
Portland, OR 97230

## **Tuition and Fees**

The Board of Trustees approves tuition rates and fees each winter, which ordinarily become effective at the beginning of the summer term. The university makes every effort to keep costs to students at the lowest level consistent with its commitment to the highest quality educational preparation for professional practice.

### **Tuition and Fee Assessment**

Tuition and fees are assessed for all students on the first day of each term of enrollment in accordance with the applicable program tuition and fee schedules which can be found on the [UWS website](#) and in the offices of admissions, financial services and financial aid. Students enrolled in the Doctor of Chiropractic (DC) and massage programs are charged a flat tuition rate as long as they are at or above the full-time credit load. Students enrolled in other programs or taking single courses are charged on a per-credit basis. Tuition and fees are not adjusted for course exemptions in the DC program. Please refer to [Policy 1209 Course Exemption](#) and [Policy 3022 Modified Schedule Tuition - DC Program](#).

### **Course Registration and Enrollment Confirmation**

The process for quarterly course registration and confirmation of enrollment is completed electronically. Students are able to log into [myUWS](#) to confirm their enrollment, tuition and fees each term, and a student on "hold" status must clear any holds in order to register. The office of the registrar disseminates information on changes to the registration/confirmation process as new procedures are implemented.



## **Drop/Add Period**

During the first five calendar days of the term, a student may change enrollment status without financial penalty or impact on academic standing. After the first five calendar days of the term, students dropping a course or cancelling enrollment from the university may be eligible for a prorated refund of certain tuition and fees. Note: Students in the DC program are not permitted to unilaterally drop or not enroll for a course to lighten their course load. DC students are not permitted to drop a core curriculum course because they are performing poorly, unless authorized by the program dean. Please refer to [Policy 1215 Drop Add](#) for more information.

To drop a course or change enrollment, students must submit a completed drop/add form to the registrar. The registrar will record the appropriate withdrawal grade (W or WF). Any amount of tuition and fee refund is subject to [Policy 3021 Tuition and Fee Refunds](#).

## **Tuition and Fee Statements and Balances**

Student statements are published on [myUWS](#) on the first and sixteenth of each month. If the first or sixteenth falls on a weekend or holiday, statements are published on the next business day. Statements include transactions that have occurred since the prior statement. Balances are updated in real time as transactions are posted to the account.

## **Tuition and Fee Payment**

Prior to matriculation, students are required to sign a statement acknowledging their personal responsibility for tuition, fees and other charges incurred, which remains in effect for the duration of enrollment. Please refer to [Policy 3025 Student Financial Responsibility](#).

Payment of tuition and fees is due on the first day of the term. Interest begins accruing on the first day of the term. However, a grace period is granted until the last business day of the first month of the term in order to make payment arrangements with the office of financial services. On the last business day of the first month of the term, a full month's interest at 18 percent per annum will be assessed on the unpaid balance. Interest will continue to accrue each subsequent month when a balance remains. Payments for any new charges during the term are due by the last business day of the same month. Students who fail to make payment arrangements with the office of financial services by the end of the first month of the term may be prohibited from attending classes.

## **Tuition and Fees - Course Audit**

Under special circumstances, the dean may authorize a student to audit a course. In such cases, tuition is charged at one-half the regular rate plus any other applicable fees. Grades are not awarded for course audit.

## **Tuition Deferment Plan**

The tuition deferment plan offers enrolled students the option of paying for their quarterly education costs in up to three equal installments over the course of the term, and a one-time fee of \$30 is due at the time of application to use this payment method. Each payment is due to the office of financial services by the last business day of the month or last day of the term, depending upon the terms of payment. When making regularly scheduled payments, interest is not charged to the student's account. In the event of a late or missed payment, interest will be charged on the past due balance. All balances must be paid by the last day of the term.

## **Residual Checks**

Financial aid and other payments received by the university are applied to student accounts within three business days of receipt. If payments are received in excess of tuition, fees and other student account charges, a residual payment in form of check or Electronic Fund Transfer (EFT) will be issued to the student to assist with the cost of books, supplies, and other living expenses for the term.

## **Past-Due Accounts**

Any balance due to the university after the first month of the term constitutes a past-due debt. Payment of past-due debts, including, but not limited to, accrued interest or late fees, must be made prior to continued attendance or receipt of a diploma. Any past-due debt to the university is grounds for termination of campus privileges regularly granted to students or alumni.

Account balances outstanding for more than 90 days without payment may be referred to outside collection and may be reported to a credit reporting agency. The student is responsible for all outstanding charges to the university as well as all collection agency, attorney, court and legal fees incurred to collect the delinquent account. If the account has been assigned to a collection agency, UWS cannot accept payments on the account. Therefore, students wishing to make payment on outstanding debts to UWS will need to contact the agency responsible for collection of the debt directly. Payment in full must be made to the collection agency and registration or release of transcripts will be restricted until UWS receives the funds in full from the collection agency.

## Leave of Absence or Withdrawal

[Policy 1239 Leave of Absence and Withdrawal](#) describes the processes for taking an approved leave of absence and for permanent withdrawal from the university. When a student wishes to take a leave of absence or to withdraw from UWS, it is the student's responsibility to complete the appropriate form(s) and obtain the necessary clearances within a timely manner. Any student who stops attending during a term and does not submit the appropriate documentation to process a leave of absence or withdrawal within five days from the last date of attendance may be administratively withdrawn and any applicable financial aid funds will be returned. Pursuant to [Policy 3025 Student Financial Responsibility](#) and [Policy 3021 Tuition and Fee Refunds](#), students are responsible for financial obligations to the university resulting from the return of financial aid funds. If a student fails to properly complete and submit the necessary form(s) and does not register for and attend classes by the close of the non-penalty drop/add period, the student may be administratively withdrawn from the university and any financial aid will be returned.

## Tuition and Fee Refunds

After the drop period, students cancelling enrollment from the university during the term may be eligible for a prorated refund of certain tuition and fees. Enrollment cancellation or deferral may result from withdrawal, leave of absence or dismissal. When enrollment is cancelled during the first 60 percent of the term, the university will apply refunds to student accounts, calculated on a pro rata basis, in accordance with [Policy 3021 Tuition and Fee Refunds](#). After 60 percent of the term has elapsed, students are no longer eligible for a refund for that term. Refunds will first be applied to any outstanding balance owed to the university.

The student is responsible for any unpaid tuition and fee charges due to the university, and where applicable, federal regulations determine the portion of federal student aid funds that must be returned to the program in cases of withdrawal or leave of absence. The student must repay UWS for all federal student aid returned on his or her behalf in accordance with federal regulations, as determined by the U.S. Department of Education's Federal Student Aid programs. Please refer to the "Impact of Withdrawals and Leave of Absence on Financial Aid" section in the financial aid section of this catalog for more information on federally-mandated requirements on returning federal student aid funds.

## Financial Aid

University of Western States administers an extensive program of student financial aid to enable students to pursue their desired education, regardless of their personal financial situations. Recognizing that professional education is costly, students should consider the expense of their total education and research available sources of funding. Student employment, primarily federal work-study, is available on campus.

### Eligibility for U.S. Federal Student Aid

To qualify for U.S. financial aid, students must meet the following requirements:

- Be a U.S. citizen or an eligible non-citizen.
- Complete a FAFSA each academic year and provide all requested documents to the office of financial aid.
- Be registered with Selective Service if the student is male and was born on or after January 1, 1960.
- Not owe a refund to any federal student grant program, nor be in default on any federal student loan.
- Maintain Satisfactory Academic Progress (SAP) under [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).
- Other rules may apply.

### How to Apply

Eligible students may apply for financial aid by completing and submitting a Free Application for Federal Student Aid (FAFSA). Applying online at [www.fafsa.gov](http://www.fafsa.gov) is recommended. If a paper application is necessary, contact the office of financial aid. The FAFSA is available in October of each year for the upcoming school year (summer through spring). When completing the FAFSA, enter UWS's Federal School Code: 012309.

As part of the application review and verification process, students may be asked to submit a copy of their completed federal income tax transcript, W-2s, verification worksheets or other documents to the office of financial aid. Successful use of the "IRS Data Retrieval Tool" while filing the FAFSA may reduce the likelihood of needing to submit additional documentation. The office of financial aid will notify admitted students if further information is needed after the FAFSA is filed.



## Calculating Eligibility

The information provided on the FAFSA is used to determine the student's expected family contribution (EFC). This number appears in the upper right hand corner of the Student Aid Report (SAR). The EFC functions as an eligibility index that determines eligibility for certain aid programs.

## Cost of Attendance

The cost of attendance (COA) is the estimated total cost of the student's program of study. It includes charges assessed by the university (tuition and fees), as well as other expenses not charged by the university but which a typical student may incur while attending school including books and supplies, room and board, transportation, and other miscellaneous personal expenses.

The COA represents the maximum amount the student may receive in all forms of educational funding, including student loans, scholarships, work-study and grants. Any funding received that is dependent upon student status is considered educational funding and students are required to report all such funding to the office of financial aid, which includes alternative loans borrowed from private lenders.

Current COA figures for the DC and MT programs are available on the [UWS website](#). COA figures for other programs are student-specific and may be obtained from the office of financial aid. Individual student living arrangements and personal spending habits vary widely. With careful planning and budgeting, it is possible to spend significantly less than the estimated expenses, enabling students to minimize indebtedness.

## Award Process

Review of financial aid applications begins in March each year in preparation for the following summer term for continuing students, or fall/winter for newly admitted DC students. If additional information has been requested, such as tax returns, verification worksheets, etc., the application will be reviewed after all requested documents are received. Financial aid applications are reviewed on a continuous basis throughout the academic year.

Once the application has been reviewed and the student has been admitted to a program of study, the office of financial aid will send the student a financial aid package. New students will receive the award package in one of two options. The first option is via electronic signature software SignNow. The second option is via mail, including two copies of the financial aid award letter. Additional instructions are included on completing the necessary steps to receive those funds. Continuing students will receive an email containing an electronic copy of their award, along with an instruction sheet. Students should review all of the information included within their financial aid package and follow all instructions to ensure timely delivery of funding each term.

## Financial Aid Awards

### Federal- and State-Funded Financial Aid Programs

Federal- and state-funded financial aid eligibility is dependent upon factors specific to an individual applicant, primarily by academic program of study. Students are considered for all award types available to them. Information on available aid is listed by academic program in this catalog and on the [UWS website](#).

### Scholarships for New Students

A variety of scholarship opportunities are available to new students. Current opportunities are listed by academic program on the [UWS website](#). Scholarships and grants awarded to eligible students enrolled at less than full-time status may be prorated. In the event of enrollment cancellation in any term where institutional aid is received, the amount will be prorated in accordance with [Policy 3021 Tuition and Fee Refunds](#).

Scholarships will be awarded to recipients chosen by a selection committee. Scholarship amounts will be determined based on a number of factors, including available funds, and the strength and number of applications received each award cycle. Current students will be notified of the different scholarship opportunities by email.

### Federal Work-Study

UWS participates in the federal work-study program and provides other on-campus employment opportunities for international students. Federal work-study provides part-time jobs for students with financial need, allowing them to earn money to help pay for educational expenses. Work-study positions are available throughout campus and generally range from 2-8 hours per week. Open positions will commonly be announced on the UWS website. To determine federal work-study or other campus employment eligibility, email the [office of financial aid](#) or call 503-847-2563.

## Other Non-Federal Sources of Funding

Admitted students in all programs may be eligible for non-federal sources of funding such as the following:

### Scholarships from External Sources

- A number of private organizations offer scholarships. Each organization will have its own deadlines, criteria and application processes.
- Certain providers offer scholarship opportunities for UWS students. The office of financial aid sends notices to all current students of available scholarships and deadlines.

### Alternative Loans (non-federal loans borrowed through private lenders)

- Can be borrowed to cover the entire cost of attendance, minus any other financial assistance.
- Credit check required; co-signer may be required in some cases.
- May have higher interest rates and less favorable repayment terms than government-funded student loan programs.
- Displaces federal student aid. It is recommended that the student exhaust federal student loan options in lieu of, or prior to, borrowing alternative loans.

## Satisfactory Academic Progress for Financial Aid Eligibility

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

## Impact of Withdrawal or Leave of Absence on Financial Aid

[Policy 1239 Leave of Absence and Withdrawal](#) describes the processes for taking an approved leave of absence (up to one year) and for permanent withdrawal from the university. Students who withdraw, take a leave of absence, or cease attending classes during a term of enrollment may face financial aid eligibility consequences in accordance with [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

The U.S. Department of Education regulations require the office of financial aid to perform a “Return to Title IV” (R2T4) calculation for any aid recipient who ceases enrollment while a term is in progress. The calculation of funds that must be returned is based chiefly upon the percentage of the term attended by the student, establishing the amount of aid considered “earned” by the student. The R2T4 must be performed and funds must be returned regardless of the manner in which a student withdraws. “Unearned” funds must be returned to the U.S. Department of Education.

Refunded tuition and fees may be applied to the balance owed to cover unearned aid funds. However, the office of financial services will bill the student for any remaining balance. Questions about refunds should be directed to the office of financial aid or office of financial services for clarification. Please refer to [Policy 3021 Tuition and Fee Refunds](#).

## Emergency Loans

UWS may provide short-term loan funding to cover a student’s emergency needs. Eligibility criteria for emergency loans include good academic standing, current enrollment and other requirements under [Policy 3801 Emergency DC Student Loans](#). Application for emergency loans may be made with the office of financial aid. Loans must be paid in full prior to registering for the next term, prior to the end of the student’s final term, or prior to 60 days from the issuance date, whichever is sooner.

## Loan Repayment Responsibilities

As the main beneficiary of their education, students bear the primary responsibility for meeting educational costs. Prospective student borrowers should seriously consider the repayment obligations they will assume prior to borrowing money to finance their school and living expenses. Students must repay all student loans borrowed and comply with any provisions agreed to in obtaining those loans.

Cost of borrowing, loan repayment and debt management information is available from the office of financial aid. All entering student borrowers receive debt management and repayment information along with other loan information as part of their online entrance interview. Several different loan repayment plans are available to help borrowers successfully manage loan repayment. Loan forgiveness options may be available under certain specific provisions in the law or targeted employment programs.

Borrowers are also required to have an exit interview upon graduation, withdrawal, leave of absence or dismissal. Whenever possible, this exit interview should be completed prior to separation from the university. Exit interviews may be completed online or in person. In addition, it is the student's responsibility to notify the office of financial aid of any change in enrollment status, such as switching from full- to part-time enrollment, or concurrent enrollment at another institution.

Actual payments depend on the total borrowed while at UWS and payment plan selected. Non-federal student loans have terms that vary based on the specific contract you sign. Any student who is considering applying for a non-federal student loan is advised to consult with the financial aid staff members about his/her situation and options.

### **Federal Loan Consolidation**

By consolidating loans following graduation or withdrawal from UWS, a student may combine multiple federal loans, including Federal Perkins, into a single federal student loan with a single servicer and interest rate. Loan consolidation after graduation can simplify managing your repayment. Depending on the amount borrowed, borrowers can arrange to have up to 30 years for repayment of loans, and may choose from a variety of repayment plans to best suit their financial situation. Additional information is available from the office of financial aid or the [Federal Student Aid](#) website.

### **Veterans Benefits**

Students at UWS are eligible to use most veterans' benefits they would be eligible to use at a college or university including vocational rehabilitation. UWS also participates in the Yellow Ribbon program. Students who are veterans or dependents of veterans may qualify for benefits. Call 888-GI-BILL-1 or go to [www.gibill.va.gov](http://www.gibill.va.gov) for more information.

Any veteran receiving GI Bill benefits while attending UWS is required to obtain transcripts from all previously attended schools and submit them to the registrar (VA school official) for review of prior credit.

Students eligible for veterans' educational benefits must complete an enrollment certification form and submit a copy of their eligibility letter to the registrar. Students may begin this process prior to entry, but no funds will be released until they register and attend classes. Veterans must be making satisfactory academic progress and be in good academic standing in accordance with the academic policies described in this catalog. Contact the office of the registrar for processing or the student's regional Veterans Affairs office for more information on available programs.

## **Academic Policies**

Academic policies are designed to ensure orderly, organized, fair and focused progress through academic programs. Students are required to be familiar and compliant with UWS policies and procedures. The policies and expectations listed in this catalog are not all-inclusive. Students are directed to [Udocs](#) on the UWS website to review all policies relevant to student life.

UWS seeks to maintain the highest academic standards for students enrolled in its academic programs and recognizes the need to identify students who are unable to achieve or maintain satisfactory academic standing. Students must pass all program requirements and conduct themselves in a manner that is consistent with the expectations of the university to qualify for graduation.

## **Academic Standing - DC Program and Undergraduate Studies**

### **Academic Probation**

Students will be placed on academic probation when they:

- Earn a term GPA below 2.0.
- Earn an unsatisfactory grade in a course or on a Clinical Skills Assessment (CSA) exam. Unsatisfactory grades include:
  - NP or F in any course or on a skills assessment exam.
  - D in any course other than DC basic science courses and specified courses in the massage program. The list of specified massage program course is available in the office of the registrar.

### **Permanent Academic Probation**

Students will be placed on permanent academic probation when they:



- Earn an unsatisfactory grade in a course or on a Clinical Skills Assessment (CSA) exam on the second attempt.
- Undergraduate Programs: Earns a term GPA below 2.0 for the second time. The two terms need not be consecutive.
- DC Program: Earns a term GPA below 2.0 for the second time after the first three academic terms. The two terms need not be consecutive.

### **Academic Dismissal**

A student will be academically dismissed when s/he:

- Earns a term GPA less than 1.25 in the first term of enrollment.
- Earns a term GPA less than 2.0 for the second time during the first three terms of enrollment (DC students only).
- Earns a term GPA less than 2.0 for the third time. The three terms need not be consecutive.
- Earns an unsatisfactory grade in a course or on a CSA exam (DC students only) on the third attempt.

For complete policy information, see [Policy 1233 Academic Standing DC and Undergraduate Programs](#).

## **Academic Standing - Graduate Studies**

[Policy 1234 Academic Standing Graduate Studies](#)

### **Minimum Grade Requirements**

A minimum grade point average (GPA) of 3.0 is required in each term, as well as a cumulative GPA of 3.0 throughout the program. The MS sports medicine program requires a minimum GPA of 2.75 each term and a cumulative GPA of 2.75 throughout the program. D and F grades do not apply toward a graduate degree, but are used to calculate the GPA. A graduate student who receives a D or F grade may repeat the course for credit. However, the original and repeated course grades are recorded on the student's transcript and calculated into cumulative GPA.

### **Academic Probation**

Graduate students will be placed on academic probation if their term or cumulative GPA falls below 3.0, except for MS sport medicine, which is a GPA that falls below 2.75. The student's probationary status must be rectified during the next term for which the student enrolls or else the student will be placed on permanent academic probation.

### **Permanent Academic Probation**

Graduate students be placed on permanent academic probation when they earn a term GPA below 3.0, or 2.75 in the MS sport medicine program, for the second time over non-consecutive terms.

### **Academic Dismissal**

Graduate students will be academically dismissed when they earn a term GPA less than 2.0 in the first term of enrollment or earns a term GPA less than 3.0, or 2.75 for MS sports medicine program, for the third time. The three terms need not be consecutive.

A graduate student who is academically dismissed may apply for readmission in accordance with [Policy 2006 Readmission](#).

### **Satisfactory Rate of Progress**

Graduate students must demonstrate a realistic rate of scholastic progress.

- Graduate certificate programs are to be completed within three years of starting the program.
- Master's degrees are to be completed within five years of starting the program.
- Doctoral degrees are to be completed within ten years of starting the program.

Graduate students who exceed the established enrollment period will be dismissed from the program. Such dismissal may be appealed directly with the dean of graduate studies in accordance with [Policy 9022 Student Appeal](#), Step 1.

**Note:** Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

## **General Academic Policies**

### **Class Attendance**

Conscientious engagement in all program coursework enables students to develop the knowledge, skills, attitudes and behaviors needed to complete their program of study. Students are expected to attend all program lectures, laboratories, tutorials, remediation, assigned activities and clinical rotations. Physical attendance is not expected or required as a component of online courses. Please refer to [Policy 1204 Attendance and Tardiness](#).

### **Religious Observance**

Any student who, due to religious beliefs, is unable to attend classes on a particular day will be excused from attendance requirements and from any examination or other assignment on that day. The student must work with the course instructor to schedule a makeup examination or other assignment prior to the religious observance. Any such makeup examination or assignment shall not create an unreasonable burden upon the university. No adverse or prejudicial effects will occur as a result of a student's inability to participate in the program during such observances. Please refer to [Policy 1223 Make-Up Examinations](#).

### **Leave of Absence**

Any student that wishes to interrupt their studies for a period of time with the specific intention of returning to complete the program, should apply for a leave of absence with the registrar. To be eligible, the student must have completed at least one academic term and is in good standing. A leave of absence, if granted, is for a specific period of time, after which students are scheduled to return to the university and continue with their studies. It may not last longer than four academic terms (up to one calendar year). The university may place specific conditions that must be met for return after the leave. Please refer to [Policy 1239 Leave of Absence and Withdrawal](#).

### **Withdrawal**

By withdrawing from a program, a student terminates their association with the program and affirms they have no intention to return. A student who withdraws and later wishes to return to that program must apply for readmission; and the acceptance decision will be based on admission standards in effect at the time of re-application, as well as the former student's previous performance at UWS. Forms and instructions are available electronically and can be accessed via the office of the registrar. Please refer to [Policy 1239 Leave of Absence and Withdrawal](#) and [Policy 2006 Readmission](#).

### **Compelled Administrative Leave**

The university has expectations of student behavior reflective of emotional, psychological and social soundness, and recognizes its obligation to protect students, employees and patients from fear, harm and harassment because of the psychological or physical condition or conduct of individuals or groups of students. Under [Policy 1225 Involuntary Withdrawal](#), when students may be endangering the safety or academic progress of themselves or others due to their physical, emotional or behavioral status, the chief academic officer or other duly authorized personnel may elect to suspend or compel a leave of absence. This may include, but not be limited to, prohibition from communicating with campus constituents, being present on campus, and attendance at UWS-sponsored events, regardless of their location.

### **Directed/Independent Study**

[Policy 1236 Directed \(Independent\) Study](#) describes the terms under which a student may substitute directed study, with authorization of the dean.

### **Electives and Workshops**

Electives are intermittently offered in addition to the prescribed course of study within a program. In some cases, electives are optional, while in others, students are expected to select a certain number of elective courses from a list of options. Electives are offered at times that may not subscribe to typical course scheduling norms. Tuition for elective courses is not included in base tuition costs. Therefore, enrolling in elective courses may require paying additional tuition and fees. Elective courses completed are reflected on the student's transcript with the name of the course and the grade received.

Workshops are occasionally taught under the umbrella of a program and are focused on enrichment rather than contributing to the core program. Thus, they are not reflected on a student's transcript. They are offered at times, arranged through the office of the registrar with approval of the dean or program director, and may not subscribe to typical course scheduling structures. Tuition for workshops is not included in base tuition costs. Enrolling in workshops may require paying additional tuition and fees. Please refer to [Policy 1240 Electives and Workshops](#).

### **Course Exemptions/Advance Standing/Transfer Credit**

UWS recognizes that students may have completed courses and achieved required competencies in specific areas prior to entering their program that are comparable to courses taught in the curriculum at UWS. Students with such academic credentials and competencies may be granted credit (advanced standing) for previously completed coursework if documented in accordance with instructions from the dean and approved by the dean. Please refer to

[Policy 1209 Course Exemption](#), [Policy 1216 Advanced Standing Graduate and Professional Studies](#), and [Policy 2007 Transfer Credit](#).

## Normal Progress toward Degree Completion

Many legal, academic, medical, financial and other institutional requirements exist in order for students to complete the academic programs in a timely manner. If one or more obligations to the university have not been met, a hold may be placed on a variety of campus privileges, including but not limited to, access to attendance, graduation, diplomas or transcripts.

Program course sequencing is available within the individual program sections of this catalog.

## Normal Course Load and Progress - DC Program

The DC programs is highly structured, by design, to ensure logical and effective accomplishment of required abilities and competencies. Therefore, under [Policy 1226 Normal Course Load and Progress DC Program](#), students are expected to enroll in a full course load every term, until all requirements for graduation have been completed. In some instances, courses must be taken in sequence, including any courses where patient care is delivered. Deviation from the prescribed sequence of academic progress is achieved only through approval of the dean. Students are not permitted to unilaterally drop or not enroll for a course to lighten their course load, nor are they allowed to drop a core curriculum course because they are performing poorly, unless authorized by the dean.

## Grading System

Under [Policy 1207 Grading System](#), the UWS grading scale is as follows:

| Grade | Definition                | Quality Points | Condition  |
|-------|---------------------------|----------------|--|
| A     | Excellent                 | 4              |  |
| B     | Good                      | 3              |  |
| C     | Satisfactory              | 2              |  |
| D     | Poor                      | 1              |  |
| F     | Failure                   | 0              |  |
| P     | Pass                      | -              |  |
| NP    | No Pass                   | -              |  |
| I     | Incomplete                | -              | Incomplete activities must be completed by week four of the subsequent term of enrollment or automatic failure (F) will be recorded. |
| IP    | In Progress               | -              | In progress activities must be completed by week 10 of the subsequent term of enrollment or automatic failure (F) will be recorded.  |
| R     | Remediation Required      | -              | Remedial activities must be completed by week 10 of the subsequent term of enrollment or automatic failure (F) will be recorded.     |
| W     | Withdrawal                | -              | Withdrawal before the end of week 6.   |
| WF    | Withdraw Failing          | 0              | Withdrawal after week 6.<br>Computed as a failing grade (F) in term and cumulative GPAs.   |
| WA    | Administrative Withdrawal | -              | Non-return/registration following leave of absence.<br>Unauthorized and/or lack of notice of withdrawal.                             |
| T     | Transfer Credit           | -              |  |
| X     | Credit by Exemption       | -              |  |
| AU    | Audit                     | -              | Not for credit   |
| AS    | Advanced Standing         | -              |  |

A request to extend or alter any deadline or condition above must be approved by the college dean. Documentation to support such a request will be required.

Only grades assigned for UWS courses will be used in computation of term and cumulative grade point averages.

Students must repeat courses for which unsatisfactory grades are earned. Unsatisfactory grades include:

- NP or F in any course
- D in any course other than DC basic science courses.

A grade of IP, NP, P or R may be assigned only in courses for which those grades are permitted. A list of such courses is available in the office of the registrar.

## Grade Appeal

[Policy 1211 Grade Appeal](#) describes the circumstances under which a final grade may be appealed.

An appeal of a final course grade or other final comprehensive evaluation grade must be based upon grounds that one or more of the following influenced the grade assignment to the student's disadvantage:

- Mathematical calculation or clerical error.
- Capricious or arbitrary method of grading.

- Probable discrimination based upon race, color, gender, sexual orientation, marital status, national origin, national citizenship, religion, age, disability or veteran status of the student.
- Personal malice.
- Evidence of personal bias or other partiality.
- Retaliation.

### Dean's List and Honors at Graduation

In accordance with [Policy 1242 Dean's List and Graduation Honors](#), students who achieve a term grade point average of at least 3.50, without any D, F or NP grades are named to the Dean's List. Graduation honors are conferred on the basis of the following cumulative grade point averages:

#### DC Program

| Honors          | GPA         |
|-----------------|-------------|
| summa cum laude | 3.85 - 4.00 |
| magna cum laude | 3.75 - 3.84 |
| cum laude       | 3.50 - 3.74 |

#### Graduate Studies

| Honors      | GPA         |
|-------------|-------------|
| Distinction | 3.95 - 4.00 |

#### Massage Program

| Honors      | GPA         |
|-------------|-------------|
| Distinction | 3.90 - 4.00 |

All students, including transfer students, are eligible to receive honors at graduation. Interpretation of this policy is to be made jointly by the vice president of academic affairs and dean of respective program.

## Academic Integrity

Academic integrity is the moral code of academia for the maintenance of academic standards. UWS students are expected to do their own work and refrain from all forms of academic dishonesty. Refer to [Policy 9001 Student Conduct](#).

### Examination Procedures

To ensure fairness and objectivity in the student examination process, [Policy 1217 Examination Administration](#) describes the behaviors to which students must adhere before, during and after paper and online examinations. Failure to do so may constitute a violation of expected conduct, which may result in dismissal from the university. More detail on expected student conduct is available in [Policy 9001 Student Conduct](#).

### Online Exam Proctoring

UWS uses an exam proctoring service to maintain exam integrity for online students. Students taking courses online will be directed to take specific examinations through this service, [www.proctoru.com](http://www.proctoru.com). The support number is 205-870-8122. A webcam and high-speed internet connection is required. More detailed information on online examination administration is available in [Policy 1217 Examination Administration](#).

### Makeup Examinations

Makeup exams are available to students who miss a test due to verifiable and legitimate circumstances in accordance with [Policy 1223 Make-up Examinations](#). Faculty or program deans or directors will determine available times and dates for makeup tests. Students who need to request a makeup exam must first communicate with the lead instructor of the affected course(s).

### Plagiarism

Plagiarism is a form of academic dishonesty consisting of the presentation of someone else's ideas, writings or other original works as their own without appropriately attributing credit to the original source. It may include portions or the entirety of the original work. These original works include, but are not limited to: published works (books, journals, newspapers, magazines, theses, etc.), speeches, other student's papers or reports, proposals, graphics, images, multimedia, web pages, computer programs, research data and presentations. Plagiarism by students at UWS is grounds for sanction up to, and including, dismissal.



## **Cheating on Examinations, Assignments or Other Work**

[Policy 9001 Student Conduct](#) prohibits all forms of academic cheating. Furthermore, UWS prohibits actions that promote cheating or actions that create the appearance of cheating on an assessment of student learning (examination, test, quiz), assignments or other coursework. Cheating includes any act or support mechanism employed after, during, or prior to an assessment that provides unfair or unauthorized advantage to a student, fellow test takers, or future students in the course, which includes attempted or unauthorized receipt, use, or provision of information, notes, learning aids, devices or communication during an assessment. Cheating includes, but is not limited to:

- Copying the work of other students; allowing other students to copy one's own work.
- Unauthorized collaboration during a test or on an assignment.
- Falsification of identity on an assessment or assignment.
- Unauthorized use of electronic devices during an assessment.
- Changing answers on an assessment that has already been scored.
- Unattributed submission of papers produced by other persons or commercial entities.
- Use of unauthorized reference materials (including online resources) during online assessments.
- Unauthorized attempts to remove examination materials from the test area or to reproduce test materials for the purpose of allowing other persons to use those materials.
- Unauthorized access to current and/or past testing materials.
- All active and passive behaviors used alone or in collusion with others during a test. E.g., "crib sheets," signaling other test takers, verbal, digital or electronic communications between students during a test, etc.
- Any behavior that would alter a completed test instrument after it has been handed to the proctor.
- Any attempt to preserve items from the test for future classes.

Students are expected to be mindful of their behavior in preparing for, taking, and following completion of an assessment in order to avoid all forms of inappropriate test-taking behavior. Accusations of all forms of inappropriate test-taking behavior will be investigated and appropriate remediation or disciplinary actions taken in circumstances where the accused is responsible for conduct that does not remain above the appearance of impropriety. Cheating is grounds for dismissal or other sanctions.

## **Privacy of Student Records**

UWS protects the privacy of student academic records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and its amendments. For more information, see [Policy 1232 Student Record Privacy](#).

### **Student Directory Information**

UWS may be required by law to provide directory information in accordance with the provisions of FERPA. Information pursuant to legally required disclosure will be limited to the extent required by law. The university shall make a good faith effort to notify individuals who have had FERPA-protected information disclosed under this requirement.

Directory information may include: student name, dates of attendance, enrollment status, and degrees and awards received. Any student who does not wish to disclose their information must notify the registrar in writing. The office of the registrar or student services can provide appropriate forms to opt out of specific information disclosures.

### **Record Review**

Under FERPA, students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they disagree with the outcome of the hearing. Information on how to request a review of records or to initiate a hearing process is available in the office of the registrar.

### **Transcript Requests**

University of Western States provides official and unofficial transcripts upon receipt of a signed, written request to the office of the registrar. The [transcript request](#) form may be found on the university website or in the office of the registrar. Requests for official transcripts must be accompanied by payment in the form of check, cash or charge in the amount of the current transcript fee (also posted on the website). Official transcripts bear the signature of the office of the registrar and UWS seal.

Requests for transcripts will be honored only when the student or graduate is in good financial standing with no indebtedness to the university. [Policy 1237 Transcripts](#)

## **Applying for National Board and State Licensure Examinations**

The office of the registrar certifies course and program completion to demonstrate eligibility to take national board and state and provincial licensure exams. Students should communicate with the registrar far in advance of posted deadlines in order to ensure that necessary materials and other requirements are provided on time.

Information on national board exam, state and provincial licensing exam requirements and eligibility are available online:

### **Chiropractic**

Federation of Chiropractic Licensing Boards: [www.fclb.org](http://www.fclb.org).

National Board of Chiropractic Examiners: [www.nbce.org](http://www.nbce.org)

Canadian Chiropractic Examining Board: [www.cceb.ca](http://www.cceb.ca)

### **Massage**

Federation of State Massage Therapy Boards: [www.fsmtb.org](http://www.fsmtb.org)

Massage and Bodywork Licensing Exam: [www.fsmtb.org](http://www.fsmtb.org)

National Certification Board for Therapeutic Massage and Bodywork: [www.ncbtmb.org](http://www.ncbtmb.org)

### **Nutrition**

Board for Certification of Nutrition Specialists: [www.nutritionspecialists.org](http://www.nutritionspecialists.org)

Clinical Nutrition Certification Board: [www.cnbc.org](http://www.cnbc.org)

### **Sport Psychology**

Association for Applied Sport Psychology: [www.appliedsportpsych.org](http://www.appliedsportpsych.org)

American Counseling Association: [www.counseling.org](http://www.counseling.org)

National Counselor Examination: [www.nbcc.org](http://www.nbcc.org)

# College of Chiropractic

The Doctor of Chiropractic (DC) degree program is a rigorous 12-quarter, first professional degree program offered through the college of chiropractic.

## Purpose Statement

The purpose of the DC program is to provide training for students to develop the knowledge, skills, values, and behaviors necessary to become primary care chiropractic physicians who apply best evidence, critical thinking, effective procedures and professional integrity in the delivery of patient-centered care.

## Graduation Requirements - DC Program

The DC degree is conferred upon the individual who has fulfilled the following program requirements:

- Successful completion, with a minimum cumulative GPA of 2.0, of all required coursework.
- Successful completion of all quantitative and qualitative clinic competency requirements.
- Successful completion of each Clinical Skills Assessment (CSA) exam.
- Freedom from all indebtedness and other obligations to UWS.

The DC program must be completed within six calendar years of the date of matriculation, including leaves of absence and any other period of non-enrollment. Students who have transferred from another DC program must earn the final 25 percent of the total credits required for the DC program at UWS. [Policy 1220 Graduation Requirements DC Program](#)

## Admission to the DC Program

### Application Procedure

UWS admits new students into the DC program in fall (October) and winter (January) academic terms. Prospective students are encouraged to begin the formal application process up to 12 months in advance of their anticipated entry date. It is not necessary for candidates to have completed all prerequisites prior to application. The admissions staff routinely processes applications from students who are still completing prerequisites. Please refer to the catalog section on conditional acceptance.

The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

### Prerequisites

Admission requirements are guided by the prerequisites established by the Council on Chiropractic Education (CCE). UWS admission requirements also reflect institutional expectations of candidates. Applicants are expected to have undergraduate preparation similar to that of other first professional health care professions. Applicants should also be aware that individual state and provincial licensing boards may have different educational requirements for licensure.

| Prerequisites                   | General Suggestions  | Semester Hours | Quarter Hours |
|---------------------------------|--|----------------|---------------|
| Life and Physical Sciences      | UWS recommends a pre-medical foundation as the best preparation for the doctor of chiropractic curriculum. Such courses typically include a full-year sequence of biology, general chemistry, organic or biochemistry, and physics with related laboratory. Courses should be designed for pre-professional or science majors. | 24             | 36            |
| Life and Physical Sciences Labs | At least half of the required life and physical science coursework above must include a substantive laboratory component.  |                |               |
| Humanities and Social Sciences  | Anthropology, art appreciation, comparative religions, English, economics, foreign language, geography, history, philosophy, political science, psychology, sociology, speech communication, women's studies, writing, etc.  | 66             | 99            |
| Additional Courses              | Courses that are in the student's area of interest   |                |               |
|                                 | <b>Total Credits Required</b>  | <b>90</b>      | <b>135</b>    |

- No grades below 2.00 on a 4.00 scale may be accepted.
- If more than one course is taken to fulfill the requirement, the course contents must be unduplicated.

## **Life and Physical Sciences (24 semester hours)**

Courses completed to fulfill entry requirements should be designed for pre-professional or science majors; courses designed for non-science majors are not acceptable. Survey courses are strongly discouraged.

In most cases, an applicant should complete a full-year sequence including laboratory experience in biology, general chemistry, organic chemistry and physics. Individual courses must be completed with a minimum C grade. A “pass” grade will not normally be accepted in fulfillment of any science lecture, but a pass grade is acceptable for the lab component.

### **Life Science**

Life sciences include any of the branches of science that study the structural and functional organization of living organisms and their relationships to each other and the environment. Examples include: biology, anatomy, physiology, biomechanics and zoology.

### **Physical Science**

Physical sciences include any of the branches of science that study the nature and properties of energy and nonliving matter. Examples include: chemistry, physics and statistics.

### **Humanities and Social Sciences**

Students are expected to have a well-rounded distribution of humanities and social science coursework. There is no minimum credit requirement for this prerequisite area.

Humanities courses typically include art history, literature, music, philosophy, religious thought, foreign language and performing arts. Social sciences typically include anthropology, economics, geography, history, political sciences, psychology and sociology. Individual courses must be completed with a minimum C grade.

### **Total Credits and GPA**

All DC matriculates must have completed the equivalent of three academic years of undergraduate study (90 semester or 135 quarter hours) of appropriate pre-professional education courses at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency. Matriculates must have a grade point average of at least 3.0 on a 4.0 scale for these 90 semester or 135 quarter hours.

### **Transfer Credit**

[Policy 2007 Transfer Credit](#) details the requirements for transfer credit.

### **Transfers from Other Health Profession Schools**

UWS gives full consideration to all applicants for admission desiring to transfer from other health profession programs. Students who decide to transfer should do so as soon as possible in order to avoid a delay in admission. Doctor of Chiropractic program transfer students must earn the final 25 percent of program credits at UWS.

### **Program of Study for DC Transfer Students**

By carefully following their customized program of study, DC students who transfer with one year or less of coursework completed in another chiropractic program may be able to complete the DC program at UWS in approximately the same length of time as they would have if they had not transferred. However, this depends upon the student's unique situation. Students who transfer with more than one year of coursework completed at another DC program may require additional time to meet all UWS graduation requirements due to variations in credit value, term length (semester/trimester/quarter differences), and placement of courses (e.g., some programs introduce adjusting courses later than UWS).

Transferring students should bear in mind that graduation requirements are set by both UWS and the Council on Chiropractic Education (CCE) and stipulate specific numbers of both credit and instructional hours. Students who transfer may have to complete additional instructional hours or credit hours, or may need to take some coursework from lower quarters, resulting in a mixed schedule for one or more terms. UWS requires that students successfully complete at least the final 25 percent of program credits at UWS to be eligible to earn the degree.

The dean of the college of chiropractic, in consultation with the faculty department chairs, will assess individual courses for transfer credit. The registrar maintains a copy of remaining course and credit hour graduation requirements for each transfer student, along with a specific enrollment plan for meeting those requirements.

### **Credit by Examination**

UWS recognizes credits in the humanities and social sciences completed by examination. Testing programs include, but are not limited to, the College Level Examination Program (CLEP), institutional proficiency exams, such as



DANTES, NY Board of Regents College Examinations, or college challenge exams. For acceptance, courses and credit hours must be listed on a transcript from an institution with regional accreditation.

Credit by examination is generally not allowed for biology, chemistry or physics courses completed to satisfy the minimum entry requirements in those areas.

### **Age of Course Credits**

Based upon the experience of previous entering students, UWS recommends that at least half of the biology and organic chemistry coursework be completed within five years of entry into the DC program. When age of coursework is an issue, consideration is given on an individual basis; job-related experiences in biology or organic chemistry may be assessed as a compensating factor.

### **Technical Standards**

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent in respective courses of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll, with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## **International Applicants**

UWS encourages international students to apply for admission to the DC program. One-fifth or more of recent entering classes have come from outside the U.S., primarily from Canada. To be eligible for admission, international students must have completed coursework equivalent to that outlined in the section on prerequisites.

Candidates whose education has been completed outside the U.S. or Canada must have their educational credentials evaluated by a NACES-affiliated international education evaluation service and the results forwarded directly to the office of admissions.

Prospective students for whom English is not their native language must also provide proof of adequate English language skills. UWS expects a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL iBT). A paper-based version of the test is available in areas where TOEFL iBT testing is not possible. TOEFL scores may be reported directly to UWS using institutional code number 4979.

Additional individual assessment is made during the admissions process regarding the applicant's demonstrated competence in reading, writing and speaking English. If questions arise regarding competency in language skills, further testing may be required before entrance.

### **International Students Studying in the U.S.**

International students, including Canadian citizens, accepted into the DC program must meet U.S. Department of Homeland Security guidelines for studying in the U.S. prior to crossing the border to enroll at UWS. Students should initiate this process with plenty of lead-time, preferably several months before leaving home. Questions about enrolling as an international student should be directed to the [office of admissions](#).

## **Financial Aid Awards - DC Program**

All DC students are automatically considered for all types of aid, in the order listed below. Students are awarded the maximum amount for each type of aid, based on their eligibility as calculated by the U.S. Department of Education. The following are the types of financial aid available to DC students:

### **Federal Perkins Loans**

The U.S. Congress has passed legislation phasing out the Federal Perkins program. Barring revised legislation, only continuing students are eligible to receive Perkins funding.

### **Federal Direct Loans (alternatively known as Unsubsidized Stafford Loans)**

- The U.S. Department of Education is the lender.
- Students are eligible to borrow up to the annual limit for every nine consecutive months of study at UWS.
- Annual Direct Loan limit: \$33,000.
- Aggregate (lifetime) Direct Loan limit in the DC program: \$224,000.

- No payments are required while students are enrolled at least halftime.
- Grace period: Students have six months after graduation or leaving school before repayment begins.
- Fees: approximately one percent (deducted from each loan disbursement). Information on interest rates is available [online](#) rates or from the office of financial aid.

### **Federal Direct Grad PLUS Loans**

- Annual limit: Cost of attendance minus other financial assistance, such as loans and scholarships.
- Credit check required; co-signer (endorser) may be required in some cases.
- The U.S. Department of Education (ED) is the lender and will assign a servicer.
- Fees: approximately 4.3 percent (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid.

### **Federal Work Study**

Student employment is available on campus in a number of departments. Contact the office of financial aid for more information.

### **Other Non-Federal Sources of Funding**

Admitted students in all programs may be eligible for non-federal sources of funding. Please refer to the catalog section on Tuition and Financial Aid Overview for information on non-federal sources of funding.

### **Satisfactory Academic Progress for Financial Aid Eligibility (SAP) - DC Program**

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

### **Financial Aid for International Students**

University of Western States offers a \$1,000 U.S. per term grant to all international students enrolling full time in the Doctor of Chiropractic program; eligible students enrolled at less than full time will receive a prorated amount. To remain eligible, students must maintain a 2.5 GPA while enrolled in the Doctor of Chiropractic program. The grant is valid for the duration of the program.

### **Canadian Student Aid**

Canadian students are eligible to apply for aid from Canada while attending UWS. Students will need to [contact their province](#) to identify the appropriate application to qualify for federal and/or provincial financial aid. Canadian students apply each year by completing an application online through the [student financial assistance website of the home province or territory](#). Application forms should be submitted to the UWS office of financial aid by March 1 for priority processing. In addition, some Canadian students elect to access a student line of credit from a Canadian bank. Some lending institutions offer loan funding specifically for chiropractic study.

### **Other Countries**

International students often receive government-funded loans and grants from their countries of origin, and may also utilize educational lines of credit and other alternative sources of loans to cover their educational expenses at UWS. For assistance in determining what types of federal aid are available from a specified home country, please contact the country's education department. For information about lines of credit or alternative loans, students should research the available options at banks and other financial institutions of their country. If students are required to provide proof of their educational costs to receive financial aid from their home country, please furnish the necessary documents to the office of financial aid for certification. For proof of enrollment, please contact the registrar.

### **Professional Responsibilities of Students**

Chiropractic is a licensed profession in all 50 states and the Canadian provinces. When a profession is licensed in Oregon, as in most states, only those individuals who have a valid license or are operating under the direct supervision of a licensed UWS faculty member are allowed to practice. An individual is likewise forbidden to make it appear that they are licensed, if they are not in fact licensed, or to mislead the public in any way regarding the issue of licensure or competence to practice the licensed profession.

Students need to be acutely aware of this legal boundary and conduct themselves accordingly, both on and off campus. It is illegal for students to diagnose or engage in any form of treatment of individuals unless they are being supervised under the authority of the university or a duly designated agent of the university. This usually means that

evaluation and care are being pursued in university facilities or under the direct supervision of an Oregon-licensed chiropractic physician who is a faculty member at UWS.

## Chiropractic Licensure

The Doctor of Chiropractic program is designed to offer students chiropractic education sufficient to qualify for licensure in all 50 states and in foreign jurisdictions. Licensure regulations vary from one jurisdiction to another and are subject to change. Students should contact individual licensing boards and consult the Federation of Chiropractic Licensing Boards (FCLB) [website](#) for updated information regarding licensure requirements in each state.

Students applying to the chiropractic degree program are responsible for contacting the chiropractic examining boards for the states or provinces in which they are interested in practicing to become aware of the licensure requirements in those states or provinces, particularly as they pertain to pre-chiropractic educational requirements.

## The National Board of Chiropractic Examiners

The National Board of Chiropractic Examiners (NBCE) is recognized throughout the United States. Its stated purpose is to evaluate the entry-level competencies of applicants for chiropractic licensure. DC graduates must pass NBCE Parts I, II, III, and IV to become eligible to take chiropractic licensing exams in most states. UWS does not require students to take the national board examinations. However, failure to do so will make a student ineligible for licensure in most states. National board scores cannot be used to replace grades earned in courses at UWS. Additional details regarding the national board examinations are available in the office of the registrar, the university library, or directly from the [National Board of Chiropractic Examiners](#) in Greeley, Colorado. [UWS student performance](#) on NBCE exams is available on the university website.

## Canadian Licensure

Canada's Council on Chiropractic Education (CCE-Canada) has established chiropractic program admission prerequisites slightly different from those of CCE-USA. Canada requires three full years in a university program or at an institution(s) recognized at the university level by a provincial Ministry of Education. Further, each province has the authority to set its own requirements for licensure, which are not necessarily linked to CCE-Canada's prerequisites. It is important that Canadian students entering the UWS DC program contact the chiropractic examining boards for the Canadian provinces in which they are interested in practicing, to become aware of each province's licensure requirements.

## Expected Learning Outcomes - DC Program

The University of Western States Doctor of Chiropractic program prepares its graduates to practice as primary care chiropractic physicians with the following competencies:

1. Perform appropriate patient assessments and formulate a diagnosis(es).
2. Develop, execute and update appropriate case management plans.
3. Deliver safe, appropriate and effective treatments.
4. Produce, update and protect accurate patient records and relevant documentation.
5. Recall and apply knowledge of basic and clinical sciences pertinent to health care.
6. Demonstrate evidence-informed critical thinking and decision-making skills resulting in sound clinical reasoning and judgment.
7. Communicate effectively and appropriately in patient care and professional interactions.
8. Promote health, wellness, safety and disease prevention including public health issues relevant to patients.
9. Demonstrate ethical conduct and knowledge of the legal responsibilities of a health care provider and clinical practice owner or employee.
10. Critically access, appraise and apply scientific literature and other health information resources to provide effective patient care and promote intellectual and professional development.
11. Recognize the evolution of chiropractic and describe its role in integrative health care.

## Curriculum Sequence - DC Program

The three-letter abbreviation that begins each course designation indicates its academic area:

|            |                       |            |                            |
|------------|-----------------------|------------|----------------------------|
| <b>BSC</b> | Basic Sciences        | <b>CLI</b> | Clinical Internship        |
| <b>CHR</b> | Chiropractic Sciences | <b>CSA</b> | Clinical Skills Assessment |
| <b>CSC</b> | Clinical Sciences     | <b>ELE</b> | Electives                  |
| <b>CED</b> | Clinical Education    |            |                            |

| Qtr.      | Course # | Course Name                                | Lecture | Lab  | Clinical | Clock | Credit | Grade |
|-----------|----------|--|---------|------|----------|-------|--------|-------|
| 1         | BSC5102  | Spinal Anatomy                             | 1       | 1    | 0        | 22    | 1.5    | G     |
| 1         | BSC5103  | Gross Anatomy I                            | 4       | 6    | 0        | 110   | 7      | G     |
| 1         | BSC5114  | Structural Biochemistry                    | 4       | 1    | 0        | 55    | 4.5    | G     |
| 1         | BSC5116  | Cell Biology                               | 3       | 1    | 0        | 44    | 3.5    | G     |
| 1         | CHR5122  | Introduction to Health Care                | 3       | 0    | 0        | 33    | 3      | G     |
| 1         | CHR5126  | Spinal Biomechanics                        | 1       | 0    | 0        | 11    | 1      | G     |
| 1         | CHR5137  | Surface Anatomy                            | 0       | 3    | 0        | 33    | 1.5    | P/F   |
| 1         | CSC5183  | Spine & Pelvis Radiographic Anatomy        | 1.5     | 1.5  | 0        | 33    | 2.25   | G     |
| Q1 Totals |          |  | 17.5    | 13.5 | 0        | 341   | 24.25  |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab  | Clinical | Clock | Credit | Grade |
| 2         | BSC5203  | Gross Anatomy II                           | 4       | 3    | 0        | 77    | 5.5    | G     |
| 2         | BSC5215  | Intermediary Metabolism                    | 4       | 1    | 0        | 55    | 4.5    | G     |
| 2         | BSC5217  | Histology                                  | 4       | 2    | 0        | 66    | 5      | G     |
| 2         | CHR5223  | Exploring the Chiropractic Profession      | 1       | 0    | 0        | 11    | 1      | P/F   |
| 2         | CHR5227  | Spinal Kinetics and Kinematics             | 2       | 0    | 0        | 22    | 2      | G     |
| 2         | CHR5231  | Adjustive Psychomotor Skills               | 0       | 2    | 0        | 22    | 1      | P/F   |
| 2         | CHR5235  | Spinal Assessment                          | 0       | 4    | 0        | 44    | 2      | P/F   |
| 2         | CSC5244  | Information Mastery                        | 1       | 0    | 0        | 11    | 1      | P/F   |
| 2         | CSC5284  | Extremity Radiographic Anatomy             | 1       | 1    | 0        | 22    | 1.5    | G     |
| Q2 Totals |          |  | 17      | 13   | 0        | 330   | 23.5   |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab  | Clinical | Clock | Credit | Grade |
| 3         | BSC5302  | Neuroanatomy                               | 6       | 2    | 0        | 88    | 7      | G     |
| 3         | BSC5304  | Gross Anatomy III                          | 4       | 3    | 0        | 77    | 5.5    | G     |
| 3         | BSC5309  | Physiology I                               | 4       | 2    | 0        | 66    | 5      | G     |
| 3         | BSC5314  | Human Development                          | 3       | 0    | 0        | 33    | 3      | G     |
| 3         | CHR5322  | Thoracic Manipulation Lecture              | 2       | 0    | 0        | 22    | 2      | G     |
| 3         | CHR5325  | Chiropractic Theories                      | 1       | 0    | 0        | 11    | 1      | G     |
| 3         | CHR5333  | Thoracic Manipulation Lab                  | 0       | 4    | 0        | 44    | 2      | P/F   |
| 3         | CSC5385  | Soft Tissue Normal Imaging                 | 1       | 1    | 0        | 22    | 1.5    | G     |
| Q3 Totals |          |  | 21      | 12   | 0        | 363   | 27     |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab  | Clinical | Clock | Credit | Grade |
| 4         | BSC6103  | Neurophysiology                            | 5       | 0    | 0        | 55    | 5      | G     |
| 4         | BSC6109  | Physiology II                              | 5       | 0    | 0        | 55    | 5      | G     |
| 4         | BSC6112  | Microbiology, Immunology and Public Health | 5       | 1    | 0        | 66    | 5.5    | G     |
| 4         | BSC6118  | Fundamental Pathology                      | 6       | 0    | 0        | 66    | 6      | G     |
| 4         | CED6145  | History Taking and Communication Skills    | 1       | 1    | 0        | 22    | 1.5    | P/F   |
| 4         | CHR6125  | Rehabilitation Principles                  | 1       | 2    | 0        | 33    | 2      | P/F   |
| 4         | CHR6126  | Pelvic Manipulation Lecture                | 1       | 0    | 0        | 11    | 1      | G     |
| 4         | CHR6127  | Pelvic Manipulation Lab                    | 0       | 3    | 0        | 33    | 1.5    | P/F   |
| 4         | CSC6179  | Evaluating Therapy Studies                 | 2       | 0    | 0        | 22    | 2      | G     |
| 4         | CSC6187  | Radiation Physics and Safety               | 2       | 1    | 0        | 33    | 2.5    | G     |
| Q4 Totals |          |  | 28      | 8    | 0        | 396   | 32     |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab  | Clinical | Clock | Credit | Grade |
| 5         | BSC6203  | Nutrition                                  | 4       | 0    | 0        | 44    | 4      | G     |
| 5         | BSC6207  | Genetics                                   | 4       | 0    | 0        | 44    | 4      | G     |
| 5         | BSC6213  | Clinical Microbiology and Public Health    | 5       | 2    | 0        | 77    | 6      | G     |
| 5         | BSC6219  | Systems Pathology                          | 4       | 0    | 0        | 44    | 4      | G     |
| 5         | CED6250  | Head and Neck Diagnosis & Management       | 3       | 0    | 0        | 33    | 3      | G     |
| 5         | CED6251  | Head and Neck Physical Assessment          | 0       | 2    | 0        | 22    | 1      | P/F   |
| 5         | CHR6225  | Lumbar Manipulation Lecture                | 1       | 0    | 0        | 11    | 1      | G     |
| 5         | CHR6226  | Joint Dysfunction and Pain Syndromes       | 1       | 0    | 0        | 11    | 1      | P/F   |
| 5         | CHR6228  | Tissue Biomechanics                        | 2       | 0    | 0        | 22    | 2      | G     |
| 5         | CHR6235  | Lumbar Manipulation Lab                    | 0       | 3    | 0        | 33    | 1.5    | P/F   |
| 5         | CSC6275  | Dermatology and Infectious Disease         | 2       | 0    | 0        | 22    | 2      | G     |



| 5         | CSC6278  | Evaluating Diagnosis Studies               | 2       | 0   | 0        | 22    | 2      | G     |
|-----------|----------|--|---------|-----|----------|-------|--------|-------|
| 5         | CSC6281  | Imaging Clinical Decision Making           | 2       | 0   | 0        | 22    | 2      | G     |
| Q5 Totals |          |  | 30      | 7   | 0        | 407   | 33.5   |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 6         | CED6345  | Cardiopulmonary Diagnosis & Management     | 4       | 0   | 0        | 44    | 4      | G     |
| 6         | CED6346  | Thorax and Abdomen Physical Assessment     | 0       | 2   | 0        | 22    | 1      | P/F   |
| 6         | CED6370  | Patient Management and Charting            | 2       | 0   | 0        | 22    | 2      | P/F   |
| 6         | CHR6326  | Spinal Disorders: Diagnosis and Management | 6       | 0   | 0        | 66    | 6      | G     |
| 6         | CHR6327  | Neuro-Orthopedic Assessment of the Spine   | 0       | 2   | 0        | 22    | 1      | P/F   |
| 6         | CHR6332  | Extremity Biomechanics                     | 2       | 0   | 0        | 22    | 2      | G     |
| 6         | CHR6333  | Extremity Muscle Testing                   | 0       | 2   | 0        | 22    | 1      | P/F   |
| 6         | CHR6338  | Cervical Manipulation Lecture              | 1       | 0   | 0        | 11    | 1      | G     |
| 6         | CHR6341  | Spinal Rehabilitation                      | 0       | 2   | 0        | 22    | 1      | P/F   |
| 6         | CHR6342  | Cervical Manipulation Lab                  | 0       | 4   | 0        | 44    | 2      | P/F   |
| 6         | CHR6343  | Extremity Joint Play Assessment            | 0       | 2   | 0        | 22    | 1      | P/F   |
| 6         | CSC6367  | Clinical Laboratory                        | 3       | 2   | 0        | 55    | 4      | G     |
| Q6 Totals |          |  | 18      | 16  | 0        | 374   | 26     |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 7         | CED7160  | Intern Development                         | 1       | 2   | 0        | 33    | 2      | P/F   |
| 7         | CED7161  | Clinical Training - Phase I                | 2       | 2   | 0        | 44    | 3      | P/F   |
| 7         | CED7164  | Gastrointestinal Diagnosis & Management    | 3       | 0   | 0        | 33    | 3      | G     |
| 7         | CHR7128  | Lower Extremity Diagnosis and Management   | 3       | 0   | 0        | 33    | 3      | G     |
| 7         | CHR7129  | Lower Extremity Orthopedic Assessment      | 0       | 2   | 0        | 22    | 1      | P/F   |
| 7         | CHR7130  | Lower Extremity Taping and Splinting       | 0       | 1   | 0        | 11    | 0.5    | P/F   |
| 7         | CHR7139  | Extremity Joint Manipulation               | 0       | 2   | 0        | 22    | 1      | P/F   |
| 7         | CHR7140  | Spinal Manipulation Review                 | 0       | 3   | 0        | 33    | 1.5    | P/F   |
| 7         | CHR7163  | Physiotherapy Modalities                   | 2       | 2   | 0        | 44    | 3      | G     |
| 7         | CSC7167  | Clinical Pathology                         | 3       | 0   | 0        | 33    | 3      | G     |
| 7         | CSC7175  | Emergency Care                             | 1       | 0   | 0        | 11    | 1      | P/F   |
| 7         | CSC7177  | Transitioning Into Practice                | 1       | 0   | 0        | 11    | 1      | G     |
| 7         | CSC7188  | X-ray Positioning - Spine and Thorax       | 1       | 1   | 0        | 22    | 1.5    | G     |
| 7         | CSC7192  | Bone Pathology I                           | 2       | 1   | 0        | 33    | 2.5    | G     |
| Q7 Totals |          |  | 19      | 16  | 0        | 385   | 27     |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 8         | CED7210  | Clinical Training - Phase II               | 2       | 2   | 0        | 44    | 3      | P/F   |
| 8         | CHR7230  | Upper Extremity Diagnosis and Management   | 3       | 0   | 0        | 33    | 3      | G     |
| 8         | CHR7231  | Upper Extremity Orthopedic Assessment      | 0       | 2   | 0        | 22    | 1      | P/F   |
| 8         | CHR7232  | Upper Extremity Taping and Splinting       | 0       | 1   | 0        | 11    | 0.5    | P/F   |
| 8         | CHR7233  | Extremity Manipulation and Review          | 0       | 2   | 0        | 22    | 1      | P/F   |
| 8         | CHR7266  | Advanced Rehabilitation                    | 2       | 2   | 0        | 44    | 3      | G     |
| 8         | CLI7210  | Clinical Internship I                      | 0       | 0   | 6        | 66    | 2      | P/F   |
| 8         | CSC7268  | Doctor/Patient Communication               | 1       | 1   | 0        | 22    | 1.5    | G     |
| 8         | CSC7271  | Clinical Nutrition and Botanicals I        | 4       | 0   | 0        | 44    | 4      | G     |
| 8         | CSC7289  | X-ray Positioning - Extremities and Pelvis | 1       | 1   | 0        | 22    | 1.5    | G     |
| 8         | CSC7293  | Bone Pathology II                          | 3       | 1   | 0        | 44    | 3.5    | G     |
| Q8 Totals |          |  | 16      | 12  | 6        | 374   | 24     |       |
| Qtr.      | Course # | Course Name                                | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 9         | CED7307  | Clinical Training - Phase III              | 2       | 2   | 0        | 44    | 3      | P/F   |
| 9         | CHR7330  | Thoracic Case Management                   | 1       | 0   | 0        | 11    | 1      | G     |
| 9         | CHR7331  | Thoracic Case Practicum                    | 0       | 2   | 0        | 22    | 1      | P/F   |
| 9         | CLI7307  | Clinical Internship II                     | 0       | 0   | 10       | 110   | 3.25   | P/F   |
| 9         | CSA7313  | Written Clinical Skills Assessment         | 0       | 0   | 0        | 0     | 0      | P/F   |
| 9         | CSA7314  | Practical Clinical Skills Assessment       | 0       | 0   | 0        | 0     | 0      | P/F   |
| 9         | CSC7324  | Clinical Neurology                         | 5       | 0   | 0        | 55    | 5      | G     |
| 9         | CSC7366  | Jurisprudence and Ethics                   | 2       | 0   | 0        | 22    | 2      | G     |

|                          |                 |  |                |              |                 |               |               |              |
|--------------------------|-----------------|--|----------------|--------------|-----------------|---------------|---------------|--------------|
| 9                        | CSC7367         | Genitourinary Survey                   | 4              | 0            | 0               | 44            | 4             | G            |
| 9                        | CSC7372         | Clinical Nutrition and Botanicals II   | 1              | 0            | 0               | 11            | 1             | G            |
| 9                        | CSC7375         | Introduction to Pharmacology           | 3              | 0            | 0               | 33            | 3             | G            |
| 9                        | CSC7377         | Marketing and Advertising              | 1              | 0            | 0               | 11            | 1             | G            |
| 9                        | CSC7394         | Bone Pathology III                     | 1              | 1            | 0               | 22            | 1.5           | G            |
| <b>Q9 Totals</b>         |                 |  | <b>20</b>      | <b>5</b>     | <b>10</b>       | <b>385</b>    | <b>25.75</b>  |              |
| <b>Qtr.</b>              | <b>Course #</b> | <b>Course Name</b>                     | <b>Lecture</b> | <b>Lab</b>   | <b>Clinical</b> | <b>Clock</b>  | <b>Credit</b> | <b>Grade</b> |
| 10/11                    | CHR8127         | Cervical Case Management               | 1              | 0            | 0               | 11            | 1             | P/F          |
| 10/11                    | CHR8140         | Cervical Case Practicum                | 0              | 2            | 0               | 22            | 1             | P/F          |
| 10                       | CLI8159         | Clinical Internship III                | 0              | 0            | 25              | 325           | 8.25          | P/F          |
| 10/11                    | CSA8165         | Radiology Clinical Skills Assessment   | 0              | 0            | 0               | 0             | 0             | P/F          |
| 10/11                    | CSC8165         | Correlative and Differential Diagnosis | 4              | 0            | 0               | 44            | 4             | G            |
| 10/11                    | CSC8167         | Minor Surgery/Proctology               | 2.5            | 0            | 0               | 27.5          | 2.5           | G            |
| 10/11                    | CSC8171         | Chiropractic Business Plans            | 2              | 0            | 0               | 22            | 2             | G            |
| 10/11                    | CSC8173         | Obstetrics                             | 2              | 0            | 0               | 22            | 2             | G            |
| 10/11                    | CSC8174         | Genitourinary Lab                      | 0              | 1            | 0               | 11            | 0.5           | P/F          |
| 10/11                    | CSC8181         | Clinically Applied Evidence I          | 1              | 0            | 0               | 11            | 1             | P/F          |
| 10/11                    | CSC8199         | Soft Tissue Interpretation             | 1              | 1            | 0               | 22            | 1.5           | G            |
| <b>Q10/11 Totals</b>     |                 |  | <b>13.5</b>    | <b>4</b>     | <b>25</b>       | <b>517.5</b>  | <b>23.75</b>  |              |
| <b>Qtr.</b>              | <b>Course #</b> | <b>Course Name</b>                     | <b>Lecture</b> | <b>Lab</b>   | <b>Clinical</b> | <b>Clock</b>  | <b>Credit</b> | <b>Grade</b> |
| 10/11                    | CHR8226         | Lumbopelvic Case Management            | 2              | 0            | 0               | 22            | 2             | P/F          |
| 10/11                    | CHR8231         | Lumbopelvic Case Practicum             | 0              | 2            | 0               | 22            | 1             | P/F          |
| 10/11                    | CHR8241         | Chiropractic Technique Survey          | 0              | 2            | 0               | 22            | 1             | P/F          |
| 11                       | CLI8262         | Clinical Internship IV                 | 0              | 0            | 25              | 325           | 8.25          | P/F          |
| 10/11                    | CSC8266         | Clinical Pediatrics                    | 3              | 0            | 0               | 33            | 3             | G            |
| 10/11                    | CSC8267         | Clinical Geriatrics                    | 2              | 0            | 0               | 22            | 2             | G            |
| 10/11                    | CSC8268         | Clinical Psychology                    | 3              | 0            | 0               | 33            | 3             | G            |
| 10/11                    | CSC8272         | Billing, Coding & Documentation        | 2              | 0            | 0               | 22            | 2             | G            |
| 10/11                    | CSC8281         | Clinically Applied Evidence II         | 1              | 0            | 0               | 11            | 1             | P/F          |
| 10/11                    | CSC8295         | Bone Pathology IV                      | 1              | 1            | 0               | 22            | 1.5           | G            |
| <b>Q10/11 Totals</b>     |                 |  | <b>14</b>      | <b>5</b>     | <b>25</b>       | <b>534</b>    | <b>24.75</b>  |              |
| <b>Qtr.</b>              | <b>Course #</b> | <b>Course Name</b>                     | <b>Lecture</b> | <b>Lab</b>   | <b>Clinical</b> | <b>Clock</b>  | <b>Credit</b> | <b>Grade</b> |
| 12                       | CLI8362         | Clinical Internship V                  | 0              | 0            | 27              | 297           | 9             | P/F          |
| <b>Q12 Totals</b>        |                 |  | <b>0</b>       | <b>0</b>     | <b>27</b>       | <b>297</b>    | <b>9</b>      |              |
| <b>Curriculum Totals</b> |                 |  | <b>214</b>     | <b>111.5</b> | <b>93</b>       | <b>4703.5</b> | <b>300.5</b>  |              |
| <b>Qtr.</b>              | <b>Course #</b> | <b>Elective</b>                        | <b>Lecture</b> | <b>Lab</b>   | <b>Clinic</b>   | <b>Clock</b>  | <b>Credit</b> | <b>Grade</b> |
| 10/11                    | CSC8178         | Minor Surgery/Proctology Lab Elective  | 0              | 1            | 0               | 11.0          | 0.5           | P/NP         |

## Chiropractic Techniques - DC Program

University of Western States is committed to quality, safety and effectiveness in the care of patients. The university understands and appreciates the broad diversity of adjustive techniques that may have value for patients, and carefully considers which techniques will be taught within the core curriculum based on the available time to teach techniques, the best available evidence for approaches, and the consensus opinion of the faculty.

## Electives - DC Program

The curriculum of the DC program is tightly structured and contains the academic material and clinical experiences necessary to meet the standards of licensure boards and the demands of the profession. Electives are occasionally offered in addition to the prescribed course of study but are not a requirement for graduation. They may be offered at special times, including during term breaks. Tuition for elective courses is not included in base tuition costs; enrolling in elective courses will require paying additional tuition.

## Course Descriptions - DC Program

The numbers in parentheses following each course description are the hours that each class meets per week during a typical 11-week quarter (lecture hours + lab hours).

### Basic Sciences

**BSC5102 Spinal Anatomy (1.5 credits)**

This course is an introduction to the structure and function of the human vertebral column. Topics of study include the osteology, arthrology, syndesmology and the neurovascular supply of the spine. A limited number of clinical conditions of the spine are introduced in the lecture material. The occipital, cervical, thoracic, lumbar, and sacral regions of the spine are studied in the laboratory with human bone specimens. The laboratory also includes a number of unique cadaveric prosections that offer an opportunity to study the anatomy of the different vertebral regions. (1+1)

**BSC5103 Gross Anatomy I (7 credits)**

In this course, students study the normal regional anatomy of the back, upper extremity and lower extremity. Particular attention is paid to the anatomical relationship of bones, joints, muscles, blood vessels, and peripheral nerves in these regions. Introductory anatomical concepts are also included utilizing online learning resources. Lectures emphasize the concepts, terminology, and information needed to appreciate the normal organization of the region under study. Lectures also prepare the student for laboratory dissection of the human cadaver. Students work in small groups during dissection labs to dissect, visualize, and explore the anatomical structures of each region and to observe the individual variations that exist from person to person. (4+6)

**BSC5114 Structural Biochemistry (4.5 credits)**

This course defines and explains the relationship between structure and function of the four biomolecules: amino acids, nucleotides, carbohydrates, and lipids. Students will develop connections between molecular structure and nutrition, physiology, and clinical diagnosis. To explain the biological context of structure, students first review acid-base chemistry and the chemical properties of water and lipids are reviewed. To understand how protein structure dictates function, students identify chemical and structural aspects of a protein that support the general physiology of proteins as well as enzyme catalysis. Next, students study nucleic acids in the context of their role in replication, transcription, and translation. Finally, students will describe carbohydrates and lipids in the context of storage and subcellular structure. This course has an accompanying recitation forum that parallels the lecture material with emphasis on clinical correlates. (4+1)

**BSC5116 Cell Biology (3.5 credits)**

This course provides the student with a basic understanding of normal cellular structure and function. The course is presented in modules framed around ten clinical correlations. Each clinical disorder is presented at the beginning of a module and is then followed by a discussion of the relevant general cellular principles. The module is completed by discussing the specific cell biological basis for the disorder. Four modules are framed around the cell membrane, and other modules deal with endoplasmic reticulum, Golgi apparatus, lysosome, mitochondrion, cytoskeleton, and nucleus. The laboratory sessions consist of an introduction to light microscopy, basic cells and structure, and electron micrographs of the lecture material. (3+1)

**BSC5203 Gross Anatomy II (5.5 credits)**

This course highlights the regional anatomy of the head and anterolateral neck. In lectures and dissection labs students learn the detailed anatomy of the muscles, nerves, bones, joints, blood vessels, organs of special sense, and visceral structures of the region. The structural and functional features of the cranial nerves, the organization of the autonomic nervous system, and the innervation of the spine and paraspinal tissue are also presented. In lab, all students will dissect human cadavers and study the anatomical variation in structures associated with the deep and superficial neck and head, including the cranial vault, oral and nasal cavities, pharynx, and larynx. (4+3)

**BSC5215 Intermediary Metabolism (4.5 credits)**

This course describes the process by which nutritive material is converted into cellular components. Students will identify each enzyme, cofactor, and chemical intermediate, and explain key regulation points in each metabolic pathway. Further, students will assess how defects in vitamins or enzymes influence each process. Topics in carbohydrate metabolism include glucose uptake from blood to cell, glycolysis, aerobic and anaerobic metabolism, the pentose shunt, gluconeogenesis, and glycogen metabolism. Lipid metabolism topics include the mobilization and oxidation of fatty acids, ketone body formation, fatty acid synthesis, triglyceride synthesis, phospholipid synthesis, cholesterol synthesis, and lipid transport. For amino acid metabolism, topics include urea synthesis, catabolism of amino acid carbon skeletons, and synthesis of non-essential amino acids. Topics in nucleotide metabolism are focused on the biosynthesis of purines, pyrimidines, and deoxynucleotides, as well as purine catabolism and pathogenesis of gout. As a final topic, vitamins are discussed in terms of general function, coenzyme forms, and deficiency. This course has an accompanying recitation forum that parallels the lecture material with emphasis on disorders of metabolism. (4+1)

**BSC5217 Histology (5 credits)**

In this course students will learn the microscopic anatomy of the following organ systems: integumentary, musculoskeletal, vascular, nervous, digestive, respiratory, lymphatic, urinary, and reproductive. Intervertebral and synovial joint histology is covered. Students learn the structure, function, and location of each of the four basic

tissue types (epithelium, connective tissue, muscle, nervous tissue) and how they each contribute to organ structure and function. Microscopic morphology, composition, organization, and resultant function are emphasized. In the associated labs, students learn proper technique for using a microscope and thoroughly examine commercially prepared histological specimens from all relevant tissues and organs. (4+2)

**BSC5302 Neuroanatomy (7 credits)**

This course describes the detailed anatomy and functional features of macro- and micro-anatomical structures in the brain and spinal cord. In this course, students first learn the basic structural and organizational features of the spinal cord and brain. Students then consider the interactions of spinal cord and brain structures that comprise major sensory and motor functional pathway systems. In lecture and in lab, course material includes discussion of neurological deficits associated with disturbances of brain and spinal cord structures. In the lab, students study whole and dissected human brain specimens and stained sections of the human brainstem and spinal cord that display normal and diseased structure. (6+2)

**BSC5304 Gross Anatomy III (5.5 credits)**

In this course, students study the normal regional anatomy of the thorax, abdomen, pelvis, and perineum, including discussions of the heart, lungs, digestive, urinary, endocrine, and reproductive systems. Particular attention is paid to the terminology, position, and relationship of these organs to each other in the body cavity, as well as their blood supply and innervation by the autonomic nervous system. The anatomical and clinical relationships of the bones, joints, muscles, blood vessels, and peripheral nerves of the body wall are also discussed. Each organ system includes special emphasis on the anatomy of referred pain, an important consideration in the field of chiropractic. The laboratory portion of this course continues the unique opportunity to dissect, visualize, and explore each of the four regions under study. (4+3)

**BSC5309 Physiology I (5 credits)**

This course addresses cardiovascular, respiratory, and renal physiology. Approximately 60% of the course consists of cardiovascular concepts including blood, hemodynamics, cardiac cycle, electrocardiography, blood pressure, central nervous control, peripheral vasculature, systemic circulation, capillary dynamics, and the lymphatic system. Approximately 20% of the course consists of respiratory concepts including ventilation, gas exchange, gas transport, and the control of respiration. The remaining 20% of the course covers renal concepts including glomerular filtration, tubular exchange mechanics, urine formation, body fluid balance, and micturition. Relevant pathological concepts are presented whenever possible. The weekly laboratory sessions consist of observations and experiments on humans; some activities include the use of digital physiological recording equipment to explore the cardiac cycle and the electrocardiogram. Additionally, the lab portion of the course serves as an introduction to the clinical skills of heart auscultation and arterial blood pressure measurement. (4+2)

**BSC5314 Human Development (3 credits)**

This lecture course explores the complex phenomena of human development. Emphasis is on the embryonic period (weeks 1-8) of development. The processes of gametogenesis, fertilization, implantation, embryogenesis, placentation, segmentation, and organogenesis are all discussed. The course provides an understanding of the development of adult body structures in relation to each other. Some general topics of interest include mechanisms for twin formation, heart and limb formation, gender determination, and influences affecting cellular differentiation. Detailed terminology regarding developmental processes and the timing of developmental stages are introduced. Discussions include congenital abnormalities and the factors that disrupt normal development. (3+0)

**BSC6103 Neurophysiology (5 credits)**

This is a limited scope neuroscience course in three parts (modules). The first module contains a cellular and molecular neuroscience component, which includes coverage of the cellular components of the nervous system, synaptic transmission, molecular signaling within neurons, neurotransmitters and receptors, cellular electrophysiology, neuronal damage and regeneration, excitotoxicity, and synaptic plasticity processes, among others. Topical areas in cellular/molecular neuroscience are presented that complement presentations of systems neuroscience (module 2). The second module covers cognitive neuroscience topics including a systems neuroscience component. A select set of clinically relevant cognitive neuroscience topics are covered, including distributed functions of neural/cognitive networks underlying perception, sleep, attention, emotion, memory, and global brain states. The third module is dedicated to the neurophysiology of pain, including but not limited to: nociceptors, transduction of nociceptive signals, nociceptive pathways, and mechanisms of pain modulation. Throughout the course, relevant clinical conditions are presented. (5+0)

**BSC6109 Physiology II (5 credits)**

This course defines and explains the endocrine and gastrointestinal systems, as well as hypothalamic regulation of metabolism and temperature. For each topic, the student will identify the purpose of each gland, organ, hormone, or neurologic stimulus. Further, students will analyze each system in response to endocrine deficiency, excess, or mis-regulation. Hormones from the pituitary, thyroid, adrenals, pancreas, and gonads, as well as those associated with calcium regulation, are studied. For each endocrine category the student will study the pertinent anatomy and



histology, general chemical structure of hormones, hormone biosynthesis, actions of hormones, mechanism of action at target sites, and regulation of secretion. Gastrointestinal physiology topics include neural and hormonal regulation in the gut, behavior of smooth muscle, motility, secretions, digestion, and absorption of nutrients. Metabolic physiology topics include measurement of metabolic rate, factors affecting basal metabolic rate, contributions to calorie expenditure, and regulatory mechanisms associated with food intake. Temperature regulation topics include hypothalamic control of heat gain and heat loss mechanisms. (5+0)

**BSC6112 Microbiology, Immunology, and Public Health (5.5 credits)**

This course is an introduction to the basic principles of microbiology and public health. Structure, metabolism, genetics, and antibiotic therapy of prokaryotic microorganisms is presented. Students develop a practical understanding of the importance of pathogenic bacteria in clinical practice and public health. Lectures cover topics including the causative agents of meningitis, streptococcal sore throat, pneumonia, anaerobic infections, diphtheria, tetanus, and enteric infections. Laboratory exercises include cultivation and diagnostic procedures using live bacteria. There is a comprehensive introduction to the principles of immunology, including development of the immune system, immune injury, and the use of immunization in prevention of infectious diseases. The public health component of the course addresses the basic principles of public health, disease prevention, epidemiology, and international health. Students are asked to find and assess literature concerning public health issues. This exercise reinforces the principles of evidence-based practice. The role of the Chiropractic Health Section of the American Public Health Association and its significance to the chiropractic profession is discussed. (5+1)

**BSC6118 Fundamental Pathology (6 credits)**

This course provides the student with an understanding of the key concepts and major themes of pathology (the study of disease), integrate these concepts with prior knowledge of anatomy and physiology, and prepare the student for the clinical phase of the chiropractic curriculum. The emphasis in this course is on the characteristics of cellular, tissue, and organ responses in disease. Topics of study include the gross and histological features of cell injury and necrosis, a review of metabolic, environmental, and degenerative conditions leading to tissue deposits of various substances, and the cellular and chemical features of acute and chronic inflammation. Characteristics of tissue regeneration and wound healing are reviewed. The etiology, pathogenesis, morphology, and functional aspects of benign and malignant neoplasms are examined. Disturbances of circulation including edema, hemorrhage, thrombosis, embolization, and infarction are described. Disorders of the immune system are surveyed including hypersensitivity reactions, autoimmune disease and immunological deficiencies. Diseases of bone, joints, and muscle and major conditions affecting the organ systems are also reviewed. Topics include osteoporosis and osteomalacia, osteomyelitis and skeletal neoplasms. Structural and clinical features of arthritis (including osteo- and rheumatoid types) and diseases of muscle including the dystrophies and myasthenia gravis are described. (6+0)

**BSC6203 Nutrition (4 credits)**

In this course, the student applies basic biochemical and physiological knowledge to understand the principles of nutritional science and to develop an appreciation of nutrition's role in preventive and therapeutic health care. In reviewing the health issues surrounding each macronutrient and micronutrient, the student learns to assess dietary and other risk factors for diseases that may be preventable through nutritional intervention. Selected clinical applications in therapeutic nutrition are used to illustrate important concepts and to introduce the student to the practice of clinical nutrition. Term projects include practical experience in diet assessment and practice in locating and evaluating nutrition research from an evidence-based perspective. (4+0)

**BSC6207 Genetics (4 credits)**

This course describes the process of inheritance or acquisition of traits. Students will learn how the central dogma and the process of meiosis support Mendelian and non-Mendelian transmission of traits portrayed in pedigree and karyotype analysis. Next, students will learn how environment, gene dosage, and gene expression contribute to the heritability of a trait in a population. Students will identify how gross and microscopic chromosome abnormalities of autosomes and sex chromosomes influence heritable traits, and further, how epigenetic changes modify the expression of traits over a lifetime. Students will also learn how biotechnology techniques enhance the study of the expression of traits. Students will apply their understanding of the transmission and acquisition of traits to genetic disorders of metabolism, cancer, immunity and behavior. This course includes evaluation of clinical scenarios to emphasize each topic and highlight disorders that chiropractors commonly encounter. (4+0)

**BSC6213 Clinical Microbiology and Public Health (6 credits)**

This course is a comprehensive review of pathogenic bacteria, fungi, parasites, and viruses. Emphasis is on epidemiology, pathogenesis, diagnosis, prevention, and treatment. Bacterial diseases include pertussis, sexually transmitted infections (STIs), Lyme disease, tuberculosis, leprosy, typhus, and legionnaire's disease. Medical mycology is explored with emphasis on fungal diseases such as dermatophytoses. The section on parasites includes amoebae, malaria, round worms, and tapeworms. The final section of the course is a comprehensive review of viral diseases, including smallpox, herpes, polio, influenza, measles, mumps, rubella, hepatitis, rabies, and HIV. The laboratory includes bacteriological staining exercises, examination of parasites, and cultivation of fungi. Important public health aspects, including immunizations, are discussed whenever relevant. (5+2)

**BSC6219 Systems Pathology (4 credits)**

This course emphasizes diseases of the organ systems. Major diseases of the cardiovascular and hematopoietic organs, such as arteriosclerosis, aneurysms, ischemic heart disease, anemia, lymphoma, leukemia, and multiple myeloma, are discussed. Diseases of the liver, gall bladder, and pancreas are discussed along with pathological conditions of the gastrointestinal tract, including ulcers, neoplasms, and inflammatory conditions. A number of diseases affecting the nervous system including senile dementia, Parkinson's disease, multiple sclerosis, stroke, and peripheral neuropathies are explored. Conditions affecting the respiratory system, such as bronchitis, emphysema, and asthma are discussed. A variety of diseases involving the kidney and urinary tract as well as a host of pathologies of both male and female reproductive structures are presented. Diagnostic Imaging and multiple case studies are presented throughout the course and there is an increasing emphasis on developing an attitude and frame of mind conducive to success in the clinical phase of the chiropractic curriculum. (4+0)

**Chiropractic Sciences****CHR5122 Introduction to Health Care (3 credits)**

This course explores the origins and evolution of health services in society- starting with professions and practitioners, payers, politics and patients have experienced in health care over time. Through this exploration, the student will gain knowledge of how health care has been shaped into today's iteration of the industry and what the course of history has taught society about health services delivery's role in society. A specific focus and depth of exploration will be committed to chiropractic's chapter in this process and the student as a practitioner in the health care industry. Roles, expectations, duties, opportunities and liabilities will be explored. The successful student will emerge from this course well triangulated to the industry they are training to enter and their place in that industry. Last, a brief glimpse into the future of health care will be undertaken, with emphasis on chiropractic's potential role(s). (3+0)

**CHR5126 Spinal Biomechanics (1 credit)**

This course introduces the student to biomechanical and kinesiological terms and concepts necessary for the development of observational and palpatory skills of the spine and extremities. (1+0)

**CHR5137 Surface Anatomy (1.5 credits)**

This course introduces the student to the fundamental examination skills of observation and palpation and instructs the student in the identification of normal bony and soft tissue landmarks of the spine and extremities. (0+3)

**CHR5223 Exploring the Chiropractic Profession (1 credit)**

This course explores the range and types of chiropractic practice options. Topics include the spectrum of chiropractic examination and treatment procedures, professional practice options, the safety and public perception of chiropractic, and the profession's political and educational organizations, responsibilities, and agendas. (1+0)

**CHR5227 Spinal Kinetics and Kinematics (2 credits)**

This course is devoted to the study of the functional anatomy and kinematics of the spine. Other topics presented include an introduction to the biomechanics of gait, an introduction to treatment principles, and a discussion of cavitation principles. (2+0)

**CHR5231 Adjustive Psychomotor Skills (1 credit)**

This course is devoted to developing the foundation of body mechanics and spinal adjusting psychomotor skills that are central to the safe delivery of adjustive therapy. The course focuses on instruction in adjustive body mechanics, spinal and extremity muscle stretching and endurance training, proprioceptive training and adjustive pre-tension, and adjustive thrust (impulse) drills. (0+2)

**CHR5235 Spinal Assessment (2 credits)**

This course instructs the student in the physical assessment of spinal joint structure and function. Joint assessment procedures of static palpation, motion palpation, end feel, joint play, postural assessment, and range of motion assessment are presented. (0+4)

**CHR5322 Thoracic Manipulation Lecture (2 credits)**

This course is designed to provide the student with an anatomical, biomechanical, and pathophysiologic basis for chiropractic adjustive therapy. It is structured to reinforce methods covered in adjustive technique lab sessions. Topics will include definition and classification of manual therapies, adjustive technique terminology, general and specific thoracic adjusting mechanics, adjusting contraindications/complications, adjustive therapy decision analysis, and adjustive treatment guidelines. (2+0)

**CHR5325 Chiropractic Theories (1 credit)**

This course focuses on the theories of spinal motion segment dysfunction/subluxation. Topics include philosophy and its relationship to chiropractic theory and practice, the concept of the manipulable lesion, definitions, prevalence, diagnosis, theoretic etiology, pathophysiology and health effects of spinal subluxation/dysfunction syndromes, and theoretic effects and mechanisms of adjustive therapy. (1+0)

**CHR5333 Thoracic Manipulation Lab (2 credits)**

This course is devoted to developing foundation adjustive skills and the development of the knowledge, physical exam, and psychomotor skills necessary to provide effective chiropractic adjustments of the spine, with a focus on the thoracic spine. Adjustive techniques include prone, supine, sitting and standing procedures. (0+4)

**CHR6125 Rehabilitation Principles (2 credits)**

This course is devoted to the basic principles of designing rehabilitation programs to treat the soft tissue structures of the body. Lecture presents evidence-based rationale for each of the treatments presented. Laboratory topics include trigger point therapy, instrument-assisted soft tissue manipulation, muscle stretching techniques and lumbar stabilization protocols. (1+2)

**CHR6126 Pelvic Manipulation Lecture (1 credit)**

This course is devoted to the examination and treatment of pelvic manipulative disorders. It is designed to provide the student with an anatomical, biomechanical, and physiologic basis for the evaluation and adjustive management of pelvic subluxation/dysfunction syndromes. (1+0)

**CHR6127 Pelvic Manipulation Lab (1.5 credits)**

This course is devoted to the development of the psychomotor skills necessary for examination and adjustive treatment of pelvic dysfunction. Adjustive techniques include side posture, prone, and drop table procedures. Pubic symphysis adjustments and pelvic blocking techniques are also presented. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the thoracic spine. (0+3)

**CHR6225 Lumbar Manipulation Lecture (1 credit)**

This course is devoted to the examination and treatment of lumbar manipulative disorders. The course provides an anatomical, biomechanical, and pathophysiologic basis for chiropractic manipulative therapy of the lumbar spine. It is designed to complement presentations covered in lumbar technique laboratory sessions. Topics include functional anatomy, biomechanics, evaluation, terminology, adjustive mechanics, complications/contraindications, and adjustive therapy guidelines and decision-making relative to the lumbar spine. (1+0)

**CHR6226 Joint Dysfunction and Pain Syndromes (1 credit)**

This course focuses on various neurological models for spinal joint dysfunction and manipulation. A variety of mechanisms are presented related to the instigation of local and radiating pain, adverse neurological effects in the musculoskeletal system as well as the controversy regarding clinically significant visceral effects. (1+0)

**CHR6228 Tissue Biomechanics (2 credits)**

This course covers the biomechanical properties of muscles, nerves, and connective tissue and tissue injury and repair. Topics include stress-strain curves, length-tension relationships, hysteresis, types of loads and forces, and the response of various types of tissue. Additional emphasis is placed on the pathobiomechanics of low back and whiplash injuries. (2+0)

**CHR6235 Lumbar Manipulation Lab (1.5 credits)**

This course is devoted to the examination and treatment of lumbar subluxation/dysfunction syndromes. The laboratory sessions are devoted to the development of the knowledge, physical exam, and psychomotor skills necessary for effective chiropractic adjustments of the lumbar spine. Adjustive techniques include side posture, prone, and drop table procedures. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the pelvis and thoracic spine. (0+3)

**CHR6326 Spinal Disorders: Diagnosis & Management (6 credits)**

This course introduces the diagnostic and therapeutic knowledge necessary for the management of lesions, defects, or disorders of the neuromusculoskeletal system. Discussion of mechanical, congenital, or traumatic and neuromusculoskeletal disorders affecting the spine and its adjacent soft tissue are emphasized. (6+0)

**CHR6327 Neuro-Orthopedic Assessment of the Spine (1 credit)**

This course introduces the diagnostic and therapeutic skills necessary for the management of lesions, defects, or disorders of the neuromusculoskeletal system. The skills of examination and management of mechanical, congenital, or traumatic and neuromusculoskeletal disorders affecting the spine and its adjacent soft tissue are emphasized. (0+2)

**CHR6332 Extremity Biomechanics (2 credits)**

This course is devoted to the study of functional anatomy, kinematics and biomechanics of the upper and lower extremities. Topics include joint structure, principles of joint movement, gait, and a joint-by-joint evaluation. (2+0)

**CHR6333 Extremity Muscle Testing (1 credit)**

This course is devoted to the study of functional anatomy and kinematics of the extremities. Laboratory sessions instruct the student in the examination of the extremities with special emphasis on neuromusculoskeletal evaluation and measurement. (0+2)

**CHR6338 Cervical Manipulation Lecture (1 credit)**

This course focuses on topics in cervical spinal adjustive technique. The course provides an anatomical, biomechanical, and pathophysiological basis for cervical and thoraco-cervical manipulative therapy. It is meant to complement presentations covered in cervical adjustive technique laboratory sessions. Topics include biomechanics, selected conditions and treatment, spinal manipulation and vertebrobasilar complications, evaluation, and adjustive mechanics. (1+0)

**CHR6341 Spinal Rehabilitation (1 credit)**

This course is devoted to the evaluation and treatment of spinal soft tissue structures/injuries. Topics include lumbar stabilization protocols, pain centralization protocols (based on McKenzie), muscle energy techniques, joint mobilization, distraction/decompression protocols (based on Cox), key movement patterns and sensory motor training. (0+2)

**CHR6342 Cervical Manipulation Lab (2 credits)**

This course is devoted to the development of adjustive technique skills as applied to the cervical spine. It provides the opportunity for the practical application of palpation, examination, identification of dysfunction, and treatment of the occiput, cervical, and thoraco-cervical spine. Adjustive techniques are presented in the supine, prone, and sitting patient positions, along with selected drop table procedures. (0+4)

**CHR6343 Extremity Joint Play Assessment (1 credit)**

This course is devoted to the development of the knowledge, physical exam, and psychomotor palpation skills necessary for effective chiropractic joint play evaluation of the upper and lower extremities. (0+2)

**CHR7128 Lower Extremity Diagnosis & Management (3 credits)**

This course is devoted to the diagnosis and management of common lower extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (3+0)

**CHR7129 Lower Extremity Orthopedic Assessment (1 credit)**

This course is devoted to the development of the skills of examination, diagnosis, and management of lower extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2)

**CHR7130 Lower Extremity Taping & Splinting (0.5 credit)**

This is a practical hands-on laboratory course intended to provide the chiropractic student with the basic knowledge and skills to appropriately select and apply necessary support and protection with athletic tape, elastic wraps, plaster splints, and OTC braces when treating common neuromusculoskeletal injuries and other common conditions of the lower extremity. (0+1)

**CHR7139 Extremity Joint Manipulation (1 credit)**

This course is devoted to the development of the knowledge, physical exam, and psychomotor adjustive skills necessary for effective chiropractic adjustments of upper and lower extremities. (0+2)

**CHR7140 Spinal Manipulation Review (1.5 credits)**

This course is designed to integrate and reinforce biomechanical assessment and adjustive technique skills covered in previous adjustive technique courses. (0+3)

**CHR7163 Physiotherapy Modalities (3 credits)**

This course introduces students to the adjunctive physical agent modalities available to the chiropractic physician. The modalities employ the use of electrical energy, electromagnetic energy, mechanical energy and thermal energy. The basic physics and physiological principles governing each modality are discussed, as well as the clinical rationale, contraindications, and adverse effects for the application of each modality. The corresponding hands-on lab training allows the student to develop proficiency in applying these modalities. (2+2)

**CHR7230 Upper Extremity Diagnosis & Management (3 credits)**

This course is devoted to the diagnosis and management of common upper extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (3+0)

**CHR7231 Upper Extremity Orthopedic Assessment (1 credit)**

This course is devoted to the development of the skills of examination, diagnosis, and management of upper extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2)

**CHR7232 Upper Extremity Taping & Splinting (0.5 credit)**

This is a practical hands-on laboratory course intended to provide the chiropractic student with the basic knowledge and skills to appropriately select and apply necessary support and protection with athletic tape, elastic wraps, plaster splints, and OTC braces when treating musculoskeletal injuries and other common conditions of the upper extremity. (0+1)

**CHR7233 Extremity Manipulation Review (1 credit)**

This course reviews chiropractic extremity manipulative procedures that are commonly utilized in practice. Instruction centers around common clinical scenarios where extremity manipulation is indicated. Relevant research evidence is referenced when available. Individualized variation of foundational manipulative techniques is reviewed and encouraged. (0+2)

**CHR7266 Advanced Rehabilitation (3 credits)**

The emphasis of this course is on assessment strategies and treatment concepts fundamental to chiropractic patient management of the locomotor system. A biopsychosocial model is presented in an effort to highlight the importance of patient participation with both passive and active care modalities to improve outcomes in a manual therapy setting. The student will learn to use a variety of assessment strategies to create an individualized treatment plan that addresses key features of common functional and structural neuromusculoskeletal disorders. (2+2)

**CHR7330 Thoracic Case Management (1 credit)**

This course reviews and refines the integrated manipulative procedures and management of common disorders of the thoracic spine, anterior chest wall and upper extremity. There is also integration of philosophy and principles of the subluxation complex. (1+0)

**CHR7331 Thoracic Case Practicum (1 credit)**

This course reviews and refines adjusting skills utilized in the management of thoracic, rib, and other upper extremity disorders. Soft tissue techniques and mobilizations are also reviewed and refined. Case scenarios are presented to discuss management and problem-solving skills. (0+2)

**CHR8127 Cervical Case Management (1 credit)**

Evaluation and an integrated treatment approach are presented in the treatment of common disorders of the cervical spine, temporomandibular joint, and cranium. Case scenarios are emphasized to assist problem solving and comprehensive management. (1+0)

**CHR8140 Cervical Case Practicum (1 credit)**

This course reviews and refines the integrated manipulative procedures used in the treatment of common disorders of the cervical spine, temporomandibular joint, and cranium. (0+2)

**CHR8226 Lumbopelvic Case Management (2 credits)**

This course presents an advanced review, expansion and correlation of the clinical features of joint dysfunction/subluxation syndromes, including causes, biomechanical and neurological effects, and treatment. Chiropractic management of common spinal conditions is reviewed and expanded, with emphasis on case-based problem solving and critical thinking. Current trends in chiropractic practice and managed care are surveyed. (2+0)

**CHR8231 Lumbopelvic Case Practicum (1 credit)**

This course refines and integrates diagnosis, manipulation, and general chiropractic management of common disorders of the lumbar spine, pelvis, and extremities. Case scenarios are emphasized to assist diagnosis, comprehensive management, and patient communication. (0+2)

**CHR8241 Chiropractic Technique Survey (1 credit)**

Chiropractic Technique consists of a series of selected topics with demonstration of the manipulative procedures used for special problem cases or presentations followed by hands-on workshop. (0+2)

**Clinical Education****CED6145 History Taking and Communication Skills (1.5 credits)**

The purpose of the course is to teach students to take and appropriately chart a comprehensive patient history. Students will learn the introductory, basic legal requirements for charting, listening skills and strategies, interviewing skills and



strategies, general clinical decision-making strategies, chief complaint, past health, family health, and personal and social history taking skills, as well as review of systems. The lab portion for this course allows students to practice listening/communication skills, history taking skills and properly documenting a comprehensive patient history. By the end of the course, students will be able to take and correctly chart from memory a comprehensive patient history. (1+1)

**CED6250 Head and Neck Diagnosis and Management (3 credits)**

This course introduces procedures appropriate to conducting a systematic physical examination to include evaluation of the eyes, ears, nose, throat, lymphatic system, thyroid gland, and selected components of the neurological exam (cranial nerves, station, gait, and cerebellar tests). Emphasis is placed on integrating basic sciences knowledge, critically assessing the patient's history and risk factors, correlating pathophysiologic changes and resultant clinical findings, determining the clinical significance of these findings, and prioritizing the patient's health care needs. Case management of those conditions amenable to conservative care is discussed, as are the indications for appropriate referral. (3+0)

**CED6251 Head and Neck Physical Assessment (1 credit)**

These laboratory sessions provide instruction in the performance of various protocols and procedures associated with the routine physical examination of the head and anterior neck region. Students learn and demonstrate proficiency in examination of the cranial nerves, eyes, ears, nose, mouth, throat, sinuses, thyroid gland, and lymph nodes. Students learn and demonstrate proficiency in specific tests to evaluate dizziness as well as the Epley's maneuver to treat benign paroxysmal positional vertigo. Additional treatment procedures that students learn and appropriately perform include ear irrigation, nasal specific, endonasal, and Argylor sinus treatment. (0+2)

**CED6345 Cardiopulmonary Diagnosis and Management (4 credits)**

This course introduces procedures appropriate to conducting a systematic physical examination to include evaluation of vital signs, peripheral arterial system, heart, lungs, and abdomen. Emphasis is placed on integrating basic sciences knowledge, critically assessing the patient's history and risk factors, correlating pathophysiologic changes and resultant clinical findings, determining the clinical significance of these findings, and prioritizing the patient's health care needs. Case management of those cardiopulmonary conditions amenable to conservative care is discussed, as are the indications for appropriate referral. (4+0)

**CED6346 Thorax and Abdomen Physical Assessment (1 credit)**

These laboratory sessions provide instruction in the performance of various protocols and procedures associated with the routine physical examination, including the use of the stethoscope and sphygmomanometer. Students learn and demonstrate proficiency in the evaluation of the vital signs, peripheral arterial system, lungs, heart, and abdomen. (0+2)

**CED6370 Patient Management & Charting (2 credits)**

This course introduces students to topics related to routine patient care and introduction to the requirements of patient charting. Learning exercises emphasize development of patient management plans, clinical thinking relating to charting and the documentation of patient evaluation, diagnosis, management and treatment. (2+0)

**CED7160 Intern Development (2 credits)**

The report-writing portion of the course will be exclusively to provide a bridge between the didactic and clinical courses. Students learn and practice with the current electronic health records system used by all UWS clinics and learn how clinical procedures are conducted through observations in the clinic system. The report-writing portion of the course is online and will focus on correspondence a chiropractic physician would be expected to produce in practice including progress reports, referral letters to colleagues and specialists, patient discharge letters and case summaries. (1+2)

**CED7161 Clinical Training - Phase I (3 credits)**

The purpose of the course is to support the knowledge and skills required to deliver care in the clinical internship. The first half of the lecture portion is designed to review effective history taking and physical examination procedures as they apply to working up a musculoskeletal complaint during a new patient visit. Students are introduced to basic clinic documentation and the processes of working through a differential diagnosis, management plan, and prognosis. The second half of the lecture portion introduces clinical reasoning strategies for diagnosing and assessing musculoskeletal conditions as well as building evidenced-informed practice and critical thinking skills. Utilizing standardized patients, the lab portion is designed to promote the student's ability to apply examination skills from previous courses; begin to demonstrate proficiency in performing complete regional cervical, lumbar and general physical exam flows; and to synthesize clinical data into a working diagnosis and coherent management plan. (2+2)

**CED7164 Gastrointestinal Diagnosis & Management (3 credits)**

Common gastroenteric pathologies, their etiologies, symptomatology, and associated risk factors are covered. Students learn the signs, symptoms, and clinical manifestations associated with abnormal changes in gastrointestinal

anatomy and physiology. Emphasis is placed on the incidence, prevalence, etiology, natural history, progression, clinical presentation, and differential diagnosis of selected conditions. Case management of those conditions amenable to conservative care is discussed, as are the indications for appropriate referral. Previously acquired knowledge of anatomy, physiology, public health parameters, history, physical exam findings, laboratory and radiologic evaluation, clinical decision-making, and clinical nutrition is integrated. (3+0)

#### **CED7210 Clinical Training - Phase II (3 credits)**

The overall goals of this course include increasing expertise in the realm of targeted exam skills, improving speed and efficiency in doing a clinical work up of a regional complaint (with a special emphasis on the spine), and improving overall clinical decision making. Additionally, there is special focus on clinical problem solving, increasing the breadth and depth of knowledge regarding selected spinal conditions and synthesizing pre-appraised literature for a clinical problem. Utilizing simulated patients, the lab portion is designed to promote the student's ability to perform a variety of regional exams and synthesize clues from the history, physical, and ancillary studies into a diagnosis and management plan. Areas of emphasis include EENT, heart/lung, abdominal and thoracic exams. The complete regional cervical and lumbar exam flows are revisited in addition to the introduction of the "focused" examination. (2+2).

#### **CED7307 Clinical Training - Phase III (3 credits)**

Emphasis is placed on the selection of evaluation procedures, clinical problem solving, practice following the critical pathway to properly focus patient evaluation, selecting management strategies, and further refinement of basic clinical and verbal/documentation skills. Utilizing standardized patients, the lab portion is designed to continue the student's ability to perform focused examinations of the upper and lower extremities as well as refinement of the cervical and lumbar focused exams. (2+2)

### **Clinical Sciences**

#### **CSC5183 Spine and Pelvis Radiographic Anatomy (2.25 credits)**

Since plain film radiography is widely used in chiropractic practice, identification of key spinal and contiguous spinal structures seen on plain film radiography is the emphasis of this course. Basic anatomy of the spinal regions seen on computed tomography and magnetic resonance imaging is also studied. Lectures demonstrate the most important structures to identify on various imaging modalities. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1.5 + 1.5)

#### **CSC5244 Information Mastery (1 credit)**

This course is designed to develop the search skills necessary to efficiently access health care literature and resources. Efficient search skills are a prerequisite to subsequent EIP courses and a skill that will be accessed frequently throughout the chiropractic program both in the classroom and during patient care. (1+0)

#### **CSC5284 Extremity Radiographic Anatomy (1.5 credits)**

The identification of structures of the upper and lower extremities seen on plain film radiography is the emphasis of this course; the cranium is also reviewed. Basic anatomy of the upper and lower extremities and the cranium seen on computed tomography and magnetic resonance imaging is also studied. Lectures demonstrate the most important structures to identify on various imaging modalities. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1+1)

#### **CSC5385 Soft Tissue Normal Imaging (1.5 credits)**

Identification of soft tissue structures of the head, neck, chest, abdomen, and pelvis seen on plain film radiography is the emphasis of this course. Basic anatomy of these regions seen on computed tomography and magnetic resonance imaging is also studied. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1+1)

#### **CSC6179 Evaluating Therapy Studies (2 credits)**

This course focuses on the critical appraisal of randomized controlled trials. Hands-on practice and application of key concepts will be used to encourage effective problem-solving strategies and future application of evidence-informed practice (EIP) in the clinical experience. (2+0)

#### **CSC6187 Radiation Physics and Safety (2.5 credits)**

Since a large percentage of chiropractic physicians own and operate radiographic equipment in their offices, the skills acquired in these classes are essential for proper use and application within their clinical practices. This course emphasizes radiation physics, x-ray production, radiobiology, radiation safety, exposure principles, and image production/processing. Students learn to assess film quality and begin to understand imaging procedures that augment plain film imaging technology. (2+1)

**CSC6275 Dermatology and Infectious Disease (2 credits)**

This course is an introduction to common skin disorders frequently encountered in a chiropractic office. The structure, function, and immune reactions of skin are reviewed. Students acquire basic information necessary for differential diagnosis and treatment of common skin diseases. Benign, pre-malignant, and malignant tumors are covered, including squamous cell carcinoma, basal cell carcinoma, and malignant melanoma. Other topics include vascular lesions, birthmarks, and inherited diseases such as psoriasis and pemphigus. Differential diagnosis of eczema and dermatitis comprise a major portion of this course. Other common conditions include acne, bacterial and superficial fungal infections, connective tissue disease, and nail disorders. Students learn to provide conservative treatment and counseling to patients with a variety of skin diseases. (2+0)

**CSC6278 Evaluating Diagnosis Studies (2 credits)**

This course focuses on the critical appraisal of systematic reviews, diagnostic studies and prognosis studies. Hands-on practice and application of key concepts will be used to encourage effective problem-solving strategies and future application of evidence-informed practice in the clinical experience. (2+0)

**CSC6281 Imaging Clinical Decision Making (2 credits)**

This course asks students to apply best practices evidence in the justification and acquisition of diagnostic imaging on conditions encountered in practice. Clinical cases will be used as a basis to explore when and what diagnostic imaging studies yield the most appropriate outcomes. Successful students will choose the most appropriate imaging studies, justifying their choices and demonstrating ability to predict findings on various imaging studies. (2+0)

**CSC6367 Clinical Laboratory (4 credits)**

This course introduces clinical laboratory procedures, including hematology, blood chemistry, urinalysis, and serology. Students learn the appropriate use of clinical laboratory tests as screening and/or diagnostic tools and the differences between and significance of normal and abnormal laboratory values. Students learn to understand the importance of the sensitivity and specificity of various laboratory tests in explaining why a particular laboratory value falls outside the normal reference range. In the corresponding laboratory sessions, students learn “universal precautions,” risks associated with exposure to blood borne pathogens, and proper procedures for collecting blood and other specimens, and perform simple laboratory procedures that can be utilized as in-office tests. (3+2)

**CSC7167 Clinical Pathology (3 credits)**

In this course, students learn to synthesize clinical data in reaching a diagnostic conclusion. Students utilize detailed knowledge of common clinical laboratory procedures to diagnose, confirm clinical impressions, screen for disease, estimate prognosis, evaluate therapeutic progress, and relate laboratory findings to pathophysiological processes. They identify appropriate laboratory procedures for specific clinical situations and determine when an abnormal laboratory result is clinically significant. Students determine a differential diagnosis based upon laboratory findings in conjunction with associated historical facts and physical findings. Students must demonstrate knowledge of specific diseases/disorders, including etiology, pathophysiology, epidemiology, clinical and radiological features, routine and special laboratory findings, current therapeutic approaches, and appropriate referral protocols when indicated. (3+0)

**CSC7175 Emergency Care (1 credit)**

This course prepares chiropractors to respond to traumatic injuries and sudden severe illness in non-clinical settings. Each student is instructed and examined in basic life support and cardiopulmonary resuscitation for certification through the American Heart Association. Good Samaritan Laws, consciousness assessment, poisoning, cardiac emergencies, near drowning, burns, etc., are covered. (1+0)

**CSC7177 Transitioning into Practice (1 credit)**

As students approach graduation, the specter of actually going into practice looms. This course explores the variety of possible entry points into practice, identifying benefits, liabilities, areas of potential trouble of all. This course will also describe the landscape of how to evaluate the quality of any of the possible entry points into practice, be it associateship as an employee or independent contractor or as a practice owner via buy-out of an existing practice or starting de novo. Examples of good and bad employment agreements, leases, practice valuation assessments and other details will be discussed. This course will ensure an informed decision when considering a particular starting point into practice. (1+0)

**CSC7188 X-ray Positioning - Spine and Thorax (1.5 credits)**

Proper anatomical positioning is presented. Imaging of the cervical, thoracic, and lumbar spinal regions is emphasized. Positioning for chest and bony thorax is also covered. Principles of physics used in radiography are reviewed and discussed. The student will demonstrate skill in radiographic positioning technique and patient protection from ionizing radiation in the performance of mock radiographic exams. (1+1)

**CSC7192 Bone Pathology I (2.5 credits)**

This course covers the clinical application of Diagnostic Imaging modalities and interpretation. Knowledge and reasoning skills necessary for accurate interpretation and selection of Diagnostic Imaging modalities within clinical practice are emphasized. This course is an introduction to a systematic approach to the radiographic interpretation and case management of normal variants, congenital anomalies, common miscellaneous acquired conditions, fractures, and dislocations. (2+1)

**CSC7268 Doctor/Patient Communication (1.5 credits)**

This course explores development of doctor/patient trust and cooperation as achieved in initial conversations and interactions. It clarifies the legal and fiduciary requirements of the physician as well as identifying strategies and priorities in communication with patients under a variety of situations that realistically happen in practice. Students will conduct report of findings, PARQ conference and informed consent procedures using best practices approaches. Students will also learn a strategy to deliver difficult news such as a cancer diagnosis or other serious health problem to patients. Lastly, this course provides counsel and advice to student-physicians on how to screen for and evaluate difficult circumstances such as intimate partner violence, substance abuse, diversity issues and sexual boundary violations. Successful students will be equipped to better evaluate and resonate with patients in ways that facilitate satisfaction and compliance with care. (1+1)

**CSC7271 Clinical Nutrition and Botanicals I (4 credits)**

This course helps the student understand the role of diet modification and nutritional and botanical supplementation in the management of commonly encountered health disorders. The course begins by introducing the science underlying the use of botanical therapies and reviewing several basic therapeutic programs that use diet and lifestyle changes as well as supplementation with micronutrients, botanicals, or nutraceuticals. Subsequently, a body systems approach is used to present specific nutritional therapies for a variety of cardiovascular, musculoskeletal, psychoneurological, respiratory, and endocrine/metabolic disorders, including nutritional anemias. Additionally, cancer prevention and sports nutrition will be addressed. Discussions revolve around issues and controversies in current nutritional science. Assignments allow students to practice diet assessment, diet prescription, and the use of electronic resources for investigating scientific evidence for the efficacy and safety of nutritional and botanical interventions. (4+0)

**CSC7289 X-ray Positioning - Extremities and Pelvis (1.5 credits)**

This course covers the proper anatomical positioning required to demonstrate the upper and lower extremities and pelvis. Positioning for plain film abdomen radiography is also covered. The student will demonstrate skill in radiographic positioning, technique, and patient protection from radiation in the performance of exams of the upper and lower extremities and pelvis. Students will perform mock radiographic exams on their peers. (1+1)

**CSC7293 Bone Pathology II (3.5 credits)**

Students are introduced to the radiologic, laboratory, and clinical manifestations of the more common neoplasms, infections, and arthritides. Appropriate management and/or patient referral for each disease are discussed. Various visual media are used in presenting course material. (3+1)

**CSC7324 Clinical Neurology (5 credits)**

This course covers neurological diseases and disorders with a focus on the central nervous system. The presented conditions are differentiated by their history, signs, and symptoms, and x-ray and laboratory findings. Special attention is placed on conditions commonly encountered or amenable to chiropractic care. (5+0)

**CSC7366 Jurisprudence and Ethics (2 credits)**

This course systematically reviews the legal and ethical considerations that relate to the practice of chiropractic. It provides students with an understanding of basic principles of law and ethical conduct, focusing on the rights, privileges, and obligations of practitioners of the healing arts, as well as those of the patient and public. Licensure laws, civil malpractice, elements of negligence, expert witness testimony, board complaints, unprofessional conduct, informed consent, documentation, fees, and other legal aspects of chiropractic practice are covered. Guest lecturers present common standards of professional and ethical conduct and moral judgment. Students learn to recognize potential legal risks and how best to avoid litigious pitfalls. (2+0)

**CSC7367 Genitourinary Survey (4 credits)**

This course surveys the reproductive and urinary systems focusing on the most common conditions seen in a general practice. This course prepares the student for clinical evaluation of normal and abnormal presentations of the genitourinary system, including a basic review of anatomy, reproductive pathophysiology, diagnostic testing, conventional and CAM treatments of genitourinary diseases. Lecture, guest speakers, case studies, class participation, and audiovisual aids prepare the student with pertinent history taking skills, clinical decision-making, basic care and management skills as well as appropriate referral recommendations. (4+0)

**CSC7372 Clinical Nutrition and Botanicals II (1 credit)**

This course addresses the role of diet modification, nutritional supplementation and botanical therapies in the management of commonly encountered gastrointestinal, genitourinary, and gynecological disorders. (1+0)

**CSC7375 Introduction to Pharmacology (3 credits)**

This course provides an introduction to the fundamental principles of pharmacology. Students learn about the pharmacokinetics (absorption, distribution, metabolism, excretion) and pharmacodynamics (mechanism of action, therapeutic effects, adverse effects) of the most commonly used prescription and over-the-counter drugs in North America. Emphasis is placed on those drugs most likely to influence the practice of chiropractic and natural medicine. (3+0)

**CSC7377 Marketing and Advertising (1 credit)**

This course focuses on how to ethically, professionally and effectively market and position yourself and your practice. The first portion of this class will be focused on marketing yourself - creating a resume, learning how to network and best practices for jobs searching. The second portion of this course will focus on effectively marketing your practice, both internally and externally. Students will explore various forms of advertising including social media, web presence, word of mouth, networking and print advertising. It will also reinforce understanding of the legal requirements and restrictions of advertising in health care. (1+0)

**CSC7394 Bone Pathology III (1.5 credits)**

This course covers the radiological manifestations, clinical and laboratory presentations, and management of osteochondroses, skeletal dysplasia, nutritional, metabolic, endocrine, and hematological conditions affecting the skeletal system. Students review special imaging procedures, such as computed tomography, magnetic resonance imaging, bone scan, ultrasound, discography, and myelography. Cases utilizing these modalities are presented. Appropriate indications and contraindications are reviewed with an emphasis on appropriate imaging decisions. (1+1)

**CSC8165 Correlative and Differential Diagnosis (4 credits)**

This course reviews a broad variety of diagnostic sciences, covering the more common clinical entities seen by chiropractic physicians, with extra emphasis on non-musculoskeletal complaints. Students refine their skill in clinical reasoning and increase their efficiency in obtaining data from and about patients. They learn to analyze data pragmatically to obtain the most appropriate diagnosis of a patient's condition. Particular attention is given to techniques for obtaining patient information through the interview process and strategies for clinical decision-making. Students distinguish between relevant and peripheral clinical issues; differentiate key clues from nonspecific findings; distill clinical information from a list of specific problems and create an appropriate diagnosis. Course material is presented in lectures, supplemented with discussions of case histories and role-playing of doctor/patient interactions. (4+0)

**CSC8167 Minor Surgery/Proctology (2.5 credits)**

This course is a systematic review of pertinent pathological conditions and their resolution through minor surgical means and procedures. It provides academic and practical insights into minor surgical and proctological presentations with knowledge and practical skills for surgical interventions. Students become familiar with the legal limitations of minor surgery and identification of associated risk factors. Students gain knowledge in the appropriate use of sterile fields, administration of local anesthetics, closure of traumatic wounds, and elective surgical procedures. Students will cover the surgical management of lipomas, sebaceous cysts, inclusion cysts, growths, fibromas, lacerations, ingrown nails, and other presentations amenable to surgical intervention. Students gain knowledge of surgical interventions for various anorectal disorders, such as internal and external hemorrhoids, anal fissures, skin tags, inflammatory bowel disease, and others. (2.5+0)

**CSC8171 Chiropractic Business Plans (2 credits)**

This course focuses on business planning and development. It addresses the analysis, planning, and establishment of a successful chiropractic business. The essential elements of any good business will be discussed, with an emphasis on chiropractic business start-ups. Students are introduced to concepts of business management and learn the key requirements needed to start and maintain a successful chiropractic business. Particular attention is given to writing a business plan that can be used to secure financing. Students learn how to implement advanced marketing techniques to promote their business, advanced aspects to insurance billing and collections, hiring and training office staff and support personnel, and the financial aspects of running a business. This course explores crucial issues such as insurance needs, money management and retirement accounts, tax considerations, and business structures. (2+0)

**CSC8173 Obstetrics (2 credits)**

This course reviews reproductive physiology, introduces the field of obstetrics, and working with pregnant patients in the chiropractic setting. It lays a foundation for students who may later choose to pursue in depth study or co-manage pregnant clients in their practice. Lectures, guest speakers, and audiovisual aids familiarize the student with normal pregnancy and birth, variations from normal, and many of the available options for pregnant women/couples. Students will gain knowledge on how to counsel their pregnant or lactating patients regarding



optimal nutrition, appropriate exercise programs, spinal care, and general patient well-being at all the stages from pre-pregnancy to postpartum. Warning indicators of pregnancy, labor, and postpartum complications are also addressed. (2+0)

**CSC8174 Genitourinary Lab (0.5 credits)**

This course focuses on conducting physical examinations of the chest/breast, genitourinary and anorectal regions. Students will review and palpate normal and abnormal findings of the reproductive, urinary and anorectal systems focusing on the most common conditions seen in a general ambulatory care practice. This course prepares the student for clinical evaluation of normal and abnormal presentations of the genitourinary system, including basic clinical and topographic anatomy, clinical examinations of these areas, normal and abnormal findings and diagnostic testing. (0+1)

**CSC8178 Minor Surgery Lab Elective (0.5 credit)**

This lab elective provides practical experience in acquiring those skills necessary for minor surgical services and is a requirement for chiropractic licensure in the state of Oregon. Students discuss establishing sterile fields, discuss pre- and post-operative paperwork; practice appropriate administration of local anesthetics, practice common suturing techniques and discuss specialty skills/ procedures used in a minor surgery practice. (0+1)

**CSC8181 Clinically Applied Evidence I (1 credit)**

This course is a one-hour journal-club format course designed to practice the application and refinement of evidenced-informed practice (EIP) skills acquired earlier in the program. These skills include accessing clinical research evidence, critical appraisal of relevant primary studies and pre-appraised reviews on diagnosis, treatment, harm (risk), and prognosis. Interpretation and assessment of study results, and application to patient care is integrated with clinical experience and patient preference. (1+0)

**CSC8199 Soft Tissue Interpretation (1.5 credits)**

This course covers Diagnostic Imaging of the chest and abdomen. A pattern approach to teaching common cardiorespiratory, gastrointestinal, and genitourinary conditions is used. The student is taught how to recognize abnormal radiographic patterns and is introduced to preliminary management protocols. Definitive diagnosis is often not possible due to limitations in scope of practice and access to specialized imaging and laboratory procedures. Therefore, the focus of this course is on recognition and preliminary management. (1+1)

**CSC8266 Clinical Pediatrics (3 credits)**

This course focuses on the normal growth and development of children and the most common issues in their health care. Students become familiar with developmental milestones and learn to identify individuals who are not developing within normal expectations. Particular attention is given to conducting a well-child examination, identifying the most common childhood illnesses, and assessing and managing orthopedic conditions. Students learn how to communicate effectively and respectfully with children and how to identify risk factors, signs, and symptoms of child abuse and the laws regarding reporting of suspected abuse. Problems that can be managed with conservative chiropractic care and those that require appropriate referral are differentiated. (3+0)

**CSC8267 Clinical Geriatrics (2 credits)**

This course provides an understanding of the unique characteristics of the elderly patient and explores the effects of aging and chronic degenerative processes. Students become familiar with the evaluation and conservative management of geriatric disorders, focusing on the normal physiologic changes associated with aging and normal variants in geriatric physical examination findings. Danger signals associated with life-threatening disorders are investigated, along with utilization of appropriate decision-making strategies for proper care of the patient. Tests and screening evaluations are investigated to determine those that best identify declining health related functions. Intervention options that restore and maintain the quality of life are discussed. Specific attention is given to nutritional inadequacies, deconditioning, gait and balance disorders, mental dysfunction, hearing and vision impairment, and medication-related problems. (2+0)

**CSC8268 Clinical Psychology (3 credits)**

This course is a survey of clinical psychology as pertinent to chiropractic practice. The goals of this course include listing the elements of behavioral theory, including classical and operant conditioning; defining the DSM diagnostic categorization system and list the categories therein; performing interviews that demonstrate appropriate use of psychological principles. Instructional time is divided into three formats: 1. an interactive, participatory lecture/discussion, 2. learning and practicing clinical skills relevant to interviewing and supporting a patient while screening and detecting likely psychopathology, and 3. case presentations and discussion relevant to the day's topics. Students will identify and discuss (without compromising confidentiality) at least two patients that have shown some evidence of psychopathology or behavioral problems. (3+0)

**CSC8272 Billing, Coding and Documentation (2 credits)**

This course focuses on the knowledge and skills necessary to bill patients and third party payers for services performed utilizing ethical, legal and efficient strategies. Students learn billing codes and procedural requirements underpinning use of those codes. Students demonstrate ability to appropriately apply various coding modifiers and demonstrate ability to justify coding and billing through appropriate health record for all billing codes. They will also develop skills at performing billing and coding for a variety of chiropractic and primary care services that are within the scope of chiropractic in Oregon. (2+0)

**CSC8281 Clinically Applied Evidence II (1 credit)**

A one-hour journal-club format course designed to practice the application and refinement of evidenced-informed practice (EIP) skills acquired earlier in the program. These skills include accessing clinical research evidence, critical appraisal of relevant primary studies and pre-appraised reviews on diagnosis, treatment, harm (risk), and prognosis. Interpretation and assessment of study results, and application to patient care is integrated with clinical experience and patient preference. (1+0)

**CSC8295 Bone Pathology IV (1.5 credits)**

This course provides the student with a review of all topics previously covered in the radiology courses. Diagnostic Imaging is an integral part of chiropractic practice. This review course near the end of the formal chiropractic education better prepares students for the realities of practice. (1+1)

**Clinical Internship****CLI7210 Clinical Internship I (2 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns are mentored and supervised by attending physicians who facilitate patient care and clinical education while ensuring quality patient care. At this early point in the clinical internship course series, interns are closely supervised by attending physicians and limited to active involvement in less complicated cases. Upon initiation of this course, students complete a clinical entrance assessment, consisting of patient evaluation and management skills to verify level of readiness for involvement in patient care. (0+6)

**CLI7307 Clinical Internship II (3.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. At this point in the clinical internship course series, interns continue to be closely supervised by their attending physician, treating similar cases as in clinical internship I, but the hours engaged in patient care are increased. Completion of the written and practical clinical skills assessment examination occurs concurrently with enrollment in this course. (0+10)

**CLI8159 Clinical Internship III (8.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. In this course, interns engage in patient care five days each week, actively participating in the management of increasingly complex and challenging cases. Interns are also given their first opportunities to engage in patient care at the university health center clinics, as well as community clinics that partner with the university. Completion of the radiology clinical skills assessment occurs concurrently with enrollment in this course. (0+25)

**CLI8262 Clinical Internship IV (8.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns continue to gain autonomy, yet remain under the mentorship and guidance of supervising attending physicians. Interns become increasingly responsible for the management of complex and challenging cases and conditions. (0+25)

**CLI8362 Clinical Internship V (9 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns continue to provide patient care in this final clinical internship course. Most interns have the opportunity to participate in the university preceptorship program, completing their clinical education in a private practice setting. Upon successful completion of this course, interns will have demonstrated the competencies necessary for unsupervised chiropractic practice. (0+27)

**Clinical Skills Assessment - DC Program**

In accordance with [Policy 1220 Graduation Requirements DC Program](#), all DC students must pass each Clinical Skills Assessment (CSA) to be eligible to graduate.

**CSA7313 Written Clinical Skills Assessment**

The two-hour written CSA is designed to assess clinical knowledge and clinical reasoning skills and draws from all Q1-Q8 course work. The written CSA includes multiple-choice, matching, fill-in-the-blank, and short-answer questions categorized into seven topical subsections: history/differential diagnosis, physical examination, lab, imaging, diagnosis, case management and evidence informed practice (EIP).

**CSA7314 Practical Clinical Skills Assessment**

The practical CSA is modeled after NBCE Part IV and consists of 16, six-minute, graded stations and draws from all Q1-Q8 course work. Students perform a series of specified procedures including history, examination, and simulated treatment on a trained standardized patient. The student's performance is observed by a trained evaluator and assessed using detailed grading rubrics. Students must also answer written questions related to the clinical condition exhibited by the patient including necessary diagnostic testing, diagnosis, and case management/recommended treatment.

**CSA8165 Radiology Clinical Skills Assessment**

The radiology CSA consists of 10, five-minute stations during which students are expected to employ critical thinking to demonstrate their knowledge of radiographic anatomy, radiographic technique, and radiographic pathology for described case scenarios. Students are provided limited case information and must answer multiple-choice questions about radiographic findings, differential diagnosis, patient management, and radiographic technique. The format of the exam is intended to help prepare students for NBCE Part IV and draws from all Q1-Q9 radiology course work.

## College of Graduate and Undergraduate Studies

The college of graduate and undergraduate studies offers the following doctoral and master's degrees, certificates and residencies/fellowships in the health sciences:

- MS Sports Medicine
- MS Exercise and Sport Science with concentrations in:
  - Health and Wellness Promotion
  - Nutrition
- MS Sport and Performance Psychology with a concentration in:
  - Positive Coaching
- EdD Sport and Performance Psychology with concentrations in:
  - Clinical Mental Health Counseling
  - Positive Leadership and Administration
  - Individual Studies Option
- MS Human Nutrition and Functional Medicine
- MS Diagnostic Imaging/Radiology Residency
- Graduate Certificate in Sports Nutrition
- Graduate Certificate in Positive Leadership Administration
- Graduate Certificate in Applied Sport Psychology
- Graduate Certificate in Human Nutrition and Functional Medicine

### Mission

The mission of the college of graduate studies is to prepare learners to graduate as exceptional professionals and to advance interdisciplinary graduate education and research.

## Admission Requirements - College of Graduate Studies

- A bachelor's degree completed with a minimum cumulative 2.75 GPA from a regionally accredited college or university. International students must have completed the equivalent of a four-year American baccalaureate degree. While a bachelor's degree is preferred, applicants who hold a first-professional degree (e.g., DC, ND, MD, etc.) from an accredited institution are not required to also hold a bachelor's degree.
- Applicants with cumulative GPAs that are below 2.75, but at least 2.50, may still be accepted with at least a median score on a standardized graduate entrance exam, such as the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- Prospective students for whom English is not their native language must provide proof of adequate English language skills. UWS expects a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL iBT). Alternatively, a minimum score of 6.5 on the International English Language Testing System (IELTS) will satisfy the language requirement. This language requirement is waived for applicants who graduated from a U.S. university.
- Official transcripts from all colleges and universities attended.
- Two letters of recommendation.
- Current Resume or Curriculum Vitae
- Must be able to operate a computer that is equipped with a microphone and computer camera (webcam), have access to a reliable computer, and have a dependable connection to the internet.
- Applicants with special situations who do not meet these criteria may submit an application, which will be considered on a case-by-case basis.

Program-specific admission requirements are listed below under each program.

### Transfer Credit

Students may transfer a maximum of 15 quarter graduate credits into a master's degree program. Graduate credit may be transferred from within UWS or from another accredited institution. To request transfer credit, complete and submit a request for graduate credit transfer available in the office of the registrar prior to the end of the term before completing the degree.

The following graduate credit transfer conditions must be met:

- Grade(s) of transferred courses must be at least B- or P.
- The course(s) must reasonably match the courses being replaced.
- The college of graduate studies must approve the transfer.

Students in the MS sports medicine track may transfer a maximum of 22.5 quarter credits or 15 semester credits from a first-professional degree program in a field of health care. See [Policy 2007-Transfer Credit](#) for details.

### **Advanced Standing**

Advanced standing is the award of course credit for competency achieved through previous academic study. In addition to transfer credit awarded for courses completed at accredited programs or institutions, credit may also be awarded for the completion of non-traditional professional certifications or educational/training programs provided by industry or government.

The award of credit for prior learning for non-traditional learning will be considered on a case-by-case basis. A UWS faculty member will review the certification/training curriculum, learning outcomes, learning assessments, and qualifications of the course instructor(s) for completeness, applicability, and acceptable rigor. The faculty member will provide a written appraisal of the validity of the prior learning and if applicable, justification for the award of course credit.

If the appraisal and rationale are acceptable to the program director and dean, an appropriate grade will be recorded for the courses identified for advanced standing credit. A maximum of 75 percent of total program credits may be awarded through advanced standing.

See [Policy-1216 Advanced Standing in the College of Graduate Studies](#) for details.

## **Financial Aid - Graduate Programs**

All fully admitted, regular, degree-seeking graduate students enrolled at least halftime (five credits or more per term) in a MS or EdD program are automatically considered for all types of aid in the order listed below. Students who were awarded aid for a given term, but enroll in fewer than five credits, must notify the office of financial aid and will be ineligible for federal student loans for that term.

Students are awarded the maximum amount of each type of aid, based on their eligibility as calculated by the U.S. Department of Education:

### **Federal Direct Stafford Loans (also known as unsubsidized Stafford Loans)**

- The U.S. Department of Education is the lender and will assign a servicer.
- Annual (nine month) Direct Loan limit: \$20,500.
- Aggregate (lifetime) Direct Loan limit: \$138,500, certain loans borrowed in the DC or other medical programs may not count against the \$138,500 limit.
- Interest accrues from the time of disbursement on unsubsidized Direct Loans.
- No payments are required while students are enrolled at least halftime.
- Fees: approximately 1.0 percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

### **Federal Direct Grad PLUS Loans**

- Annual limit: Cost of attendance minus other financial assistance, such as loans and scholarships.
- Credit check required; co-signer may be required in some cases.
- The U.S. Department of Education is the lender; they will assign a servicer.
- Fees: approximately 4.2 percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

### **Other Non-Federal Sources of Funding**

Admitted and non-admitted students in all programs may be eligible for non-federal sources of funding. Please refer to the catalog section on Tuition and Financial Aid Overview for information on non-federal sources of funding.

### **Satisfactory Academic Progress for Financial Aid Eligibility (SAP) - Graduate Programs**

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).



## MS Sports Medicine

The sports medicine program is a seven-quarter graduate professional master's degree program designed to provide students with advanced training in the prevention, evaluation and management of injuries and disorders affecting athletes and others participating in sports activities. As a professional master's degree, it is targeted at students with prior training in the evaluation and management of neuromusculoskeletal disorders. This audience includes chiropractic program students, chiropractic physicians, athletic trainers, occupational therapists, physical therapists and other health care providers. The program is designed to satisfy most or all of the requirements of chiropractic specialty certification programs in sports medicine.

This science-based, clinically oriented, program provides a level of experience and expertise necessary for either specialty care of sports injuries within a chiropractic practice, or for the prevention assessment, treatment, and rehabilitation of sports injuries in a multidisciplinary context. The university emphasizes the appropriate use of scientific evidence and other legitimate sources of knowledge to inform and improve practice, to reduce errors in clinical settings, and to optimize clinical effectiveness for patients.

The program consists of a combination of online lecture, hands-on laboratory exercises and practical field-based experiences (practicums). The practicums include supervised interaction with athletes in training rooms, at sporting events, ambulatory care clinics and sports injuries rehabilitation centers.

The master's degree program culminates with a capstone course, which may consist of a portfolio project requiring the student to evaluate and reflect upon significant practical experiences gained through the program, with the emphasis on analysis and critique of those experiences, case studies, review of literature, or other approved scholarly activities.

### Concurrent DC-MS On-Campus Format

Doctor of chiropractic students receive an extensive foundation in neuromusculoskeletal anatomy, physiology, biomechanics and kinetics. The MS sports medicine program builds on this foundation. The program is offered over a minimum of seven quarters and requires the completion of 60.5 quarter credits, 22.5 of which can be earned from the chiropractic degree curriculum. These 22 credits are dually attributable to the DC and MS degrees. The remaining 38 credits are from courses offered exclusively to MS degree students.

Students who matriculated in the chiropractic program without a bachelor's degree may earn a bachelor's in human biology after successful completion of quarter 5 in the DC program; at this point, such students will have satisfied the undergraduate degree admission requirement for the sports medicine program. DC students without a prior bachelor's degree must successfully complete these first five quarters of the DC curriculum prior to matriculation in the MS program.

### Distance Student Format

The sports medicine distance student format is designed for field practitioners and students who are not enrolled in the UWS DC program. Course content and instructors are the same as for those students concurrently enrolled in the DC and MS programs, but the hands-on laboratory components are provided in a condensed weekend format whereby students are required to be on the UWS campus for one or two weekends per term, depending on the number of courses taken. Practicum experiences may be completed through UWS-organized practicums or pre-approved offsite practicum locations.

### Admission Requirements - MS Sports Medicine

- A first-professional degree in a field of health care that includes the following, or similar, coursework (equivalent to at least 22.5 quarter credits or 16 semester credits):
  - Neuromuscular Diagnosis and Treatment
  - Biomechanics
  - Soft Tissue Therapies/Rehabilitation
  - Physiological Therapeutics
- Students currently enrolled in a first professional health care degree program that includes the above coursework must meet the following requirements:
  - Bachelor's degree
  - Minimum 2.5 GPA in current professional health care program
  - 6th quarter or 4th semester status or above
  - Attend an on-campus informational session or participate in an in-person or telephone interview with the sports medicine program director or a program instructor

### Graduation Requirements - MS Sports Medicine

The MS sports medicine is conferred upon the individual who has fulfilled the following requirements:

- Seven quarters of resident study as a matriculated, graduate degree-seeking student, with a minimum 2.5 grade point average and 60.5 quarter credits applicable to the MS program.
- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior, and non-academic behavior.
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 2.75 on all required coursework.
- Successful completion of minimum graduation requirements as officially communicated to students through the university catalog, student publications and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

### **Technical Standards and Required Abilities for Admission**

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent practitioners in a respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## **Expected Learning Outcomes - MS Sports Medicine**

- Identify, assess and differentiate anatomical structures and physiological concepts relevant to sports injuries and performance optimization situations.
- Identify and implement strategies for performance enhancement based on the needs of the athlete.
- Select, interpret and evaluate results from the history and examination procedures used to establish diagnoses and management plans for athletes.
- Select, sequence, analyze and demonstrate management protocols and treatment modalities that are evidence-informed.
- Define, describe and conduct nutritional assessments and/or produce and implement nutritional support strategies based upon clinical needs.
- Select and apply bracing and taping modalities according to the clinical needs of the athlete.
- Perform and interpret the results of emergency assessment and management procedures.
- Effectively evaluate and manage special patient populations acknowledging any necessary alterations needed for treatment purposes.
- Describe, debate, demonstrate, and examine ethics and professionalism in the sports injury practice.
- Understand and demonstrate the ability to communicate with necessary stakeholders (team management, public, media, family, athlete representative, other health care providers, etc.) regarding athlete status.

### **Competency**

- Integrate basic sciences information pertaining to sports performance and athletic injuries into diagnosis, management and prognosis assessment of athletes.
- Integrate the principles of performance enhancement into the evaluation and management of athletes.
- Effectively and efficiently evaluate athletes using best practices strategies to establish differential diagnoses and diagnoses for the purpose of planning treatment for athletes.
- Effectively and efficiently manage conditions affecting athletes using evidence-supported treatment and management strategies.
- Evaluate, identify and implement specific nutritional plans and prescriptions to enhance healing and performance needs of athletes
- Identify and apply taping, supportive bracing, and appliances to prevent injury, enhance injury healing, and enhance athletic performance of athletes.
- Perform emergency management and triage of injured athletes on and off the field of competition.
- Evaluate and manage the needs of athletes from common special populations including, but not limited to, differentially-abled athletes, older athletes, younger athletes, pregnant athletes, and athletes with chronic conditions.
- Demonstrate knowledge and use of ethical and professional practice behaviors.

## **Curriculum Sequence - MS Sports Medicine**

The three-letter abbreviation that begins each course designation indicates its academic area:

**CHR** = Chiropractic Sciences  
**MSE** = Master of Science - Exercise

Following is the current list of courses and the quarters in which they are offered. Courses with the CHR or CSC identifiers are in the DC degree curriculum. Courses with the MSE identifier are unique to the sports medicine program. DC students who are dually enrolled in the sports medicine program take 4-6 credits of MS-SM coursework each quarter in addition to the DC coursework.

| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
|--------------------------|----------|---|-----------|-----------|-----------|------------|-------------|-------|
| 1                        | CHR6326* | Spinal Disorders: Diagnosis & Management                  | 6         | 0         | 0         | 66         | 6           | G     |
| 1                        | CHR6327* | Neuro-Orthopedic Assessment of the Spine                  | 0         | 2         | 0         | 22         | 1           | P/F   |
| 1                        | CHR6332* | Extremity Biomechanics                                    | 2         | 0         | 0         | 22         | 2           | G     |
| 1                        | CHR6333* | Extremity Muscle Testing                                  | 0         | 2         | 0         | 22         | 1           | P/F   |
| 1                        | CHR6341* | Spinal Rehabilitation                                     | 0         | 2         | 0         | 22         | 1           | G     |
| 1                        | MSE6311  | Exercise Physiology                                       | 3         | 2         | 0         | 55         | 4           | G     |
| 1                        | MSE7131  | Special Populations                                       | 1         | 0         | 0         | 11         | 1           | G     |
| <b>Q1 Totals</b>         |          |   | <b>12</b> | <b>8</b>  | <b>0</b>  | <b>220</b> | <b>16</b>   |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 2                        | CHR7128* | Lower Extremity Diagnosis & Management                    | 3         | 0         | 0         | 33         | 3           | G     |
| 2                        | CHR7129* | Lower Extremity Orthopedic Assessment                     | 0         | 2         | 0         | 22         | 1           | P/F   |
| 2                        | CHR7130* | Lower Extremity Taping and Splinting                      | 0         | 1         | 0         | 11         | .5          | P/F   |
| 2                        | MSE6550  | Sport Psychology  | 4         | 0         | 0         | 44         | 4           | G     |
| 2                        | MSE7151  | Emergency Management                                      | 2         | 2         | 0         | 44         | 3           | G     |
| <b>Q2 Totals</b>         |          |   | <b>9</b>  | <b>5</b>  | <b>0</b>  | <b>154</b> | <b>11.5</b> |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 3                        | CHR7230* | Upper Extremity Diagnosis & Management                    | 3         | 0         | 0         | 33         | 3           | G     |
| 3                        | CHR7231* | Upper Extremity Orthopedic Assessment                     | 0         | 2         | 0         | 22         | 1           | P/F   |
| 3                        | CHR7232* | Upper Extremity Taping and Splinting                      | 0         | 1         | 0         | 11         | .5          |       |
| 3                        | CHR7266* | Advanced Rehabilitation                                   | 2         | 2         | 0         | 44         | 3           | G     |
| 3                        | MSE7211  | Advanced Sports Medicine I (LR)                           | 4         | 2         | 0         | 66         | 5           | G     |
| <b>Q3 Totals</b>         |          |   | <b>9</b>  | <b>7</b>  | <b>0</b>  | <b>176</b> | <b>12.5</b> |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 4                        | MSE7332  | Practicum I   | 0         | 0         | 3         | 33         | 1           | P/F   |
| 4                        | MSE8111  | Advanced Sports Medicine II (UR)                          | 4         | 2         | 0         | 66         | 5           | G     |
| <b>Q4 Totals</b>         |          |   | <b>4</b>  | <b>2</b>  | <b>3</b>  | <b>99</b>  | <b>6</b>    |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 5                        | MSE7311  | Professional Practice Topics                              | 1         | 0         | 0         | 11         | 1           | G     |
| 5                        | MSE8122  | Practicum II  | 0         | 0         | 3         | 33         | 1           | P/F   |
| 5                        | MSE8312  | Advanced Sports Medicine III (Rehabilitation/Active Care) | 2         | 2         | 0         | 44         | 3           | G     |
| <b>Q5 Totals</b>         |          |   | <b>3</b>  | <b>2</b>  | <b>3</b>  | <b>88</b>  | <b>5</b>    |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 6                        | MSE8211  | Sports Performance Enhancement                            | 3         | 2         | 0         | 55         | 4           | G     |
| 6                        | MSE8222  | Practicum III   | 0         | 0         | 3         | 33         | 1           | P/F   |
| 6(5)                     | BSH8155  | Elective: Biostatistics**                                 | 3         | 0         | 0         | 33         | 3           | G     |
| <b>Q6 Totals</b>         |          |   | <b>3</b>  | <b>2</b>  | <b>3</b>  | <b>88</b>  | <b>5</b>    |       |
| Qtr.                     | Course # | Course Name   | Lecture   | Lab       | Clinical  | Clock      | Credit      | Grade |
| 7                        | MSE7321  | Sports Nutrition  | 3         | 0         | 0         | 33         | 3           | G     |
| 7                        | MSE8322  | Practicum IV  | 0         | 0         | 3         | 33         | 1           | P/F   |
| 7                        | MSE8332  | Capstone Project  | 1         | 0         | 0         | 11         | 1           | P/F   |
| <b>Q7 Totals</b>         |          |   | <b>4</b>  | <b>0</b>  | <b>3</b>  | <b>77</b>  | <b>5</b>    |       |
| <b>Curriculum Totals</b> |          |   | <b>44</b> | <b>26</b> | <b>12</b> | <b>902</b> | <b>61*</b>  |       |

\* Includes 23 credits from courses offered through the DC program.

\*\* Elective course: Q5 students can be taken either 5th or 6th quarter. Highly recommended for students that did not go through UWS DC program.

## MS Sports Medicine Courses offered within the DC Program

Please refer to course descriptions in the DC program section.

| Qtr.                     | Course # | Course Name                              | Credits |
|--------------------------|----------|--|---------|
| 6                        | CHR6326  | Spinal Disorders: Diagnosis & Management | 6       |
| 6                        | CHR6327  | Neuro-Orthopedic Assessment of the Spine | 1       |
| 6                        | CHR6332  | Extremity Biomechanics                   | 2       |
| 6                        | CHR6333  | Extremity Muscle Testing                 | 1       |
| 6                        | CHR6341  | Spinal Rehabilitation                    | 1       |
| 7                        | CHR7128  | Lower Extremity Diagnosis & Management   | 3       |
| 7                        | CHR7129  | Lower Extremity Orthopedic Assessment    | 1       |
| 7                        | CHR7130  | Lower Extremity Taping and Splinting     | .5      |
| 8                        | CHR7230  | Upper Extremity Diagnosis & Management   | 3       |
| 8                        | CHR7231  | Upper Extremity Orthopedic Assessment    | 1       |
| 8                        | CHR7232  | Upper Extremity Taping and Splinting     | .5      |
| 8                        | CHR7266  | Advanced Rehabilitation                  | 3       |
| Total DC Program Credits |          |  | 23      |

## Course Descriptions - MS Sports Medicine

The numbers in parentheses following each course description are the number of hours that each class meets per week during a typical 11-week quarter (lecture hours + lab hours). Because many of the practical lab experiences (practicums) include sports competitions and other sporting events, actual clock hours may be greater than listed.

### **BSH8155 Biostatistics** - Elective (3 credits)

This course is an introduction to the principles of epidemiology and their application to sports science. This course addresses the role of epidemiology in investigating sports injuries and other factors in sports performance. The course also stresses clinical research design methods utilized in sports science research as well as general clinical research designs such as clinical trials, cohort studies, case-control studies, and other pragmatic designs. This course will also have an emphasis on the analysis and application of the current scientific literature as it relates to sports medicine and sports performance. (3+0)

### **MSE6311 Exercise Physiology** (4 credits)

This course focuses on the physiological responses and adaptations to exercise experienced by the neuromuscular, cardiovascular, and thermoregulatory systems of the body. Data measurement and collection takes place in the laboratory component of this course regarding oxygen uptake, body composition, respiration, etc. (3+2)

### **MSE6550 Sport Psychology** (4 credits)

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science based theories, research, and best practices in sport psychology. The course experience will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings. (4+0)

### **MSE7131 Special Populations** (1 credit)

This seminar program focuses on the evaluation and management of the needs of athletes with special considerations such as disabled and female athletes and those with chronic disorders like asthma and diabetes. Included in this course is the matching of physical activities with the physical abilities and corrective needs of these athletes. (1+0)

### **MSE7151 Emergency Management** (3 credits)

This course prepares the student to handle emergency situations that arise with athletes during exercise or sporting events, such as cessation of breathing or circulation, shock, concussion, and spinal injuries. Students will learn to assess critical injuries and illnesses, follow procedures for providing care, and implement guidelines that affect decisions for allowing athletes to continue with activity. Students will also be informed of practical information regarding the benefits of sport-specific protective gear and how to properly fit equipment to sports participants including age-appropriate gear and the ergonomic theory behind such equipment. In addition to selection and fit, students will focus on the emergency removal of general protective and sport-specific protective athletic equipment. (2+2)

**MSE7211 Advanced Sports Medicine I (lower region) (5 credits)**

This course focuses on the evaluation and management, including acute care, rehabilitation, and prevention, of injuries and disorders of the pelvis, hip, thigh, knee, calf, ankle and foot. (4+2)

**MSE7311 Professional Practice (1 credit)**

In this course students explore issues regarding ethics and jurisprudence associated with working with athletes, as well as how to communicate with other members of the athlete's "team" of stakeholders. Students learn how to establish a sports injuries and rehabilitation practice. (1+0)

**MSE7321 Sports Nutrition (3 credits)**

This course focuses on the dietary needs for physical activity and peak performance with a focus on nutritional assessment, metabolism, and use of supplements and botanicals in the management of sports injuries. In addition, intentional and non-intentional abuses of supplements and related compounds, and food/supplement interaction with regard to drug tests commonly mandated in the athletic competitions are discussed. (3+0)

**MSE8111 Advanced Sports Medicine II (upper region) (5 credits)**

This course focuses on the evaluation and management, including acute care, rehabilitation, and prevention, of injuries and disorders of the cervical and thoracic spine, shoulder, arm, elbow, forearm, wrist and hand. (4+2)

**MSE8211 Sports Performance Enhancement (4 credits)**

This course focuses on assessing the needs of the athletes who want to improve performance in strength, flexibility, speed, agility, etc., and the creation, implementation and monitoring of plans for achieving those goals. (3+2)

**MSE8312 Advanced Sports Medicine III (Rehabilitation/Active Care) (3 credits)**

This course provides the knowledge of evidence-based chiropractic care and rehabilitation. This class will focus on the role of rehabilitation and exercise on patient care and management. It will include a brief overview of muscle functions during movements, faulty/normal patterns of movements, functional exams, patient presentations, learning the clinical audit process, rehabilitation protocols, and reading research articles. Students will gain a detailed understanding of practical applications of various rehabilitation techniques and exercises used in daily practice. (2+2)

**MSE7332 Practicum I**

**MSE8122 Practicum II**

**MSE8222 Practicum III**

**MSE8322 Practicum IV (1 credit each; 4 credits total)**

This is a series of four field-based practicums in which students participate in the evaluation and management of athletes. The required practicum hours are achieved through a variety of clinical experiences in physician offices, rehabilitation clinics, and sports performance laboratories as well as through participation in sporting events. (0+3)

**MSE8332 Capstone/Project (1 credit)**

This course requires the student to collaborate with up to two other students in their cohort to produce an original research design suitable for submission to a Human Subjects Review Board (IRB) that demonstrates their mastery of a specified subject that they might endeavor to explore in a scholarly way. Students are not required to submit or complete the research protocol they design, rather this exercise prepare all the necessary information and documentation that would be necessary if they actually intended to do the project. In that context, the project requires the student to select an area of study, review and critique the available literature on the subject and to design, on paper, a scientific investigation that would elucidate some previously unknown facet of the topic area. Optimally, the chosen subject will call upon the student to analyze and reflect on their experiences in the program in a scholarly way, including the student's academic achievement, practical experiences, and personal growth throughout the master's program. (1+0)

## MS Exercise and Sport Science (ESS)

The online master's degree in exercise and sport science, a 39-hour credit program, is designed to provide students with advanced training within a specific area under the umbrella of exercise and sport science. This program is targeted toward students who are interested in wellness, health and fitness and/or exercise as a preventative component for overall health and well-being. There are two concentrations available, each of which begins with a set of common core courses followed by specialty courses that begin around the fifth academic quarter.

### Concentrations

Health and Wellness Promotion (MS)

Nutrition (MS)

The online courses utilize a combination of teaching and learning methods including online lectures, assignments, discussion forums, quizzes/exams, and research papers. A variety of evaluation methods measure student achievement of course and program learning outcomes. The program culminates with a capstone course in which students produce a professional portfolio preparing them for entry into a career in an exercise and sport science field.

### Admission Requirements - MS-ESS

- Bachelor's degree from a regionally accredited undergraduate institution with a minimum cumulative GPA of 2.75. Applicants with a cumulative GPA below 2.75 will be considered on a case-by-case basis. Such applicants may be required to submit scores from a standardized entrance exam (GRE, MAT or GMAT) completed within the last five years.
- Pre-requisite courses:
  - Health and wellness promotion concentration: Biology, Anatomy and Physiology, with a grade of 2.75 or higher in each course.
  - Nutrition concentration: Biology, Anatomy and Physiology, Biochemistry, and Introduction to Nutrition, with a grade of 2.75 or higher in each course.
- A personal statement describing the applicant's reasons for pursuing the degree and learning expectations. Official Transcripts from all previously attended colleges and universities.
- Two letters of recommendation
- Resume or CV

There are no additional specific entry requirements for the concentrations under the exercise and sport science program.

### Graduation Requirements - MS-ESS

The MS-ESS is conferred upon the student who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Successful completion of minimum graduation requirements as officially communicated to students through the university catalog, student publications, and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

### Technical Standards and Required Abilities for Admission

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent practitioners in their respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## Expected Learning Outcomes - MS-ESS Program

### Graduates of the MS-ESS program will:

- Demonstrate knowledge and understanding of the scientific method and principles of biology, anatomy, and physiology as they relate to human movement and physical activity.
- Critically evaluate, interpret, and integrate information from the scientific literature in the discipline to describe factors related to human movement and physical activity.



- Demonstrate an understanding of advanced concepts and topics within the field by applying critical thinking to solve problems from personal, scholarly and professional perspectives.
- Demonstrate knowledge of the role physical activity and exercise play in human health and well-being, and be able to articulate those concepts in a scientific and professional manner.
- Demonstrate knowledge of the importance and impact of physical activity and nutrition on one's health and be an advocate for developing a physically active lifestyle.

### Learning Outcomes for Health and Wellness Promotion Concentration:

In addition to the general learning outcomes above, graduates of the health and wellness promotion concentration will:

- Understand the role of stress, sleep, diet and exercise on the overall health and wellbeing of individuals as well as ways to promote healthy lifestyle behaviors within community settings.
- Develop expertise and demonstrate the ability to promote healthy lifestyles through physical activity, fitness, wellness and sports.
- Apply the principles and best practices learned by designing, implementing and evaluating health promoting activities and programs.
- Demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification.
- Successfully respond in a rational, sensitive, and critical thinking manner about values and ethics in the health and wellness field.

### Learning Outcomes for Nutrition Concentration:

In addition to the general expected learning outcomes above, graduates of the nutrition concentration will:

- Demonstrate knowledge and basic skills in the prevention, recognition and evaluation of chronic disease and the roles of nutrition and exercise in preventing chronic illnesses.
- Understand the role of diet and dietary intake as factors for overall health, well-being and performance.
- Understand the role of psychology in eating choices and behaviors, and how these choices influence overall health.

## Curriculum Sequence - MS Exercise and Sport Science

Online exercise and sport science students complete core courses consisting of 39 quarter credit hours. After which, they complete an additional 14-16 quarter credits comprised of courses within their chosen degree concentration to fulfill the required total number of credits.

| Core Courses  |          |  |           |            |           |       |
|---------------|----------|--|-----------|------------|-----------|-------|
| Qtr.          | Course # | Course Name                                  | Lecture   | Clock      | Credits   | Grade |
| 1             | MSE6210  | Foundations of Health                        | 2         | 22         | 2         | G     |
| 1             | MSE6500  | Exercise Physiology                          | 4         | 44         | 4         | G     |
| 2             | MSE6215  | Psychology of Human Movement                 | 4         | 44         | 4         | G     |
| 2             | MSE6565  | Research Methods                             | 4         | 44         | 4         | G     |
| 3             | MSE6220  | Biomechanics                                 | 4         | 44         | 4         | G     |
| 3             | MSE6225  | Exercise and Special Populations             | 4         | 44         | 4         | G     |
| 4             | MSE7145  | Positive Coaching                            | 4         | 44         | 4         | G     |
| 4             | MSE7200  | Advances in Health and Wellness              | 4         | 44         | 4         | G     |
| 5             | MSE8215  | Sport and Exercise Performance Enhancement   | 4         | 44         | 4         | G     |
| 7/8           | MSE7345  | Current Topics in Exercise and Sport Science | 4         | 44         | 4         | G     |
| 7/8           | MSE8350  | Capstone Project                             | 1         | 11         | 1         | G     |
| <b>Totals</b> |          |  | <b>39</b> | <b>429</b> | <b>39</b> |       |
| Qtr.          | Course # | Elective Choices                             | Lecture   | Clock      | Credits   | Grade |
|               | MSE8450  | Research Project                             | 6         | 6          | 6         | P/F   |

## Concentrations

| A. Health and Wellness Promotion |          |  |         |       |         |       |
|----------------------------------|----------|--|---------|-------|---------|-------|
| Qtr.                             | Course # | Health and Wellness Promotion            | Lecture | Clock | Credits | Grade |
| 5                                | MSE7210  | Applied Health Behavior Theory           | 4       | 44    | 4       | G     |
| 6                                | MSE7220  | Wellness and Health Promotion Techniques | 4       | 44    | 4       | G     |

|   |         |                                     |           |            |           |   |
|---|---------|-------------------------------------|-----------|------------|-----------|---|
| 6 | MSE7230 | Health Across the Lifespan          | 4         | 44         | 4         | G |
| 7 | MSE7250 | Epidemiology in Health and Wellness | 4         | 44         | 4         | G |
|   |         | <b>Totals</b>                       | <b>16</b> | <b>176</b> | <b>16</b> |   |

| <b>B. Nutrition</b> |                 |                                    |                |              |                |              |
|---------------------|-----------------|------------------------------------|----------------|--------------|----------------|--------------|
| <b>Qtr.</b>         | <b>Course #</b> | <b>Course Name</b>                 | <b>Lecture</b> | <b>Clock</b> | <b>Credits</b> | <b>Grade</b> |
| 5                   | MSE6531         | Sport and Exercise Nutrition       | 4              | 44           | 4              | G            |
| 6                   | MSN6200         | Nutritional Biochemistry           | 2              | 22           | 2              | G            |
| 6                   | MSN8101         | Nutrition in Special Populations   | 2              | 22           | 2              | G            |
| 6                   | MSN8135         | Psychology of Eating and Wellness  | 2              | 22           | 2              | G            |
| 7                   |                 | Elective                           | 4              | 44           | 4              | G            |
|                     |                 | <b>Totals</b>                      | <b>14</b>      | <b>154</b>   | <b>14</b>      |              |
| <b>Qtr.</b>         | <b>Course #</b> | <b>Elective Choices (Choose 1)</b> | <b>Lecture</b> | <b>Clock</b> | <b>Credits</b> | <b>Grade</b> |
|                     | MSE7210         | Applied Health Behavior Theory     | 4              | 44           | 4              | G            |
|                     | MSE7230         | Health Across the Lifespan         | 4              | 44           | 4              | G            |
|                     | MSE8360         | Professional Field Experience      | 4              | 44           | 4              | P/G          |

## Course Descriptions - MS-ESS

The numbers in parentheses following each course description are the hours that each class meets per week (lecture + lab hours).

### Core Courses

#### **MSE6210 Foundations of Health (2 credits)**

This course is designed to provide an in-depth understanding of the current known factors that influence human health. The course will entail a thorough review of the literature on the following topics: stress, sleep, exercise, nutrition, environment, epigenetics, etc. and the role these factors play in the health of the human animal. (2+0)

#### **MSE6215 Psychology of Human Movement (4 credits)**

This course covers the importance of the role the mind plays in all human movement including social and psychological factors related to participation and performance in physical activity, exercise and recreation. Topics include: motivation, behavior change models, societal pressures and expectations, as well as mental skills training. (4+0)

#### **MSE6220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

#### **MSE6225 Exercise and Special Populations (4 credits)**

This course is designed to provide a strong knowledge base of best practices and current guidelines on exercise prescription for those working with any special population in an exercise of fitness setting. Various disease states such as obesity, cancer, diabetes, cardiovascular disease, etc., will be discussed. (4+0)

#### **MSE6500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. (4+0) \*Prerequisite: prior physiology coursework (or instructor approval). (4+0)

#### **MSE6565 Research Methods (4 credits)**

This course will explore research topics in the disciplines of sport science, understand how research methods can be utilized to form theories, learn how to critically review the published literature, and write a comprehensive literature review that can be incorporated into the Capstone Project requirement. (4+0)

**MSE7145 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respecting and protecting self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0)

**MSE7200 Advances in Health and Wellness (4 credits)**

This course should familiarize the student with the history of the field of wellness, health education, and health promotion. The *Healthy People* initiative and its goals are discussed as well as priority areas. Current risk factors in preventable causes of death along with guidelines for risk reduction in the areas of diet, exercise and lifestyle are also taught. In addition, concepts needed to identify community needs, frame health promotion interventions, and how to implement and evaluate health intervention programs will be presented in order to provide the student with the necessary background for future courses in the MS program. (4+0)

**MSE7345 Current Topics in Exercise and Sport Science (4 credits)**

This course will review a wide breadth of current topics related to the field of exercise and sport science. Topics will include but will not be limited to: sport and exercise psychology, obesity, fitness trends, biomechanics, motor learning, exercise physiology, strength training, etc. This course is a summary and review course and will include a comprehensive final exam.

**MSE8215 Sports and Exercise Performance Enhancement (4 credits)**

This course is designed to provide students with the ability to assess and prescribe anaerobic and aerobic exercise programs for sports performance enhancement. Students will obtain hands-on experience designing programs to meet the needs of athletes from a variety of sports. (4+0) \*Prerequisite: Exercise Physiology

**MSE8350 Capstone Project (1 credit)**

This course requires the student to produce a professional and academic portfolio that encompasses their academic experiences and professional aspirations. This will include courses taken, selected research papers and academic work as well as any professional experience pertinent to their current degree program. (1+0)

**Course Descriptions - Elective Options for Exercise and Sport Science****MSE8450 Research Project**

During their degree program, a student completing a research project must enroll in six research project credits. Students are not eligible to receive credit for any more than six research project credits. No research project credit shall be given until the completed research project has been approved by the research project committee and accepted by the college of undergraduate and graduate studies. Research projects will be graded on a P/F system. No letter grade will be issued.

**Course Descriptions - Health and Wellness Promotion Concentration****MSE7210 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**MSE7220 Wellness and Health Promotion Techniques (4 credits)**

An examination of various techniques used to deliver effective health education and promotion programs to a variety of audiences. The relationship of the design of health promotion programs to the needs assessment process will be discussed, as will methods of health communication. Examples of successful interventions in school, community, health care and worksite settings will be covered as well as techniques specific for each level of design and implementation. (4+0)

**MSE7230 Health Across the Lifespan (4 credits)**

This course covers the basic principles guiding growth, development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in

communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. (4+0)

**MSE7250 Epidemiology in Health and Wellness (4 credits)**

Epidemiology is the study of health within or among populations. This course will explore the basic concepts of epidemiology as they pertain to us and understanding for those developing and planning wellness or health promotion programs. Types of health research methods will be covered as well the basic indicators of population health and the influences that behavior and lifestyle can have on those indicators. (4+0)

**Course Descriptions - Nutrition Concentration**

**MSN6200 Nutritional Biochemistry (2 credits)**

This course provides an overview of essential concepts in human biochemistry and links those concepts to specific applications in clinical nutrition. The course examines the biological roles of macro- and micronutrients and their metabolism using basic knowledge in physiology, biochemistry and molecular biology. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, fiber, lipids, the arachidonic acid cascade, minerals, water-soluble and fat-soluble micronutrients, along with an introduction to energy production, reduction-oxidization balance, and biochemical individuality. Students will explore the relationships of nutrients to major health disorders, including cardiovascular disease, diabetes and cancer. (22 hours)

**MSE6531 Sports and Exercise Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

**MSN8101 Nutrition in Special Populations (2 credits)**

This course looks at nutritional needs and interventions in special populations, such as young children, the elderly, pregnant women, post-surgical patients, patients with terminal illnesses, and disabled persons who may have mental or physical conditions that affect their basic nutritional needs and their ability to utilize food normally. (22 hours)

**MSN8135 Psychology of Eating and Wellness (2 credits)**

This course explores our complex relationship with food: why we eat what we eat, how we eat, and why we eat too much or too little. Based on positive psychology, mind-body medicine, cognitive-behavior therapy, and a functional medicine model of psychological intervention as paths to wellness, the course also focuses on expectations, beliefs, and resistance to change. Students will examine their own eating and wellness practices, as well as their readiness for counseling others. Therapeutic interventions for developing healthy behaviors and recognizing eating disorders will be discussed and the role of family, peer, societal, corporate, and governmental influences on personal choices will be emphasized. (22 hours)

**Course Descriptions - Elective Options for Nutrition Concentration**

**MSE7210 Applied Health Behavioral Theory: (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**MSE7230 Health Across the Lifespan (4 credits)**

This course covers the basic principles guiding growth, development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. (4+0)

**MSE8360 Professional Field Experiences (4 credits)**

Practical learning opportunities will take place outside the classroom. The program director will contact organizations of interest with individual students to successfully undertake, implement, and complete a timely industry-specific internship under the supervision of an internship advisor. These organizations encompass the professional, amateur, corporate/agency, municipal, and non-profit sectors of the sports industry. (0+4)

## MS Sport and Performance Psychology

The Master of Science in Sport and Performance Psychology offers advanced training for leaders in psychology, coaching, counseling, education, health care, business and administration. Using positive psychology and the applied sport psychology scientist-practitioner model of training, the program is designed to help students develop the necessary skills to take their performance to the next level. The curriculum is specifically designed to help students complete the specialized coursework requirements to become a certified consultant through the Association of Applied Sport Psychology (CC-AASP). The master's degree is comprised of 54 quarter-credits with a core curriculum of eight courses and multiple elective options for students to complete their degree.

### Concentration

- Positive Coaching

### Specific Admission Requirements - MS-SPP

- A personal statement describing the applicant's reason for pursuing the degree and learning expectations. Applicants are encouraged to read the AASP ethical standards before writing their personal statement. A personal interview with the MS-SPP director or a program faculty member.

In addition to the specific entry requirements for the sport and performance psychology program prospective students must also meet the general entry requirements for the college of graduate studies.

### Graduation Requirements - MS Sport and Performance Psychology

The MS-SPP degree is conferred when the following requirements are completed:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion, with a minimum cumulative GPA of 3.0 of all required coursework, including seminars.
- Successful completion of minimum graduation requirements as officially communicated to students through the university catalog, student publications and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

### Technical Standards and Required Abilities for Admission

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in their respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## Expected Learning Outcomes - MS Sport and Performance Psychology

- Describe major concepts and current trends in research pertaining to mental health counseling and sport psychology.
- Identify and explain the legal and ethical issues involved with counseling practice and consulting in sport psychology.
- Demonstrate the ability to design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
- Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and sport psychology practice.
- Recognize and integrate a variety of techniques available to improve health, enhance performance, and improve overall wellness.

## Curriculum Sequence -MS Sport and Performance Psychology

MS-SPP electives offered in conjunction with the ESS and the Doctor of Education (EdD) program offerings.

| Qtr. | Course # | Course Name                                      | Lecture | Clock | Credits | Grade |
|------|----------|--|---------|-------|---------|-------|
| 1    | COUN6505 | Professional Practice and Counseling Ethics (K1) | 4       | 44    | 4       | G     |
| 1    | COUN6550 | Sport Psychology (K2)                            | 4       | 44    | 4       | G     |

|               |                 |   |                |              |                |              |
|---------------|-----------------|---|----------------|--------------|----------------|--------------|
| 2             | MSE6565         | Research Methods (K6)   | 4              | 44           | 4              | G            |
| 2             | SPP7400         | Sports in American Society (K3)                                     | 4              | 44           | 4              | G            |
| 3             | COUN6536        | Foundations of Counseling (K5)                                      | 4              | 44           | 4              | G            |
| 3             | COUN7445        | Psychological Preparation and Mental Skills Training (K2)           | 4              | 44           | 4              | G            |
| 4             | COUN7410        | Psychology of Performance Excellence                                | 4              | 44           | 4              | G            |
| 4             | COUN7415        | Applied Sport Psychology (K2)                                       | 4              | 44           | 4              | G            |
| 5             |                 | Elective Option   | 4              | 44           | 4              | G            |
| 5             |                 | Elective Option   | 4              | 44           | 4              | G            |
| 6             |                 | Elective Option   | 4              | 44           | 4              | G            |
| 6             |                 | Elective Option   | 4              | 44           | 4              | G            |
| 7             |                 | Elective Option   | 4              | 44           | 4              | G            |
| 7             | SPP7570         | Capstone Project /Comprehensive Exam                                | 1              | 11           | 1              | G            |
| <b>Totals</b> |                 |   | <b>53</b>      | <b>594</b>   | <b>54</b>      |              |
| <b>Qtr.</b>   | <b>Course #</b> | <b>Elective Choices: need minimum of 20 credits</b>                 | <b>Lecture</b> | <b>Clock</b> | <b>Credits</b> | <b>Grade</b> |
|               | COUN7210        | Applied Health Behavior Theory (K7)                                 | 4              | 44           | 4              | G            |
|               | COUN7440        | Applied Motor Learning (K3)   | 4              | 44           | 4              | G            |
|               | COUN8100        | Skill Acquisition and Human Performance (K3)                        | 4              | 44           | 4              | G            |
|               | COUN8420        | Psychopathology: Diagnosis and Treatment(K4)                        | 4              | 44           | 4              | G            |
|               | COUN8440        | Directed Study in Sport and Performance Psychology                  | 1-4            | 11-44        | 1-4            | G            |
|               | COUN8445        | Field Problems in Sport and Performance Psychology                  | 1-4            | 11-44        | 1-4            | G            |
|               | COUN8520        | Multicultural Counseling and Advocacy with Diverse Populations (K8) | 4              | 44           | 4              | G            |
|               | LEAD6520        | Leadership and Administration in Athletics                          | 4              | 44           | 4              | G            |
|               | LEAD7140        | Positive Coaching   | 4              | 44           | 4              | G            |
|               | LEAD8310        | Communication in Leadership Positions                               | 4              | 44           | 4              | G            |
|               | LEAD8450        | Positive Leadership in Business                                     | 4              | 44           | 4              | G            |
|               | MSE6220         | Biomechanics (K3)   | 4              | 44           | 4              | G            |
|               | MSE6500         | Exercise Physiology (K3)  | 4              | 44           | 4              | G            |
|               | MSE6530         | Sports Nutrition  | 4              | 44           | 4              | G            |
|               | MSE8215         | Sport and Exercise Performance Enhancement (K3)                     | 4              | 44           | 4              | G            |
|               | SPP7245         | Athletic Nutrition Planning and Supplements                         | 4              | 44           | 4              | G            |

## Concentration

| Positive Coaching |          |   |           |            |           |       |
|-------------------|----------|---|-----------|------------|-----------|-------|
| Qtr.              | Course # | Couse Name (Choose 12 Credits)          | Lecture   | Clock      | Credits   | Grade |
|                   | COUN7440 | Applied Motor Learning K3               | 4         | 44         | 4         | G     |
|                   | COUN8100 | Skill Acquisition and Human Performance | 4         | 44         | 4         | G     |
|                   | LEAD7140 | Positive Coaching                       | 4         | 44         | 4         | G     |
|                   | LEAD8310 | Communication in Leadership Positions   | 4         | 44         | 4         | G     |
|                   | LEAD8485 | Positive Leadership in Sport            | 4         | 44         | 4         | G     |
| <b>Totals</b>     |          |   | <b>20</b> | <b>220</b> | <b>20</b> |       |

## Course Description - MS in Sport and Performance Psychology

NOTE: Core MS-SPP curriculum = 32 credits + Capstone Project or comprehensive exam

### Core courses

#### **COUN6505 Professional Practice and Counseling Ethics (4 credits)**

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology consulting. Students will apply ethical decision-making models and formulate effective evidence-based



collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, organizations, and teams. The focus is on ethical decision-making through an understanding of legal and ethical standards of practice. (4+0)

**COUN6536 Foundations of Counseling (4 credits)**

This course will introduce basic counseling theories and review major contemporary counseling theories, models, procedures, and the helping relationship. The relationship between specific theories, counseling techniques, interventions, and applications of research findings in counseling will be analyzed. This course surveys the principles underlying individual, group, organizational, family systems, and multicultural approaches to counseling. The course will discuss counseling methods utilized in both individual and group settings. (4+0)

**COUN6550 Sport Psychology (4 credits)**

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science based theories, research, and best practices in sport psychology. The course experience will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings. (4+0)

**COUN7410 Psychology of Performance Excellence (4 credits)**

The purpose of this course is to examine the theories, research, and intervention strategies related to the pursuit of excellence. This course explores the deliberate interventions necessary to support the development of excellence and expertise. Students will learn the nature of expertise development, the necessary steps to achieve excellence, and common roadblocks. The concept of excellence will be investigated in many contexts, such as sport and performance, intrapersonal, relationships, and life in general. Topics to be explored include: happiness, contentment, life satisfaction, values, character strengths, emotional intelligence, optimism, hope, flow, and resiliency. (4+0)

**COUN7415 Applied Sport Psychology (4 credits)**

This course integrates and synthesizes the theoretical concepts of sport and performance psychology into meaningful application. Strategies, knowledge and skills will be presented to develop the student's ability to create performance-enhancement programs for athletes and performers. A case study approach will be employed. (4+0)

**COUN7445 Psychological Preparation and Mental Skills Training (4 credits)**

This course will examine how to help individuals better identify, understand, and manage their mental skills, responses to stress, performance preparation strategies, and focusing techniques designed to help performers be more effectively under pressure. Topics to be covered include positive self-talk, confidence, concentration, motivation and goal setting, peak performance states, self-regulation techniques to control arousal, and coping strategies for dealing with the multiple demands facing a competitive athlete. (4+0)

**MSE6565 Research Methods (4 credits)**

This course will explore research topics in the disciplines of sport science, understand how research methods can be utilized to form theories, learn how to critically review the published literature, and write a comprehensive literature review that can be incorporated into the Capstone Project requirement. (4+0)

**SPP7400 Sports in American Society (4 credits)**

This course will examine the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change. Examines how sport affects the social world we live in. Topics explored include the intersection of sport and gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality. (4+0)

**SPP7570 Capstone Project (1 credit)**

This course requires students to produce a professional and academic portfolio that encompasses their academic experiences and professional aspirations. This will include courses taken, selected research papers and academic work as well as any professional experience pertinent to their current degree program. (1+0)

**Course Description - Positive Coaching Concentration**

**COUN7440 Applied Motor Learning (4 credits)**

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

**COUN8100 Skill Acquisition and Human Performance (4 credits)**

This course examines the acquisition of skills and human performance from the perspectives of motor learning, cognitive learning, and affective learning. Students are allowed to select sports and positive coaching readings in order to complete a series of reports. These sports and positive coaching readings will consist of topics such as self-determination theory, theory of planned behavior, leadership, communication, skill acquisition, and risk management. The focus of this course is to enhance the student's knowledge concerning positive coaching and the profession of sports coaching. (4+0)

**LEAD7140 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respecting and protecting self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0) \*Prerequisite - COUN6536 Foundations of Counseling

**LEAD8310 Communication in Leadership Positions (4 credits)**

This course examines effective communication in leadership positions and teaches how to use positive communication techniques and processes within higher education, business, athletic administration and coaching positions. Students will gain an awareness of the positive communication skills it takes to succeed in these professions as well as resources for continual improvement. Students will practice using effective leadership communication skills through simulated leadership scenarios. Students will complete a mock job interview for a future leadership position of their choice. This is to help students conceptualize the dynamics of leadership position interviewing to be more successful. (4+0)

**LEAD8485 Positive Leadership in Sport (4 credits)**

A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned within their concentration to develop their leadership approach. (4+0) \*Positive Coaching Concentration Prerequisite: LEAD7410 Positive Coaching

**Elective courses (a minimum of 20-quarter credits)**

Courses listed in the positive coaching concentration may be taken as elective courses.

**COUN7210 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**COUN8420 Psychopathology: Diagnosis and Treatment (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Students will critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals and groups. Students will also explore the current DSM classifications and diagnostic issues associated with diverse populations. (4+0)

**COUN8440 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (1-4)

**COUN8445 Field Problems in Sport and Performance Psychology (1-4 credits)**

Field problems courses are to increase the scope of the program and to give students special opportunities to complete advanced research projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for

credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**COUN8520 Multicultural Counseling and Advocacy with Diverse Populations (4 credits)**

This course introduces theory and research related to culturally competent counseling and social justice advocacy. Students consider the characteristics and concerns of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of clinical mental health issues in a multicultural society. (4+0)

**LEAD6520 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance of human resources. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**LEAD8450 Positive Leadership in Business (4 credits)**

This course will apply the principles of positive psychology to increase effectiveness and improve business performance. Students will learn applications of positive psychology to strive for excellence; achieve optimal performance; teaching and modeling the process of success; leading a group of individuals to becoming a highly effective team; communicating with followers as we would wish to be communicated with; how to respect and protect the self-worth of others; how to be demanding without being demeaning; how to shape an individual's will without breaking their spirit. The course also includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace. (4+0)

**MSE6220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE6500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. \*Prerequisite: Prior physiology coursework (or instructor approval). (4+0)

**MSE6530 Sports Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

**MSE8215 Sport and Exercise Performance Enhancement (4 credits)**

This course is designed to provide students with the ability to assess and prescribe anaerobic and aerobic exercise programs for sports performance enhancement. Students will obtain hands-on experience designing programs to meet the needs of athletes from a variety of sports. (4+0) \*Prerequisite: Exercise Physiology

**SPP7245 Athletic Nutrition planning and Supplements (4 credits)**

This course is designed to prepare students for the certified sports nutritionist exam offered through the International Society of Sports Nutrition (ISSN). It involves the detailed study of improving and supporting athletic performance through nutrition. How exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be thoroughly discussed. Students will gain practical experience in supporting body composition and physique changes for specific sports/positions as well as performance optimization in endurance, power and speed applications. Nutrition principles and aspects such as meal timing, the use of sports supplements and ergogenic aids will be discussed in detail. The relationship of nutrition to circadian rhythms and sleep to support recovery will also be examined. (4+0)

# Doctor of Education (EdD) in Sport and Performance Psychology

## Purpose

The purpose of the EdD program in sport and performance psychology is to offer advanced training for individuals in psychology, counseling, education, coaching, business, health care, leadership and administrative careers.

## About Program

The UWS Doctor of Education degree is a blend between a research-oriented PhD and an applied clinical psychology doctorate (Psy-D) designed to allow students to meet their specific career goals and educational needs.

The program includes a 90 quarter credit specialization option in clinical mental health counseling (CMHC), and two 76 quarter credit concentration options; 1) positive leadership and administration (PLA) and 2) 'individual studies'. The length of the doctoral program is 76-90 quarter credits beyond a master's degree or 114-128 credits beyond a bachelor's degree for students accepted into the dual EdD degree option. In order to receive a UWS master's degree in this option all degree requirements must be completed.

The curriculum addresses the eight knowledge competency areas required to apply to sit for the certification exam to become a certified consultant through the Association for Applied Sports Psychology (AASP). AASP is the largest applied sport psychology professional association in the world and holds the sport and psychology industry to the highest standards.

### 8 CMPC knowledge competency areas:

- K1 - Sport Psychology Professional Ethics and Standards
- K2 - Sport Psychology
- K3 - Sport Science (Physiological Bases of Sport, Historical/Social/Motor Bases of Sport)
- K4 - Psychopathology
- K5 - Helping Relationships (Counseling Skills)
- K6 - Statistics and Research Methods
- K7 - Psychological Foundations (previously C9-C12)
- K8 - Diversity and Culture

Personalized coursework options within the degree provide an opportunity for students to meet the certification as well as state and national examination graduate coursework requirements for the:

- Certified Master Performance Coach Program (CMPC)
- American Counseling Association (ACA)
- National Clinical Mental Health Counseling Examination (NCMHCE)
- National Counselor Examination (NCE) for licensure and certification
- State Licensed Professional Counselor (LPC) examination

## Specific Admission Requirements - EdD-SPP

- Master's degree (or baccalaureate degree for dually enrolled MS-EdD students) from an accredited college or university (or foreign equivalent).
- A minimum cumulative GPA of 2.75 (minimum cumulative GPA of 3.3 for undergraduate students)
- Graduate Record Examination (GRE) scores may be required based on the student's GPA.
- A personal statement describing the applicant's reason for pursuing the degree and learning expectations. Applicants are encouraged to read the AASP ethical standards before writing their personal statement.

## Additional Admission Requirements for Clinical Mental Health Counseling Specialization

Each applicant for the clinical mental health specialization is reviewed holistically to take into consideration their personal experience. The professional experience and accomplishments that support the student's preparedness, suitability and mental fitness for the counseling profession will also be evaluated.

- Successful completion, with a minimum 3.0 GPA of all EdD core curriculum.
- Clear a comprehensive background check.
- Second interview with coordinator of CMHC, or clinical faculty after all core curriculum is completed.
- Submit an acceptable, original essay. Applicants must describe how they would apply the knowledge, skills, practices, and ethical standards of counseling; including empowerment, resilience, optimal development, multicultural competence, and holism to promote the wellbeing of individuals, groups, and the diverse systems that support them.

## Graduation Requirements

The EdD-SPP is conferred upon the student who has fulfilled the following requirements:

- Maintain enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion, with a minimum cumulative GPA of 3.0, of all required coursework, program requirements or approved equivalents.
- Successful completion of minimum graduation requirements as stated in other university documents.
- Freedom from all indebtedness and other obligations to the university.

## Technical Standards and Required Abilities for Admission

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## EdD Sport and Performance Psychology Programs Overview

The doctoral program is 76-90 quarter credits beyond a master's degree or a minimum of 114 credits beyond a bachelor's degree. The total number of credits for program completion varies depending on the completion path chosen (specialization, concentration, or individual studies option). Beyond the EdD counseling core coursework of 40 credits, students then select one of three available options to complete the degree. For counseling licensure eligibility, the counseling specialization and a minimum of 90 counseling credits are required.

**Table 1: EdD completion pathways beyond a master's degree**

| EdD-Sport and Performance Psychology  | Quarter Credits              |
|---|------------------------------|
| <b>Counseling Core Courses</b>  | 40                           |
| <b>Option 1) Clinical Mental Health Counseling (CMHC) Specialization</b>    |                              |
| Clinical Mental Health Counseling   | Core + 50                    |
| <b>Option 2) Positive Leadership and Administration (PLA) Concentration</b> |                              |
| Positive Leadership and Administration                                      | Core + 36(24+12)             |
| <b>Option 3) Individual Studies</b>   |                              |
| Minimum 36 credits  | Core + minimum of 36 (24+12) |
| <b>Program Total</b>  | <b>76-90</b>                 |

\*Advance standing: Licensed professional counselors or students with a related counseling master's degree may qualify for advanced standing towards the doctoral program.

### Option 1: Clinical Mental Health Counseling Specialization (CMHC)

The clinical mental health counseling specialization program offers a rigorous curriculum of online coursework, internships, and field experiences to prepare students to sit for state licensure exams. Students will develop the theoretical knowledge and practical skills needed to assess and treat mental and emotional conditions and promote optimum mental health. Students completing the clinical mental health counseling specialization must complete 14 counseling courses (total degree hours of 90 quarter credits equivalent to 60 semester hours), including a 100-hour clinical practicum and 600-hour clinical internship. The clinical internship hours need to be completed over a one-year period or longer.

Counseling coursework is required to become a certified consultant through the Association of Applied Sport Psychology (AASP) and to meet the expectations to serve on the U.S. Olympic Committee Sport Psychology Registry. Additionally, the American Psychological Association (APA) Division-47 Sport and Exercise Psychology recommends counseling psychology coursework as part of the required job training to conduct mental skills training for collegiate athletic teams. Students will be able to pursue mental health counselor positions within institutional, community and private practice settings.

## Option 2: EdD Positive Leadership and Administration Concentration (PLA)

Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them and to enhance their experiences of love, work and play. The positive leadership and administration concentration applies the principles of positive psychology to the challenges in competitive sport environments and in the workplace. This concentration is intended to help leaders and their teams and/or organizations succeed through gained understanding of human motivation and behaviors, and apply that understanding to achieve extraordinary results in:

- Long-term motivation
- Team and business functional effectiveness
- Effective work processes
- Organizational design and structure that leads to optimal performance

Students completing the PLA concentration must complete an additional 36 credits beyond the required 40 core credits, of which 12 credits must be culminating experience. Students may choose from the available options to meet this requirement.

- Dissertation
- Fieldwork practicum
- Mentorship and scholarly project

## Option 3: EdD Individual Studies

The individual study option is designed to help graduate students complete all of the CMPC coursework requirements and to become a certified sport psychology consultant through the Association of Applied Sport Psychology (CC-AASP).

Students enrolled in the individual studies option must complete a minimum of additional 36 credits beyond the required 40 core credits. By requirement, 12 of the additional 36 credits must come from culminating experience through one of the provided options:

- Dissertation
- Fieldwork practicum
- Mentorship and scholarly project

## Dual EdD Option: Beyond a Bachelor's Degree

This EdD pathway requires completion of 114-130 quarter credits beyond a bachelor's degree. Students seeking to complete the coursework requirements towards eligibility for the counseling licensure exam will be required to complete a minimum of 128 credits beyond a bachelor's degree. This option can be the most efficient pathway for transfer students or those who are ready to complete the CMPC and licensed professional counselor (LPC) or licensed mental health counselor (LMHC) coursework requirements. Students who choose this option are not required to take the MS level Capstone Project and can select specific coursework outside of the MS-SPP core curriculum.

**Note:** Students who complete this EdD path will not receive a master's degree unless all required MS curriculum coursework is completed.

Students must have an undergraduate cumulative GPA of 3.3 and receive departmental approval to be accepted into the program. Once accepted, students must maintain a 3.0 GPA in their core coursework to qualify for the clinical mental health counseling specialization.

## EdD completion paths for qualifying undergraduate students

| EdD Sport and Performance Psychology              | Quarter Credits |
|---|-----------------|
| Core Courses                                      | 40              |
| Individual Studies Electives (non-licensure path) | 74              |
| Specialization + Electives                        | 50+38           |
| <b>Program Total</b>                              | <b>114-130</b>  |



## Expected Learning Outcomes-EdD Sport and Performance Psychology Programs

### Graduate of the EdD Sport and Performance Psychology

- Describe major concepts and current trends in research pertaining to mental health counseling and sport psychology.
- Identify and explain the legal and ethical issues involved with mental health counseling practice and consulting in sport psychology.
- Demonstrate the ability to design activities and ethical interventions in mental health counseling, sport and performance contexts.
- Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and sport psychology practice.
- Recognize and integrate a variety of counseling techniques available to improve health, enhance performance, and improve overall wellness.

### Learning Outcomes for Clinical Mental Health Counseling Specialization

In addition to the general learning outcomes above, graduates of the clinical mental health counseling track will:

- Demonstrate and articulate an understanding of professional identity as a clinical mental health counselor.
- Demonstrate knowledge of the primary domains of clinical mental health counseling (i.e., foundations; counseling prevention and intervention; diversity and advocacy; assessment; research and evaluation; diagnosis).
- Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation and ethical practice.
- Demonstrate the personal awareness, theoretical knowledge and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, as well as advocacy.
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as examination of personal values.
- Articulate how sport and performance psychology consulting influences one's identity and practice as a clinical mental health counselor.

## Curriculum Sequence - Ed Sport and Performance Psychology

| Counseling Core Courses |          |   |         |     |          |       |         |       |
|-------------------------|----------|---|---------|-----|----------|-------|---------|-------|
| Qtr.                    | Course # | SPP Counseling Core Courses   | Lecture | Lab | Clinical | Clock | Credits | Grade |
| 1                       | COUN6505 | Professional Practice and Counseling Ethics                         | 4       | 0   | 0        | 44    | 4       | G     |
| 1                       | COUN6550 | Sport Psychology  | 4       | 0   | 0        | 44    | 4       | G     |
| 2                       | COUN6536 | Foundations of Counseling Theories                                  | 4       | 0   | 0        | 44    | 4       | G     |
| 2                       | COUN7515 | Survey of Research in Human Development for Professional Counselors | 4       | 0   | 0        | 44    | 4       | G     |
| 3                       | COUN7410 | Psychology of Performance Excellence                                | 4       | 0   | 0        | 44    | 4       | G     |
| 3                       | COUN7445 | Psychological Preparation and Mental Skills Training                | 4       | 0   | 0        | 44    | 4       | G     |
| 4                       | COUN7415 | Applied Sport Psychology  | 4       | 0   | 0        | 44    | 4       | G     |
| 4                       | COUN7517 | Survey of Research Methods  | 4       | 0   | 0        | 44    | 4       | G     |
| 5                       | COUN7420 | Sport and Performance Psychology Interventions                      | 4       | 0   | 0        | 44    | 4       | G     |
| 5                       | COUN7511 | Group Team and Organizational Dynamics                              | 4       | 0   | 0        | 44    | 4       | G     |
| Totals                  |          |   | 40      | 0   | 0        | 440   | 40      |       |

### Option 1

| Clinical Mental Health Counseling Specialization |          |  |         |     |          |       |         |       |
|--|----------|--|---------|-----|----------|-------|---------|-------|
| Qtr.   | Course # | Course Name  | Lecture | Lab | Clinical | Clock | Credits | Grade |
| 6  | COUN7430 | Counseling Methods and Practices                               | 4       | 0   | 0        | 44    | 4       | G     |
| 6  | COUN7450 | Human Growth and Lifespan Development                          | 4       | 0   | 0        | 44    | 4       | G     |
| 7  | COUN8420 | Psychopathology: Diagnosis and Treatment                       | 4       | 0   | 0        | 44    | 4       | G     |
| 7  | COUN8520 | Multicultural Counseling and Advocacy with Diverse Populations | 4       | 0   | 0        | 44    | 4       | G     |
| 8  | COUN7525 | Life Planning and Career Counseling                            | 4       | 0   | 0        | 44    | 4       | G     |

|               |          |   |           |          |           |             |           |     |
|---------------|----------|---|-----------|----------|-----------|-------------|-----------|-----|
| 8             | COUN8710 | Mental Health Counseling Residential Colloquium 1 | 1         | 0        | 0         | 42          | 1         | G   |
| 8             | COUN8715 | Mental Health Counseling Pre-Practicum 1          | 4         | 0        | 0         | 44          | 4         | G   |
| 9             | COUN7520 | Group Interventions                               | 4         | 0        | 0         | 44          | 4         | G   |
| 9             | COUN8720 | Mental Health Counseling Residential Colloquium 2 | 1         | 0        | 0         | 42          | 1         | G   |
| 9             | COUN8725 | Mental Health Counseling Pre-Practicum 2          | 4         | 0        | 0         | 44          | 4         | G   |
| 10            | COUN8510 | Clinical Issues: Interviewing & Diagnosis         | 4         | 0        | 0         | 44          | 4         | G   |
| 10            | COUN8730 | Mental Health Counseling Clinical Practicum       | 0         | 0        | 4         | 100         | 4         | P/F |
| 11            | COUN8645 | Mental Health Counseling Clinical Internship 1    | 0         | 0        | 2         | 150         | 2         | P/F |
| 12            | COUN8650 | Mental Health Counseling Clinical Internship 2    | 0         | 0        | 2         | 150         | 2         | P/F |
| 13            | COUN8655 | Mental Health Counseling Clinical Internship 3    | 0         | 0        | 2         | 150         | 2         | P/F |
| 14            | COUN8660 | Mental Health Counseling Clinical Internship 4    | 0         | 0        | 2         | 150         | 2         | P/F |
| <b>Totals</b> |          |   | <b>38</b> | <b>0</b> | <b>12</b> | <b>1180</b> | <b>50</b> |     |

## Option 2

| Positive Leadership and Administration Concentration (24 + 12 credit culminating experience) |          |  |           |          |          |            |           |       |
|--|----------|--|-----------|----------|----------|------------|-----------|-------|
| Qt.  | Course # | Course Name  | Lecture   | Lab      | Clinical | Clock      | Credits   | Grade |
| 6  | LEAD6520 | Leadership and Administration in Athletics           | 4         | 0        | 0        | 44         | 4         | G     |
| 6  | LEAD7140 | Positive Coaching                                    | 4         | 0        | 0        | 44         | 4         | G     |
| 7  | LEAD8450 | Positive Leadership in Business                      | 4         | 0        | 0        | 44         | 4         | G     |
| 7  | LEAD8485 | Positive Leadership in Sport                         | 4         | 0        | 0        | 44         | 4         | G     |
| 8  |          | Elective Option                                      | 4         | 0        | 0        | 44         | 4         | G     |
| 8  |          | Elective Option                                      | 4         | 0        | 0        | 44         | 4         | G     |
| <b>Totals</b>  |          |  | <b>24</b> | <b>0</b> | <b>0</b> | <b>264</b> | <b>24</b> |       |
| Qtr.   | Course # | Electives(Choose two)                                | Lecture   | Lab      | Clinical | Clock      | Credits   | Grade |
|  | COUN8440 | Directed Study in Sport & Performance Psychology     | 4         | 0        | 0        | 44         | 4         | G     |
|  | LEAD8310 | Communications in Leadership Positions               | 4         | 0        | 0        | 44         | 4         | G     |
| Qtr.   | Course # | Culmination Experience - 12 credits                  | Lecture   | Lab      | Clinical | Clock      | Credits   | Grade |
|  |          | <b>1. Dissertation</b>                               |           |          |          |            |           |       |
| 9  | COUN8810 | Dissertation Research I                              | 1-4       | 0        | 0        | 11-44      | 1-4       | P/F   |
| 10   | COUN8815 | Dissertation Research II                             | 1-4       | 0        | 0        | 11-44      | 1-4       | P/F   |
| 11   | COUN8820 | Dissertation Research III                            | 1-4       | 0        | 0        | 11-44      | 1-4       | P/F   |
|  |          | <b>2. Fieldwork Practicum</b>                        |           |          |          |            |           |       |
| 6  | COUN8425 | Practicum 1 - Sport and Performance Psychology       | 0         | 0        | 9        | 33-99      | 1-3       | P/F   |
| 7  | COUN8435 | Practicum 2 - Sport and Performance Psychology       | 0         | 0        | 9        | 33-99      | 1-3       | P/F   |
| 8  | COUN8455 | Practicum 3 - Sport and Performance Psychology       | 0         | 0        | 9        | 33-99      | 1-3       | P/F   |
| 9  | COUN8465 | Practicum 4 - Sport and Performance Psychology       | 0         | 0        | 9        | 33-99      | 1-3       | P/F   |
| 10   | COUN8475 | Practicum 5 - Sport and Performance Psychology       | 0         | 0        | 12       | 33-132     | 1-3       | P/F   |
| 11   | COUN8485 | Practicum 6 - Sport and Performance Psychology       | 0         | 0        | 12       | 33-132     | 1-3       | P/F   |
|  |          | <b>3. Mentorship Practicum and Scholarly Project</b> |           |          |          |            |           |       |
| 9  | COUN8850 | Field Experience and Scholarly Project               | 1-4       | 0        | 0        | 33-132     | 1-4       | P/F   |
| 10   | COUN8855 | Field Experience and Scholarly Project               | 1-4       | 0        | 0        | 33-132     | 1-4       | P/F   |
| 11   | COUN8860 | Field Experience and Scholarly Project               | 1-4       | 0        | 0        | 33-132     | 1-4       | P/F   |

## Option 3

| Individual Studies Electives (minimum of 24 + 12 credits culminating experience) |          |                                |         |     |          |       |         |       |
|--|----------|--------------------------------|---------|-----|----------|-------|---------|-------|
| Qtr.   | Course # | Course Names                   | Lecture | Lab | Clinical | Clock | Credits | Grade |
|  | COUN7210 | Applied Health Behavior Theory | 4       | 0   | 0        | 44    | 4       | G     |

|  | COUN7440 | Applied Motor Learning K3   | 4       | 0   | 0        | 44     | 4       | G     |
|--|----------|---|---------|-----|----------|--------|---------|-------|
|  | COUN7520 | Group Interventions   | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN7525 | Life Planning and Career Counseling                                 | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN7670 | Addiction and Substance Abuse Counseling                            | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN8100 | Skill Acquisition and Human Performance                             | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN8400 | Psychopharmacology  | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN8420 | Psychopathology: Diagnosis and Treatment                            | 4       | 0   | 0        | 44     | 4       | G     |
|  | COUN8440 | Directed Study in Sport & Performance Psychology                    | 1-4     | 0   | 0        | 11-44  | 1-4     | G     |
|  | COUN8445 | Field Problems in Sport & Performance Psychology                    | 1-4     | 0   | 0        | 11-44  | 1-4     | G     |
|  | COUN8520 | Multicultural Counseling and Advocacy with Diverse Populations (K8) | 4       | 0   | 0        | 44     | 4       | G     |
|  | LEAD6520 | Leadership and Administration in Athletics                          | 4       | 0   | 0        | 44     | 4       | G     |
|  | LEAD7140 | Positive Coaching   | 4       | 0   | 0        | 44     | 4       | G     |
|  | LEAD8310 | Communications in Leadership Positions                              | 4       | 0   | 0        | 44     | 4       | G     |
|  | LEAD8450 | Positive Leadership in Business                                     | 4       | 0   | 0        | 44     | 4       | G     |
|  | LEAD8485 | Positive Leadership in Sport  | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSE6220  | Biomechanics K3   | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSE6531  | Sports and Exercise Nutrition                                       | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSE6500  | Exercise Physiology K3  | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSE6565  | Research Methods  | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSE8215  | Sport and Exercise Performance Enhancement                          | 4       | 0   | 0        | 44     | 4       | G     |
|  | MSN7201  | Fundamentals of Mind-Body Medicine & Psychology of Well-being       | 2       | 0   | 0        | 22     | 2       | G     |
|  | SPP7400  | Sports in American Society  | 4       | 0   | 0        | 44     | 4       | G     |
|  | SPP8650  | Psychology of Performing Arts                                       | 4       | 0   | 0        | 44     | 4       | G     |
|  |          |   |         |     |          |        |         |       |
| Qtr.   | Course # | Culmination Experience - 12 credits                                 | Lecture | Lab | Clinical | Clock  | Credits | Grade |
| <b>1. Dissertation</b>                               |          |   |         |     |          |        |         |       |
| 9  | COUN8810 | Dissertation Research I   | 1-4     |     |          | 11-44  | 1-4     | P/F   |
| 10   | COUN8815 | Dissertation Research II  | 1-4     |     |          | 11-44  | 1-4     | P/F   |
| 11   | COUN8820 | Dissertation Research III   | 1-4     |     |          | 11-44  | 1-4     | P/F   |
| <b>2. Fieldwork Practicum</b>                        |          |   |         |     |          |        |         |       |
| 6  | COUN8425 | Practicum 1 - Sport and Performance Psychology                      | 0       | 0   | 9        | 33-99  | 1-3     | P/F   |
| 7  | COUN8435 | Practicum 2 - Sport and Performance Psychology                      | 0       | 0   | 9        | 33-99  | 1-3     | P/F   |
| 8  | COUN8455 | Practicum 3 - Sport and Performance Psychology                      | 0       | 0   | 9        | 33-99  | 1-3     | P/F   |
| 9  | COUN8465 | Practicum 4 - Sport and Performance Psychology                      | 0       | 0   | 9        | 33-99  | 1-3     | P/F   |
| 10   | COUN8475 | Practicum 5 - Sport and Performance Psychology                      | 0       | 0   | 12       | 33-99  | 1-3     | P/F   |
| 11   | COUN8485 | Practicum 6 - Sport and Performance Psychology                      | 0       | 0   | 12       | 33-99  | 1-3     | P/F   |
| <b>3. Mentorship Practicum and Scholarly Project</b> |          |   |         |     |          |        |         |       |
| 9  | COUN8830 | Field Experience and Scholarly Project I                            | 1-4     | 0   | 0        | 33-132 | 1-4     | P/F   |
| 10   | COUN8835 | Field Experience and Scholarly Project II                           | 1-4     | 0   | 0        | 33-132 | 1-4     | P/F   |
| 11   | COUN8840 | Field Experience and Scholarly Project III                          | 1-4     | 0   | 0        | 33-132 | 1-4     | P/F   |

## Graduate Certificate Programs - Sport and Performance Psychology

The online graduate certificate programs are designed for students who want to further their education or are pursuing a graduate level certificate. The coursework completed in the certificate programs may be applied as advanced standing towards a master of science or doctor of education in sport and performance psychology.

The coursework, using the same courses as the master program, includes four to six courses per concentration. Completion of the certificate program can be accomplished within a year. Upon completion, participants of any certificate program may choose to finish the remaining coursework to earn a master of science or doctor of education degree.

### Graduate Certificate Concentrations

- Applied Sport Psychology

- Positive Leadership and Administration
- Sports Nutrition

In addition to meeting the admission requirements specified under the master's in sport and performance psychology, students must meet specific certificate requirements as specified below.

### **Specific Admission Requirements - Sports Nutrition**

UWS admits new students into the certificate of advanced study in sports nutrition each fall (October) and spring (April).

The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications.

The [application](#) for admission and additional information is available on the UWS website.

### **Technical Standards and Required Abilities for Admission**

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

### **Graduate Certificate in Applied Sport Psychology**

The curriculum is designed to meet the necessary requirements to become a Certified Master Performance Coach(CMPC) as outlined in the about program section. The curriculum addresses the coursework competency areas to prepare student to become a recognized expert in the field.

The certificate is a total of 24 quarter-credits with a core curriculum of four courses and two elective options for students to complete the certificate. Under special circumstances, students may request approval from the program director to take additional electives, if the minimum core requirements have been met or if the student has taken additional CMPC core courses through other programs.

### **Graduate Certificate in Positive Leadership and Administration**

The graduate certificate in positive leadership and administration applies the principles of positive psychology to the challenges in competitive sport environments and in the workplace. This concentration is intended to help leaders and their teams or organizations succeed through gained understanding of human motivation and behaviors, and apply that understanding to achieve extraordinary results in long-term motivation, team and business functional effectiveness, effective work processes and organizational design/structure that leads to optimal performance.

The certificate is a total of 24 quarter-credits with a core curriculum of four courses and two elective options for students to complete the certificate. Coursework within this certificate can also be taken within our other online degrees.

### **Graduate Certificate in Sports Nutrition**

The graduate sports nutrition certificate consists of four courses, 15 credits total, designed specifically to prepare students to become a certified sports nutritionist (CISSN) through the International Society of Sports Nutrition (ISSN). The CISSN is recognized as the premier certification backed by evidence-based research in the field of Sports Nutrition and supplementation. Through his program, students will learn how to improve, and support athletic performance, and gain practical experience on how to support body composition and physique changes for specific sports. Additionally, students will learn about performance optimization for endurance, power and speed applications.

## **Expected Learning Outcomes**

### **Applied Sport Psychology**

- Describe major concepts and current trends in research pertaining to mental health counseling and sport psychology.
- Identify and explain the legal and ethical issues involved with mental health counseling practice and consulting in sport psychology.

- Demonstrate the ability to design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
- Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and sport psychology practice.
- Recognize and integrate a variety of techniques available to improve health, enhance performance, and improve overall wellness.

### Positive Leadership and Administration

- Describe major concepts and current trends in research pertaining to sport psychology, positive leadership and administration.
- Identify and explain the legal and ethical issues involved with positive leadership and administration practice and consulting in sport psychology.
- Demonstrate the ability to design activities and ethical interventions in positive leadership and administration and performance contexts.
- Communicate through discussion and writing the terminology, concepts, and connections between science, positive leadership and administration practice.
- Recognize and integrate a variety of techniques available to improve leadership, enhance performance, and improve overall wellness.

### Sports Nutrition

- Evaluate current research related to sports nutrition, wellness, and selected dietary patterns.
- Demonstrate comprehension of macronutrient digestion, absorption, and transport under normal and exercising conditions.
- Demonstrate knowledge of regulations and quality control issues in sports nutrition and the dietary supplement industry.
- Demonstrate the ability to assist with the development of specific nutrition plans designed to maximize sport performance and overall wellness.
- Identify and describe applications of dietary supplements to improve health and performance.

## Curriculum Sequence - Sport and Psychology Performance Certificates

### Option 1

| Applied Sport Psychology |          |   |           |            |           |       |
|--------------------------|----------|---|-----------|------------|-----------|-------|
| Qtr.                     | Course # | Core Courses  | Lecture   | Clock      | Credits   | Grade |
| 1                        | COUN6505 | Professional Practice and Counseling Ethics K1                        | 4         | 44         | 4         | G     |
| 1                        | COUN6550 | Sport Psychology K2   | 4         | 44         | 4         | G     |
| 2                        | COUN7415 | Applied Sport Psychology K2   | 4         | 44         | 4         | G     |
| 2                        | COUN7445 | Psychological Preparation and Mental Skills Training (K2) or elective | 4         | 44         | 4         | G     |
| 3                        |          | Elective  | 4         | 44         | 4         | G     |
| 3                        |          | Elective  | 4         | 44         | 4         | G     |
|                          |          | <b>Totals</b>   | <b>24</b> | <b>264</b> | <b>24</b> |       |
| Qtr.                     | Course # | Electives   | Lecture   | Clock      | Credits   | Grade |
|                          | COUN6536 | Foundations of Counseling K5  | 4         | 44         | 4         | G     |
|                          | COUN7210 | Applied Health Behavior Theory K7                                     | 4         | 44         | 4         | G     |
|                          | COUN7440 | Applied Motor Learning K3   | 4         | 44         | 4         | G     |
|                          | COUN7517 | Survey of Research Methods K6   | 4         | 44         | 4         | G     |
|                          | COUN7525 | Life Planning and Career Counseling K5, K7                            | 4         | 44         | 4         | G     |
|                          | COUN8100 | Skill Acquisition and Human Performance K3                            | 4         | 44         | 4         | G     |
|                          | COUN8420 | Psychopathology: Diagnosis and Treatment K4                           | 4         | 44         | 4         | G     |
|                          | COUN8520 | Multicultural Counseling and Advocacy with Diverse Populations K8     | 4         | 44         | 4         | G     |
|                          | LEAD7140 | Positive Coaching   | 4         | 44         | 4         | G     |
|                          | MSE6220  | Biomechanics K3   | 4         | 44         | 4         | G     |
|                          | MSE6500  | Exercise Physiology K3  | 4         | 44         | 4         | G     |
|                          | MSE8215  | Sport and Exercise Performance Enhancement K3                         | 4         | 44         | 4         | G     |
|                          | SPP7400  | Sports in American Society K3   | 4         | 44         | 4         | G     |

## Option 2

| Positive Leadership and Administration |          |  |         |       |         |       |
|--|----------|--|---------|-------|---------|-------|
| Qtr.                                   | Course # | Positive Leadership and Administration           | Lecture | Clock | Credits | Grade |
| 1                                      | LEAD7140 | Positive Coaching                                | 4       | 44    | 4       | G     |
| 1                                      | LEAD6520 | Leadership and Administration in Athletics       | 4       | 44    | 4       | G     |
| 2                                      | LEAD8450 | Positive Psychology in Business Leadership       | 4       | 44    | 4       | G     |
| 2                                      | LEAD8485 | Positive Leadership in Sport                     | 4       | 44    | 4       | G     |
| 3                                      |          | Elective Option                                  | 4       | 44    | 4       | G     |
| 3                                      |          | Elective Option                                  | 4       | 44    | 4       | G     |
| Totals                                 |          |  | 24      | 246   | 24      |       |
| Qtr.                                   | Course # | PLA Electives Choose two of the following        | Lecture | Clock | Credits | Grade |
|  | COUN8440 | Directed Study in Sport & Performance Psychology | 4       | 44    | 4       | G     |
|  | LEAD8310 | Communication in Leadership Positions            | 4       | 44    | 4       | G     |

## Option 3

| Sports Nutrition Graduate Certificate |          |   |         |     |          |       |        |       |
|---------------------------------------|----------|---|---------|-----|----------|-------|--------|-------|
| Qtr.                                  | Course # | Course Name                                 | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 1                                     | MSE6530  | Sports Nutrition                            | 4       | 0   | 0        | 44    | 4      | G     |
| 1                                     | MSN 6101 | Evidence-Based Nutrition                    | 3       | 0   | 0        | 33    | 3      | G     |
| 2                                     | SPP7245  | Athletic Nutrition Planning and Supplements | 4       | 0   | 0        | 44    | 4      | G     |
| 2                                     | MSN 6305 | Whole Food Nutrition and Supplementation    | 4       | 0   | 0        | 44    | 4      | G     |
| Totals                                |          |   | 15      | 0   | 0        | 165   | 15     |       |

## Course Descriptions - EdD in Sport and Performance Psychology

### Counseling Core Courses

#### COUN6505 Professional Practice and Counseling Ethics (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology consulting. Students will be expected to apply ethical decision-making models and formulate effective evidence-based collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, organizations, and teams. The focus is on ethical decision-making through an understanding of legal and ethical standards of practice. (4+0)

#### COUN6536 Foundations of Counseling Theories (4 credits)

This course will introduce basic counseling theories and review major contemporary counseling theories, models, procedures, and the helping relationship. The relationship between specific theories, counseling techniques, interventions, and applications of research findings in counseling will be analyzed. This course surveys the principles underlying individual, group, organizational, family systems, and multicultural approaches to counseling. The course will discuss counseling methods utilized in both individual and group settings. (4+0)

#### COUN6550 Sport Psychology (4 credits)

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science based theories, research, and best practices in sport psychology. The course experience will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings. (4+0)

#### COUN7410 Psychology of Performance Excellence (4 credits)

The purpose of this course is to examine the theories, research, and intervention strategies related to the pursuit of excellence. This course explores the deliberate interventions necessary to support the development of excellence and expertise. Students will learn the nature of expertise development, the necessary steps to achieve excellence, and common roadblocks. The concept of excellence will be investigated in many contexts, such as sport and performance, intrapersonal, relationships, and life in general. Topics to be explored include: happiness, contentment, life satisfaction, values, character strengths, emotional intelligence, optimism, hope, flow and resiliency. (4+0)

**COUN7415 Applied Sport Psychology (4 credits)**

This course integrates and synthesizes the theoretical concepts of sport and performance psychology into meaningful application. Strategies, knowledge and skills will be presented to develop the student's ability to create performance-enhancement programs for athletes and performers. A case study approach will be employed. (4+0)

**COUN7420 Sport and Performance Psychology Interventions (4 credits)**

This course will introduce sport psychology interventions using a case study approach. Applications of self-determination theory and evidence-based techniques such as Motivational Interviewing will be taught to help consultants be more effective at using positive motivation, establishing positive change plans, and goal setting. This course focuses on building the holistic communication and motivation skills necessary for establishing long-term commitments. (4+0)

**COUN7445 Psychological Preparation and Mental Skills Training (4 credits)**

This course will examine how to help individuals better identify, understand, and manage their mental skills, responses to stress, performance preparation strategies, and focusing techniques designed to help performers be more effectively under pressure. Topics to be covered include positive self-talk, confidence, concentration, motivation and goal setting, peak performance states, self-regulation techniques to control arousal, and coping strategies for dealing with the multiple demands facing a competitive athlete. (4+0)

**COUN7511 Group, Team, and Organizational Dynamics (4 credits)**

This course provides a basic introduction to group process and group counseling. This course will examine the role of self in groups, leadership in groups and teams, the group and team environment, motivation in groups and teams, and socio-environmental issues with groups. Group process and stages of groups will be explored through text readings, journal and research articles, and experiential learning. By focusing on theory, application and practice of small group processes (including group leadership and the development of team and group dynamics) students incorporate new skills, enhance productivity, and reduce barriers to effective communication in groups and teams. (4+0)

**COUN7515 Survey of Research in Human Development for Professional Counselors (4 credits)**

This course presents theories of human development and behavior throughout the lifespan. Students examine approaches for researching human development, including personality and moral development theory. Students also focus on the developing person using the theoretical lenses of disciplines such as sport psychology, psychology, anthropology, and biology. (4+0)

**COUN7517 Survey of Research Methods (4 credits)**

This course provides an overview of graduate-level approaches to research methodology. Students will study major research methodologies, quantitative and qualitative approaches to needs assessment, program evaluation, and program design. (4+0)

**Clinical Mental Health Counseling Specialization****Residency Requirements**

Two six-day residential colloquia.

**COUN7430 Counseling Methods and Practices (4 credits)**

This course is an introduction to mental health counseling microskills and techniques needed in helping relationships, with attention to building the therapeutic alliance. Emphasis placed on learning skills in small group format. Experience in demonstrating skills and the ability to form an effective counseling relationship is required. (4+0)

**COUN7450 Human Growth and Lifespan Development (4 credits)**

This course provides an understanding of human growth and development over the life span including theoretical approaches and issues relevant to human services. It emphasizes physiological, cognitive, social, emotional, personality, spiritual, and moral development from conception to death. Legal and ethical issues related to human development, as well as diversity issues, will be reviewed in relation to human services. (4+0)

**COUN7520 Group Interventions (4 credits)**

Students in this course examine the theoretical components and developmental aspects of groups. Topics include: types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. (4+0)

**COUN7525 Life Planning and Career Counseling (4 credits)**

Students develop foundational lifestyle and counseling skills and engage in professional career counseling activities. Students examine the major models of career development and the ways clients' interests, aptitudes, lifestyle,



social interests, family responsibilities, and life transitions may impact lifestyle and career development process. Students also discuss legal and ethical issues associated with career counseling practice. (4+0)

**COUN8420 Psychopathology: Diagnosis and Treatment (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Students will critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals and groups. Students will also explore the current DSM classifications and diagnostic issues associated with diverse populations. (4+0)

**COUN8510 Clinical Issues: Interviewing and Diagnosis (4 credits)**

This course will examine adult psychopathology, as classified in the DSM. Special emphasis will be placed on the intersection of performance with more traditional psychopathology. Students will learn about etiology, symptomatology, epidemiology, and treatment issues. Possible causes and contributory factors will be examined, as well as theoretical and multicultural considerations. (4+0)

**COUN8520 Multicultural Counseling and Advocacy with Diverse Populations (4 credits)**

This course introduces theory and research related to culturally competent counseling and social justice advocacy. Students consider the characteristics and concerns of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of clinical mental health issues in a multicultural society. (4+0)

**Clinical Practicum/Internship Requirements (12 credits)**

Minimum of 100 practicum hours and 600 internship hours

**COUN8645 Mental Health Counseling Clinical Internship 1 (2 credits)**

**COUN8650 Mental Health Counseling Clinical Internship 2 (2 credits)**

**COUN8655 Mental Health Counseling Clinical Internship 3 (2 credits)**

**COUN8660 Mental Health Counseling Clinical Internship 4 (2 credits)**

This is a series of four counseling clinical internships during which students fulfill 600 total required contact hours in a mental health setting. Of the 600 total hours, students must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. The internship provides students with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. Grading for this course is P/NP. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. \*Prerequisite(s): COUN8710, COUN8720, and COUN8730 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer. (4+0)

**COUN8710 Mental Health Counseling Residential Colloquium 1 (1 credit - 6 days)**

The first residential colloquium includes a preparatory online classroom and a residency experience. Students engage in preparatory online classroom activities to prepare themselves for the residency experience and focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Students then engage in a face-to-face residency experience that guides them as they integrate mental health counseling theories and methods with clinical practice. (4+0) Residency Requirement: ***Must be taken the quarter immediately before COUN8610 Pre-Practicum 1***

**COUN8715 Mental Health Counseling Pre-Practicum 1 (4 credits online)**

This online course reinforces the clinical mental health counseling skills developed in the first six-day residential counseling colloquium course, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Students continue to integrate mental health counseling theories and methods with clinical practice. (4+0) \*Prerequisite: COUN8635 MHC Residential Colloquium 1: ***Must be taken the quarter immediately after MHC Residential Colloquium 1.***

**COUN8720 Mental Health Counseling Residential Colloquium 2 (1 credit - 6 days)**

The second residential colloquium includes preparatory online coursework and a residency experience. Students engage in preparatory online coursework activities to prepare themselves for the residency experience and focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Students then engage in a face-to-face residency experience that guides them as they integrate mental health counseling theories and methods with clinical practice. (4+0) Residency Requirement: ***Must be taken the quarter immediately before COUN 8620 Pre-Practicum 2***

**COUN8725 Mental Health Counseling Pre-Practicum 2 (4 credits)**

This online course reinforces the advanced clinical mental health counseling skills developed in Mental Health Counseling Residential Colloquium 2, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and performing crisis assessments. Students continue to integrate mental health counseling theories and methods with clinical practice. (4+0) \*Prerequisite: COUN8640 MHC Residential Colloquium 2: *Must be taken the quarter immediately after MHC Residential Colloquium 2.*

**COUN8730 Mental Health Counseling Clinical Practicum (4 credits hybrid/field experience)**

The clinical practicum is an online-directed, supervised field experience in a mental health counseling field setting during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. (4+0) \*Prerequisite(s): COUN8710, COUN8720 with a cumulative GPA of 3.0 or better.

**Positive Leadership and Administration Concentration****LEAD6520 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance of human resources. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**LEAD7140 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respect and protect self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0)

**LEAD8450 Positive Leadership in Business (4 credits)**

This course will apply the principles of positive psychology to increase effectiveness and improve business performance. Students will learn applications of positive psychology to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group of individuals to becoming a highly effective team; communicate with followers as we would wish to be communicated with; respect and protect the self-worth of others; practice how to be demanding without being demeaning; and practice how to shape an individual's will without breaking their spirit. The course also includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace.

**LEAD8485 Positive Leadership in Sport (4 credits)**

A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned throughout their concentration to develop their leadership approach. (4+0)

**Positive Leadership and Administration Concentration Electives****COUN8440 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**LEAD8310 Communication in Leadership Positions (4 credits)**

This course examines effective communication in leadership positions and teaches how to use positive communication techniques and processes within higher education, business, athletic administration and coaching positions. Students will gain an awareness of the positive communication skills it takes to succeed in these professions as well as resources for continual improvement. Students will practice using effective leadership communication skills through simulated leadership scenarios. Students will complete a mock job interview for a future leadership position of their choice. This is to help students conceptualize the dynamics of leadership position interviewing to be more successful. (4+0)

**Edd Individual Studies Elective****COUN7210 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**COUN7440 Applied Motor Learning (4 credits)**

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

**COUN7520 Group Interventions (4 credits)**

Students in this course examine the theoretical components and developmental aspects of groups. Topics include: types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. (4+0)

**COUN7525 Life Planning and Career Counseling (4 credits)**

Students develop foundational lifestyle and counseling skills and engage in professional career counseling activities. Students examine the major models of career development and the ways clients' interests, aptitudes, lifestyle, social interests, family responsibilities, and life transitions may impact lifestyle and career development process. Students also discuss legal and ethical issues associated with career counseling practice. (4+0)

**COUN7670 Addiction and Substance Abuse Counseling (4 credits)**

This course focuses on the etiology and treatment of addictive behaviors (e.g. substance abuse, gambling, etc.). Theories linking with addiction to biological, psychological, and other factors will be evaluated critically with an emphasis on developing effective recovery and relapse prevention. The purpose of this class is to be able to identify abuse, addiction, and co-dependence so that this problem can be appropriately addressed with clients. In addition, understanding the physiological and psychological strength of the addiction is important for students to recognize in order to avoid thinking clients simply have little willpower. Systemic issues such as culture, family and friends will be included. Treatment and relapse prevention will be discussed. (4+0)

**COUN8100 Skill Acquisition and Human Performance (4 credits)**

This course examines the acquisition of skills and human performance from the perspectives of coaching, motor learning, cognitive learning, and affective learning. Students will select sports and positive coaching readings in order to complete a series of reports. These sports and positive coaching readings will consist of topics such as self-determination theory, theory of learned behavior, leadership, communication, skill acquisition, and risk management. The focus of this course is to enhance the student's knowledge concerning positive coaching and the profession of sports coaching. (4+0)

**COUN8400 Psychopharmacology (4 credits)**

This course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effective dosages and side effects of such medications. Topics include neuropharmacology, pharmacokinetics and pharmacodynamics. A review of different classes of psychoactive compounds, including drugs used in the treatment of psychiatric disorders, will be examined. (4+0)

**COUN8420 Psychopathology: Diagnosis and Treatment (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Students will critically evaluate diagnostic models, methods, and

approaches used in diagnosing and treating individuals and groups. Students will also explore the current DSM classifications and diagnostic issues associated with diverse populations. (4+0)

**COUN8440 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**COUN8445 Field Problems in Sport and Performance Psychology (1-4 credits)**

Field problems courses are to increase the scope of the program and to give students special opportunities to complete advanced research projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**COUN8520 Multicultural Counseling and Advocacy with Diverse Populations (4 credits)**

This course introduces theory and research related to culturally competent counseling and social justice advocacy. Students consider the characteristics and concerns of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of clinical mental health issues in a multicultural society. (4+0)

**LEAD6520 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**LEAD7140 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respect and protect self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0)

**LEAD8310 Communications in Leadership Position (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**LEAD8485 Positive Leadership in Sport (4 credits)**

A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned within their concentration to develop their leadership approach. (4+0)

**MSE6220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle

groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE6500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. \*Prerequisite: prior physiology coursework (or instructor approval). (4+0)

**MSE6530 Sports Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

**MSE6565 Research Methods (4 credits)**

This course will explore research topics in the disciplines of sport science, understand how research methods can be utilized to form theories, learn how to critically review the published literature, and write a comprehensive literature review that can be incorporated into the Capstone Project requirement. (4+0)

**MSE8215 Sport and Exercise Performance Enhancement (4 Credits)**

This course is designed to provide students with the ability to assess and prescribe anaerobic and aerobic exercise programs for sports performance enhancement. Students will obtain hands-on experience designing programs to meet the needs of athletes from a variety of sports. (4+0) \*Prerequisite: Exercise Physiology

**MSN7201 Fundamentals of Mind-Body Medicine and Psychology of Well-being (2 credits)**

This is an overview of mind-body medicine — history and current practices. There will be a particular emphasis on the growing variety of evidence-based mindfulness practices, specifically Mindfulness-Based Stress Reduction (MBSR) and related approaches including Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Mindful Self-Compassion. We will approach mind-body medicine through a biopsychosocial lens, taking into account the context and culture of environment. We will also explore the impact of meaning and story on illness / wellness and how this can be brought into the therapeutic relationship through Narrative Medicine. This class includes a strong experiential component through instruction and practice in mindfulness and other mind-body practices. (2+0)

**SPP7400 Sports in American Society: (4 credits)**

This course will examine the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change. Examines how sport affects the social world we live in. Topics explored include the intersection of sport and: gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality. (4+0)

**SPP8650 Psychology of Performing Arts**

This course is designed for students who have a penchant for dance, music and theatre and are looking to help themselves and others perform consistently at the highest levels. The course helps practitioners and performers focused in these areas to further develop their specific skillsets in the performing arts. While the focus will be predominantly within the parameters of dance, music and theatre, other art forms with a performance component can also be included. (4+0)

**Culminating Experience Electives (12 credits)**

**COUN8810 Dissertation Research I (1-4 credits-online or on campus)**

**COUN8815 Dissertation Research II (1-4 credits-online or on campus)**

**COUN8820 Dissertation Research III (1-4 credits-online or on campus)**

In this course, divided over three or more quarters, candidates work one-on-one with members of their dissertation committee, to write and defend the proposal, submitting the proposal to the Institutional Review Board, collect and analyze data, write the dissertation and prepare for the dissertation defense.

**COUN8425 Practicum 1 in Sport & Performance Psychology (1-3 credits delivered hybrid and on ground)**

**COUN8435 Practicum 2 in Sport & Performance Psychology (1-3 credits delivered hybrid and on ground)**

**COUN8455 Practicum 3 in Sport & Performance Psychology (1-3 credits delivered hybrid and on ground)**

**COUN8465 Practicum 4 in Sport and Performance Psychology (1-3 credits delivered hybrid and on ground)**

**COUN8475 Practicum 5 in Sport and Performance Psychology** (1-3 credits delivered hybrid and on ground)

**COUN8485 Practicum 6 in Sport and Performance Psychology** (1-3 credits delivered hybrid and on ground)

The UWS sport and performance psychology program must pre-approve mentors for SPP practicum experiences to count towards degree completion. For students working towards CMPC certification, the association for Applied Sport Psychology (AASP) must also approve mentors. If a student's proposed mentor does not already have the CMPC credentials, mentors must be approved by the AASP Certification Review Committee, which will evaluate such criteria as teaching of sport and performance psychology courses, publications in sport and exercise psychology journals, and experience in consultation in SPP. Approval by the SPP program and AASP must be received prior to the practicum experience. Applicants completing hours in advance or receiving professional mentor approval risk completed hours being declined. Applicants must complete the AASP Professional Mentorship Verification Form and the AASP Record of Mentorship Hours Form. A minimum of 400 hours of applied sport psychology mentored experience (spread throughout practicum 1-4) is needed to complete the UWS practicum. Only hours spent in the delivery of sport psychology services are eligible for inclusion. Therefore, students are encouraged to set up CMPC mentors and practicum experiences early (e.g. quarter 6 of the program), but should not start working with clients before completing appropriate ethics and sport psychology training. For additional details, refer to the SPP Fieldwork Practicum Manual and AASP website for certification requirements.

**COUN8850 Field Experience and Scholarly Project I** (4 credits-online or on campus)

**COUN8855 Field Experience and Scholarly Project II** (4 credits-online or on campus)

**COUN8860 Field Experience and Scholarly Project III** (1-4 credits-online or on campus)

In this course, the student will work with a qualified faculty mentor and committee who will guide the student in developing a field experience and scholarly project related to the student's concentration in the degree program. With the assistance of the faculty supervisor, student-specific learning objectives will be developed that will culminate in the implementation of the field experience and completion of a scholarly project. Relevant scholarly work that would be considered publishable in a peer reviewed journal is required. The field experience and practice scholarship module will be offered via hybrid delivery and will take place in an approved setting.

### **Applied Sport Psychology Certificate Course Descriptions**

Please refer to course descriptions in the EdD in Sport and Performance Psychology section.

### **Positive Leadership and Administration Certificate Course Description**

Please refer to course descriptions in the EdD in Sport and Performance Psychology section.

### **Sports Nutrition Certificate Course Descriptions**

In addition to the below courses, please refer to the course description listed in the EdD in Sport and Performance Psychology section.

**MSN6101 Evidence-Based Nutrition** (3 credits)

This course provides core knowledge in evidence-based nutrition with a focus on the role of nutrition in health optimization and disease treatment. Students will gain a detailed understanding of the practical application of various nutrients and dietary strategies used in clinical practice. Discussions will also incorporate the three components of evidence-based health care (clinical expertise, patient preference, research evidence) into the decision-making and data-analysis process. (33 hours)

**MSN6305 Whole Food Nutrition and Supplementation** (4 credits)

This course covers concepts and evidence related to nutritional therapy, public health nutrition policy, whole foods and processed foods, food groups, dietary patterns, nutrient content of foods, organic and conventional foods, and various controversies in the field of nutrition. Evidence on nutritional prevention and treatment of major diseases is emphasized. Dietary guidelines, meal planning, and regulation and quality control in the dietary supplement industry are also discussed. (4+0)

# MS Human Nutrition and Functional Medicine

## Mission

The mission of the MS human nutrition and functional medicine (MS-HNFM) program is to prepare learners to serve as outstanding health care clinicians, consultants, educators, administrators and researchers in the field of human nutrition and functional medicine.

## About the Program

Functional medicine is a science-based health care field that focuses on assessment and management strategies to improve, maximize, and/or restore a patient's physiological, emotional/psychological and physical health. The discipline takes a patient-centered approach to the clinical management of complex, chronic disorders that recognizes the interconnectedness of the physiological factors that influence health and contribute to the progression of disease. The core competencies of functional medicine are based on an understanding of the principles of molecular medicine and nutritional biochemistry as applied in a clinical setting. Functional medicine is discipline-blind and can be incorporated into patient management approaches rendered by medical physicians, chiropractic physicians, naturopathic physicians, nutritionists, nurse practitioners, and other health care practitioners.

The MS in human nutrition and functional medicine focuses on the clinical management of chronic illnesses and conditions as the framework for presenting the nutrition subject materials. Students are provided effective, patient-centered management strategies by which to address the myriad of clinical disorders commonly manifest in the current health care system population. This approach allows training to occur in the same context the practitioner will be applying the knowledge. The required coursework combines traditional nutrition science courses with coursework based on the clinical application of functional medicine.

The MS-HNFM program consists of 52 quarter credits provided online. This allows health care practitioners to enroll in the program without having to sacrifice time from their clinical practices. The courses are offered with sufficient frequency to allow students to progress with flexibility in scheduling the number of credits they take each term.

## Admission - MS Human Nutrition and Functional Medicine

UWS admits new students into the MS program each fall (October) and spring (April).

The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications.

The [application](#) for admission is available on the UWS website.

## Specific Admission Requirements - MS-HNFM

- Prior college coursework in biology (minimum three semester credits or four quarter credits), physiology or anatomy/physiology (minimum three semester credits or four quarter credits), and biochemistry (minimum three semester credits or four quarter credits) are required.
- Applicants who meet the entry requirements, but do not hold a degree in a health care field, must have completed courses in medical terminology (minimum two semester credits or three quarter credits) and basic nutrition (minimum three semester credits or four quarter credits).
- An in-person or telephone interview with the MS-HNFM director, associate director or program instructor.

## Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in their respective course of study. Applicants should review [Policy 1206 - Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## Graduation Requirements - MS Human Nutrition and Functional Medicine

The MS-HNFM is conferred upon the individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior, and non-academic behavior.



- Successful completion, with a minimum cumulative GPA of 3.0, of all required courses, lectures, labs, practicums and seminars.
- Successful completion of minimum graduation requirements as stated in university documents.
- Freedom from all indebtedness and other obligations to the university.

### Advance Standing

HNFM students who have successfully completed the Institute for Functional Medicine Certification Program (IFMCP) are eligible to receive advanced standing in the MS-HNFM program, receiving transfer credits for the Principles of Functional Medicine course (5 credits) in addition to all 4 elective credits (for Advanced Practice Modules completed, per our existing policy). Applicants will need to provide proof of their IFMCP status and complete a case report that demonstrates competency in the basic concepts of functional medicine.

## Expected Learning Outcomes - MS Human Nutrition and Functional Medicine

Graduates of the MS-HNFM program will:

- Possess the knowledge and skills to assess individuals for nutritional deficiencies and imbalances and apply evidence-based therapeutic interventions.
- Bring to their patients and communities a well-informed understanding of the crucial relationship between whole food nutrition, health promotion and disease prevention.
- Link research findings to the clinical application of the functional medicine model.
- Engage in life-long learning.
- Practice according to ethical and professional standards.
- Produce a scholarly paper on an important functional medicine topic and pass the MS-HNFM comprehensive examination.

## Curriculum Sequence - MS Human Nutrition and Functional Medicine

| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
|------|----------|--|----------|----------|----------|-----------|----------|-------|
| 1    | MSN6100  | Principles of Functional Medicine                            | 5        | 0        | 0        | 55        | 5        | G     |
| 1    | MSN6200  | Nutritional Biochemistry                                     | 2        | 0        | 0        | 22        | 2        | G     |
|      |          | <b>Q1 Totals</b>   | <b>7</b> | <b>0</b> | <b>0</b> | <b>77</b> | <b>7</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 2    | MSN6101  | Evidence-Based Nutrition                                     | 3        | 0        | 0        | 33        | 3        | G     |
| 2    | MSN6305  | Whole Food Nutrition and Supplementation                     | 4        | 0        | 0        | 44        | 4        | G     |
|      |          | <b>Q2 Totals</b>   | <b>7</b> | <b>0</b> | <b>0</b> | <b>77</b> | <b>7</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 3    | MSN6204  | Gastrointestinal Imbalances                                  | 4        | 0        | 0        | 44        | 4        | G     |
| 3    | MSN6202  | Sports Nutrition and Exercise Metabolism                     | 3        | 0        | 0        | 33        | 3        | G     |
|      |          | <b>Q3 Totals</b>   | <b>7</b> | <b>0</b> | <b>0</b> | <b>77</b> | <b>7</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 4    | MSN6300  | Detoxification and Biotransformation Pathways and Imbalances | 3        | 0        | 0        | 33        | 3        | G     |
| 4    | MSN7115  | Meal Planning in Health and Illness                          | 2        | 0        | 0        | 22        | 2        | G     |
| 4    | MSN7207  | Nutritional Epidemiology and Clinical Research               | 4        | 0        | 0        | 44        | 4        | G     |
|      |          | <b>Q4 Totals</b>   | <b>9</b> | <b>0</b> | <b>0</b> | <b>99</b> | <b>9</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 5    | MSN7102  | Oxidative/Reductive Dynamics and Energy Production           | 3        | 0        | 0        | 33        | 3        | G     |
| 5    | MSN7200  | Immune Imbalances and Inflammation                           | 4        | 0        | 0        | 44        | 4        | G     |
|      |          | <b>Q5 Totals</b>   | <b>7</b> | <b>0</b> | <b>0</b> | <b>77</b> | <b>7</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 6    | MSN6302  | Hormone and Neurotransmitter Regulation and Imbalances       | 3        | 0        | 0        | 33        | 3        | G     |
| 6    | MSN7106  | Autoimmune Disease: Causes and Strategies                    | 3        | 0        | 0        | 33        | 3        | G     |
| 6    | MSN7215  | Cardiovascular Disease and Metabolic Imbalances              | 2        | 0        | 0        | 22        | 2        | G     |
|      |          | <b>Q6 Totals</b>   | <b>8</b> | <b>0</b> | <b>0</b> | <b>88</b> | <b>8</b> |       |
| Qtr. | Course # | Course Name  | Lecture  | Lab      | Clinical | Clock     | Credit   | Grade |
| 7    | MSN7305  | Capstone Course  | 3        | 0        | 0        | 33        | 3        | G     |
|      |          | <b>Q7 Totals</b>   | <b>3</b> | <b>0</b> | <b>0</b> | <b>33</b> | <b>3</b> |       |
|      |          | <b>Electives</b>   | <b>4</b> | <b>0</b> | <b>0</b> | <b>44</b> | <b>4</b> |       |

|  |  |                   |    |   |   |     |    |  |
|--|--|-------------------|----|---|---|-----|----|--|
|  |  | Curriculum Totals | 52 | 0 | 0 | 572 | 52 |  |
|--|--|-------------------|----|---|---|-----|----|--|

\*Electives - Four credits of electives are required, which may be taken in any quarter after the 4 foundational courses (MSN6100, 6101, 6200, 6305) have been completed.

|  | Course # | Course Name   | Lecture | Lab | Clinical | Clock  | Credit | Grade |
|--|----------|---|---------|-----|----------|--------|--------|-------|
|  | MSN7101  | Structural Integrity  | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN7201  | Fundamentals of Mind-Body Medicine and The Psychology of Well-Being | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8100  | Botanical Medicine  | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8101  | Nutrition in Special Populations                                    | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8115  | Advanced Practices Modules (modules from IFM and AFMCP)             | 2-4     | 0   | 0        | 22-44  | 2-4    | P/F   |
|  | MSN8125  | Pharmacology and Drug-Nutrient Interactions                         | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8126  | Supervised Nutrition Mentorship I                                   | 0       | 0   | 6        | 66-335 | 2      | P/F   |
|  | MSN8127  | Supervised Nutrition Mentorship II                                  | 0       | 0   | 6        | 66-335 | 2      | P/F   |
|  | MSN8128  | Supervised Nutrition Mentorship III                                 | 0       | 0   | 6        | 22     | 2      | G     |
|  | MSN8132  | Nutrigenetics and Nutrigenomics                                     | 2       | 0   | 0        | 22     | 2      | P/F   |
|  | MSN8135  | Psychology of Eating & Wellness                                     | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8145  | Plant-Based Nutrition   | 2       | 0   | 0        | 22     | 2      | G     |
|  | MSN8165  | Nutrition Practice Strategies                                       | 2       | 0   | 0        | 22     | 0      | G     |
|  | MSN8167  | Topics in Nutritional Supplementation                               | 2       | 0   | 0        | 22     | 0      | G     |

## Graduate Certificate Human Nutrition and Functional Medicine

Health professionals with a first professional degree (DC, MD, DO, ND, LAc, etc.), may enroll in the online graduate certificate in human nutrition and functional medicine. The curriculum includes eight of the 16 required courses in the MS-HNFM program.

Completion of the certificate program qualifies students to take the examinations for a number of certifications in the field of nutrition, including the Certified Nutrition Specialist (CNS) credential. To qualify for the CNS credential, licensed health care professionals need to participate in a supervised 1,000-hour nutrition practice experience that is in addition to completing the HNFM certificate program. UWS has designed the optional supervised practice experience courses to meet CNS practice experience requirement. Individuals who enroll in the HNFM certificate program who are not interested in acquiring the CNS credential need not complete any of the optional practice experience courses. Contact the office of admissions for further details.

### Admission - Certificate Human Nutrition and Functional Medicine

UWS admits new students into the graduate certificate program each fall (October) and spring (April).

The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications.

The [application](#) for admission is available on the UWS website.

### Admission Requirements - Certificate HNFM

- Health professional with a first professional degree (DC, MD, DO, ND, LAc, etc.).
- Prior college coursework in biology (minimum three semester credits or four quarter credits), physiology or anatomy/physiology (minimum three semester credits or four quarter credits), and biochemistry (minimum three semester credits or four quarter credits) are required.
- An in-person or telephone interview with the MS-HNFM director or a program instructor.

## Expected Learning Outcomes

- Possess the knowledge and skills to assess individuals for nutritional deficiencies and imbalances and apply evidence-based therapeutic interventions.
- Bring to their patients and communities a well-informed understanding of the crucial relationship between whole food nutrition, health promotion and disease prevention.
- Link research findings to the clinical application of the functional medicine model.
- Engage in life-long learning.
- Practice according to ethical and professional standards.

## Curriculum Sequence - Human Nutrition and Functional Medicine Certificate

| Course # | Course Name  | Lecture   | Lab      | Clinical | Clock      | Credits   | Grade |
|----------|--|-----------|----------|----------|------------|-----------|-------|
| MSN6100  | Principles of Functional Medicine  | 5         | 0        | 0        | 55         | 5         | G     |
| MSN6101  | Evidence-based Nutrition   | 3         | 0        | 0        | 33         | 3         | G     |
| MSN6204  | Gastrointestinal Imbalances  | 4         | 0        | 0        | 44         | 4         | G     |
| MSN6300  | Detoxification and Biotransformation Pathways and Imbalances   | 3         | 0        | 0        | 33         | 3         | G     |
| MSN6302  | Hormone and Neurotransmitter Regulation and Imbalances   | 3         | 0        | 0        | 33         | 3         | G     |
| MSN7106  | Autoimmune Disease: Causes and Strategies  | 3         | 0        | 0        | 33         | 3         | G     |
| MSN7200  | Immune Imbalances and Inflammation   | 4         | 0        | 0        | 44         | 4         | G     |
|          | Elective (choose 1 from list of electives)   | 2         | 0        | 0        | 22         | 2         | G     |
|          | <b>Total</b>   | <b>27</b> | <b>0</b> | <b>0</b> | <b>297</b> | <b>27</b> |       |
|          | <b>Electives</b>   |           |          |          |            |           |       |
| MSN7101  | Structural Integrity   | 2         | 0        | 0        | 22         | 2         | G     |
| MSN7102  | Oxidative/Reductive Dynamics and Energy Production   | 3         | 0        | 0        | 33         | 3         | G     |
| MSN7201  | Fundamentals of Mind-Body Medicine and Psychology of Well-Being  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8100  | Botanical Medicine   | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8101  | Nutrition in Special Populations   | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8115  | Advanced Practices Modules (modules from IFM and AFMCP; 2 credits each; maximum 4 credits allowed) Functional Medicine for Hypertension and Metabolic Syndrome | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8125  | Pharmacology and Drug-Nutrient Interactions  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8132  | Nutrigenomics and Nutrigenomics  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8135  | Psychology of Eating and Wellness  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8145  | Plant-Based Nutrition  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8165  | Nutrition Practice Strategies  | 2         | 0        | 0        | 22         | 2         | G     |
| MSN8167  | Topics in Nutritional Supplementation  | 2         | 0        | 0        | 22         | 2         | G     |

### Course Descriptions - MS-Human Nutrition and Functional Medicine

Four core requirement courses provide the foundation for the remainder of the curriculum and must be taken at the beginning of the program. These are:

- Principles of Functional Medicine: provides the overview and paradigm for the functional medicine model.
- Nutritional Biochemistry: provides the underpinning for the emphasis on biochemical mechanisms seen throughout the program.
- Evidence-Based Nutrition: introduces critical appraisal skills and their application in evidence-based nutritional practice.
- Whole Food Nutrition and Supplementation: explores current research and practice developments related to healthy diet and the role of nutritional supplementation.

#### MSN6100 Principles of Functional Medicine (5 credits)

This course presents the fundamental concepts of functional medicine, including genetic predisposition to illness, biochemical individuality, environmental factors functions and imbalances, triggers and mediators of illness, common clinical imbalances (oxidative and reductive stress, energy production, structural integrity, assimilation, immune surveillance and inflammation, other defense mechanisms, hormone and neurotransmitter regulation, detoxification and biotransformation, nutritional genomics, and the relationships of mental, emotional and spiritual elements to health and healing). The personalized, whole-person, integrated systems approach of functional medicine will be compared and contrasted to conventional approaches of health care. Specialized clinical assessments, diagnostic functional tests and measures/biomarkers of allostatic load will be explored, along with some of the core therapeutic approaches used in many patients. This course lays the foundation for many of the subsequent courses in this degree program and must be taken in the first quarter of the program. (5+0)

#### MSN6101 Evidence-Based Nutrition (3 credits)

This course provides core knowledge in evidence-based nutrition with a focus on the role of nutrition in health optimization and disease treatment. Students will gain a detailed understanding of the practical application of various nutrients and dietary strategies used in clinical practice. Discussions will also incorporate the three components of evidence-based health care (clinical expertise, patient preference, research evidence) into the decision-making and data-analysis process. (3+0)

**MSN6200 Nutritional Biochemistry (2 credits)**

This course provides an overview of essential concepts in human biochemistry and links those concepts to specific applications in clinical nutrition. The course examines the biological roles of macro- and micronutrients and their metabolism using basic knowledge in physiology, biochemistry and molecular biology. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, fiber, lipids, the arachidonic acid cascade, minerals, water-soluble and fat-soluble micronutrients, along with an introduction to energy production, reduction-oxidation balance, and biochemical individuality. Students will explore the relationships of nutrients to major health disorders, including cardiovascular disease, diabetes and cancer. (2+0)

**MSN6202 Sports Nutrition and Exercise Metabolism (3 credits)**

This course focuses on nutrition considerations and applications in exercise, athletics, performance enhancement, and weight management. Fitness-promoting programs are compared and contrasted, and the evidence supporting various programs is evaluated. Pre-participation guidelines are reviewed. (3+0)

**MSN6204 Gastrointestinal Imbalances (4 credits)**

This course presents a functional medicine approach to understanding the metabolism of the gastrointestinal system, with an emphasis placed on the nutritional implications of dysfunctional digestion or absorption, intestinal membrane integrity and permeability, alterations in GI microbiological flora and gut ecology, hepatoenteric cycles, hydrochloric acid and digestive enzymes, assimilation of nutrients, and the GI immune system. Nutritional support of GI function and repair is emphasized. Health disorders reviewed include inflammatory bowel diseases, irritable bowel syndrome, gluten sensitivity, autism, and disorders of systemic inflammation. (4+0)

**MSN6300 Detoxification and Biotransformation Pathways and Imbalances (3 credits)**

This course examines the metabolic pathways involved in the conversion of exogenous and endogenous toxins and waste compounds and molecules into excreted substances, placing them in context within the functional medicine model. Phase I and II reactions, regulation of detoxification pathways, genetic variations, and functional assessment of these mechanisms are detailed. Nutritional support and the effect of drugs on detoxification pathways are reviewed, as well as the disturbed physiology and eventual pathology that results from imbalances in detoxification and biotransformation. (3+0)

**MSN6302 Hormone and Neurotransmitter Regulation and Imbalances (3 credits)**

This course examines the actions, interrelationships, control mechanisms and imbalances of neurotransmitters, neuroendocrine factors, hormones and immune mediators. Particular emphasis is placed on the hypothalamic-pituitary-adrenal (HPA) axis, thyroid metabolism, and sex hormones. The effects of toxins, free radicals, stress, diet, nutrient deficiencies, digestive disorders, drugs and specific foods on neurotransmitters and hormones are analyzed within a functional medicine framework. Laboratory testing of the various substances, including precursors and metabolites is included. (3+0)

**MSN6305 Whole Food Nutrition and Supplementation (4 credits)**

This course covers concepts and evidence related to nutritional therapy, public health nutrition policy, whole foods and processed foods, food groups, dietary patterns, nutrient content of foods, organic and conventional foods, and various controversies in the field of nutrition. Evidence on nutritional prevention and treatment of major diseases is emphasized. Dietary guidelines, meal planning, and regulation and quality control in the dietary supplement industry are also discussed. (4+0)

**MSN7102 Oxidative/Reductive Dynamics and Energy Production (3 credits)**

This course examines the mechanisms leading to oxidative or reductive stress and the impact of those reactions on the development of chronic disease. Production of free radical and reactive oxygen species, and the nitric oxide cycle are covered in depth. Mitochondrial dysfunction and other mechanisms of abnormal energy production are reviewed. Relevance to conditions such as neurodegenerative disorders, chronic fatigue, and fibromyalgia will be emphasized. (3+0)

**MSN7106 Autoimmune Disease: Causes and Strategies (3 credits)**

The prevalence of autoimmune diseases is increasing rapidly worldwide and, as with other health ailments such as hypertension and diabetes, these conditions are becoming particularly more common in westernized societies. Rapid changes in disease prevalence point to a change in the patient's environment rather than to genetic causes, to which these conditions have traditionally been ascribed. Likewise, these conditions that were once considered idiopathic have now been described and researched to the extent that we better understand the etiology and pathophysiology of the disease process, allowing us to formulate improved treatment approaches. This course uses a functional medicine perspective to explore the major autoimmune diseases, their unique and common etiologies, laboratory assessments, physical exam findings, and nutritional and integrative interventions, including pharmacologic drugs. (3+0)

**MSN 7115 Meal Planning in Health and Illness (2 credits)**

This course prepares students to design and modify meal plans in order to promote optimal health, address specific illness states, manage weight and encourage healthful food behaviors. Included are strategies for incorporation of therapeutic foods, caloric needs, macro- and micro-nutrient requirements, texture and flavor combinations and portion sizes into the planning process. Special consideration will be given to food selection, preparation methods, patient preference, operating within a budget, cultural influences and the creation of sustainable plans that encourage long-term compliance.

**MSN7200 Immune Imbalances and Inflammation (4 credits)**

This course explores inflammation and immune dysfunction as common pathogenic mechanisms in many chronic disorders, such as diabetes mellitus, hypertension, allergy, and autoimmunity. Dietary and phytonutritional influences on the inflammatory process, including both proinflammatory and anti-inflammatory effects, are explored in depth using a functional medicine framework. Case studies include autoimmune diseases, allergies, and metabolic disorders. Risks, benefits, and nutritional interactions associated with common anti-inflammatory medications are reviewed. (4+0)

**MSN7207 Nutritional Epidemiology and Clinical Research (4 credits)**

This course is an introduction to the principles of epidemiology and their application to nutrition. This course addresses the role of nutrition in investigating the epidemiology of many chronic diseases. The course also stresses clinical research design methods utilized in nutrition research as well as general clinical research designs such as clinical trials, cohort studies, case-control studies, and other pragmatic designs. (4+0)

**MSN7215 Cardiovascular Disease and Metabolic Imbalances (2 credits)**

Diseases of the cardiovascular system and disruption of its related metabolic processes are among the deadliest and most economically burdensome health problems facing industrialized societies. Having reached epidemic proportions, an urgent need now exists to identify and implement strategies for reversing the trend of increased morbidity and mortality, uncontrolled cost and younger age of onset that characterizes these conditions. This course presents a functional medicine approach to the prevention and nutritional management of chronic cardiovascular disease and imbalances of metabolism (including metabolic syndrome and type II diabetes mellitus). Students also learn the key diagnostic criteria, physical examination and laboratory findings associated with these conditions. (22 hours)

**MSN7305 Capstone Course (3 credits)**

This is the capstone course in the degree program and is taken in the last quarter of study (with other courses), or in the following quarter. Each student produces either a topic paper in the format of a narrative literature review on a subject related to nutrition and/or functional medicine or a case study that demonstrates their application of the principles and practices covered in the program including a review of the relevant literature. Students also write a reflective essay about their learning experiences in the MS-HNFM program. A comprehensive final examination covering all areas of required coursework in the program is taken at the conclusion of this course. (3+0)

**Elective Courses****MSN7101 Structural Integrity (2 credits)**

This course examines the interrelationship between structure, function, well-being and chronic pain syndromes. Structural integrity is considered throughout the spectrum, from cellular membranes and receptors up through the neuromusculoskeletal system and whole body structure. Nutrients closely related to membrane integrity, transport and signaling mechanisms, pain mediation, and bone metabolism are discussed. Selected assessment procedures are reviewed so that practitioners can directly identify and treat areas of dysfunction for common pain syndromes; included in this physical assessment is the “nutritional physical” by which clinicians can appreciate physical manifestations of internal imbalances and nutrient insufficiencies. (2+0)

**MSN7201 Fundamentals of Mind-Body Medicine and the Psychology of Well-Being (2 credits)**

This is an overview of mind-body medicine — history and current practices. There will be a particular emphasis on the growing variety of evidence-based mindfulness practices, specifically Mindfulness-Based Stress Reduction (MBSR) and related approaches including Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Mindful Self-Compassion. We will approach mind-body medicine through a biopsychosocial lens, taking into account the context and culture of environment. We will also explore the impact of meaning and story on illness / wellness and how this can be brought into the therapeutic relationship through Narrative Medicine. This class includes a strong experiential component through instruction and practice in mindfulness and other mind-body practices. (2+0)

**MSN8100 Botanical Medicine (2 credits)**

This course presents a practical overview of medical botany/herbology, including history, composition, safety, and therapeutic use of the most commonly used botanical medicines. Each of these agents is reviewed regarding its

classification, bioactive components, herb-drug-nutrient interactions, mechanism of action, metabolism, indications and contraindications, toxicology, methods of administration, and dosage. (2+0)

**MSN8101 Nutrition in Special Populations (2 credits)**

This course looks at nutritional needs and interventions in special populations, such as young children, the elderly, pregnant women, post-surgical patients, patients with terminal illnesses, and disabled persons who may have mental or physical conditions that affect their basic nutritional needs and their ability to utilize food normally. (2+0)

**MSN8115 Advanced Practice Modules (modules from IFM and AFMCP) (2-4 credits)**

Advanced Practice Modules (APMs) and the week-long Applying Functional Medicine in Clinical Practice (AFMCP) from the Institute for Functional Medicine (IFM) can be completed for elective credit, with one APM or one AFMCP substituting for one elective course in our MS program. APMs are focused on a single key health dysfunction such as gastrointestinal, cardiometabolic, detoxification and immune imbalances. APMs are offered both in person and electronically for greater ease of access. Graduates of the Functional Medicine Coaching Academy certificate program may be granted four elective credits. (2 credits each, a maximum of 4 credits allowed) (2-4+0)

**MSN8125 Pharmacology and Drug-Nutrient Interactions (2 credits)**

This course provides a practical overview of pharmacologic therapy used in the management of ambulatory patients with chronic illnesses or non-life threatening acute illnesses. The student will study the effects of drugs on organ systems and diseases and the mechanism of action (pharmacodynamics), the absorption, distribution, metabolism and excretion of drugs (A.D.M.E. of pharmacokinetics), potential toxic effects of medications, factors affecting the effectiveness of drugs, and interactions with drugs, botanical compounds, foods and nutritional supplements. (2+0)

**MSN8126 Supervised Nutrition Mentorship I (2 credits)**

**MSN8127 Supervised Nutrition Mentorship II (2 credits)**

**MSN8128 Supervised Nutrition Mentorship III (2 credits)**

Mentorships are designed to provide practical experiences to help students explore various career opportunities and/or improve practical knowledge and skills within the field of nutrition. During a mentorship, students work under the supervision of a credentialed nutritionist or other health care professional in a nutritional practice environment. The university strives to maintain a list of credentialed supervisors throughout the United States. However, students are ultimately responsible for making their own work arrangements. The supervised experience must total at least 66 hours and include observational experience in each of the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. Optionally, students may extend the preceptorship to 335 hours with a minimum of 70 hours in each of the categories listed above. Only two credits per quarter will be awarded, no matter how many additional hours above the minimum 66 hours are involved.

**MSN8132 Nutrigenetics and Nutrigenomics (2 credits)**

This course explores the current understanding and practical application of nutrigenetics and nutrigenomics. By considering the impact of individual genetic variations on nutritional status and requirements (nutrigenetics), students will learn to provide tailored dietary and nutritional recommendations that accommodate common genetic variants. Evaluating the evidence for food and nutrient modulation of gene expression (nutrigenomics) will improve the student's ability to design nutritional treatment plans that address common chronic illnesses and aid in their prevention. Connections to nutritional epigenetics and genetic testing options will assist the student in navigating the complexities of gene-mediated influences on health and illness. (2+0)

**MSN8135 Psychology of Eating and Wellness (2 credits)**

This course explores our complex relationship with food: why we eat what we eat, how we eat, and why we eat too much or too little. Based on positive psychology, mind-body medicine, cognitive-behavior therapy, and a functional medicine model of psychological intervention as paths to wellness, the course also focuses on expectations, beliefs, and resistance to change. Students will examine their own eating and wellness practices, as well as their readiness for counseling others. Therapeutic interventions for developing healthy behaviors and recognizing eating disorders will be discussed and the role of family, peer, societal, corporate, and governmental influences on personal choices will be emphasized. (2+0)

**MSN8145 Plant-Based Nutrition (2 credits)**

This course provides a comprehensive guide to plant-based nutrition. Subjects addressed include obtaining sufficient protein from plant sources, the health benefits of a whole foods plant-based diet for prevention and treatment of chronic disease, and determining which supplements are essential. Emphasis is given to transitioning to a vegan diet, and its appropriateness during pregnancy and breastfeeding, for children and teens, for people over fifty, and for people engaged in recreational sports and competitive athletics. Nutrient-dense recipes and menus are provided. Various dietary controversies are evaluated in an evidence-based framework. (2+0)

**MSN8165 Nutrition Practice Strategies (2 credits)**

This course addresses essential aspects of successful nutrition practice with an emphasis on advanced nutrition counseling techniques. Students study effective communication, observation, and active listening skills. Assessment of stages of behavior change and motivational interviewing are integrated with methods for guiding clients/patients through goal setting and maintaining accountability. Case studies to integrate knowledge with clinical application are examined. Analytical strategies such as planning, implementation, and assessment of progress are discussed to prepare the practitioner for successful patient management. Practical steps for setting up a nutrition practice are presented. (2+0)

**MSN8167 Topics in Nutritional Supplementation (2 credits)**

This course will present fundamental concepts of nutritional supplementation, defining and describing the differences among nutritional supplement types including concentrates, extracts, whole food supplements, and isolates, as well as natural and synthetic formulation processes. Safety issues, regulatory standards, and industry standards will be explored. Clinical approaches to integrating supplementation into dietary counseling for a variety of conditions will be considered. Guidance will be provided on the qualities nutritional products should possess when deciding which supplements to use in clinical practice. (2+0)

*UWS appreciates the collaboration and support from Standard Process, Inc., in developing the content for this course under the direction, review and control, and with final approval by UWS. This course is open to students in the UWS doctor of chiropractic and human nutrition and functional medicine programs.*

## **MS Diagnostic Imaging**

**Mission**

The mission of the MS in diagnostic imaging and associated residency program is to train doctors of chiropractic as specialists and consultants in diagnostic imaging and to prepare program residents for examinations administered by the American Chiropractic Board of Radiology.

**About the Program**

The MS in diagnostic imaging produces clinician-scholar specialists in the field of radiology. Graduates from the program will possess general competencies as a chiropractic radiologist with sub-specialty level ability in neuromusculoskeletal imaging. The program represents an area of specialty practice skills development, coupled with expectation of the participant's scholarly production. Graduates of the MS in diagnostic imaging program are eligible to obtain specialty recognition through the American Chiropractic Board of Radiology (ACBR), which is the designated recognizing body for certifying expertise in Diagnostic Imaging.

The program consists of 2,723.5 clock hours and 114.5 quarter credits, which spans three calendar years. The program represents a "learning by immersion" opportunity in which residents engage in teaching and learning, scholarship, and professional socialization throughout their program. Because of the unique nature of radiology as a specialty practice, this model is the most effective approach to developing the core competencies necessary to practice as a consultant/specialist in this field.

The program is currently structured for a maximum of three residents. The university will admit one to two residents per year. Participants maintain full-time employment with the university during the program as graduate residents. As a condition of employment, the resident must demonstrate satisfactory performance and progress throughout the duration of the program.

**Program Goals:**

- Graduate radiologists of the highest skill, integrity and professionalism who obtain board certification on their initial attempt.
- Produce competent consultants who are able to offer counsel and support for practicing chiropractic physicians and their patients.
- Produce competent scholars within the specialty of radiology.
- Produce competent practitioners who are successful in their radiology practices.
- Produce competent educators on subjects related to radiology at the DC program level as well as the postgraduate and continuing education level.

**Admission Requirements - MS Diagnostic Imaging**

- An earned DC degree from a chiropractic college accredited by the Council on Chiropractic Education (CCE), prior to beginning the residency program.
- Be eligible for or hold an Oregon license to practice chiropractic within six months of starting in the program. All residents must acquire an Oregon license before they can progress into the third quarter of their residency. Any resident who has not acquired an Oregon license shall be subject to immediate dismissal from the program.



without opportunity to return. Any resident who fails to maintain a sanction-free license to practice will be subject to sanction up to termination of employment without opportunity to return.

- Have a recommended cumulative GPA of 3.0 (on 4-pt. scale) in the DC professional program.
- A cumulative GPA of at least a 3.0 in the radiology courses, without receiving any grade lower than a grade of C in any radiology course.
- Submit three professional letters of recommendation with one from a certified specialist in chiropractic radiology (DACBR).

## Application Process

Applicants should review the [Residency Handbook](#), the [Career Pathways](#) and then complete the online application with the following:

### 1. Essay

Please respond to each of the following questions. Be concise. The committee is interested in your perspectives relating to this training program, not a lengthy dissertation of your life or philosophies.

- a. What strengths do you bring to this program and how will they advance the program during your time with us?
- b. What are the most important goals you intend to fulfill while in this program?
- c. How will you use your specialty training after you finish the program?

### 2. Curriculum Vitae/Resume

### 3. Original, official transcripts from the applicant's DC program

### 4. Official transcripts from each college/university attended

### 5. Contact Information for three professional references: Radiology department chairperson or equivalent from your alma mater; a DACBR; and a faculty member from a department other than radiology.

## Selection Process

The Residency Committee interviews and selects residents. This committee consists of:

- Director, MS Diagnostic Imaging and Residency (committee chair)
- Chair, Department of Clinical Sciences
- Dean, Graduate and Undergraduate Studies
- Provost (ex-officio)
- Vice President, Clinic Affairs
- One teaching faculty-DACBR, appointed by committee chair
- One faculty member-at-large

The Residency Committee reviews all applications and related materials, and selects applicants for interviews on campus. Those chosen for interview for the residency program will be required to visit the campus (at the candidate's expense) for the purpose of an interview, presentation and examination. Selected candidate(s) will receive details for on-campus interview. The visit will include:

- Interviews with committee members and departmental representatives.
- An oral examination including interpretations of films at the view box with members of the department of diagnostic imaging.
- A written examination on diagnostic imaging

The Residency Committee recommends a single candidate after review of the application, transcripts, letters of recommendation, examination results and campus interviews. This recommendation is based on committee consensus.

Candidates will be notified in writing of the decision of the committee. The selected resident-candidate will receive a letter of acceptance and intent that shall be returned to the university within 10 calendar days. In the event that the selected resident-candidate declines the appointment or fails to submit a letter of acceptance and intent, then the committee reserves the right to offer the position to another candidate.

## Oregon License Requirement

Any resident who has not acquired an Oregon license by the beginning of quarter three of the program shall be subject to immediate dismissal from the program without opportunity to return. Any resident who fails to maintain a sanction-free license to practice may be subject to termination of employment without opportunity to return.

## Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll, with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

### Program Requirements and Grades

Course syllabi outline detail course assessment methods. Residents are required to achieve a grade of C or better for all courses; or a grade of pass, where applicable. A second course failure will result in academic probation. Three failures of any course or any section of the residency will result in dismissal from the program without opportunity to return. Students in the MS in diagnostic imaging are expected to:

- Demonstrate proficiency in imaging interpretation.
  - Demonstrate proficiency in imaging report writing.
  - Produce high-quality radiographs.
  - Master radiation use and safety procedures.
  - Conduct student tutorials.
  - Conduct, complete and publish the findings of a research or scholarly project (thesis).
- **Expected Learning Outcomes - MS Diagnostic Imaging** Accurate interpretation of diagnostic images.
  - Ability to recommend/acquire appropriate studies.
  - Teaching excellence.
  - Scholarship and information literacy.
  - Professionalism as a practitioner and a consultant to physicians and patients.
  - Effective clinical radiology practice.

During the last year of the program, students work in the UWS clinic system, interpreting diagnostic images and generating imaging reports. Successful completion of the program qualifies the student to sit for the examinations of the American Chiropractic Board of Radiology.

### Curriculum Sequence - MS Diagnostic Imaging

| Qtr.      | Course # | Course Name   | Lecture | Lab | Clock | Credit | Grade |
|-----------|----------|---|---------|-----|-------|--------|-------|
| 1         | MDI7100  | Radiation Health and Safety and Physics of Imaging            | 0       | 2   | 22    | 1      | G     |
| 1         | MDI7110  | Normal Variants, Congenital Anomalies, and Skeletal Dysplasia | 2       | 1   | 33    | 2.5    | G     |
| 1         | MDI7120  | Clinical Radiology Phase 1A                                   | 0       | 6   | 66    | 2      | P/NP  |
| 1         | MDI7130  | Instructional Methods 1                                       | 1       | 2   | 33    | 2.5    | P/NP  |
| 1         | MDI7140  | Teaching Practicum 1A   | 0       | 1   | 11    | 0.5    | P/NP  |
| 1         | MDI7150  | Research Methodologies: Information Literacy                  | 1       | 1   | 22    | 1.5    | P/NP  |
| Q1 Totals |          |   | 4       | 13  | 187   | 10     |       |
| Qtr.      | Course # | Course Name   | Lecture | Lab | Clock | Credit | Grade |
| 2         | MDI7200  | Physical Injury of the Musculoskeletal System                 | 2       | 6   | 88    | 5      | G     |
| 2         | MDI7210  | Clinical Radiology Phase 1B                                   | 0       | 3   | 33    | 1      | P/NP  |
| 2         | MDI7220  | Instructional Methodology II                                  | 1       | 1   | 22    | 1.5    | P/NP  |
| 2         | MDI7230  | Teaching Practicum 1B   | 1       | 2   | 33    | 2      | P/NP  |
| 2         | MDI7240  | Preparation of Thesis Proposal                                | 0       | 3   | 33    | 1      | P/NP  |
| Q2 Totals |          |   | 4       | 15  | 209   | 10.5   |       |
| Qtr.      | Course # | Course Name   | Lecture | Lab | Clock | Credit | Grade |
| 3         | MDI7300  | Arthritides   | 1       | 4   | 55    | 3      | G     |
| 3         | MDI7310  | Infectious Disorders of Bone                                  | 1       | 2   | 33    | 2      | G     |
| 3         | MDI7320  | Clinical Radiology Phase 1C                                   | 0       | 3   | 33    | 1      | P/NP  |
| 3         | MDI7330  | Instructional Methodology III                                 | 0       | 1   | 11    | 0.5    | P/NP  |
| 3         | MDI7340  | Teaching Practicum 1C   | 1       | 2   | 33    | 2      | P/NP  |
| 3         | MDI7350  | Thesis Preparation I  | 1       | 3   | 44    | 2      | P/NP  |
| Q3 Totals |          |   | 4       | 15  | 209   | 10.5   |       |

| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
|-------------------|----------|--|---------|-------|---------|--------|-------|
| 4                 | MDI7400  | Neoplastic and Neoplastic-like Lesions of Bone           | 1.0     | 3     | 44      | 2.5    | G     |
| 4                 | MDI7410  | Clinical Radiology Phase 1D                              | 0.0     | 3     | 33      | 1      | P/NP  |
| 4                 | MDI7420  | Instructional Methodology IV                             | 1.0     | 2     | 33      | 2      | P/NP  |
| 4                 | MDI7430  | Teaching Practicum 1D                                    | 1.5     | 3     | 49.5    | 3      | P/NP  |
| 4                 | MDI7440  | Thesis Preparation II                                    | 1.0     | 6     | 77      | 3      | P/NP  |
| Q4 Totals         |          |  | 4.5     | 17    | 236.5   | 11.5   |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 5                 | MDI8100  | Metabolic, Endocrine, and Nutritional Disorders of Bone  | 1       | 2     | 33      | 2      | G     |
| 5                 | MDI8110  | Hematopoietic Disorders of Bone                          | 0       | 1     | 11      | 0.5    | P/NP  |
| 5                 | MDI8120  | Clinical Radiology Phase 2A                              | 0       | 6     | 66      | 2      | P/NP  |
| 5                 | MDI8130  | Teaching Practicum 2A                                    | 1       | 3     | 44      | 2.5    | P/NP  |
| 5                 | MDI8140  | Thesis Preparation III - Oral Defense                    | 1       | 6     | 77      | 3      | P/NP  |
| Q5 Totals         |          |  | 3       | 18    | 231     | 10     |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 6                 | MDI8200  | Magnetic Resonance Imaging of the Musculoskeletal System | 2       | 4     | 66      | 4      | G     |
| 6                 | MD 8210  | Clinical Radiology Phase 2B                              | 0       | 9     | 99      | 3      | P/NP  |
| 6                 | MDI8220  | Teaching Practicum 2B                                    | 1       | 3     | 44      | 2.5    | P/NP  |
| 6                 | MDI8230  | Thesis Revision and Submission                           | 1       | 6     | 77      | 3      | P/NP  |
| Q6 Totals         |          |  | 4       | 22    | 286     | 12.5   |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 7                 | MDI8400  | Imaging of the Thorax(Chest)                             | 1       | 4     | 55      | 3      | G     |
| 7                 | MDI8310  | Clinical Radiology Phase 2C                              | 0       | 9     | 99      | 3      | P/NP  |
| 7                 | MDI8320  | Teaching Practicum 2C                                    | 1       | 3     | 44      | 2.5    | P/NP  |
| 7                 | MDI8330  | Thesis Submission and Final Draft                        | 0       | 6     | 66      | 2      | P/NP  |
| Q7 Totals         |          |  | 2       | 22    | 264     | 10.5   |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 8                 | MDI9100  | Imaging of the Abdomen                                   | 1       | 4     | 55      | 3      | G     |
| 8                 | MDI8410  | Clinical Radiology Phase 2D                              | 0       | 12    | 122     | 4      | P/NP  |
| 8                 | MDI8420  | Teaching Practicum 2D                                    | 1       | 3     | 44      | 3      | P/NP  |
| Q8 Totals         |          |  | 2       | 19    | 221     | 10     |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 9                 | MDI8300  | Neuroimaging of the Spine, Brain and Head/Neck           | 1       | 4     | 55      | 3      | G     |
| 9                 | MDI9110  | Clinical Radiology Phase 3A                              | 0       | 12    | 132     | 4      | P/NP  |
| Q9 Totals         |          |  | 1       | 16    | 187     | 7      |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 10                | MDI9200  | Radiology Residency Review - Bone                        | 1       | 2     | 33      | 2      | G     |
| 10                | MDI9210  | Clinical Radiology Phase 3B                              | 0       | 12    | 132     | 4      | P/NP  |
| Q10 Totals        |          |  | 1       | 14    | 165     | 6      |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 11                | MDI9300  | Clinical Radiology Phase 3C                              | 0       | 24    | 264     | 8      | P/NP  |
| Q11 Totals        |          |  | 0       | 24    | 264     | 8      |       |
| Qtr.              | Course # | Course Name  | Lecture | Lab   | Clock   | Credit | Grade |
| 12                | MDI9400  | Clinical Radiology Phase 3D                              | 0       | 24    | 264     | 8      | P/NP  |
| Q12 Totals        |          |  | 0       | 24    | 264     | 8      |       |
| Curriculum Totals |          |  | 29.5    | 219.0 | 2,723.5 | 114.5  |       |

## Course Descriptions - MS Diagnostic Imaging

### MDI7100 Radiation Health/Safety and Physics of Imaging (1 credit)

This course will focus upon the physical principles involved in obtaining plain films radiographs, radiation protection, radiobiology, and advanced imaging. At the completion of this course, the resident will be expected to pass a written exam administered by the residency director. (0+2)

**MDI7110 Normal Variants, Congenital Anomalies, and Skeletal Dysplasia (2.5 credits)**

This course will focus upon developmental and congenital anomalies of the skeletal system and skeletal dysplasias. The resident will be expected to recognize, adequately describe and discuss the clinical significance of the most common conditions affecting the skeletal system. Additional areas of study will include epidemiology and management and prognosis of the key congenital anomalies and skeletal dysplasias. The resident will also be expected to discuss the role of advanced imaging in these key conditions. Resident tutorial sessions and lab exercises will be expected. Upon completion of this course, the resident will be expected to pass a written and pass an oral exam administered by the residency director. (2+1)

**MDI7120 Clinical Radiology Phase IA (2 credits)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. Upon completion of Clinical Radiology Phase IA, the resident's supervisor will assess the resident's professional demeanor and deportment in a clinical setting. (0+6)

**MDI7130 Instructional Methodology I (2.5 credits)**

This course is an introductory course on effective teaching, learning and assessment. As an introductory course it will explore various teaching, learning and assessment theories and paradigms. Residents will gain knowledge of various learning styles of students and explore the various types of teaching approaches that resonate with those styles. It will also provide entry-level information on basic curriculum design and instructional methods. Emphasis on effective methods to teach and evaluate knowledge type competencies will be coupled with practice in creating lecture-type instructional tools. Residents will create a formal lecture on a topic selected in the course as a part of the outcome of the course. (1+2)

**MDI7140 Teaching Practicum 1 (0.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (0+1)

**MDI7150 Research Methodologies: Information Literacy (1.5 credits)**

This course will focus upon the knowledge and skills needed to access health care-related information. Emphasis will be on information literacy. The resident will demonstrate the ability to access appropriate sources, retrieve, store and effectively use information relative to patient management. (1+1)

**MDI7200 Physical Injury of the Musculoskeletal System (5 credits)**

This course will focus upon trauma to the axial skeleton and the appendicular skeleton. The resident will be expected to recognize and accurately describe fractures and dislocations of the axial and appendicular skeleton and be able to distinguish stable from unstable injuries. Additional areas to be covered include terminology, advanced imaging, management and prognosis. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology I, a professional level course at UWS that introduces a systemic approach to fracture management, case management of common fractures and dislocations of the axial skeleton and appendicular skeleton. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (2+6)

**MDI7210 Clinical Radiology Phase 1B (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. Upon completion of Clinical Radiology Phase 1B, the resident's supervisor will assess the resident's professional demeanor and deportment in a clinical setting. (0+3)

**MDI7220 Instructional Methodology II (1 credit)**

This course will further explore learning environments germane to health care education, focusing on methodologies of skills development. It will also explore in greater depth issues related to curriculum design with emphasis on laboratory and skills development-type instructional methods. Residents will create a formal laboratory-learning module on a topic selected in the course as a part of the outcome of the course. (1+1)

**MDI7230 Teaching Practicum 1B (1.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess

the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+2)

**MDI7240 Preparation of Thesis Proposal (5 credits)**

The focus of this course will be in selecting a thesis topic and formulate a thesis that is focused and significant and will add to the body of knowledge in Diagnostic Imaging. The Residency Committee must agree to the selected thesis topic. (0+3)

**MDI7300 Arthritides (3 credits)**

This course will focus upon the arthritides affecting the skeletal system. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces chiropractic students to the radiologic, laboratory and clinical manifestations of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+4)

**MDI7310 Infectious Disorders of Bone (2 credits)**

This course will focus upon the infectious disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces chiropractic students to the radiologic, laboratory and clinical manifestations of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+2)

**MDI7320 Clinical Radiology Phase 1C (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. Upon completion of Clinical Radiology Phase 1C, the resident's supervisor will assess the resident's professional demeanor and deportment in a clinical setting. (0+3)

**MDI7330 Instructional Methodology III (0.5 credits)**

This course will explore teaching and learning environments with emphasis on critical thinking skills development-type instructional methods. Residents will create a formal learning module on a topic selected in the course as a part of the outcome of the course. (0+1)

**MDI7340 Teaching Practicum 1C (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+2)

**MDI7350 Thesis Preparation I (2 credits)**

The student will select a thesis advisor approved by the Residency Committee. The resident will be supervised by and meet regularly with their thesis advisor. The thesis advisor will monitor the resident's progress on their thesis. Upon completion of the quarter, the resident will present portions and/or draft of their work to the residency director. (1+3)

**MDI7400 Neoplastic and Neoplastic-Like Lesions of Bone (2.5 credits)**

This course will focus upon the neoplastic and neoplastic-like conditions of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces the chiropractic student to the radiologic, laboratory and clinical manifestations of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+3)

**MDI7410 Clinical Radiology Phase 1D (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. Upon completion of Clinical Radiology Phase 1D, the resident's supervisor will assess the resident's professional demeanor and deportment in a clinical setting. (0+3)

**MDI7420 Instructional Methodology IV (2 credits)**

This course will explore formal and informal assessment methods in teaching and learning environments with emphasis on psychometrics and defensibility of assessment instruments. Residents will create and critique assessment plans and evaluation instruments as a part of the course. (1+2)

**MDI7430 Teaching Practicum 1D (3 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. The residency director will assess student evaluations. (1.5+3)

**MDI7440 Thesis Preparation II (3 credits)**

This course is a continuation of Thesis Preparation I. The resident will continue to meet with his/her thesis advisor and will focus upon completion of a draft thesis and preparing it for presentation to the Residency Committee. Upon the completion of this course the resident will begin to prepare for oral defense of his/her thesis. (1+6)

**MDI8100 Metabolic, Endocrine, and Nutritional Disorders of Bone (2 credits)**

This course will focus upon the metabolic, endocrine and nutritional disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology III, a professional level course at UWS that familiarizes students with the radiological manifestations, clinical and laboratory presentations, and management of nutritional, metabolic, endocrine, and hematological conditions affecting the skeletal systems. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+2)

**MDI8110 Hematopoietic Disorders of Bone (0.5 credits)**

This course will focus upon the hematopoietic disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant and/or primary instructor in Bone Pathology III, a professional level course at UWS that familiarizes students with the radiological manifestations, clinical and laboratory presentations, and management of the hematological disorders of bone. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (0+1)

**MDI8120 Clinical Radiology Phase 2A (2 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+6)

**MDI8130 Teaching Practicum 2A (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8140 Thesis Preparation III- Oral Defense (3 credits)**

Upon completion of this course, the resident will present to Residency Committee members an oral defense of his/her thesis. Draft copies of the thesis will be provided to members of the committee at least 3 weeks in advance. (1+6)

**MDI8200 Magnetic Resonance Imaging of the Musculoskeletal System (4 credits)**

This course will focus upon the clinical application of magnetic resonance imaging for the most common conditions affecting the musculoskeletal system. The basic technical information on how to obtain a quality examination, the normal and abnormal appearance of the musculoskeletal system and the clinical relevance of MRI findings will be covered. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant and/or primary instructor in Bone Pathology III, a professional level course at UWS that review special imaging procedures such as computed tomography, magnetic resonance imaging, bone scan, discography, myelography, ultrasound, tomography and thermography. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (2+4)

**MDI8210 Clinical Radiology Phase 2B (3 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+9)

**MDI 8220 Teaching Practicum 2B (2.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8230 Thesis Revision and Submission (3 credits)**

Following oral defense of the thesis, the resident will make revisions as directed by the Residency Committee. (1+6)

**MDI8300 Neuroimaging of the Spine, Brain and Head/Neck (3 credits)**

This course will focus upon neuroimaging of the spine, brain and head/neck. Basic technical information on how to obtain a quality examination, the normal and abnormal appearance and clinical relevance of the imaging findings of the spine, intracranial and head/neck regions will be covered. Resident tutorial sessions and lab exercises will be expected. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI8310 Clinical Radiology Phase 2C (3 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+9)

**MDI8320 Teaching Practicum 2C (2.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8330 Thesis Submission and Final Draft (2 credits) (0+6)**

The resident will continue working on their thesis project approved by the Residency Committee. The resident will be supervised by and meet regularly with their thesis advisor. The thesis advisor will monitor the resident's progress. Upon completion of the course, the resident will submit their final draft. Upon approval by the residency director (or appointed committee member), the thesis will be submitted for publication to a peer-reviewed journal.

**MDI8400 Imaging of the Thorax (Chest) (3 credits)**

This course will focus upon how to obtain high quality examination of the chest, understanding of the key clinical indications for exam procedures, and knowledge of normal anatomy. The resident will be able to recognize abnormal radiographic patterns and know basic preliminary management of conditions affecting the thorax. The resident will also be lab assistant and/or primary instructor in Soft Tissue Interpretation, a professional level course at UWS that familiarizes the student with common conditions affecting the thorax. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI8410 Clinical Radiology Phase 2D (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI8420 Teaching Practicum 2D (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor



will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI9100 Imaging of the Abdomen (3 credits)**

This course will focus upon how to obtain high quality examination of the abdomen, understanding of the key clinical indications for exam procedures, and knowledge of normal anatomy. The resident will be able to recognize abnormal radiographic patterns and know basic preliminary management of conditions affecting the abdomen. The resident will also be lab assistant and/or primary instructor in Soft Tissue Interpretation, a professional level course at UWS that familiarized the student with common conditions that affect the abdomen. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI9110 Clinical Radiology Phase 3A (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health centers. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI9200 Radiology Residency Review - Bone (2 credits)**

This course will focus upon preparing the resident for the part I written examination administered by the American Board of Chiropractic Radiologists. The course will emphasize the diagnostic criteria, clinical abnormalities, laboratory abnormalities, pathologic manifestations, radiographic findings, classic, advanced and uncommon manifestations of the most common musculoskeletal condition. Advanced imaging, management, prognosis, associated diseases and key differentials will also be reviewed. (1+2)

**MDI9210 Clinical Radiology Phase 3B (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI9300 Clinical Radiology Phase 3C (8 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+24)

**MDI9400 Clinical Radiology Phase 3D (8 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+24)

# Undergraduate Studies

## Mission

The mission of the college of undergraduate studies is to provide students with knowledge, skills, and abilities to excel in the workforce and as life-long learners.

The college of undergraduate studies offers the following programs and course offerings:

- Certificate program in Massage Therapy
- Bachelor of Science in Human Biology degree completion program
- Pre-professional science program: Online undergraduate prerequisite coursework in the health sciences

## Massage Therapy Certificate Program

### Vision

The University of Western States massage therapy program will be a national leader in massage education and patient care.

### Mission

The University of Western States massage therapy program supports the mission of UWS by preparing students for a career providing therapeutic and wellness massage in their community.

### About the Program

The massage therapy program gives graduates the skills necessary to work within a multidisciplinary health care team and contribute meaningfully to the health and wellness of massage clients.

The massage therapy curriculum is evidence informed and holds students to the highest standards of ethical and professional conduct.

The massage program is a 47.5 credit certificate program, designed to be completed in one year (12 months). Credit hours are calculated in accordance with [Policy 1210 Credit Hour Definition](#).

New students are admitted to the program each fall and spring quarters. All classes are scheduled Monday through Thursday from 6-10 p.m., clinical rotations and open labs are scheduled during the day, outside of class time. There are required seminar classes and outreach events held on weekends approximately once per quarter. Students are required to complete 160 hours in a UWS health center or approved partner location. Students obtain clinic hours through the Health Centers of UWS, approved community locations or through approved supervised activities and outreach.

### Student-to-Teacher Ratio

In order to ensure the highest quality educational experience and to make sure that students get the individualized attention they need, UWS maintains at least a 13:1 student-teacher ratio for all hands-on or lab courses. In lab classes where there are more than 13 students, qualified Teacher's Assistants (TAs) work with the instructors to maintain the student-to-teacher ratio. Lecture classes will maintain a ratio of 100:1

## Admission - Massage Therapy Program

### Application Procedure

Massage therapy students should refer to admissions information in the [Academic Overview](#) section of this catalog.

### Academic Preparation

UWS will admit and enroll students who, through the admissions process demonstrates they are likely to have academic success at UWS and professional success as providers of therapeutic massage. UWS enrolls students with a wide variety of educational experiences; therefore, it is recommended that applicants have at least a 2.0 GPA in their most recent educational setting or a sectional score of 450 or better on their state GED exam. Additionally, for best preparation, UWS recommends high school students applying for the program complete at least one year of the following high school classes: biology, chemistry, physics, and math through algebra.

## MT Admissions Requirements

- Applicants must be at least 18 years old by the start of the program.
- Applicants must submit official transcript or diploma showing completion of HS or GED.
- Applicants must be proficient in English
- Applicants must have an interview with admissions staff or other approved staff person.
- Applicants must be physically able to perform all the job duties of a licensed massage therapist as described in [Policy 1206 Technical Standards](#).
- Applicants must submit one professional reference
- Applicants must disclose any criminal background. A criminal background check and electronic fingerprinting is required for massage licensure in the State of Oregon. UWS reserves the right to require a criminal background check for students applying to its program.

## Graduation Requirements - Massage Therapy Program

The massage therapy certificate is conferred upon the individual who has fulfilled the following requirements:

- Successful completion, with a minimum cumulative GPA of 2.0, of all required coursework.
- Maintenance of enrollment eligibility through: satisfactory academic performance, professional development and behavior.
- Successfully complete, with a “C” or better, all required courses, lectures, labs, clinics and seminars.
- Successful completion within 24 months from start of the program of all graduation requirements as officially communicated to students through the university catalog, student publications, and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

## Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be a competent practitioner in respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student’s needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

## Exempting Courses and Advanced Standing

UWS recognizes students may have completed courses and achieved competency from another massage therapy program prior to enrolling at UWS. In the event students want to exempt courses or receive advanced standing for previous coursework, the following will need to occur:

- Students must apply and be accepted into the massage therapy program at UWS.
- Students must provide official transcripts and whenever possible a course syllabus from the institution where credit was earned.
- UWS faculty will evaluate transcripts and syllabi to ensure similar content was covered and competency was achieved.
- Applicant may be required to pass written and practical exams with UWS faculty to demonstrate competency.
- Fees may apply and tuition will be adjusted accordingly.
- Advanced standing must be cleared prior to the start date for the course.
- Coursework completed more than five years ago will not be considered. Please refer to [Policy 1209 Course Exemption](#).

## Transfer Credit

Transfer credit is awarded according to [Policy 2007 Transfer Credit](#).

Transfer students must meet the same requirements for admission as new students. Transfer students must have been in good standing and earned a minimum cumulative GPA of 2.0 in all work completed at the previous massage school. Transfer credit may depend on the accreditation status of the school from which the student is transferring. Transfer students may be required to demonstrate competency prior to the acceptance of transfer credit(s).

## Equivalency Tests

Transfer students may be required to take written, oral and practical examinations to verify that they have adequate preparation for the UWS massage therapy curriculum.

## **Matriculation Date for Transfer Students**

Transfer students may apply to begin at UWS for any term. The registrar will determine the actual term of matriculation.

## **Financial Aid - Massage Therapy Program**

All massage therapy students who complete the FAFSA are automatically considered for all types of aid in the order listed below. Students are awarded the maximum amount of each type of aid, based on their eligibility as calculated by the U.S. Department of Education. Grants do not require repayment. Loans must be repaid on time, in full, with interest. These are the types of federal and state aid available:

### **Pell Grants (based on level of enrollment and EFC)**

- Up to \$1,453 per term of enrollment (eligible EFC range: \$0-\$5,000).
- Not available to students who have previously earned a bachelor's degree or higher.

### **Federal Supplemental Education Opportunity Grants (FSEOG)**

- Dependent upon Pell Grant eligibility.
- Amounts vary depending on funds available to award.

### **Oregon Opportunity Grants (OOG)**

Must meet Oregon residency requirements and meet need criteria determined by the Oregon Student Assistance Commission (OSAC).

### **Federal Perkins Loans**

The U.S. Congress has passed legislation phasing out the Federal Perkins program. Barring revised legislation, only continuing students are eligible to receive Perkins funding.

### **Federal Direct Loans**

May be Subsidized and/or Unsubsidized; also known as Stafford or Direct Loans

- The U.S. Department of Education (ED) is the lender and will assign a servicer to the loan.
- No credit check needed.
- Dependent student annual limit: \$5,500, of which \$3,500 is the maximum subsidized amount.
- Independent student annual limit: \$9,500, of which \$3,500 is the maximum subsidized amount.
- Dependent student aggregate/lifetime limit: \$31,000, of which \$23,000 may be subsidized.
- Independent student aggregate/lifetime limit: \$57,500, of which \$23,000 may be subsidized.
- Subsidized loans are interest-free while students are enrolled at least halftime.
- Interest accrues from the date of disbursement on unsubsidized direct loans.
- No payments are required while students are enrolled at least halftime.
- Fees: approximately one percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

### **Federal Direct Parent PLUS loans (only available for dependent students)**

- The U.S. Department of Education is the lender and will assign a servicer to the loan.
- Credit check required; endorser may be required.
- Can be borrowed by a parent for a dependent student to cover the Cost of Attendance, minus any other financial assistance.
- Fees: approximately 4.3 percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

### **Other Non-Federal Sources of Funding**

Students in all programs may be eligible for non-federal sources of funding. UWS offers some limited scholarship funds to incoming MT students. Refer to the [UWS website](#) for more information.

### **Satisfactory Academic Progress (SAP) - Massage Therapy Program**

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

## **Normal Progress - Massage Therapy Students**

UWS offers both full-time and part-time options. However, not all courses are available every term, and many courses must be taken in sequence. An incomplete or failed grade in a course must be removed as prerequisite to the next course in this sequence. Completion of the program requires a passing grade in all courses and a cumulative GPA of 2.0 or above. Credit will not be given for courses from which students withdraw. Participation in the UWS massage therapy program may be required outside the typical school day. Students need to be prepared to be available whatever days of the week or hours of the day are necessary to meet the program requirements.

## **Academic Standing - Grades, Probation, and Dismissal**

Students in the massage therapy program should refer to the Academic Policies section of this catalog for further information on grading, academic probation and dismissal. Also see [Policy 1233 Academic Standing DC and Undergraduate Programs](#).

All massage therapy courses must be completed with a grade of C or better. If a lower grade is earned, the course will need to be repeated and tuition will be calculated as described in the [massage therapy tuition and fees form](#).

A grade of W is recorded on a student's official record if the student officially withdraws after the end of the third week of the term. Only A through F grades will be used in the computation of either quarterly or cumulative grade point averages.

## **Class Attendance and Tardiness**

Some certifications of eligibility to sit for state licensing examinations include confirmation that a student has not only passed the necessary coursework, but also that the student has met attendance requirements. To comply with these licensure requirements, see [Policy 1204 Attendance and Tardiness](#).

Students are expected to attend all classes. Classwork missed due to illness or emergencies must be made up after consultation with the instructor. It is the student's responsibility to make arrangements for make-up work.

Faculty members include attendance requirements in their course syllabi, which are distributed to students during the first week of the quarter. When the instructors' records indicate that students exceeded the standard for their class as stated in the course syllabus, students are reported to the registrar and program director. Students are notified that additional absence may result in failure of the course.

Due to the intensive nature of the massage therapy curriculum, tardiness is strongly discouraged. Instructors may refuse entry to tardy students when their entry would disrupt class proceedings. When stated in the course syllabus, tardiness that exceeds the stated allowable time interval, if any, may be recorded as an unexcused absence.

Students are urged to make travel reservations well in advance of peak holiday demands so that there are no conflicts between course attendance requirements and travel schedules.

## **Clinic Attendance**

The clinical experience at UWS is a practical opportunity for students to model behaviors needed for future success as a massage therapist. Poor attendance, tardiness for appointments or lack of professionalism can have detrimental effects on one's career, and are unfair to scheduled clients. Clinic attendance and professionalism policies can be found in the Clinic Handbook. Excused absences will be determined on a case-by-case basis by the clinic supervisor. Failure to give adequate notice, unexcused absence or no-call/no-shows for clinic shifts may result in a failing grade.

## **Outreach/Off Campus Events**

Massage therapy students are required to participate in a minimum of 10 hours of outreach during the program. Outreach is a graded assignment in MSG 4125 Clinic IV. Students can accumulate the 10 hours throughout the program.

## **Makeup Exams/Coursework**

In the event of a student's unavoidable absence that is beyond the student's control, make-up exams may be available in accordance with [Policy 1223 Make-Up Examinations](#).

## **Articulation Agreement for Associate Degree Completion Programs**

Graduates of the UWS Massage Therapy program are eligible to transfer credits earned with a grade of C or higher to Chemeketa Community College in Salem, Oregon. The credits are applied towards an associate in general studies (AGS) or an associate of arts Oregon transfer (AAOT). Students pursuing the AGS will be able to transfer 44 credits to Chemeketa Community College. The remaining 46 credits are fulfilled through Chemeketa Community College via

online or face-to-face coursework. Students pursuing the AAOT will be able to transfer 29 credits with the remaining 61 credits fulfilled in accordance with Chemeketa Community College guidelines. [www.chemeketa.edu](http://www.chemeketa.edu).

## Massage Boards and Licensure Information

In order to practice massage therapy in the state of Oregon, a therapist must have attended a school with a minimum of 625 clock hours or the equivalent number of credit hours of training; pass an approved licensing exam; and pay all fees associated with licensure.

The UWS massage therapy program is approved by the Oregon Board of Massage Therapists. Licensure requirements vary from state to state; students must review the licensure requirements for the state in which they wish to practice by visiting the respective state regulatory website prior to applying to UWS. For states that do not require a license, local and municipal laws may apply. A list of the massage regulatory agencies for all states is available at the American Massage Therapy Association's website: [www.amtamassage.org/regulation](http://www.amtamassage.org/regulation).

## License by Health Endorsement

The state of Oregon allows individuals who currently hold one of the following credentials: MD, ND, DC, PT, OT, RN, LPN, PA, and LAC to apply for an Oregon Massage License after completing a condensed massage program.

The UWS license by health endorsement program will prepare medical professionals to become licensed massage therapists. Our hands-on curriculum will provide extensive clinical experience and a sound foundation in kinesiology and therapeutic massage techniques. Contact the office of admissions at [admissions@uws.edu](mailto:admissions@uws.edu) for more information.

## Expected Learning Outcomes - Massage Therapy Program

Upon completion of the UWS massage therapy program you will:

- Be prepared to take the Massage Bodywork Licensing Exam (MBLEx).
- Be employable in the field of massage therapy.
- Demonstrate scientific and technical knowledge of massage therapy and its effects on the human body.
- Apply appropriate massage techniques for both therapeutic and wellness outcomes.
- Establish, communicate and re-evaluate a plan of care for both wellness and therapeutic massage sessions.
- Demonstrate awareness of appropriate massage business principles and professionalism.
- Comply with established professional standards of ethics.
- Demonstrate appropriate body mechanics for the safe delivery of both therapeutic and wellness massage.
- Demonstrate knowledge of appropriate self-care strategies.
- Demonstrate knowledge of the evidence supporting the use of massage in preventative and rehabilitative health care.
- Demonstrate knowledge of basic research literacy.

## Curriculum Sequence - MT Program

| Qtr.      | Course # | Course Name                             | Lecture | Lab | Clinical | Clock | Credit | Grade |
|-----------|----------|---|---------|-----|----------|-------|--------|-------|
| 1         | BIO1121  | Anatomy and Physiology I - Lecture      | 22      | 0   | 0        | 22    | 2      | G     |
| 1         | BIO1122  | Anatomy and Physiology I - Lab          | 0       | 22  | 0        | 22    | 1      | P/F   |
| 1         | BIO1123  | Medical Terminology                     | 11      | 0   | 0        | 11    | 1      | G     |
| 1         | MSG1109  | Clinic I - Intro to Clinic              | 0       | 15  | 0        | 15    | 0.5    | P/F   |
| 1         | MSG1124  | Communications and Ethics               | 33      | 0   | 0        | 33    | 3      | G     |
| 1         | MSG1125  | Kinesiology I                           | 11      | 22  | 0        | 33    | 2      | G     |
| 1         | MSG1126  | Wellness and Relaxation Massage         | 22      | 22  | 0        | 44    | 3      | G     |
| Q1 Totals |          |   | 99      | 81  | 0        | 180   | 12.5   |       |
| Qtr.      | Course # | Course Name                             | Lecture | Lab | Clinical | Clock | Credit | Grade |
| 2         | BIO2121  | Anatomy and Physiology II - Lecture     | 22      | 0   | 0        | 22    | 2      | G     |
| 2         | BIO2122  | Anatomy and Physiology II - Lab         | 0       | 22  | 0        | 22    | 1      | P/F   |
| 2         | BIO2124  | Pathology                               | 33      | 0   | 0        | 33    | 3      | G     |
| 2         | MSG2121  | Fundamentals of Treatment-based Massage | 11      | 33  | 0        | 44    | 2.5    | G     |
| 2         | MSG2123  | Kinesiology II                          | 11      | 22  | 0        | 33    | 2      | G     |
| 2         | MSG2127  | Clinic II                               | 0       | 0   | 35       | 35    | 1      | P/F   |
| Q2 Totals |          |   | 77      | 77  | 35       | 189   | 11.5   |       |
| Qtr.      | Course # | Course Name                             | Lecture | Lab | Clinical | Clock | Credit | Grade |

|                          |                 |   |                |            |                 |              |               |              |
|--------------------------|-----------------|---|----------------|------------|-----------------|--------------|---------------|--------------|
| 3                        | BIO3120         | Anatomy and Physiology III - Lecture            | 22             | 0          | 0               | 22           | 2             | G            |
| 3                        | BIO3121         | Anatomy and Physiology III - Lab                | 0              | 22         | 0               | 22           | 1             | P/F          |
| 3                        | MSG3105         | Massage for Cancer Patients                     | 20             | 0          | 0               | 20           | 2             | P/F          |
| 3                        | MSG3125         | Clinic III                                      | 0              | 0          | 55              | 55           | 1.5           | P/F          |
| 3                        | MSG3126         | Treatment-based Massage for Specific Conditions | 11             | 33         | 0               | 44           | 2.5           | G            |
| 3                        | MSG3127         | Sports and Rehabilitation Massage               | 11             | 33         | 0               | 44           | 2.5           | G            |
| <b>Q3 Totals</b>         |                 |   | <b>64</b>      | <b>88</b>  | <b>55</b>       | <b>207</b>   | <b>11.5</b>   |              |
| <b>Qtr.</b>              | <b>Course #</b> | <b>Course Name</b>                              | <b>Lecture</b> | <b>Lab</b> | <b>Clinical</b> | <b>Clock</b> | <b>Credit</b> | <b>Grade</b> |
| 4                        | MSG4105         | Professional Development                        | 16             | 0          | 0               | 16           | 1             | G            |
| 4                        | MSG4123         | Business Management                             | 44             | 0          | 0               | 44           | 4             | G            |
| 4                        | MSG4125         | Clinic IV                                       | 0              | 0          | 55              | 55           | 1.5           | P/F          |
| 4                        | MSG4126         | Massage Capstone                                | 11             | 11         | 0               | 22           | 1.5           | P/F          |
| 4                        | MSG4127         | Survey of Modalities                            | 11             | 11         | 0               | 22           | 1.5           | G            |
| 4                        | MSG4128         | Massage for Special Populations                 | 22             | 11         | 0               | 33           | 2.5           | G            |
| <b>Q4 Totals</b>         |                 |   | <b>104</b>     | <b>33</b>  | <b>55</b>       | <b>192</b>   | <b>12</b>     |              |
| <b>Curriculum Totals</b> |                 |   | <b>344</b>     | <b>279</b> | <b>145</b>      | <b>768</b>   | <b>47.5</b>   |              |

## Course Descriptions - MT Program

The numbers in parentheses following each course description are the hours that each class meets per week during a typical 11-week quarter (lecture + lab hours).

### **BIO1121 Anatomy and Physiology I Lecture (2 credits)**

This is the first of a three-part sequence to cover the basic structure and function of the human body. Particular attention will be paid to body organization, cell structure and function, tissues and membranes, and the skeletal and muscular systems and the effects of massage on these structures. (22+0)

### **BIO1122 Anatomy and Physiology I Lab (1 credit)**

The Anatomy and Physiology 1 Lab will provide hands-on experiences with the human skeleton, bony landmarks and the surface muscles of the axial and appendicular skeleton. Students will participate in lab experiences utilizing palpation of other students, human skeleton models, illustrations, and supervised observations of human cadavers. (0+22)

### **BIO1123 Medical Terminology (1 credit)**

The goal of Medical Terminology is to provide students with a strong foundation in the terminology, abbreviations and charting protocols commonly utilized by various medical professionals. The topics covered will be integrated throughout the courses encountered in the massage therapy curriculum. With the completion of this class, students will have an increased ability to communicate with the medical community via written and oral means. (11+0)

### **BIO2121 Anatomy and Physiology II Lecture (2 credits)**

This is the second of a three-part sequence to cover the basic structure and function of the human body. In this quarter particular attention will be paid to the integumentary, nervous, cardiovascular, respiratory, immune and lymphatic systems and their structure and function. (22+0) Pre-Requisites: BIO 1121

### **BIO2122 Anatomy and Physiology II Lab (1 credit)**

The Anatomy and Physiology II Lab will provide hands-on experiences with the human skeleton, bony landmarks and all the layers of muscle of the axial and appendicular skeleton. Students will participate in lab experiences utilizing palpation of other students, human skeleton models, illustrations, and supervised observations of human cadavers. (0+22) Pre-Requisites: BIO 1122

### **BIO 2124 Pathology (3 credits)**

Students are taught indications and contraindications for massage with regard to disease, surgery and trauma and the issues of sanitation and hygiene surrounding these conditions. This course focuses on the most common disease conditions a massage therapist encounters. The etiology, prevention, and appropriate massage intervention are examined. (33+0)

### **BIO3120 Anatomy and Physiology III Lecture (2 credits)**

Students obtain a basic understanding of the function and structure of the gastrointestinal, endocrine, genitourinary and limbic systems. With respect to all of these topics, the goal of A&P III is to introduce the specific biology, structures, and physiology. This lecture class will not focus on the practical hands-on integration or in depth



pathologies of these topics and thus, will rely on other courses to do so. BIO 3120 is cumulative. (22+0) Prerequisite: AP II Lecture

**BIO3121 Anatomy and Physiology III Lab (1 credit)**

The Anatomy and Physiology 3 Lab will provide hands-on experiences with the human skeleton, bony landmarks and the muscles of the axial skeleton including the back, abdomen and rib cage. Students will participate in lab experiences utilizing palpation of other students and human skeleton models, drawing muscles on diagrams and models and supervised observations of Human cadavers. (0+22) Prerequisite: AP II Lab

**MSG1124 Communication and Ethics (3 credits)**

This course defines and explores ethics, values, principles, morals, laws and professionalism between the massage therapist and client. Communication barriers are examined and many tools are studied to give the student a range of therapeutic interactive skills. This course emphasizes written, verbal, and non-verbal communication skills. Ethical topics include boundaries, HIPAA regulations, special needs clients, sexual harassment, and licensing guidelines/responsibilities. (33+0)

**MSG1125 Kinesiology I (2 credits)**

Kinesiology I provides students with a solid foundation for understanding how the musculoskeletal systems functions in the living body with the biomechanics of the system being a major focus. Students will learn the structure and function of synovial joints as well as the origins, insertions and actions of the muscles that move each joint. Additionally, the structures of the related nerves and connective tissues will be addressed. Students will learn important palpation techniques as well as range of motion principles, which are integral to massage therapy. These and additional assessment techniques will be utilized to evaluate tissue health as well as the effects of injury, overuse, and poor biomechanics for the purpose of providing safe and effective therapeutic massage. (11+22)

**MSG1126 Wellness and Relaxation Massage (3 credits)**

This course teaches foundational massage skills. Students will learn pre-massage procedures, techniques for performing wellness/relaxation-focused chair and table massage, and skills for completing the massage session. Students will learn how to integrate wellness and relaxation techniques into every massage session. Students will also learn how stress affects the body and identify effective stress management techniques to enhance their personal wellness and the wellness of their patients. (22+22)

**MSG2121 Fundamentals of Treatment-based Massage (2.5 credits)**

This course introduces students to the assessment and treatment of connective tissues of the body, including myofascial tissues. Students will learn assessment and massage techniques that support the treatment of dysfunction and pain. Students will practice critical thinking skills, perform connective tissue therapies and learn self-care techniques. (11+33) Prerequisite: Wellness and Relaxation Massage, Kinesiology I

**MSG2123 Kinesiology II (2 credits)**

Kinesiology II provides students with a solid foundation for understanding how the musculoskeletal systems functions in the living body with the biomechanics of the system being a major focus. Students will learn the structure and function of synovial joints as well as the origins, insertions and actions of the muscles that move each joint. Additionally, the structures of the related nerves and connective tissues will be addressed. Students will learn important palpation techniques, posture and gait analysis as well as range of motion principles, which are integral to massage therapy. These and additional assessment techniques will be utilized to evaluate tissue health as well as the effects of injury, overuse, and poor biomechanics for the purpose of providing safe and effective therapeutic massage. (11+22) Prerequisite: Kinesiology I

**MSG3105 Massage for Cancer Patients (2 credits)**

The use of complementary medicine in conjunction with allopathic treatments for cancer patients is on the rise. This course prepares the student for integrative medicine programs where they can use massage on patients in hospitals or hospice who are experiencing chronic pain, side effects caused by chemotherapy and radiation, and chronic diseases that get poor results with standard medicine. Massage students discuss the emotional and psychological aspects of cancer as well, including practitioner self-care. (20+0)

**MSG3126 Treatment based massage for Specific Conditions (2.5 credits)**

This course is designed to teach students how to apply connective tissue therapies to selected specific medical conditions, within a client centered massage therapy session. Students will practice critical thinking skills, treatment planning, treatment protocols and client/self-care. (11+33) Prerequisites: Fundamentals of Treatment-based Massage

**MSG3127 Sports and Rehabilitation Massage (2.5)**

Students will learn massage techniques used for, sports and rehabilitation and the special conditions surrounding these types of massages. Topics include injury assessment, basic concepts of strength training, rehabilitation

exercise and stretching to improve physical conditions following accidents, injuries, disease. Students learn postural assessment and gait analysis. Conditions such as bursitis, tendonitis, and rheumatoid arthritis are also discussed. (11+33) Prerequisites: Wellness and Relaxation Massage, Fundamentals of Treatment Based Massage, Kinesiology II

**MSG4105 Professional Development Seminar (1 credit)**

Students learn how to build a resume, interview for a job, and manage their time. Other topics include the role of professional associations for massage therapists; skill development through continuing education and advanced training programs. (16+0)

**MSG4123 Business Management (4 credits)**

Students learn basic business and accounting practices, insurance billing, bookkeeping, income reporting, obtaining liability insurance, credentialing requirements, and other topics that are important in establishing and operating a Massage Therapy practice, or forming a partnership or contract with a corporation. Students will create a business plan including the legal requirements and tax structure of owning a small business. (44+0)

**MSG4126 Massage Capstone (1.5 credits)**

Students will demonstrate their preparedness for taking and passing licensure and certification examinations. Students will evaluate their personal learning styles and develop individualized plans for study. (11+11)  
Prerequisites:

**MSG4127 Survey of Modalities (1.5 credits)**

This is an overview and introduction to a number of different massage modalities not covered in the core curriculum. (11+11) Prerequisites: Massage I

**MSG4128 Massage for Special Populations (2.5 credits)**

Students will be introduced to safe and effective methods for working with selected special populations including pregnant women, infants, geriatrics, PTSD and post-surgery patients, as well as medically complex clients such as those suffering from MS, Parkinson's, HIV/AIDS and cardiovascular disease. Students will learn about the use of massage in hospital settings, common medications, classes of drugs and the science behind chronic pain. (22+11)  
Prerequisites: Wellness and Relaxation Massage, FTBM, Communication and Ethics

**Clinical Training Courses (0.5-1.5 credits)**

**MSG1109 - Clinic I-Intro to Clinic** Prerequisites: None

**MSG2127 - Clinic II** Prerequisites: Clinic I, Wellness and Relaxation Massage, Communication and Ethics

**MSG3125 - Clinic III** Prerequisites: Clinic II, FTBM

**MSG4125 - Clinic IV** Prerequisites: Clinic III

In MSG 1109, students are acquainted with UWS clinical operations. Students become familiar with all aspects of giving a safe, effective, relaxing massage in a clinic setting. During Q2-Q4, students perform massage on members of the public. Students use the skills taught in class to assess clients and deliver client-centered massage sessions. Students complete chart notes, perform assessments and create care plans. A licensed massage therapist, or other appropriately credentialed, licensed health care provider, will supervise all clinic activities. (0-15+0)

# BS Human Biology Degree Completion Program

## Purpose

The purpose of BS in human biology completion program is to equip students with a solid foundation in health and pre-medical sciences. The program also offers UWS chiropractic students and alumni a means by which to complete an undergraduate degree.

## About the Program

The BS in human biology degree completion program is available to all current UWS DC program students and alumni. The design of the program is modeled after the general educational components of the traditional liberal arts biology major. The degree fulfills most bachelor's degree requirements for graduate study, employment, or licensure. States that require a bachelor's degree for chiropractic licensure are listed and updated on the Federation of Chiropractic Licensing Board [website](#).

For current DC program students, credits for the BS degree come from a student's previous undergraduate work (at least 135 quarter credits) and coursework from the basic sciences component of the chiropractic program, plus two evidence-informed practice courses. The credits from the DC program courses are dually attributed to both the BS and DC degree. Students must have a cumulative GPA of 2.0 or higher at the completion of the BS degree requirements to be eligible to receive the BS degree. Students can apply to the bachelor's program at any time and will receive a diploma when all requirements are met.

## Degree Requirements

A bachelor's degree traditionally represents a minimum of four years of undergraduate study with a core education of cultural and communication proficiency, a suitable depth of coursework in the major area, plus a breadth of general educational experience. This tradition is incorporated into the UWS bachelor's degree in human biology. Students obtain the general education, and life and physical sciences credits prior to matriculation to UWS. The human biology major requirements are obtained while enrolled at UWS. All credit hours listed below are quarter credits. For purposes of conversion, 1.5 quarter credits equal 1 semester credit.

The bachelor's degree requires a total of at least 180 quarter credits distributed in the following areas:

| Content Area                     | Qtr. Credits Required |
|----------------------------------|-----------------------|
| General Education Requirements   | 45                    |
| Life and Physical Sciences       | 36                    |
| Electives                        | Minimum 54            |
| Human Biology Major Requirements | Minimum 45            |
| <b>Total</b>                     | <b>180</b>            |

Some courses that satisfy the life and physical sciences coursework requirement include biology, physics, chemistry, exercise physiology, anatomy, physiology, etc. At least half of these courses must include a laboratory experience. UWS courses that satisfy this requirement include courses from the massage program in anatomy and physiology and pathology. UWS also offers online pre-professional courses to satisfy this requirement, including Chemistry 1 and 2, and Introduction to Biochemistry. Undergraduate courses are listed on UWS website.

## General Education Requirements

Students must have at least 45 quarter credits of general education coursework for the degree. Areas of study that satisfy general education requirements include humanities, social studies/social sciences, computer orientation, mathematics, writing, speaking, etc.

## Electives

Electives include courses in areas such as business, public administration, physical education, and relevant career/technical coursework (12 quarter credits maximum). Career/technical coursework may include courses from the UWS Massage Therapy certificate program.

## Requirements for DC Alumni

The BS in human biology may also be an option for DC alumni. Degree applications submitted by alumni will be considered on a case-by-case basis. Graduates who have not completed the evidence-informed practice course sequence will be required to take additional courses in order to meet the learning objectives of the program. These additional courses are biostatistics, baccalaureate writing preparation, and the baccalaureate project preparation seminars. These courses must be taken in sequence except for biostatistics, which can be taken at any time. These

additional courses are graded on a Pass/No Pass basis. These courses can be completed from a distance and take approximately six to 12 months to complete. Students can enroll in fall, winter, spring or summer. It is possible to be exempt from the biostatistics course if an elementary statistics course was taken at another regionally-accredited institution and passed with a C or better and was not used to fulfill the physics requirement for entry into the chiropractic program. The other courses must be completed through UWS.

### Admissions Criteria

Students will need to complete an [application](#) and pay an application fee. Applicants must have a cumulative GPA of 2.0 or above in applicable coursework for admission into the bachelor's program. Current UWS students do not need to submit transcripts as they are already part of the student's academic record through the DC program application process. Alumni may need to submit transcripts.

### Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional, and social capacity to be a competent practitioner in their respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll, with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

### Transfer Credit

Up to 135 quarter credits toward the bachelor's degree are accepted in accordance with [Policy 2007 Transfer Credit](#).

### Class Standing

A student's class standing is determined by the total number of transfer credits awarded, not by the number of years of college study or by the completion of an associate degree.

| Class Awarded | Credits Needed   |
|---------------|------------------|
| Freshman      | 0 - 44 credits   |
| Sophomore     | 45 - 89 credits  |
| Junior        | 90 - 134 credits |
| Senior        | 135+ credits     |

### Academic Standing

A student must have a cumulative GPA of 2.0 or higher in applicable coursework to be eligible to receive the BS degree. Transfer credits from prior undergraduate courses will not contribute to the cumulative GPA, unless they are from courses offered through UWS (e.g., online undergraduate courses, courses from the massage program). For current chiropractic program students, continuing enrollment in the BS program is contingent upon eligibility for continuing enrollment in the DC program through the first five quarters of the program. Please refer to [Policy 1233 Academic Standing DC and Undergraduate Programs](#).

Students transferring to UWS from another chiropractic or health professions school who apply to the bachelor's program will be assessed on a case-by-case basis.

### Residency Requirement

Students must complete at least the last 25 percent of the credits for the degree while in residence as a matriculated student at UWS.

### Tuition and Fees - BS Program

The UWS Board of Trustees establishes tuition for the BS program. There is a non-refundable application fee and a graduation fee. Current chiropractic program students do not pay any additional tuition as the courses are dually attributed. Alumni may be required to take additional courses (see below) at the current undergraduate tuition rate and pay a quarterly enrollment fee.

### Enrollment Status and Financial Aid

Students who are interested in determining eligibility for financial aid for undergraduate coursework should contact the office of financial aid at [finaid@uws.edu](mailto:finaid@uws.edu).

## Expected Learning Outcomes - BS Human Biology

Students completing the BS in human biology will demonstrate:

- Language, reading, communication, computation, and social skills necessary to engage the expectations of a first professional doctorate program.
- Thorough knowledge of gross and microscopic human anatomy.
- Thorough knowledge of human physiology.
- Thorough knowledge of human genetics and cellular function.
- Thorough knowledge of human pathology.
- The ability to locate and critically appraise health-related scientific literature.

### Major Requirements

Major requirements for the human biology bachelor's degree are obtained through successful completion of basic science courses and of the first two courses in the evidence-informed practice course series in the DC program. These courses are dually attributed to both the BS and DC degrees and must be passed with a C or better. The dually-attributed courses are upper division courses (senior year) for the bachelor's degree and students are not eligible to enroll in these courses until they have accomplished at least 135 quarter credits toward the BS degree. The following courses from the Doctor of Chiropractic program can be used to satisfy the requirement of 45 credits of upper division human biology major courses for the degree:

| Course # | Course Name*                 | Quarter Credits |
|----------|------------------------------|-----------------|
| BSC 5103 | Gross Anatomy I              | 7               |
| BSC 5116 | Cell Biology                 | 3.5             |
| BSC 5203 | Gross Anatomy II             | 5.5             |
| BSC 5217 | Histology                    | 5               |
| BSC 5302 | Neuroanatomy                 | 7               |
| BSC 5304 | Gross Anatomy III            | 5.5             |
| BSC 5309 | Physiology I                 | 5               |
| BSC 5314 | Human Development            | 3               |
| BSC 6103 | Neurophysiology              | 5               |
| BSC 6109 | Physiology II                | 5               |
| BSC 6203 | Nutrition                    | 4               |
| BSC 6207 | Genetics                     | 4               |
| CSC 6179 | Evaluating Therapy Studies   | 2               |
| CSC 6278 | Evaluating Diagnosis Studies | 2               |
| Total    |                              | 63.5            |

\*Course descriptions can be found in the DC program section of this catalog.

## Course Descriptions - BS in Human Biology

### HBI4301 Biostatistics

Biostatistics is an online course designed to introduce the student to methods in statistical analysis of experimental data and their appropriate application in health care research. Topics include simple probability, descriptive statistics, inferential statistics, and experimental design. Biostatistics is normally taken before the writing sequence, but this schedule is not mandatory. If you have already successfully completed a statistics course, check with the dean of the college of undergraduate studies to see if it fulfills this requirement. (2 qtr. credits, pass/no pass)

### HBI4302 Baccalaureate Project Writing Preparation

Baccalaureate Project Writing Preparation is an online course designed to provide students the basic library research and writing tools necessary to undertake the baccalaureate writing project, which occurs during the subsequent three terms. Attention is given to style, format, and manuscript preparation. This course is a prerequisite for the BS Project Preparation Seminar. Credit for this course is not possible through exemption or transfer credit; it must be taken through UWS. (1 qtr. credit, pass/no pass)

### HBI4303-4305 Baccalaureate Project Preparation Seminars

Baccalaureate Project Preparation Seminars is a three-quarter sequence during which students work independently on their research projects under the guidance of the instructor. A broad range of topics is acceptable. The project may draw upon knowledge in the humanities, social sciences and natural sciences to address some question in human biology, health care in general, or chiropractic in particular. The project should, in most cases, be 15 to 20 pages in length. This course sequence must be taken through UWS; transfer credit is not available for this series of classes.

**HBI4303** is worth one credit and **HBI4304** and **4305** are each worth 2 credits. (5 credits, pass/no pass)

## Pre-Professional Health Science Program

The prerequisite online courses offered through UWS help prospective students fulfill the requirements for entrance into graduate and professional degree programs such as the chiropractic and human nutrition and functional medicine programs.

## Courses Descriptions - Pre-Professional Health Science Courses

Note: Courses that include a laboratory component require the student to purchase a lab kit.

### **UBCH240 Introduction to Biochemistry** (5 credits) Online only

This is an introductory biochemistry course covering topics such as carbohydrate metabolism, proteins, enzymes, lipids, digestion and nutrition. There is no lab experience with this course. Prerequisite: High school algebra and college-level chemistry required.

### **UCHM240 General Chemistry I** (5 credits) Online only

This is an introductory course on the fundamentals of chemical principles. Topics include: the components of matter, chemical equilibrium, chemical reaction types and solution chemistry, gas laws, thermochemistry, quantum theory, atomic structure, electron configurations, chemical bonding models. There is a laboratory portion of this course is completed using a home lab kit. Prerequisite: high school chemistry recommended.

### **UCHM250 General Chemistry II** (5 credits) Online only

This course emphasizes critical skills and competency in organic and biological chemistry, solution properties, chemical kinetics, equilibrium, environmental chemistry, thermodynamics, electrochemistry, nuclear chemistry. Laboratory experiments demonstrate qualitative and quantitative analytical techniques through the use of a laboratory kit purchased for home use. Prerequisites: General Chemistry I. college-level math, reading, writing, and study skills are strongly recommended.

## Continuing Education

The office of continuing education provides educational offerings through seminars, certifications and online programs for health professionals. The UWS continuing education office provides these programs through a collaboration with National University of Health Sciences (NUHS) postgraduate and continuing education department. This collaboration allows each institution to share resources and to provide more options to meet the ongoing educational needs of health professionals. Our quality programs keep attendees abreast of the latest information, enhance their existing skills, and advise them of changes in current professional thought to keep their practices relevant. UWS provides continuing education through face-to-face seminars throughout the country, as well as through webinar and online courses. Included in the online offerings are courses required by the Oregon Board of Chiropractic Examiners.

The office of continuing education is a recognized provider of the Providers of Approved Continuing Education (PACE) program, a service of the Federation of Chiropractic Licensing Boards (FCLB). This is a voluntary program review process that ensures the quality of the chiropractic continuing education programs offered by UWS. Postgraduate certification and Diplomate programs for chiropractic physicians in sports medicine and other specialty areas are offered in a weekend format and signify specialized expertise.

Since 1999, the office of continuing education is also host to the NW Symposium: a two-day event of continuing education seminars for health care professionals. Conference attendees take part in alumni activities and attend continuing education programs provided by highly respected speakers on a wide variety of topics.

For information about upcoming continuing education programs, please check the [CE Events Calendar](#) or visit the UWS website to learn more about [online course](#) offerings.

## Chiropractic Assistant Program

The office of continuing education offers training opportunities for clinic support staff known as chiropractic assistants (CA). This training is in keeping with the standards and procedures set forth by the Oregon Board of Chiropractic Examiners (OBCE). Chiropractic assistants work alongside chiropractors to facilitate patient care and are trained in front office skills, such as billing and coding. The curriculum for initial CA training includes, but is not limited to, the following subjects: medical terminology, anatomy and physiology, professionalism, ethics, boundaries, billing and coding, communication skills, and physiotherapy. The schedule of initial training courses can be found on the university's [continuing education webpage](#) or the [OBCE](#) website.

## Professional Development

### Alumni Relations and Services

The university is committed to providing tools and resources for students to succeed during their program and as they take their education into professional practice. The alumni relations team offers professional development support to help students and alumni of all UWS academic programs build successful careers and pursue lifelong learning.

Additionally, the alumni team provides online resources for business practice support and professional growth, connects students with shadowing opportunities, and facilitates mentorship relationships through the UWS Mentor Network. Students and alumni are invited to connect with alumni relations for assistance with any topic or challenge by emailing [alumni@uws.edu](mailto:alumni@uws.edu).

## Student Services

Students at UWS have diverse backgrounds, interests, experiences, talents and areas of expertise. Although many UWS students are from the Pacific Northwest, the university is also home to students from throughout the country and the world. The office of student services provides a variety of academic support services and non-academic programs to enrich the UWS student experience.

### Accessibility Resources and Accommodations

University of Western States recognizes its responsibility to provide equal access and opportunities for persons with disabilities, under section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 as amended (2008). The staff and faculty work together to ensure students with disabilities have equal access to educational experiences.

Testing accommodations are designed to ensure that the test scores of students with disabilities accurately reflect the student's aptitude or achievement level, or the skill that the exam purports to measure, rather than reflecting the student's disability, except where the skill impaired by the disability is the skill that is being measured by the



examination. All members of the university community work to ensure equal access for students with disabilities to participate fully in the educational experience. The office of student services consults with students to determine eligibility and authorizes all accommodations in advance of testing. Additional information about accessibility services can be found on the student services [website](#). For information on receiving accommodations through University of Western States, please contact the [office of student services](#).

### **Associated Student Body**

The Associated Student Body (ASB) serves as the student government entity at UWS, composed of elected officers and student representatives. The purpose of ASB is to support, represent and meet the professional, academic and personal interests of all UWS students and student groups. ASB meetings are open to all students.

### **Counseling Services**

Counseling services for students are available on campus free of charge. Students may contact [counseling@uws.edu](mailto:counseling@uws.edu) to schedule an appointment with an on-site counselor. Online students seeking counseling should contact the [office of student services](#) to discuss counseling options outside of the Portland metro area.

### **Housing**

The university does not offer on-campus housing. The office of student services provides housing information and referral resources for Portland and surrounding areas near the university. Students can find information about local housing or find a roommate through the [housing page](#) of the student services section of the university website. For additional housing assistance, contact the office of student services.

### **Student Groups**

Various student social, recreational and/or professional organizations are organized through the office of student services and coordinated through the Associated Student Body (ASB). Anyone interested in becoming involved in student organizations should contact the office of student services for further information.

If an existing group is not meeting a student's interest, they should explore the option of proposing a new group. Each student group must have a qualified advisor and be approved by the office of student services. For more information, please refer to [Policy 9012 Recognition of Student Groups](#).

### **Student Group Fundraising**

Student organizations desiring to raise funds for their club must have permission from the office of student services, file a completed "student group fundraising" form, and coordinate fundraising activities with the office of development. In all instances where fundraising is to be a continuing project, the authorization to fundraise will be reviewed quarterly, with a specific focus on the justifications for fundraising and past operations. Please refer to [Policy 9012 Recognition of Student Groups](#).

### **Tutoring Program**

The university provides free tutoring services for students. Students can sign up for tutoring and schedule online tutoring appointments at UWS [tutoring website](#). UWS has tutoring options available for online students that can be accessed by emailing [studentservices@uws.edu](mailto:studentservices@uws.edu). Students interested in becoming a peer tutor can apply online at the student services [tutoring web page](#).

# University Policies

University of Western States students are responsible for maintaining currency in university policies. All policies are subject to change. Changes to existing policies or implementation of new policies will be noted to the campus community via email. To review the most up-to-date policies, visit [Udocs](#) on the UWS website.

## Non-Discrimination in Professional Practice

University of Western States (UWS) is committed to maintaining a working and educational environment that values the inherent worth and dignity of every person. In support of this commitment, the university prohibits all discrimination including harassment and retaliation based on such factors as race, religion, color, sex, age, citizenship status, national origin or ancestry, genetic information, disability, veteran status, marital status, legal source of income, familial status, sexual orientation, gender identity or gender expression, or any other status protected by law. All members of the university community are responsible for creating educational and work environments that respect diversity and that are free from discrimination. All members of the university community will cooperate with university officials charged with investigating allegations of policy violations. Please refer to [Policy 1004-Nondiscrimination and Anti-harassment](#).

## Additional University Policies

| Academic Policies   | Admissions Policies  |
|---|--|
| <a href="#">Policy 1201 (B) Academic Programs</a><br><a href="#">Policy 1202 Alternatives to Human Dissection Laboratory</a><br><a href="#">Policy 1204 Attendance and Tardiness</a><br><a href="#">Policy 1205 BS Human Biology Completion Program</a><br><a href="#">Policy 1206 Technical Standards</a><br><a href="#">Policy 1207 Grading System</a><br><a href="#">Policy 1208 (B) Student Accommodations</a><br><a href="#">Policy 1209 Course Exemption</a><br><a href="#">Policy 1210 Credit Hour Definition</a><br><a href="#">Policy 1211 Grade Appeal</a><br><a href="#">Policy 1212 Classroom Models</a><br><a href="#">Policy 1214 Non-Degree Students - Graduate Studies</a><br><a href="#">Policy 1215 Drop Add</a><br><a href="#">Policy 1216 Advanced Standing - Graduate and Professional Studies</a><br><a href="#">Policy 1217 Examination Administration</a><br><a href="#">Policy 1219 DC Graduate Enrollment in Core Curriculum Courses</a><br><a href="#">Policy 1220 Graduation Requirements - DC Program</a><br><a href="#">Policy 1223 Make-Up Examinations</a><br><a href="#">Policy 1224 National Board Eligibility</a><br><a href="#">Policy 1225 Involuntary Withdrawal</a><br><a href="#">Policy 1226 Normal Course Load and Progress (DC Program)</a><br><a href="#">Policy 1228 Postgraduate Residency in Radiology</a><br><a href="#">Policy 1229 Registration for Courses that Conflict</a><br><a href="#">Policy 1231 Student Record Retention and Disposal</a><br><a href="#">Policy 1232 Student Record Privacy (FERPA)</a><br><a href="#">Policy 1233 Academic Standing - DC and Undergraduate Studies</a><br><a href="#">Policy 1234 Academic Standing - Graduate Studies</a><br><a href="#">Policy 1236 Directed (Independent) Study</a><br><a href="#">Policy 1237 Transcripts</a><br><a href="#">Policy 1239 Leave of Absence and Withdrawal</a><br><a href="#">Policy 1240 Electives and Workshops</a><br><a href="#">Policy 1241 Scholarship Defined</a><br><a href="#">Policy 1242 Dean's List and Graduation Honors</a><br><a href="#">Policy 1243 Draping Protocol - Massage Program</a> | <a href="#">Policy 2001 Admission Requirements</a><br><a href="#">Policy 2006 Readmission</a><br><a href="#">Policy 2007 Transfer Credit</a><br><a href="#">Policy 2008 Provisional Enrollment</a> |
| Business/Facilities Policies  | Communications Policies  |
| <a href="#">Policy 3001 Selling on Campus</a><br><a href="#">Policy 3002 Sale of Course Notes and Certain Other Materials Prohibited</a><br><a href="#">Policy 3003 Endowment Investment and Spending</a><br><a href="#">Policy 3005 (B) Budget Development (Operating and Capital)</a><br><a href="#">Policy 3006 FFATA Reporting (Federal Funding Accountability and Transparency Act)</a><br><a href="#">Policy 3007 (B) Debt</a><br><a href="#">Policy 3008 Travel, Meals and Entertainment Expenses</a><br><a href="#">Policy 3009 Spouse and Companion Travel</a><br><a href="#">Policy 3010 Record Retention and Disposal (Business Office)</a><br><a href="#">Policy 3011 (B) Independent Financial Audit</a><br><a href="#">Policy 3012 Sub-award and Sub-recipient Monitoring</a><br><a href="#">Policy 3013 (B) Post-Issuance Tax and Disclosure</a><br><a href="#">Policy 3015 (B) Identity Theft Prevention Program</a>  | <a href="#">Editorial Guidelines*</a><br><a href="#">Marketing Planning</a><br><a href="#">Policy 2503 Social Media</a><br><a href="#">Social Media Guidelines</a>                                 |

|  |   |
|--|---|
| <a href="#">Policy 3017 Key Assignment</a><br><a href="#">Policy 3018 Procurement Standards for Federal Awards</a><br><a href="#">Policy 3019 Timely Warning Notification</a><br><a href="#">Policy 3020 Closing due to Inclement Weather or Emergency</a><br><a href="#">Policy 3021 Tuition and Fee Refunds</a><br><a href="#">Policy 3022 Modified Schedule Tuition - DC Program</a><br><a href="#">Policy 3024 IRS Taxpayer Identity Reporting</a><br><a href="#">Policy 3025 Student Financial Responsibility</a><br><a href="#">Policy 3026 Payment Card Acceptance</a>  |   |
| <b>Continuing Education Policies</b>   | <b>Development Policies</b>   |
| <a href="#">Policy 5001 Postgraduate and Professional Education</a>  | <a href="#">Policy 7001 Advertising and Sponsorship</a><br><a href="#">Policy 7002 (B) Fundraising and Gift Acceptance</a>  |
| <b>Faculty Policies</b>  | <b>Financial Aid Policies</b>   |
| <a href="#">Policy 6001 (B) Award of Honorary Degrees</a><br><a href="#">Policy 6002 Course Management</a><br><a href="#">Policy 6003 Emeritus Distinction</a><br><a href="#">Policy 6004 Archival of Course Materials</a>   | <a href="#">Policy 3801 Emergency DC Student Loans</a><br><a href="#">Policy 3803 Financial Aid Fraud</a><br><a href="#">Policy 3804 Satisfactory Academic Progress - Financial Aid Eligibility</a>   |
| <b>Human Resources Policies</b>  | <b>Institutional Policies</b>   |
| <a href="#">Policy 3402 Instructing at other Institutions</a><br><a href="#">Policy 3403 Criminal Records or Administrative Sanctions/Restrictions</a><br><a href="#">Policy 3404 Sexual Harassment/Discrimination (Employees)</a><br><a href="#">Policy 3405 Private Practice in University Clinics</a><br><a href="#">Policy 3406 Seminar Fees Schedule for Faculty</a><br><a href="#">Policy 3407 (B) Tuition Assistance</a><br><a href="#">Policy 3408 (B) Tuition Reduction for Employee Children</a><br><a href="#">Policy 3409 (B) Diversity</a><br><a href="#">Policy 3410 (B) Rights, Responsibilities and Privileges - Faculty</a><br><a href="#">Policy 3412 Grievance/Complaint (Employee)</a><br><a href="#">Policy 3413 Introductory Employment Period</a><br><a href="#">Policy 3414 (B) Whistleblower Protection</a><br><a href="#">Policy 3415 Faculty License Requirement</a><br><a href="#">Policy 3416 Faculty Development - Massage Faculty</a><br><a href="#">Policy 3417 Donated Leave Program</a><br><a href="#">Policy 3418 Recording and Reporting Employee Time</a> | <a href="#">Policy 1001 Policy Development and Publication</a><br><a href="#">Policy 1002 (B) Academic Freedom</a><br><a href="#">Policy 1003 Accident, Injury, Incident Response and Reporting</a><br><a href="#">Policy 1003 Accident, Injury, Incident Response and Reporting (FORM)</a><br><a href="#">Policy 1004 Nondiscriminatory and Anti-harassment</a><br><a href="#">Policy 1005 (B) Conflict of Interest</a><br><a href="#">Policy 1006 Administrative Integrity</a><br><a href="#">Policy 1007 Copyrights and Patents</a><br><a href="#">Policy 1008 Drugs, Narcotics and Alcohol</a><br><a href="#">Policy 1008 Report of Suspicion of Substance Abuse</a><br><a href="#">Policy 1010 Committee Structure</a><br><a href="#">Policy 1011 Guest Speakers</a><br><a href="#">Policy 1012 (B) Institutional Mission</a><br><a href="#">Policy 1013 (B) Equal Opportunity and Non-Discrimination</a><br><a href="#">Policy 1014 Needlestick/Blood Exposure and Procedure</a><br><a href="#">Policy 1015 (B) Public Disclosure</a><br><a href="#">Policy 1016 (B) Service</a><br><a href="#">Policy 1017 Tobacco and Marijuana-Free Campus</a><br><a href="#">Policy 1018 Weapons on Campus</a><br><a href="#">Policy 1018 Weapons on Campus Application to Carry FORM</a><br><a href="#">Policy 1019 Driving on University Business</a><br><a href="#">Policy 1020 Hazardous Materials Handling and Communication</a><br><a href="#">Policy 1021 Children on Campus</a><br><a href="#">Policy 1022 Privacy of Personal Wellness Profile (PWP) Information</a><br><a href="#">Policy 1023 Pedestrian Safety</a><br><a href="#">Policy 1024 Sexual Misconduct (Title IX and VAWA)</a> |
| <b>Information Technology Policies</b>   | <b>Library Policies</b>   |
| <a href="#">Policy 3601 Acceptable Use of Information and Communication Systems</a><br><a href="#">Policy 3602 Virtual Private Network (VPN) Access</a><br><a href="#">Policy 3603 Student Access to Electronic Course Materials</a>   | <a href="#">Policy 1601 Library Collection and Scope</a><br><a href="#">Policy 1603 Library Reserve</a><br><a href="#">Policy 1605 Use of Copyrighted Works in Education and Research</a>   |
| <b>Research Policies</b>   | <b>Student Policies</b>   |
| <a href="#">Policy 8002 Ethical Standards in the Conduct of Research</a><br><a href="#">Policy 8003 Institutional Review Board (IRB)</a><br><a href="#">Policy 8004 Development of Research Activities</a>   | <a href="#">Policy 9001 Student Conduct</a><br><a href="#">Policy 9002 Student Commons Folder</a><br><a href="#">Policy 9005 Counseling and Confidentiality</a><br><a href="#">Policy 9009 Student Complaint</a><br><a href="#">Policy 9010 Immunization Requirement for On-Campus Students</a><br><a href="#">Policy 9012 Recognition of Student Groups</a><br><a href="#">Policy 9013 Student Request for Use of Campus Facilities</a><br><a href="#">Policy 9014 (B) Rights and Privileges (Students)</a><br><a href="#">Policy 9015 Sexual Harassment/Discrimination (Students)</a>   |

## Student Grievance and Appeal Process

The demonstration of personal and professional ethics, and integrity is considered an integral part of the academic programs of the institution. Students are required to conduct themselves in a professional manner throughout their enrollment on and off campus.

[Policy 9001 Student Conduct](#) provides a list of behaviors that are considered inappropriate. Violations of the expectations for student behavior may subject the student to disciplinary action including, but not limited to: warning, fines, restitution, probation, course failure, suspension or dismissal. The university reserves the right to address any behavior it deems inappropriate.

### Student Appeal

An appeal is a written request to modify an institutional decision or disciplinary action. Disciplinary actions include, but are not limited to, warning, restitution, probation, disciplinary course failure, suspension, and/or dismissal.

**Note:** Please refer to [Policy 1211 Grade Appeal](#) for appeal of final course grades or other final comprehensive evaluation grades.

If a complaint pertains to sexual misconduct, follow [Policy 1004 Nondiscrimination and Anti-harassment](#).

### Student Grievance

A grievance is a formal, written complaint by a student pertaining to the conduct of a member of the university student body, faculty, staff, governing board, administration or third parties (i.e. individuals who are neither students nor employees, including but not limited to prospective students, guests, volunteers, contractors, and consultants).

Retaliatory or adverse action may not be taken against a student for filing a complaint.

[Policy 9009 Student Grievance and Appeal](#) details procedures for student complaints and appeals. Students who wish to file a formal complaint can do so using the university's online [TIPS Reporting tool](#). If not submitted through TIPS, the written complaint must be submitted to the appropriate university administrator as outlined in [Policy 9009 Student Grievance and Appeal](#) or the Title IX coordinator in cases of sexual misconduct.

In addition to the university's complaint policy and procedure, complaints regarding the university or specific programs may be addressed to:

Institution: Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Suite 100  
Redmond, Washington 98052  
Office: 425-558-4224 Fax: 425-376-0596  
[www.nwccu.org](http://www.nwccu.org)

DC Program: Council on Chiropractic Education  
8049 North 85th Way  
Scottsdale, Arizona 85258-4321  
Office: 480-443-8877 Fax: 480-483-7333  
[cce@cce-usa.org](mailto:cce@cce-usa.org); [www.cce-usa.org](http://www.cce-usa.org)

Massage Program: Commission on Massage Therapy Accreditation (COMTA)  
5335 Wisconsin Avenue NW, Suite 440  
Washington, DC 20015  
Office: 202-895-1518 Fax: 202-895-1619  
[info@comta.org](mailto:info@comta.org); [www.comta.org](http://www.comta.org)

# Campus Safety and Security

UWS is committed to providing students with a safe environment in which to learn. The university has established a number of policies and safety measures to keep students, faculty, staff and campus visitors safe and well informed about campus safety. These protocols include the campus alert system, campus security and counseling support.

All members of the UWS community are required to have a visible ID badge at all times and are expected to report suspicious activities, criminal actions and emergencies occurring on campus. Prompt reporting enhances campus safety for all concerned. UWS campus safety provides security coverage seven days a week.

The university prepares an annual security report to comply with the Crime Awareness and Campus Security Act (aka Clery Act) of the Higher Education Act. The report is located on the [Campus Safety](#) page of the UWS website. The page includes a link to the annual Campus Safety and Security Survey, which includes data collected from campus safety sources and Clery crime statistics provided by the Portland Police Bureau.

## Animals on Campus

Non-service animals are not permitted on campus. Fines and other sanctions may be assessed for students who bring animals on campus, including those who leave pets in cars parked on campus.

## Campus Warning and Notification System

All UWS campus community including family members can sign up for the campus alert system, called E2Campus. UWS uses E2Campus to provide timely alerts regarding a variety of incidents, which may occur on campus, such as weather-related notifications, fire drills, unexpected water shutdown or any dangerous situations. This system is used to deliver important information by cell phone text or email. There is no charge for signing up; however, your cell phone carrier's standard text messaging rates still apply. UWS encourages students, family members and staff to [sign up](#). Note that you must re-register with the E2Campus every other year.

## Timely Warning Notification

In accordance with [Policy 3019 Timely Warning Notification](#), UWS will issue a campus alert in the event of a crime or emergency. Additional information regarding the incident will be posted on the UWS website.

## Campus Closings

Employees and students are urged to listen to the radio or check the UWS website on mornings when weather or other conditions are hazardous. Campus closings are also announced over the campus notification system, E2Campus.

If a late opening is announced, UWS employees and students are expected to report for work or classes at the announced time. Even though the campus may be open, each person is responsible for deciding if weather conditions at their residence or on the route to UWS make it unsafe to travel to campus. Please refer to [Policy 3020 Closing due to Inclement Weather or Emergency](#).

## Campus Closings and Exams

If exams are scheduled when the university is closed, exams will be rescheduled. If the university opens late and exams are scheduled to begin during the period the university is closed, only those exams during this period will be rescheduled. All other exams will take place as scheduled.

## Emergencies

Call 9-1-1

Call 2-1-1 from any campus phone or dial 503-206-3206

## Non-Emergencies

In non-emergency situations, report suspicious activities, theft, vandalism or safety concerns to UWS campus safety at 503-206-3206 or dial 211 from on campus. Please be sure to complete an incident report on the [TIPS Reporting tool](#).

Problems that pose a risk of injury, such as icy sidewalks, should be reported to campus maintenance at 503-206-3206 or via email to [facilities@uws.edu](mailto:facilities@uws.edu).

In non-emergency situations, students and employees injured on campus are encouraged to seek treatment, which may be done in the Campus Health Center. Both students and employees should report the injury using the online [TIPS Reporting tool](#).

## Safety Awareness and Crime Prevention

Part of crime prevention is individual safety consciousness and awareness of one's personal environment. The university encourages everyone to follow crime prevention measures, which can contribute to the safety and security of the UWS community.

- Students and employees should wear their UWS identification badge at all times.
- Do not park in isolated areas; move your car during the daylight to a close location if you expect to leave campus after dark.
- At night, walk in well-lighted areas, in groups, and avoid short cuts and deserted areas. Students and staff should call campus safety to provide a safety escort, if desired.
- Lock your car immediately upon entrance to or exit from your vehicle.
- Keep your car keys and all identifying information with you at all times.
- Do not leave valuable items in your car; instead, leave valuables at home.
- Do not carry more cash than necessary, and do not advertise how much you have.
- Do not leave personal property unattended anywhere on campus. Keep your locker locked, and do not store valuables or your ID in your locker.
- Do not bring any kind of weapon onto UWS property. Firearms and other weapons are prohibited. Violators are subject to disciplinary action.
- Never confront someone suspicious. Call 9-1-1 from a safe location.
- If anything makes you feel unsafe or threatened, call 9-1-1, call campus safety at 503-206-3206, or dial 2-1-1 from any campus phone.

Safety and crime prevention are of utmost importance to the campus community. During normal business hours, UWS will be open to students, employees, contractors, guests and invitees. Please contact campus safety during non-business hours to access campus facilities.

## Weapons

To promote a safe and secure University of Western States (UWS) community, [Policy 1018 Weapons on Campus](#), prohibits weapons on campus. A weapon includes, but is not limited to the following: firearms, hunting and assault knives, explosives, chemical or biological weapons, slingshots, metal knuckles, objects which by use, design, or definition may be used to inflict injury upon persons, and any object if used, attempted to be used, or threatened use would cause bodily harm as defined by Oregon statutes 166.291, 166.370, and 166.360.

## Campus Facilities

The 22-acre main campus is located in a pleasant, residential neighborhood ten miles northeast of downtown Portland, near the western end of the Columbia River Gorge and National Scenic Area, offering majestic views of Mount Hood and Mount St. Helens. Campus facilities include lecture halls and classrooms, laboratories, library, campus store, a campus health center, and study and recreation areas. UWS is a smoke-free campus.

**Hampton Hall** is a 16,000-square foot multipurpose facility in the center of campus. It houses three large, amphitheater-style multimedia lecture rooms each seating 100-150 students, a conference room and a relaxing reception area.

**East and West Halls** contain lecture rooms and teaching laboratories specially equipped for chiropractic technique, sports medicine and massage instruction. West Hall also contains the campus massage clinic and an X-ray technique lab used for providing hands-on instruction in radiographic positioning and technique.

The **Science Building** houses laboratories for instruction in histology, microbiology, neuroanatomy, radiographic anatomy, bone pathology and clinical laboratory diagnosis. This building also houses offices for information and technical services.

The **Gymnasium** building houses a large multipurpose room area used for fitness activities and large group events. The building also has two adjusting technique laboratories, the office of student services, the campus store, the Spinal Tap coffee kiosk and various study spaces.

The **Campus Store and Spinal Tap coffee kiosk** are housed within the gymnasium building. The campus store offers new textbooks, reference materials, medical supplies, school supplies, study guides, UWS apparel, giftware and food.

The **Student Assessment Center** houses faculty offices, the standardized patient training program and specialty rooms for teaching and learning patient examination skills. Clinical competency examinations are conducted in this facility.

The **Anatomical Sciences Building** is the newest facility on campus, completed in spring 2011. It houses a state-of-the-art gross anatomy dissection laboratory equipped with multimedia instructional technology, lockers for students, a conference room and offices for faculty.

The **Administration Building**, located on the east side of the campus, houses the office of the president, administrator offices, alumni relations, development, registrar, admissions, financial aid, financial services, human resources, and several faculty offices.

The **N.E. Halsey Campus Building**, located near campus on NE 122nd and Halsey, houses the office of academic affairs, accreditation and appraisal, institutional review board administration, sponsored program administration and the office of the college of graduate and professional studies.

The **W.A. Budden Library**, within **Elliott Hall**, provides access to one of the largest health sciences collections in the Pacific Northwest. In addition to the extensive array of textbooks, print journals and anatomical models, the library has a broad range of electronic resources, including bibliographic databases, hundreds of online full-text scientific and medical journals, and streaming video instructional materials.

## Campus Store

### Supplies and Equipment

The campus store offers materials for all of the university's programs, including chiropractic and massage supplies, sports science equipment, and educational materials on a wide range of conservative health care topics. The staff is available to assist students and alumni in finding materials and supplies that enhance their educational experience and help graduates build their practice. Off-campus students and alumni may order textbooks, UWS logo items and other supplies [online](#).

### Food and Beverages

The campus store offers a selection of snacks as well as grab-and-go food items prepared by local vendors.

### Spinal Tap Coffee

Located just inside the campus store is Spinal Tap coffee open only on weekdays. The kiosk offers espresso drinks, coffee, Italian sodas, tea, smoothies, baked goods, juices and other snacks. The coffee is organic, dairy products are BST free, and soy and almond milk substitutes are available, as well as sugar-free syrups.

### Textbook and Supplies List

All required books and supplies are posted on the [UWS campus store](#) website.

### Campus Store Refunds

Books and merchandise may be returned within five business days of purchase with a receipt and in its original condition.

### Lost and Found

The campus store houses the campus lost and found. You may call 503-251-5763 or email at [bookstore@uws.edu](mailto:bookstore@uws.edu) with inquiries. Lost items are discarded after 30 days.

## Health Centers of UWS

University facilities include a network of on and off-campus clinics for the delivery of health care services.

The **Campus Health Center (CHC)** is located on the main Portland campus. The CHC is equipped and staffed to provide health and wellness services to students, employees and the surrounding community. The facility serves as a training center for student interns, who provide care under the direct supervision and mentorship of licensed UWS faculty.

The UWS clinic system extends its reach by partnering to provide services at multiple clinic sites owned and operated by other entities throughout the region. Additionally, clinic system extends to off-campus locations throughout the Portland metropolitan area.

**Health Centers of UWS - East Portland**  
**Health Centers of UWS - Gresham**



## Parking

### Visitor Parking

Visitor parking spaces are available in front of the administration building and east of the gym building. Visitors must register and obtain a parking permit from the campus store if they will be on campus for more than the 30-minute visitor space time limit.

### Parking and Transportation

Since UWS is located in a residential area, parking is regulated and monitored by the City of Portland. The terms established by the city prohibit on-street parking. The neighborhood agreement requires that the university promote utilization of alternative transportation to curtail the amount of traffic to and from the university. To comply with city requirements, the university pays student public transportation fees, requires all employees and students to file quarterly transportation/parking declarations, and charges parking fees. For occasional driving to campus, the campus store offers daily parking passes.

Students may park in unmarked parking spaces. Students parking in marked parking spaces designated for faculty and staff, reserved, visitor, handicapped, clinic and loading zones may be fined. Motorcycle and scooter parking is available in the rear corner of the parking lot. Bicycle parking places are located in a number of locations on campus, including covered bike racks at the gymnasium.

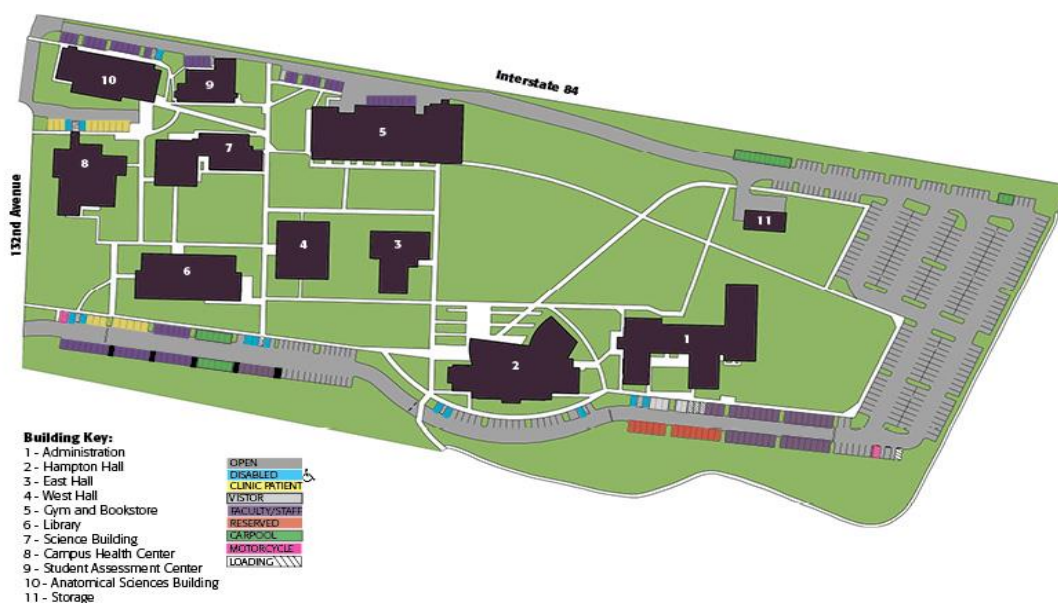
Students who declare they are not driving to campus may receive a free transit pass and are allowed to drive to campus no more than three times a month. TriMet bus tickets are available at 50 percent of the cost as an incentive for those who drive to consider alternate commute options. Bus riders should visit [www.trimet.org](http://www.trimet.org) to learn more about trip planning, route schedules and information about how to use the bus and Max electric train.

### Campus Visits

UWS invites all prospective students to visit campus, particularly while classes are in session. While visiting campus, after obtaining a visitor badge, prospective students are welcome to observe classes and speak with students and faculty members to gain an appreciation of the university, its mission and exceptional instruction.

UWS hosts a variety of campus recruiting events throughout the year. A complimentary night's stay at an area hotel is available for visitors traveling from outside the region. For additional information, please contact the office of admissions at 800-641-5641 or [admissions@uws.edu](mailto:admissions@uws.edu).

### Campus Map



## W.A. Budden Library

The W.A. Budden Library supports all academic programs of UWS by delivering information services in a variety of formats to most devices. Beyond the print collection in the library stacks, e-books, databases, streaming media and full-text journals are available directly from the online catalog and the web page links 24/7 from on- and off-campus.

The library building, offers secure Wi-Fi and is open seven days a week. Comfortable study space is available for both quiet and group learning in separate parts of the building. Students may enjoy food and beverages in the library with the provisos set forth in the food policy below.

The print collection in the open stacks is comprehensively chiropractic, medical science, sports medicine, integrative medicine, and manual therapy literature. The collection also includes a wide range of materials about alternative and complementary healing modalities, nutrition and wellness practices. A limited number of copies of all required and recommended texts are available in the reserve stacks, located behind the circulation desk. However, many required and recommended titles are available electronically through the online public access catalog. Click on the “catalog” button from the library web page to find e-books.

The audiovisual collection consists of DVDs, streaming media, and anatomical models. These are available for either check out or use in the library. Steaming videos can be watched from anywhere after authentication. The library maintained databases include Medline Complete, SportDiscus, Primal Pictures Anatomy TV, Netter’s Images, CINAHL, AMED, and the Cochrane Library. Other databases include DynaMed Plus, Natural Medicines, and ConsumerLab.com. The library’s electronic full-text subscriptions are linked to the external web resources PubMed and Google Scholar. All UWS students are eligible for and encouraged to use a RefWorks citation management account.

Librarians are available to help with research topics, computer use, database searching, and locating information or library materials, including full-text retrieval. Research guides on a variety of pertinent topics, including FAQs and tutorials, are available from a link on the library web page or directly on the [research guide web page](#).

Suggestions and requests for library materials purchases can be given to the librarians or emailed to [librarian@uws.edu](mailto:librarian@uws.edu).

| Library Hours   |                  |
|-----------------|------------------|
| Monday-Thursday | 7 a.m. - 10 p.m. |
| Friday          | 7 a.m. - 6 p.m.  |
| Saturday        | 9 a.m. - 5 p.m.  |
| Sunday          | 12 - 8 p.m.      |
| Break Weeks:    |                  |
| Monday-Friday   | 9 a.m. - 5 p.m.  |

| Contact Information  |              |
|----------------------|--------------|
| Circulation Desk     | 503-251-5752 |
| University Librarian | 503-251-5757 |
| Reference Librarian  | 503-206-3202 |
| Inter-Library Loan   | 503-847-2596 |

## Library Services

|  |  |
|--|--|
| <b>Fax</b><br>Available to students free of charge.  | <b>Notary</b><br>Notary services are available free of charge to students, by appointment.   |
| <b>Printing</b><br>Duplex printing is available. Students currently may print 100 pages per term free. Additional pages are .10 per side and sold in 50 page increments. Purchased extra prints do not expire. | <b>Wi-Fi</b><br>Building is enabled with secure broadband Wi-Fi.   |
| <b>Copies</b><br>The library has one high-speed copier and scanner. Copies count toward print quotient. Scanning is free.  | <b>Computers</b><br>There are 18 computer terminals for student use in quiet and group study areas. iPads are available for check-out at the circulation desk. |

## Inter-library Loan

The W.A. Budden Library is committed to providing all materials students need for academic success and faculty scholarship. If the library does not own a book, video or article that a student or faculty member needs, the requested material can be obtained from a sister library. Article requests are often fulfilled in a matter of hours; books may take a few days to complete. Returns are made to the local circulation desk and will be managed by library staff. ILL service is available to students and faculty free of charge. Students may request up to 10 articles per week with a cap of 50 articles per term.

## Reciprocal Borrowing

The library has reciprocal borrowing agreements with the National University of Natural Medicine (NUNM), Oregon College of Oriental Medicine (OCOM), Pacific University, and Oregon Health and Sciences University (OHSU). This means students may check out materials held in the collections of these other schools either by requesting through the shared online catalog for pick-up at UWS or by going to those institutions directly with valid UWS identification. To view the collections of these other schools, select "PAHL Libraries" on the online catalog search bar. The librarians at the W.A. Budden Library are available to assist in the requesting of materials from these sister schools and will gladly handle returns. Late fines and replacement costs are levied at the lending library's policy.

## Materials Check Out/Lending

All library materials may be renewed twice unless another patron has reserved the title.

|                                  |   |
|----------------------------------|---|
| Books in stacks                  | Check out for two weeks                                       |
| New Books                        | Check out for two weeks                                       |
| Reserve Books*                   | Overnight or library use only                                 |
| E-books                          | Check-out while in use online                                 |
| Unbound Journals and Bone Models | Check out for one day   |
| Human Bones                      | Library use only  |
| Bound Journals                   | Library use only  |
| DVDs                             | One day or one week   |
| Streaming Media                  | Available 24/7 through online catalog, no check out necessary |
| Archival Materials               | Library use only  |

\*All required texts are on Reserve

## Special Limits on Materials

### Overnight checkout

Return next day by 10 a.m. (Massage students 10 p.m.) On Friday, overnight items are checked out until Monday. On the last day of finals week, overnight items may be checked out for the term break.

### One-day checkout

Return next day, any time before closing.

### In Library Use

Two-hour checkout.

## Distance Students

Verified distance students may borrow up to three print materials at a time from the library (including required texts from the reserves collection). These books will be mailed to the student for a **four-week (28 days)** check-out period (which includes initial shipping time) and cannot be renewed. Distance students may borrow up to three media items from the library at a time. These materials will be mailed to the students for a **two-week (14 days)** check-out period (which includes initial shipping time) and cannot be renewed. Students must return the library items postmarked by the due date. Students can place holds on books and videos using the [catalog](#). If you need to borrow a required text from the reserves collection, please email the request to [library@uws.edu](mailto:library@uws.edu).

Print materials will be shipped via USPS Media Mail to students at no charge. Students should save the enclosed return shipping label and consider saving the original mailing envelope/box for returns. Students are responsible for cost of shipment to return library materials. Students are also liable for library materials from the time they receive them to the time the materials arrive back at the library. The library will apply the current replacement cost plus a \$25 per item processing fee. Late fees are assessed at \$.25 a day per item.

Regardless of when library materials are checked out, they must be returned **before** the first day of class the following quarter. The library does not circulate print journals or archival materials to distance students.

## **Renewals**

All materials may renew twice, unless another patron has requested the item. Renewals may be done through the online catalog, in person or by phone at 503-251-5752. When both renewals have been used, items must be returned to the library. After 24 hours, the item becomes available for check out again.

Late return fines accrue at \$.25 per day for regular materials and \$.20 per hour for reserve materials. Return reminders and overdue notices are sent as a courtesy automatically to campus email addresses. Student accounts are blocked after \$5.00 of unpaid fines.

## **Lost or Damaged Materials**

Lost or damaged materials are charged at replacement or repair cost, plus handling fees. Students can make arrangements at the library to pay these fees. Library accounts must be up-to-date with materials returned and fines paid prior to graduation.

The library accepts Visa and MasterCard for fines and other fees, in any amount.

## **General Library Policies**

### **Computer Use**

Courteous awareness of others waiting to use library computers at peak times is encouraged. Students should not use social network sites for long periods while others are waiting. Please refer to [Policy 3601 Acceptable Use of Information and Communications Systems](#).

### **Food in the Library**

Students are allowed to eat non-disruptive food in the library (e.g., dry foods that are not crunchy and that do not have a strong odor). Students are also allowed to bring drinks into the library, preferably in spill-proof covered containers. Students are asked to help maintain the cleanliness of the library facilities and the integrity of the library materials. Please do not leave food waste (wrappers, lunch sacks, coffee cups, etc.) in library waste receptacles.

### **Quiet Zone**

The entire west end of the library is a designated quiet zone. Please do not use this area for group study or receiving phone calls. As adult students in a professional program, peer-to-peer respect, consideration, and communication are expected behaviors. Library staff will respond to egregious noise in the quiet zone if a request for quiet from a fellow student has been ignored. Because the library building is multi-purpose, those students that require absolute silence for studying can try the noise canceling headphones or earplugs available at the circulation desk.

# Administration, Staff and Faculty

## Board of Trustees

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## Administration

Joseph E. Brimhall, DC, FICC, President  
BS, 1979, Logan College of Chiropractic; DC, 1981, Logan College of Chiropractic

Rebekah Anderson, DBA, PMP, Chief Information Officer  
BS, 1997, Willamette University; ALT, 2001, Information Technology Institute;  
MBA, 2008, Concordia University; DBA, 2015, Capella University

William Borman, PhD, Dean, College of Chiropractic  
BS, 1987, University of Wisconsin-Eau Claire; PhD, 1994, Medical College of Wisconsin

Stanley Ewald, DC, MPH, MEd, Associate Dean of Clinical Internship  
BS, 1984, Cal Poly, Pomona; DC, 1992, Los Angeles College of Chiropractic  
MPH, 2001, UCLA; MEd, 2014, Concordia University

Dana Sims-Barbarick, PhD, MEd, Dean of Graduate and Undergraduate Studies  
BS, 1987, Columbia Christian College; MEd, 2001, Concordia University  
PhD, 2013, Capella University

Bernadette Howlett, PhD, VP/Provost of Academic Affairs  
BA, 1999, Marylhurst University; MS, 2002 Boise State University;  
PhD, 2009, University of Idaho

Clyde Jensen, PhD, VP of University Relations  
BS, 1970, Brigham Young University; MS, 1973, University of North Dakota  
PhD, 1974, University of North Dakota

Colman Joyce, PhD, Dean of Enrollment and Student Services  
BA, 2003, Marylhurst University; MS, 2007, Portland State University;  
PhD, 2015, National University of Ireland Maynooth

Lisa Lopez, CPA, Chief Business Officer  
BS, 2010, University of Nevada

Sara Mathov, DC, DACBR, ATC, Associate VP Operations  
BS, Montana State University, 1999, DC, Northwestern Health Sciences University, 2003  
DACBR, Southern California University of Health Sciences, 2007, ATC, Board of Certification, 2000

Rosalia Messina, MPA, VP for University Affairs  
BA, 2002, Portland State University; MPA, 2007, Portland State University

Joseph Pfeifer, DC, VP Clinic Affairs  
BS, 1981, State University of New York; DC, 1984, New York Chiropractic College

Peter Szucs, MAW, LMT, Associate Dean of Students  
BAS, 2004, Siena Heights University; MAW, 2010, Chatham University

## Administrative Staff

|                           |  |
|---------------------------|--|
| Kathleen Cannon, BS       | Director, Human Resources  |
| Michelle Dodge, MEd       | Registrar  |
| Susan Donoff, PhD         | Director, Institutional Appraisal and Accreditation              |
| Alisa Fairweather, MPH    | Director, Community Relations and Continuing Education           |
| Jim Friscia, MS           | Director, Academic Support and Training                          |
| Kim Lamborn, M.S.Ed       | Director, Financial Aid  |
| Beverly Harger, DC, DACBR | Director, Diagnostic Imaging                                     |
| Elena Howells, BA         | Director, Administrative Services                                |
| Olga Klochkova, BS, GMC   | Controller   |
| Owen Lynch, DC            | Director, Health Centers of UWS - Downtown                       |
| Jim Mascenik, MS, MEd     | Director, Academic Assessment                                    |
| Aaron Montgomery, DC      | Assistant Clinic Director, Health Centers of UWS - Gresham       |
| Megan Nugent, MA          | Director, Public Relations, Communications and Marketing         |
| Racheal Pandzik, DC, MS   | Executive Director, Academic Planning                            |
| Eric Polgar, MBA, LMT     | Director, Undergraduate Studies                                  |
| Daniel Redwood, DC        | Director, Human Nutrition and Functional Medicine                |
| Timothy Ray, DC, MS       | Director, Sports Medicine  |
| Tiffany Reiss, PhD        | Director, Exercise and Sport Science                             |
| Kelli Rule, CFRE          | Development Officer  |
| Gary Schultz, DC, DACBR   | Chair, Clinical Science  |
| Mary Stafford, BA         | Director, Admissions   |
| Leslie Takaki, MS         | Administrator, Institutional Review Board and Sponsored Programs |
| Janet Tapper, MLS         | University Librarian   |
| Francesca Vermillion, DC  | Assistant Clinic Director, Health Centers of UWS - East Portland |
| Conrad Woolsey, PhD       | Director, Sport and Performance Psychology                       |

## Faculty

### DC Program - Basic Sciences

#### Bale, Logan

Instructor, Department of Basic Sciences  
BS, Laurentian University, 2009  
MS, Queen's University, 2010  
B.Ed, Queens University, 2011

#### Burnham, Kara

Chair, Basic Sciences  
Associate Professor, Department of Basic Sciences  
BA, Baylor University, 1992  
MS, Baylor University, 1994  
PhD, Texas Woman's University, 1998

#### Gallegos, Jayme

Assistant Professor, Department of Basic Sciences  
BS, University of Arizona, 2000  
BA, University of Arizona, 2001  
PhD, Oregon Health and Science University, 2008

#### Herrin, Sean

Associate Professor, Department of Basic Sciences  
BA, Western State College of Colorado, 1989  
DC, Western States Chiropractic College, 1992  
CCSP, American Chiropractic Board of Sports Physicians, 2007

#### Major, Christine

Assistant Professor, Department of Basic Sciences  
BS, University of Massachusetts, 2005  
MS, University of Massachusetts, 2007  
MS, University of Western States, 2013  
DC, University of Western States, 2013

#### Taliaferro, Steven

Assistant Professor, Department of Basic Sciences  
BA, University of Tennessee, 1990  
DC, Western States Chiropractic College, 2001  
MS, University of Western States, 2013

**Williams, Cortny**

Assistant Professor, Department of Basic Sciences  
BS, Oregon State University, 2001  
PhD, Oregon Health and Science University, 2006

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**DC Program - Chiropractic Sciences**

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**Baranick, Karen**

Assistant Professor, Department of Chiropractic Sciences  
BS, Oregon State University, 2004  
DC, University of Western States, 2009

**Bhalerao, Shireesh**

Chair, Chiropractic Sciences  
Associate Professor, Department of Chiropractic Sciences  
BS, University of Saskatchewan, 1992  
DC, Western States Chiropractic College, 2000  
CCSP, American Chiropractic Board of Sports Physicians, 2007  
MCR, Oregon Health and Science University, 2013

**Bowman, James**

Assistant Professor, Department of Chiropractic Sciences  
BA, Seattle Pacific University, 2000  
DC, University of Western States, 2010

**Cummins, Catherine**

Associate Professor, Department of Chiropractic Sciences  
BS, Millikin University, 1986  
BS, National College of Chiropractic, 1989  
DC, National College of Chiropractic, 1992  
CCSC, National Strength and Conditioning Association, 2002  
DACBO, American Board of Chiropractic Orthopedists, 2006

**Dominicis, Beth**

Assistant Professor, Department of Chiropractic Sciences  
BA, California State University Long Beach, 1985  
DC, Los Angeles College of Chiropractic, 1994

**Laurer, Ted**

Assistant Professor, Department of Chiropractic Sciences  
BS, Mount Saint Mary's College, 1979  
DC, Western States Chiropractic College, 1989

**Mitchell, Betsy**

Assistant Professor, Department of Chiropractic Sciences  
BA, University of Maine, Fort Kent, 1992  
DC, Western States Chiropractic College, 1999  
DACBO, American Board of Chiropractic Orthopedists, 2006  
CCSP, American Chiropractic Board of Sports Physicians, 2009

**Panzer, David**

Instructor, Department of Chiropractic Sciences  
DC, Western States Chiropractic College, 1983  
Diplomate, American Board of Chiropractic Orthopedists, 1992

**Partna, Lester**

Associate Professor, Department of Chiropractic Sciences  
DC, Western States Chiropractic College, 1989

**Perham, David**

Assistant Professor, Department of Chiropractic Sciences  
BA, Hobart College, 1987  
DC, University of Western States, 2010

**Queen, Kimberly**

Adjunct Faculty, Department of Chiropractic Sciences  
DC, Western States Chiropractic College, 1997  
BS, Western States Chiropractic College, 1999  
MS, University of Bridgeport, 2015

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**DC Program - Clinic Affairs**

---

**Dearborn, Kristine**

Clinical Practitioner, Department of Clinic Affairs  
BS, Regents College of New York, 2000  
DC, Palmer College of Chiropractic, 2001

**DeLapp, Daniel**

Clinical Practitioner, Division of Clinic Affairs  
BS, University of California, Davis, 1982  
DC, Los Angeles College of Chiropractic, 1986  
DABCO, Los Angeles College of Chiropractic, 1990  
LAc, Oregon College of Oriental Medicine, 1996,  
ND, National College of Naturopathic Medicine, 1997

**Hirsh, Henry**

Technician II, Division of Clinic Affairs  
R.T.R., Illinois Masonic Medical Center, 1976

**Reynolds, Amy**

Clinical Practitioner, Division of Clinic Affairs  
DC, University of Western States, 2006

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**DC Program - Clinical Education**

---

**Brown, Kathryn**

Assistant Professor, Department of Clinical Education  
BA, Lewis and Clark College, 2007  
DC, University of Western States, 2012

**Lady, Suzanne**

Chair, Clinical Education  
Assistant Professor, Department of Clinical Education  
BA, University of Arizona, 1991  
CMT, Healing Arts Institute, 1992  
DC, Western States Chiropractic College, 1997

**Lambert, Chad**

Assistant Professor, Department of Clinical Education  
BS, Central Washington University, 1999  
DC, Western States Chiropractic College, 2003

**LeFebvre, Ronald**

Professor, Department of Clinical Education  
BA, Loyola University, 1972  
MA, University of California, Los Angeles, 1973  
DC, Cleveland College of Chiropractic, 1983

**Nordeen, Jenny**

Assistant Professor, Department of Clinical Education  
BS, University of North Carolina-Wilmington, 2000  
MD, UMDNJ Robert Wood Johnson Medical School, 2007

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**DC Program - Clinical Internship**

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**Armington, Amanda**

Assistant Professor, Department of Clinical Internship  
BS, Michigan State University, 2001  
DC, Western States Chiropractic College, 2006

**Ginter, Lorraine**

Assistant Professor, Department of Clinical Internship  
BS, California State University, 1976  
DC, Western States Chiropractic College, 1988

**Hatch, Shawn**

Assistant Professor, Department of Clinical Internship  
BA, Southern Utah University, 2002  
DC, Western States Chiropractic College, 2006  
DACBSP, American Chiropractic Board of Sports Physicians, 2011



**Kawaoka, Craig**

Associate Professor, Department of Clinical Internship  
 BS, California Polytechnic State University, 1983  
 DC, Southern California University of Health Sciences, 1999  
 DACBSP, American Chiropractic Board of Sports Physicians, 2001  
 MEd, Concordia University, 2014

**Murray, Quintin**

Assistant Professor, Department of Clinical Internship  
 BS, Millikin University, 2009  
 BS, Logan University, 2012  
 DC, Logan University, 2012  
 MS, Logan University, 2015

**Ondick, Ryan**

Assistant Professor, Department of Clinical Internship  
 DC, Western States Chiropractic College, 2001  
 CCSP, American Chiropractic Board of Sports Physicians, 2007

**Ross, Kathryn**

Assistant Professor, Department of Clinical Internship  
 BA, Gustavus Adolphus College, 2006  
 DC, University of Western States, 2009

**Strange, James**

Assistant Professor, Department of Clinical Internship  
 DC, Western States Chiropractic College, 2007  
 BS, University of Western States, 2011  
 CCSP, American Chiropractic Board of Sports Physicians, 2012  
 MS, University of Western States, 2014

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**DC Program - Clinical Sciences**

---

**Baffes, Laura**

Associate Professor, Department of Clinical Sciences  
 BS, National College of Chiropractic, 1990  
 DC, National College of Chiropractic, 1992  
 CCSP, American Chiropractic Board of Sports Physicians, 1995

**Cooper, Christopher**

Adjunct Faculty, Department of Clinical Sciences  
 BS, Brigham Young University, 2010  
 DC, University of Western States, 2013

**Corll, David**

Adjunct Faculty, Department of Clinical Sciences  
 BS, Western States Chiropractic College, 2000  
 DC, Western States Chiropractic College, 2000

**Crupper, Mia**

Assistant Professor, Department of Clinical Sciences  
 BA, University of Hawaii, Manoa, 2000  
 LMT, Honolulu School of Massage and Hawaiian Island School of Massage, 2000  
 ND, National College of Naturopathic Medicine, 2005  
 ACNO, Certified Naturopathic Midwife, Certificate in Natural Childbirth, 2006

**Crupper, Michael**

Adjunct Faculty, Department of Clinical Sciences  
 ND, National College of Naturopathic Medicine, 2005

**Gerber, James**

Associate Professor, Department of Clinical Sciences  
 BA, University of California, Santa Barbara, 1974  
 MS, University of Bridgeport, 1987  
 DC, Western States Chiropractic College, 1981  
 Diplomate, American Board of Chiropractic Orthopedists, 1994  
 Diplomate, American Chiropractic Board of Nutrition, 1996

**Hoffman, Lisa**

Associate Professor, Department of Clinical Sciences  
 BS, Western States Chiropractic College, 1992  
 DC, Western States Chiropractic College, 1994  
 DACBR, Western States Chiropractic College, 1997

**Hoyer, Dennis**

Associate Professor, Department of Clinical Sciences  
 BS, University of South Carolina, 1973  
 BS, University of Pittsburgh, 1976  
 DC, National College of Chiropractic, 1981  
 MT (ASCP), American Society of Clinical Pathologists, 1976  
 BS, National College of Chiropractic, 1979

**Jensen, Clyde**

Adjunct Faculty, Department of Clinical Sciences  
 BS, Brigham Young University, 1970  
 MS, University of North Dakota, 1973  
 PhD, University of North Dakota, 1974

**Rhinewine, Joseph**

Adjunct Faculty, Department of Clinical Sciences  
 BA, Oberlin College, 1992  
 MA, Kent State University, 1999  
 PhD, Kent State University, 2004

**Schultz, Gary**

Chair, Clinical Sciences  
 Professor, Department of Clinical Sciences  
 BS, National College of Chiropractic, 1983  
 DC, National College of Chiropractic, 1985  
 DACBR, Los Angeles College of Chiropractic, 1988

**Stecher, Timothy**

Assistant Professor, Department of Clinical Sciences  
 BS, University of California, 1991  
 DC, Western States Chiropractic College, 1996  
 DACBR, Western States Chiropractic College, 1999  
 CCSP, American Chiropractic Board of Sports Physicians, 2001

**Tobias, Rebecca**

Adjunct Faculty, Department of Clinical Sciences  
 BA, George Fox University, 1997

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**Massage Therapy Program**

---

**Dorsey, Rayna E.**

Adjunct Faculty, Massage Therapy Program  
 Massage Program, East-West College of Healing Arts, 1990

**Ebling, Carrie**

Adjunct Faculty, Massage Therapy Program  
 BS, Florida State University, 1997  
 Massage Program, Florida School of Massage, 1999  
 DC, Western States Chiropractic College, 2008

**Ewald, Stanley**

Associate Dean, Clinical Internships  
 Adjunct Faculty, Massage Therapy Program  
 BS, Cal Poly, Pomona, 1984  
 DC, Los Angeles College of Chiropractic, 1992  
 MPH, UCLA, 2001  
 MEd, Concordia University, 2014

**Lowder, Danyelle**

Adjunct Faculty, Massage Therapy Program  
 BA, Western Oregon University, 2000  
 Massage Program, University of Western States, 2011

**Polgar, Eric**

Director of Undergraduate Studies  
 BS, York College of Pennsylvania, 1998

Massage Program, Baltimore School of Massage, 2005  
MBA, Western Governors University, 2012

**Reed, Rochelle**

Adjunct Faculty, Massage Therapy Program  
Massage Program, University of Western States, 2014

**Ryder, Wendy**

Adjunct Faculty, Massage Therapy Program  
Massage Program, Ashmead College, 2004

**Smith, Ellen**

Adjunct Faculty, Massage Therapy Program  
Massage Program, University of Western States, 2014

**Steinmetz, Erich**

Adjunct Faculty, Massage Therapy program  
Massage Program, East-West College of the Healing Arts, 1999  
BS, Oregon State University, 2005

**Thibodeaux, Paulina**

Admissions Coordinator  
Adjunct Faculty, Massage Therapy Program  
Massage Program, University of Western States, 2013

**Verschingel, Molly**

Adjunct Faculty, Massage Therapy Program  
Massage Program, Oregon School of Massage, 1994

## Exercise and Sport Science

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**Brown, George**

Adjunct Faculty, Exercise and Sports Science  
BA, Trinity University, 1982  
MA, Miami University, 1984  
PhD, University of Alabama, 2010

**Christopher Connolly**

Adjunct Faculty, University of Western States  
BS, Brigham Young University, 2008  
MS, University of Tennessee, 2010  
PhD, Michigan State University, 2014

**Donahue, Ben**

Adjunct Faculty, Exercise and Sports Science  
BS, Liberty University, 1997  
MS, Unisted States Sports Academy, 2000  
BS, Montana State University, 2007  
MEd, Montana State University, 2010

**Dugas, Philip**

Adjunct Faculty, Exercise and Sports Science  
BS, North Greenville University, 2005  
MS, Florida State University, 2006  
EdD, United States Sports Academy, 2014

**Ivie, Ronald**

Adjunct Faculty, Exercise and Sports Science  
BS, Excelsior College, 2003  
DC, Palmer College of Chiropractic, 1975  
MA, University of Alabama, 2008

**Reiss, Tiffany**

Director, Exercise and Sports Science  
Associate Professor Exercise and Sports Science  
BS, Appalachian State University, 1992  
DPD, Appalachian State University, 1994  
MS, Appalachian State University, 1996  
PhD, Virginia Tech, 2001

**Reyes, G.F. "Cisco"**

Adjunct Faculty, Exercise and Sports Science  
BS, Pacific University, 2003  
MS, University of Idaho, 2005  
PhD, University of Idaho, 2008  
CSCS, National Strength and Conditioning Association, 2005

**Tucker, Melanie**

Adjunct Faculty, Exercise and Sports Science  
BA, Athens State University, 1991  
MA, University of Alabama, 1993  
PhD, University of Alabama, 2009  
Certified Health Education Specialist (CHES), 2012

**Santo, Antonio**

Adjunct Faculty, Exercise and Sports Science  
BS, LeMoyne College, 1996  
MS, University of Nevada Las Vegas, 1998  
PhD, State University of New York at Buffalo, 2005

## Human Nutrition and Functional Medicine

---

**Bailey, Jerry**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Central Michigan University, 1996  
DC, University of Western States, 2000  
MS, University of Western States, 2013

**Berlot, Catherine**

Adjunct Faculty, Human and Functional Medicine  
BA, Princeton University, 1981  
MD, Stanford University, 1988  
PhD, Stanford University, 1988

**Browne, Christopher**

Associate Director, Human Nutrition and Functional Medicine  
BA, Truman State University, 2005  
BS, Logan University, 2008  
DC, University of Western States, 2010  
MS, University of Western States, 2013

**Caffery, Chris**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Louisiana Tech University, 2003  
BS, Parker College of Chiropractic, 2007  
DC, Parker College of Chiropractic, 2007

**Angelique Crandall**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of Nevada Las Vegas, 2007  
MS, University of Western States, 2014

**Crinnion, Walter**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of San Francisco, 1975  
ND, Bastyr University, 1982

**Etcheverry, Paz**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Cornell University, 1996  
MS, North Carolina State University, 1998  
PhD, Cornell University, 2002

**Fischer, Rachel**

Associate Professor and Clinician  
BS, University of Florida, 1989  
MPH, University of Utah, 1996  
MD, University of Utah, 2006

**Gerber, James**

Associate Professor  
BA, University of California, Santa Barbara, 1974

MS, University of Bridgeport, 1987  
DC, Western States Chiropractic College, 1981

**Gonzalez, Michael**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Catholic University of Puerto Rico, 1983  
MS, Nova College, 1985  
DSc, Layayette University, 1989  
PhD, Michigan State University, 1993

**Gour, Denise**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of Texas, 1974  
MSW, Portland State University, 1996

**Harrington, Kathleen**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Kaplan University, 2012  
MS, University of Western States, 2015

**Hawrelak, Jason**

Adjunct Faculty, Human Nutrition and Functional Medicine  
B. Naturopathy., Southern Cross University, 1999  
PhD, Southern Cross University, 2007

**Jensen, Clyde**

Professor, Human Nutrition and Functional Medicine  
BS, Brigham Young University, 1970  
MS, University of North Dakota, 1973  
PhD, University of North Dakota, 1974

**Knight, Peter**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Bastyr University, 1999  
ND, Bastyr University, 2004

**Martin, Laura**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Southern Illinois University at Carbondale, 1993  
MSW, Southern Illinois University at Carbondale, 1996

**Minich, Deanna**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Augustana University, 1992  
MS, University of Illinois at Chicago, 1995  
PhD, University of Groningen, 1999

**Mitra, Poulami**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BSc, University of Calcutta, 2000  
MSc, All India Institute of Medical Sciences, 2002  
PhD, Medical College of Virginia, 2007

**Redwood, Daniel**

Director, Human Nutrition and Functional Medicine  
Professor  
BA, State University of New York at Buffalo, 1970  
DC, Palmer College of Chiropractic, 1979

**Reiss, Tiffany**

Director, Exercise and Sports Science  
Associate Professor Exercise and Sports Science  
BS, Appalachian State University, 1992  
DPD, Appalachian State University, 1994  
MS, Appalachian State University, 1996  
PhD, Virginia Tech, 2001

**Santo, Antonio**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, LeMoyne College, 1996  
MS, University of Nevada Las Vegas, 1998  
PhD, State University of New York at Buffalo, 2005

**Sharpe, Timothy**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Indiana University, 1994  
MS, AOMA Graduate School of Integrative Medicine, 2005  
MS, University of Western States, 2015

**Walsh, Bryan**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, University of San Diego, 1996  
ND, University of Bridgeport, 2007

**Zwickey, Heather**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, St. Olaf College, 1991  
PhD, University of Colorado Health Sciences Center, 1998

## Course Facilitators

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**Beaven, Martyn**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Waikato, 1998  
MS, Waikato Institute of Technology, 2005  
PhD, Auckland University of Technology, 2011

**Camarasa, Analia**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Youngstown State University, 1997  
MS, University of Western States, 2016

**Champion, Jennifer**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Franklin College, 2000  
MS, University of Western States, 2013

**Christine Farlow**

Lead Course Facilitator, Human Nutrition and Functional Medicine  
BS, Indiana University of Pennsylvania, 1971  
MS, University of Missouri-Columbia, 1972  
DC, Western States Chiropractic College, 1984

**Futch, Geoffrey**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Louisiana at Lafayette, 2011  
MEd, Auburn University, 2014

**Hinton, Stephanie**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, University of Texas-San Antonio, 1996  
MBA, Davenport University, 2011  
MD, Avalon University School of Medicine, 2011  
MS, University of Western States, 2016

**Hussain, Mausumee**

Course Facilitator, Human Nutrition and Functional Medicine  
MD, Imperial College School of Medicine, University of London, 2001  
MS, University of Western States, 2017

**Iaccino, Joseph**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Western States, 2008  
DC, Life University, 2012  
MS, University of Western States, 2014

**Lee, Julinda**

Course Facilitator, Human Nutrition and Functional Medicine  
MD, National University of Singapore, 1995  
MS, University of Western States, 2017

**Macias, Chad**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Harris University, 1999  
MSc, Middlesex University, 2001

**Rothschild, Jeffrey**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Berkley College of Music, 2000  
MS, California State University, Los Angeles, 2014

**Waldman, Helayne**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, State University of New York at Albany, 1974  
MS, State University of New York at Albany, 1978  
EdD, University of San Francisco, 1995

**Watson, Ronald**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, National University of Health Sciences, 2010  
MS, University of Western States, 2016  
DC, Southern California University of Health Sciences, 2014

**Sports Medicine**

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**Forcum, Ted**

Adjunct Faculty, Sports Medicine  
DC, Western States Chiropractic College, 1988  
CSCS, National Strength and Conditioning Association, 1988  
Diplomate, American Chiropractic Board of Sports Physicians, 1998

**Guimard, Brett**

Adjunct Faculty, Sports Medicine  
BS, Dominican University, 2003  
DC, Los Angeles College of Chiropractic, 2006  
M.A.O.M., SCUHS College of Acupuncture and Oriental Medicine, 2007

**Kawaguchi, Jun**

Assistant Professor, Sports Medicine  
BS, Bridgewater State College, 2005  
DC, Western States Chiropractic College, 2008  
ATC, Board of Certification, 2005  
AHA BLS for HCP Instructor, 2013

**Marshall, Brent**

Assistant Professor, Sports Medicine  
BA, Whitworth University, 2012  
MS, Weber State University, 2014  
ATC, Board of Certification, 2014

**Mohr, Adam**

Adjunct Faculty, Sports Medicine  
BS, Pacific University, 2003  
DC, University of Western States, 2006  
CCSP, University of Western States, 2007  
DACBSP, University of Western States, 2010

**Reed, Michael**

Adjunct Faculty, Sports Medicine  
AA, Mt. San Antonio College, 1976  
DC, Los Angeles College of Chiropractic, 1981  
MAppSc, Royal Melbourne Institute of Technology, 2003

**Reiss, Tiffany**

Director, Exercise and Sports Science  
Associate Professor Exercise and Sports Science  
BS, Appalachian State University, 1992  
DPD, Appalachian State University, 1994  
MS, Appalachian State University, 1996  
PhD, Virginia Tech, 2001

**Reyes, G.F. "Cisco"****Adjunct Faculty, Sports Medicine**

BS, Pacific University, 2003  
MS, University of Idaho, 2005  
PhD, University of Idaho, 2008  
CSCS, National Strength and Conditioning Association, 2005

**Santo, Antonio**

Adjunct Faculty, Sports Medicine  
PhD, State University of New York at Buffalo, 2005  
MS, University of Nevada Las Vegas, 1998  
BS, LeMoyn College, 1996

**Schultz, Gary**

Adjunct Faculty, Sports Medicine  
BS, National College of Chiropractic, 1983  
DC, National College of Chiropractic, 1985  
DACBR, Los Angeles College of Chiropractic, 1988

**Woolsey, Conrad L.**

Director, Sport and Performance Psychology  
Associate Professor, Sport and Performance Psychology  
PhD, Educational and Counseling Psychology, University of Missouri, 2007  
MEd, University of Missouri, 2004  
BS, Northwest Missouri State University, 2002  
Missouri Teaching Certificate, 2002  
CHES, Certified Health Education Specialist, 2008  
CC-AASP, Certified Consultant - Association for Applied Sport Psychology, 2012  
United States Olympic Committee - Sport Psychology Registry 2017-2020, 2013

**Sport and Performance Psychology**

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**Davidson, Robert**

Adjunct Faculty, Sport and Performance Psychology  
PhD, University of Wisconsin-Madison, 1998  
MS, Utah State University, 1994  
BS, Utah State University, 1992

**Gray Verhulst, Pamela**

Adjunct Faculty, Sport and Performance Psychology  
EdD, United States Sports Academy, 2012  
MS, University of Wisconsin LaCrosse, 1989  
BS, University of Wisconsin LaCrosse, 1983  
NACWAA HERS, Athletic Administration, 2004, 2007  
ARC Instructor, American Red Cross, 1996

**Hawk, Cheryl**

Adjunct Faculty, Sport and Performance Psychology  
PhD, University of Iowa, 1991  
MS, University of Iowa, 1988  
DC, National College of Chiropractic, 1976  
BS, National College of Chiropractic, 1974  
CHES, Certified Health Education Specialist, 1991  
CWP, Certified Wellness Practitioner, 2010

**Lodato, Vincent A.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
EdD in progress, University of Western States, expected 2017  
MSW, Social Work, Florida State University, 1985  
BA, Criminal Justice, University of South Tampa, 1982  
LCSW, Licensed Clinical Social Worker, Florida, 1989  
CC-AASP, Certified Consultant-Association for Applied Sport Psychology, 2012

**Palombo, Ian J.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
MA, Applied Sport and Performance Psychology, Denver University, 2014

BS, Business Administration Organizational Behavior and Leadership, 2008  
 LPC, Licensed Professional Counselor, Colorado, 2017  
 Registered Psychotherapist, Department of Regulatory Agencies, 2015  
 Certified Personal Trainer, NASM, 2011  
 Optimum Performance Training Program Design, NASM, 2011

**Portenga, Steve T.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
 PhD, Counseling Psychology, Sport Psychology, University of Missouri, 2004  
 MS, Exercise and Sport Science, University of Utah, 2002  
 BSE, Computer Engineering, University of Michigan, 1993  
 Licensed Psychologist, Colorado, 2005  
 CC-AASP, Certified Consultant-Association for Applied Sport Psychology, 2008  
 United States Olympic Committee (USOC) - Sport Psychology Registry 2017-2020, 2009

**Owens, Robert**

Adjunct Faculty, Sport and Performance Psychology  
 EdD, University of North Carolina at Greensboro (UNCG), 2011  
 MEd, University of North Carolina at Greensboro (UNCG), 2005  
 BA, Temple University, 1993  
 Sports Performance Coach, USA Weightlifting, 2016  
 CSCS, Certified Strength and Conditioning Specialist, NSCA, 2012

**Smith, Bridget**

Clinical Adjunct Faculty, Sport and Performance Psychology  
 PsyD, Integrated Clinical and School Psychology, James Madison University, in progress  
 MA, Applied Sport and Performance Psychology, 2014  
 BA, English Literature, University of Michigan, 2011  
 Registered Psychotherapist, Department of Regulatory Agencies, 2017  
 CC-AASP, Certified Consultant-Association for Applied Sport Psychology, in progress

**Tucker, Melanie**

Adjunct Faculty, Sport and Performance Psychology  
 PhD, University of Alabama, 2009  
 MA, University of Alabama, 1993  
 BA, Athens State University, 1991  
 CHES, Certified Health Education Specialist, 2012

**Walker, Stephen E.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
 PhD, Counseling Psychology, University of Colorado, 1984  
 MA, Counseling, University of Oklahoma, 1973  
 BS, University of Oklahoma, 1972  
 National Provider Number (NPI), #1780718197  
 National Board for Certified Counselors, 1985  
 American Board of Medical Psychotherapists & Diagnostics, 1987  
 LPC, Licensed Professional Counselor, 1990  
 CC-AASP, Certified Consultant-Association for Applied Sport Psychology, 2009  
 United States Olympic Committee (USOC) - Sport Psychology Registry 2017-2020, 2009

**Weigand, Daniel A.**

Adjunct Faculty, Sport and Performance Psychology  
 PhD, Experimental Psychology, University of North Texas, 1994  
 MS, University of North Texas, 1993  
 BS, Portland State University, 1986

**Woolsey, Conrad L.**

Health Behavior Theory for Public Health: Principles, Foundations, and Applications, Associate Professor, Sport and Performance Psychology  
 PhD, Educational and Counseling Psychology, University of Missouri, 2007

MEd, University of Missouri, 2004  
 BS, Northwest Missouri State University, 2002  
 Missouri Teaching Certificate, 2002  
 CHES, Certified Health Education Specialist, 2008  
 CC-AASP, Certified Consultant - Association for Applied Sport Psychology, 2012  
 United States Olympic Committee - Sport Psychology Registry 2017-2020, 2013

**Zito, Michael D.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
 PhD, Psychology, Marriage and Family Counseling, Seton Hall University, 1994  
 MA, Montclair State College, 1982  
 BA, Montclair State College, 1980  
 New Jersey Licensed Psychologist, 1998  
 CC-AASP, Certified Consultant-Association for Applied Sport Psychology, 2011  
 United States Olympic Committee (USOC) - Sport Psychology Registry 2017-2020, 2013

**Library**

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**Lockwood, Katie**

Associate Professor  
 Metadata and System Librarian  
 BA, University of Oregon, 2002  
 MLIS, University of Illinois, 2009

**Educational Technology**

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**Olsen Jr., Tom**

Multimedia Production Specialist  
 BS, University of Oregon, 1995  
 MFA, Chapman University, 2001

**Faculty Emeritus**

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**Boal, Robert**

Professor Emeritus  
 BA, Willamette University, 1970  
 PhD, Boston University, 1976

**Carollo, James**

Professor, Department of Basic Sciences  
 BA, Linfield College, 1973  
 MS, University of Oregon Health Sciences Center, 1980

**Colley, Frederick**

Professor Emeritus  
 BA, Linfield College, 1973  
 MS, University of Oregon Health Sciences Center, 1980

**Erdman Johnston, Elaine**

Professor Emeritus  
 BA, William Patterson College, 1970  
 MA, Montclair State College, 1973  
 DC, Western States Chiropractic College, 1977

**Harris, Janet**

Professor Emeritus  
 BS, Otterbein College, 1962  
 MS, University of Illinois, 1964  
 PhD, University of Illinois, 1971

**Kaminski, Mark**

Professor, Department of Basic Sciences  
 BS, Washington State University, 1975  
 BA, University of Washington, 1976  
 MS, Northwestern University, 1979

**Oliver, Steven**

Professor Emeritus

BS, Portland State University, 1971

DC, Western States Chiropractic College, 1975

**Peterson, David**

Professor, Department of Chiropractic Sciences

DC, Western States Chiropractic College, 1979

**Raphael, Ravid**

Professor Emeritus

BA, Pennsylvania State University, 1968  
DC, Western States Chiropractic College, 1978

**Shervey, Paul**

Professor Emeritus

BA, Concordia College, 1961

MS, University of North Dakota, 1963

PhD, University of North Dakota, 1966

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## Academic Calendar 2017-2018

### Fall Term 2017

| Event  | Days     | Date                    |
|--|----------|-------------------------|
| Message Welcome Day                                | Thursday | October 5               |
| DC New Student Welcome Day                         | Friday   | October 6               |
| First day of Fall Term                             | Monday   | October 9               |
| Last day to withdraw without a financial penalty   | Friday   | October 13              |
| NBCE Parts I, II, III & PT Exams                   | Fri-Sun  | October 20-22           |
| Last day to resolve an incomplete from Spring Term | Friday   | November 3              |
| NBCE Part IV Exam                                  | Fri-Sun  | November 10-11          |
| Last day to withdraw without a failing grade       | Friday   | November 17             |
| CCEB Component A, B, & C Application Deadline      | TBA      | TBA                     |
| Thanksgiving Holiday - <b>School Closed</b>        | Thu-Fri  | November 23-24          |
| Commencement                                       | Friday   | December 15             |
| Finals Week  | Mon-Fri  | December 18-22          |
| Last Day of Fall Term                              | Friday   | December 22             |
| Break  | Sat-Sun  | December 23 - January 7 |
| Christmas Holiday - <b>School Closed</b>           | Monday   | December 25             |

### Winter Term 2018

| Event  | Days    | Date               |
|--|---------|--------------------|
| DC Welcome Day   | Friday  | January 5          |
| First day of Winter Term                                 | Monday  | January 8          |
| Last day to withdraw without a financial penalty         | Friday  | January 12         |
| Assembly Schedule in honor of MLK Holiday                | Monday  | January 15         |
| NBCE Parts I, II, III & PT Applications Due (March Exam) | TBA     | TBA                |
| Last day to resolve an incomplete from Spring Term       | Friday  | February 2         |
| NBCE Part IV Applications Due                            | Tuesday | TBA                |
| CCEB Component A, B, & C Exams                           | TBA     | TBA                |
| Last day to withdraw without a failing grade             | Friday  | February 16        |
| President's Day Holiday Observed - <b>School Closed</b>  | Monday  | February 19        |
| NBCE Parts I, II, III & PT Applications Due (April Exam) | TBA     | TBA                |
| Finals Week  | Mon-Fri | March 19-23        |
| Last Day of Winter Term                                  | Friday  | March 23           |
| NBCE Parts I, II, III & PT Exams                         | TBA     | TBA                |
| Break  | Sat-Sun | March 24 - April 8 |

### Spring Term 2018

| Event   | Days      | Date             |
|---|-----------|------------------|
| Message Welcome Day                                     | Friday    | April 6          |
| First day of Spring Term                                | Monday    | April 9          |
| Last day to withdraw without a financial penalty        | Friday    | April 13         |
| NBCE Parts I, II, III & PT Exams                        | Fri-Sun   | TBA              |
| NBCE Parts I, II, III & PT Applications Due (June Exam) | Friday    | TBA              |
| Last day to resolve an incomplete from Winter Term      | Friday    | May 4            |
| Last day to withdraw without a failing grade            | Friday    | May 18           |
| NBCE Part IV Exam                                       | Fri-Sun   | TBA              |
| Memorial Day Holiday - <b>UWS Closed</b>                | Monday    | May 28           |
| CCEB Components A, B & C Exams                          | Sat-Sun   | TBA              |
| Finals Week   | Mon-Fri   | June 18-22       |
| Commencement  | Friday    | June 22          |
| NBCE Parts I, II, III & PT Exams                        | Fri-Sun   | TBA              |
| Last Day of Spring Term                                 | Friday    | June 22          |
| Break   | Sat-Sun   | June 23 - July 8 |
| NBCE Parts I, II, III & PT Applications Due (Aug. Exam) | Monday    | TBA              |
| Independence Day Observed - <b>UWS Closed</b>           | Wednesday | July 4           |

### Summer Term 2018

| Event  | Days   | Date    |
|--|--------|---------|
| First day of Summer Term                         | Monday | July 9  |
| Last day to withdraw without a financial penalty | Friday | July 13 |

|   |         |                        |
|---|---------|------------------------|
| CCEB Components A, B & C Application Deadlines          | Friday  | TBA                    |
| Last day to resolve an incomplete from Spring Term      | Friday  | August 3               |
| NBCE Part IV Application Due                            | Tuesday | TBA                    |
| Last day to withdraw without a failing grade            | Friday  | August 17              |
| NBCE Parts I, II, III & PT Exams                        | Fri-Sun | TBA                    |
| NBCE Parts I, II, III & PT Applications Due (Oct. Exam) | Tuesday | TBA                    |
| Labor Day Holiday - <b>UWS Closed</b>                   | Monday  | September 3            |
| Finals Week   | Mon-Fri | September 17-21        |
| Last Day of Summer Term                                 | Friday  | September 21           |
| Break   | Sat-Sun | September 22-October 7 |
| CCEB Components A,B & C Exams                           | Sat-Sun | TBA                    |

### Fall Term 2018

| Event  | Days     | Date                    |
|--|----------|-------------------------|
| Message Welcome Day                                | Thursday | October 4               |
| DC New Student Welcome Day                         | Friday   | October 5               |
| First day of Fall Term                             | Monday   | October 8               |
| Last day to withdraw without a financial penalty   | Friday   | October 12              |
| NBCE Parts I, II, III & PT Exams                   | Fri-Sun  | TBA                     |
| Last day to resolve an incomplete from Spring Term | Friday   | November 2              |
| NBCE Part IV Exam                                  | Fri-Sun  | TBA                     |
| Last day to withdraw without a failing grade       | Friday   | November 16             |
| CCEB Component A, B, & C Application Deadline      | TBA      | TBA                     |
| Thanksgiving Holiday - <b>School Closed</b>        | Thu-Fri  | November 22-23          |
| Commencement                                       | Friday   | December 14             |
| Finals Week  | Mon-Fri  | December 17-21          |
| Last Day of Fall Term                              | Friday   | December 21             |
| Break  | Sat-Sun  | December 22 - January 6 |
| Christmas Holiday - <b>School Closed</b>           | Mon-Tues | December 24-25          |
| New Year's Holiday - <b>School Closed</b>          | Mon-Tues | December 31-January 1   |

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