



UNIVERSITY of
Western States



UNIVERSITY CATALOG 2021-2022

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Addendum to the 2021-2022 Academic Catalog

Effective: 10/04/2021

The Master of Science in Diagnostic Imaging (MS-DI) program has been discontinued.

Effective: 01/03/2022

Catalog Page Numbers: 24 & 30

The course number, lab hours, clock, and credits have been updated for Extremity Joint Play Assessment:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
6	CHR6344	Extremity Joint Play Assessment	0	1	0	11	.5	P/F

Effective: 04/04/2022

Catalog Page Numbers: 24 & 32

The course number, lab hours, clock, and credits have been updated for Intern Development:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
7	CED7165	Intern Development	1	1	0	22	1.5	P/F

Effective: 01/03/2022

Catalog Page Number: 25

The curriculum credit total for the doctor of chiropractic program was changed to a minimum of 291.25.

Effective: 04/04/2022

Catalog Page Number: 25

The clock has been updated for Clinical Internship V:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
12	CLI8362	Clinical Internship V	0	0	27	297	9	P/F

Effective: 01/03/2022

Catalog Page Numbers: 25 & 31

CHR8231 Lumbopelvic Case Practicum has been discontinued. The course number, course description, hours, and credits for Lumbopelvic Case Management has been updated:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
10/11	CHR8227	Lumbopelvic Case Management	1	0	0	11	1	P/F

CHR8227 Lumbopelvic Case Management (1 credit)

This course presents an advanced review of evidence-based chiropractic evaluation and management for a variety of musculoskeletal conditions. This course will emphasize case-based problem solving and critical thinking. Current trends in chiropractic practice and managed care will be presented including a focus on integrative and collaborative care. This course will also include record keeping and intra/interpersonal communication strategies. (1+0)

Effective: 01/03/2022

Catalog Page Numbers: 25 & 37

CSC8272 Billing, Coding, & Documentation has been discontinued. The course content is being absorbed into Clinical Internship courses during Quarters 8-10.

Effective: 01/03/2022

Catalog Page Number: 26

The course description for BSC5217 Histology has been updated:

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 virtual lab environment students will have access to specimens from all relevant tissues and organs. (4+2)

Effective: 07/05/2022

Catalog Page Numbers: 26 & 38

The course number and credits have been updated for Activator Method Chiropractic Technique Seminar:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
6-12	ELE6010	Activator Method Chiropractic Technique Seminar	2	.5	0	28	0	P/NP

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Effective: 01/03/2022

Catalog Page Number: 31

The course description for CHR8241 Chiropractic Technique Survey has been updated:

CHR8241 Chiropractic Technique Survey (1 credit)

Chiropractic Technique Survey consists of a series of selected topics with discussions and demonstrations of manipulative techniques and procedures that are less commonly used in the chiropractic profession. (0+2)

Effective: 01/03/2022

Catalog Page Number: 33

The course description for CSC5284 Extremity Radiographic Anatomy has been updated:

CSC5284 Extremity Radiographic Anatomy (1.5 credits)

The identification of anatomical structures of the upper and lower extremities as seen on radiographs is the emphasis of this course. Pertinent measurements and landmarks and their clinical relevance will be discussed. An introduction to the basic appearance of appendicular and spinal structures as seen on advanced imaging modalities (CT and MRI) will also be studied. Lectures demonstrate the most important structures and landmarks to identify on various imaging modalities. Lab activities provide opportunities for students to practice identifying and outlining anatomical structures and landmarks with detailed individual feedback provided by the instructor. (1+1)

Effective: 04/04/2022

Catalog Page Number: 33

The course description for CSC5385 Soft Tissue Normal Imaging has been updated:

CSC5385 Soft Tissue Normal Imaging (1.5 credits)

Identification of soft tissue structures of the head, neck, chest, abdomen, and pelvis as 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. Asynchronous weekly lectures will demonstrate the most important structures and landmarks to identify on these imaging modalities. Lab activities provide opportunities for students to practice identifying and outlining anatomical structures and landmarks with detailed individual feedback from the instructor. (1+1)

Effective: 01/03/2022

Catalog Page Number: 43, 60, 65-66, 73

The summer (July) program starts for MS-CMHC, MS-SPP, Cert-ASP, EdD-SPP, CMHC Specialization, and EdD-SPP have been discontinued.

Effective: 07/05/2022

Catalog Page Numbers: 44, 46, 68, 71

COUN6831/8831 Master Thesis in the MS-CMHC and EdD-SPP, CMHC Specialization has been replaced with COUN6845/8845 Capstone-CMHC:

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN6845/8845	Capstone-CMHC	2	0	22	2	G

COUN6845/8845 Capstone-CMHC (2 credits)

During this final course in the program, students will complete work that demonstrates they are prepared to function as professional clinical mental health counselors. The course work is specifically designed based on program learning outcomes. Students will present and defend their work to peers, instructors, and faculty members.

Effective: 01/03/2022

Catalog Page Numbers: 44, 47, 68, 72

The course numbers, course title, and course description for the elective COUN6105/8105 Play and Filial Therapy in the MS-CMHC and EdD-SPP, CMHC Specialization has been updated:

COUN6106/8106 Play Therapy (4 credits)

This course provides an introduction to theory and practice of Play Therapy as a psychotherapeutic approach when working with individual children and adolescents, parents, families, and groups. This course will identify the development of the therapist/child relationship and the parent/child relationship, utilizing play as the main method of communication in the counseling process in order to help facilitate expression, personal and relational growth, self-understanding, and child development. Students will become familiar with play therapy theories and techniques, therapeutic stages, ethical issues, and application. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

Effective: 10/04/2021

Catalog Page Number: 49

The grading standard for the elective MSN8132 Nutrigenetics and Nutrigenomics in the MS-HNFM has been updated to read as follows:

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credits	Grade
MSN8132	Nutrigenetics and Nutrigenomics	2	0	0	22	2	G

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Effective: 04/04/2022

Catalog Page Number: 60

The Program Learning Outcomes in the MS-SPP have been updated as follows:

Program Learning Outcomes – MS-SPP

Graduates of the MS-SPP program will be able to:

1. Evaluate the predominant theories and emergent trends within the discipline of Sport and Performance Psychology.
2. Distinguish between various ethical codes within the mental health counseling and performance consulting professions, and articulate the rationale for disparities among them.
3. Demonstrate, through discussion, presentation, and in writing, the development of a professional consulting philosophy integrating the disciplines of psychology, sport science, and counseling.
4. Create performance enhancement interventions incorporating a variety of research-supported techniques to improve performance and overall wellness.
5. Develop culturally responsive consulting strategies based upon the relationships, issues, and trends within a multicultural society.
6. Utilize allied theories and concepts to develop an integrated approach to sport and performance consulting. (*Applied Practice Concentration*)
7. Synthesize the current research and theory within Positive Psychology to develop coaching and leadership interventions both within and outside of sport. (*Positive Coaching Concentration*)

Effective: 04/04/2022

Catalog Page Numbers: 60-61

The core and electives in the MS-SPP have been updated as follows:

Curriculum Sequence – MS-SPP

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
1	COUN6101	Ethics and Professional Identity	4	44	4	G
1	COUN6550	Sport Psychology	4	44	4	G
2	COUN6120	Research Methods and Program Evaluation	4	44	4	G
2	COUN6110	Personality and Counseling Theories	4	44	4	G
1-2	COUN6115	Human Growth and Development	4	44	4	G
2-3	COUN6215	Applied Sport Psychology <i>Pre-reqs: COUN 6101, COUN6550</i>	4	44	4	G
2-3	COUN6155	Sport in Society	4	44	4	G
3-4	COUN6145	Psychopathology and Appraisal	4	44	4	G
4-5	COUN6230	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN6101, COUN6550, COUN6215, COUN6120 (or documentation of completed graduate degree or equivalent Research Methods course)</i>	4	44	4	G
4-5	COUN6150	Multicultural Counseling and Advocacy	4	44	4	G
5		Elective (see table below)	4	44	4	G
5		Elective (see table below)	4	44	4	G
6		Elective (see table below)	4	44	4	G
7	SPP6570	Capstone-SPP <i>Pre-reqs: minimum of 48 credits within the MS-SPP, program director approval.</i>	2	22	2	G
		Totals	54	594	54	

Electives

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
5-6	COUN6085	Business Basics for Clinicians and Consultants	4	44	4	G
5-6	COUN6020	Eating Disorder Treatment	4	44	4	G
5-6	COUN6210	Psychology of Performance Excellence	4	44	4	G
5-6	COUN6245	Athletic Nutrition Planning and Supplements	4	44	4	G

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Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
5-6	LEAD6335	Positive Coaching	4	44	4	G
5-6	LEAD6340	Communication in Leadership Positions	4	44	4	G
5-6	LEAD6345	Positive Leadership in Business	4	44	4	G
5-6	LEAD6520	Leadership and Administration in Athletics	4	44	4	G
5-6	MSE6500	Exercise Physiology	4	44	4	G
5-6	MSE6220	Biomechanics	4	44	4	G
5-6	MSE6530	Sports Nutrition	4	44	4	G
5-6	SPP6650	Psychology of Performing Arts	4	44	4	G
6-7	SPP6250	Directed Study in Sport and Performance Psychology (with program director permission only)	1-4	11-44	1-4	G
6-7	SPP6255	Field Problems in Sport and Performance Psychology (with program director permission only) <i>Pre-req: COUN6120</i>	1-4	11-44	1-4	P/NP

Effective: 10/04/2021

Catalog Page Numbers: 61-62

The MS-SPP course SPP6570 Capstone-SPP has been updated to include the following prerequisites:

SPP6570 Capstone-SPP (2 credits)

This culminating experience course requires students to review and further synthesize important information covered in the program by adding depth to their previous work. In this course, students will produce a professional and academic portfolio that demonstrates their achievement of the MS-SPP program learning outcomes, academic experiences and professional aspirations. The portfolio includes a professional philosophy statement, selected research papers, key assignments and projects from courses taken as well as professional experiences pertinent to the degree program. *Note: This course requires students to complete a minimum of 48 credits within the MS-SPP program prior to enrollment. All students will request enrollment via program director approval.*

Effective: 04/04/2022

Catalog Page Numbers: 61 & 64

The Applied Practice Concentration has been added to the MS-SPP. Students pursuing this concentration must take the following courses as three of the elective choices:

Applied Practice Concentration

Qtr.	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
5-6	SPP6522	Sport and Performance Psychology Interventions	4	0	44	4	G
5-6	SPP6140	Introduction to Mentorship	2	6	88	4	P/NP
6-7	SPP6141	Mentorship	2	6	88	4	P/NP

SPP6522 Sport and Performance Psychology Interventions (4 credits)

This course examines sport and performance psychology interventions using a case study approach with cases sport psychology and CMHC professionals may experience. Cases require the incorporation of best practices integrating theory into applied settings. Cases from all development levels of sport including youth, club, high school, collegiate, and professional and involving topics such as coping with and returning from injury, Title IX transitions, applications of evidence-based techniques, etc., will be addressed. Students will demonstrate applications of techniques used in CMHC, positive psychology, planning, execution, goal setting, and building the communication and motivation skills necessary for establishing long-term consulting relationships. *Prerequisites: COUN6550, COUN6215, COUN6230*

SPP6140 Introduction to Mentorship (4 credits)

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Association for Applied Sport Psychology. Students must successfully pass this course to be approved to enroll in SPP6141. This course is repeatable up to 8 credits. *Prerequisite: Program Director Approval*

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SPP6141 Mentorship (4 credits)

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant (CMPC) through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Association for Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP6140, Program Director Approval*

Effective: 04/04/2022

Catalog Page Numbers: 61, 66, 68, 72, 75

The elective COUN6240/7210 Applied Health Behavior Theory in the SPP programs has been discontinued.

Effective: 01/03/2021

Catalog Page Numbers: 61, 63, 75, 77, 79, 81

The course numbers and course description for Directed Study in Sport and Performance Psychology in the MS-SPP and EdD-SPP has been updated:

SPP6250/8250 Directed Study in Sport & 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 under the guidance of UWS faculty members. Enrollment is by approval of both Course Instructor and SPP Program Director only.

Effective: 04/04/2021

Catalog Page Numbers: 68, 71, 74, 76, 78

The course number for Sport and Performance Psychology Interventions in the EdD-SPP, CMHC Specialization and the EdD-SPP has been updated:

SPP8522 Sport and Performance Psychology Interventions (4 credits)

Effective: 10/04/2021

Catalog Page Numbers: 68-69 & 73

The EdD-SPP, CMHC specialization Culminating Experience courses have been updated as follows:

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
SPP8130	Introduction to Dissertation	4	0	44	4	P/NP
SPP8131	Dissertation	4	0	44	4	P/NP
SPP8140	Introduction to Mentorship	2	6	88	4	P/NP
SPP8141	Mentorship	2	6	88	4	P/NP

SPP8130 Introduction to Dissertation (4 credits)

This course serves as the foundational course within the Dissertation sequence. Students will complete a series of tasks including selection of committee members, extensive research review, and refinement of initial proposal. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students must successfully pass this course to be approved to enroll in SPP8131. This course is repeatable up to 8 credits. *Prerequisite: Program Director approval*

SPP8131 Dissertation (4 credits)

Dissertation candidates work one-on-one with members of their dissertation committee to write and defend the research proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation, and prepare for the dissertation defense. Program completion requires a minimum of 12 credits of continuous enrollment in this course. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP8130, Program Director approval*

SPP8140 Introduction to Mentorship (4 credits)

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Association for Applied Sport Psychology. Students must successfully pass this course to be approved to enroll in SPP8141. This course is repeatable up to 8 credits. *Prerequisite: Program Director Approval*

SPP8141 Mentorship (4 credits)

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant (CMPC)

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through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Associate for Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP8140, Program Director approval*

Effective: 10/04/2021

Catalog Page Numbers: 75-77 & 82

The EdD-SPP Culminating Experience courses have been updated as follows:

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
SPP8130	Introduction to Dissertation	4	0	44	4	P/NP
SPP8131	Dissertation	4	0	44	4	P/NP
SPP8140	Introduction to Mentorship	2	6	88	4	P/NP
SPP8141	Mentorship	2	6	88	4	P/NP

SPP8130 Introduction to Dissertation (4 credits)

This course serves as the foundational course within the Dissertation sequence. Students will complete a series of tasks including selection of committee members, extensive research review, and refinement of initial proposal. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students must successfully pass this course to be approved to enroll in SPP8131. This course is repeatable up to 8 credits. *Prerequisite: Program Director approval*

SPP8131 Dissertation (4 credits)

Dissertation candidates work one-on-one with members of their dissertation committee to write and defend the research proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation, and prepare for the dissertation defense. Program completion requires a minimum of 12 credits of continuous enrollment in this course. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP8130, Program Director approval*

SPP8140 Introduction to Mentorship (4 credits)

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Association for Applied Sport Psychology. Students must successfully pass this course to be approved to enroll in SPP8141. This course is repeatable up to 8 credits. *Prerequisite: Program Director Approval*

SPP8141 Mentorship (4 credits)

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant (CMPC) through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant credential offered by the Associate for Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP8140, Program Director approval*

Effective: 10/04/2021

Catalog Page Numbers: 75 & 78

The following elective has been added to the EdD-SPP Individual Studies Concentration curriculum:

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN8085	Business Basics for Clinicians and Consultants	4	0	44	4	G

COUN8085 Business Basics for Clinicians and Consultants (4 credits)

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payer options, and bookkeeping.

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Effective: 07/05/2022

Catalog Page Numbers: 75 & 78

COUN8020 Eating Disorder Treatment has been added as an elective to the EdD-SPP.

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN8020	Eating Disorder Treatment	4	0	44	4	G

COUN8020 Eating Disorder Treatment (4 credits)

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

Effective: 07/05/2022

Catalog Page Numbers: 75 & 80

MSN7201 Fundamentals of mind-Body Medicine and Psychology of Well-Being has been removed as an elective from the EdD-SPP Individual Studies Concentration.

Effective: 10/04/2021

Catalog Page Numbers: 76 & 81

The following elective has been added to the EdD-SPP Positive Leadership and Administration Concentration curriculum:

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN8085	Business Basics for Clinicians and Consultants	4	0	44	4	G

COUN8085 Business Basics for Clinicians and Consultants (4 credits)

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

Effective: 10/04/2021

Catalog Page Number: 86

The following new policy has been implemented:

Human Resources

[Policy 3404 Remote and Hybrid Work Schedules](#)

Effective: 03/03/2022

Catalog Page Number: 86

The following policies have been retired:

Continuing Education

Policy 5001 Continuing Education

Policy 5002 UWS Continuing Education Fees for Employees

Effective: 04/01/2022

Catalog Page Number: 86

The following policy has been implemented:

Business Office

[Policy 3014 Internal Controls](#)

Effective: 06/13/2022

Catalog Page Number: 86

The following policies have been retired:

Human Resources

Policy 3417 Donated Leave Program

Effective: 04/01/2022

Catalog Page Number: 87

The following policy has been retired:

Institutional

Policy 1015 (B) Public Disclosure

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Effective: 06/13/2022

Catalog Page Number: 87

The following new policies have been implemented:

Institutional

[Policy 1026 Name Change](#)

Information Technology

[Policy 3605 System Administrator Access](#)

[Policy 3606 User Account Retention](#)

Effective: 10/04/2021

Catalog Page Number: 97

The [Academic Calendar](#) has been updated:

The last day of Spring Term 2022 is June 17.

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Catalog Provisions

The University of Western States (UWS) catalog serves as a reference for prospective students, current students, faculty and staff members. The UWS catalog provides information regarding UWS current course offerings, curriculum requirements, academic policies and procedures, and guidelines for enrollment. The UWS catalog is subject to change as policies, procedures and/or curriculum revisions are adopted. This catalog does not serve as a contract, but as a source of information. If at any time university policies conflict with the information in this catalog, university policies will govern. All changes to the catalog apply both to prospective students and to those who have already enrolled, unless specifically exempted. For more information, see [Policy 1227 Academic Catalog](#).

Notice of Non-Discrimination

University of Western States admits students of any race, color, nationality, ethnic origin, sex or age to all the rights, privileges, programs and activities generally accorded or made available to students at the university. University of Western States does not discriminate on the basis of race, color, national origin, sex, disability or age in its administration of programs, activities or employment practices. For more information about this policy and to handle inquiries, please visit [UWS consumer information](#).

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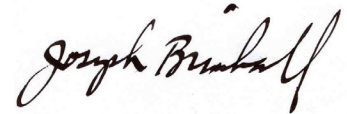
Message from the President



Welcome to University of Western States! As you become acquainted with UWS and our educational offerings, we invite you to become part of our growing community.

Starting in Portland, Oregon in 1904, UWS has become a worldwide leader in patient-focused health care education. Our institutional motto is guided by a commitment to provide service that is **"For the Good of the Patient."** We integrate time-proven wisdom, clinical experience, state-of-the-art technology, and scientific research in preparing learners to provide safe, effective, accessible and efficient health care services and counsel.

Whether your educational goals include chiropractic health care, sports medicine, nutrition and functional medicine, clinical nutrition, sport and performance psychology, mental health counseling, continuing education, or professional development, UWS has programs to help you succeed. With our modern online technology, we have learners attending classes in Portland and from around the globe. Please feel free to peruse our website and contact us with any questions—we are here to help you achieve your dreams!



Joseph Brimhall, DC
President and CEO

UWS Mission, Vision, Goals, and Core Values

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.

Mission Goals

- Student Success
- Stewardship and Sustainability
- Academic Excellence and Integrated Health

Core Values

- Student Focus
- Best Practices
- Curiosity
- Inclusiveness
- Professionalisms
- Whole-Person Health

Institutional Learning Outcomes

Students will be able to:

- describe appropriate communication skills and professional habits which support effective patient/client-oriented interactions.
- explain the process of employing an evidence-informed approach to management.
- explain the relationship of various elements of whole person care to their professional approach with patients or client.
- discuss how collaboration can be effectively achieved with other members of an interprofessional health team.

For the Good of the Patient

"For the Good of the Patient" is the University of Western States motto. It captures the intent behind much of what 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 institutional and programmatic accreditations.

Institutional 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 applies to the institution as a whole. As such, 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 office of academic affairs via email at academicaffairs@uws.edu. Individuals may also contact:

Northwest Commission on Colleges and Universities

8060 165th Avenue NE
Redmond, WA 98052
425-558-4224
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), 10105 E Via Linda, Ste 103 PMB 3642, Scottsdale, AZ 85258.
Phone: 480-443-8877, Website: www.cce-usa.org.

Degree Authorization – State of Oregon

The [Oregon Office of Degree Authorization](http://www.hecc.org) approves University of Western States to award degrees. Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC) can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the [HECC's complaints web page](http://www.hecc.org) or visit the complaints page at NC-SARA's website. Students may also submit a complaint to NWCCU, the accrediting agency for University of Western States.

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.

SARA Portal Entity of Oregon

Rebecca Fuller
Compliance Specialist
Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302
503-947-5751
rebecca.fuller@hecc.oregon.gov

UWS Overview

UWS is organized into two academic colleges:

The **College of Chiropractic** offers a first professional Doctor of Chiropractic (DC) degree program and a Bachelor of Science completion degree in Human Biology.

The **College of Graduate Studies** offers graduate degrees and graduate certificates in the health sciences. The college offers a Master of Science in Human Nutrition and Functional Medicine, a Graduate Certificate in Human Nutrition and Functional Medicine, a Doctor of Clinical Nutrition, a Master of Science in Sports Medicine, a Master of Science and Doctor of Education in Sport and Performance Psychology, a Graduate Certificate in Applied Sport Psychology, a Master of Science in Clinical Mental Health Counseling, and a Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling specialization.

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. Governance 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 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 cadaveric 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 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 nonprofit 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 UWS 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 [UWS history](#).

University of Western States Health Center

The University of Western States health center delivers high quality health care services and provides training opportunities for student interns to observe and participate in patient care. Interns develop clinical competencies in the university teaching clinic, then progress into community-based internship and preceptorship experiences to further their skills and overall competency. UWS coordinates the placement of interns at university-approved internship and preceptor clinic sites in the United States and internationally.

Consumer Information

UWS provides all required consumer information for prospective and current students on the [university website](#).

Drug and Alcohol Prevention

University of Western States is committed to providing a safe and healthy environment for students, employees, trustees, patients and visitors. University of Western States prohibits the unlawful manufacture, distribution, possession, use, sale or distribution of alcohol, unlawful drugs, and/or drug paraphernalia, including the misuse of prescription drugs or other controlled substances and/or the use of substances not lawfully prescribed for the individual, on all university property, and at any university activity, event and/or program. Being under the influence of drugs or alcohol such that the person is unable to perform their assigned tasks is also prohibited while on any university property or at any university activity or event. [Read the full UWS Policy 1008 Drugs and Alcohol here.](#)

Notification of Student Rights under The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age). These rights include:

1. The right to inspect and review the student's education records within 45 days after the day University of Western States (UWS) receives a request for access. A student should submit to the registrar, dean, program director or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask University of Western States to amend a record should write the registrar, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the university decides not to amend the record as requested, UWS will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

UWS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A university official typically includes a person employed by UWS in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of UWS who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UWS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that UWS may make without student consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including instructors, within UWS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Education Records

At UWS, education records are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by UWS or by a person acting for the university pursuant to UWS policy.

Directory information is generally not considered harmful to or invasive of students' privacy if released to third parties, and therefore may be disclosed without the prior consent of the student. Directory Information includes:

- Student name
- UWS email
- Program of study
- Degrees received
- Dates of attendance
- Date of graduation
- Enrollment status (full-time, part-time, or not enrolled)

A student is entitled to request that directory information not be made publicly available. Such a request must be made in writing to the office of the registrar using the "Request for Non-disclosure of Directory Information" form. A student may submit a request to block the sharing of their directory information at any time, and the request will be effective within three (3) to five (5) business days. Submitting a request to withhold directory information blocks the release of directory items in response to inquiries made to the university by the public after the receipt of the request. The block remains in effect until it is rescinded by the student in writing to the office of the registrar. UWS continues to honor any request made to not release directory information about a student even after the student no longer attends the university, so long as the student has not rescinded the request.

Additional information about FERPA can be found in the *Privacy of Student Records* section of the catalog.

Copyright

University of Western States (UWS) recognizes the use of third-party materials may enhance teaching, learning and research activities. The university seeks to conform with copyright laws. All university constituents are responsible for complying with copyright laws as they apply to electronic and printed resources and media. Information regarding copyright compliance is found on the library [Copyright Services](#) page. See [Policy 1024 Copyright Violation](#) for additional information.

Campus Safety and Security

UWS is committed to providing students with a safe environment in which to learn. The university has established 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 is on site and active during standard campus operating hours.

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.

Emergencies

- Call 911
- Call 503-206-3206

Non-Emergencies

In non-emergency situations, report suspicious activities, theft, vandalism or safety concerns immediately to UWS campus safety at 503-206-3206, and/or through the [UWS Safe App](#) or the [online reporting portal for UWS Safe](#). Problems that pose a risk of injury, such as icy sidewalks, should be reported to campus maintenance at 503-206-3206. In non-emergency situations, students and employees injured on campus should immediately report the injury using the UWS Safe App. Treatment for injury can be assessed through the Campus Health Center, if needed.

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. Refer to [Policy 1025 Parking and Transportation](#).

Campus Warning and Notification System

All UWS campus community including family members can sign up for the campus safety app, UWS Safe. UWS uses UWS Safe 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. There is no charge for downloading the app. UWS encourages students, family members and staff to download the [UWS Safe App](#). 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 or by email to a UWS email address.

Campus Closings

Campus-based employees and students are urged to enable notifications from the [UWS Safe App](#), listen to the radio, local news channels or check the UWS website on mornings when weather or other conditions are hazardous. Please refer to [Policy 3020 Closing Due to Inclement Weather or Emergency](#).

If a late opening is announced, UWS campus-based employees and students are expected to report for work or classes at the announced time. Even though the campus may be open, each individual 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, the missed exams will be rescheduled or moved to an online environment when possible. 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 or moved to an online environment when possible. All other exams will take place as scheduled.

Campus Safety

A major part of campus safety is individual safety consciousness and awareness of one's personal environment. We need your assistance and vigilance in keeping the campus as safe as possible by reporting all suspicions of potential harm immediately to campus safety.

- Please program the campus safety phone line (503-206-3206) into the phone you carry onto campus.
- Wear your UWS identification badge at all times.
- If you lose your badge report it immediately to campus safety at 503-206-3206.
- Do not park in isolated areas; move your car during the daylight to a close location if you expect to leave campus after dark.
- While on campus please be aware of your surroundings and report any suspicious behavior immediately to campus safety. Students and staff may call campus safety to request 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 leave personal property unattended anywhere on campus. When utilizing a locker, keep it locked and do not store valuables or your ID in your locker. Lockers must be emptied daily.
- Do not bring any kind of weapon onto UWS property. Firearms and other weapons are prohibited. Violators are subject to arrest, and disciplinary action.
- Never confront someone suspicious. If anyone or anything makes you feel unsafe or threatened, call campus safety immediately at 503-206-3206, or dial 211 from any campus phone. If you find yourself in imminent danger, call 911 while doing everything you can to remove yourself from the area. Call campus safety as soon as you are safe and able.

Safety and crime prevention are important to the campus community, and we appreciate your assistance in helping us keep everyone as safe as possible.

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 items: 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 Store

Supplies and Equipment

The UWS campus store offers materials for all university programs, including chiropractic sports science equipment and educational materials on a wide range of 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 UWS campus store offers a selection of snacks and beverages as well as grab-and-go and easily heated lunch items, many prepared by local and sustainable vendors.

Spinal Tap Coffee

The Spinal Tap coffee shop offers espresso drinks, coffee, tea, baked goods, juices and other snacks. The coffee is provided from a local Portland roaster, and all espresso beverages are handmade to order. Many milk substitutes are available, as well as regular and sugar-free syrups.

Textbook and Supplies List

All required books and supplies are posted by program on the [Textbook and Course Resources](#) webpage, and can be purchased on the [UWS Campus Store](#) website.

Campus Store Refunds

Most books and merchandise may be returned within 30 days of purchase with a receipt and in its original condition. Sales are final on all clearance items and nutritional supplements.

Lost and Found

The UWS reception desk houses the campus lost and found. You may call 503-251-5747, email receptionist@uws.edu or stop by the reception desk with inquiries. Items in the lost and found are discarded after 60 days.

Parking

Visitor Parking

Visitor parking spaces are available in front of the main entrance. Visitors must register and obtain a complimentary parking permit from the reception desk if they will be on campus for more than the 30-minute visitor space time limit.

Parking and Transportation

The university, in compliance with the City of Portland regulations, charges nominal rates for parking per quarter with an upgrade option in the parking garage. This paid upgrade option is granted on a first-come, first-served basis each quarter. All students with a permit may park in unmarked parking spaces on the surface lot. Students parking in marked spaces designated for faculty and staff, reserved, visitor, DMV Accessible/ADA, clinic and loading zones may be fined.

For occasional driving to campus, the campus store offers daily parking passes. Additionally, single-use public transportation tickets are available at a discount.

The campus is in walking distance to the 82nd Street Max transit station. Students who wish to exclusively use public transportation may be eligible for a discounted pass. Students may check for eligibility by emailing parking@uws.edu.

Bicycle racks are located in front of the building and in the underground garage. For detailed parking information refer [to Policy 1025 Parking and Transportation](#).

Campus Visits

UWS invites all prospective students to contact the admissions office to arrange a personalized campus visit. Prospective students are welcome to schedule a campus tour, 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. For additional information, please contact the office of admissions at 800-641-5641 or admissions@uws.edu.

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 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 resume.

Qualification is based on an assessment of all available information including the applicant's academic record. 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 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 evaluated based on an admissions committee review of credentials, personal interview, availability of space in the program and a completed background check with a verification report (see section entitled Background Checks). 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.

International Applicants

UWS encourages international students to apply for admission. Eligible candidates must meet all university and program-specific admission requirements as outlined in this catalog. Due to programmatic licensure requirements, some programs may be unable to accept international students.

Candidates whose education has been completed outside the U.S. or Canada must have their educational credentials evaluated by a National Association of Credential Evaluation Services (NACES) affiliated international education evaluation service. Results should be 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.

Application Deadline

Program-specific application information, such as deadlines, can be found by visiting the [UWS application page](#).

Notification of Admission Decisions

Applications are reviewed on a rolling basis when all necessary documents have been received by the office of admissions. The application review process generally takes two weeks upon receipt of all required application materials and completion of interview (if applicable), leading to one of these decisions:

- **Full Acceptance:** Documentation confirms that all requirements, including satisfactory completion of the background check for applicable programs, have been met.
- **Conditional Acceptance:** The applicant has partially met the admission requirements, but some prerequisites remain to be completed. Minimum documentation required for conditional acceptance includes: a complete application with

essays, transcripts from all previous academic placements, and an admissions interview. Full acceptance will be offered once all conditions have been fulfilled.

- **Denial:** The information presented does not meet the published UWS admission criteria, including, but not limited to, the background check (see section entitled [Background Checks](#) for more information). Denied applicants may choose to update their credentials and submit a new application for a future term.

Licensure

To practice in a health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs. Licensure requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Students should contact their state or provincial licensing board for information regarding licensure.

Background Checks

To help create a safe campus community for patients, students, employees, guests and others, University of Western States requires background investigation and verification reports. Students in most UWS programs are required to submit to a background investigation and verification report upon conditional acceptance to the program. All applicants and enrolled students are required to disclose any conviction, pending charges or indictments for crimes, and are required to disclose any notice by a governmental agency in any jurisdiction of exclusion or substantiated findings of perpetrating abuse, neglect, exploitation or abandonment. A failure to disclose or an attempt to falsify academic or official records may result in denial of admission or dismissal in accordance with [Policy 9001 Student Conduct](#). Full admission to the university will be contingent upon the outcome of the background check. Applicants who are conditionally accepted to the university will be provisionally enrolled pending results of the background check (see following section regarding conditional acceptance). See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

Conditional Acceptance

Conditional acceptance is intended for applicants who meet most of the academic admission requirements for a program but have not yet satisfied other requirements, such as a successful background check, or are missing one or more of the required admissions materials. Missing materials may include, but are not limited to, official transcripts, official TOEFL, GRE or MAT test scores, or letters of recommendation.

The office of admissions determines eligibility for conditional acceptance. Students who are conditionally admitted must attain successful result from the background check and submit all outstanding items prior to the last day of their first term of enrollment. Conditionally admitted students who do not meet the end-of-quarter deadline are ineligible to enroll in the next term. Extended deficiency may lead to dismissal from the university. Please refer to [Policy 2008 Conditional Acceptance](#) for details.

Tuition Deposits

When an offer of acceptance is made, applicants must confirm their intent of enrollment with the office of admissions. Most UWS degree programs and certificates 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. Tuition deposits may be deferred two times for up to one year per deferral. If after two years the student does not enroll, the student must reapply and pay a new tuition deposit.

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 should be submitted to the office of admissions.

Readmission

Individuals must apply for readmission after they have withdrawn, taken an unauthorized leave, failed to return from an authorized leave as agreed, failed to enroll for courses or been dismissed. Please refer to [Policy 2006 Readmission](#) for additional information.

Non-Degree Enrollment

Non-degree seeking students may enroll in certain courses offered through the college of graduate studies. Enrollment as a non-degree student does not constitute a commitment by UWS to grant program admission at a later date. If subsequently admitted to the degree program, up to 16 non-degree credits earned at UWS with a grade of B or higher may be applied toward the degree at the discretion of the vice president for academic affairs. Please refer to [Policy 1214 Nondegree-Seeking Students Graduate Studies](#) for additional details.

Articulation Agreements

UWS maintains articulation agreements with other 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
[Camosun College](#), Victoria, BC, Canada
[Fairleigh Dickinson University](#), Teaneck, NJ
[Georgetown University](#), Washington, DC
[Multnomah University](#), Portland, OR
[National University of Health Sciences](#), Lombard, IL

[Oregon State University](#), Corvallis, OR
[Portland State University](#), Portland, OR
[Simon Fraser University](#), Vancouver, BC, Canada
[South Dakota State University](#), Brookings, SD
[Viterbo University](#), La Crosse, WI
[Warner Pacific College](#), Portland, OR

Equal Opportunity and Non-Discrimination

University of Western States (UWS) is committed to maintaining a working and educational environment that values the inherent worth and dignity of every person. As such, UWS 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 Equal Opportunity and Non-Discrimination](#) for more information. 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](#).

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. See the [UWS Diversity and Inclusion](#) page for more information.

Tuition and Fees

The UWS Board of Trustees approves tuition rates and fees each winter. Tuition and fee rates are available to students prior to the beginning of the summer term effective date.

Tuition and Fee Assessment

Tuition and fees are assessed for all registered students prior to the first day of each term of enrollment in accordance with the applicable [program tuition and fee schedules](#). Students in the doctor of chiropractic program taking less than a full load of credits should refer to [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 must confirm their enrollment, tuition and fees each term through [myUWS](#). Students with a “hold” status must clear any holds in order to register. The office of the registrar disseminates information on changes to the registration and confirmation process as new procedures are implemented.

Drop/Add Period

During the first seven calendar days of the term, a student may change enrollment status without financial penalty or impact on academic standing. After the first seven 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 doctor of chiropractic (DC) program are not permitted to unilaterally drop or not enroll for a course to lighten their course load. Additionally, DC students are not permitted to drop a core curriculum course due to academic performance unless authorized by the program dean. Please refer to [Policy 1215 Drop Add](#) for more information.

To add or drop a course, students must submit a completed Add/Drop form to the office of the registrar or complete the enrollment change in [myUWS](#). 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](#) for any student with a balance per the schedule on the [business office web page](#). Students are notified that their statements are available via their UWS email. 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

Students are personally responsible for meeting their financial obligations to University of Western States. 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 10-day grace period is granted to make satisfactory payment arrangements with the business office. Detailed information about the tuition due dates is available on the [business office web page](#).

The following methods of payments are available for UWS students:

- Online payments via [myUWS](#) by e-check (only for bank accounts located in the U.S.) or credit card.
- Payments in person via check or money order made payable in USD, credit and debit cards or cash (only in U.S. currency) can be made in the business office from 8 a.m. to 4:30 p.m. Monday through Friday.
- Payments by mail via check or money order made payable in USD. Student ID number should be included on the check/money order and payable to University of Western States.
- International payment platform [Flywire](#) allows students and parents to pay securely from any country and any bank, generally in your home currency.
- Third-party payments (employer, AmeriCorps, Tribal organizations, Veteran Programs, etc).
- 529 Plan and GET Program.

Prior to matriculation, students are required to acknowledge their personal responsibility for the tuition, fees and other university charges assessed or incurred by signing a statement of financial responsibility. A statement of financial responsibility is required for each program in which the student is enrolled. This statement will remain in effect for the duration of attendance at the university. Please refer to [Policy 3025 Student Financial Responsibility](#).

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 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.

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. For additional tuition and fee refunds, please refer to [Policy 3021 Tuition and Fee Refunds](#).

Tuition and Fees – Course Audit

Under special circumstances, the college 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. Students do not receive academic credit and the course does not count toward graduation. Please refer to [Policy 1222 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. A one-time fee is due at the time of application to use this payment method. 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. For more information, see the [UWS Payment Plan Agreement](#) or [contact the business office](#).

Residual Checks

Financial aid and other payments received by the university are applied to student accounts within three business days of receipt. If a student expects to be awarded financial aid, no tuition payment is due on the account until the financial aid is applied. If financial aid is 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. An authorization form to establish direct deposit of funds is available on [the business office web page](#). Setting up direct deposit takes 7-10 business days.

Past-Due Accounts

Any balance due to the university after the 10th day 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. Past due accounts are subject to interest in the amount of 18% annually (1.5% per month).

Leave or Withdrawal

[Policy 1239 Continuous Enrollment, Approved Leave, Involuntary Leave, Withdrawal, Dismissal and Expulsion](#) describes the processes for requesting an approved leave and for permanent withdrawal from the university. When a student wishes to take a leave or to withdraw from UWS, it is the student's responsibility to request the leave through the [Leave Inquiry](#) page. A student who stops attending during a term and does not submit the appropriate documentation to process a leave or withdrawal may be administratively withdrawn and any unearned financial aid may be returned directly to the appropriate loan servicer. Loan servicer information can be found at [studentaid.gov](#). 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.

Financial Aid

University of Western States administers a program of student financial aid to enable students to pursue their desired education, regardless of their personal financial situations. Student employment, primarily federal work-study, may be available.

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](#).
- Comply with any other applicable rules.

How to Apply

Eligible students may apply for financial aid by completing and submitting a Free Application for Federal Student Aid (FAFSA). Apply online on the [FAFSA website](#). 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. 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, but not limited to 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 online programs are available on the [UWS website](#). COA arrangements can vary per student. Adjustments to the COA may be considered by contacting the office of financial aid. Individual student living arrangements and personal spending habits vary widely. Students are encouraged to plan and budget all resources carefully to minimize indebtedness.

Award Process

Review of financial aid applications begins in March each year in preparation for the upcoming summer term for continuing students, or throughout the year for newly admitted 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. The second option, upon request, 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 information sheet regarding loans. Students should review all the information included within their financial aid package and follow all instructions to ensure timely delivery of funding each term.

Eligibility for financial aid is an on-going evaluation process. Any erroneous aid awarded (for reasons including, but not limited to, changes in eligibility, human and/or computer error) will be returned. This may result in a balance. It is the student's responsibility to make payment arrangements with the business office. Refer to section on *Tuition and Fees* on how an unpaid balance will affect future enrollment.

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 and borrowing history. 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 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 several 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 or in the *Weekly Vitals* e-newsletter.

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.

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 two to eight hours per week. Open positions will commonly be announced on the [UWS website](#) or *Weekly Vitals*. To determine federal work-study or other campus employment eligibility, email the [office of financial aid](#).

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of private loan with any bank or credit union.

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 to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in disqualification from federal student aid programs at UWS. Students may appeal for additional financial aid eligibility. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

Enrollment Status

Financial aid awards are based on enrollment status. Enrollment status is based on the following credit hour requirements. Please refer to [Policy 1203 Enrollment Status](#) for detailed information.

Status	Undergraduate	Doctor of Chiropractic	Graduate*	Graduate* Capstone**
Full-Time	greater than or equal to 12 credits	greater than or equal to 9 credits	greater than or equal to 9 credits	greater than or equal to 6 credits
Three-Quarter Time	greater than or equal to 9 credits and less than 12 credits	greater than or equal to 6.75 credits and less than 9 credits	greater than or equal to 6.75 credits and less than 9 credits	greater than or equal to 4 credits and less than 6 credits
Half-Time	greater than or equal to 6 credits and less than 9 credits	greater than or equal to 4.5 credits and less than 6.75 credits	greater than or equal to 4.5 credits and less than 6.75 credits	greater than or equal to 3 credits and less than 4 credits
Less than Half-Time	less than 6 credits	less than 4.5 credits	less than 4.5 credits	less than 3 credits

*For programs in the College of Graduate Studies.

**For students in the College of Graduate Studies who have completed all coursework required for the degree and are enrolled only in the capstone experience (as defined by program requirements; may include a final capstone, scholarly project, dissertation, internship, clinical counseling practicum, clinical counseling internship, master thesis, or culminating practicum experience), full-time status is 6 credit hours per quarter and half-time is 3 credit hours per quarter until graduation. Such students are required to continue enrollment in capstone hours each quarter until successful completion of the capstone. Part-time enrollment is coordinated between the student choosing to enroll part-time and the program director.

Impact of Withdrawal or Leave on Financial Aid

Students who withdraw, take a leave 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 way a student withdraws. "Unearned" funds must be returned to the U.S. Department of Education. R2T4 calculations are performed within federal regulations as proscribed by the Department of Education.

Refunded tuition and fees may be applied to the balance owed to cover unearned aid funds. However, the business office will bill the student for any remaining balance. Questions about refunds should be directed to the office of financial aid or business office 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 satisfactory academic progress, current enrollment and other requirements under [Policy 3801 Emergency Student Loans](#). Application for emergency loans may be made by submitting the [Application and Promissory Note](#) to the office of financial aid. Loans must be paid in full within 60 days from the date of issuance, by June 30, or by the end of the final term of attendance, whichever comes first.

Loan Repayment Responsibilities

As the main beneficiary of their education, students hold 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.

The cost of borrowing, loan repayment and debt management information are 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 or dismissal. Whenever possible, this exit interview should be completed within a month of 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 their 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 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. Consolidation can occur with agencies outside the federal government. However, a student will forfeit all government protections when consolidating outside the federal loan program.

Veterans Benefits

Students at UWS are eligible to use most veterans' benefits they would be eligible to use at any VA approved college or university including vocational rehabilitation. UWS also participates in the Yellow Ribbon program, which is available to those students receiving 100% educational benefits through the Post 9/11 GI Bill®. Students who are veterans or dependents of veterans may qualify for benefits. Call 888-GI-BILL-1 or go to 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 satisfactory academic standing in accordance with the academic policies described in this catalog. The university follows the regulations required in section 3679(e) of Title 38 of the Veterans Benefits and Transition Act of 2018. Contact the office of the registrar for processing or the student's regional veterans affairs office for more information on available programs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official [U.S. government website](#).

General 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.

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

UWS recognizes the need for students enrolled in its academic programs to achieve or maintain satisfactory academic standing. Satisfactory academic standing, academic warning, academic probation and academic dismissal are articulated in [Policy 1218 Academic Standing](#). Students not meeting the criteria articulated in the policy are placed on the appropriate level of academic sanction. A student who is academically dismissed may apply for readmission in accordance with [Policy 2006 Readmission](#).

Academic Integrity and Student Conduct

University of Western States (UWS) is committed to academic excellence and thrives on honesty, respect and integrity. UWS adheres to standards of academic integrity displayed through ethical conduct. Violation of the university's academic integrity standards may result in disciplinary actions. For a detailed list of academic integrity standards, refer to [Policy 1230 Academic Integrity](#).

[Policy 9001 Student Conduct](#) prohibits all forms of academic dishonesty or 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.

Students are expected to be mindful of their behavior in preparing for and taking an assessment, and following completion of an assessment, 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.

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 adhere to these behaviors 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 may use a remote exam proctoring service to help ensure exam integrity for students taking online exams. Students taking courses online may be directed to take specific examinations through the service www.proctoru.com. A webcam and high-speed internet connection are required. Students are required to install a plug-in to use the proctoring service. More detailed information on online examination administration is available in [Policy 1217 Examination Administration](#).

Similarity and Plagiarism Software

Students agree that by taking a UWS course, written work (e.g., essays, online discussions, papers, capstone projects, etc.) may be subject to submission for textual similarity review to an electronic plagiarism detector. All submitted papers will be included as source documents in the plagiarism detector reference database solely for the purpose of detecting plagiarism of such papers. More detail on expected student conduct is available in [Policy 9001 Student Conduct](#).

Attendance, Tardiness and Course Participation

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 meet requirements established in course syllabi. For complete policy information, see [Policy 1204 Attendance, Tardiness and Course Participation](#).

UWS students and faculty are required to demonstrate regular and substantive interaction in their online courses. For more information please see the [UWS Statement on Regular and Substantive Interaction](#).

Involuntary Leave

Under certain circumstances, UWS may change the enrollment status of a student by imposing an involuntary leave. An involuntary leave may be initiated if, based on an individualized assessment, it is determined that the student meets one or more of the criteria established in [Policy 1225 Involuntary Leave](#). When safety is an immediate concern, the university may remove a student from the campus environment pending final decision on involuntary leave. Please refer to [Policy 1225 Involuntary Leave](#) for additional information.

Transfer Credit

UWS recognizes that students may have completed courses at other accredited universities that are comparable to courses taught in the curriculum at UWS. Please review information related to transfer credits in the specific college sections of this catalog and refer to [Policy 2007 Transfer Credit](#) for additional information.

Electives

Each academic program through its curriculum development procedures has the authority to develop and offer elective courses as part of its offerings. 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. Please refer to [Policy 1240 Electives](#) for additional information.

Make-Up Examinations

Make-up 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 make-up tests. Students who need to request a make-up exam must first communicate with the lead instructor of the affected course(s).

Independent Study

Due to curriculum changes or other unusual circumstances (e.g., illness or transfer), a student may not be able to take a course through normal enrollment and attendance, and may need instead to take an independent study course. Additionally, a student might have an interest in a topic that is not included as a course within the curriculum and may want to take a directed study course. An independent study is generally a one-on-one learning experience that meets the learning outcomes for a specific course in the program. Please refer to [Policy 1236 Independent Study](#) for additional information.

Leave

Any student who 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 by submitting a [Leave Inquiry](#). Refer to [Policy 1239 Continuous Enrollment, Approved Leave, Involuntary Leave, Withdrawal, Dismissal and Expulsion](#).

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. In accordance with [Policy 1223 Make-Up Examinations](#), the student is required to work with the course instructor to schedule a make-up examination or other assignment prior to the religious observance. Any such make-up examination or assignment will 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.

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 is required to apply for readmission. The acceptance decision will be based on admission standards in effect at the time of reapplication, 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 Continuous Enrollment, Approved Leave, Involuntary Leave, Withdrawal, Dismissal and Expulsion](#) and [Policy 2006 Readmission](#).

Progress Towards Degree Completion

Legal, academic, medical, financial and other institutional requirements exist related to students completing 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 resources (such as library catalog), campus facilities, graduation attendance/participation, diplomas or transcripts. Program course sequencing is available within the individual program sections of this catalog.

Academic Program	Suggested Enrollment Time	Maximum Enrollment Time (in accordance with Policy 1218 Academic Standing)
Doctor of Chiropractic	3 years	6 years
Doctor of Education in Sport and Performance Psychology	3 years	10 years

Academic Program	Suggested Enrollment Time	Maximum Enrollment Time (in accordance with Policy 1218 Academic Standing)
Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling	4 years	10 years
Doctor of Clinical Nutrition	2 years	10 years
Master of Science in Clinical Mental Health Counseling	2 years	5 years
Master of Science in Sport and Performance Psychology	2 years	5 years
Master of Science in Human Nutrition and Functional Medicine	2 years	5 years
Master of Science in Sports Medicine	2 years	5 years
Graduate Certificate in Human Nutrition and Functional Medicine	1 year	3 years
Graduate Certificate in Applied Sport Psychology	1 year	3 years

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	Assigned when a student completes the required coursework and fails to meet the course objectives.
UF	Unearned Failure	0	Assigned when completed course activities and/or assignments are insufficient to make a normal evaluation of academic performance.
P	Pass	-	
NP	No Pass	-	
I	Incomplete	-	Incomplete activities must be completed by week four of the subsequent term of the student's enrollment in which an instructor is available to oversee the incomplete work 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. Computed as a failing grade (F) in term and cumulative GPAs.
WA	Administrative Withdrawal	-	Assigned to remove a student from one or more courses for failure to comply with academic requirements or university policy.
T	Transfer Credit	-	
AU	Audit (not for credit)	-	

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. Student must repeat courses for which unsatisfactory grades are earned. 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 Completion Honors

In accordance with [Policy 1242 Dean's List and Completion Honors](#), students who excel in their academic programs are recognized as follows.

Program	Dean's List (Term GPA)	Completion Honors (Cumulative GPA upon program completion)
Doctor of chiropractic program	3.5 or higher with no D, F, NP, R, I, WF or UF grades	Summa cum laude 3.85-4.0 Magna cum laude 3.75-3.84 Cum Laude 3.5-3.74
All other graduate programs	3.85 or higher with no C, D, F, NP, R, I, WF or UF grades	Distinction 3.95-4.0
BS in human biology degree-completion program	N/A	N/A
Certificate programs	N/A	N/A

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 Privacy and Confidentiality of Student Records \(FERPA\)](#).

Student Directory Information

UWS is 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 includes student name, UWS email address, program of study, degrees received, dates of attendance, date of graduation and enrollment status. Any student who does not wish to disclose their information must notify the office of 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 grievance and appeal process. For information on how to request a review of records or to initiate the grievance and appeal, refer to [Policy 1232 Privacy and Confidentiality of Student Records \(FERPA\)](#).

Transcript Requests

University of Western States, in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 and subsequent amendments, does not release a student's record without the student's written consent. Except when required by law, UWS does not provide an official transcript until all outstanding obligations (financial, academic, or administrative) are resolved.

Official transcripts are ordered through the online transcript portal. Requests for official transcripts are processed online and must be accompanied by a credit card payment in the amount of the current transcript fee (also posted on the website). Official transcripts bear the registrar's signature. Unofficial transcripts are available to current students through their account in myuws.edu.

Transcripts are sent electronically or via U.S. Mail within three to five business days to the third-party recipients listed on the request. When available and requested, a copy of the graduate's diploma may be included with official transcripts sent to state licensing boards at no additional charge. Requests for transcripts will be honored only when the student or graduate is in good financial standing with no indebtedness to the university. For additional information, refer to [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 office of the registrar far in advance of posted deadlines 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

National Board of Chiropractic Examiners: www.nbce.org

Canadian Chiropractic Examining Board: www.cceb.ca

Clinical Mental Health Counseling

Refer to state licensing agency for accepted national exams

Nutrition

American Nutrition Association: <https://theana.org/certify>

Clinical Nutrition Certification Board: <https://www.cncb.org>

Sport Psychology

Association for Applied Sport Psychology: www.appliedsportpsych.org

American Counseling Association: www.counseling.org

National Counselor Examination: www.nbcc.org

College of Chiropractic

Doctor of Chiropractic Program (DCP)

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

Mission Statement

To prepare students as competent chiropractic physicians who apply evidence-informed, patient-centered strategies with professionalism and integrity.

Graduation Requirements - DCP

The DC degree 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.
- Successful completion of all quantitative and qualitative clinic competency requirements.
- 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.

Admission to the DCP

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. Please refer to www.uws.edu/doctor-of-chiropractic/admissions-information/ for detailed information. 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.

Alternate Admissions Track Plan

Students who do not meet the minimum standards for admission to the DC program but have at least a 2.75 GPA for 135 quarter credit hours or 90 semester credit hours of acceptable undergraduate coursework, may be eligible for an Alternative Admissions Track Plan (AATP). Such applicants should contact the office of admissions for further information. Students admitted with AATP status will be provided with individualized academic plans that may include, but are not limited to, any one or more of the following: reduced course loads, required tutoring, assigned mentors and regular progress monitoring.

Technical Standards

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.

International Students Studying in the U.S.

International students 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](#).

Prerequisites

DCP admission requirements are guided by the admissions standards 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 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. It is the student's responsibility to ensure understanding of and ability to meet eventual requirements for licensure. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs.

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. Courses include, but are not limited to, a full-year sequence of biology, general chemistry, organic or biochemistry and physics with related laboratory.	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.		
Total Credits Required		90	135

- Only coursework with a letter grade of C- or higher will be considered. If more than one course is taken to fulfill the requirement, the course content must be unduplicated.

Students entering the doctor of chiropractic program are required to have 135 quarter credits / 90 semester credits of undergraduate coursework. As part of the 135 quarter credits / 90 semester credits, students are required to have 36 quarter credits / 24 semester credits in the Physical and Life Sciences, with at least half of the courses containing a lab component.

The Physical and Life Sciences credits must be completed within the last seven years. The seven-year requirement may be waived for applicants who have completed at least a bachelor's degree with a 3.00 GPA, or under other circumstances as determined by the dean of the college of chiropractic. All courses must be completed with a "C" grade (2.00 on a 4.00 scale) or higher. A grade of "C-" is not satisfactory unless it is equivalent to a 2.00 on a 4.00 scale.

For domestic students, all undergraduate courses must be taken at an institution accredited by an agency recognized by the U.S. department of education and must be transferable at the baccalaureate level.

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 the 90 semester or 135 quarter hours. Applicants with a GPA below 3.0 but above 2.75 may be considered on a case-by-case basis.

Credit by Examination

UWS recognizes undergraduate 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 accredited institution.

Credit by examination is not allowed for biology, chemistry or physics courses completed to satisfy the minimum entry requirements in those areas. With approval by the dean and the instructor of the course, exceptions may be made on a case-by-case basis.

Age of Course Credits

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.

Transfer Credits

UWS considers all applicants for admission desiring transfer from other chiropractic or health profession programs. Credits must be earned within the past five years to be eligible for transfer. Courses used to meet specific UWS admission requirements are not eligible for transfer credit. Additionally, some courses must be completed at UWS and are not eligible for transfer. See [Policy 2007 Transfer Credit](#) for additional conditions related to credit transfer.

Program of Study for DC Transfer Students

Applicants are required to complete an application for admission prior to a transfer evaluation request. Applicants should expect to hear back from UWS within 6-8 weeks. The dean's office, in collaboration with the office of the registrar, will construct a customized program of study as needed for DC students who transfer into the program. The customized schedule will be created

to promote the most appropriate and efficient path through the program. Transfer students may require additional time to meet all UWS graduation requirements due to variations in credit value, term length and the placement of courses in a program.

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.

The associate dean of pre-clinical education, in consultation with the appropriate faculty members and the dean of the college of chiropractic, 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.

Normal Course Load and Progress - DCP

The DC program 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.

Split Program

DC students have the option to “split” quarters eight and nine across three quarters. Instead of taking a full class load in the 8th and 9th quarters, classes are “split” so that they are taken over three terms. This extends the graduation date by one term. It is the students’ responsibility to determine the financial and personal implications of this option. The split is only available for students whose 8th quarter occurs in the summer or fall term. Interested students may contact the office of the registrar for instructions. Refer to [Policy 1221 Split Program Deadline – DC](#) for program application deadlines.

Background Checks

To help create a safe campus community for patients, students, employees, guests and others, University of Western States requires background investigation and verification reports for all chiropractic students. See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

Financial Aid – DCP

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 Direct Loans (alternatively known as Unsubsidized Stafford Loans)

- The U.S. Department of Education is the lender and will assign a servicer.
- 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 half-time.
- Grace period: Students have six months after graduation or leaving school before repayment begins.
- Fees: approximately 1% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest on loans accrue from time of disbursement.

Federal Direct Grad PLUS Loans

- Annual limit: Cost of attendance minus other financial assistance, such as loans and scholarships.
- Credit check required; endorser (co-signer) 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% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest on loans accrue from time of disbursement.

Federal Work Study

Student employment is available on campus with a variety of departments. Contact the [office of financial aid](#) for more information. Open positions will be advertised in the *Weekly Vitals* e-newsletter.

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of private loan with any bank or credit union.

Satisfactory Academic Progress for Financial Aid Eligibility (SAP)

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate to retain eligibility for financial aid. Failure to maintain SAP will result in the disqualification from federal and any other relevant 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 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. Students can go to the [Canadian government website](#) to start the process of applying for aid available through their own province. Students are encouraged to complete paperwork in a timely manner. 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 [office of 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 a 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 current 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. More information can be found on the [Professional Licensure Disclosure](#) webpage.

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 data](#) 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 province(s) in which they are interested in practicing, to become aware of each province's licensure requirements.

Program Learning Outcomes – DCP

As a result of success in the program, the student will be able to:

1. Perform appropriate patient assessments and formulate a diagnosis/es.
2. Execute and update appropriate case management plans.
3. Promote health, wellness, safety and disease prevention including public health issues relevant to patients.
4. Communicate effectively and appropriately in patient care and professional interactions including producing, updating and protecting accurate patient records and relevant documentation.
5. Demonstrate ethical conduct and knowledge of the legal responsibilities of a health care provider and clinical practice owner or employee.
6. Critically access, appraise, and apply scientific literature and other health information resources to provide effective patient care.
7. Deliver safe, appropriate and effective treatments including spinal manipulation.
8. Communicate and collaborate with other healthcare professionals regarding patient care.
9. Integrate knowledge of basic and clinical science.

Curriculum Sequence – DCP

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

BSC	Basic Sciences	CED	Clinical Education	CSC	Clinical Sciences
CLI	Clinical Internship	CHR	Chiropractic Sciences	ELE	Electives

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
1	BSC5102	Spinal Anatomy	1	1	0	22	1.5	G
1	BSC5105	Gross Anatomy I	4	3	0	77	5.5	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	10.5	0	308	22.75	
2	BSC5205	Gross Anatomy II	4	1.5	0	60.5	4.75	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	11.5	0	313.5	22.75	
3	BSC5302	Neuroanatomy	6	2	0	88	7	G
3	BSC5305	Gross Anatomy III	4	1.5	0	60.5	4.75	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	10.5	0	346.5	26.25	
4	BSC6103	Neurophysiology	5	0	0	55	5	G
4	BSC6107	Clinical Genomics	4	0	0	44	4	G
4	BSC6109	Physiology II	5	0	0	55	5	G
4	BSC6113	Microbiology, Immunology and Public Health	5	0	0	55	5	G
4	BSC6118	Fundamental Pathology	6	0	0	66	6	G
4	CHR6125	Rehabilitation Principles	1	2	0	33	2	P/F
4	CHR6126	Pelvic Manipulation Lecture	1	0	0	11	1	G

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
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	31	6	0	407	34	
5	BSC6203	Nutrition	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	CED6245	Patient Interviewing, Communication and Boundaries	1	2	0	33	2	P/F
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	CSC6279	Evaluating Systemic Reviews, Diagnosis & Harm Studies	2	0	0	22	2	G
5	CSC6281	Imaging Clinical Decision Making	2	0	0	22	2	G
		Q5 Totals	27	9	0	396	31.5	
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	
7	CED7160	Intern Development	1	2	0	33	2	P/F
7	CED7151	Clinical Training – Phase I Lecture	2	0	0	22	2	P/F
7	CED7152	Clinical Training - Phase I Lab	0	2	0	22	1	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	
8/Split I	CED7251	Clinical Training - Phase II Lecture	2	0	0	22	2	P/F
8/Split I	CED7252	Clinical Training - Phase II Lab	0	2	0	22	1	P/F
8/Split I	CHR7230	Upper Extremity Diagnosis and Management	3	0	0	33	3	G
8/Split I	CHR7231	Upper Extremity Orthopedic Assessment	0	2	0	22	1	P/F
8/Split I	CHR7232	Upper Extremity Taping and Splinting	0	1	0	11	0.5	P/F

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
8/Split I	CHR7233	Extremity Manipulation and Review	0	2	0	22	1	P/F
8/Split I	CHR7266	Advanced Rehabilitation	2	2	0	44	3	G
8/Split II	CLI7210	Clinical Internship I	0	0	6	66	2	P/F
8/Split I	CSC7268	Doctor/Patient Communication	1	1	0	22	1.5	G
8/Split I	CSC7271	Clinical Nutrition and Botanicals I	4	0	0	44	4	G
8/Split II	CSC7289	X-ray Positioning – Extremities and Pelvis	1	1	0	22	1.5	G
8/Split II	CSC7293	Bone Pathology II	3	1	0	44	3.5	G
		Q8 Totals	16	12	6	374	24	
9/Split III	CED7351	Clinical Training - Phase III Lecture	2	0	0	22	2	P/F
9/Split III	CED7352	Clinical Training - Phase III Lab	0	2	0	22	1	P/F
9/Split II	CHR7330	Thoracic Case Management	1	0	0	11	1	G
9/Split II	CHR7331	Thoracic Case Practicum	0	2	0	22	1	P/F
9/Split III	CLI7307	Clinical Internship II	0	0	10	110	3.25	P/F
9/Split II	CSC7324	Clinical Neurology	5	0	0	55	5	G
9/Split III	CSC7366	Jurisprudence and Ethics	2	0	0	22	2	G
9/Split III	CSC7367	Genitourinary Survey	4	0	0	44	4	G
9/Split II	CSC7372	Clinical Nutrition and Botanicals II	1	0	0	11	1	G
9/Split II	CSC7375	Introduction to Pharmacology	3	0	0	33	3	G
9/Split III	CSC7377	Marketing and Advertising	1	0	0	11	1	G
9/Split III	CSC7394	Bone Pathology III	1	1	0	22	1.5	G
		Q9 Totals	20	5	10	385	25.75	
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
<i>Students select one of the following labs (CSC8155 or CSC8156) to fulfill genitourinary curriculum requirements.</i>								
10/11	CSC8155	Genitourinary Lab Survey	0	0.5	0	5	0.25	P/F
10/11	CSC8156	Advanced Genitourinary Lab Elective	0	1	0	11	0.50	P/F
10/11	CSC8167	Minor Surgery/Proctology	2.5	0	0	27.5	2.5	G
10/11	CSC8168	Correlative and Differential Diagnosis	2	0	0	22	2	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	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
		Q10/11 Totals	11.5	3.5 or 4	25	489.5 or 495.5	21.5 or 21.75	
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
		Q10/11 Totals	14	5	25	534	24.75	
12	CLI8362	Clinical Internship V	0	0	27	351	9	P/F
		Q12 Totals	0	0	27	351	9	
		Curriculum Totals	212	105 or 105.5	93	4663.5 or 4669.5	295.25 or 295.50	

Electives

Qtr.	Course #	Elective	Lecture	Lab	Clinic	Clock	Credit	Grade
10/11	CSC8178	Minor Surgery/Proctology Lab Elective	0	1	0	11	0.5	P/NP
2	CED5205	Mind Body Medicine	1	0	0	11	1	P/NP

Qtr.	Course #	Elective	Lecture	Lab	Clinic	Clock	Credit	Grade
6-12	ELE5006	Instrument Assisted Soft Tissue Mobilization (IASTM)	0	2	0	22	1	P/NP
6-12	ELE8005	Activator Methods Chiropractic Technique	2	.5	0	28	2	P/NP

Course Descriptions – DCP

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)

BSC5105 Gross Anatomy I (5.5 credits)

This course covers the regional anatomy of the back, posterior neck, upper extremity, and lower extremity. The anatomical structure, function and relationships of the bones, joints, muscles, blood vessels and nerved in each region are examined in detail. Clinical correlations and applications are introduced throughout the course. Foundational anatomical concepts are reviewed through self-directed learning modules. Prosected cadavers are utilized to enable observation and review of previously dissected specimens pertinent to the regions of focus. (4+3)

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)

BSC5205 Gross Anatomy II (4.75 credits)

This course covers the regional anatomy of the head, cranial vault, anterolateral neck, and vertebral canal. The anatomical structure, function, and relationships of the bones, joints, muscles, blood vessels, nerves, viscera, and organs of special sense in each region are examined in detail. Organization and function of cranial nerves and the autonomic nervous system are discussed in detail. Clinical correlations and applications are introduced throughout the course. Prosected cadavers are utilized to enable observation and review of previously dissected specimens pertinent to the regions of focus. (4+1.5)

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, brainstem 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. (6+2)

BSC5305 Gross Anatomy III (4.75 credits)

This course covers the regional anatomy of the thorax, abdomen, pelvis, and perineum. The anatomical structure, function and relationships of the bones, joints, muscles, blood vessels, nerves and viscera in each region are examined in detail. Clinical correlations and applications are introduced throughout the course. Prosected cadavers are utilized to enable observation and review of previously dissected specimens pertinent to the regions of focus. (4+1.5)

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)

BSC6107 Clinical Genomics (4 credits)

This course begins with a brief unit on genetics, including patterns of Mendelian and non-Mendelian inheritance. Students will learn to identify common chromosomal aberrations and mutations that influence transmission of a heritable trait. The course then moves on to understanding the differences between genetics and genomics, and how genomics is being increasingly used in clinical practice. The genetics and epigenetics of cancer will be discussed, followed by an examination of how genomics is being used to treat cancers. Students will learn about nutrigenomics, the intersection of the diet and genome. The transcriptome, metabolome and microbiome will be investigated using clinical cases to illustrate the application of 'omics in patient care. The final section of the course will delve into the ethical dilemmas and legal implications involved with the use of genomic information. (4+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)

BSC6113 Microbiology, Immunology, and Public Health (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+0)

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)

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 - including the role(s) of professions, practitioners, payers, politics and patients over time. Through this exploration, the student will gain knowledge of how health care has been shaped into today's iteration of the industry. Priority is given to chiropractic's chapter in this process. Roles, expectations, duties, opportunities and liabilities will be explored. The successful student will emerge from this course triangulated to the industry they are training to enter and their place as a chiropractic physician in that industry. (3+0)

CHR5126 Spinal Biomechanics (1 credit)

This course introduces the student to biomechanical and kinesiologic 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 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 focuses on the functional anatomy, kinetics, 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 foundational adjustive skills and development of the knowledge, physical examination, and psychomotor skills necessary to provide effective chiropractic adjustments of the thoracic spine and ribs. Adjustive technique is applied to 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 lengthening techniques, key movement patterns 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 the proposed mechanisms for spinal joint dysfunction and the neurophysiological effects of manipulation and other manual therapies. A variety of mechanisms are presented related to the potential causes as well as the potential correlation between visceral and musculoskeletal symptoms. (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 patho-biomechanics of low back and whiplash injuries. (2+0)

CHR6235 Lumbar Manipulation Lab (1.5 credits)

This course is devoted to physical examination and chiropractic manipulative therapy of intersegmental dysfunction syndromes of the lumbar spine. The laboratory sessions are dedicated to development of appropriate assessment procedures and psychomotor adjustive skills for effective chiropractic adjustments of the lumbar spine. The course includes side posture, seated, prone, and drop table procedures. Time is reserved to reinforce examination and adjustive 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 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 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, overhead throwing mechanics, 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. (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 cervico-thoracic manipulative therapy. 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 lengthening techniques, joint mobilization, manual distraction, decompression protocols (based on Cox), correction of faulty key movement patterns and neurodynamics. (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 cervico-thoracic spine. Adjustive techniques are presented in the supine, prone, and sitting patient positions. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the lumbar, pelvis and thoracic spine. (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 and diagnosis 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 and diagnosis 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 of the chiropractic management of common spinal conditions with emphasis on case-based problem solving and critical thinking. Current trends in chiropractic practice and managed care are surveyed. Course offered online. (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

CED6245 Patient Interviewing, Communication and Boundaries (2 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, chief complaint, past health, family health, and personal and social history taking skills. 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+2)

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 in the head and neck region. Students learn and demonstrate proficiency in specific tests to evaluate dizziness as well as the procedures to treat benign paroxysmal positional vertigo. Additional treatment procedures that students learn and appropriately perform include ear irrigation, nasal specific, eustachian tube manipulation, and Argyrol 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)

CED7151 Clinical Training – Phase I Lecture (2 credits)

The purpose of the course is to support the knowledge and skills required to deliver care in the clinical internship, support lab activities in CED7152, and build a firm foundation for clinical practice. The first half focuses on the process of taking a history, reviewing physical examination and ancillary test results, formulating a diagnosis, problem list and management plan for a hypothetical new patient. The second half of the course introduces clinical reasoning strategies for diagnosing and assessing musculoskeletal conditions as well as building evidenced-informed practice and critical thinking skills. (2+0)

CED7152 Clinical Training – Phase I Lab (1 credit)

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. (0+2)

CED7160 Intern Development (2 credits)

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 focuses on correspondence a chiropractic physician would be expected to produce in practice including progress reports, referral letters to colleagues and specialists, and work restriction letters. The report-writing portion of the course provides a bridge between the didactic and clinical courses. (1+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)

CED7251 Clinical Training – Phase II Lecture (2 credits)

This course is designed to support lab activities in CED 7252 and build upon Clinical Training Phase 1 lecture and lab courses. Objectives include building diagnostic and clinical decision-making skills; promoting a broader and deeper clinical knowledge base especially in the realm of spinal disorders; refining the ability to do a literature search and assess and apply pre-appraised research literature to a clinical problem; and continue to develop attitudes and behaviors compatible with meeting professional obligations as they apply to this series of courses. (2+0) *Prerequisite: CED7151*

CED7252 Clinical Training – Phase II Lab (1 credit)

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 standardized 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. (0+2) *Prerequisite: CED7152*

CED7351 Clinical Training – Phase III Lecture (2 credits)

The purpose of this course is to support lab activities in CED 7352 and further develop evidenced-informed knowledge and skills in the domains of clinical decision making, and diagnostic synthesis and management decisions as these relate to spinal, extremity, neurological and visceral complaints. The course is designed to build upon Clinical Training Phase II lecture and lab courses with a continued emphasis on critical thinking and clinical problem solving, diagnostic pattern recognition, building critical pathways to properly focus patient evaluation, and cultivating behaviors supportive of meeting their professional obligations as they pertain to the course. Students are expected to be able to orally respond to questions and defend their clinical decisions. (2+0) *Prerequisite: CED7251*

CED7352 Clinical Training – Phase III Lab (1 credit)

Emphasis is placed on the selection and performance of spinal and extremity evaluation procedures on standardized patients, clinical problem solving, following critical pathways to properly focus patient evaluation, selection of proper workup strategies, and further refinement of basic clinical and verbal and non-verbal skills. (0+2) *Prerequisite: CED7252*

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 scientific studies focused on treatment studies, with special focus on randomized controlled trials. Hands-on practice and application of key concepts will be used to encourage accurate interpretation of scholarly publications' outcomes. Successful students will be able to read and evaluate the quality and generalizability of therapy study research publications, which will be essential later in the program when students apply evidence-informed practice (EIP) skills in clinical situations. (2+0)

CSC6187 Radiation Physics and Safety (2.5 credits)

This course emphasizes plain film radiation physics, x-ray production, radiobiology, radiation safety, exposure principles, image production/processing and quality control/improvement. This knowledge enables safe and responsible use of ionizing radiation in the evaluation of patient problems. The course also offers an overview of fundamental principles of image creation with

advanced imaging procedures. These basic concepts assist students in understanding the strengths and limitations of commonly employed advanced 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)

CSC6279 Evaluating Systemic Reviews, Diagnosis & Harm Studies (2 credits)

This course focuses on the critical appraisal of scientific studies focused on diagnosis, harm and systematic review methodologies. Hands-on practice and application of key concepts will be used to encourage accurate interpretation of scholarly publications' outcomes. Successful students will be able to read and evaluate the quality and generalizability of studies in these areas, which will be essential later in the program when students apply evidence-informed practice (EIP) skills in clinical situations (2+0)

CSC6281 Imaging Clinical Decision Making (2 credits)

This course asks students to apply best practices evidence in the selection and acquisition of diagnostic imaging on conditions encountered in practice. Clinical cases are used as a basis to explore when and what diagnostic imaging studies yield the most appropriate outcomes. Students are required to 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 specific conversations that impact doctor/patient trust and cooperation. 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 are discussed and practiced. Specifically, students practice conducting report of findings, PARQ conference and informed consent procedures using best practices approaches. Students also practice the delivery of difficult news such as a need for surgery or a serious diagnosis. 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 avoidance of sexual boundary violations. Successful students are 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 is a combination in-class live lecture, and online participation course. Face to face lecture will focus on pharmacokinetics and pharmacodynamics for different medications and the organ systems/physiology that they augment. Online components will address the specific medications, side effects, and considerations in prescribing. (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)

Students select one (1) of the following labs (CSC8155 or CSC8156) to fulfill genitourinary curriculum requirements.

CSC8155 Genitourinary Lab Survey (.25 credits)

This lab course focuses on introducing routine screening physical examinations of the chest/breast, genitourinary and anorectal regions utilizing limited observation and medical grade mannequins. Students will review normal findings of the reproductive, urinary and anorectal systems and review benign conditions focusing on the most commonly seen in a general ambulatory care practice. This course introduces the student to evaluation of the genitourinary system, including basic clinical and topographic anatomy, routine screening examinations of these areas and diagnostic evaluations. (0+.5)

CSC8156 Advanced Genitourinary Lab Elective (0.5 credits)

(Elective not offered every term) This elective lab course focuses on conducting physical examinations of the chest/breast, genitourinary and anorectal regions utilizing observation, specialty standardized patients and medical grade mannequins. 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, diagnostic evaluations and management. (0+1)

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)

CSC8168 Correlative and Differential Diagnosis (2 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 specific laboratory analysis review. Course offered online. (2+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)

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 throughout 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)

This course is a one-hour journal-club format course designed to practice the application and refinement of evidenced-informed practice (EIP) skills acquired throughout 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. As a part of clinical internship I, students participate in the clinic entrance assessment (CEA), an evaluation which provides

supervising clinicians the opportunity to evaluate their respective interns' clinical skills, identify their individual strengths and challenges, and determine their readiness to engage in patient care. (0+6) *Prerequisites: CED7151, CED7152, CHR6326 (must have passed CHR6326 or must be enrolled concurrently in CHR6326)*

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. As a part of clinical internship II, students participate in the practical clinical skills assessment (CSA) which is modeled after NBCE Part IV and draws from all Q1-Q8 coursework. Students perform a series of specified procedures including but not limited to history, examination, and simulated treatment on a trained standardized patient. Each 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. Students are required to pass the CSA to be eligible for all off-site clinical experience in subsequent quarters. (0+10) *Prerequisite: CLI7210*

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 off campus community-based clinics that partner with the university. (0+25) *Prerequisite: CLI7307*

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) *Prerequisite: CLI8159*

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 local or non-local private practice or hospital-based setting. Upon successful completion of this course, interns will have demonstrated the competencies necessary for unsupervised chiropractic practice. (0+27) *Prerequisite: CLI8262*

Electives

Electives are offered in addition to the prescribed course of study but are not a requirement for graduation. Tuition for elective courses is not included in base tuition costs; enrolling in elective courses will require paying additional tuition. See [Policy 1240 Electives](#) for additional information.

ELE5006 Instrument Assisted Soft Tissue Mobilization (1 credit)

This elective course focuses on instrument-assisted soft tissue mobilization using stainless steel instruments that are designed to adapt to the various anatomical conformations of the body. Emphasis on hands on application using the instruments to detect and treat soft tissue dysfunction that could cause pain, weakness and functional limitation for the patient. Completion of Q4 is required for participation. (0+2)

ELE8005 Activator Methods Chiropractic Technique (2 credits)

In this course the history and development of the Activator Method will be presented with specific focus upon the research that has brought The Activator Method to the forefront in chiropractic technique. The basics of the Activator analysis and adjusting will be taught beginning from assessment of the lower extremity and pelvis through the lumbar, thoracic, and cervical spine including the upper extremities. Through lecture, and hands-on training during workshop sessions, the attendee will receive actual training in the use of AMCT to allow them to begin to implement this chiropractic technique into their practice. (2+0)

CED5205 Mind Body Medicine (1 credit)

Mind-Body approaches, including meditation, guided imagery, biofeedback, breathing techniques, art, music, and movement are skills that can alleviate stress and foster self-awareness and self-care. The purpose of this elective is to introduce a variety of mind-body medicine modalities to chiropractic students so that they can experience them for themselves and gain insights into their use clinically. The elective will be offered to a maximum of ten first year students per class. Each group will meet for two consecutive hours, once a week for eight weeks with two faculty members who will facilitate the sessions. The students will

learn the techniques, practice them, and discuss their experiences with members of the class. Students will have as opportunity for both individual attention and instruction, and sharing what they are learning about mind-body medicine and about themselves. Students are asked to practice the skills taught in class on their own for 20 minutes a day, five days a week and to exercise three days a week. Recommended readings will be distributed. (1+0)

CSC8178 Minor Surgery/Proctology Lab Elective (0.5 credits)

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 & 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)

Bachelor of Science in Human Biology Degree Completion Program (BS-HB)

Purpose

The purpose of the Bachelor of Science in Human Biology completion program is to equip students with a solid foundation in health and pre-medical sciences. The program also offers currently enrolled chiropractic students and chiropractic program 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 may fulfill requirements for DC licensure in states where applicable and for potential employment or graduate studies. 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 or 90 semester 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 bachelor's 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 the UWS doctor of chiropractic program. The human biology major requirements are obtained while enrolled in the UWS doctor of chiropractic program. 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
Total	180

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 also offers online pre-professional courses to satisfy this requirement, including General Chemistry, and Introduction to Biochemistry. Undergraduate courses are listed on the UWS website.

Only courses for which a grade of C- or above, or a grade of P, is recorded on the student's transcript can be applied toward the requirements of the Bachelor of Science program. Course work dually attributed to the BS and DC program cannot be applied to other programs at UWS.

General Education Requirements

To pursue the BS in human biology degree at UWS, students must have at least 45 quarter credits of general education coursework. Areas of study that satisfy general education requirements include humanities, social studies/social sciences, computer orientation, mathematics, writing, speaking, etc.

Admissions Requirements

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 the transcripts are already part of the student's academic record through the DC program application process.

Alumni may need to submit transcripts. The associate dean for pre-clinical education is responsible for determining whether a student's coursework meets the criteria established by the university.

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 to meet the learning outcomes 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 institutionally accredited college or university and passed with a C or better and was not used to fulfill the physics requirement for entry into the chiropractic program. If an elementary statistics course is to be considered, it must have been completed no more than seven years prior to application for the BS in human biology program. The other courses must be completed through UWS.

Electives

Electives include courses in areas such as business, public administration, physical education, and relevant career/technical coursework (12 quarter credits maximum).

Transfer Credit

In accordance with [Policy 2007 Transfer Credit](#) transfer students in the DC and bachelor's degree completion programs must earn the final 25 percent of the program credits at UWS.

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

Program Learning Outcomes – BS HB

Students completing the BS in human biology will demonstrate:

1. Language, reading, communication, computation and social skills necessary to engage the expectations of a first professional doctorate program.
2. Thorough knowledge of gross and microscopic human anatomy.
3. Thorough knowledge of human physiology.
4. Thorough knowledge of human genetics and cellular function.
5. Thorough knowledge of human pathology.
6. 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 5105	Gross Anatomy I	5.5
BSC 5116	Cell Biology	3.5
BSC 5205	Gross Anatomy II	4.75
BSC 5217	Histology	5
BSC 5302	Neuroanatomy	7
BSC 5305	Gross Anatomy III	4.75
BSC 5309	Physiology I	5
BSC 5314	Human Development	3
BSC 6103	Neurophysiology	5
BSC 6109	Physiology II	5
BSC 6203	Nutrition	4

Course #	Course Name*	Quarter Credits
BSC 6107	Clinical Genomics	4
CSC 6179	Evaluating Therapy Studies**	2
CSC 6279	Evaluating Systemic Reviews, Diagnosis & Harm Studies**	2
	Total	60.5

*Course descriptions can be found in the DC program section of this catalog.

**Alumni who did not complete these courses should see Curriculum Sequence below.

Curriculum Sequence – BS-HB

As previously outlined in the *Requirements for DC Alumni* section, graduates from the UWS DC program who have not completed the evidence-informed practice course sequence will be required to take the following additional courses:

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
HBI4301	Biostatistics	2	0	0	22	2	P/NP
HBI4302	Baccalaureate Project Writing Methods	1	0	0	11	1	P/NP
HBI4303	Baccalaureate Project Preparation Seminar I	1	0	0	11	1	P/NP
HBI4304	Baccalaureate Project Preparation Seminar II	2	0	0	22	2	P/NP
HBI4305	Baccalaureate Project Preparation Seminar III	2	0	0	22	2	P/NP

Course Descriptions – BS-HB

HBI4301 Biostatistics (2 credits)

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 chiropractic to see if it fulfills this requirement. (2+0)

HBI4302 Baccalaureate Project Writing Methods (1 credit)

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 Baccalaureate Project Preparation Seminar. Credit for this course is not possible through exemption or transfer credit; it must be taken through UWS. (1+0)

HBI4303 Baccalaureate Project Preparation Seminar I (1 credits) Prerequisite: HBI4302

HBI4304 Baccalaureate Project Preparation Seminar II (2 credits) Prerequisites: HBI4302, HBI4303

HBI4305 Baccalaureate Project Preparation Seminar III (2 credits) Prerequisites: HBI4302, HBI4303, HBI4304

The 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 awarded for this series of classes.

College of Graduate Studies

The college of graduate studies offers the following doctoral degrees, master's degrees and certificates in the health sciences.

Clinical Mental Health Counseling

- MS Clinical Mental Health Counseling

Human Nutrition and Functional Medicine

- MS Human Nutrition and Functional Medicine
- Graduate Certificate in Human Nutrition and Functional Medicine
- Doctor of Clinical Nutrition

Sports Medicine

- MS Sports Medicine

Sport and Performance Psychology

- MS Sport and Performance Psychology with a concentration in:
 - Positive Coaching
- Graduate Certificate in Applied Sport Psychology
- EdD Sport and Performance Psychology, Clinical Mental Health Specialization
- EdD Sport and Performance Psychology with concentrations in:
 - Individual Studies
 - Positive Leadership and Administration

Purpose Statement

The purpose of the graduate programs is to provide training for students to develop the knowledge, skills, values, and behaviors necessary to further their professional contribution through the application of evidence-based practices, critical thinking, effective decision making and professional integrity in the delivery of services.

Admission Requirements – College of Graduate Studies

- Applicants must meet the minimum GPA and specific admission requirement for the program to which they are applying. See program section.
- 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.
- Official transcripts from all colleges and universities attended.
- Two letters of recommendation.
- Current resume or curriculum vitae.
- Must be able to operate a computer equipped with necessary technical capacity and have a dependable connection to the internet.

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

Transfer Credit

Graduate credit may be transferred from within UWS or from another regionally accredited institution. Up to 24 credits of internal transfer credit may be eligible for movement between programs in the college of graduate studies. Transfer credit from another regionally accredited institution is limited to 16 credits. If a student is seeking both internal and external transfer credits, the total transfer credits may not exceed 24. Credits must be earned within the past seven years to be considered for transfer. To request a transfer credit evaluation, complete and submit a request for graduate credit transfer form available through the office of the registrar. Transfer credit requests will not be considered beyond the third term of enrollment in the graduate program at UWS. See [Policy 2007 Transfer Credit](#) for additional conditions related to credit transfer.

Background Checks

To help create a safe campus community for patients, students, employees, guests and others, UWS requires background investigation and verification reports for students in nearly all academic programs. See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

Licensure

To practice in a licensed health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs. These requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Students should contact their state or provincial licensing board for information regarding licensure.

Financial Aid – Graduate Programs

All fully admitted, regular, degree-seeking graduate students enrolled at least half time (refer to [Policy 1203 Enrollment Status](#)) in a Master of Science, educational doctorate program or HNFM certificate are automatically considered for all types of financial aid as listed below. All coursework must be necessary for graduation requirements. Failure to meet these standards may result in financial penalties or loss of financial aid eligibility. Students who were awarded aid for a given term, but enroll in less than half time, must notify the office of financial aid and will be ineligible for federal student loans for that term. Students concurrently enrolled with another institution are required to disclose enrollment with the office of financial aid.

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 chiropractic 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 half-time.
- Fees: approximately 1.0% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest accrues at the time of disbursement.

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% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest accrues at the time of disbursement.

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of a private loan with any bank or credit union.

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 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](#).

Master of Science in Clinical Mental Health Counseling (MS-CMHC)

The Master of Science in Clinical Mental Health Counseling is a 90 quarter-credit, comprehensive program designed to prepare students who want to become licensed professional counselors. The coursework guides students as they learn to assess, diagnose, create behavioral health care plans, and treat those with mental health symptoms and illness, including addictions. In addition to core content areas typically required by state licensing boards and counseling program accreditation bodies, this unique program integrates sport and performance throughout the coursework. The program culminates with a year-long counseling internship during which students hone knowledge and skills in supervised clinical settings within their communities. Program faculty, instructors and students adhere to the codes of ethics of the American Counseling Association (ACA), the Association for Applied Sport Psychology (AASP), and those of their state licensing agencies.

Admission Requirements – MS-CMHC

UWS admits new students into the MS-CMHC program in fall (October), spring (April), and summer (July) academic terms. 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet the following specific entry requirements for the MS-CMHC program:

- Successful completion of a bachelor's degree with a minimum 2.75 undergraduate GPA. 3.0 undergraduate GPA preferred.
- Submit a well-written personal statement discussing experiences in and fit for the profession.
- Submit all undergraduate and graduate transcripts.
- Complete a successful interview (video conference or face-to-face) with the director or designee (interview will only be scheduled after applicant has submitted a completed university application meeting the minimum requirements including fee payment).
- Pass a comprehensive criminal history background check (requirement at admission).

Graduation Requirements – MS-CMHC

The MS-CMHC degree is conferred upon the individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required coursework with a minimum, cumulative GPA of 3.0.
- Successful completion of all clinical experience courses with a passing grade. Student must satisfactorily complete a minimum of 100 practicum hours and 700 internship hours.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes - MS-CMHC

Upon completion of the program, students in the MS-CMHC will be able to:

1. Create a professional identity based on the philosophies, history, and roles of the clinical mental health counseling profession.
2. Apply ethical and legal standards to clinical mental health counseling practices.
3. Develop culturally responsive counseling strategies based on their professional evaluation of the cultural context of relationships, issues, and trends of a multicultural society.
4. Apply effective advocacy strategies to enhance clinical mental health services.

5. Synthesize theories of human growth and development to create differentiated counseling interventions that promote resilience, optimum development, and wellness across the lifespan.
6. Create a career development plan to assess and develop client skills appropriate to their work, relationships, and wellbeing.
7. Integrate theories and best practices related to trauma-informed and community-based strategies to appropriately meet the needs of diverse clients.
8. Develop culturally responsive treatment and/or intervention plans with measurable outcomes for clients.
9. Apply theoretical foundations, group processes, and developmental dynamics, and therapeutic factors to effectively lead group counseling.
10. Implement evidence-based assessment techniques appropriate for mental health counseling professionals to diagnose developmental, behavioral, and mental health disorders in diverse clients.
11. Assess mental health counseling research to inform clinical practice.

Curriculum Sequence – MS-CMHC

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN6220	Counseling Methods and Practices	4	0	44	4	G
COUN6101	Ethics and Professional Identity	4	0	44	4	G
COUN6145	Psychopathology and Appraisal	4	0	44	4	G
COUN6010	Marriage, Couple, and Family Counseling	4	0	44	4	G
COUN6110	Personality and Counseling Theories	4	0	44	4	G
COUN6130	Group Counseling	4	0	44	4	G
COUN6715	Tests and Assessments	4	0	44	4	G
COUN6115	Human Growth and Development	4	0	44	4	G
COUN6540	Pre-Practicum	4	0	44	4	G
COUN6135	Career Counseling	4	0	44	4	G
COUN6150	Multicultural Counseling and Advocacy	4	0	44	4	G
COUN6555	Clinical Counseling Practicum <i>Pre-reqs: COUN6101, COUN6220, COUN6540</i>	1	9	110	4	P/NP
COUN6235	Psychopharmacology	4	0	44	4	G
	Approved Elective 1 (see table below)	4	0	44	4	G
COUN6551	Clinical Counseling Internship I <i>Pre-req: COUN6555</i>	1	9	110	4	P/NP
	Approved Elective 2 (see table below)	4	0	44	4	G
COUN6120	Research Methods and Program Evaluation	4	0	44	4	G
COUN6552	Clinical Counseling Internship II <i>Pre-req: COUN6555</i>	1	9	110	4	P/NP
COUN6140	Addiction Counseling	4	0	44	4	G
COUN6553	Clinical Counseling Internship III <i>Pre-req: COUN6555</i>	1	9	110	4	P/NP
	Approved Elective 3 (see table below)	4	0	44	4	G
COUN6554	Clinical Counseling Internship IV <i>Pre-req: COUN6555</i>	1	9	110	4	P/NP
COUN6831	Master Thesis	2	0	22	2	G
	Totals	75	45	1320	90	

Electives

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN6020	Eating Disorder Treatment	4	0	44	4	G
COUN6085	Business Basics for Clinicians and Consultants	4	0	44	4	G
COUN6105	Play and Filial Therapy	4	0	44	4	G
COUN6210	Psychology of Performance Excellence	4	0	44	4	G
COUN6550	Sport Psychology	4	0	44	4	G
COUN6565	Trauma-Informed Treatment	4	0	44	4	G
COUN6570	Case Conceptualization and Treatment Planning	4	0	44	4	G
COUN6611	Human Sexuality Counseling	4	0	44	4	G
SPP6650	Psychology of Performing Arts	4	0	44	4	G

Course Descriptions – MS-CMHC

Core Courses

COUN6010 Marriage, Couple, and Family Counseling (4 credits)

This course introduces students to systemic models and treatment interventions. Structural, communication, analytical, behavioral, and postmodern approaches are applied to common marital, couple, and family topics including child-rearing, relationships, illness, traumatic events, resilience, career transitions, aging, death, dying, and grief. Play and sand tray therapy theory, techniques, and interventions are reviewed.

COUN6101 Ethics and Professional Identity (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. 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, couples, families, groups, teams and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives.

COUN6110 Personality and Counseling Theories (4 credits)

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and research on evidence-based practice.

COUN6115 Human Growth and Development (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

COUN6120 Research Methods and Program Evaluation (4 credits)

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics.

COUN6130 Group Counseling (4 credits)

Students learn the basic elements of the group process, including special ethical, procedural, and practical issues related to maintaining therapeutic alliance with multiple clients. The course also trains students to facilitate therapeutic relationships between clients. The course includes introduction to a variety of group approaches as well as stages of group work. Students learn best practices promoted by the Association for Specialists in Group Work (ASGW).

COUN6135 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, lifestyles, 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.

COUN6140 Addiction Counseling (4 credits)

This course focuses on the etiology and treatment of addictive behaviors (e.g., substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally sensitive approaches to treatment.

COUN6145 Psychopathology and Appraisal (4 credits)

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases.

COUN6150 Multicultural Counseling and Advocacy (4 credits)

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics 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 characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society.

COUN6220 Counseling Methods and Practices (4 credits)

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships.

COUN6235 Psychopharmacology (4 credits)

This course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications including the identification of effective dosages and side effects. 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. Ethical considerations regarding scope of practice are highlighted.

COUN6715 Tests and Assessments (4 credits)

This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about the different types of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments is included.

COUN6831 Master Thesis (2 credits)

During this final course in the program, students write a paper about their theoretical orientations, apply information from that theory to a case presentation with a thorough treatment plan, recording of work with the client noted in the case, and a reflective transcript. Students then present and defend their work to peers, instructors, and faculty members during the final internship course.

Clinical Practicum/Internship**COUN6540 Pre-Practicum (4 credits)**

This course helps students develop counseling micro skills by utilizing a standardized patient protocols to practice clinical work with clients under controlled conditions. Using live video sessions with actors trained to present a variety of client issues, students will complete intake and assessment documents with standardized patients, take extensive verbal histories, diagnose, plan treatment, and complete six sessions of counseling, including termination. Students will also be guided through preparation requirements for a community-based practicum including, membership in the ACA, and the search for a local practicum site.

COUN6555 Clinical Counseling Practicum (4 credits)

The clinical practicum is an online-directed, supervised field experience in a mental health counseling setting local to each student during which students engage specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform intake, initial assessments, and verbal histories 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 fewer than 11 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. *Prerequisites: COUN6101, COUN6220, COUN6540*

COUN6551 Clinical Counseling Internship I (4 credits) Prerequisite: COUN6555**COUN6552 Clinical Counseling Internship II (4 credits) Prerequisite: COUN6555****COUN6553 Clinical Counseling Internship III (4 credits) Prerequisite: COUN6555****COUN6554 Clinical Counseling Internship IV (4 credits) Prerequisite: COUN6555**

This is a series of four clinical internship courses during which students fulfill 700 total required contact hours in a mental health setting local to each student. Of the 700 total hours, students must complete 280 hours of direct client contact and a minimum of 44 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, families, and groups. Grading for this course is P/NP. Students must be responsible to research and comply with the specific clinical experience requirements of their states. Online, weekly supervision with program faculty and live, weekly onsite supervision are requirements.

Electives**COUN6020 Eating Disorder Treatment (4 credits)**

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

COUN6085 Business Basics for Clinicians and Consultants (4 credits)

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-

benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

COUN6105 Play and Filial Therapy (4 credits)

This course presents the history, theories, and components of play therapy as a model to work therapeutically with children, adolescents, and families. Theories will include psychodynamic, cognitive-behavioral, humanistic, Ecosystemic play, family therapy, and expressive arts. Concepts related to filial therapy, which is the work clinicians provide with caregivers to help them learn play therapy techniques, are included.

COUN6210 Psychology of Performance Excellence (4 credits)

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness.

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 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.

COUN6565 Trauma-Informed Treatment (4 credits)

This course covers the unique assessment, diagnosis, intervention, and community-based treatment strategies for managing crisis, trauma, suicidal ideation, and suicide attempts when working with clients, families, groups, and communities. It focuses on safety planning, risk reduction, resourcing, and methods of minimizing liability through consulting and supervision.

COUN6570 Case Conceptualization and Treatment Planning (4 credits)

This course allows students to apply diagnostic knowledge and skill to their actual client base during their clinical experiences. Students will receive direction and feedback about holistic case conceptualization and assistance with design, implementation, review, and editing of treatment plans with actual clients and client diagnoses.

COUN6611 Human Sexuality Counseling (4 credits)

This course is designed to provide scientific information useful in the provision of psychoeducation and clinical interventions related to sex and sexuality including research about sexual development, aging and sexual functioning, sexual orientation, gender identity, sexual anatomy and physiology, sexual response cycles, psychological and social sexual dynamics, treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections.

SPP6650 Psychology of Performing Arts (4 credits)

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.

Master of Science in Human Nutrition and Functional Medicine (MS-HNFM)

This program is designed to prepare learners to serve as outstanding health care clinicians, consultants, educators and researchers in the field of human nutrition and functional medicine. 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 Master of Science in Human Nutrition and Functional Medicine (MS-HNFM) 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 Requirements – MS-HNFM

UWS admits new students into the MS-HNFM program each fall (October) and spring (April). 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the MS-HNFM program:

- Successful completion of a bachelor's degree, or successful completion of a first professional degree from an accredited institution.
- Minimum cumulative undergraduate GPA of 2.75.
- 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), biochemistry (minimum three semester credits or four quarter credits) nutrition (one course) and medical terminology (one course) are required. The biochemistry prerequisite is required to have been successfully completed within eight years of the start of the program.
 - Applicants with significant professional experience in a relevant medical field may petition for a waiver of the Medical Terminology prerequisite requirement.
- An interview with the MS-HNFM directors or program instructor.

Graduation Requirements – MS-HNFM

The MS-HNFM degree is conferred upon an 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 of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes – MS-HNFM

Graduates of the MS-HNFM program will be able to:

1. Integrate whole food nutrition with strategies for health promotion and disease prevention.
2. Apply the functional medicine model to the therapeutic needs a patient or client could present.
3. Apply appropriate interventions to address physiological imbalances and illness states.
4. Appraise research evidence to answer clinically relevant questions.

Curriculum Sequence – MS-HNFM

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
		Q1 Totals	7	0	0	77	7	
2	MSN6101	Evidence-Based Nutrition	3	0	0	33	3	G
2	MSN6305	Whole Food Nutrition and Supplementation	4	0	0	44	4	G
		Q2 Totals	7	0	0	77	7	
3	MSN6204	Gastrointestinal Imbalances	4	0	0	44	4	G
3	MSN6202	Sports Nutrition and Exercise Metabolism	3	0	0	33	3	G
		Q3 Totals	7	0	0	77	7	
4	MSN6300	Detoxification and Biotransformation Pathways and Imbalances	3	0	0	33	3	G
4	MSN7207	Nutritional Epidemiology and Clinical Research	4	0	0	44	4	G
		Q4 Totals	7	0	0	77	7	
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
		Q5 Totals	7	0	0	77	7	
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	MSN7115	Meal Planning in Health and Illness	2	0	0	22	2	G
		Q6 Totals	8	0	0	88	8	
7	MSN7215	Cardiovascular Disease and Metabolic Imbalances	2	0	0	22	2	G
7	MSN7305	Capstone-HNFM	3	0	0	33	3	G
		Q7 Totals	5	0	0	55	5	
		Electives* (see table on next page)	4	0	0	44	4	

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
		Curriculum Totals	52	0	0	572	52	

*Electives - Four credits of electives are required, which may be taken after completion of the 4 foundational courses (MSN6100, 6101, 6200, 6305)

Electives

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
MSN7115	Meal Planning in Health and Illness (Available as an elective for students admitted before October 2017. Required for those admitted Fall 2017 or later).	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	TR
MSN8125	Pharmacology and Drug-Nutrient Interactions	2	0	0	22	2	G
MSN8126	Supervised Nutrition Mentorship I (Program Director Permission Required)	0	0	6	66-335	2	P/F
MSN8127	Supervised Nutrition Mentorship II (Program Director Permission Required)	0	0	6	66-335	2	P/F
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

Course Descriptions – MS-HNFM

Four courses provide the foundation for the remainder of the curriculum and must be taken at or near the beginning of the program. These are:

- **MSN6100** Principles of Functional Medicine provides the overview and paradigm for the functional medicine model.
- **MSN6200** Nutritional Biochemistry provides the underpinning for the emphasis on biochemical mechanisms seen throughout the program.
- **MSN6101** Evidence-Based Nutrition introduces critical appraisal skills and their application in evidence-based nutritional practice.
- **MSN6305** Whole Food Nutrition and Supplementation explores current research and practice developments related to healthy diet and the role of nutritional supplementation.

Core Courses

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.

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.

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.

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.

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.

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.

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. *Prerequisite: MSN7207*

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.

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. *Prerequisite: MSN7207*

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. *Prerequisites: MSN7200, MSN7207*

MSN7115 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. Emphasis is placed on demonstrating practical skills for effective patient assessment and communication with appropriate documentation. 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. *Prerequisite: MSN7207*

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. *Prerequisite: MSN7207*

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.

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. *Prerequisite: MSN7207*

MSN7305 Capstone-HNFM (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 a scholarly paper on a subject related to nutrition and/or functional medicine. Students also write a reflective essay about their learning experiences in the MS-HNFM program. Essential skills and concepts taught in required program coursework will also be assessed through work completed in this course. *Prerequisite: All required courses completed prior or concurrently*

Elective Courses**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.

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.

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.

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. *MSN8115 must be completed prior to MSN7305 Capstone-HNFM.*

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.

MSN8126 Supervised Nutrition Mentorship I (2 credits)**MSN8127 Supervised Nutrition Mentorship II (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. Students are responsible for finding a licensed health practitioner who will serve as their mentor. The supervised experience must total at least 66 hours and may include observational experience in the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. Optionally, students may extend the mentorship as high as 335 hours. Only two credits per quarter will be awarded, no matter how many additional hours above the minimum 66 hours are involved. (Program director permission required)

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.

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.

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.

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.

Graduate Certificate in Human Nutrition and Functional Medicine (Cert-HNFM)

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 required courses in the MS-HNFM program.

Admission Requirements – Cert-HNFM

UWS admits new students into the graduate certificate program each fall (October) and spring (April). 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the HNFM graduate certificate program:

- Health professionals with a master's or doctoral degree may enroll in the online graduate certificate in human nutrition and functional medicine. The curriculum includes eight of the 17 required courses in the MS-HNFM program.
- Minimum cumulative graduate GPA of 3.0.
- 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), nutrition, and biochemistry (minimum three semester credits or four quarter credits) are required.
- An interview with the MS-HNFM directors or a program instructor.

Graduation Requirements – Cert-HNFM

The Cert-HNFM degree is conferred upon an 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 of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes – Cert-HNFM

Graduates of the HNFM graduate certificate will develop effective, evidence-informed management and wellness approaches utilizing nutritional and lifestyle interventions within a functional medicine framework.

Curriculum Sequence – Cert-HNFM

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

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credits	Grade
MSN6302	Hormone and Neurotransmitter Regulation and Imbalances	3	0	0	33	3	G
MSN7200	Immune Imbalances and Inflammation	4	0	0	44	4	G
MSN7106	Autoimmune Disease: Causes and Strategies	3	0	0	33	3	G
MSN7115	Meal Planning in Health and Illness (required for students admitted in Fall 2018 or later)	2	0	0	22	2	G
	Elective (choose 1 from list of electives below)	2	0	0	22	2	G
	Total	29	0	0	319	29	

Electives

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credits	Grade
MSN7115	Meal Planning in Health and Illness (Available as an elective for students admitted before Fall 2018. Required for those admitted Fall 2018 or later.)	2	0	0	22	2	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	TR
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

Course Descriptions – Cert-HNFM

Please refer to course descriptions in the master's in human nutrition and functional medicine section.

Doctor of Clinical Nutrition (DCN)

Recognizing the need for clinical nutrition practitioners with advanced training to assess and manage patients/clients experiencing complex chronic illness and to promote wellness through optimal body function, the doctor of clinical nutrition (DCN) program prepares graduates to skillfully address the multifaceted health needs of the individuals they serve. Using a functional medicine framework, students learn to identify the underlying physiological imbalances that cause and contribute to a broad range of illnesses. Therapeutic strategies are grounded in an evidence-informed practice model, applying the best available research evidence to guide approaches to care. Through clinically focused learning activities, students develop the knowledge and skills to effectively address complex, challenging patient cases with nutrition-focused care plans.

The doctor of clinical nutrition (DCN) program is a cohort program where students move through the two-year sequence with a group of peers and take a required set of courses for each of the eight quarters in the program.

Admission Requirements – DCN

UWS admits new students into the DCN program each fall (October). 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.

Each applicant for the doctor of clinical nutrition is evaluated holistically, accounting for personal, academic and professional experiences. Professional standards require faculty to evaluate student fitness for the counseling profession throughout the program.

In addition to the general entry requirements for the college of graduate studies, students must also meet the specific entry requirements below for the DCN program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing professional goals and explaining how the UWS DCN program will help the applicant achieve those goals.
- Submit all official transcripts showing conferred master's degree(s).
- Minimum cumulative 3.0 GPA in a master's program in human nutrition.
- Complete a successful interview (video conference, phone, or face to face) with the director or designee (interview will only be scheduled after applicant has submitted a completed university application meeting the minimum requirements including fee payment).

Applicants to the doctor of clinical nutrition program must be either a U.S. citizen or permanent resident. Due to student visa restrictions, international applicants are not eligible for admission at this time.

Graduation Requirements – DCN

The DCN degree is conferred upon an 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 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.

Program Learning Outcomes – DCN

Graduates of the DCN program will be able to:

1. Apply appropriate patient/client evaluation methods to determine nutritional needs and clinical status.
2. Create nutrition-focused care plans that incorporate scientific evidence and sound clinical judgment to promote therapeutic goals and wellness.
3. Apply functional medicine tools and strategies that enable a whole-person approach to patient/client care.
4. Model ethical methods of practice that accord with applicable principles of jurisprudence.
5. Employ a collaborative approach to clinical nutrition care.

Curriculum Sequence – DCN

The DCN program includes 65 quarter credits over a two-year course sequence. Each quarter includes 7-9 credits and the courses are offered once a year for each cohort entering the program. The following courses are all required for the DCN program; there are no electives in this curriculum.

Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credits	Grade
1	DCN7100	Foundations of Scientific Writing	2	0	22	2	G
1	DCN7101	Clinical Reasoning in Nutrition Practice	2	0	22	2	G
1	DCN7102	Research for Clinicians: Appraisal and Publication	3	0	33	3	G
		Q1 Totals	7	0	77	7	
2	DCN7200	Functional Nutritional Therapeutics I: Cardiometabolic <i>Pre-req: DCN7101</i>	4	0	44	4	G
2	DCN7201	Functional Nutritional Therapeutics II: Gastrointestinal <i>Pre-req: DCN7101</i>	4	0	44	4	G
		Q2 Totals	8	0	88	8	
3	DCN7300	Physical Examination I <i>Pre-reqs: DCN7200, DCN7201</i>	4	0	44	4	G
3	DCN7301	Functional Medicine Case Management I <i>Pre-reqs: DCN7200, DCN7201</i>	3	0	33	3	G
3	DCN7302	Professional Ethics and Jurisprudence for the DCN	2	0	22	2	G
		Q3 Totals	9	0	99	9	
4	DCN7400	Functional Nutritional Therapeutics III: Endocrine <i>Pre-req: DCN7101</i>	4	0	44	4	G
4	DCN7401	Functional Nutritional Therapeutics IV: Neurological <i>Pre-req: DCN7101</i>	4	0	44	4	G
		Q4 Totals	8	0	88	8	
5	DCN8100	Physical Examination II <i>Pre-reqs: DCN7400, DCN7401</i>	4	0	44	4	G
5	DCN8101	Functional Nutritional Therapeutics V: Immune <i>Pre-req: DCN7101</i>	4	0	44	4	G
		Q5 Totals	8	0	88	8	
6	DCN8200	Functional Nutritional Therapeutics VI: Special Populations <i>Pre-req: DCN7101</i>	4	0	44	4	G
6	DCN8201	Functional Medicine Case Management II <i>Pre-reqs: DCN7400, DCN7401, DCN8101</i>	4	0	44	4	G
		Q6 Totals	8	0	88	8	
7	DCN8300	Culinary Strategies for Vibrant Meals	3	0	33	3	G
7	DCN8301	Public Health and Policy in Nutrition <i>Pre-reqs: DCN7100, DCN7101</i>	2	0	22	2	G
7	DCN8302	Nutrigenetics and Nutrigenomics: Advanced Applications <i>Pre-reqs: DCN7301, DCN8201</i>	3	0	33	3	G
		Q 7 Totals	8	0	88	8	
8	DCN8400	Distance Clinic Internship <i>Pre-reqs: all courses except DCN8300</i>	4	0	44	4	G

Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credits	Grade
8	DCN8401	Success and Sustainability in Nutrition Practice <i>Pre-req: DCN7101</i>	2	0	22	2	G
8	DCN8402	Capstone-DCN <i>Pre-reqs: all courses</i>	2	0	22	2	P/NP
8	DCN8403	Onsite Clinical Practical Examination <i>Pre-reqs: all courses</i>	0	3	33	1	P/NP
		Q8 Totals	8	3	121	9	
		Curriculum Totals	64	3	737	65	

Course Descriptions – DCN

DCN7100 Foundations of Scientific Writing (2 credits)

This course prepares students to effectively communicate their ideas through writing. Areas of emphasis include clarity, cohesion, originality and concision. The knowledge and skills developed through this course will prepare students to successfully complete written work in subsequent DCN program courses.

DCN7101 Clinical Reasoning in Nutrition Practice (2 credits)

This course provides approaches for determining which illness states and clinical imbalances patients and clients are presenting, as well as selecting therapeutic options to prioritize in their care. Through exploring illness scripts, problem representation, differential diagnosis, probabilities and predictive values, students will develop their ability to match assessment and treatment steps to the needs of the individual.

DCN7102 Research for Clinicians: Appraisal and Publication (3 credits)

This course prepares the future doctor of clinical nutrition to evaluate evidence for its application in their professional activities and to contribute to the peer-reviewed literature through publication. Accessible approaches for clinicians to create published work are emphasized, including case reports and literature reviews.

DCN7200 Functional Nutritional Therapeutics I: Cardiometabolic (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the cardiovascular system and related metabolic processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

DCN7201 Functional Nutritional Therapeutics II: Gastrointestinal (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the gastrointestinal system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

DCN7300 Physical Examination I (4 credits)

This course introduces foundational physical examination procedures for the cardiovascular, pulmonary, gastrointestinal and integumentary systems. Students will learn to distinguish normal and abnormal findings and connect examination findings with the diagnosis and treatment of notable clinical conditions affecting these systems. *Prerequisites: DCN7200, 7201*

DCN7301 Functional Case Management I (3 credits)

This course integrates and extends the clinical management of conditions presented in Functional Nutritional Therapeutics I and II, emphasizing complex case presentations, longitudinal case management and prioritization in assessment and treatment planning. Collaborative care strategies and documentation methods will also be discussed. *Prerequisites: DCN7200, 7201*

DCN7302 Professional Ethics and Jurisprudence for the DCN (2 credits)

This course prepares students to practice within applicable legal and ethical boundaries. By understanding the potential risks to patients/clients and themselves that can arise from acting outside these boundaries, students will be able to maintain a cautious, informed approach to their practice that protects the public and their profession.

DCN7400 Functional Nutritional Therapeutics III: Endocrine (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the endocrine system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

DCN7401 Functional Nutritional Therapeutics IV: Neurological (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the nervous system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

DCN8100 Physical Examination II (4 credits)

This course introduces foundational physical examination procedures for the nervous, endocrine, musculoskeletal systems and provides an overview of the head, eyes, ears, nose and throat examination. Students will learn to distinguish normal and abnormal findings and connect examination findings with the diagnosis and treatment of notable clinical conditions affecting these systems. *Prerequisites: DCN7400, DCN7401*

DCN8101 Functional Nutritional Therapeutics V: Immune (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the immune system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

DCN8200 Functional Nutritional Therapeutics VI: Special Populations (4 credits)

This course addresses the nutritional and health care needs of individuals that may differ from the general population. This includes varying life cycle stages, persons with severe health impairments and socio-cultural groups whose members may have distinct health care needs. *Prerequisite: DCN7101*

DCN8201 Functional Medicine Case Management II (4 credits)

This course integrates and extends the clinical management of conditions presented in Functional Nutritional Therapeutics III, IV and V, emphasizing complex case presentations, longitudinal case management and prioritization in assessment and treatment planning. Collaborative care strategies and documentation methods will also be discussed. *Prerequisites: DCN7400, DCN7401, DCN8101*

DCN8300 Culinary Strategies for Vibrant Meals (3 credits)

This course examines food selection and preparation methods that facilitate enjoyable, accessible cooking while supporting healthful food behaviors. These elements are crucial to maintain patients' and clients' long-term engagement and compliance with dietary recommendations and to enhance their quality of life. Students will learn a variety of methods and approaches that emphasize sensory awareness, health-promotion, cultural inclusiveness and sustainability.

DCN8301 Public Health and Policy in Nutrition (2 credits)

This course examines the nutrition-related factors and systems impacting health and illness at the community and national level. It provides an overview of public health concepts and approaches, enabling students to develop the skills and knowledge to be informed participants and advocates in relevant organizations or through the political process. *Prerequisites: DCN7100, DCN7101*

DCN8302 Nutrigenetics and Nutrigenomics: Advanced Applications (3 credits)

This course addresses the crucial interplay between food and nutrients, gene expression and genetic variants. Through advanced clinical cases and strategies, students will learn how to personalize their nutritional recommendations to the needs of the individual patient/client. *Prerequisites: DCN7301, DCN8201*

DCN8400 Distance Clinic Internship (4 credits)

This course provides virtual experiences in patient/client management to refine students' skills in assessment and treatment. Through interactive activities and simulated patient interactions, students will learn how to manage the many aspects of a successful clinical encounter. *Prerequisites: All courses except DCN8300*

DCN8401 Success and Sustainability in Nutrition Practice (2 credits)

This course addresses the planning and operational strategies that can help ensure the success of a nutrition practice. Students learn essential aspects of marketing and public communication, business planning, revenue generation and practice management. *Prerequisite: DCN7101*

DCN8402 Capstone-DCN (2 credits)

This is the capstone course in the degree program and is taken in the last quarter of study. Each student will complete a case report project integrating the skills and knowledge they have gained through their work in the program. Students also write a reflective essay about their learning experiences in the DCN program. *Prerequisites: All courses*

DCN8403 Onsite Clinical Practical Examination (1 credit)

This practical examination occurs at the UWS campus and consists of four days of review and assessment. Patient/client evaluation skills and clinical management approaches are observed in simulated care scenarios. *Prerequisites: All courses*

Master of Science in Sports Medicine (MS-SM)

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 active populations. As a professional master's degree, it is targeted to 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 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 and at sporting events.

Concurrent DC-MS On-Campus Format

Doctor of chiropractic (DC) students receive an extensive foundation in neuromusculoskeletal anatomy, physiology and biomechanics. The Master of Science in Sports Medicine program builds on this foundation. The concurrent program is offered over a minimum of seven quarters and requires the completion of 64 quarter credits, 23 of which can be earned from the chiropractic degree curriculum. These 23 credits are dually attributable to the DC and MS degrees. The remaining 41 credits are from courses offered exclusively to students in the sports medicine program.

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.

Technical Standards

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.

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 more 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. CHR courses are not available in the Distance Student Format.

Admission Requirements - MS-SM

UWS admits new students into the MS in sports medicine program in winter (January) and spring (April) academic terms. 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the sports medicine program:

- 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 in neuromuscular diagnosis and treatment, biomechanics, soft tissue therapies/rehabilitation, physiological therapeutics (2.75 GPA required); or
- Current enrollment in a first professional health care degree program that includes the above coursework in addition to the following requirements:
 - Bachelor's degree
 - Minimum 2.5 GPA in current professional health care program
 - 6th quarter or 4th semester status or above
- Complete a personal interview with the sports medicine program director.
- Pass a comprehensive criminal history background check (requirement at admission).

Graduation Requirements – MS-SM

The MS-SM degree is conferred upon an 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 of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 2.75 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes – MS-SM

Graduates of the MS-SM program will be able to:

1. Develop evidence informed treatment plans for athletes and active populations.
2. Demonstrate appropriate care of injuries for athletes and active populations.
3. Develop evidence informed performance enhancement plans for athletes and active populations.
4. Utilize emergency, urgent and first aid procedures for athletes and active populations.

5. Apply supplemental strategies based upon clinical needs of athletes and active populations.
6. Communicate knowledge of the evidence-based guidelines for working with special population in exercise and sport.
7. Apply ethical and professional practices in sports care.

Curriculum Sequence – MS-SM

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

CHR = Chiropractic Sciences
MSE = Master of Science – Sports Medicine

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. Non-concurrent sports medicine students who are not enrolled in or have not completed the UWS DC program work with the program director to undertake a transcript review of previous chiropractic education to identify relevant transfer credits for those courses noted as CHR below. Non-concurrent students are not eligible to enroll in CHR courses while completing the sports medicine program.

Qtr. SM/DC	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
1/6 W/SP	CHR6326	Spinal Disorders: Diagnosis & Management	6	0	0	66	6	G
1/6	CHR6327	Neuro-Orthopedic Assessment of the Spine	0	2	0	22	1	P/F
1/6	CHR6332	Extremity Biomechanics	2	0	0	22	2	G
1/6	CHR6333	Extremity Muscle Testing	0	2	0	22	1	P/F
1/6	CHR6341	Spinal Rehabilitation	0	2	0	22	1	P/F
1/6	MSE7151	Emergency Management	2	2	0	44	3	G
1/6	MSE7321	Sports Nutrition	3	0	0	33	3	G
		Q1 Totals	13	8	0	231	17	
2/7 SP/SU	CHR7128	Lower Extremity Diagnosis & Management	3	0	0	33	3	G
2/7	CHR7129	Lower Extremity Orthopedic Assessment	0	2	0	22	1	P/F
2/7	CHR7130	Lower Extremity Taping and Splinting	0	1	0	11	.5	P/F
2/7	MSE7311	Professional Practice Topics	1	0	0	11	1	G
2/7	MSE7161	Advanced Sports Medicine I (LR)	3	2	0	55	4	G
		Q2 Totals	7	5	0	132	9.5	
3/8 SU/F	CHR7230	Upper Extremity Diagnosis & Management	3	0	0	33	3	G
3/8	CHR7231	Upper Extremity Orthopedic Assessment	0	2	0	22	1	P/F
3/8	CHR7232	Upper Extremity Taping and Splinting	0	1	0	11	.5	P/F
3/8	CHR7266	Advanced Rehabilitation	2	2	0	44	3	G
3/8	MSE6311	Exercise Physiology	3	2	0	55	4	G
3/8	MSE7261	Advanced Sports Medicine II (UR)	3	2	0	55	4	G
		Q3 Totals	11	9	0	220	15.5	
4/9 F/W	MSE7332	Practicum I	0	0	3	33	1	P/F
4/9	MSE8211	Sport Performance Enhancement	3	2	0	55	4	G
		Q4 Totals	3	2	3	88	5	
5/10 W/SP	MSE8122	Practicum II	0	0	3	33	1	P/F
5/10	MSE7361	Advanced Sports Medicine III (Rehabilitation/Active Care)	3	2	0	55	4	G
		Q5 Totals	3	2	3	88	5	
6/11 SP/SU	MSE8222	Practicum III	0	0	3	33	1	P/F
6/11	MSE7365	Special Populations	3	0	0	33	3	G
6/11	BSH8155	Biostatistics	3	0	0	33	3	G
		Q6 Totals	6	0	3	99	7	
7/12 SU/F	MSE8322	Practicum IV	0	0	3	33	1	P/F
7/12	MSE6550	Sport Psychology	4	0	0	44	4	G
		Q7 Totals	4	0	3	77	5	
		Curriculum Totals	47	26	12	935	64	

Course Descriptions – MS-SM

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, focusing specifically on the cardiorespiratory and neuromuscular systems of the body. The laboratory component of this course will feature various clinical data collection procedures and assessments relating to energy expenditure, submaximal and maximal oxygen consumption, blood lactate accumulation, electrocardiography, body composition, and spirometry. (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)

MSE7365 Special Populations (3 credits)

This seminar program focuses on the evaluation and management of the needs of athletes with special considerations such as disabled master's level 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. (3+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. If a student is dually enrolled in the UWS DC program and the UWS MS in Sports Medicine, a B grade in this course is required to dually attribute the course to the DC program (2+2)

MSE7161 Advanced Sports Medicine I (lower region) (4 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. (3+2)

MSE7311 Professional Practice Topics (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)

MSE7261 Advanced Sports Medicine II (upper region) (4 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. (3+2)

MSE8211 Sports Performance Enhancement (4 credits)

This course focuses on mechanisms to improve athletic performance in the areas of muscular strength, flexibility, and aerobic capacity for the individual athlete and team. The assessment of performance in each of these areas and the creation, implementation and monitoring of training plans to achieve performance-based goals will be emphasized throughout this course. (3+2)

MSE7361 Advanced Sports Medicine III (Rehabilitation/Active Care) (4 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. (3+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)

Master of Science in Sport and Performance Psychology (MS-SPP)

The Master of Science in Sport and Performance Psychology (MS-SPP) offers advanced training for leaders in psychology, coaching, 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 has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Concentration

- Positive Coaching

Specific Admission Requirements – MS-SPP

UWS admits new students into the MS-SPP program in fall (October), spring (April), and summer (July) academic terms. 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the sport and performance psychology program:

- Successful completion of a bachelor's degree with a minimum 2.75 undergraduate GPA.
- Applicants are required to read the AASP ethical standards and, based on that information, write and submit a personal essay describing their reason for pursuing the degree and their learning expectations.
- Applicants are required to successfully complete an interview with the MS-SPP director or a program faculty member.
- Pass a comprehensive criminal history background check (requirement at admission).

Graduation Requirements – MS-SPP

The MS-SPP degree is conferred upon an individual who has fulfilled the following requirements:

- 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.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes – MS-SPP

Graduates of the MS-SPP program will be able to:

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

Curriculum Sequence – MS-SPP

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
1	COUN6101	Ethics and Professional Identity	4	44	4	G
1	COUN6550	Sport Psychology	4	44	4	G
1-2	COUN6120	Research Methods and Program Evaluation	4	44	4	G
1-2	COUN6110	Personality and Counseling Theories	4	44	4	G
2-3	COUN6210	Psychology of Performance Excellence	4	44	4	G

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
2-3	COUN6215	Applied Sport Psychology <i>Pre-reqs: COUN 6101, COUN6550</i>	4	44	4	G
2-3	COUN6155	Sport in Society	4	44	4	G
3-4	COUN6225	Applied Motor Learning	4	44	4	G
3-4	COUN6230	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN6101, COUN6550, COUN6215, COUN6120 (or documentation of completed graduate degree or equivalent Research Methods course)</i>	4	44	4	G
5		Elective (see table below)	4	44	4	G
5		Elective (see table below)	4	44	4	G
6		Elective (see table below)	4	44	4	G
6		Elective (see table below)	4	44	4	G
7	SPP6570	Capstone-SPP	2	22	2	G
		Totals	54	594	54	

Electives

Qtr.	Course #	Elective Choices	Lecture	Clock	Credits	Grade
5-6	COUN6115	Human Growth and Development	4	44	4	G
5-6	COUN6145	Psychopathology and Appraisal	4	44	4	G
5-6	COUN6150	Multicultural Counseling and Advocacy	4	44	4	G
5-6	COUN6085	Business Basics for Clinicians and Consultants	4	44	4	G
5-6	COUN6020	Eating Disorder Treatment	4	44	4	G
5-6	COUN6240	Applied Health Behavior Theory	4	44	4	G
5-6	COUN6245	Athletic Nutrition Planning and Supplements	4	44	4	G
5-6	LEAD6335	Positive Coaching	4	44	4	G
5-6	LEAD6340	Communication in Leadership Positions	4	44	4	G
5-6	LEAD6345	Positive Leadership in Business	4	44	4	G
5-6	LEAD6520	Leadership and Administration in Athletics	4	44	4	G
5-6	MSE6500	Exercise Physiology	4	44	4	G
5-6	MSE6220	Biomechanics	4	44	4	G
5-6	MSE6530	Sports Nutrition	4	44	4	G
5-6	SPP6650	Psychology of Performing Arts	4	44	4	G
6-7	COUN6250	Directed Study in Sport and Performance Psychology (with program director permission only)	1-4	11-44	1-4	G
6-7	SPP6255	Field Problems in Sport and Performance Psychology (with program director permission only) <i>Pre-req: COUN6120</i>	1-4	11-44	1-4	P/NP

Positive Coaching Concentration

Students who are pursuing this concentration must take the following courses as three of the elective choices.

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
5-6	LEAD6335	Positive Coaching	4	44	4	G
5-6	LEAD6340	Communication in Leadership Positions	4	44	4	G
6-7	LEAD6350	Positive Leadership in Sport <i>Pre-req: LEAD6335</i>	4	44	4	G
		Totals	12	132	12	

Course Descriptions – MS-SPP

Core Courses

COUN6101 Ethics and Professional Identity (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. 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, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives.

COUN6110 Personality and Counseling Theories (4 credits)

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and research on evidence-based practice.

COUN6120 Research Methods and Program Evaluation (4 credits)

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics.

COUN6155 Sport in Society (4 credits)

This multicultural counseling 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 and social justice. 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.

COUN6210 Psychology of Performance Excellence (4 credits)

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness.

COUN6215 Applied Sport Psychology (4 credits)

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites:* COUN6101, COUN6550

COUN6225 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.

COUN6230 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. *Prerequisites:* COUN6101, COUN6550, COUN6215, COUN6120 (or documentation of completed graduate degree or equivalent Research Methods course)

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 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.

SPP6570 Capstone-SPP (2 credits)

This culminating experience course requires students to review and further synthesize important information covered in the program by adding depth to their previous work. In this course, students will produce a professional and academic portfolio that demonstrates their achievement of the MS-SPP program learning outcomes, academic experiences and professional aspirations. The portfolio includes a professional philosophy statement, selected research papers, key assignments and projects from courses taken as well as professional experiences pertinent to the degree program.

Electives

COUN6020 Eating Disorder Treatment (4 credits)

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body

image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

COUN 6080 Business Basics for Clinicians and Consultants (4 credits)

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

COUN6115 Human Growth and Development (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

COUN6145 Psychopathology and Appraisal (4 credits)

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases.

COUN6150 Multicultural Counseling and Advocacy (4 credits)

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics 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 characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society.

COUN6240 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.

COUN6245 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.

COUN6250 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.

SPP6255 Field Problems in Sport and Performance Psychology (1-4 credits)

The Field Problem course is designed to increase the scope of the Sport and Performance Psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both Course Instructor and SPP Program Director only. *Prerequisite:* COUN6120

LEAD6335 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.

LEAD6340 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 positive communication skills 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.

LEAD6345 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.

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.

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.

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).*

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.

SPP6650 Psychology of Performing Arts (4 credits)

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.

Positive Coaching Concentration**LEAD6335 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.

LEAD6340 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 positive communication skills 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.

LEAD6350 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. **Positive Coaching Concentration Prerequisite: LEAD6335*

Graduate Certificate in Applied Sport Psychology (Cert-ASP)

The online graduate certificate program is designed for students who want to further their education or are pursuing a graduate level certificate. The coursework, using courses from the master's program, includes six courses. Completion of the certificate program can be accomplished within one year.

Admission Requirements – Cert-ASP

UWS admits new students into the certificate programs in fall (October), spring (April), and summer (July). 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the sport and performance psychology program:

- Successful completion of a bachelor's degree with a minimum cumulative 2.75 undergraduate GPA.
- Applicants are required to write and submit a personal essay describing their history of performance excellence, learning expectations, and career goals.
- Applicants are required to successfully complete a personal interview with the SPP director or a program faculty member.
- Pass a comprehensive criminal history background check (requirement at admission).

Graduation Requirements – Cert-ASP

The Cert-ASP is conferred upon an individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required courses, program requirements or approved equivalents with a minimum GPA of 3.0.
- Freedom from all indebtedness and other obligations to the university.

The ASP certificate program is designed to help students complete courses that have been identified as meeting AASP's Certified Mental Performance Consultant (CMPC) coursework requirements, enhance professional development in their current career, and/or explore their interest in the profession of sport and performance psychology. Students are encouraged to consult with program faculty regarding appropriate selection of electives to meet personal and professional goals.

The certificate is a total of 24 quarter-credits. Coursework for this certificate can also be taken within other online degrees.

Program Learning Outcomes – Cert-ASP

Demonstrate application of the major concepts and current trends in research pertaining to ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.

Curriculum Sequence – Cert-ASP

Course #	Core Courses	Lecture	Clock	Credits	Grade
COUN6101	Ethics and Professional Identity	4	44	4	G
COUN6550	Sport Psychology or approved elective	4	44	4	G
COUN6215	Applied Sport Psychology or approved elective Pre-reqs: COUN6101, COUN6550	4	44	4	G
COUN6230	Psychological Preparation and Mental Skills Training or approved elective Pre-reqs: COUN6101, COUN6550, COUN6215, COUN6120 (or documentation of completed graduate degree or equivalent Research Methods course)	4	44	4	G
Course #	Electives (two from courses listed below)	Lecture	Clock	Credits	Grade
	Elective	4	44	4	G
	Elective	4	44	4	G
Totals		24	264	24	
COUN6110	Personality and Counseling Theory	4	44	4	G
COUN6115	Human Growth and Development	4	44	4	G
COUN6120	Research Methods and Program Evaluation	4	44	4	G
COUN6130	Group Counseling	4	44	4	G
COUN6135	Career Counseling	4	44	4	G
COUN6140	Addiction Counseling	4	44	4	G
COUN6145	Psychopathology and Appraisal	4	44	4	G
COUN6150	Multicultural Counseling and Advocacy	4	44	4	G
COUN6155	Sport in Society	4	44	4	G
COUN6220	Counseling Methods and Practices	4	44	4	G
COUN6225	Applied Motor Learning	4	44	4	G

Course #	Elective	Lecture	Clock	Credits	Grade
COUN6240	Applied Health Behavior Theory	4	44	4	G
LEAD6335	Positive Coaching	4	44	4	G
MSE6220	Biomechanics	4	44	4	G
MSE6500	Exercise Physiology	4	44	4	G
SPP8150	Psychophysiology & Biofeedback	4	44	4	G

Course Descriptions – Cert-ASP

Please refer to course descriptions in the EdD in sport and performance psychology section.

Doctor of Education in Clinical Mental Health Counseling, Sport and Performance Specialization (EdD-CMHC, SP Specialization)

For additional information regarding the doctor of education in clinical mental health counseling, sport and performance specialization (EdD-CMHC, SP Specialization), please reference the academic catalog of your matriculation year.

Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Specialization (EdD-SPP, CMHC Specialization)

Students who meet all program and university admission requirements may enter this program with a bachelor's degree or a master's degree.

This doctoral program requires completion of a minimum of 142 quarter-credits (credits may vary for completion of culminating experience) including counseling-specific coursework, clinical experiences and sport and performance psychology coursework. The program coursework addresses the eight core content areas identified as fundamental by national accrediting agencies and most state licensing bodies. The coursework is integrated in a manner consistent with professional practice as both a licensed counselor and a certified mental performance consultant (CMPC). In addition to preparing students for a national counselor exam and potential eligibility for state licensure, it includes content and practical experiences to prepare students for the CMPC exam and certification. Students are responsible to check their state licensing bodies for confirmation that the required courses meet state licensure and/or certification standards.

Note: Upon successful completion of the first 90 credits in clinical mental health counseling course content, students will be awarded a master's degree in clinical mental health counseling.

Admission Requirements – EdD-SPP, CMHC Specialization

UWS admits new students into the EdD-SPP, CMHC specialization program in fall (October), spring (April), and summer (July) academic terms. 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.

Each applicant for the EdD-sport and performance psychology, clinical mental health counseling specialization is evaluated holistically, accounting for personal, academic and professional experiences. Professional standards require faculty to evaluate student fitness for the counseling profession throughout the program.

In addition to the general entry requirements for the college of graduate studies, students must also meet the specific entry requirements below for the EdD-SPP, CMHC specialization program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing experiences in and fit for the professions of counseling and mental performance consulting using a personal, career, or academic experience.
- Submit all official transcripts showing conferred bachelor's and/or master's degree(s).
- Minimum cumulative 3.0 GPA in completed bachelor's or a cumulative 3.0 GPA in a master's program.
- Complete a successful interview (video conference, phone, or face to face) with the director or designee (interview will only be scheduled after applicant has submitted a completed university application meeting the minimum requirements including fee payment).
- Pass a comprehensive criminal history background check (requirement at admission).

Applicants to the EdD-SPP, CMHC specialization program must be either a U.S. citizen or permanent resident. Due to student visa restrictions, international applicants are not eligible for admission at this time.

Graduation Requirements – EdD-SPP, CMHC Specialization

The EdD-SPP, CMHC specialization degree is conferred upon the individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development, and behavior.
- Successful completion of all required courses and program requirements or approved equivalents in the MS-CMHC and EdD-SPP portions of the program 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.

Program Learning Outcomes – EdD-SPP, CMHC Specialization

Upon completion of the program, students in the EdD-SPP, CMHC specialization program will be able to:

1. Create a professional identity based on the philosophies, history, and roles of the clinical mental health counseling profession.
2. Apply ethical and legal standards to clinical mental health counseling practices.
3. Develop culturally responsive counseling strategies based on their professional evaluation of the cultural context of relationships, issues, and trends of a multicultural society.
4. Apply effective advocacy strategies to enhance clinical mental health services.
5. Synthesize theories of human growth and development to create differentiated counseling interventions that promote resilience, optimum development, and wellness across the lifespan.
6. Create a career development plan to assess and develop client skills appropriate to their work, relationships, and wellbeing.
7. Integrate theories and best practices related to trauma-informed and community-based strategies to appropriately meet the needs of diverse clients.
8. Develop culturally responsive treatment and/or intervention plans with measurable outcomes for clients.
9. Apply theoretical foundations, group processes, and developmental dynamics, and therapeutic factors to effectively lead group counseling.
10. Implement evidence-based assessment techniques appropriate for mental health counseling professionals to diagnose developmental, behavioral, and mental health disorders in diverse clients.
11. Assess mental health counseling research to inform clinical practice.
12. Describe major concepts and current trends in research pertaining to the mental health counseling and sport psychology.
13. Identify and explain the legal and ethical issues involved with counseling practice and mental performance consulting.
14. Demonstrate the ability to design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
15. Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and mental performance consulting practice.
16. Recognize and integrate a variety of techniques available to improve health, enhance performance, and improve overall wellness.

Curriculum Sequence – EdD-SPP, CMHC Specialization

All students in the EdD-SPP, CMHC specialization program complete a minimum total of 142 quarter credits to graduate.

- Core Course Credits: 126
- Culminating Experience Credits: 16 credits minimum (36 maximum)

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN7430	Counseling Methods and Practices	4	0	44	4	G
COUN8101	Ethics and Professional Identity	4	0	44	4	G
COUN8145	Psychopathology and Appraisal	4	0	44	4	G
COUN8010	Marriage, Couple, and Family Counseling	4	0	44	4	G
COUN8110	Personality and Counseling Theories	4	0	44	4	G
COUN8130	Group Counseling	4	0	44	4	G
COUN7715	Tests and Assessments	4	0	44	4	G
COUN8115	Human Growth and Development	4	0	44	4	G
COUN8540	Pre-Practicum	4	0	44	4	G
COUN8135	Career Counseling	4	0	44	4	G
COUN8150	Multicultural Counseling and Advocacy	4	0	44	4	G
COUN8555	Clinical Counseling Practicum <i>Pre-reqs: COUN7430, COUN8101, COUN8540</i>	1	9	110	4	P/NP
COUN8400	Psychopharmacology	4	0	44	4	G
	Approved Elective 1 (see table below)	4	0	44	4	G
COUN8551	Clinical Counseling Internship I <i>Pre-req: COUN8555</i>	1	9	110	4	P/NP
	Approved Elective 2 (see table below)	4	0	44	4	G
COUN8120	Research Methods and Program Evaluation	4	0	44	4	G
COUN8552	Clinical Counseling Internship II <i>Pre-req: COUN8555</i>	1	9	110	4	P/NP
COUN8140	Addiction Counseling	4	0	44	4	G
COUN8553	Clinical Counseling Internship III <i>Pre-req: COUN8555</i>	1	9	110	4	P/NP

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
	Approved Elective 3 (see table below)	4	0	44	4	G
COUN8554	Clinical Counseling Internship IV <i>Pre-req: COUN8555</i>	1	9	110	4	P/NP
COUN8831	Master Thesis	2	0	22	2	G
MS-CMHC Conferred Totals		75	45	1320	90	
COUN7415	Applied Sport Psychology <i>Pre-reqs: COUN8101, COUN7205</i>	4	0	44	4	G
COUN8125	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G
COUN7440	Applied Motor Learning	4	0	44	4	G
MSE8500	Exercise Physiology	4	0	44	4	G
COUN7445	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN8101, COUN7205, COUN7415, COUN8120</i> <i>(or documentation of completed graduate degree or equivalent Research Methods course)</i>	4	0	44	4	G
MSE8220	Biomechanics	4	0	44	4	G
COUN7511	Group, Team, and Organizational Dynamics	4	0	44	4	G
COUN8522	Sport and Performance Psychology Interventions <i>Pre-reqs: COUN7205, COUN7415, COUN7445</i>	4	0	44	4	G
COUN8760 or COUN8755	Culminating Experience (see table below)	1-4	0-6	11-88	4	P/NP
SPP8150	Psychophysiology and Biofeedback	4	0	44	4	G
COUN8761 or COUN8756	Culminating Experience (see table below)	1-4	0-6	11-88	4	P/NP
COUN8762 or COUN8757	Culminating Experience (see table below)	1-4	0-6	11-88	4	P/NP
COUN8763 or COUN8758	Culminating Experience (see table below)	1-4	0-6	11-88	4	P/NP
EdD-SPP, CMHC Specialization Totals		Minimum of 115	Minimum of 45	Minimum of 1892	Minimum of 142	

EdD-SPP, CMHC Specialization Electives

The EdD-SPP, CMHC specialization requires students to take 12 elective credits.

Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
COUN7205	Sport Psychology	4	0	44	4	G
COUN7210	Applied Health Behavior Theory	4	0	44	4	G
COUN7410	Psychology of Performance Excellence	4	0	44	4	G
COUN7611	Human Sexuality Counseling	4	0	44	4	G
COUN8020	Eating Disorder Treatment	4	0	44	4	G
COUN8085	Business Basics for Clinicians and Consultants	4	0	44	4	G
COUN8105	Play and Filial Therapy	4	0	44	4	G
COUN8155	Sport in Society	4	0	44	4	G
COUN8565	Trauma-Informed Treatment	4	0	44	4	G
COUN8570	Case Conceptualization and Treatment Planning	4	0	44	4	G
SPP8650	Psychology of Performing Arts	4	0	44	4	G

EdD-SPP, Clinical Mental Health Counseling Culminating Experience

Each candidate completes one of the following options for a minimum of 16 credits and a maximum of 36 credits. Please note that enrollment in the Mentorship and Dissertation courses requires program director approval.

Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
1. Mentorship						
COUN8755	Mentorship 1 – Sport and Performance Psychology	2	6	88	4	P/NP
COUN8756	Mentorship 2 – Sport and Performance Psychology	2	6	88	4	P/NP
COUN8757	Mentorship 3 – Sport and Performance Psychology	2	6	88	4	P/NP
COUN8758	Mentorship 4 – Sport and Performance Psychology	2	6	88	4	P/NP

Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
COUN8759	Mentorship 5 – Sport and Performance Psychology	1-2	0-6	11-88	1-4	P/NP
	2. Dissertation					
COUN8760	Dissertation Research I	4	0	44	4	P/NP
COUN8761	Dissertation Research II	4	0	44	4	P/NP
COUN8762	Dissertation Research III	4	0	44	4	P/NP
COUN8763	Dissertation Research IV	4	0	44	4	P/NP
COUN8764 a-d	Dissertation Research V (credits per section)	4	0	44	4	P/NP
COUN8765 a-d	Dissertation Research VI (credits per section)	1	0	11	1	P/NP

Course Descriptions – EdD-SPP, CMHC Specialization

Core Courses

COUN7415 Applied Sport Psychology (4 credits)

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites:* COUN8101, COUN7205

COUN7430 Counseling Methods and Practices (4 credits)

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships.

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.

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. *Prerequisites:* COUN8101, COUN7205, COUN7415, COUN8120 (or documentation of completed graduate degree or equivalent Research Methods course)

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

This course will examine the role of self in groups, the importance of leadership in team and organizational environments, factors that impact motivation, team cohesion, and how issues of diversity impact group function. Using theory to inform practice, students engage in experiential activities designed to enhance group facilitation skills with small and large groups. Emphasis is placed on effective communication within group and organizational settings.

COUN7715 Tests and Assessments (4 credits)

This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about the different types of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments is included.

COUN8010 Marriage, Couple, and Family Counseling (4 credits)

This course introduces students to systemic models and treatment interventions. Structural, communication, analytical, behavioral, and postmodern approaches are applied to common marital, couple, and family topics including child-rearing, relationships, illness, traumatic events, resilience, career transitions, aging, death, dying, and grief. Play and sand tray therapy theory, techniques, and interventions are reviewed.

COUN8101 Ethics and Professional Identity (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. 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, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives.

COUN8110 Personality and Counseling Theories (4 credits)

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and research on evidence-based practice.

COUN8115 Human Growth and Development (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

COUN8120 Research Methods and Program Evaluation (4 credits)

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics.

COUN8125 Statistics for Clinicians and Advanced Research Methods (4 credits)

This course serves as an introduction to descriptive and inferential statistics for clinicians. It is designed to provide students with a comprehensive overview of the foundations of statistical analyses. General topics to be addressed include descriptive vs. inferential statistics, use of SPSS and interpretation of output, statistical assumptions, types of distributions, and basic statistical procedures.

COUN8130 Group Counseling (4 credits)

Students learn the basic elements of the group process, including special ethical, procedural, and practical issues related to maintaining therapeutic alliance with multiple clients. The course also trains students to facilitate therapeutic relationships between clients. The course includes introduction to a variety of group approaches as well as stages of group work. Students learn best practices promoted by the Association for Specialists in Group Work (ASGW).

COUN8135 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, lifestyles, 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.

COUN8140 Addiction Counseling (4 credits)

This course focuses on the etiology and treatment of addictive behaviors (e.g., substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally sensitive approaches to treatment.

COUN8145 Psychopathology and Appraisal (4 credits)

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases.

COUN8150 Multicultural Counseling and Advocacy (4 credits)

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics 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 characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society.

COUN8155 Sport in 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 and social justice. 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.

COUN8400 Psychopharmacology (4 credits)

This course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications including the identification of effective dosages and side effects. 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. Ethical considerations regarding scope of practice are highlighted.

COUN8522 Sport and Performance Psychology Interventions (4 credits)

This course examines sport and performance psychology interventions using a case study approach with cases sport psychology and CMHC professionals may experience. Cases require the incorporation of best practices integrating theory into applied settings. Cases from all development levels of sport including youth, club, high school, collegiate, and professional and involving topics such as coping with and returning from injury, Title IX transitions, applications of evidence-based techniques, etc., will be addressed. Students will demonstrate applications of techniques used in CMHC, positive psychology, planning, execution, goal setting, and building the communication and motivation skills necessary for establishing long-term consulting relationships.

Prerequisites: COUN7205, COUN7415, COUN7445

COUN8831 Master Thesis (2 credits)

During this final course in the program, students write a paper about their theoretical orientations, apply information from that theory to a case presentation with a thorough treatment plan, recording of work with the client noted in the case, and a reflective transcript. Students then present and defend their work to peers, instructors, and faculty members during the final internship course.

MSE8220 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.

MSE8500 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).*

SPP8150 Psychophysiology & Biofeedback (4 credits)

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered.

Clinical Practicum/Internship

COUN8540 Pre-Practicum (4 credits)

This course helps students develop counseling micro skills by utilizing a standardized patient protocols to practice clinical work with clients under controlled conditions. Using live video sessions with actors trained to present a variety of client issues, students will complete intake and assessment documents with standardized patients, take extensive verbal histories, diagnose, plan treatment, and complete six sessions of counseling, including termination. Students will also be guided through preparation requirements for a community-based practicum including the completion of a criminal history background check, membership in the ACA, and the search for a local practicum site.

COUN8555 Clinical Counseling Practicum (4 credits)

The clinical practicum is an online-directed, supervised field experience in a mental health counseling setting local to each student during which students engage specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform intake, initial assessments, and verbal histories 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 fewer than 11 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. *Prerequisites: COUN7430, COUN8101, COUN8540*

COUN8551 Clinical Counseling Internship I (4 credits) Prerequisite: COUN8555

COUN8552 Clinical Counseling Internship II (4 credits) Prerequisite: COUN8555

COUN8553 Clinical Counseling Internship III (4 credits) Prerequisite: COUN8555

COUN8554 Clinical Counseling Internship IV (4 credits) Prerequisite: COUN8555

This is a series of four clinical internship courses during which students fulfill 700 total required contact hours in a mental health setting local to each student. Of the 700 total hours, students must complete 280 hours of direct client contact and a minimum of 44 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, families, and groups. Grading for this course is P/NP. Students must be responsible to research and comply with the specific clinical experience requirements of their states. Online, weekly supervision with program faculty and live, weekly onsite supervision are requirements.

Electives

COUN7205 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 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.

COUN7210 Applied Health Behavior 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.

COUN7410 Psychology of Performance Excellence (4 credits)

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness.

COUN7611 Human Sexuality Counseling (4 credits)

This course is designed to provide scientific information useful in the provision of psychoeducation and clinical interventions related to sex and sexuality including research about sexual development, aging and sexual functioning, sexual orientation, gender identity, sexual anatomy and physiology, sexual response cycles, psychological and social sexual dynamics, treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections.

COUN8020 Eating Disorder Treatment (4 credits)

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

COUN8085 Business Basics for Clinicians and Consultants (4 credits)

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

COUN8105 Play and Filial Therapy (4 credits)

This course presents the history, theories, and components of play therapy as a model to work therapeutically with children, adolescents, and families. Theories will include psychodynamic, cognitive-behavioral, humanistic, Ecosystemic play, family therapy, and expressive arts. Concepts related to filial therapy, which is the work clinicians provide with caregivers to help them learn play therapy techniques, are included.

COUN8155 Sport in 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.

COUN8565 Trauma-Informed Treatment (4 credits)

This course covers the unique assessment, diagnosis, intervention, and community-based treatment strategies for managing crisis, trauma, suicidal ideation, and suicide attempts when working with clients, families, groups, and communities. It focuses on safety planning, risk reduction, resourcing, and methods of minimizing liability through consulting and supervision.

COUN8570 Case Conceptualization and Treatment Planning (4 credits)

This course allows students to apply diagnostic knowledge and skill to their actual client base during their clinical experiences. Students will receive direction and feedback about holistic case conceptualization and assistance with design, implementation, review, and editing of treatment plans with actual clients and client diagnoses.

SPP8650 Psychology of Performing Arts (4 credits)

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.

Culminating Experience

Dissertation Sequence

COUN8760, COUN8761, COUN8762, and COUN8763 are completed sequentially. Students work with a dissertation advisor to determine the next logical course if additional credits beyond 16 minimum are needed. Please note that enrollment in the Dissertation courses requires program director approval.

COUN8760 Dissertation Research I (4 credits, online or on campus)

COUN8761 Dissertation Research II (4 credits, online or on campus) *Prerequisite: COUN8760*

COUN8762 Dissertation Research III (4 credits, online or on campus) *Prerequisite: COUN8761*

COUN8763 Dissertation Research IV (4 credits, online or on campus) *Prerequisite: COUN8762*

COUN8764a-d Dissertation Research V (4 credits each, online or on campus)

COUN8765a-d Dissertation Research VI (1 credit each, online or on campus)

Program completion requires a minimum of 16 credits of dissertation, four quarters of continuous dissertation enrollment, and a maximum of 36 total dissertation credits are allowed. After the first 16 credits, students will take any of the sections of Dissertation Research V or VI based on consultation with the dissertation advisor. Students have 4 years to complete the dissertation requirements and must be continuously enrolled until the dissertation is complete with all final requirements met. Candidates work one-on-one with members of their dissertation committee, to write and defend the proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation and prepare for the dissertation defense.

Mentorship Sequence

COUN8755 Mentorship 1 Sport and Performance Psychology (4 credits, online or on campus)

COUN8756 Mentorship 2 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8755*

COUN8757 Mentorship 3 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8756*

COUN8758 Mentorship 4 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8757*

COUN8759 Mentorship 5 Sport and Performance Psychology (1-4 credits, online or on campus) *Prerequisite: COUN8758*

This is a sequential course in which each section must be passed before moving to the next section over a minimum of 4 quarters. Please note that enrollment in the Mentorship courses requires program director approval. Students in this course are required to attend virtual weekly class meetings at a designated time with the mentorship group. Each week students will complete readings and assignments which will be reviewed with classmates during virtual classroom and live video conference group and individual supervision sessions. Additionally, students will share sport experiences and discuss case formulations with the small group to share diverse sport experiences. The UWS sport and performance psychology program (SPP) must pre-approve mentors for SPP mentorship experiences to count towards degree completion. For students working toward CMPC requirements, the Association for Applied Sport Psychology (AASP) must also approve mentors. Approval by the SPP program must be received prior to registration for the course or approval of mentorship experiences. Only hours spent in the delivery of sport psychology services during the approved course section are eligible toward course completion. Therefore, students are encouraged to set up AASP mentors and experiences early but should not start working with clients before completing the core SPP coursework and receiving approvals for each course section. For additional details, refer to the AASP CMPC Handbook and SPP Mentorship Handbook. After graduation, students can choose to complete the AASP Professional Mentorship Verification Form and AASP Record of Mentorship Hours Form. This application process is outside of UWS with AASP and is separate from completion of the course and SPP program.

Doctor of Education in Sport and Performance Psychology (EdD-SPP)

The purpose of the EdD program in sport and performance psychology is to offer advanced training for individuals in psychology, education, coaching, business, health care, leadership and administrative careers. The doctor of education in SPP degree is a blend between a research-oriented and an applied doctoral program designed to allow students to meet their specific career goals and educational needs. Students may select one of the following degree track options: 1) individual studies or 2) positive leadership and administration (PLA). Each of the doctoral program options requires a minimum of 86 quarter-credits (credits may vary for completion of culminating experience). The curriculum has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Admission Requirements – EdD-SPP

UWS admits new students into the EdD-SPP program in fall (October), spring (April), and summer (July) academic terms. 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the EdD-SPP program:

- Master's degree from an accredited college or university (or foreign equivalent).
- Minimum cumulative graduate GPA of 3.0.

- Applicants are required to write and submit a personal essay describing their history of performance excellence, learning expectations, and career goals.
- Applicants are required to successfully complete a personal interview with the director or a program faculty member.
- Pass a comprehensive criminal history background check (requirement at admission).

Graduation Requirements – EdD-SPP

The EdD-SPP degree is conferred upon an individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required coursework, program requirements or approved equivalents with a minimum cumulative GPA of 3.0.
- Successful defense of culminating experience.
- Freedom from all indebtedness and other obligations to the university.

Program Learning Outcomes – EdD-SPP

Graduates of the EdD-SPP program will be able to:

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

Curriculum Sequence – EdD-SPP

All students in the EdD-SPP program will complete a minimum total of 86 quarter credits to graduate.

- Core courses: 42 credits
- Elective courses: 28 credits
- Culminating Experience: 16 credits minimum (36 maximum)

Individual Studies (IS)

The Individual Studies curriculum has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Qtr.	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
1	COUN8101	Ethics and Professional Identity	4	0	44	4	G
1	COUN7205	Sport Psychology	4	0	44	4	G
1-2	COUN7430	Counseling Methods and Practices	4	0	44	4	G
1-2	SPP8115	Scholarly Writing Methods and Practices	2	0	22	2	G
1-2	COUN8120	Research Methods and Program Evaluation	4	0	44	4	G
2-3	COUN7415	Applied Sport Psychology <i>Pre-reqs: COUN8101, COUN7205</i>	4	0	44	4	G
2-3	COUN8125	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G
2-4	COUN7410	Psychology of Performance Excellence	4	0	44	4	G
3-4	COUN7445	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN8101, COUN7205, COUN7415, COUN8120 (or documentation of completed graduate degree or equivalent Research Methods course)</i>	4	0	44	4	G
4-5	COUN7511	Group, Team and Organizational Dynamics	4	0	44	4	G
4-5	COUN8522	Sport and Performance Psychology Interventions <i>Pre-reqs: COUN7205, COUN7415, COUN7445</i>	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G
		Elective (see table below)	4	0	44	4	G

Qtr.	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Totals	Minimum of 78	0-24	814-1122	Minimum of 86	

Individual Studies Electives

*The EdD in SPP Individual Studies requires students to take 28 quarter-credits of elective coursework within the doctoral program. Elective courses completed during a master's program do not count toward the 28 quarter-credits of EdD elective.

Course #	Course Names	Lecture	Clinical	Clock	Credits	Grade
COUN7210	Applied Health Behavior Theory	4	0	44	4	G
COUN7245	Athletic Nutrition Planning and Supplements	4	0	44	4	G
COUN7440	Applied Motor Learning	4	0	44	4	G
COUN8115	Human Growth & Development	4	0	44	4	G
COUN8135	Career Counseling	4	0	44	4	G
COUN8140	Addiction Counseling	4	0	44	4	G
COUN8145	Psychopathology and Appraisal	4	0	44	4	G
COUN8150	Multicultural Counseling and Advocacy	4	0	44	4	G
COUN8155	Sport in Society	4	0	44	4	G
COUN8400	Psychopharmacology	4	0	44	4	G
COUN8440	Directed Study in Sport & Performance Psychology	1-4	0	11-44	1-4	G
SPP8255	Field Problems in Sport & Performance Psychology <i>Pre-req: COUN8120</i>	1-4	0	11-44	1-4	P/NP
LEAD7140	Positive Coaching	4	0	44	4	G
LEAD7330	Leadership and Administration in Athletics	4	0	44	4	G
LEAD8310	Communication in Leadership Positions	4	0	44	4	G
LEAD8450	Positive Leadership in Business	4	0	44	4	G
LEAD8485	Positive Leadership in Sport <i>Pre-req: LEAD7140</i>	4	0	44	4	G
MSE8220	Biomechanics	4	0	44	4	G
MSE8500	Exercise Physiology	4	0	44	4	G
MSE8540	Sports Nutrition (recommended prior to COUN7245)	4	0	44	4	G
MSN7201	Fundamentals of Mind-Body Medicine & Psychology of Well-being	2	0	22	2	G
SPP8150	Psychophysiology & Biofeedback	4	0	44	4	G
SPP8650	Psychology of Performing Arts	4	0	44	4	G

Individual Studies Culminating Experience

Each student will complete 16 minimum credits of culminating experience in their chosen area (36 credits maximum). Please note that enrollment in the Mentorship and Dissertation courses requires program director approval.

Qtr.	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
		1. Dissertation					
9	COUN8760	Dissertation Research I	4	0	44	4	P/NP
10	COUN8761	Dissertation Research II	4	0	44	4	P/NP
11	COUN8762	Dissertation Research III	4	0	44	4	P/NP
12	COUN8763	Dissertation Research IV	4	0	44	4	P/NP
	COUN8764 a-d	Dissertation Research V (credits per section)	4	0	44	4	P/NP
	COUN8765 a-d	Dissertation Research VI (credits per section)	1	0	11	1	P/NP
		2. Mentorship					
<i>Note: In order to register for the SPP mentorship series, all CMPC K1-K8 coursework requirements must be completed or the student must be in process of completing the final coursework during COUN8755.</i>							
6	COUN8755	Mentorship 1 – Sport and Performance Psychology	2	6	88	4	P/NP
7	COUN8756	Mentorship 2 – Sport and Performance Psychology	2	6	88	4	P/NP
8	COUN8757	Mentorship 3 – Sport and Performance Psychology	2	6	88	4	P/NP

Qtr.	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
9	COUN8758	Mentorship 4 – Sport and Performance Psychology	2	6	88	4	P/NP
	COUN8759	Mentorship 5 – Sport and Performance Psychology	1-2	3-6	11-88	1-4	P/NP

Positive Leadership and Administration (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. The PLA concentration applies the principles of positive psychology to the challenges in competitive sport environments and the workplace. This concentration is intended to help leaders and their teams or organizations succeed through enhanced understandings of human motivation and behaviors 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

The curriculum has been designed specifically to allow students to complete coursework in partial fulfillment of the requirements to obtain certification as a Certified Mental Performance Consultant (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Qtr.	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
1	COUN8101	Ethics and Professional Identity	4	0	44	4	G
1	COUN7205	Sport Psychology	4	0	44	4	G
1-2	COUN7430	Counseling Methods and Practices	4	0	44	4	G
1-2	SPP8115	Scholarly Writing Methods and Practices	2	0	22	2	G
1-2	COUN8120	Research Methods and Program Evaluation	4	0	44	4	G
2-3	COUN7415	Applied Sport Psychology <i>Pre-reqs: COUN8101, COUN7205</i>	4	0	44	4	G
2-3	COUN8125	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G
2-4	COUN7410	Psychology of Performance Excellence	4	0	44	4	G
3-4	COUN7445	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN8101, COUN7205, COUN7415, COUN8120 (or documentation of completed graduate degree or equivalent Research Methods course)</i>	4	0	44	4	G
4-5	COUN7511	Group, Team and Organizational Dynamics	4	0	44	4	G
4-5	COUN8522	Sport and Performance Psychology Interventions <i>Pre-reqs: COUN7205, COUN7415, COUN7445</i>	4	0	44	4	G
	LEAD7140	Positive Coaching	4	0	44	4	G
	LEAD7330	Leadership and Administration in Athletics	4	0	44	4	G
	LEAD8310	Communications in Leadership Positions	4	0	44	4	G
	LEAD8450	Positive Leadership in Business	4	0	44	4	G
	LEAD8485	Positive Leadership in Sport <i>Pre-req: LEAD7140</i>	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Culminating Experience (see table below)	2-4	0-6	11-88	4	P/NP
		Totals	Minimum of 78	0-24	Minimum of 814	Minimum of 86	

PLA Electives

**The EdD in SPP PLA concentration requires students to take 28 quarter-credits of concentration/elective coursework within the doctoral program. Elective courses completed during a master's program do not count toward the 28 quarter-credits of EdD concentration/elective coursework. In the case that a student has previously completed the electives below, the director and dean may approve alternate electives.*

Course #	Electives	Lecture	Clinical	Clock	Credits	Grade
COUN7440	Applied Motor Learning	4	0	44	4	G
COUN8115	Human Growth & Development	4	0	44	4	G
COUN8145	Psychopathology and Appraisal	4	0	44	4	G

Course #	Electives	Lecture	Clinical	Clock	Credits	Grade
COUN8150	Multicultural Counseling and Advocacy	4	0	44	4	G
COUN8400	Psychopharmacology	4	0	44	4	G
COUN8440	Directed Study in Sport & Performance Psychology	1-4	0	11-44	1-4	G
SPP8255	Field Problems in Sport & Performance Psychology <i>Pre-req: COUN8120</i>	1-4	0	11-44	1-4	P/NP
MSE8220	Biomechanics	4	0	44	4	G
MSE8500	Exercise Physiology	4	0	44	4	G
SPP8150	Psychophysiology & Biofeedback	4	0	44	4	G

PLA Culminating Experience

Each student will complete 16 minimum credits of culminating experience in their chosen area (36 credits maximum). Please note that enrollment in the Mentorship and Dissertation courses requires program director approval.

Qtr.	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
		1. Dissertation					
9	COUN8760	Dissertation Research I	4	0	44	4	P/NP
10	COUN8761	Dissertation Research II	4	0	44	4	P/NP
11	COUN8762	Dissertation Research III	4	0	44	4	P/NP
12	COUN8763	Dissertation Research IV	4	0	44	4	P/NP
	COUN8764 a-d	Dissertation Research V (credits per section)	4	0	44	4	P/NP
	COUN8765 a-d	Dissertation Research VI (credits per section)	1	0	11	1	P/NP
		2. Mentorship					
6	COUN8755	Mentorship 1 – Sport and Performance Psychology	2	6	88	4	P/NP
7	COUN8756	Mentorship 2 – Sport and Performance Psychology	2	6	88	4	P/NP
8	COUN8757	Mentorship 3 – Sport and Performance Psychology	2	6	88	4	P/NP
9	COUN8758	Mentorship 4 – Sport and Performance Psychology	2	6	88	4	P/NP
	COUN8759	Mentorship 5 – Sport and Performance Psychology	1-2	3-6	11-88	1-4	P/NP

Course Descriptions – EdD-SPP

Core Courses

COUN7205 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 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.

COUN7410 Psychology of Performance Excellence (4 credits)

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness.

COUN7415 Applied Sport Psychology (4 credits)

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites: COUN8101, COUN7205*

COUN7430 Counseling Methods and Practices (4 credits)

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships.

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. *Prerequisites: COUN8101, COUN7205, COUN7415, COUN8120 (or documentation of completed graduate degree or equivalent Research Methods course)*

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

This course will examine the role of self in groups, the importance of leadership in team and organizational environments, factors that impact motivation, team cohesion, and how issues of diversity impact group function. Using theory to inform practice, students engage in experiential activities designed to enhance group facilitation skills with small and large groups. Emphasis is placed on effective communication within group and organizational settings.

COUN8101 Ethics and Professional Identity (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. 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, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives.

COUN8120 Research Methods and Program Evaluation (4 credits)

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics.

COUN8125 Statistics for Clinicians and Advanced Research (4 credits)

This course serves as an introduction to descriptive and inferential statistics for clinicians. It is designed to provide students with a comprehensive overview of the foundations of statistical analyses. General topics to be addressed include descriptive vs. inferential statistics, use of SPSS and interpretation of output, statistical assumptions, types of distributions, and basic statistical procedures.

COUN8522 Sport and Performance Psychology Interventions (4 credits)

This course examines sport and performance psychology interventions using a case study approach with cases sport psychology and CMHC professionals may experience. Cases require the incorporation of best practices integrating theory into applied settings. Cases from all development levels of sport including youth, club, high school, collegiate, and professional and involving topics such as coping with and returning from injury, Title IX transitions, applications of evidence-based techniques, etc., will be addressed. Students will demonstrate applications of techniques used in CMHC, positive psychology, planning, execution, goal setting, and building the communication and motivation skills necessary for establishing long-term consulting relationships.

Prerequisites: COUN7205, COUN7415, COUN7445

SPP8115 Scholarly Writing Methods and Practices (2 credits)

The primary goals of this course are to familiarize students with the methods and practices of scholarly writing, prepare students for writing scholarly papers, to familiarize students with the professional publication process, and to practice editing techniques. The course will focus on writing a scholarly review of literature, methodology, results, and conclusions according to APA style. Students will also be asked to review the work of their peers while developing editing skills and methodological complexity.

EdD Individual Studies Concentration Electives**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.

COUN7245 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.

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.

COUN8115 Human Growth and Development (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight

into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

COUN8135 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, lifestyles, 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.

COUN8140 Addiction Counseling (4 credits)

This course focuses on the etiology and treatment of addictive behaviors (e.g., substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally sensitive approaches to treatment.

COUN8145 Psychopathology and Appraisal (4 credits)

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases.

COUN8150 Multicultural Counseling and Advocacy (4 credits)

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics 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 characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society.

COUN8155 Sport in 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.

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.

SPP8255 Field Problems in Sport and Performance Psychology (1-4 credits)

The Field Problem course is designed to increase the scope of the Sport and Performance Psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both Course Instructor and SPP Program Director only. *Prerequisite: COUN8120*

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.

LEAD7330 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.

LEAD8310 Communication in Leadership Position (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 positive communication skills 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.

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 within their concentration to develop their leadership approach. *Prerequisite: LEAD7140*

MSE8220 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.

MSE8500 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).*

MSE8540 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.

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.

SPP8150 Psychophysiology & Biofeedback (4 credits)

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered.

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.

Positive Leadership and Administration Concentration Required Courses**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.

LEAD7330 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.

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.

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 within their concentration to develop their leadership approach. *Prerequisite: LEAD7140*

Positive Leadership and Administration Concentration Electives**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.

COUN8115 Human Growth and Development (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

COUN8145 Psychopathology and Appraisal (4 credits)

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases.

COUN8150 Multicultural Counseling and Advocacy (4 credits)

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics 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 characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society.

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.

SPP8255 Field Problems in Sport and Performance Psychology (1-4 credits)

The Field Problem course is designed to increase the scope of the sport and performance psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only. *Prerequisite: COUN8120*

MSE8220 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.

MSE8500 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.

SPP8150 Psychophysiology & Biofeedback (4 credits)

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered.

Culminating Experience**Dissertation Sequence**

COUN8760, COUN8761, COUN8762, and COUN8763 are completed sequentially. Students work with dissertation advisor to determine the next logical course if additional credits beyond 16 minimum are needed. Please note that enrollment in the Dissertation courses requires program director approval.

COUN8760 Dissertation Research I (4 credits, online or on campus)

COUN8761 Dissertation Research II (4 credits, online or on campus) *Prerequisite: COUN8760*

COUN8762 Dissertation Research III (4 credits, online or on campus) *Prerequisite: COUN8761*

COUN8763 Dissertation Research IV (4 credits, online or on campus) *Prerequisite: COUN8762*

COUN8764a-d Dissertation Research V (4 credits each, online or on campus)

COUN8765a-d Dissertation Research VI (1 credit each, online or on campus)

Program completion requires a minimum of 16 credits of dissertation, four quarters of continuous dissertation enrollment, and a maximum of 36 total dissertation credits are allowed. After the first 16 credits, students will take any of the sections of Dissertation Research V or VI based on consultation with the dissertation advisor. Students have four years to complete the dissertation requirements and must be continuously enrolled until the dissertation is complete with all final requirements met. Candidates work one-on-one with members of their dissertation committee, to write and defend the proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation and prepare for the dissertation defense.

Mentorship Sequence

COUN8755 Mentorship 1 Sport and Performance Psychology (4 credits, online or on campus)

COUN8756 Mentorship 2 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8755*

COUN8757 Mentorship 3 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8756*

COUN8758 Mentorship 4 Sport and Performance Psychology (4 credits, online or on campus) *Prerequisite: COUN8757*

COUN8759 Mentorship 5 Sport and Performance Psychology (1-4 credits, online or on campus) *Prerequisite: COUN8758*

This is a sequential course in which each section must be passed before moving to the next section over a minimum of four quarters. Please note that enrollment in the Mentorship courses requires program director approval. Students in this course are required to attend weekly class meetings virtually via zoom at a designated time with the mentorship group. Each week students will complete readings and assignments which will be reviewed with classmates during virtual classroom and live video conference group and individual supervision sessions. Additionally, students will share sport experiences and discuss case formulations with the small group to share diverse sport experiences. The UWS sport and performance psychology program (SPP) must pre-approve mentors for SPP mentorship experiences to count towards degree completion. For students working toward CMPC requirements, the Association for Applied Sport Psychology (AASP) must also approve mentors. Approval by the SPP program must be received prior to registration for the course or approval of mentorship experiences. Only hours spent in the delivery of sport psychology services during the approved course section are eligible towards course completion. Therefore, students are encouraged to set up AASP mentors and experiences early but should not start working with clients before completing the core SPP coursework and receiving approvals for each course section. For additional details, refer to the AASP CMPC Handbook and SPP Mentorship Handbook. After graduation, students can choose to complete the AASP Professional Mentorship Verification Form and AASP Record of Mentorship Hours Form. This application process is outside of UWS with AASP and is separate from completion of the course and SPP program.

Pre-Professional Studies

The pre-professional, 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.

Course Descriptions – Pre-Professional Health Science Courses

Note: Courses that include a laboratory component require the student to purchase a lab kit.

UBCH250 Introduction to Biochemistry (4 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.*

UBCH251 Introduction to Biochemistry Lab (2 credits) Online only

This is a lab that introduces the biochemistry laboratory topics: Laboratory Techniques and Measurements, Hydrolysis of Acetylsalicylic Acid, Stereochemistry I, Stereochemistry II, Chromatography of food dyes, Melting points, Caloric content of food, Enzymes, and Introduction to spectroscopy. This course requires the purchase of a lab kit. *Prerequisite: General Chemistry 1. We strongly recommend that you have college level math, reading, writing, and study skills before enrolling in this course*

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.*

Research and Sponsored Programs

The research and sponsored programs office (RSPO) promotes research and scholarly activities at University of Western States by providing support to faculty, staff and students interested in undertaking research projects. RSPO includes research, institutional review board (IRB), and sponsored programs and is responsible for human subjects research oversight, grant-related activities, and scholarly research at the university. RSPO offers assistance with all phases of research including study design, protocol development, institutional review board inquiries and applications, data analysis and statistics, manuscript preparation, conference presentations (oral and poster), and grant pre- and post-award phases.

Grant related research at UWS has consisted of multi-year clinical trials to smaller one-time projects. We have received awards from the National Institutes of Health (NIH), National Center for Complementary and Integrative Health (NCCIH), Department of Defense (DoD), and the National Chiropractic Mutual Insurance Company (NCMIC) for study in the areas of low back pain, evidence-based practice research, cervicogenic headaches, Activator method, smoking cessation and treatment guidelines.

The UWS research community regularly presents at national and international conferences and has published research in the topic areas of education in chiropractic, diagnostic/musculoskeletal studies, chronic pain, nutrition and performance, evidence-based practice literacy, and anatomic anomalies. Visit the [Research and Sponsored Programs Publications and Presentations](#) page for the most recent list. For more information about research at UWS, please visit the RSPO website and fill out the Research Contact Form.

Continuing Education

UWS collaborates with a partner to offer continuing education courses for license renewal requirements, professional development and graduate certification. Our educational partner provides flexible opportunities to enhance clinical competencies, to stay abreast of current developments, and to fulfill professional credentialing standards. Online and in-person classes are available. For additional information, please visit the [UWS continuing education webpage](#).

Alumni Relations

The university is committed to providing opportunities and resources for students to succeed during their program and as they take their education into professional practice. The alumni relations team connects UWS students, alumni and friends to foster a vibrant and engaged community of integrated health care professionals.

The UWS community is made up of more than 7,000 students, alumni, faculty, staff and friends from around the world. The alumni team manages [UWS Switchboard](#), a digital space for community members to develop positive, meaningful and supportive connections by *asking* for what they need and *offering* what they want to share. The platform is designed to provide professional support by connecting community members with jobs, patient referrals, advice, practice management tools and opportunities for shadowing and mentorship.

Additionally, the alumni relations team facilitates mentoring relationships, shadowing and ambassador opportunities through the UWS Mentor Network. UWS community members are invited to connect with the alumni relations team by emailing alumni@uws.edu.

Student Services

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.

Reasonable accommodations are modifications or newly developed components to instructional and/or testing environments that enable individual students with qualifying disabilities to have equal opportunities to participate in an academic program. 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](#).

Counseling and Student Assistance Program

UWS students (both on-campus and online) have access to the [WellConnect Student Assistance Program](#). This free and confidential service provides students and their household members with referrals and support for counseling (in-person, phone, video and/or text), life skills, financial and legal consultation, and more.

Tutoring Services

The university provides free writing tutoring to all students and peer-to-peer, subject-specific tutoring to doctor of chiropractic students. Open labs are available for any doctor of chiropractic student interested in additional assistance with any course or lab work. Labs are set up as drop in with lab tutors available to assist. Students can find more information, sign up for tutoring and schedule tutoring appointments at UWS [tutoring website](#).

Writing Tutor

Writing tutoring is a collaborative process where tutors work alongside students as they grow as writers. Tutors provide support in writing skills but are not editors or content creators. Tutors are not course content experts. Information about accessing writing tutoring services can be found on the UWS [tutoring website](#). The writing tutoring service can be accessed:

- Via emailed submissions of drafts
- By online writing support via web chat or teleconferencing
- Through in-person meetings (on the Portland campus only)

Housing

The university does not offer on-campus housing. However, students can visit the [housing resource page](#) for general housing information and resources. Students can also utilize the [UWS Switchboard](#) site to connect with other members of the UWS community and see what housing options may be available.

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.

Student Groups and Clubs

Various student social, recreational and professional groups/clubs 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.

All students may join an existing student group or work with the office of student services to establish a new group that meets their needs or interests. Each student group must have a qualified advisor and be approved by the office of student services. Student groups that exist to practice a particular health care discipline must work with the office of student services to ensure proper supervision by an appropriately licensed UWS employee. For more information, please refer to [Policy 9012 Recognition of Student Groups](#).

Student Group Fundraising

Student organizations that want to raise funds for their club must work with the office of student services prior to soliciting donors or collecting any funds. Fundraising requests may be initiated by submitting an [Event Request Form](#). Some fundraising activities may involve the office of development and will be reviewed and approved on a case-by-case basis. Please refer to [Policy 9012 Recognition of Student Groups](#).

Student Conduct

The demonstration of personal and professional ethics and integrity is an integral part of the academic programs of the university. Students are required to conduct themselves in a professional manner throughout their enrollment on and off campus, including in online environments. [Policy 9001 Student Conduct](#) sets forth expectations related to student behavior and 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, no-contact directives, fines, restitution, restriction or loss of privileges, probation, suspension, dismissal or expulsion. The university reserves the right to address any behavior it deems inappropriate.

Grievances and Appeal Process

Grade Appeal

Students who wish to appeal a class or assignment grade refer to [Policy 1211 Grade Appeal](#).

Sexual Misconduct, Discrimination, Title IX Complaints

If a complaint pertains to sexual misconduct, sexual harassment, or sex-based discrimination, follow [Policy 1016 Title IX Sexual Harassment](#). For complaints of harassment or discrimination based on any other protected class, follow [Policy 1004 Nondiscrimination and Anti-harassment](#). Students may report complaints using the [UWS Safe App](#), the [online reporting portal for UWS Safe](#), or by contacting the Title IX coordinator.

Student Complaints and Appeals

A complaint may pertain 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). Students may report a complaint by submitting a report using the [UWS Safe App](#), the [online reporting portal for UWS Safe](#), or by contacting the associate vice president for student and university affairs. An appeal is a written request to modify an institutional decision or disciplinary action.

[Policy 9009 Student Appeal of a University Decision](#) details procedures for student appeals. Students who wish to file an appeal must submit a written request for appeal to the appropriate university administrator as outlined in [Policy 9009 Student Appeal of a University Decision](#).

Retaliatory or adverse action may not be taken against a member of the campus community for filing a complaint.

In addition to the institution's complaint policy and procedure, complaints regarding the university or specific programs may be addressed to the corresponding agencies. Postsecondary distance education students can file complaints with the SARA State Portal Entity of Oregon, listed below.

Institution: **Northwest Commission on Colleges and Universities**

8060 165th Avenue NE, Suite 200
Redmond, Washington 98052
Office: 425-558-4224
Fax: 425-376-0596
www.nwccu.org

Oregon Higher Education Coordinating Commission

3225 25th St SE
Salem, Oregon 97302
www.oregon.gov/highered/Pages/index.aspx

DC Program: **Council on Chiropractic Education**

10105 E Via Linda, Ste 103 PMB 3642
Scottsdale, Arizona 85258
Office: 480-443-8877
Fax: 480-483-7333
cce@cce-usa.org
www.cce-usa.org

Distance Education: **SARA State Portal Entity – Oregon**

Rebecca Fuller
Compliance Specialist
Higher Education Coordinating Commission*
3225 25th Street SE
Salem, Oregon 97302
503-947-5751
rebecca.fuller@hecc.oregon.gov

*unless student is located in [California](#)

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 the [UWS policies page](#).

Academic

[Policy 1201 \(B\) Academic Programs](#)
[Policy 1202 Alternatives to Human Dissection Laboratory](#)
[Policy 1203 Enrollment Status](#)
[Policy 1204 Attendance, Tardiness and Course Participation](#)
[Policy 1205 Audio and Visual Recording of Academic Activities](#)
[Policy 1206 Technical Standards](#)
[Policy 1207 Grading System](#)
[Policy 1208 Student Accommodations](#)
[Policy 1210 Credit Hour Definition](#)
[Policy 1211 Grade Appeal](#)
[Policy 1213 Academic Program Review](#)
[Policy 1214 Nondegree-Seeking Students – Graduate Studies](#)
[Policy 1215 Drop Add](#)
[Policy 1217 Examination Administration](#)
[Policy 1218 Academic Standing](#)
[Policy 1221 Split Notification Deadline - DC Program](#)
[Policy 1222 Course Audit](#)
[Policy 1223 Make-Up Examinations](#)
[Policy 1224 National Board Eligibility](#)
[Policy 1225 Involuntary Leave](#)
[Policy 1226 Normal Course Load and Progress - DC Program](#)
[Policy 1227 Academic Catalog](#)
[Policy 1229 Registration for Courses that Conflict](#)
[Policy 1230 Academic Integrity](#)
[Policy 1231 Student Record Retention and Disposal](#)
[Policy 1232 Privacy and Confidentiality of Student Records \(FERPA\)](#)
[Policy 1236 Independent Study](#)
[Policy 1237 Transcripts](#)
[Policy 1239 Continuous Enrollment, Approved Leave, Involuntary Leave, Withdrawal, Dismissal and Expulsion](#)
[Policy 1240 Electives](#)
[Policy 1241 Scholarship Defined](#)
[Policy 1242 Dean's List and Completion Honors](#)

Admissions

[Policy 2001 Admission Requirements](#)
[Policy 2002 Program or Degree Level Change Application](#)
[Policy 2006 Readmission](#)
[Policy 2007 Transfer Credit](#)
[Policy 2008 Conditional Acceptance](#)

Business

[Policy 3001 Selling on Campus](#)
[Policy 3002 Sale of Course Notes and Certain Other Materials Prohibited](#)
[Policy 3003 \(B\) Endowment Investment and Spending](#)
[Policy 3004 Capital Assets](#)
[Policy 3005 \(B\) Budget Development \(Operating and Capital\)](#)
[Policy 3006 FFATA Reporting \(Federal Funding Accountability and Transparency Act\)](#)
[Policy 3007 \(B\) Endowment Investment and Spending](#)
[Policy 3008 Travel, Meals and Entertainment Expenses](#)
[Policy 3009 Spouse and Companion Travel](#)
[Policy 3010 Record Retention and Disposal \(Business Office\)](#)
[Policy 3011 \(B\) Independent Financial Audit](#)
[Policy 3012 Sub-award and Sub-recipient Monitoring](#)
[Policy 3013 \(B\) Post-Issuance Tax and Disclosure](#)
[Policy 3015 Identity Theft Prevention Program](#)
[Policy 3017 Access Control and Key Assignment](#)
[Policy 3018 Procurement Standards for Federal Awards](#)
[Policy 3019 Timely Warning Notification](#)
[Policy 3020 Closing Due to Inclement Weather or Emergency](#)

[Policy 3021 Tuition and Fee Refunds](#)
[Policy 3022 Modified Schedule Tuition – DC Program](#)
[Policy 3024 IRS Taxpayer Identity Reporting](#)
[Policy 3025 Student Financial Responsibility](#)
[Policy 3026 Payment Card Acceptance](#)

Communications

[Policy 2501 Co-marketing and Co-branding](#)
[Policy 2502 Audio and Visual Recording of University Campus or Events](#)
[Policy 2503 Social Media](#)

Continuing Education

[Policy 5001 Continuing Education](#)
[Policy 5002 UWS Continuing Education Fees for Employees](#)

Development

[Policy 7001 Sponsorship](#)
[Policy 7002 Donation Acceptance](#)
[Policy 7003 Institutional Naming](#)

Faculty

[Policy 6001 \(B\) Award of Honorary Degrees](#)
[Policy 6002 Course Management](#)
[Policy 6003 Emeritus Distinction](#)
[Policy 6004 Archival of Course Materials](#)

Financial Aid

[Policy 3801 Emergency Student Loans](#)
[Policy 3802 Institutional Scholarships and Grants](#)
[Policy 3803 Financial Aid Fraud](#)
[Policy 3804 Satisfactory Academic Progress – Financial Aid Eligibility](#)

Human Resources

[Policy 3401 Credential Verification](#)
[Policy 3402 Instructing at other Institutions](#)
[Policy 3403 Criminal Records or Administrative Sanctions/Restrictions](#)
[Policy 3407 Tuition Assistance](#)
[Policy 3408 Tuition Reduction for Employee Children](#)
[Policy 3409 \(B\) Diversity](#)
[Policy 3412 Employee Complaint](#)
[Policy 3413 Introductory Employment Period](#)
[Policy 3414 \(B\) Whistleblower Protection](#)
[Policy 3415 Faculty License Requirement](#)
[Policy 3417 Donated Leave Program](#)
[Policy 3418 Recording and Reporting Employee Time](#)

Institutional

[Policy 1001 Policy Development and Publication](#)
[Policy 1002 Academic Freedom](#)
[Policy 1003 Accident, Injury, Incident Response and Reporting](#)
[Policy 1004 Nondiscrimination and Anti-harassment](#)
[Policy 1005 \(B\) Conflict of Interest](#)
[Policy 1006 Administrative Integrity](#)
[Policy 1007 Copyrights and Patents](#)
[Policy 1008 Drugs and Alcohol](#)
[Policy 1009 Student Background Investigation and Verification Reporting Requirement](#)
[Policy 1010 University Surveys](#)
[Policy 1011 Guest Speakers](#)
[Policy 1012 \(B\) Institutional Mission](#)
[Policy 1013 Equal Opportunity and Non-Discrimination](#)

[Policy 1014 Needlestick/Blood Exposure and Procedure](#)
[Policy 1015 \(B\) Public Disclosure](#)
[Policy 1016 Title IX Sexual Harassment](#)
[Policy 1017 Tobacco and Marijuana-Free Campus](#)
[Policy 1018 Weapons on Campus](#)
[Policy 1019 Driving on University Business](#)
[Policy 1020 Hazardous Materials Handling and Communication](#)
[Policy 1021 Minor Children on Campus](#)
[Policy 1023 Pedestrian Safety](#)
[Policy 1024 Copyright Violation](#)
[Policy 1025 Parking and Transportation](#)

Information Technology

[Policy 3601 Acceptable Use of Information Systems](#)
[Policy 3602 Virtual Private Network \(VPN\) Access](#)
[Policy 3603 Student and Employee Access to Electronic Resources](#)
[Policy 3604 Electronic Mail \(Email\) Use](#)

Library

[Policy 1601 Library Collection and Scope](#)
[Policy 1603 Library Reserve](#)
[Policy 1605 Use of Copyrighted Works in Education and Research](#)

Research

[Policy 8002 Ethical Standards in the Conduct of Research](#)
[Policy 8003 Institutional Review Board \(IRB\)](#)
[Policy 8004 Development of Research Activities](#)

Student

[Policy 9001 Student Conduct](#)
[Policy 9002 Title IX Pregnancy and Pregnancy -Related Conditions](#)
[Policy 9009 Student Appeal of a University Decision](#)
[Policy 9010 Vaccination Requirement for On-Campus Students](#)
[Policy 9012 Recognition of Student Groups](#)
[Policy 9013 Student Request for Use of Campus Facilities](#)

Library

The 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 both on- and off-campus.

The library offers secure Wi-Fi and is open seven days a week during the traditional academic terms, with weekday hours during breaks. Comfortable study space is available for a variety of study styles and seating preferences; there is also a dedicated quiet study room in the building, directly upstairs from the library.

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, mental health, and wellness practices. A limited number of copies of all required and recommended texts are available in the reserves collection, located behind the circulation desk. Many required and recommended titles are also available electronically through the library catalog, where users can find more than 11,000 e-books.

The audiovisual collection consists of DVDs and bone and anatomical models. These are available for either check out or use in the building. The library-maintained databases include Medline Complete, SportDiscus, AccessMedicine, Primal Pictures Interactive Anatomy, Netter's Images, CINAHL, Alt-Health Watch, AMED, APA PsycArticles, Psychology and Behavioral Sciences Collection, and the Cochrane Library. Other databases include DynaMed, Natural Medicines, Probiotic Advisor, and Consumer Lab. The library's electronic full-text subscriptions are also linked to the external web resource PubMed. All UWS students are encouraged to use a RefWorks citation management account. All electronic resources are available 24/7 on most devices from anywhere with a web connection using proxy authentication.

The library also loans iPads, chargers, power strips, charger packs, white boards and markers, full spectrum "happy" lights, headphones, and outdoor use inflatable loungers.

Librarians are available to help with research topics, computer use, database searching, and locating 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 guides web page](#).

Suggestions and requests for library materials purchases can be submitted to the librarians or emailed to librarian@uws.edu.

For current library hours and contact information, please visit [UWS library web page](#).

Library Services

Fax	Available to students free of charge.
Printing	Duplex printing is available. Students currently may print 100 pages per term free. Additional pages are \$0.10 per printing credit. Purchased extra prints do not expire. Color printing is also available but deducts at a higher credit rate than black-and-white printing.
Copies	The library has one high-speed copier and scanner. Copies count toward print quotient. Scanning is free.
Wi-Fi	The campus building is enabled with secure broadband Wi-Fi.
Computers	There are computer terminals for student use. iPads are available for check-out at the circulation desk.

Interlibrary Loan (ILL)

The library is committed to providing all materials students and faculty need for academic success and 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 another library. 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. Use of official "uws.edu" email address is required for all interlibrary loan material requests.

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). Students may check out materials held in the collections of these other schools either by requesting through the library 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 library catalog search bar. The UWS library staff are available to assist in the requesting of materials from these schools and will gladly handle returns. Late fines and replacement costs are levied according to the lending library's policy.

Materials Check Out/Lending

All UWS library materials may be renewed twice unless another patron has reserved the title or unless stated otherwise.

Library Material	Lending Period
Books in stacks	Check out for four weeks
New books	Check out for four weeks
Reserve books*	In-library use or one week
E-books	Check out while in use online
Bone models	Check out for one week

Library Material	Lending Period
Human bones	Library use only
Bound journals	Library use only
DVDs	One day or four weeks
Archival materials	Library use only

*All required textbooks are on reserve

Special Limits on Materials

Reserve books for on-campus students: Check out for in-library use (two hours) or one week.

For students enrolled in distance programs who live locally (in-person borrowing): Check out for two weeks.

For students enrolled in distance programs who have items mailed to them: see below.

In library use

Two-hour checkout.

Distance Students

Borrowing in person: Students enrolled in online programs who live locally in the Portland metropolitan area may borrow materials in person. For in-person borrowing, loan periods and renewal guidelines match the library's general rules, except for reserve books (see above).

Borrowing by mail: Verified distance students who live in the contiguous 48 U.S. states and Washington D.C. 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 six-week 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 six-week check-out period, which includes initial shipping time, and cannot be renewed. Students must return the library items postmarked by the due date. Please email library@uws.edu for requests for books to be mailed out.

Print materials will be shipped with tracking 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, so it is recommended that materials be shipped with tracking. For lost items, the library will apply the current replacement cost plus a \$25 per item processing fee.

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 or unless stated otherwise, such as the case of materials mailed to distance students. Renewals may be done through the library 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.

Return reminders and overdue notices are automatically sent as a courtesy to campus email addresses.

Lost or Damaged Library Materials

Lost or damaged materials are charged at replacement or repair cost, plus handling fees. Students can pay these fees at the library. Library accounts must be up-to-date with materials returned and any fees paid prior to graduation.

The library accepts Visa and Mastercard for lost materials and handling fees for amounts greater than \$2.

General Library Policies

Computer Use

Courteous awareness of others waiting to use library computers at peak times is encouraged. Students should not use social networking sites for long periods while others are waiting. Please refer to [Policy 3601 Acceptable Use of Information Systems](#).

Food in the Library

Students are generally allowed to eat non-disruptive food in the library. Students are also generally 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.

Quiet Study

The library offers headphones or earplugs available at the circulation desk. There is a designated quiet study area on the second floor of the campus building, directly upstairs from the library.

Administration and Staff

Board of Trustees

Horace Elliot
Jennifer Forbes, DC
John Greaney, JD
Mariann Hyland, JD, MSW
Robert Jones, DC, APC
Joyce McClure, DC
Sandra Mooney, CPA
Marlene Moore, PhD
Elli Morton, DC
Michael Pettet, DC
Ron Rogers, DC, DABCO, Chair

Administration

Joseph E. Brimhall, DC President, CEO

BS, 1979, Logan College of Chiropractic
DC, 1981, Logan College of Chiropractic

Alisa Bates, PhD

Dean, College of Graduate Studies

BA, 1996, The College of William and Mary
MA, 1999, Virginia Polytechnic Institute and State University
PhD, 2005, Michigan State University

Patrick M. Browne, EdD, MA

Special Assistant to the President

BA, 1980, University of Missouri – St. Louis
MA, 1981, Webster College
EdD, 2000, Saint Louis University

Denise Dallmann, ND, MS

Dean, Center for Teaching and Learning

BS, 1997, University of California, Santa Cruz
ND, 2003, National University of Natural Medicine
MS, 2013, Portland State University

Stephanie Debner, MA, MLIS, AHIP University Librarian

BA, 1995, Bryn Mawr College
MA, 1998, University of Minnesota
MLIS, 2006, Dominican University

Michelle Dodge, MEd

Registrar

BA, 1992, University of California Riverside
MEd, 2012, George Fox

Stanley Ewald, DC, MPH, MEd

Associate Dean of Clinical Internship

BS, 1984, Cal Poly, Pomona
DC, 1992, Los Angeles College of Chiropractic
MPH, 2001, University of California Los Angeles
MEd, 2014, Concordia University

Kathleen Galligan, DC

Dean, College of Chiropractic

DC, 1981, Palmer College of Chiropractic
BS, 1996, University of the State of New York

W. Glenn Ford, MBA

Senior Vice President for Finance and Administration

BS, 1981, University of Idaho
MBA, 1985, University of Idaho

Elena Howells

Associate Vice President for Student and University Affairs

BA, 2007, Warren Wilson College

Martha Kaeser, DC, MEd

Associate Dean for Preclinical Education

BA, 1985, Southeast Missouri State
MEd, 1997, Antioch University
BS, 2006, Logan University
DC, 2008, Logan University

Lisa Lopez, CPA

Chief Business Officer

BS, 2010, University of Nevada

Bola Majekobaje

Director of Diversity, Equity, and Inclusion

BA, 2003, University of Oregon

Sara Mathov, MS, DC, DACBR

Vice President for Innovation and Strategic Initiatives

BS, 1999, Montana State University
DC, 2003, Northwestern Health Sciences University
Diplomate, 2007, American Chiropractic College of Radiology
MS, 2017, Western Governor's University

Rosalia Messina, MPA, EdD

Executive Vice President/Chief Strategy and Innovation Officer

BA, 2002, Portland State University
MPA, 2007, Portland State University
EdD, 2019, Creighton University

Megan Nugent, MA

Associate Vice President for University Communications and Advancement

BS, 1997, Florida State University
MA, 1999, Northeastern University

Rachael Pandzik, DC, MS

Associate Vice President of Institutional Effectiveness

BS, 2004, James Madison University
DC, 2009, Western States Chiropractic College
MS, 2019, Southern New Hampshire University

Dana Sims, PhD

Provost

BS, 1987, Columbia Christian College
MEd, 2001, Concordia University
PhD, 2013, Capella University

Faculty

College of Chiropractic

Armington, Amanda | Adjunct Faculty

BS, Michigan State University, 2001
DC, Western States Chiropractic College, 2006

Baffes, Laura | Associate Professor

BS, National College of Chiropractic, 1990
DC, National College of Chiropractic, 1992

Bergstrom, Jaci | Assistant Professor

BS, Northwestern Health Sciences University, 2001
DC, Northwestern Health Sciences University, 2001
MA, The College of Saint Scholastica, 2005

Borman, William | Professor

BS, University of Wisconsin-Eau Claire, 1987
PhD, Medical College of Wisconsin, 1994

Bramble, Adam | Adjunct Faculty

BS, University of Washington, 2002
DC, University of Western States, 2010

Brown, Kathryn | Assistant Professor

BA, Lewis and Clark College, 2007
DC, University of Western States, 2012

Burnham, Kara | Professor

BA, Baylor University, 1992
MS, Baylor University, 1994
PhD, Texas Woman's University, 1998

Burns, Cambrie | Adjunct Faculty

DC, University of Western States, 2016

Chenier, Karen | Ph.D., R-DMT, LPC

BA, California State University Long Beach, 1994
MA, University of California Los Angeles, 1997
PhD., Pacifica Institute, 2000

Connolly, Mary Kate | Associate Professor

BA, State University of New York of at New Paltz New Paltz New York, 1986
BS, Southern California University of Health Sciences, 1990
DC, Los Angeles College of Chiropractic, 1991

Cooper, Christopher | Adjunct Faculty

BS, Brigham Young University, 2010
DC, University of Western States, 2013

Crupper, Michael | Adjunct Faculty

BS, Rockhurst University, 2001
ND, National College of Naturopathic Medicine, 2007
MS, National College of Naturopathic Medicine, 2008

Dominicis, Beth | Assistant Professor

BA, California State University Long Beach, 1985
MEd California State University Long Beach, 1988
BS, Southern California University of Health Sciences, 1992
DC, Los Angeles College of Chiropractic, 1994

Ebling, Carrie | Assistant Professor

BS, Florida State University, 1997
DC, University of Western States, 2008

Fuller, Leslie | Associate Professor

BS, University of Oregon, 2003
ND, National University of Natural Medicine, 2009

Gard, Zane | Adjunct Faculty

BS, Western States Chiropractic College, 2000
DC, Western States Chiropractic College, 2000

Ginter, Lorraine | Assistant Professor

BS, California State University, 1976
DC, Western States Chiropractic College, 1988

Harger, Beverly | Clinic Radiologist

DC, Western States Chiropractic College, 1987
Diplomate, American Chiropractic College of Radiology, 1992

Hartung, Bradley | Associate Professor

DC, Palmer College of Chiropractic West, 2008

Hatch, Shawn | Associate Professor

BA, Southern Utah University, 2002
DC, Western States Chiropractic College, 2006
Diplomate, American Chiropractic Board of Sports Physicians, 2011
MS, University of Western States, 2016

Lady, Suzanne | Associate Professor

BA, University of Arizona, 1991
CMT, Healing Arts Institute, 1992
DC, Western States Chiropractic College, 1997

Lambert, Chad | Associate Professor

BS, Central Washington University, 1999
DC, Western States Chiropractic College, 2003
MS (HFNM), University of Western States, 2018

Laurer, Ted | Associate Professor

BS, Mount Saint Mary's College, 1979
DC, Western States Chiropractic College, 1989

LeFebvre, Ronald | Professor

BA, Loyola University, 1972
MA, University of California, Los Angeles, 1973
DC, Cleveland College of Chiropractic, 1983

Lell, Michael | Adjunct Faculty

BS, University of Louisiana, 2010
DC, University of Western States, 2014

Machuca, Debra | Adjunct Faculty

DC, Palmer College of Chiropractic, 1986
BS, Regents College, 2005

Major, Christine | Associate Professor

BS, University of Massachusetts, 2005
MS, University of Massachusetts, 2007
MS, University of Western States, 2013
DC, University of Western States, 2013

Mansfield, Emerald | Adjunct Faculty

BS, The Evergreen State College, Olympia, 2006
AAS, Olympic College, 2013
ND, National University of Natural Medicine, 2014

Mitchell, Betsy | Associate Professor

BA, University of Maine, Fort Kent, 1992
DC, Western States Chiropractic College, 1999
Diplomate, American Board of Chiropractic Orthopedists, 2006

Nordeen, Jenny | Associate Professor

BS, University of North Carolina-Wilmington, 2000
MD, UMDNJ Robert Wood Johnson Medical School, 2007

Novak, Melinda | Assistant Professor

BS, University of Western States, 2013
DC, University of Western States, 2013
MS, University of Western States, 2016
Diplomate, American Chiropractic College of Radiology, 2017

Ondick, Ryan | Associate Professor

BS, Slippery Rock University, 1998
DC, Western States Chiropractic College, 2001

Ortiz, Elyse | Adjunct Professor
BA, Humboldt State University, 2009
ND, National University of Natural Medicine, 2018

Partna, Lester | Associate Professor
DC, Western States Chiropractic College, 1989

Ross, Kathryn | Assistant Professor
BA, Gustavus Adolphus College, 2006
DC, Western States Chiropractic College, 2009

Schultz, Gary | Professor
BS, National College of Chiropractic, 1983
DC, National College of Chiropractic, 1985
Diplomate, American Chiropractic College of Radiology, 1988

Staab, Carina | Adjunct Faculty
BA, Wichita State University, 2011
MEd, Wichita State University, 2013
BS, University of Western States, 2017
DC, University of Western States, 2019

Stecher, Timothy | Assistant Professor
BS, University of California, 1991
DC, Western States Chiropractic College, 1996
Diplomate, American Chiropractic College of Radiology, 1999

Strange, James | Associate Professor
DC, Western States Chiropractic College, 2007
BS, University of Western States, 2011
MS, University of Western States, 2014

Takaki, Leslie | Adjunct Faculty
BS, Portland State University, 2007
MS, Portland State University, 2012

Venderley, Anne | Assistant Professor
BS, Purdue University, 2013
DC, National University of Health Sciences, 2017

Vuky, Peter | Assistant Professor
BS, Lewis and Clark College, 1993
DC, Western States Chiropractic College, 1999

Williams, Cortny | Associate Professor
BS, Oregon State University, 2001
PhD, Oregon Health and Science University, 2006

Woodward, Nathaniel | Adjunct Faculty
BS, Utah State University, 2017
JD, Willamette University College of Law, 2020

College of Graduate Studies

Attar, Taylor | Adjunct Faculty
BS, Texas Tech University, 2016
MS, The University of Texas at Austin, 2020
DO, Philadelphia College of Osteopathic Medicine-Georgia Campus, 2020

Bays, Natalie | Adjunct Faculty
BA, Wheeling Jesuit University, 2013
DC, Palmer College of Chiropractic – Florida, 2018
MS, University of Western States, 2020

Beaven, Martyn | Course Facilitator
BS, University of Waikato, 1998
MS, Waikato Institute of Technology, 2005
PhD, Auckland University of Technology, 2011

Berrebi, Michael | Course Facilitator
BS, Pennsylvania State University, 2010
MS, West Virginia University, 2013
MA, West Virginia University, 2015
PhD, West Virginia University, 2018

Blank, Maryrose | Adjunct Faculty
BA, St. John Fisher College, 2005,
Ed, Springfield College, 2007
PhD, University of the Rockies, 2018

Bongo, Monde | Course Facilitator
BA, Bowling Green State University, 2008
MPH, Walden University, 2012
MS, University of Western States, 2015

Brown, Jill | Adjunct Faculty
BS, Texas Women's University, 1997
MS, Meredith College, 2013

Browne, Christopher | Director and Professor, 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

Browne, Marquelle | Course Facilitator
BS, Brigham Young University, 1996
MS, University of Western States, 2014

Buchberger, Dale | Adjunct Faculty
BS, National College of Chiropractic, 1984
DC, National College of Chiropractic, 1984

Camarasa, Analia | Course Facilitator
BS, Youngstown State University, 1997
MS, University of Western States, 2016

Carter, Leeja | Adjunct Faculty
BA, Fairleigh Dickinson University, 2006
MA, Fairleigh Dickinson University, 2008
PhD, Temple University, 2013

Carter, Sarah | Adjunct Faculty
BS, SUNY Empire State College, 2009
MA, Northcentral University, 2012
PhD, Northcentral University, 2016

Castillo, Sarah | Director and Professor, Sport and Performance Psychology
BA, University of California, Los Angeles, 1992
MA, California State University, Long Beach 1996
PhD, University of Idaho, 2000

Codispoti, Nicolette | Course Facilitator
BS, University of Wisconsin, - Madison, 2016
MPH, SUNY Downstate Medical Center, 2017
MS, University of Western States, 2019

Condie, Matthew | Adjunct Faculty
BS, University of Ballarat, 2009
BA, University of Ballarat, 2010
MS, University of South Australia, 2012
EDD, University of Western States, 2018

Connolly, Christopher | Adjunct Faculty
BS, Brigham Young University, 2008
MS, University of Tennessee, 2010
PhD, Michigan State University, 2014

Cox, Michelle | Director and Associate Professor, Clinical Mental Health Counseling
BS, Western Oregon University, 1989
MA, George Fox University, 2003
PhD, Oregon State University, 2008

Coy, Jacey | Adjunct Faculty

BA, Texas State University, 2005
 MA Texas State University, 2007
 MA, Alliant International University, 2010
 PsyD, Alliant International University, 2013

Davidson, Robert | Adjunct Faculty

BS, Utah State University, 1992
 MS, Utah State University, 1994
 PhD, University of Wisconsin-Madison, 1998

Davis, Patrick | Assistant Professor

BA, Ambassador University, 1991
 MA, Texas A&M University, Commerce, 1994
 PhD, Texas A&M University, Commerce, 2000

DeCandia, Cari | Course Facilitator

BA, University of North Carolina, Greensboro, 1998
 MS, University of Western States, 2017
 EdD, University of Western States, 2019

DelGuidice, Constance | Adjunct Faculty

BS, Indiana University of Pennsylvania, 1971
 MS, University of Missouri-Columbia, 1972
 DC, Western States Chiropractic College, 1984
 EdD, Argosy University, Sarasota, 2012

Detling, Nicole | Adjunct Faculty

BA, Ohio Wesleyan University, 1997
 MS, Ithaca College, 2001
 PhD, University of Utah, 2007

Duguay, Ashley | Adjunct Faculty

BA, St. Thomas University, 2008
 BEd, St. Thomas University, 2009
 Ed, Virginia Commonwealth University, 2012
 MHK, University of Windsor, 2014
 PhD, University of Windsor, 2019

Elia, Dana | Adjunct Faculty

BS, Montclair State University, 1995
 MS, Rutgers, The State University of New Jersey, 2015
 DCN, Maryland University of Integrative Health, 2020

Esquivel, Richard | Course Facilitator

BA, University of California Berkeley, 1990
 DOM, South Baylo University, 2007
 MS, University of Western States, 2017

Etcheverry, Paz | Adjunct Faculty

BS, Cornell University, 1996
 MS, North Carolina State University, 1998
 PhD, Cornell University, 2002

Evon, Jennifer | Course Facilitator

BS, Regis University, 2012
 MS, University of Western States, 2018

Farlow, Christine | Lead Course Facilitator

BS, Indiana University of Pennsylvania, 1971
 MS, University of Missouri-Columbia, 1972
 DC, Western States Chiropractic College, 1984

Featherstone, Miranda | Course Facilitator

BA, Western Oregon University 2014
 MS, Western Oregon University, 2017

Feisthamel, Kevin | Adjunct Faculty

BA, University of Connecticut, 1999
 MA, John Carroll University, 2002
 PhD, The University of Akron, 2008

Flaten, Russ | Adjunct Faculty

BA, Hamline University, 2007
 MA, Hamline University, 2010
 EdD, Argosy University, 2015

Futch, Geoffrey | Course Facilitator

BS, University of Louisiana at Lafayette, 2011
 MEd, Auburn University, 2014

Gallegos, Jayme | Adjunct Faculty

BS, University of Arizona, 2000
 BA University of Arizona, 2001
 PhD, Oregon Health and Science University, 2008

Gardner, Douglas | Adjunct Faculty

BA, University of California, Irvine, 1991
 MA, John F. Kennedy University, 1994
 EdD, Boston University, 1998

Gebhart, Tonia | Adjunct Faculty

BA, Concordia University, 2006
 MA, Concordia University, 2009

Gonzalez, Stephen | Adjunct Faculty

BS, University of Pittsburgh, 2007
 MS, Georgia Southern University, 2009
 PhD, University of Utah, 2013

Hale, Lynne | Adjunct Faculty

BS, University of North Texas, 1995
 MA, Stephen F Austin State University, 1997
 PhD, University of North Texas, 2010

Halloran, Stephanie | Course Facilitator

BS, University of Illinois, 2013
 MS, University of Western States, 2019
 DC, University of Western States, 2016

Harrington, Kathleen | Course Facilitator

BS, Kaplan University, 2012
 MS, University of Western States, 2015

Harris, Tamara | Adjunct Faculty

BS, Sam Houston State University, 1995
 PhD, Sam Houston State University, 2012

Hawrelak, Jason | Adjunct Faculty

B. Naturopathy, Southern Cross University, 1999
 PhD, Southern Cross University, 2007

Heppe, Erica | Course Facilitator

BA, University of Virginia, 2010
 DC, Palmer College of Chiropractic, 2015

Hinton, Stephanie | Course Facilitator

BA, University of Texas-San Antonio, 1996
 MBA, Davenport University, 2011
 MD, Avalon University School of Medicine, 2011
 MS, University of Western States, 2016

Housman, Jeff | Adjunct Faculty

BS, Stephen F. Austin State University, 2000
 MD, Stephen F. Austin State University, 2002
 PhD, Texas A&M University, 2006

Hussain, Mausumee | Course Facilitator

MD, Imperial College School of Medicine, 2001
 MS, University of Western States, 2017

Jackson, Victoria | Course Facilitator

BA, Murray State University, 2006
 MS, University of Western States, 2020

Kawaguchi, Jun | Assistant Professor

BS, Bridgewater State College, 2005
 DC, Western States Chiropractic College, 2008

Knight, Peter | Adjunct Faculty and Course Facilitator

BS, Bastyr University, 1999
 ND, Bastyr University, 2004

Leaf, Alex | Course Facilitator

BA, Washington State University, 2013
MS, Bastyr University, 2016

Le-Lau, Liem | Course Facilitator

MS, Pacific College of Oriental Medicine, 2012
DAOM, Pacific College of Oriental Medicine, 2016
MS, University of Western States, 2018

Lodato, Vincent A. | Adjunct Faculty

BA, University of South Tampa, 1982
MSW, Florida State University, 1985
EdD, University of Western States, 2018

Macias, Chad | Course Facilitator

BS, Harris University, 1999
MSc, Middlesex University, 2001

Mallinson, Katherine | Course Facilitator

BS, University of Phoenix, 2011
MS, University of Western States, 2016

Marshall, Brent | Assistant Professor

BA, Whitworth University, 2012
MS, Weber State University, 2014
EdD, Concordia University, Wisconsin, 2021

Martin, Laura | Adjunct Faculty

BS, Southern Illinois University at Carbondale, 1993
MSW, Southern Illinois University at Carbondale, 1996

McCutcheon, Walter | Course Facilitator

BA, Oklahoma Christian University, 1988
BS, Oklahoma Christian University, 1989
MA, Oklahoma Christian University, 1992
EdD, University of Western States, 2019

Meir, Gily | Adjunct Faculty

BA, University of Haifa, Israel, 2007
MSc, California State University, 2010
PhD, Florida State University, 2017

Minich, Deanna | Adjunct Faculty

BA, Augustana University, 1992
MS, University of Illinois at Chicago, 1995
PhD, University of Groningen, 1999

Mitra, Poulami | Adjunct Faculty

BSc, University of Calcutta, 2000
MSc, All India Institute of Medical Sciences, 2002
PhD, Medical College of Virginia, 2007

Moore, Matthew | Adjunct Faculty

BS, University of Utah, 2014
MS, University of Utah, 2017
PhD, University of Tennessee, 2020

Morgan, Nicholas | Adjunct Faculty

BA, Albion College, 2004
DCN, National University of Health Sciences, 2011

Natarajan, Aparna | Course Facilitator

BS, BMS College of Engineering, 1995
MS, University of Western States, 2016

Nguyen, Trent | Adjunct Faculty

BS, The University of Texas at Arlington, 1992
PhD, The University of Texas at Arlington, 2002

O'Hana, Amy | Assistant Professor

BS, Western Baptist College, 1996
MS, Oregon State University, 2001
PhD, Oregon State University, 2005

Otto, Wendell | Assistant Professor

BS, George Fox University, 1981
MAT, Grand Canyon University, 2000
MEd, The University of West Alabama, 2008
EdD, University of Western States, 2018

Paulson, Jennifer | Adjunct Faculty

BS, University of Phoenix, 2006
MS, Concordia University, 2008

Petroski, Weston | Course Facilitator

BS, Appalachian State University, 2016
MS, University of Western States, 2021

Rasmussen, Chris | Course Facilitator

BS, University of Pittsburgh, 1980
BA, University of Pittsburgh, 1981
MFA, University of Pittsburgh, 1984
MS, University of Western States, 2018

Ray, Timothy | Director and Associate Professor, Sports Medicine

BS, Logan College of Chiropractic, 1976
DC, Logan College of Chiropractic, 1977
MS, Logan University, 2013

Redwood, Daniel | Director and Professor, Human Nutrition and Functional Medicine

BA, State University of New York at Buffalo, 1970
DC, Palmer College of Chiropractic, 1979

Reed, Michael | Adjunct Faculty

AA, Mt. San Antonio College, 1976
DC, Los Angeles College of Chiropractic, 1981
MAppSc, Royal Melbourne Institute of Technology, 2003

Reiss, Tiffany | Adjunct Faculty

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

BS, Pacific University, 2003
MS, University of Idaho, 2005
PhD, University of Idaho, 2008

Robinson, Michael | Adjunct Faculty

BS, Benedictine University, 2013
MS, New York Chiropractic College, 2018
ND, National University of Health Sciences, 2019

Santo, Antonio | Adjunct Faculty

BA, LeMoyne College, 1996
MS, University of Nevada Las Vegas, 1998
PhD, University of Buffalo, 2013

Sawchuk, Jaime | Course Facilitator

BA, New Mexico Highlands University, 2013
Med, University of Alaska Fairbanks, 2016
EdD, University of Western States, 2019

Schmidt, Jessica | Course Facilitator

BS, Oregon State University, 2012
MS, George Fox University, 2014

Sharpe, Timothy | Adjunct Faculty

BA, Indiana University, 1994
MS, AOMA Graduate School of Integrative Medicine, 2005
MS, University of Western States, 2015

Smith, D'Anthony | Course Facilitator

BA, Louisiana Technical University, 2009
MS, Drexel University, 2017
EdD, University of Western States, 2020

Smith, Darren | Adjunct Faculty

DC, Western States Chiropractic College, 1997
Diplomate, American Chiropractic Board of Sports Physicians, 2005

Smith, Kaylan | Course Facilitator

BA, George Fox University, 2009
MA, George Fox University, 2012

Stage, Lea | Adjunct Faculty

BA, Westmont College, 2001
MS, University of California, Irvine, 2003

Steffen, William | Adjunct Faculty

BS, State University of New York, 1982
M.Ed., Furman University of Greenville, 1991
Ed.D., University of North Carolina Greensboro, 2011

Titchenal, Jessica | Adjunct Faculty

BA, Eastern Washington University, 2013
MS, Maryland University of Integrative Health, 2018
DCN, Maryland University of Integrative Health, 2021

Vandegrift, Bertha | Adjunct Faculty

BS, Illinois Institute of Technology, 2011
PhD, University of Illinois at Chicago, 2019

Verhulst, Pamela | Adjunct Faculty

BS, University of Wisconsin LaCrosse, 1983
MS, University of Wisconsin LaCrosse, 1989
EdD, United States Sports Academy, 2012

Waithe, Michelle | Course Facilitator

BaSc, Ryerson University, 2002
MS, University of Western States, 2019

Walsh, Bryan | Adjunct Faculty

BA, University of San Diego, 1996
ND, University of Bridgeport, 2007

Watkins, Gina | Adjunct Faculty

BA, Portland State University 2001
MSW, Portland State University 2005

Watson, Jamie | Adjunct Faculty

BA, Baylor University, 2007
MA, George Fox University, 2011

Watson, Ronald | Course Facilitator

BS, National University of Health Sciences, 2010
DC, Southern California University of Health Sciences, 2014
MS, University of Western States, 2016

Weigand, Daniel A. | Adjunct Faculty

BS, Portland State University, 1986
MS, University of North Texas, 1993
PhD, University of North Texas, 1994

Welch, Kate | Adjunct Faculty

BA, Colorado College, 1990
MS, Cornell University, 1994
DPharm, Oregon State University, 2007

Whitcomb, Ryan | Course Facilitator

BS, Ithaca College, 2005
MS, University of Western States, 2017

Wos, Erin | Course Facilitator

BS, University of Arkansas, 2009
DO, Western University of Health Sciences, 2017
MS, University of Western States, 2017

Zwickey, Heather | Adjunct Faculty

BA, St. Olaf College, 1991
PhD, University of Colorado Health Sciences Center, 1998

Library

Lockwood, Katie | Associate Professor

BA, University of Oregon, 2002
MLIS, University of Illinois, 2009

Olson-Charles, Kim | Head of Library Public Services

BA, University of Oregon, 1991
MLS, Emporia State University, 2014

Emeritus

Boal, Robert | Professor Emeritus

BA, Willamette University, 1970
PhD, Boston University, 1976

Carollo, James | Professor Emeritus

BA, Linfield College, 1973
MS, University of Oregon Health Sciences Center, 1980

Colley, Frederick | Professor Emeritus

BA, University of California, Riverside, 1959
MA, San Diego State University, 1962
PhD, Arizona State University, 1965
MPH, University of California, Berkeley, 1973

Erdman Johnston, Elaine | Professor Emeritus

BA, William Patterson College, 1970
MA, Montclair State College, 1973
DC, Western States Chiropractic College, 1977

Haas, Mitch | Professor Emeritus

BS, SUNY at Albany, 1975
MA, University of California, Berkeley, 1978
DC, Western States Chiropractic College, 1986

Harris, Janet | Professor Emeritus

BS, Otterbein College, 1962
MS, University of Illinois, 1964
PhD, University of Illinois, 1971

Kaminski, Mark | Professor Emeritus

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

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

Tapper, Janet | Administrator Emeritus

BA, University of California, San Diego, 1978
MLS, Emporia State University, 2004

Academic Calendar 2021-2022

SUMMER TERM 2021

Event	Days	Date
Independence Day Observed – UWS Closed	Friday	July 2
First day of Summer Term	Monday	July 5
Tuition Due	Monday	July 5
Last day to withdraw without a financial penalty	Sunday	July 11
Tuition Grace Period Ends	Friday	July 16
Last day to resolve an incomplete from Spring Term	Friday	July 30
Last day to withdraw without a failing grade	Friday	August 14
Online Registration for Fall term opens	Monday	August 9
Labor Day Holiday – UWS Closed	Monday	September 6
Finals Week	Mon – Fri	September 13 – 17
Last Day of Summer Term	Friday	September 17
Break	Sat – Sun	September 18 – October 3

FALL TERM 2021

Event	Days	Date
DC New Student Welcome Day	Friday	October 1
First day of Fall Term	Monday	October 4
Tuition Due	Monday	October 4
Last day to withdraw without a financial penalty	Sunday	October 10
Tuition Grace Period Ends	Friday	October 15
Last day to resolve an incomplete from Summer Term	Friday	October 29
Online Registration for Winter term opens	Monday	November 8
Last day to withdraw without a failing grade	Friday	November 12
Thanksgiving Holiday – UWS Closed	Thu – Fri	November 25 – 26
Commencement	TBA	TBA
Finals Week	Mon – Fri	December 13-17
Last Day of Fall Term	Friday	December 17
Break	Sat – Sun	December 18 – January 2
Christmas Holiday – UWS Closed	Fri	December 24
New Year's Holiday – UWS Closed	Fri	December 31

WINTER TERM 2022

Event	Days	Date
New Year's Day Observed – UWS Closed	Monday	January 3
First day of Winter Term	Monday	January 3
Tuition Due	Monday	January 3
Classes Start	Tuesday	January 4
DC New Student Welcome Day	Tuesday	January 4
Last day to withdraw without a financial penalty	Sunday	January 9
Tuition Grace Period Ends	Friday	January 14
MLK Holiday Observed – UWS Closed	Monday	January 17
Last day to resolve an incomplete from Fall Term	Friday	January 28
Online Registration for Spring term opens	Monday	February 7
Last day to withdraw without a failing grade	Friday	February 11
Finals Week	Mon – Fri	March 14 – 18
Last Day of Winter Term	Friday	March 18
Break	Sat – Sun	March 19 – April 3

SPRING TERM 2022

Event	Days	Date
First day of Spring Term	Monday	April 4
Tuition Due	Monday	April 4
Last day to withdraw without a financial penalty	Sunday	April 10
Tuition Grace Period Ends	Friday	April 15

Last day to resolve an incomplete from Winter Term	Friday	April 29
Online Registration for Summer term opens	Monday	May 9
Last day to withdraw without a failing grade	Friday	May 13
Memorial Day Holiday – UWS Closed	Monday	May 30
Finals Week	Mon – Fri	June 13 – 17
Last Day of Spring Term	Friday	June 18
Commencement	TBA	TBA
Break	Sat – Sun	June 18 – July 4

SUMMER TERM 2022

Event	Days	Date
First day of Summer Term	Tuesday	July 5
Tuition Due	Monday	July 5
Last day to withdraw without a financial penalty	Friday	July 9
Tuition Grace Period Ends	Friday	July 16
Last day to resolve an incomplete from Spring Term	Friday	July 29
Online Registration for Fall term opens	Tuesday	August 8
Last day to withdraw without a failing grade	Friday	August 12
Labor Day Holiday – UWS Closed	Monday	September 5
Finals Week	Mon – Fri	September 12 – 16
Last Day of Summer Term	Friday	September 16
Break	Sat – Sun	September 17 – October 2

FALL TERM 2022

Event	Days	Date
DC New Student Welcome Day	Friday	September 30
First day of Fall Term	Monday	October 3
Tuition Due	Monday	October 3
Last day to withdraw without a financial penalty	Sunday	October 9
Tuition Grace Period Ends	Friday	October 14
Last day to resolve an incomplete from Summer Term	Friday	October 28
Online Registration for Winter term opens	Monday	November 7
Last day to withdraw without a failing grade	Friday	November 11
Thanksgiving Holiday – UWS Closed	Thu – Fri	November 24 – 25
Commencement	TBA	TBA
Finals Week	Mon – Fri	December 12 – 16
Last Day of Fall Term	Friday	December 16
Break (3 weeks)	Sat – Sun	December 17 – January 8
Christmas Holiday Observed – UWS Closed	Fri and Mon	December 23 & December 26
New Year's Holiday Observed – UWS Closed	Fri and Mon	December 30 and January 2

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Cert-HNFM	52
DCN	54
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MS-HNFM	48
MS-SM	58
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