

LIFE[®]
University

LIFE[®]
University

1269 BARCLAY CIRCLE
MARIETTA, GA 30060
770.426.2884
WWW.LIFE.EDU

LIFE UNIVERSITY ACADEMIC CATALOG

2015-2017
ACADEMIC CATALOG



2015-2017



LIFE[®] University

SECTION ONE TABLE OF CONTENTS



TABLE OF CONTENTS

1

ACADEMIC CALENDAR

2

LEADERSHIP | HISTORY OF LIFE UNIVERSITY

3

About the President..... 1

History of Life University 1

THE CAMPUS | METRO ATLANTA

4

Life University Campus 3

Metro Atlanta and Surrounding Area..... 5

GENERAL INFORMATION

5

Life University Mission, Core Proficiencies and Goals Statement..... 9

Eight Core Life Proficiencies..... 10

Organization 11

Accreditation, Memberships and Affiliations..... 12

Public Service..... 12

Community Services..... 13

STUDENT ADMINISTRATIVE SERVICES

6

Student Advocacy Center 17

Student Accounts Office 18

Payment Policy..... 19

Financial Aid Information and Eligibility 23

Registrar Transcript Requests 30

THE STUDENT COMMUNITY

7

Office of Student Services..... 33

Student Support Services 36

Student Resources 42

Advisement 43

Life University Honor Code 44

Student Disciplinary Procedures 53

CAMPUS SAFETY DEPARTMENT

8

ATHLETICS DEPARTMENT

9

ACADEMIC POLICIES & INFORMATION

10

FERPA 71

International Student Rules, Regulations and Procedures 72

Office of Admissions Veteran Armed Forces Policy 72

Transcript Requests 73

Academic Advising and Registration Policies	74
Attendance Policies	77
Grading Policies	78
Life University Academic Policies	81
Graduation and Scholastic Honors	89
Life University Student Intellectual Property Policy	90

COLLEGE OF CHIROPRACTIC

11

Mission and Goals	95
Career Information	97
Application Procedures	98
Financial Aid Information.....	99
Admission Requirements	100
Admission Status	105
College of Chiropractic Organization	107
Academic Policies for Doctor of Chiropractic Program (DCP)	108
Academic Standing	109
The Doctor of Chiropractic Curriculum	111
Office of Sponsored Research and Scholarly Activity	119
Course Descriptions.....	120

POSTGRADUATE EDUCATION

12

COLLEGE OF GRADUATE AND UNDERGRADUATE STUDIES

13

Mission Statement	151
College Organization	151
Undergraduate Studies.....	151
Financial Aid Information	152
Admission Requirements	152
Department of General Education.....	164
Core Curriculum	164
Pre-Chiropractic Curriculum	168
Bachelor of Science in General Studies	172
Department of Positive Human Development & Social Change	176
Certificate in Coaching Psychology	177
Associate of Science Degree in Coaching Psychology.....	178
Bachelor of Science in Psychology	180
Bachelor of Science Degree in Biopsychology (Interdisciplinary).....	185
Associate of Science in Computer Information Management.....	190
Bachelor of Science in Computer Information Management.....	192
Bachelor of Business Administration	197
Minor in Sports Business.....	202
Department of Sport Health Science	202
Bachelor of Science in Exercise Science	202

Bachelor of Science in Health Coaching and Life Sciences Degree Curriculum..... 209

Department Of Natural Sciences..... 214

Bachelor of Science in Biology..... 214

Department of Nutrition 218

Bachelor of Science in Nutrition 223

Bachelor of Science in Dietetics..... 227

The Internship Programs in Nutrition and Dietetics..... 235

Undergraduate Course Descriptions 241

Graduate Studies..... 272

Graduate Academic Programs 272

Department of Nutrition 281

Dietetic Internship (Post-Baccalaureate Program) 284

Master of Science in Clinical Nutrition 295

Department of Psychology..... 299

Master of Science in Positive Psychology Coaching Psychology Track 301

Master of Science in Positive Psychology Secular Ethics & Contemplative Science Track 303

Master of Science in Positive Psychology General Track 305

Department of Sport Health Science 310

Master of Athletic Training..... 313

Master of Science in Sport Health Science..... 316

Sport Coaching 320

ADMINISTRATION | FACULTY

14

BOARD OF TRUSTEES

15

LIFE[®]
University

SECTION TWO
ACADEMIC CALENDAR



Summer 2015

Tue. 5/26/15- Tue. 6/23/15	Pre-Registration: UG, MS, DC
Wed. 06/24- Wed. 7/15/15	Registration begins, returning students: UG, MS, DC
Sat. 7/4/15	July 4 Independence Day (School Closed)
Tue. 7/7/15	National Board Parts I, II, III & PT - Application Deadline: DC
Wed. 7/8/15	Faculty return to Campus
Wed. 7/8/15- Fri. 7/9/15	New Student Orientation/Advisement Registration
Wed. 7/8/15	Dr. Riekeman presents "Getting to Well"
Mon. 7/13/15	Classes Begin: UG, MS, DC
Tue. 7/14/15	Last Day to Add 1st 5-wk classes: UG, MS
Wed. 7/15/15	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 07/16- Fri. 7/17/15	Add/Drop 10-wk classes with fees: UG, MS, DC
Thu. 7/16/15	Welcome Back Party, Club & Market Day 11am-1pm
Fri. 7/17/15	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 7/17/15	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 7/20/15	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 7/21/15	Clinic Gateway Celebration: DC
Tue. 7/21/15	National Board Parts I, II, III & PT - Late Application Post Mark Deadline: DC
Wed. 7/29/15	Last Day to change from 5-wk to 10-wk classes: UG, MS
Fri. 7/31/15	Last day to sign up for Written Comprehensive Exam: MS
Mon. 8/3/15	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 08/04- Wed. 8/5/15	Assessment Day - OSCE Exams: DC
Wed. 8/5/15	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 8/7/15	Written Comprehensive Final Examination: MS
Mon. 8/10/15	Last Day to Drop 1st 5-wk classes: UG, MS
Tue. 8/11/15	National Board Part IV - Application Deadline: DC
Fri. 8/14/15	Classes End 1st 5-wk: UG, MS
Mon. 08/17- Tue. 8/18/15	Final Exams, 1st 5-wk: UG, MS
Tue. 8/18/15	Orientation/Registration 2nd 5-wk: UG, MS
Wed. 8/19/15	Registration 2nd 5-wk Ends 1:00 pm: UG, MS
Wed. 8/19/15	Classes Begin 2nd 5-wk: UG, MS
Sat. 8/22/15	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 8/24/15	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 8/26/15	Start of 2nd 5-wk Classes Graded "W": UG, MS
Mon. 8/31/15	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 8/31/15- Tue. 9/29/15	Pre-Registration: UG, MS, DC
Mon. 9/7/15	Labor Day (School Closed)
Tue. 9/8/15	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Fri. 09/11- Sun. 9/13/15	National Board Exams Part I, II, III, PT: DC (No DC Classes)
Mon. 9/14/15	Last Day to Drop 2nd 5-wk Classes: UG, MS
Mon. 9/14/15	Last Day to Withdraw: UG, MS, DC
Mon. 9/14/15	Rosh Hashanah
Fri. 9/18/15	Classes End, 10-wk: UG, MS, DC
Mon. 09/21- Thu. 9/24/15	Final Exams
Tue. 9/22/15	Classes End, 2nd 5-wk: UG, MS
Wed. 9/23/15	Yom Kippur
Wed. 09/23- Fri. 9/25/15	Final Exams, 2nd 5-wk: UG, MS
Thu. 9/24/15	Graduation Rehearsal: 11am - 1pm
Thu. 9/24/15	Awards Convocation TBA (evening)
Fri. 9/25/15	Graduation 1:00 pm
Fri. 9/25/15	Academic Grades Due
Sat. 9/26/15	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 9/26/15	End of Quarter
Mon. 9/28/15	All Grades Due
Wed. 9/30/15- Wed. 10/7/15	Registration begins, returning students: UG, MS, DC

Fall 2015

Mon. 08/31- Tue. 9/29/15	Pre-Registration: UG, MS, DC
Tue. 9/29/15- Thu. 10/1/15	New Student Orientation/Advisement Registration
Tue. 9/29/15	Dr. Riekeman presents "Getting to Well"
Wed. 09/30- Wed. 10/7/15	Registration begins, returning students: UG, MS, DC
Wed. 9/30/15	Faculty return to Campus
Mon. 10/5/15	Classes Begin: UG, MS, DC
Tue. 10/6/15	Last Day to Add 1st 5-wk classes: UG
Wed. 10/7/15	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 10/08- Fri. 10/9/15	Add/Drop 10-wk classes with fees: UG, MS, DC
Thu. 10/8/15	Welcome Back Party, Club & Market Day 11am-1pm
Fri. 10/9/15	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 10/9/15	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 10/12/15	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 10/13/15	Clinic Gateway Celebration: DC
Wed. 10/21/15	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 10/23/15	Last day to sign up for Written Comprehensive Exam: MS
Mon. 10/26/15	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 10/27- Wed. 10/28/15	Assessment Day - OSCE Exams: DC
Wed. 10/28/15	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 10/30/15	Written Comprehensive Final Examination: MS
Mon. 11/2/15	Last Day to Drop 1st 5-wk classes: UG
Fri. 11/6/15	Classes End 1st 5-wk: UG
Mon. 11/09- Tue. 11/10/15	Final Exams, 1st 5-wk: UG
Tue. 11/10/15	Orientation/Registration 2nd 5-wk: UG
Wed. 11/11/15	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 11/11/15	Classes Begin 2nd 5-wk: UG
Fri. 11/13/15- Sun. 11/15/15	National Board Part IV Exam: DC
Sat. 11/14/15	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 11/16/15	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 11/18/15	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 11/23/15	Last Day to Drop 10-wk Classes: UG, MS, DC
Thu. 11/26- Fri. 11/27/15	Thanksgiving (School Closed)
Mon. 11/30/15	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 11/30/15-Tue. 12/22/15	Pre-Registration: UG, MS, DC
Mon. 12/7/15	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 12/7/15	Last Day to Withdraw: UG, MS, DC
Fri. 12/11/15	Classes End, 10-wk: UG, MS, DC
Mon. 12/14- Thu. 12/17/15	Final Exams
Tue. 12/15/15	Classes End, 2nd 5-wk: UG
Wed. 12/16- Sat. 12/19/15	Final Exams, 2nd 5-wk: UG
Thu. 12/17/15	Graduation Rehearsal: 11am - 1pm
Thu. 12/17/15	Awards Convocation TBA (evening)
Fri. 12/18/15	Graduation 1:00 pm
Fri. 12/18/15	Academic Grades Due
Sat. 12/19/15	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 12/19/15	End of Quarter
Mon. 12/21/15	All Grades Due
TBD	Winter Break (School Closed)
Wed. 12/23/15- Wed. 1/15/16	Registration begins, returning students: UG, MS, DC
Thu. 12/24/15- Fri. 12/25/15	Christmas (School Closed)
Tue. 1/12/16	National Board Parts I, II, III & PT - Application Deadline: DC

Winter 2016

Mon. 11/30/15- Tue. 12/22/15	Pre-Registration: UG, MS, DC
Wed. 12/23/15- Wed. 1/13/16	Registration begins, returning students: UG, MS, DC
Fri. 1/1/16	New Year's Day (School Closed)
Wed. 1/6/16	Faculty return to Campus
Thu. 1/7/16- Fri. 1/8/16	New Student Orientation/Advisement Registration
Fri. 1/8/16	Dr. Riekeman presents "Getting to Well"
Mon. 1/11/16	Classes Begin: UG, MS, DC
Tue. 1/12/16	Last Day to Add 1st 5-wk classes: UG
Wed. 1/13/16	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 1/14/16- Fri. 1/15/16	Add/Drop 10-wk classes with fees: UG, MS, DC
Thu. 1/14/16	Welcome Back Party, Club & Market Day 11am-1pm
Fri. 1/15/16	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 1/15/16	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 1/18/16	Martin Luther King Jr. Day (School Closed)
Tue. 1/19/16	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 1/19/16	Clinic Gateway Celebration: DC
Tue. 1/26/16	National Board Parts I, II, III & PT: Late Application Post Mark Deadline: DC
Wed. 1/27/16	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 1/29/16	Last day to sign up for Written Comprehensive Exam: MS
Mon. 2/1/16	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 2/02/16- Wed. 2/3/16	Assessment Day - OSCE Exams: DC
Wed. 2/3/16	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 2/5/16	Written Comprehensive Final Examination: MS
Mon. 2/8/16	Last Day to Drop 1st 5-wk classes: UG
Fri. 2/12/16	Classes End 1st 5-wk: UG
Mon. 2/15/15- Tue. 2/16/16	Final Exams, 1st 5-wk: UG
Tue. 2/16/16	Orientation/Registration 2nd 5-wk: UG
Tue. 2/16/16	National Board Part IV - Application Deadline: DC (Projected Date)
Wed. 2/17/16	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 2/17/16	Classes Begin 2nd 5-wk: UG
Sat. 2/20/16	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 2/22/16	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 2/24/16	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 2/29/16 Tue. 3/29/16	Pre-Registration: UG, MS, DC
Mon. 2/29/16	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 3/7/16	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 3/14/16	Last Day to Withdraw: UG, MS, DC
Mon. 3/14/16	Last Day to Drop 2nd 5-wk Classes: UG
Fri. 3/18/16	Classes End, 10-wk: UG, MS, DC
Fri. 3/18/16- Sun. 3/20/16	National Board Exams Part I, II, III, PT: DC (No DCP Classes)
Mon. 3/21/16- Thu. 3/24/16	Final Exams
Tue. 3/22/16	Classes End, 2nd 5-wk: UG
Wed. 3/23/16- Fri. 3/25/16	Final Exams, 2nd 5-wk: UG
Wed. 3/23/16	Graduation Rehearsal: 11am - 1pm
Thu. 3/24/16	Awards Convocation: 11am
Thu. 3/24/16	Graduation Lunch & Recognition Ceremony: 12pm
Thu. 3/24/16	Graduation (COC) only: 2:30pm
Fri. 3/25/16	Good Friday
Fri. 3/25/16	Academic Grades Due
Sat. 3/26/16	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 3/26/16	End of Quarter
Mon. 3/28/16	All Grades Due
Wed. 3/30/16- Wed. 4/6/16	Registration begins, returning students: UG, MS, DC

Spring 2016

Mon. 02/29- Tue. 3/29/16	Pre-Registration: UG, MS, DC
Wed. 03/30- Wed. 4/6/16	Registration begins, returning students: UG, MS, DC
Wed. 3/30/16	Faculty return to Campus
Thu. 3/31/16 - Fri. 4/1/16	New Student Orientation/Advisement Registration
Fri. 4/1/16	Dr. Riekeman presents "Getting to Well"
Mon. 4/4/16	Classes Begin: UG, MS, DC
Tue. 4/5/16	Last Day to Add 1st 5-wk classes: UG
Wed. 4/6/16	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 04/07- Fri. 4/8/16	Add/Drop 10-wk classes with fees: UG, MS, DC
Thu. 4/7/16	Welcome Back Party, Club & Market Day 11am-1pm
Fri. 4/8/16	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 4/8/16	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 4/11/16	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 4/12/16	Clinic Gateway Celebration: DC
Wed. 4/20/16	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 4/22/16	Last day to sign up for Written Comprehensive Exam: MS
Sat. 4/23/16	Passover
Mon. 4/25/16	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 04/26- Wed. 4/27/16	Assessment Day - OSCE Exams: DC
Wed. 4/27/16	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 4/29/16	Written Comprehensive Final Examination: MS
Mon. 5/2/16	Last Day to Drop 1st 5-wk classes: UG
Fri. 5/6/16	Classes End 1st 5-wk: UG
Mon. 05/09- Tue. 5/10/16	Final Exams, 1st 5-wk: UG
Tue. 5/10/16	Orientation/Registration 2nd 5-wk: UG
Wed. 5/11/16	Classes Begin 2nd 5-wk: UG
Wed. 5/11/16	Registration 2nd 5-wk Ends 1:00 pm: UG
Fri. 05/13- Sun. 5/15/16	National Board Part IV Exam: DC (Projected Date)
Mon. 5/16/16	Start COC & UG 10-wk Drop & Withdrawn Classes graded "WF" or "WNP"
Wed. 5/18/16	Start of 2nd 5-wk Classes Graded "W": UG
Sat. 5/21/16	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 5/23/16	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 5/23/16- Tue. 6/21/16	Pre-Registration: UG, MS, DC
Mon. 5/30/16	Memorial Day (School Closed)
Tue. 5/31/16	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 6/6/16	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 6/6/16	Last Day to Withdraw: UG, MS, DC
Fr. 6/10/16	Classes End, 10-wk: UG, MS, DC
Mon. 06/13- Thu. 6/16/16	Final Exams
Tue. 6/14/16	Classes End, 2nd 5-wk: UG
Wed. 06/15- Sat. 6/18/16	Final Exams, 2nd 5-wk: UG
Thu. 6/16/16	Graduation Rehearsal: 11am - 1pm
Thu. 6/16/16	Awards Convocation TBA (evening)
Fri. 6/17/16	Graduation 1:00 pm
Fri. 6/17/16	Academic Grades Due
Sat. 6/18/16	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 6/18/16	End of Quarter
Mon. 6/20/16	All Grades Due
Wed. 06/22- Wed. 7/13/16	Registration begins, returning students: UG, MS, DC
Tue. 7/12/16	National Board Parts I, II, III & PT - Application Deadline: DC

Summer 2016

Mon. 05/23- Tue. 6/21/16	Pre-Registration: UG, MS, DC
Wed. 06/22- Wed. 7/13/16	Registration begins, returning students: UG, MS, DC
Mon. 7/4/16	July 4 Independence Day (School Closed)
Wed. 7/6/16	Faculty return to Campus
Thu. 7/7/16- Fri. 7/8/16	New Student Orientation/Advisement Registration
Fri. 7/8/16	Dr. Riekeman presents "Getting to Well"
Mon. 7/11/16	Classes Begin: UG, MS, DC
Tue. 7/12/16	National Board Parts I, II, III & PT - Application Deadline: DC
Tue. 7/12/16	Last Day to Add 1st 5-wk classes: UG, MS
Thu. 07/14- Fri. 7/15/16	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 7/14/16	Welcome Back Party, Club & Market Day 11am-1pm
Fri. 7/15/16	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 7/15/16	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 7/15/16	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 7/18/16	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Mon. 7/19/16	Clinic Gateway Celebration: DC
Tue. 7/26/16	National Board Parts I, II, III & PT - Late Application Post Mark Deadline: DC
Wed. 7/27/16	Last Day to change from 5-wk to 10-wk classes: UG, MS
Fri. 7/29/16	Last day to sign up for Written Comprehensive Exam: MS
Mon. 8/1/16	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 08/02- Wed. 8/3/16	Assessment Day - OSCE Exams: DC
Wed. 8/3/16	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 8/5/16	Written Comprehensive Final Examination: MS
Mon. 8/8/16	Last Day to Drop 1st 5-wk classes: UG, MS
Fri. 8/12/16	Classes End 1st 5-wk: UG, MS
Mon. 08/15- Tue. 8/16/16	Final Exams, 1st 5-wk: UG, MS
Tue. 8/16/16	National Board Part IV - Application Deadline: DC (Projected Date)
Tue. 8/16/16	Orientation/Registration 2nd 5-wk: UG, MS
Wed. 8/17/16	Registration 2nd 5-wk Ends 1:00 pm: UG, MS
Wed. 8/17/16	Classes Begin 2nd 5-wk: UG, MS
Sat. 8/20/16	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 8/22/16	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 8/24/16	Start of 2nd 5-wk Classes Graded "W": UG, MS
Mon. 8/29/16	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 8/29/16 - Tue. 9/27/16	Pre-Registration: UG, MS, DC
Mon. 9/5/16	Labor Day (School Closed)
Tue. 9/6/16	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Mon. 9/12/16	Last Day to Drop 2nd 5-wk Classes: UG, MS
Mon. 9/12/16	Last Day to Withdraw: UG, MS, DC
Fri. 9/16/16	Classes End, 10-wk: UG, MS, DC
Fri. 9/16/16 - Sun. 9/18/16	National Board Exams Part I, II, III, PT: DC (No DC Classes)
Mon. 09/19- Thu. 9/22/16	Final Exams
Tue. 9/20/16	Classes End, 2nd 5-wk: UG, MS
Wed. 09/21- Fri. 9/23/16	Final Exams, 2nd 5-wk: UG, MS
Thu. 9/22/16	Graduation Rehearsal: 11am - 1pm
Thu. 9/22/16	Awards Convocation TBA (evening)
Fri. 9/23/16	Graduation 1:00 pm
Fri. 9/23/16	Academic Grades Due
Sat. 9/24/16	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 9/24/16	End of Quarter
Mon. 9/26/16	All Grades Due
Wed. 09/28- Wed. 10/5/16	Registration begins, returning students: UG, MS, DC

Fall 2016

Mon. 8/29/16- Tue. 9/27/16	Pre-Registration: UG, MS, DC
Wed. 9/28/16- Wed. 10/5/16	Registration begins, returning students: UG, MS, DC
Tue. 9/27/16 - Thu. 9/29/16	New Student Orientation/Advisement Registration
Tue. 9/27/16	Dr. Riekeman presents "Getting to Well"
Wed. 9/28/16	Faculty return to Campus
Mon. 10/3/16	Classes Begin: UG, MS, DC
Mon. 10/3/16	Rosh Hashanah
Tue. 10/4/16	Last Day to Add 1st 5-wk classes: UG
Wed. 10/5/16	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 10/6/16	Welcome Back Party, Club & Market Day 11am-1pm
Thu. 10/6/16- Fri. 10/7/16	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 10/7/16	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 10/7/16	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 10/10/16	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 10/11/16	Clinic Gateway Celebration: DC
Wed. 10/12/16	Yom Kippur
Wed. 10/19/16	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 10/21/16	Last day to sign up for Written Comprehensive Exam: MS
Mon. 10/24/16	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 10/25/16- Wed. 10/26/16	Assessment Day - OSCE Exams: DC
Wed. 10/26/16	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 10/28/16	Written Comprehensive Final Examination: MS
Mon. 10/31/16	Last Day to Drop 1st 5-wk classes: UG
Fri. 11/4/16	Classes End 1st 5-wk: UG
Mon. 11/7/16- Tue. 11/8/16	Final Exams, 1st 5-wk: UG
Tue. 11/8/16	Orientation/Registration 2nd 5-wk: UG
Wed. 11/9/16	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 11/9/16	Classes Begin 2nd 5-wk: UG
Fri. 11/11/16- Sun. 11/13/16	National Board Part IV Exam: DC (Projected Date)
Mon. 11/14/16	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 11/16/16	Start of 2nd 5-wk Classes Graded "W": UG
Sat. 11/19/16	CHPM Capstone I-III: 4th, 8th, 12th qtr: DC (Projected Date)
Mon. 11/21/16	Last Day to Drop 10-wk Classes: UG, MS, DC
Thu. 11/24/16- Fri. 11/25/16	Thanksgiving (School Closed)
Mon. 11/28/16	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 11/28/16 - Tue. 12/20/16	Pre-Registration: UG, MS, DC
Mon. 12/5/16	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 12/5/16	Last Day to Withdraw: UG, MS, DC
Fri. 12/9/16	Classes End, 10-wk: UG, MS, DC
Mon. 12/12/16- Thu. 12/15/16	Final Exams
Tue. 12/13/16	Classes End, 2nd 5-wk: UG
Wed. 12/14/16- Sat. 12/17/16	Final Exams, 2nd 5-wk: UG
Thu. 12/15/16	Graduation Rehearsal: 11am - 1pm
Thu. 12/15/16	Awards Convocation TBA (evening)
Fri. 12/16/16	Graduation 1:00 pm
Fri. 12/16/16	Academic Grades Due
Sat. 12/17/16	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 12/17/16	End of Quarter
Mon. 12/19/16	All Grades Due
TBD	Winter Break (School Closed)
Wed. 12/21/16 - Wed. 1/12/17	Registration begins, returning students: UG, MS, DC
Sat. 12/24/16- Sun. 12/25/16	Christmas (School Closed)
Tue. 1/10/17	National Board Application Deadline: DC (Projected Date)

Winter 2017

Mon. 11/28/16- Tue. 12/20/16	Pre-Registration: UG, MS, DC
Wed. 12/21/16 - Wed. 1/11/17	Registration, returning students: UG, MS, DC
Sun. 1/1/17 - Mon. 1/2/17	New Year's Day (University Closed)
Wed. 1/4/17	Faculty return to Campus
Thu. 1/5/17 - Fri. 1/6/17	New Student Orientation/Advisement Registration
Thu. 1/5/17	Dr. Riekeman presents "Getting to Well"
Mon. 1/9/17	Classes Begin: UG, MS, DC
Tue. 1/10/17	Last Day to Add 1st 5-wk classes: UG
Tue. 1/10/17	National Board Parts I, II, III & PT - Registration Deadline: DC (Projected Date)
Wed. 1/11/17	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 1/12/17 - Fri. 1/13/17	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 1/13/17	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 1/13/17	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 1/16/17	Martin Luther King Jr. Day (University Closed)
Tue. 1/17/17	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 1/17/17	Clinic Gateway celebration: DC
Tue. 1/24/17	National Board Parts I, II, III & PT - Late
Wed. 1/25/17	Application Post Mark Deadline: DC (Projected Date)
Fri. 1/27/17	Last Day to change from 5-wk to 10-wk classes: UG
Mon. 1/30/17	Last day to sign up for Written Comprehensive Exam: MS
Tue. 1/31/17 - Wed. 2/1/17	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Wed. 2/1/17	Assessment Day - OSCE Exams: DC
Fri. 2/3/17	Dr. Riekeman presents "Rights and Responsibilities"
Mon. 2/6/17	Written Comprehensive Final Examination: MS
Fri. 2/10/17	Last Day to Drop 1st 5-wk classes: UG
Mon. 2/13/17 - Tue. 2/14/17	Classes End 1st 5-wk: UG
Tue. 2/14/17	Final Exams, 1st 5-wk: UG
Wed. 2/15/17	Registration 2nd 5-wk: UG
Wed. 2/15/17	Registration 2nd 5-wk Ends 1:00 pm: UG
Mon. 2/20/17	Classes Begin 2nd 5-wk: UG
Tue. 2/21/17	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 2/22/17	National Board Part IV - Application Deadline: DC (Projected Date)
Mon. 2/27/17 - Tue. 3/28/17	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 2/27/17	Pre-Registration: UG, MS, DC
Mon. 3/6/17	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 3/13/17	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 3/13/17	Last Day to Withdraw: UG, MS, DC
Fri. 3/17/17	Last Day to Drop 2nd 5-wk Classes: UG
Fri. 3/17/17 - Sun. 3/19/17	Classes End, 10-wk: UG, MS, DC
Mon. 3/20/17- Thu. 3/23/17	National Board Exams Part I, II, III, PT: DC (No DCP Classes) (Projected Date)
Tue. 3/21/17	Final Exams
Wed. 3/22/17 - Fri. 3/24/17	Classes End, 2nd 5-wk: UG
Thur. 3/23/17	Final Exams, 2nd 5-wk: UG
Thur. 3/23/17	Graduation Rehearsal: 11am - 1pm
Fri. 3/24/17	Awards Convocation TBA (evening)
Sat. 3/25/17	Graduation 1:00 pm: UG, MS, DC
Sat. 3/25/17	Last Day for achieving Clinic Qtr. Milestone: DC
Mon. 3/27/17	End of Quarter
Wed. 3/29/17 - Wed. 4/5/17	All Grades Due before 12:00 pm
	Registration begins, returning students: UG, MS, DC

Spring 2017

Mon. 2/27/17 - Tue. 3/28/17	Pre-Registration: UG, MS, DC
Wed. 3/29/17 - Wed. 4/5/17	Registration, returning students: UG, MS, DC
Wed. 3/29/17	Faculty return to Campus
Wed. 3/29/17 - Thu. 3/30/17	New Student Orientation/Advisement Registration
Thu. 3/30/17	Dr. Riekeman presents "Getting to Well"
Mon. 4/3/17	Classes Begin: UG, MS, DC
Tue. 4/4/17	Last Day to Add 1st 5-wk classes: UG
Wed. 4/5/17	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 4/6/17 - Fri. 4/7/17	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 4/7/17	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 4/7/17	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 4/10/17	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 4/11/17	Clinic Gateway celebration: DC
Tues. 4/11/17	Passover
Fri. 4/14/17	(Projected Date) Spring Holiday (University Closed)
Wed. 4/19/17	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 4/21/17	Last day to sign up for Written Comprehensive Exam: MS
Mon. 4/24/17	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 4/25/17 - Wed. 4/26/17	Assessment Day - OSCE Exams: DC
Wed. 4/26/17	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 4/28/17	Written Comprehensive Final Examination: MS
Mon. 5/1/17	Last Day to Drop 1st 5-wk classes: UG
Fri. 5/5/17	Classes End 1st 5-wk: UG
Mon. 5/8/17 - Tue. 5/9/17	Final Exams, 1st 5-wk: UG
Tue. 5/9/17	Registration 2nd 5-wk: UG
Wed. 5/10/17	Classes Begin 2nd 5-wk: UG
Wed. 5/10/17	Registration 2nd 5-wk Ends 1:00 pm: UG
Mon. 5/15/17	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 5/17/17	Start of 2nd 5-wk Classes Graded "W": UG
Fri. 5/19/17 - Sun. 5/21/17	National Board Part IV Exam: DC (Projected Date)
Mon. 5/22/17	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 5/29/17	Memorial Day (University Closed)
Tue. 5/30/17	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 5/30/17 - Tue. 6/20/17	Pre-Registration: UG, MS, DC
Mon. 6/5/17	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 6/5/17	Last Day to Withdraw: UG, MS, DC
Fri. 6/9/17	Classes End, 10-wk: UG, MS, DC
Mon. 6/12/17 - Thu. 6/15/17	Final Exams
Tue. 6/13/17	Classes End, 2nd 5-wk: UG
Wed. 6/14/17 - Fri. 6/16/17	Final Exams, 2nd 5-wk: UG
Thu. 6/15/17	Graduation Rehearsal: 11am - 1pm
Thu. 6/15/17	Awards Convocation TBA (evening)
Fri. 6/16/17	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 6/17/17	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 6/17/17	End of Quarter
Mon. 6/19/17	All Grades Due before 12:00 pm
Wed. 6/21/17 - Wed. 7/12/17	Registration begins, returning students: UG, MS, DC
Tue. 7/11/17	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)

Summer 2017

Mon. 5/30/17 - Tue. 6/20/17	Pre-Registration: UG, MS, DC
Wed. 6/21/17 - Wed. 7/12/17	Registration begins, returning students: UG, MS, DC
Tue. 7/4/17	July 4 Independence Day (University Closed)
Wed. 7/5/17	Faculty return to Campus
Thu. 7/6/17 - Fri. 7/7/17	New Student Orientation/Advisement Registration
Fri. 7/7/17	Dr. Riekeman presents "Getting to Well"
Mon. 7/10/17	Classes Begin: UG, MS, DC
Tue. 7/11/17	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)
Tue. 7/11/17	Last Day to Add 1st 5-wk classes: UG, MS
Wed. 7/12/17	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 7/13/17 - Fri. 7/14/17	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 7/14/17	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 7/14/17	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 7/17/17	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 7/18/17	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 7/25/17	National Board Parts I, II, III & PT - Late
Wed. 7/26/17	Application Post Mark Deadline: DC (Projected Date)
Fri. 7/28/17	Last Day to change from 5-wk to 10-wk classes: UG, MS
Mon. 7/31/17	Last day to sign up for Written Comprehensive Exam: MS
Tue. 8/01/17 - Wed. 8/2/17	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Wed. 8/2/17	Assessment Day - OSCE Exams: DC
Fri. 8/4/17	Dr. Riekeman presents "Rights and Responsibilities"
Mon. 8/7/17	Written Comprehensive Final Examination: MS
Fri. 8/11/17	Last Day to Drop 1st 5-wk classes: UG, MS
Mon. 8/14/17 - Tue. 8/15/17	Classes End 1st 5-wk: UG, MS
Tue. 8/15/17	Final Exams, 1st 5-wk: UG, MS
Tue. 8/15/17	National Board Part IV - Application Deadline: DC (Projected Date)
Wed. 8/16/17	Registration 2nd 5-wk: UG, MS
Wed. 8/16/17	Registration 2nd 5-wk Ends 1:00 pm: UG, MS
Mon. 8/21/17	Classes Begin 2nd 5-wk: UG, MS
Wed. 8/23/17	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Mon. 8/28/17	Start of 2nd 5-wk Classes Graded "W": UG, MS
Mon. 8/28/17 - Tue. 9/26/17	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 9/4/17	Pre-Registration: UG, MS, DC
Tue. 9/5/17	Labor Day (University Closed)
Mon. 9/11/17	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Mon. 9/11/17	Last Day to Drop 2nd 5-wk Classes: UG, MS
Fri. 9/15/17	Last Day to Withdraw: UG, MS, DC
Fri. 9/15/17 - Sun. 9/17/17	Classes End, 10-wk: UG, MS, DC
Mon. 9/18/17 - Thu. 9/21/17	National Board Exams Part I, II, III, PT: DC (No DC Classes) (Projected Date)
Tue. 9/19/17	Final Exams
Wed. 9/20/17 - Fri. 9/22/17	Classes End, 2nd 5-wk: UG, MS
Thu. 9/21/17	Final Exams, 2nd 5-wk: UG, MS
Thu. 9/21/17	Graduation Rehearsal: 11am - 1pm
Fri. 9/22/17	Awards Convocation TBA (evening)
Sat. 9/23/17	Rosh Hashanah
Sat. 9/23/17	Graduation 1:00 pm: UG, MS, DC
Mon. 9/25/17	Last Day for achieving Clinic Qtr. Milestone: DC
Wed. 9/27/17 - Wed. 10/4/17	End of Quarter
	All Grades Due before 12:00 pm
	Registration begins, returning students: UG, MS, DC

Fall 2017

Mon. 8/28/17 - Tue. 9/26/17	Pre-Registration: UG, MS, DC
Wed. 9/27/17 - Wed. 10/4/17	Registration begins, returning students: UG, MS, DC
Tue. 9/26/17 - Thu. 9/29/17	New Student Orientation/Advisement Registration
Tue. 9/26/17	Dr. Riekeman presents "Getting to Well"
Wed. 9/27/17	Faculty return to Campus
Sat. 9/30/17	Yom Kippur
Mon. 10/2/17	Classes Begin: UG, MS, DC
Tue. 10/3/17	Last Day to Add 1st 5-wk classes: UG
Wed. 10/4/17	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 10/5/17 - Fri. 10/6/17	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 10/6/17	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 10/6/17	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 10/9/17	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 10/10/17	Clinic Gateway celebration: DC
Wed. 10/18/17	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 10/20/17	Last day to sign up for Written Comprehensive Exam: MS
Mon. 10/23/17	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 10/24/17 - Wed. 10/25/17	Assessment Day - OSCE Exams: DC
Wed. 10/25/17	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 10/27/17	Written Comprehensive Final Examination: MS
Mon. 10/30/17	Last Day to Drop 1st 5-wk classes: UG
Fri. 11/3/17	Classes End 1st 5-wk: UG
Mon. 11/6/17 - Tue. 11/7/17	Final Exams, 1st 5-wk: UG
Tue. 11/7/17	Registration 2nd 5-wk: UG
Wed. 11/8/17	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 11/8/17	Classes Begin 2nd 5-wk: UG
Fri. 11/10/17 - Sun. 11/12/17	National Board Part IV Exam: DC (Projected Date)
Mon. 11/13/17	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 11/15/17	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 11/20/17	Last Day to Drop 10-wk Classes: UG, MS, DC
Thu. 11/23/17 - Fri. 11/24/17	Thanksgiving (University Closed)
Mon. 11/27/17	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 11/27/17 - Tue. 12/19/17	Pre-Registration: UG, MS, DC
Mon. 12/4/17	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 12/4/17	Last Day to Withdraw: UG, MS, DC
Fri. 12/8/17	Classes End, 10-wk: UG, MS, DC
Mon. 12/11/17 - Thu. 12/14/17	Final Exams
Tue. 12/12/17	Classes End, 2nd 5-wk: UG
Wed. 12/13/17 - Fri. 12/15/17	Final Exams, 2nd 5-wk: UG
Thu. 12/14/17	Graduation Rehearsal: 11am - 1pm
Thu. 12/14/17	Awards Convocation TBA (evening)
Fri. 12/15/17	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 12/16/17	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 12/16/17	End of Quarter
Mon. 12/18/17	All Grades Due before 12:00 pm
TBD	Winter Break (University Closed)
Wed. 12/20/17 - Wed. 1/10/18	Registration begins, returning students: UG, MS, DC
Sun. 12/24/17 - Tues. 12/26/17	Christmas (University Closed)
Tue. 1/9/18	National Board Application Deadline: DC (Projected Date)

Winter 2018

Mon. 11/27/18 - Tue. 12/19/18	Pre-Registration: UG, MS, DC
Wed. 12/20/18 - Wed. 1/10/18	Registration, returning students: UG, MS, DC
Mon 1/1/18	New Year's Day (University Closed)
Wed. 1/3/18	Faculty return to Campus
Thu. 1/4/18 - Fri. 1/5/18	New Student Orientation/Advisement Registration
Fri. 1/5/18	Dr. Riekeman presents "Getting to Well"
Mon. 1/8/18	Classes Begin: UG, MS, DC
Tue. 1/9/18	Last Day to Add 1st 5-wk classes: UG
Tue. 1/9/18	National Board Parts I, II, III & PT - Registration Deadline: DC (Projected Date)
Wed. 1/10/18	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 1/11/18 - Fri. 1/12/18	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 1/12/18	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 1/12/18	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 1/15/18	Martin Luther King Jr. Day (University Closed)
Tue. 1/16/18	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 1/16/18	Clinic Gateway celebration: DC
Tue. 1/23/18	National Board Parts I, II, III & PT - Late
	Application Post Mark Deadline: DC (Projected Date)
Wed. 1/24/18	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 1/26/18	Last day to sign up for Written Comprehensive Exam: MS
Mon. 1/29/18	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 1/30/18 - Wed. 1/31/18	Assessment Day - OSCE Exams: DC
Wed. 1/31/18	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 2/2/18	Written Comprehensive Final Examination: MS
Mon. 2/5/18	Last Day to Drop 1st 5-wk classes: UG
Fri. 2/9/18	Classes End 1st 5-wk: UG
Mon. 2/12/18 - Tue. 2/13/18	Final Exams, 1st 5-wk: UG
Tue. 2/13/18	Registration 2nd 5-wk: UG
Tue. 2/13/18	National Board Part IV - Application Deadline: DC (Projected Date)
Wed. 2/14/18	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 2/14/18	Classes Begin 2nd 5-wk: UG
Mon. 2/19/18	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 2/21/18	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 2/26/18 - Tue. 3/27/18	Pre-Registration: UG, MS, DC
Mon. 2/26/18	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 3/5/18	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 3/12/18	Last Day to Withdraw: UG, MS, DC
Mon. 3/12/18	Last Day to Drop 2nd 5-wk Classes: UG
Fri. 3/16/18	Classes End, 10-wk: UG, MS, DC
Fri. 3/16/18 - Sun. 3/18/18	National Board Exams Part I, II, III, PT: DC (No DCP Classes) (Projected Date)
Mon. 3/19/18 - Thu. 3/22/18	Final Exams
Tue. 3/20/18	Classes End, 2nd 5-wk: UG
Wed. 3/21/18 - Fri. 3/23/18	Final Exams, 2nd 5-wk: UG
Thur. 3/22/18	Graduation Rehearsal: 11am - 1pm
Thur. 3/22/18	Awards Convocation TBA (evening)
Fri. 3/23/18	Graduation 1:00 pm: UG, MS, DC
Sat. 3/24/18	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 3/24/18	End of Quarter
Mon. 3/26/18	All Grades Due before 12:00 pm
Wed. 3/28/18 - Wed. 4/4/18	Registration begins, returning students: UG, MS, DC

Spring 2018

Mon. 2/26/18 - Tue. 3/27/18	Pre-Registration: UG, MS, DC
Wed. 3/28/18 - Wed. 4/4/18	Registration, returning students: UG, MS, DC
Wed. 3/28/18	Faculty return to Campus
Wed. 3/28/18 - Thu. 3/29/18	New Student Orientation/Advisement Registration
Thu. 3/29/18	Dr. Riekeman presents "Getting to Well"
Fri. 3/30/18	(Projected Date) Spring Holiday (University Closed)
Fri. 3/30/18	Passover
Mon. 4/2/18	Classes Begin: UG, MS, DC
Tue. 4/3/18	Last Day to Add 1st 5-wk classes: UG
Wed. 4/4/18	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 4/5/18 - Fri. 4/6/18	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 4/6/18	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 4/6/18	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 4/9/18	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 4/10/18	Clinic Gateway celebration: DC
Wed. 4/18/18	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 4/20/18	Last day to sign up for Written Comprehensive Exam: MS
Mon. 4/23/18	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 4/24/18 - Wed. 4/25/18	Assessment Day - OSCE Exams: DC
Wed. 4/25/18	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 4/27/18	Written Comprehensive Final Examination: MS
Mon. 4/30/18	Last Day to Drop 1st 5-wk classes: UG
Fri. 5/4/18	Classes End 1st 5-wk: UG
Mon. 5/7/18 - Tue. 5/8/18	Final Exams, 1st 5-wk: UG
Tue. 5/8/18	Registration 2nd 5-wk: UG
Wed. 5/9/18	Classes Begin 2nd 5-wk: UG
Wed. 5/9/18	Registration 2nd 5-wk Ends 1:00 pm: UG
Fri. 5/11/18 - Sun. 5/13/18	National Board Part IV Exam: DC (Projected Date)
Mon. 5/14/18	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 5/16/18	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 5/21/18	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 5/21/18 - Tue. 6/19/18	Pre-Registration: UG, MS, DC
Mon. 5/28/18	Memorial Day (University Closed)
Tue. 5/29/18	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 6/4/18	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 6/4/18	Last Day to Withdraw: UG, MS, DC
Fri. 6/8/18	Classes End, 10-wk: UG, MS, DC
Mon. 6/11/18 - Thu. 6/14/18	Final Exams
Tue. 6/12/18	Classes End, 2nd 5-wk: UG
Wed. 6/13/18 - Fri. 6/15/18	Final Exams, 2nd 5-wk: UG
Thu. 6/14/18	Graduation Rehearsal: 11am - 1pm
Thu. 6/14/18	Awards Convocation TBA (evening)
Fri. 6/15/18	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 6/16/18	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 6/16/18	End of Quarter
Mon. 6/18/18	All Grades Due before 12:00 pm
Wed. 6/20/18 - Wed. 7/11/18	Registration begins, returning students: UG, MS, DC
Tue. 7/3/18	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)

Summer 2018

Wed. 6/20/18 - Wed. 7/11/18	Registration begins, returning students: UG, MS, DC
Tue. 7/3/18	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)
Wed. 7/4/18	July 4 Independence Day (University Closed)
Thu. 7/5/18	Faculty return to Campus
Thu. 7/5/18 - Fri. 7/6/18	New Student Orientation/Advisement Registration
Fri. 7/6/18	Dr. Riekeman presents "Getting to Well"
Mon. 7/9/18	Classes Begin: UG, MS, DC
Tue. 7/10/18	Last Day to Add 1st 5-wk classes: UG, MS
Wed. 7/11/18	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 7/12/18 - Fri. 7/13/18	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 7/13/18	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 7/13/18	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 7/16/18	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 7/17/18	Clinic Gateway celebration: DC
Tue. 7/17/18	National Board Parts I, II, III & PT - Late
	Application Post Mark Deadline: DC (Projected Date)
Wed. 7/25/18	Last Day to change from 5-wk to 10-wk classes: UG, MS
Fri. 7/27/18	Last day to sign up for Written Comprehensive Exam: MS
Mon. 7/30/18	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Tue. 7/31/18 - Wed. 8/1/18	Assessment Day - OSCE Exams: DC
Wed. 8/1/18	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 8/3/18	Written Comprehensive Final Examination: MS
Mon. 8/6/18	Last Day to Drop 1st 5-wk classes: UG, MS
Fri. 8/10/18	Classes End 1st 5-wk: UG, MS
Mon. 8/13/18 - Tue. 8/14/18	Final Exams, 1st 5-wk: UG, MS
Tue. 8/14/18	National Board Part IV - Application Deadline: DC (Projected Date)
Tue. 8/14/18	Registration 2nd 5-wk: UG, MS
Wed. 8/15/18	Registration 2nd 5-wk Ends 1:00 pm: UG, MS
Wed. 8/15/18	Classes Begin 2nd 5-wk: UG, MS
Mon. 8/20/18	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 8/22/18	Start of 2nd 5-wk Classes Graded "W": UG, MS
Mon. 8/27/18	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 8/27/18 - Tue. 9/25/18	Pre-Registration: UG, MS, DC
Mon. 9/3/18	Labor Day (University Closed)
Tue. 9/4/18	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Fri. 9/7/18 - Sun. 9/9/18	National Board Exams Part I, II, III, PT: DC (No DC Classes) (Projected Date)
Mon. 9/10/18	Last Day to Drop 2nd 5-wk Classes: UG, MS
Mon. 9/10/18	Last Day to Withdraw: UG, MS, DC
Mon. 9/10/18	Rosh Hashanah
Fri. 9/14/18	Classes End, 10-wk: UG, MS, DC
Mon. 9/17/18 - Thu. 9/20/18	Final Exams
Tue. 9/18/18	Classes End, 2nd 5-wk: UG, MS
Wed. 9/19/18 - Fri. 9/21/18	Final Exams, 2nd 5-wk: UG, MS
Wed. 9/19/18	Yom Kippur
Thu. 9/20/18	Graduation Rehearsal: 11am - 1pm
Thu. 9/20/18	Awards Convocation TBA (evening)
Fri. 9/21/18	Graduation 1:00 pm: UG, MS, DC
Sat. 9/22/18	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 9/22/18	End of Quarter
Mon. 9/24/18	All Grades Due before 12:00 pm
Wed. 9/26/18 - Wed. 10/3/18	Registration begins, returning students: UG, MS, DC

Fall 2018

Mon. 8/27/18 - Tue. 9/25/18	Pre-Registration: UG, MS, DC
Wed. 9/26/18 - Wed. 10/3/18	Registration begins, returning students: UG, MS, DC
Tue. 9/25/18 - Thu. 9/27/18	New Student Orientation/Advisement Registration
Tue. 9/25/18	Dr. Riekeman presents "Getting to Well"
Wed. 9/26/18	Faculty return to Campus
Mon. 10/1/18	Classes Begin: UG, MS, DC
Tue. 10/2/18	Last Day to Add 1st 5-wk classes: UG
Wed. 10/3/18	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 10/4/18 - Fri. 10/5/18	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 10/5/18	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 10/5/18	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 10/8/18	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 10/9/18	Clinic Gateway celebration: DC
Wed. 10/17/18	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 10/19/18	Last day to sign up for Written Comprehensive Exam: MS
Mon. 10/22/18	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 10/23/18 - Wed. 10/24/18	Assessment Day - OSCE Exams: DC
Wed. 10/24/18	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 10/26/18	Written Comprehensive Final Examination: MS
Mon. 10/29/18	Last Day to Drop 1st 5-wk classes: UG
Fri. 11/2/18	Classes End 1st 5-wk: UG
Mon. 11/5/18 - Tue. 11/6/18	Final Exams, 1st 5-wk: UG
Tue. 11/6/18	Registration 2nd 5-wk: UG
Wed. 11/7/18	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 11/7/18	Classes Begin 2nd 5-wk: UG
Fri. 11/9/18 - Sun. 11/11/18	National Board Part IV Exam: DC (Projected Date)
Mon. 11/12/18	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 11/14/18	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 11/19/18	Last Day to Drop 10-wk Classes: UG, MS, DC
Thu. 11/22/18 - Fri. 11/23/18	Thanksgiving (University Closed)
Mon. 11/26/18	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 11/26/18 - Tue. 12/18/18	Pre-Registration: UG, MS, DC
Mon. 12/3/18	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 12/3/18	Last Day to Withdraw: UG, MS, DC
Fri. 12/7/18	Classes End, 10-wk: UG, MS, DC
Mon. 12/10/18- Thu. 12/13/18	Final Exams
Tue. 12/11/18	Classes End, 2nd 5-wk: UG
Wed. 12/12/18- Fri. 12/14/18	Final Exams, 2nd 5-wk: UG
Thu. 12/13/18	Graduation Rehearsal: 11am - 1pm
Thu. 12/13/18	Awards Convocation TBA (evening)
Fri. 12/14/18	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 12/15/18	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 12/15/18	End of Quarter
Mon. 12/17/18	All Grades Due before 12:00 pm
TBD	Winter Break (University Closed)
Wed. 12/19/18 - Wed. 1/9/19	Registration begins, returning students: UG, MS, DC
Mon. 12/24/18 - Tues. 12/25/18	Christmas (University Closed)
Tue. 1/8/19	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)

Winter 2019

Mon. 11/26/18 - Tue. 12/18/18	Pre-Registration: UG, MS, DC
Wed. 12/12/18- Wed. 1/9/19	Registration, returning students: UG, MS, DC
Tue. 1/1/19	New Year's Day (University Closed)
Wed. 1/2/19	Faculty return to Campus
Thu. 1/3/19 - Fri. 1/4/19	New Student Orientation/Advisement Registration
Fri. 1/4/19	Dr. Riekeman presents "Getting to Well"
Mon. 1/7/19	Classes Begin: UG, MS, DC
Tue. 1/8/19	Last Day to Add 1st 5-wk classes: UG
Tue. 1/8/19	National Board Parts I, II, III & PT - Registration Deadline: DC
Wed. 1/9/19	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 1/10/19- Fri. 1/11/19	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 1/11/19	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 1/11/19	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 1/14/19	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 1/15/19	Clinic Gateway celebration: DC
Mon. 1/21/19	Martin Luther King Jr. Day (University Closed)
Tue. 1/22/19	National Board Parts I, II, III & PT - Late
	Application Post Mark Deadline: DC (Projected Date)
Wed. 1/23/19	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 1/25/19	Last day to sign up for Written Comprehensive Exam: MS
Mon. 1/28/19	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 1/29/19 - Wed. 1/30/19	Assessment Day - OSCE Exams: DC
Wed. 1/30/19	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 2/1/19	Written Comprehensive Final Examination: MS
Mon. 2/4/19	Last Day to Drop 1st 5-wk classes: UG
Fri. 2/8/19	Classes End 1st 5-wk: UG
Mon. 2/11/19 - Tue. 2/12/19	Final Exams, 1st 5-wk: UG
Tue. 2/12/19	Registration 2nd 5-wk: UG
Wed. 2/13/19	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 2/13/19	Classes Begin 2nd 5-wk: UG
Wed. 2/13/19	National Board Part IV - Application Deadline: DC (Projected Date)
Mon. 2/18/19	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 2/20/19	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 2/25/19 - Tue. 3/26/19	Pre-Registration: UG, MS, DC
Mon. 2/25/19	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 3/4/19	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 3/11/19	Last Day to Withdraw: UG, MS, DC
Mon. 3/11/19	Last Day to Drop 2nd 5-wk Classes: UG
Fri. 3/15/19	Classes End, 10-wk: UG, MS, DC
Fri. 3/15/19 - Sun. 3/17/19	National Board Exams Part I, II, III, PT: DC (No DCP Classes) (Projected Date)
Mon. 3/18/19 - Thu. 3/21/19	Final Exams
Tue. 3/19/19	Classes End, 2nd 5-wk: UG
Wed. 3/20/19 - Fri. 3/22/19	Final Exams, 2nd 5-wk: UG
Thur. 3/21/19	Graduation Rehearsal: 11am - 1pm
Thur. 3/21/19	Awards Convocation TBA (evening)
Fri. 3/22/19	Graduation 1:00 pm: UG, MS, DC
Sat. 3/23/19	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 3/23/19	End of Quarter
Mon. 3/25/19	All Grades Due before 12:00 pm
Wed. 3/27/19 - Wed. 4/3/19	Registration begins, returning students: UG, MS, DC

Spring 2019

Mon. 2/25/19 - Tue. 3/26/19	Pre-Registration: UG, MS, DC
Wed. 3/27/19 - Wed. 4/3/19	Registration, returning students: UG, MS, DC
Wed. 3/27/19	Faculty return to Campus
Wed. 3/27/19 - Thu. 3/28/19	New Student Orientation/Advisement Registration
Thu. 3/28/19	Dr. Riekeman presents "Getting to Well"
Mon. 4/1/19	Classes Begin: UG, MS, DC
Tue. 4/2/19	Last Day to Add 1st 5-wk classes: UG
Wed. 4/3/19	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 4/4/19- Fri. 4/5/19	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 4/5/19	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 4/5/19	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 4/8/19	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 4/9/19	Clinic Gateway celebration: DC
Wed. 4/17/19	Last Day to change from 5-wk to 10-wk classes: UG
Thu. 4/18/19	Last day to sign up for Written Comprehensive Exam: MS
Fri. 4/19/19	(Projected Date) Spring Holiday (University Closed)
Fri. 4/19/19	Passover
Mon. 4/22/19	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 4/23/19- Wed. 4/24/19	Assessment Day - OSCE Exams: DC
Wed. 4/24/19	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 4/26/19	Written Comprehensive Final Examination: MS
Mon. 4/29/19	Last Day to Drop 1st 5-wk classes: UG
Fri. 5/3/19	Classes End 1st 5-wk: UG
Mon. 5/6/19 - Tue. 5/7/19	Final Exams, 1st 5-wk: UG
Tue. 5/7/19	Registration 2nd 5-wk: UG
Wed. 5/8/19	Classes Begin 2nd 5-wk: UG
Wed. 5/8/19	Registration 2nd 5-wk Ends 1:00 pm: UG
Mon. 5/13/19	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, DC
Wed. 5/15/19	Start of 2nd 5-wk Classes Graded "W": UG
Fri. 5/17/19 - Sun. 5/19/19	National Board Part IV Exam: DC (Projected Date)
Mon. 5/20/19	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 5/27/19 - Tue. 6/25/19	Pre-Registration: UG, MS, DC
Mon. 5/27/19	Memorial Day (University Closed)
Tue. 5/28/19	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Mon. 6/3/19	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 6/3/19	Last Day to Withdraw: UG, MS, DC
Fri. 6/7/19	Classes End, 10-wk: UG, MS, DC
Mon. 6/10/19 - Thu. 6/13/19	Final Exams
Tue. 6/11/19	Classes End, 2nd 5-wk: UG
Wed. 6/12/19 - Fri. 6/14/19	Final Exams, 2nd 5-wk: UG
Thu. 6/13/19	Graduation Rehearsal: 11am - 1pm
Thu. 6/13/19	Awards Convocation TBA (evening)
Fri. 6/14/19	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 6/15/19	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 6/15/19	End of Quarter
Mon. 6/17/19	All Grades Due before 12:00 pm
Wed. 6/26/19 - Wed. 7/17/19	Registration begins, returning students: UG, MS, DC
Tue. 7/9/19	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)

Summer 2019

Tue. 5/28/19 - Tue. 6/25/19	Pre-Registration: UG, MS, DC
Wed. 6/26/19 - Wed. 7/17/19	Registration begins, returning students: UG, MS, DC
Thu. 7/4/19	July 4 Independence Day (University Closed)
Tue. 7/9/19	National Board Parts I, II, III & PT - Application Deadline: DC (Projected Date)
Wed. 7/10/19	Faculty return to Campus
Thu. 7/11/19 - Fri. 7/12/19	New Student Orientation/Advisement Registration
Fri. 7/12/19	Dr. Riekeman presents "Getting to Well"
Mon. 7/15/19	Classes Begin: UG, MS, DC
Tue. 7/16/19	Last Day to Add 1st 5-wk classes: UG, MS
Wed. 7/17/19	Registration Ends, 10-wk classes: UG, MS, DC
Thu. 7/18/19 - Fri. 7/19/19	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 7/19/19	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 7/19/19	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 7/22/19	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 7/23/19	Clinic Gateway celebration: DC
Tue. 7/23/19	National Board Parts I, II, III & PT - Late
Wed. 7/31/19	Application Post Mark Deadline: DC (Projected Date)
Fri. 8/2/19	Last Day to change from 5-wk to 10-wk classes: UG, MS
Mon. 8/5/19	Last day to sign up for Written Comprehensive Exam: MS
Tue. 8/6/19 - Wed. 8/7/19	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Wed. 8/7/19	Assessment Day - OSCE Exams: DC
Fri. 8/9/19	Dr. Riekeman presents "Rights and Responsibilities"
Mon. 8/12/19	Written Comprehensive Final Examination: MS
Fri. 8/16/19	Last Day to Drop 1st 5-wk classes: UG, MS
Mon. 8/19/19 - Tue. 8/20/19	Classes End 1st 5-wk: UG, MS
Tue. 8/20/19	Final Exams, 1st 5-wk: UG, MS
Tue. 8/20/19	National Board Part IV - Application Deadline: DC (Projected Date)
Wed. 8/21/19	Registration 2nd 5-wk: UG, MS
Wed. 8/21/19	Registration 2nd 5-wk Ends 1:00 pm: UG, MS
Mon. 8/26/19	Classes Begin 2nd 5-wk: UG, MS
Wed. 8/28/19	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Mon. 9/2/19	Start of 2nd 5-wk Classes Graded "W": UG, MS
Tue. 9/3/19	Labor Day (University Closed)
Mon. 9/9/19	Last Day to Drop 10-wk Classes: UG, MS, DC
Mon. 9/9/19 - Tue. 10/1/19	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS
Fri. 9/13/19 - Sun. 9/15/19	Pre-Registration: UG, MS, DC
Mon. 9/16/19	National Board Exams Part I, II, III, PT: DC (No DC Classes) (Projected Date)
Mon. 9/16/19	Last Day to Drop 2nd 5-wk Classes: UG, MS
Fri. 9/20/19	Last Day to Withdraw: UG, MS, DC
Mon. 9/23/19- Thu. 9/26/19	Classes End, 10-wk: UG, MS, DC
Tue. 9/24/19	Final Exams
Wed. 09/25/19 - Fri. 9/27/19	Classes End, 2nd 5-wk: UG, MS
Thu. 9/26/19	Final Exams, 2nd 5-wk: UG, MS
Thu. 9/26/19	Graduation Rehearsal: 11am - 1pm
Fri. 9/27/19	Awards Convocation TBA (evening)
Sat. 9/28/19	Graduation 1:00 pm: UG, MS, DC
Sat. 9/28/19	Last Day for achieving Clinic Qtr. Milestone: DC
Mon. 9/30/19	End of Quarter
Mon. 9/30/19	All Grades Due before 12:00 pm
Wed. 10/2/19 - Wed. 10/9/19	Rosh Hashanah
	Registration begins, returning students: UG, MS, DC

Fall 2019

Mon. 9/9/19 - Tue. 10/1/19	Pre-Registration: UG, MS, DC
Wed. 10/2/19 - Wed. 10/9/19	Registration begins, returning students: UG, MS, DC
Tue. 10/1/19 - Thu. 10/3/19	New Student Orientation/Advisement Registration
Tue. 10/1/19	Dr. Riekeman presents "Getting to Well"
Wed. 10/2/19	Faculty return to Campus
Mon. 10/7/19	Classes Begin: UG, MS, DC
Tue. 10/8/19	Last Day to Add 1st 5-wk classes: UG
Wed. 10/9/19	Registration Ends, 10-wk classes: UG, MS, DC
Wed. 10/9/19	Yom Kippur
Thu. 10/10/19- Fri. 10/11/19	Add/Drop 10-wk classes with fees: UG, MS, DC
Fri. 10/11/19	Last Day to Add 10-wk Classes: UG, MS, DC
Fri. 10/11/19	Last Day to Drop Classes without Tuition Forfeiture: UG, MS, DC
Mon. 10/14/19	Drop or Withdrawn 10-wk & 1st 5-wk Classes start being graded "W": UG, MS, DC
Tue. 10/15/19	Clinic Gateway celebration: DC
Wed. 10/23/19	Last Day to change from 5-wk to 10-wk classes: UG
Fri. 10/25/19	Last day to sign up for Written Comprehensive Exam: MS
Mon. 10/28/19	Start 1st 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Tue. 10/29/19- Wed. 10/30/19	Assessment Day - OSCE Exams: DC
Wed. 10/30/19	Dr. Riekeman presents "Rights and Responsibilities"
Fri. 11/1/19	Written Comprehensive Final Examination: MS
Mon. 11/4/19	Last Day to Drop 1st 5-wk classes: UG
Fri. 11/8/19	Classes End 1st 5-wk: UG
Mon. 11/11/19- Tue. 11/12/19	Final Exams, 1st 5-wk: UG
Tue. 11/12/19	Registration 2nd 5-wk: UG
Wed. 11/13/19	Registration 2nd 5-wk Ends 1:00 pm: UG
Wed. 11/13/19	Classes Begin 2nd 5-wk: UG
Fri. 11/15/19- Sun. 11/17/19	National Board Part IV Exam: DC (Projected Date)
Mon. 11/18/19	Start 10-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG, MS, DC
Wed. 11/20/19	Start of 2nd 5-wk Classes Graded "W": UG
Mon. 11/25/19	Last Day to Drop 10-wk Classes: UG, MS, DC
Thu. 11/28/19- Fri. 11/29/19	Thanksgiving (University Closed)
Mon. 12/2/19	Start 2nd 5-wk Drop & Withdrawn Classes graded "WF" or "WNP": UG
Mon. 12/2/19 - Tue. 12/24/19	Pre-Registration: UG, MS, DC
Mon. 12/9/19	Last Day to Drop 2nd 5-wk Classes: UG
Mon. 12/9/19	Last Day to Withdraw: UG, MS, DC
Fri. 12/13/19	Classes End, 10-wk: UG, MS, DC
Mon. 12/16/19- Thu. 12/19/19	Final Exams
Tue. 12/17/19	Classes End, 2nd 5-wk: UG
Wed. 12/18/19- Fri. 12/20/19	Final Exams, 2nd 5-wk: UG
Thu. 12/19/19	Graduation Rehearsal: 11am - 1pm
Thu. 12/19/19	Awards Convocation TBA (evening)
Fri. 12/20/19	Graduation: UG & MS 10:00 am, DC 1:30 pm
Sat. 12/21/19	Last Day for achieving Clinic Qtr. Milestone: DC
Sat. 12/21/19	End of Quarter
Mon. 12/23/19	All Grades Due before 12:00 pm
TBD	Winter Break (University Closed)
Wed. 12/25/19 - Wed. 1/8/20	Registration begins, returning students: UG, MS, DC
Tue. 12/24/19 - Wed. 12/25/19	Christmas (University Closed)
Tue. 1/7/20	National Board Application Deadline: DC (Projected Date)

LIFE[®]

University

SECTION THREE

LEADERSHIP | HISTORY

OF LIFE UNIVERSITY



ABOUT THE PRESIDENT

Guy F. Riekeman, D.C. President

Dr. Guy Riekeman is a second generation chiropractor who graduated from Palmer College of Chiropractic in 1972. He became a successful chiropractor and businessman, creating companies and seminar programs to improve chiropractic practice and facilitate personal growth. After years in the field, Dr. Riekeman decided to shift his energy and focus to education. He went on to become Chancellor of Palmer College of Chiropractic before becoming the fourth President of Life University in 2004. As an educator, he extols the message to “Make Your Life Extraordinary,” and he challenges everyone to strive for excellence, both in the classroom and in life.



As a leader in the chiropractic profession, Dr. Riekeman works non-stop to keep the public and his fellow leaders in health care informed of important issues in Chiropractic, Vitalism, wellness and healthcare, and to create a greater appreciation of the shift from an authoritarian “sickness care” system to a vitalistic partnership approach to health and wellness. For 30 years he has organized efforts to advance personal integrity, and has worked tirelessly through educational programs and thousands of personal presentations to promote a new attitude and approach to health care and personal responsibility. Since becoming President, Dr. Riekeman has guided Life University to become the largest chiropractic college in the world. His leadership created the 20/20 Vision, a multi-year, multi-phase initiative that will transform Life University into a modern college campus with all the old-world values of education. In a dynamically changing world glutted with information and roiling with uncertainty, Dr. Riekeman demonstrates a unique ability to articulate meaning and inspire discipline for institutional, professional and personal success.



HISTORY OF LIFE UNIVERSITY

The idea for Life University was conceived among a group of prominent and influential chiropractors in 1974 during a weekend getaway in Ormand Beach, Florida. The discussion among the group centered around the need for a principled and vitalistic-based chiropractic college in the southeast region. This “Founder’s Circle” consisted of: Ian Grassam, D.C.; Janet Grassam; R. James Gregg, D.C.; John A. Hofmann, D.C.; D. D. Humber, Beth Humber, Wayne King, D.C.; Thomas O. Morgan, D.C.; Mary Ann Morgan; Michael Nathanson, D.C.; Charles Ribley, D.C.; Ruth Ribley; James Sigafoose, Patsy Sigafoose, Ralph Ungerank, Wilma Ungerank, Nell Williams, D.C.; and Sidney E. Williams, D.C.

In 1975, Life Chiropractic College opened its doors, using half of a building of what was, at the time, the Georgia Unemployment Office. Twenty-two students attended the first classes in January 1975. Since that “Day-One Class,” the school has grown both in enrollment and physical space, acquiring land and buildings and constructing new facilities. Currently, Life University occupies 104 acres of the property on the northwest corner of the intersection of Cobb Parkway (US 41) and South Cobb Drive (US 253) in Marietta, Georgia.

By 1990, under the leadership of the original president, Dr. Sid Williams, Life College had grown to become the largest chiropractic college in the world. In 1996, Life College expanded its degree offerings to include an undergraduate school and became Life University.

In June 2002, Life University’s accreditation was questioned by the Council on Chiropractic Education (CCE) and the Southern Association of Colleges and Schools (SACS). Accreditation by the CCE was temporarily suspended before being restored by a Federal Court injunction. Life University was put on temporary probation by SACS but returned to normal status soon after the accrediting restoration by CCE. During this time, Dr. Sid Williams resigned as President of Life University.

Michael Schmidt, D.C. was installed as interim President in July 2002. Dr. Schmidt diverted resources from many of the programs and initiatives secondary to academics, such as the athletic program, in order to keep the University solvent. Other cost-cutting measures included workforce reductions and the sale of off-campus administrative and industrial buildings owned by the University. During the relative uncertainty of this period in LIFE's history, enrollment dropped significantly.

In January 2003, Benjamin DeSpain, Ph.D. was named President. Prior to his arrival, Dr. DeSpain had developed a reputation in his previous positions in higher education for turning the most challenging situations into opportunities for growth. It was during his tenure that the University's programmatic accreditation was restored retroactively by the Federal Court.

In March 2004, Guy F. Riekeman, D.C. was installed as President of Life University, and he currently remains President today. Dr. Riekeman, former Chancellor of Palmer Chiropractic University, played a key role in restoring Life University's credibility as an institution of higher learning. Within months of his appointment, he raised millions of dollars for capital expenditures and operating costs. Dr. Riekeman also led the University through reaffirmation of accreditation by SACS and CCE. Enrollment began growing again in 2004 and has been increasing consistently ever since. By 2008, Life University once again housed the largest chiropractic college in the world, a distinction it holds to this day.



Under the direction of current President Dr. Guy Riekeman, LIFE has undergone transformational innovation that has set a standard of world-class excellence in the physical campus, curriculum design, academic programs and national policy. Dr. Riekeman has established "Life U" as a premiere university with an international reputation for service and as a thought leader in the healthcare industry.

Changes included new construction built to Gold-level LEED standards, the "greening" of the campus and modernization of existing buildings. Life University has established chiropractic clinics in places such as China and Costa Rica, while also establishing chiropractic education across the globe through international governing bodies and universities. It has developed the first master's degree program in positive psychology with an emphasis on secular ethics and more, and affected National Testing Protocols.

Additionally, LIFE is known throughout North America for its sports programs, especially its number one-ranked rugby program. LIFE continues to influence policy makers via its forums and summits organized through the Octagon, a global think tank serving to advance dialogue on health care and in the community at-large related to the University's Eight Core Proficiencies.

LIFE is appropriately tagged as the "not-so-little" university that is changing the world.

LIFE[®]
University

SECTION FOUR
THE CAMPUS | METRO ATLANTA



LIFE UNIVERSITY CAMPUS

Introduction

The Life University campus is situated on a tract of land encompassing approximately 110 acres. The campus consists of approximately 18 buildings that provide over 435,000 square feet of space. LIFE's beautiful campus has highly sophisticated facilities and has the possibility to add new programs and majors at the University.

The University is located at 1269 Barclay Circle in Marietta, Georgia. The main campus is approximately 15 miles northwest of the heart of Atlanta. Life University joins a host of other educational institutions in the Metropolitan Atlanta area, including Kennesaw State University, Georgia State University, Southern Polytechnic State University, Georgia Institute of Technology, Emory University, Mercer University, Oglethorpe University, Agnes Scott College, and the Atlanta University Center (Clark Atlanta University, Spelman College, Morehouse College and Morris Brown College), as well as many business, technical and art schools.



Life University Facilities

Administration Building — Soon to be renamed the William M. Harris, D.C. Center for Clinical Education, the main Administration Building provides administrative spaces for the Executive Offices, Information Technology and Finance. Also included in this building is the Campus Center for Health and Optimum Performance, Funded by Foot Levelers, a student practical teaching facility where early-quarter D.C. students begin their hands-on training to become skilled chiropractors.

The LIFE Village Retreat — Also known as the LVR or simply “The Village,” this building is a four-story student housing facility for students. It is located next to the Administration Building and was completed in the fall 2009. It contains 300 beds in primarily two bedroom, roommate-styled suites.

There are furnished units that all include living areas, kitchens with refrigerator, microwave, stove, sink/ garbage disposal, dishwasher and feature reserved parking. The buildings have community rooms, quiet study spaces, elevators, a mail kiosk and uses proximity card access.



The LIFE Village Retreat is Gold Level certified by Leadership in Energy and Environmental Design (LEED), the authority in sustainable and “green” construction.

The Parking Garage is located immediately adjacent to the LIFE Village Retreat and contains a 600-car parking deck. The University has installed video surveillance in all the public areas of the Retreat's buildings as well as the parking deck for additional safety.

The Commons — These other on-campus apartments primarily house LIFE's scholarship athletes.

Learning Resources Center — The LRC houses the Student Advocacy Center – a one-stop-shop for all student administrative needs (Registrar, Financial Aid, Student Accounting and Advisement). The

learning Resources Center also houses the Drs. Sid E. and Nell K. Williams Library named after the founders of Life University. The 20,000+ square-foot facility contains stacks for 100,000 books, computer areas with over 50 student-available computers, study and conference rooms for student and faculty use and an audio-visual support area. Enrollment Services can also be found in the Learning Resources Center.

The Center for Graduate and Undergraduate Studies — CGUS is the primary location for all of the educational, facilities the departmental faculty and the administration offices for the Undergraduate Program. The building also houses the

PAR Center (Preparation, Analysis and Record keeping) and faculty offices for two of the College of Chiropractic divisions (Basic Sciences and Clinical Sciences).

The building contains amphitheater-style and standard lecture classrooms, computer lab and training facilities, various chiropractic technique and lab rooms. This building also contains standard and specialized laboratories for Basic, Clinical, Natural and Nutrition Science Departments.

Linking the Learning Resources Center and the Center for Graduate and Undergraduate Studies is a plaza with landscaped gardens, a vine-covered arbor, and a reflecting pool. Bricks inlaid in the plaza pave the Walk of Honor in recognition of alumni and loved ones of Life University.

The Socrates Café is located at the north end of the Center for Graduate and Undergraduate Studies and was opened to students, staff, faculty and visitors in January 2010. The 28,000 square foot state-of-the-art facility and outside patio and seating areas integrate cutting edge design with world-class sustainability features. The Socrates Café is perhaps the “greenest” college dining facility in the country, serving locally and organically grown food and capable of zero-waste through recycling, biodegrading and composting. The Café also provides a meeting place for students late into the evening for study, conversation and special events.

The Café area also includes the administrative offices, food preparation laboratory and display cooking area for the Nutrition Program in the College of Undergraduate Studies as well as the Life University Bookstore.



Celebration Plaza — In the area connecting the Center for Graduate and Undergraduate Studies and the Center for Chiropractic Education lies Celebration Plaza, site of many of LIFE’s on-campus events. It is a fitting place for the LIFE community to gather for fun and fellowship. In the north end of the plaza are monuments honoring the life and work of Drs. D.D. Palmer, B.J. Palmer and Sid Williams.

The Center for Chiropractic Education — The CCE is the primary location for most of the educational facilities, some of the departmental faculty (Chiropractic Science) and the administration offices for the College of Chiropractic. This building also houses Postgraduation Education, an A/V productions support satellite office and the Student Success Center.

The building contains a 360-seat amphitheater-style, auditorium lecture center, two 200-seat classrooms, four 125-seat classrooms, two 40-seat classrooms and nine dry labs, which are available for instructional and student needs. These classrooms provide for lecture and lab facilities including radiology, diagnosis and dry anatomical instruction.

Center for Health and Optimum Performance (C-HOP) — C-HOP, LIFE’s outpatient clinic, is located just inside the east entrance to the campus (1415 Barclay Circle). This 28,000 square foot clinic, open to the public, is equipped with state-of-the-art equipment and is fully staffed with chiropractors and board-certified specialists who serve as mentors to students. C-HOP services over 60,000 patient visits per year with expert chiropractic care, wellness coaching, nutritional counseling and functional rehabilitation.

Neuro LIFE Institute — This public facility is on the leading edge of research in Chiropractic Neurology. Chiropractic Neurology builds on basic neuroscience and uses various strategies to help improve or re-establish optimal neurological processes. For many individuals who have dealt with neurological or cognitive impairments, the chiropractic functional neurologist can provide carefully determined, cautious and safe care that holds the prospect of potentially improving neurological function.

Marketing Department, Human Resources, Office of Institutional Effectiveness, Planning and Research (OIEPR), Physical Plant and Grounds — These departments are located in two recently remodeled buildings at 1075 & 1085 Barclay Circle near the entrance from South Cobb Drive.

Center for Athletics and Sport Health Science — This building houses two gymnasiums, health and wellness facilities, and offices for Student Services, Athletics, University Advancement and many graduate degree programs and offices. It is located across the street from the primary academic buildings. An elevated walkway provides safe passage over Barclay Circle (the main street running through campus).

The main gymnasium seats 1,800 spectators for sports activities with the potential to seat over 2,500 using additional, temporary seats for graduations, assemblies and other special events. The University installed ceiling-mounted, remote-controlled lighting equipment, certain audio visual equipment in the existing gymnasiums as well as staging, removable chairs and floor covering in the fall of 2008 for use as a gymnasium. These improvements permit the University to use both of the existing gymnasiums as dual use facilities – as both auditoriums and gymnasiums.

A popular feature of this building is the Wellness Center, which includes state-of-the-art weight training equipment, cardio-fitness equipment and racquetball courts. Membership to the Wellness Center is free for all students, faculty and staff.

The Sport Health Science program's research facilities include laboratory space for biomechanics, exercise physiology, product research and rehabilitation, and LIFE Center for Seniors. This facility is designed to assess and expand the limits of human performance potential.

Ian Grassam Treehouse — Located next to the Center for Athletics and Sport Health Science, The Treehouse is set amongst the trees and the lake. The Treehouse is a student retreat and a peaceful setting to study during the week or to hang out on weekends.

Athletic Fields — Fields include a lighted rugby pitch (field), lighted tennis courts and a 2,500-seat multi-use track and field stadium. The track and field facility was used as a training site for the 1996 Summer Olympic Games held in Atlanta. An 8,000 square-foot Stadium Field House provides concession areas and restrooms. Life University's world-class rugby teams practice and play their games on the pitch.

Walking/Hiking Trails — Approximately three miles of wooded trails wind through campus, providing opportunities for recreation, reflection and connection with the natural environment.

19th Century Historic Village — Take a walk down the wooded path and be transported to a different time and place. This tranquil village contains actual 19th century structures, including a fully functional gristmill. Students, staff and visitors come here to relax and reflect on simpler times.

Bell Tower — This campus landmark is a monument to the early pioneers of Chiropractic. In the early days, chiropractors were sometimes jailed for practicing "medicine" without a license. The names inscribed on the interior walls of the Bell Tower honor all those who suffered the indignity of imprisonment for helping their fellow man.

Tolerance — This monument resembles the Olympic Torch from the 1996 Summer Games that were held in Atlanta. Tolerance reminds the LIFE community that one of the highest and noblest aspirations a human being can attain is tolerance for other peoples' beliefs, values, ideals and creeds.

Lyceum Park and Standard Process Amphitheatre — A central park that replaced acres of concrete and parking lots, Lyceum Park serves as a central gathering place for students, faculty and staff. Designed with natural acoustics and a state-of-the-art audio system, the Standard Process Amphitheatre provides a unique venue for outdoor concerts, lectures, movies, plays and other events such as the periodic "Welcome Back" student parties. The natural stone seating, serene gardening, quiet alcoves and idyllic beauty makes the park a popular place for students who come to study, socialize, enjoy lunch or pause for a break between classes.

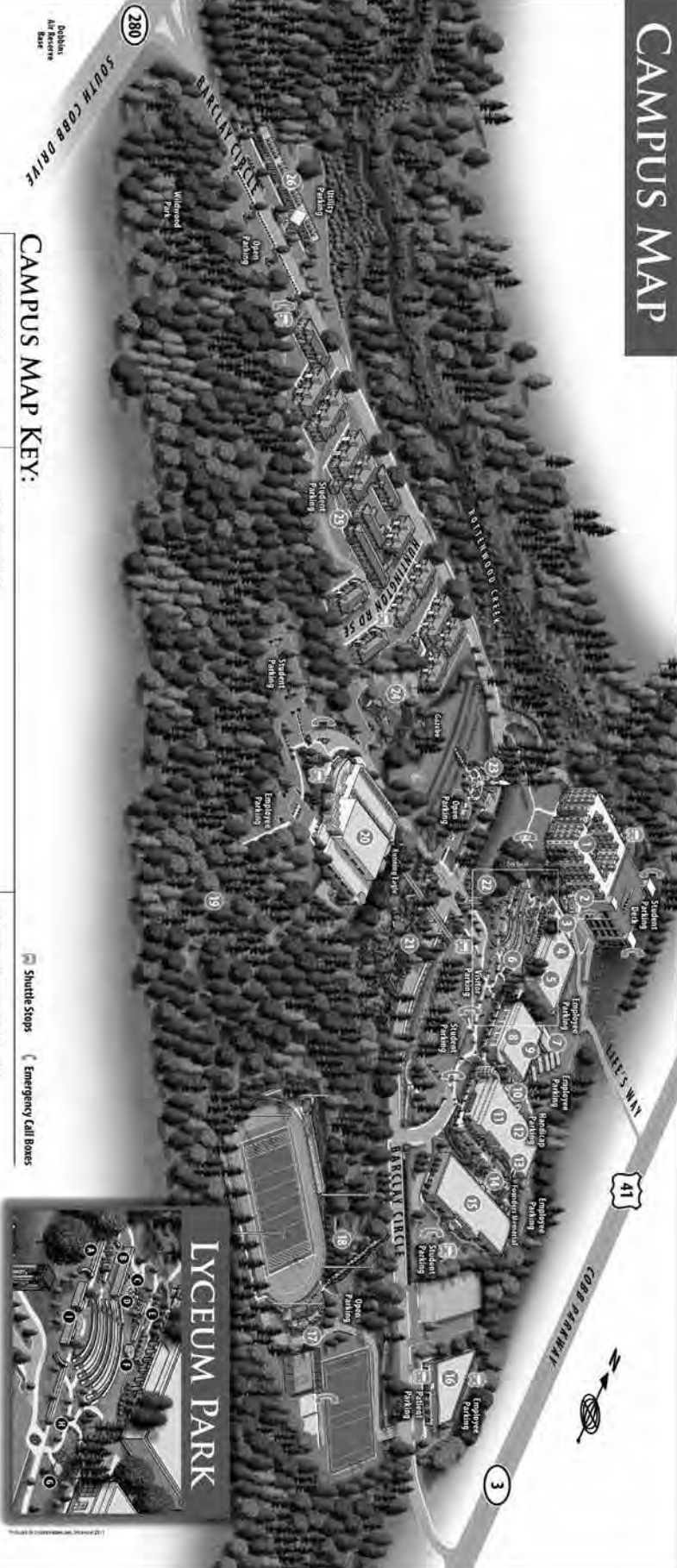
METRO ATLANTA AND SURROUNDING AREA

The University is located in Cobb County, a thriving suburban community with a population of 750,000. Many shopping malls, day-care centers, schools and other basic services are located throughout the area. A public bus system with connections to the Atlanta transit system stops just outside the campus, though many students find it more convenient to own their own transportation in order to take advantage of the recreational opportunities in the metro Atlanta area.

Metropolitan Atlanta (which includes Cobb County) has a strong, diversified economy. Atlanta is a major convention, financial and transportation center. Many service jobs in hotels and restaurants are available.



CAMPUS MAP



CAMPUS MAP KEY:

1. LIFE Village Retreat
2. BrightLIFE Child Care Center
3. Auxiliary Building No. 7
4. Campus Center for Health & Optimum Performance (C-C-HOP)
5. Administration Building
 - Diagnostic Imaging Alignment (DMA)
 - Dr. Syd E. Williams Research Center
 - Operations & Finance
 - University Administration
6. Lycenum Park (see Park Key)
7. Auxiliary Buildings No. 1-6
 - Clinical Sciences
 - English for Speakers of Other Languages (ESOL)
8. Drs. Syd E. & Neil K. Williams Library
9. Learning Resource Center
 - Center for Excellence in Teaching & Learning (CETL)
 - Enrollment Services
10. Rose Krantz Memorial Garden
11. Center for Undergraduate & Graduate Studies
 - Advising/Reaching
 - Tutoring/Reaching
12. Campus Bookstore
13. Sacred Cafe
14. Celebration Plaza
 - Orthopedic Founders Memorial
15. Center for Chiropactic Education
 - Post Doctoral/Continuing Education
 - Student Success Center
16. Center for Health & Optimum Performance (C-HOP)
 - Rugby Fields
 - Tennis Courts
 - Track & Field
 - Volleyball
17. Sports Complex
18. William M. Harris, D.C. Memorial
19. Fitness Trail
20. Center for Athletics & Sport Health Science
 - Alumni Relations
 - Gyms
 - Life Sport Science Institute (LSSI)
 - Student Services
 - TR Auditorium
 - University Advancement
 - Wellness Center
21. 19th Century Village
22. Ball Tower
23. Tolerance
24. Ian Grassman Treehouse
25. The Commons
26. Auxiliary Services
 - Marketing & Communications
 - Human Resources
 - Facilities & Grounds
 - Institutional Effectiveness, Planning and Research

1269 BARCLAY CIRCLE
 MARIETTA, GA 30060
 (770) 426-2600
 WWW.LIFE.EDU



LYCEUM PARK KEY:

- A. Lasting Purpose
- B. Vitalism Pool
- C. Eight Core Proficiencies
- D. Fountain
- E. Reflection Pools
- F. Soap Box
- G. Wellness Portfolio
- H. Path of Heroes
- I. Standard Process Amphitheatre

One of the best features of the metro Atlanta area is the climate. In January and February, the average daily temperature is approximately 50 degrees Fahrenheit; the average nightly temperature is approximately 30 degrees Fahrenheit. One or two light snowfalls during the winter are the norm. During the summer months, the average daytime high is in the 90s and the average nighttime low is in the 70s.

Leisure Time

Atlanta is ideally located in northern Georgia within easy reach of a variety of recreational activities. An hour north is the southern end of the Appalachian Mountain range where the Appalachian Trail and some of the best hiking in the country begin. The mountains offer many kinds of recreational opportunities including camping and water sports on lakes and rivers.



Georgia's Atlantic seacoast with its beaches, unspoiled barrier islands and historic port towns is just four to five hours southeast of the city.

The location of Life University in metropolitan Atlanta offers a number of unique advantages. This city offers a blend of Old South charm and New South progress and growth. There are outstanding cultural and recreational opportunities ranging from world-class museums to theater and symphony to professional sport teams.



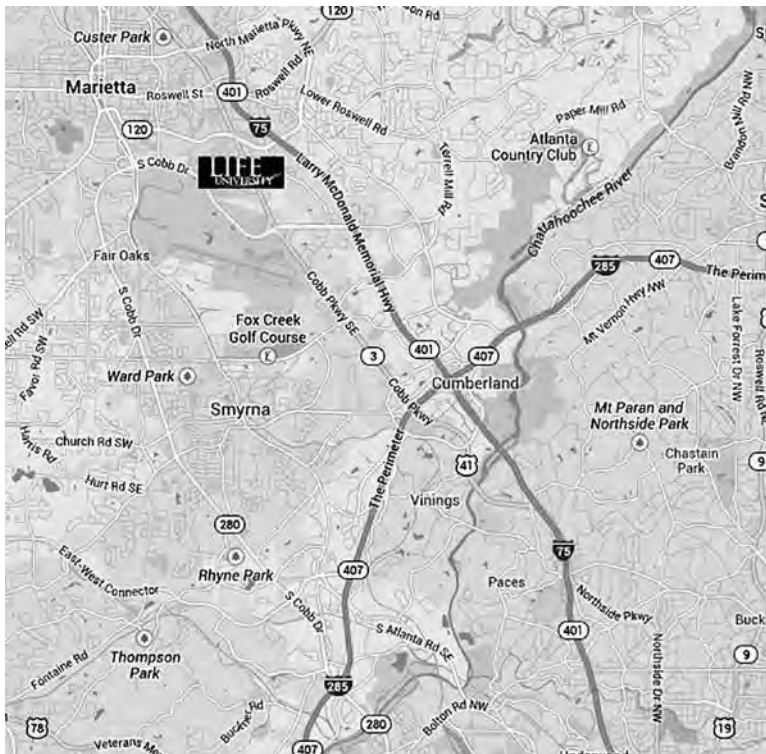
Life University's campus is located just a few miles northwest of Atlanta, in the city of Marietta, Georgia.

Our Main address is:
1269 Barclay Cir.
Marietta, GA 30060

Our Campus Safety Office, where we request all visitors check in and obtain a visitor parking pass, is located in Mod 2.

General Directions to Campus:

- Take Interstate I-75 to Marietta, GA
- Take Exit 263 (SR 120) WEST
- Travel WEST on SR 120 (South Marietta Parkway SE)
- Turn LEFT (South) on Cobb Parkway
- Turn RIGHT (West) on Barclay Circle
- Enter campus



LIFE[®]

University

SECTION FIVE

GENERAL INFORMATION



LIFE UNIVERSITY MISSION, CORE PROFICIENCIES AND GOALS STATEMENT

Vision Statement

Our Purpose is to provide students with the vision to fulfill their innate potential, the inspiration to engage in a quest for self-discovery and the ability to apply a principled approach to their future roles as leaders in humanitarian service and as citizens in their communities.

Our goal is to maximize the expression of the perfection within.

- **We recognize** – that all organic systems in the universe are conscious, self-developing, self-maintaining and self-healing.
- **We believe** – that these systems work best when they are free of interference.
- **We understand** – that the nervous system is primarily responsible for orchestrating the internal and external dialogue of the body necessary for life.
- **We acknowledge** – that there are three interferences to the nervous system: physical trauma, environmental toxins and emotional stress.

Therefore, our purpose is to correct these interferences, allowing the organism to express its innate potential.

Of critical importance is our Doctor of Chiropractic degree, which is focused on the relationship between the spine and the nervous system and the aberration, called vertebral subluxation, as well as its detection and correction, allowing a greater expression of the perfection within.

The Mission of Life University

The Mission of Life University is to empower each student with the education, skills and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's undergraduate, graduate and professional programs - each one committed to excellence in teaching, learning, research and the overall student experience - offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance and the wisdom to become transformational leaders in an increasingly diverse, global and dynamic world.

Mission Statements of Our Two Colleges

The College of Chiropractic

The Mission of the Life University's College of Chiropractic, centered on the Vertebral Subluxation Complex, is to educate, mentor and graduate skilled and compassionate Doctors of Chiropractic to be primary care clinicians, physicians, teachers and professionals, using the University's Core Values as their foundation.

The College of Graduate and Undergraduate Studies

The Mission of Life University's College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.

LIFE's Promise

With its vitalistic vision, clearly defined performance proficiencies and measurable criteria for success, a Life University education will produce leaders who exemplify humanistic values and, in a world where change is constant, provide innovative approaches to direct that change to elevate society and evolve its healthcare system.



Strategic Initiatives

1. Become the preeminent performance-centered vitalistic health care institution in the world.
2. Become the unchallenged leader in providing practical applications for success in business and in life.
3. Break into the *U.S. News and World Report* Rankings.
4. Establish continuity in stewardship and ensure our lasting legacy in leadership, strategic planning, stability, robust constituencies and delivery on our brand promise.

Life University Institutional Goals

Institutional Goal #1:

Provide a performance-centered environment in which all university community members are inspired and empowered to apply a principled approach to their roles as transformational leaders for Lasting Purpose.

Institutional Goal #2:

Provide diverse, mission-focused programs for students so that every graduate will have the skills, knowledge and values to be prepared for success in their chosen profession.

Institutional Goal #3:

Enhance the LIFE Student Experience through a culture of professional development and optimal personal wellness based on a vitalistic philosophy.



EIGHT CORE LIFE PROFICIENCIES

In conjunction with providing health care degree programs, Life University is committed to delivering an education designed around a set of core proficiencies that advance personal integrity and provide the foundation for professional success, social contribution and cultural change. These proficiencies distinguish a Life University education.

Integrity & Citizenship

Integrity provides the underpinning for the responsible exercise of our rights and responsibilities as human beings. Integrity leads to empowerment and excellence, while a lack of integrity results in mediocrity. Life University teaches students how to manage personal integrity and function as valued citizens within the academic, health care and larger communities.

Leadership & Entrepreneurship

Extensive research available today outlines the hallmarks of effective leadership. Life University draws on this body of knowledge and teaches students how to apply it in an entrepreneurial setting to build a successful business or organization.

Learning Theory/Critical Thinking

Life University engages students in critical thinking by teaching them how to gather meaningful data, synthesize new information with existing knowledge, think independently and search for practical application of their knowledge in professional practice and daily life. We exhort our students to not only learn skills, but to become innovators who contribute positively to their communities.

Contemporary Scientific Paradigms

For thousands of years and especially since Sir Isaac Newton, humankind's scientific understanding of the functioning of the universe has been based largely on a mechanistic model. Contemporary quantum physics opens the door to a much more vitalistic understanding of human dynamics. Life University will expose our students to the implications of these models especially as they apply to research in health care.

Philosophy of Human Existence & Healthcare Policy

Healthcare systems evolve from healthcare philosophies. Although our most institutionalized systems today revolve around a mechanistic view of health, Life University sees value in a vitalistic view of human function. With a growing body of evidence to

support vitalistic concepts in the healthcare milieu, Life University will help spearhead changes that will revolutionize our nation's approach to health care. Our faculty will clearly identify these key issues for students and teach them how to evaluate new information and direct professional dialogues that will lead to new healthcare policy.

Communication & Relationship Theory/Skills

An ability to communicate effectively and the capacity for building relationships with others are critical factors in personal, business and life success. These skills can be developed. Life University will challenge its students to develop and utilize the skills of effective listening, empathy, interpersonal skills and public speaking to create clear communications and foster meaningful professional relationships with members of the public, patients, colleagues and key opinion leaders.

Belief Systems & Performance

Life University will expose its students to a range of contemporary intellectual approaches and technologies that will help them reach higher levels of performance and success. Students will learn criteria by which to judge the usefulness of certain technologies and their applicability to their learning styles.

Integrative Change

Because change is one of the few constants in today's professional environments, an educated person must learn how to evaluate, plan for and effectively use the element of change to impact controlled differences in the world. Life University will expose students to tested theories and concepts and help them evaluate their usefulness. Students will also learn how people integrate and accept new philosophies and skills for communicating new concepts of health care.

ORGANIZATION

Life University is a private, non-profit, nonsectarian, non-proprietary University organized as a 501(c)(3) institution governed by a Board of Trustees composed of not less than seven or more than 17 members. The Chief Executive Officer of the University is Dr. Guy Riekeman.

The University is organized into two major educational administrative units: the College of Chiropractic and the College of Graduate and Undergraduate Studies. These Colleges are supported by the Deans of the respective Colleges and with a supporting organization: Assistant Deans, Division Chairs, Departmental Heads and Clinic Directors. There are also general administrative directors in various capacities; Alumni/Continuing Education, Advancement, Finance, Grounds, Human Resources, Information Technology, Learning Resources, Enrollment Services, Marketing, Institutional Effectiveness - Planning and Research, Physical Plant, Faculty Affairs, Faculty Development, Student Administrative Services, and Student Services, along with their staff, maintain supporting services.

Policies and Position Statements

Non-Discrimination Policy

In compliance with federal and state law, Life University does not discriminate on the basis of race, color, sex, religion, national origin, age or veteran status, and does not discriminate against qualified individuals with a disability or handicap. This policy applies to all employment practices at Life University and to the admission and education of Life University students. Questions regarding the Non-Discrimination Policy should be directed to the Director of Student Conduct in the Student Services Department at (770) 426-2700.

Policy on Accommodation for the Disabled

It is the policy of Life University to provide program accessibility and reasonable accommodations for qualified persons with a disability as defined in Section 504 of the Rehabilitation Act of 1973, and in accordance with the provisions of the Americans with Disabilities Act. Students who need such accommodations must go to the Student Success Center and self-identify (See Page 71). A student requesting accommodation is required to provide appropriate documentation by a licensed professional. Accommodations, when appropriate, are provided on an individualized basis.

Harassment Policy

Life University reaffirms the principal that its students, staff, faculty and administration have a right to be free from harassment. Harassment, in any form, including sexual discrimination by or towards a member of the academic community will not be tolerated.

Misrepresentation Policy

Life University prohibits misrepresentation of any kind on the part of its employees and/or representatives. The University expressly prohibits misrepresentation regarding the nature of its educational programs, the nature of financial charges, the employability of its graduates and its relationships with the Department of Education. Such misrepresentations prohibited in all forms, including those made verbally, in writing and in promotional or marketing materials.

ACCREDITATION, MEMBERSHIPS AND AFFILIATIONS

Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Life University, Marietta, GA. is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and Doctor of Chiropractic degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Life University.

Council on Chiropractic Education (CCE)

The Doctor of Chiropractic degree program at Life University's College of Chiropractic is awarded programmatic accreditation by the Council on Chiropractic Education. 8049 N. 85th Way, Scottsdale, AZ 85258-4321, Phone: (480) 443-8877, www.cce-usa.org

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

The Didactic Program in Dietetics (DPD) at Life University has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

The Dietetic Internship (DI) program at Life University has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0400 ext. 5400, www.eatright.org/ACEND/.

Commission on Accreditation of Athletic Training Education (CAATE)

The Master of Athletic Training degree program was given national accreditation with the Commission on Accreditation of Athletic Training Education (CAATE) in October 2014 (through 2019). 6836 Austin Center Blvd., Suite 250, Austin, TX 78731-3193, 512.733.9700, <http://caate.net>.

Memberships

Life University retains membership within the Commission on Colleges of the Southern Association of Colleges and Schools, the American Association of Collegiate Registrar's and Admission Officers, the National Association of Independent Colleges and Universities, Association of Chiropractic College, the American College Personnel Association, the Georgia Independent College Association and the American Council on Education.

Affiliations

Life University maintains cooperative working affiliations with state and national chiropractic associations, the Atlanta Chamber of Commerce, Cobb County Chamber of Commerce, and The Better Business Bureau of Metropolitan Atlanta. It also participates in the Concurrent Admissions Program (Con AP), a program intended to greatly increase the number of veterans enrolled in college using GI Bill education benefits.

PUBLIC SERVICE

Lasting Purpose

Lasting Purpose represents a commitment "To Give, To Do, To Love, To Serve – Out of a Sense of Abundance." It calls upon us to act from a place of gratitude and to use our gifts for the benefit of others. When we give, we receive, and then we give more. Living a life of Lasting Purpose creates a cycle of good that is continually perpetuating and amplifying itself.

Life University's Expected Outcomes

Life University will provide support and promote community and public activities that offer awareness or understanding toward a vitalistic approach to health and optimum performance.

Personal Commitment

Increased involvement in public service has long been one of the highest priorities of Life University and part of its institutional purpose. LIFE intends to continue its public service commitment through its precepts of giving for the sake of giving, doing for the sake of doing, loving for the sake of loving, and serving for the sake of serving, not only throughout the world, but in the Metropolitan Atlanta area, and particularly in the local Marietta community. LIFE will maintain its role of helping students and faculty members find their own particular way in integrating these precepts into their Life University education.

Imbuing in each student a keen understanding of the meaning and value of public service is an important ingredient of the overall Life University education. Students learn through observing and then actually performing public service projects in the community.

Some of the areas in which students and faculty are involved include visiting the sick and elderly, providing assistance to the homeless, aiding abused children and battered women, conducting blood drives twice each year and assisting with the Special Olympics. Through these projects, students learn to help others without any thought of recompense. This giving of themselves carries out the true meaning of "Lasting Purpose." In addition to service to their fellow man, students also participate in environmentally-oriented projects, which help preserve the planet for future generations. They aid in both cleaning up the community and in fostering the use of biodegradable products wherever possible.

COMMUNITY SERVICES

Life University is also committed to service through the following:

English for Speakers of Other Languages (ESOL)

Life University welcomes diversity and recognizes that a diverse student body enriches the University community. To foster diversity and provide an opportunity for all citizens of the community to improve their language skills, Life University has made ESOL classes open to anyone interested in learning English suitable for college-level work.

Classes for the general public are non-degree and non-credit bearing. Students must have completed high school or the equivalent. Costs per hour equal those for the Undergraduate Studies programs at LIFE.

LIFE Center for Seniors

As a service to the community, Life University has opened its doors and heart to a new group of students — local area senior citizens. This membership program is called the LIFE Center for Seniors (LCS). For a minimal yearly membership fee, persons fifty or older, or those married to someone fifty or older, may join the LCS program. A membership offers seniors personal enrichment through fellowship as well as the use of campus facilities and student rates on chiropractic care.

Wellness Program

It is the goal of the Life University Wellness Program to provide Life University students, faculty and staff with an opportunity to participate in a wide range of recreation, leisure or fitness/wellness activities. The Wellness Program shares facilities that include two outdoor, lighted tennis courts; two large, outdoor activity fields (one of which is lighted); and an indoor, air-conditioned aerobics room equipped with a hardwood floor, mirrored walls, sound equipment and benches for step aerobics.

The Wellness Center offers state-of-the-art cardiovascular equipment, including stationary bikes, stair climbers, free weights and selected weight-training equipment. In cooperation



with the City of Marietta, Life University has a five-mile jogging trail which wanders through the 110-acre campus and two city parks immediately adjacent to the campus.

Wellness Center — LIFE provides its students, faculty, staff and local visitors the use of modern, professionally-equipped training and fitness/wellness facilities, along with expertise on how to maximize their health.

Walking Trail — Because it meanders through the adjoining Wildwood and A.L. Burruss Parks, the five-mile walking trail also serves the local community as part of an agreement between Life University and the City of Marietta.

Center for Health and Optimum Performance (C-HOP)

All outpatient clinics provide free chiropractic care to veterans who are afflicted with service-related back injuries. Additionally, Life University outreach clinics provide free or low-cost care to economically disadvantaged patients.



Library

The Drs. Sid E. and Nell K. Williams Library is open to the public. Primary services include circulation of materials, bibliographic instruction (research methods) and access to computers for research and general Microsoft Office suite applications. Students can access the library's online catalog through the LRC web page, as well as obtain full-text articles through the library's memberships with GALILEO and the Atlanta Health Sciences Library Consortium. The Library also subscribes to thousands of electronic monographs. The Library shares its resources with libraries internationally through an interlibrary loan program (ILP).

Student-Centered – The continuing mission of Life University to nourish the mind as well as the soul requires the efforts of the University's staff to provide a stimulating, student-centered environment.

The Lights of LIFE

The public receives an invitation each year to a grand lighting and display of over two million holiday lights. Over the years, exemplifying the spiritual side of life, this display has provided enjoyment to hundreds of thousands of people from throughout Georgia and the Southeast.

Sustainability

Life University is committed to being a sustainable college environment. All campus construction and renovation is performed to Gold Level standards as set forth by Leadership in Energy and Environmental Design (LEED), the recognized authority in "green" building and construction. LIFE's housing center, the LIFE Village Retreat, and the Socrates Café have both been awarded Gold Level Certification by LEED.

The Socrates Café utilizes recycling, composting and biodegradable products to make it a nearly zero-waste facility. The café also uses local farmers to provide the protein and produce, thus reducing the carbon output on the delivery of the products. The café contains a SOMAT™ machine that breaks down the waste into compost that is used as fertilizer around the campus.

Life University was a founding member of the American College and University Presidents Climate Commitment Circle, a nationwide initiative that began in 2007 to unite educational institutions in an effort to reduce greenhouse gas emissions and carbon footprint. Life University has a full-time Sustainability Coordinator on staff to facilitate programs and coordinate LIFE's sustainability efforts.

Student Right-to-Know Act

The Student Right-to-Know Act, enacted by Congress into law in 1990, requires all higher education institutions offering undergraduate academic programs and participating in Title IV student financial assistance programs to publish graduation or persistence rates for enrolled students. Life University falls into this classification and presents the following data in compliance with the statute.

First to Second Year Retention Rate (Fall 2008 Cohort)

Retention Rates

Undergraduate first to second year retention 64%

Undergraduate cohort entering fall 2013 and returned in fall 2014

Doctor of Chiropractic first to second year retention 84%

Retention rate for undergraduate cohort is derived from the fall cohort of first-time, full-time freshmen cohort and stated in the Student Right-to-Know. Retention rate for the Doctor of Chiropractic program is calculated from the incoming fall Doctor of Chiropractic cohort.

Retention Rate Definition

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree from the previous fall who either re-enrolled or successfully completed their program by the current fall. -Department of Education (<http://nces.ed.gov/ipeds/glossary/?charindex=R>)

Six-year Graduation Rate (Fall 2008 Cohort)

Graduation Rates

This annual component of IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. -Department of Education (<http://nces.ed.gov/ipeds/glossary/?charindex=R>)

Undergraduate 6-year Graduation Rate 27%

Doctor of Chiropractor 150% graduation rate 70%

Through the University Catalog and the Department of Financial Aid, Life University disseminates to all enrolled students, and to prospective students upon request, information concerning the institution.

LIFE[®]
University

SECTION SIX
STUDENT ADMINISTRATIVE SERVICES



STUDENT ADMINISTRATIVE SERVICES

6

STUDENT ADVOCACY CENTER

The Office of Student Advocacy and Advising provides resources to Life University students during their first year and beyond. Located in the Learning Resource Center Building, this office coordinates a variety of programs and services, including:



- Academic advising for first-year and transfer students
- Assistance with completing financial aid, registrar and student accounting forms
- Facilitating financial aid counseling and making adjustments to your financial aid package
- Answering questions about your student account
- Advising resources for all students, to include adding and dropping courses as well as changing your major
- Advising and providing resources for students who plan to apply to professional or graduate schools
- Professional advisors aiding students in exploring the various academic majors and concentrations offered at Life University
- Facilitating FYE 101, FYE 103 and FYEX 1101 courses designed specifically to assist new students in transitioning to college life and professional studies, and to life at Life University in particular

The purpose of this Center is to cultivate the academic success of all students, with an emphasis on first-year undergraduate, graduate and professional students. The Office of Student Advocacy and Advisement augments academic advising for all students through the coordination of academic advising for first-year students; communicating regularly with second-year students and beyond to encourage student success; managing student academic interventions; providing advisement for transfer students and for students interested in preparing for and applying to professional and graduate schools; providing training and serving as a resource for faculty advisors; as well as supporting the Registrar, Financial Aid and Student Accounting Departments.

Contact Our Office: Student Advocacy Center—Located in the Learning Resource Center Building 8:00 a.m.–5:00 p.m., Monday–Friday Phone: (770) 426-2667 ext. 4.

Advisement At LIFE

Advising is an educational process that facilitates students' understanding of the meaning and purpose of higher education. It fosters intellectual and personal development toward academic success and lifelong learning (NACADA, 2004). In alignment with the mission statement of Life University, the advisement resources on campus are dedicated to creating an atmosphere in which students are empowered to pursue, and make meaning of, a Life University education and the skills and values needed for career success and personal fulfillment.

Advisement Learning Outcomes

Through the advising experience at Life University, which includes individual advising as well as the First Year Experience course, students will:

Demonstrate the ability to make, and follow through with, healthy, effective decisions concerning their educational, career and personal wellness goals; develop an educational plan for successfully achieving their goals; and select courses each quarter to progress toward those goals.

Demonstrate an understanding of the value of the Life University degree through the value of the general education requirements, major/minor requirements, graduate programs and professional programs.

Utilize the resources and services on campus to assist them in achieving their academic, career and personal wellness goals.

Make use of referrals to campus resources as needed. Effectively utilize a degree audit through the use of the WebAdvisor report in their educational planning Graduate in a timely manner based on their educational plans.

Reasons for Visiting an Advisor

At Life University, advising provides students with the opportunity to build interpersonal relationships for the purpose of gaining assistance in planning their educational careers, in learning the skills needed for academic success, and in learning how to access the personal wellness resources and services that are available to them on the LIFE campus. Additional reasons students may want to meet with their advisor include: requests for letters of recommendation, information about research opportunities, internships or study abroad experiences, course selection and changes, and registration.



Advisement Process

All students, regardless of their college or degree program, have an opportunity to be advised through the Progressive Advising for Student Success (PASS) Center. Incoming students will be notified prior to Orientation about any advising and registration appointments they may have or need to make with their assigned attendance. At that time, faculty advisors and PASS advisors work together to create a seamless transition to faculty advising for students progressing through their academic programs toward graduation. Graduate students are assigned a faculty advisor at the beginning of their academic program and meet with that advisor on a regular basis, yet still have full access to PASS advisors as needed.

Students may contact the Student Advocacy Center at (770) 426-2667 for additional information about advising.

STUDENT ACCOUNTS OFFICE

Tuition And Fees Schedule:

All Tuition And Fee Rates Are Subject To Change Without Notice.

General Fees: All Students

Quarterly Student Fee	\$350.00
Audit Class (Per Class Or Per 30 Hrs.)	\$100.00*
Drop/Add/Late Registration (Per Item)	\$25.00
Dis-Enrollment Fee	10% of Unpaid Tuition For Current Qtr.

Doctor of Chiropractic Program

Tuition per Credit Hour (DC) North American Students	\$329.00
--	----------

Graduate Program

Tuition per Credit Hour	\$248.00
-------------------------------	----------

Undergraduate Program

Tuition per Credit Hour	\$218.00
-------------------------------	----------

Distance/Online Education Fees:

Undergraduate Program

Tuition per Credit Hour – Distance Education (online) courses.....	\$327.00
--	----------

Graduate Program

Tuition per Credit Hour – Distance Education (online) courses.....	\$372.00
--	----------

International Student Assistance

All eligible International Students will receive 20 percent tuition assistance. In order to qualify, students must:

1. Be on a foreign student VISA, ineligible for US student aid
2. Have a zero account balance
3. Student must be eligible to be enrolled full time at Life University (in good standing with U.S. Citizenship and Immigration Services – USCIS)
4. Maintain the following minimum cumulative grade point average:
 - DC..... 2.00
 - Masters 3.00
 - Undergraduate..... 2.00

Forms of Identification - This is required by the Federal Government

Student is required to show the following forms of identification;

- Permanent Foreign Address
- Passport or (F1) Visa
- Social Security Card
- Driver's License
- I - 94
- I - 20

PAYMENT POLICY

All tuition and fees are due and payable upon registration, but not later than the end of the second week of classes each quarter.

If awarded financial aid falls short of total charges for the quarter, the student is responsible for the difference. The financial aid-eligible student may wish to contact the Financial Aid Office to determine the possibility of receiving additional financial aid.

Failure to pay all charges due on a student's account will restrict his/her ability to register for future quarters, receive (order/send) official transcripts and diplomas or graduate.

If full tuition and fee payments are not made, the student will be disenrolled. This will result in the student not being eligible to continue to participate in classes and/or the clinic in the disenrolled quarter. Also, the student will be assessed a 25 percent disenrollment charge based upon the remaining unpaid tuition incurred in the dis-enrolled quarter.

Unpaid Balances

Any open balances owed to Life University will prevent transcripts from being released. You will also be blocked from registration. If you leave Life University with unpaid debts, you will be subject to formal collection procedures which will impose additional costs, such as attorney's fees and interest charges.

Direct Deposit (MANDATORY)

Life University has officially moved to a MANDATORY DIRECT DEPOSIT policy for the disbursement of student living expense funds.

Financial Aid refund checks will no longer be available for pick-up in Student Accounts. For those students who have not signed up for direct deposit, please do so immediately.

If you have any questions, please contact us at (770) 426-2626.

Bad Check Policy

Any check returned to Life University due to insufficient funds, payment stopped or a closed account may result in disciplinary action against the student, including possible dis-enrollment. The issuance of a check which is returned may constitute deposit account fraud under Georgia law, which is either a misdemeanor or a felony, depending on the circumstances. Punishment for a misdemeanor conviction may include a fine ranging from \$100 to \$1,000 and imprisonment for a period not to exceed 12 months. Punishment for a felony may include a fine of \$1,000 and imprisonment for a period of one to five years.

The issuer of a returned check is subject to a service charge of \$50 or 5 percent of the face amount of the check, whichever is greater (Maximum charge is \$50.00).

Under Georgia law, the University also has the right to file a civil suit against the maker of a returned check for two times the amount of the check, not to exceed \$500. A second offense may subject the offender to disenrollment from the University.

Student Accounting Office

Life University endeavors to maintain student costs of education at the lowest level without sacrificing quality. In order to provide the lowest student cost, other sources of income, such as contributions from interested alumni and friends, are actively sought. Life University remains a private, non-profit institution and receives no direct support from government funds. A listing of all fees is available in the University's Academic Catalog.

The following policies apply to all students in all programs of study. The University and its various divisions and departments reserve the right to modify and change requirements, rules and fees. Such regulations shall go into effect without prior notice whenever deemed appropriate by the University.

Fair and equitable refund policy for withdrawal from all classes

The process used to determine the student's informal/ unofficial withdrawal date. If a student fails to notify Life University that he or she has stopped attending classes, then Life University will determine the student's withdrawal date by routinely monitoring their attendance. This monitoring includes attendance records of instructors, "sitting" for exams, computer-assisted instruction, counseling or academic advisement.

In accordance with the Higher Education Amendments of 1992, Life University's "fair and equitable refund policy" is as follows: Life University will provide a refund applicable to the federal withdrawal refund calculation, if the student has withdrawn on or before the 60-percent point of the quarter.

If a student withdraws after the 60-percent point of the quarter, no refund is applicable. For students enrolled in the full-quarter, 11-week classes, the after-60-percent point of the quarter is the 46th day (Thursday of Week 7).

For students enrolled in the 5-week accelerated classes, the after-60-percent point of quarter is the 23rd day (Tuesday of Week 4, first 5 weeks, and Thursday of Week 9, second 5 weeks).

For Graduate students enrolled in the Summer Quarter 6-week classes, the after-60-percent point of the quarter is the 25th day (Thursday of Week 4).

Life University will provide a copy of the refund calculation to the student upon request at the Student Accounting Office.

Financial Aid Funds Disbursement Policy

Quarterly initial disbursements for Loans, Perkins, Pell and Supplemental Education Opportunity Grants will begin in the first week of classes.

Life University will release living expense direct deposits to students only after verifying student's attendance status and making sure no financial or academic holds are on their records.

All unpaid tuition/fees and other university debts (such as but not limited to lab fees, institutional charges and student housing) are deducted from students' financial aid before disbursement.

A student's living expense funds may be available on the first Monday of the each quarter if the following are true:

1. As of **the Wednesday before the quarter begins**, either
 - a. a DC student, registered, **or**
 - b. an undergraduate, registered, **or**
 - c. a master's student, registered, **and**
2. The Student is making Satisfactory Academic Progress (as defined by the Financial Aid Office), **and**
3. Financial aid proceeds have been disbursed to Life University.

However, if a living expense disbursement is received on the first day of the quarter and then the student drop hours before

Monday of the third week, an over-payment will occur. Federal Regulations require that the Office of Financial Aid notify the Office of Student Accounts to send back the amount of over-payment due to the drop in hours. (See Disbursement Policy above.)

Living Expense Monies

Living expense monies will be made available when all proceeds have been received and all eligibility requirements for Financial Aid programs have been met, and in accordance with Federal Regulations related to Title IV funds, which are:

- No later than 14 days after the first day of class if Federal funds are credited on or before the first day of class. - **Or** -
- No later than 14 days after the credit balance occurred if the funds were credited after classes began.

Emergency Loan Procedure

1. Students may receive no more than two emergency loans per fiscal year (fall quarter through the following summer quarter).
2. Students may receive no more than \$500 for each emergency loan.
3. Approved emergency loan requests received in Student Accounting on or before noon will be processed the same day. Those received after noon will be processed the following day.
4. Rent payments (current or past due), utility bills, food and gas do not constitute emergencies.
5. Possible emergencies include:
 - a. Serious illness in family (cost of travel to family's home)
 - b. Death in the family (cost of travel to funeral)
 - c. Emergency medical or dental care for student or immediate family members
 - d. Emergency repair for student's automobile necessary for the car to function
 - e. Loss of home and/or belongings in fire or other natural disaster
6. Students must provide clear concise documentation of the occurrence and associated costs surrounding their emergencies.
7. Students must have a clear method of repayment and the loans must be repaid prior to transmittal of financial aid for the following quarter.
8. Student Accounts will distribute and receive requests for emergency loans.



BUDGET WISELY:

Pay ahead on rent and auto insurance and save money for Boards.

Refund Policy for Dropped Courses

Refund of tuition and refundable fees shall be made according to the following schedule upon the formal, voluntary, approved drop from a course or courses:

1. **100%**, if drop is made on or before the first five days (first two days of second 5 week courses) of the quarter;
2. **90%**, if drop is made between the sixth and eleventh day (second - ninth for second 5 week courses) of the quarter;
3. **50%**, if drop is made between the twelfth and eighteenth day (ninth - sixteenth for second 5 week courses) of the quarter;
4. **25%**, if drop is made between the nineteenth and thirty-ninth day (nineteenth - twenty-fifth for first 5 week courses and seventeenth - twenty-third for second 5 week courses) of the quarter; and
5. **no refund** will be made after the 39th day (25th for 5 week courses or 23rd for second 5 week courses) of the quarter.

No refund of tuition or fees is made for dropped courses when a student is dismissed, suspended or expelled for disciplinary reasons. Students who plan to skip one or more quarters should notify the Registrar in writing.

If financial aid in any form is received, the refund may be returned to that source of funding in proportion to the amount paid toward tuition.

The University and its various divisions and departments reserve the right to modify and change requirements, rules and fees without prior notice.

Refunds and Return of Financial Aid for Withdrawal from all Classes

For students who have followed the withdrawal procedures outlined in the “Academic Policies and Information” section of this catalog, the date the student notified the University of their intent to withdraw will be the official date of withdrawal.

If a student fails to notify Life University that they have stopped attending classes, then Life University will attempt to determine the student’s withdrawal date by checking attendance records. In the event that the last day of attendance can not be determined, the mid-point of the quarter will be used.

In accordance with the Higher Education Amendments of 1998, Life University will provide a refund that matches the federal return of Title IV funds if the student has withdrawn on or before the 60-percent point of the quarter.

Students receiving federal Title IV financial assistance will be subject to a “Return of Title IV Funds” calculation. This calculation determines the percentage of the quarter completed, the percentage of federal financial aid earned, and the amount of federal financial aid that must be returned by the University and by the student. Depending upon the types and amounts of financial aid received and the date of withdrawal, the student may be required to repay some of the financial aid previously received.

If the official withdrawal date is after the “60-percent” point of the quarter, no return of Title IV funds will be required. Samples of “Return of Title IV Funds” calculations are available upon request from either the Offices Financial Aid or Student Accounting.

Refund Withdrawal Priority

Life University will refund the appropriate amounts according to the specific order of priority as prescribed in the law and regulation. Refunds will be made to the source for any student who receives any form of financial aid and totally withdraws, in descending order, and in proportion to the amount paid toward tuition as described below:

1. DIRECT UNSUB
2. DIRECT/SUB
3. PERKINS LOANS
4. PLUS (Graduate Student)
5. PLUS (Parent)
6. PELL
7. SEOG
8. OTHER FEDERAL AID
9. HOPE SCHOLARSHIP
10. GA TUITION EQUALIZATION GRANT
11. OTHER FINANCIAL AID



12. STUDENT

No refund of tuition or fees is made for withdrawn courses when a student is dismissed, suspended, or expelled for disciplinary reasons. **Students who plan to skip one or more quarters should notify the Registrar in writing.**

If financial aid in any form is received, the refund will be returned to that source of funding in proportion to the amount paid toward tuition.

The University and its various divisions and departments reserve the right to modify and change requirements, rules and fees without prior notice.

FINANCIAL AID INFORMATION AND ELIGIBILITY

Check Total Loan Indebtedness

You may check your total loan indebtedness by going to www.nsls.ed.gov. You will need to confirm your identity. Select the “Financial Aid Review” tab.

Call The Student Advocacy Center at (770) 426-2667.

Veterans Eligibility Information

If you are eligible for benefits, please see the Veterans’ Coordinator, located in the Registrar’s Office as soon as you arrive on campus.

V.A. Quarter Hour Conversion

Course loads as defined by the Veterans Administration (V.A.):

- Full Load—12 or more quarter hours
- 3/4 Load—9-11 quarter hours
- 1/2 Load—6-8 quarter hours
- 1/4 Load—1-5 quarter hours

Financial Aid Awarding Policy

A student must have at least half-time status in a program of study to apply for financial aid. You cannot combine credits from more than one program to meet the half-time status. If your registration changes from when you were awarded, you must contact the Financial Aid Office. See or call the Financial Aid Office if you are unsure of your financial aid status.

- Undergraduates will be awarded based on 15 hours per quarter.
- Graduate students will be awarded based on 12 hours per quarter.
- Doctor of Chiropractic Program students will be awarded based on 25 hours per quarter.

Satisfactory Academic Progress Policy (SAP)

In order to receive approval for any form of Title IV financial assistance, reasonable academic progress must be made toward graduation. To demonstrate progress, a student must comply with the following requirements:

Effective 7/1/2011 (supersedes all former policies)

The United States Department of Education and most agencies providing financial assistance require students to maintain satisfactory academic progress (SAP) in their course of study to continue receiving funding. Failure to maintain SAP will result in the loss of Federal Title IV financial aid as well as State and other aid. Federal Title IV financial aid includes Pell Grant, Supplemental Education Opportunity Grant (SEOG), Parent Loan for Undergraduate Students (PLUS), Graduate PLUS loan, and Federal work-study. State aid includes Georgia Tuition Equalization Grant (GTEG), HOPE Scholarship and Leveraging Educational Assistance Partnership Grant (LEAP). The student’s entire academic history is evaluated to determine whether or not he/she is maintaining SAP. This evaluation is not affected by whether or not aid was previously received or whether a student has changed programs. The Federal Student Aid program regulations make no provision for the concept of academic amnesty or grade forgiveness.

Doctor of Chiropractic and Undergraduate Program

Doctor of Chiropractic (DC) and Undergraduate (UG) students will be evaluated annually at the end of **each spring quarter**. Students in the DC and UG programs are expected to complete at least 67 percent of all attempted hours with a minimum cumulative grade point average of 2.0. When students are evaluated and are not meeting SAP requirements, they will become ineligible for Federal financial aid. Students may regain federal eligibility by enrolling using their own resources or alternative funding sources until they have met a cumulative 2.0 GPA and completed 67 percent of their courses.

Master's Program

Master's students (GR) will be evaluated at the end of **each quarter**. Students in the GR program are expected to complete at least 67 percent of all attempted hours with a minimum cumulative grade point average of 3.0. Graduate students will be evaluated after their first (and subsequent) quarter in the program because of the short duration of the master's program. Students not meeting SAP will be placed on financial aid warning for one quarter. If at the end of their warning quarter the students are not meeting SAP, they will become ineligible. Students may regain federal eligibility by enrolling using their own resources or alternative funding sources until they have met a cumulative 3.0 GPA and completed 67 percent of their courses.

SAP is measured in three ways:

1. Qualitative Standard (grade point average – GPA):

The cumulative GPA provided by the Registrar's Office; it is listed at the bottom of the student's transcript.

DC and UG students must maintain a cumulative GPA of **2.00** or higher.

GR students must maintain a cumulative GPA of **3.00** or higher.

2. Quantitative Standard

All students (UG, GR, DC) are expected to complete at least 67 percent of all courses attempted.

Attempted courses are defined as those for which one has registered and been charged in which grades of A, B, C, D, F, W, WF, I, P, SP, NP, WNP or IP are given.

Completed courses are defined as those in which grades of A, B, C, D (in some UG courses only) SP, or P are given.

Example of Meeting the SAP Requirements: At the end of spring quarter 2011, Kevin Smith, an undergraduate student, has attempted 45 credit hours. He has earned grades of "C" in all 45 hours. He has met the qualitative standard because his cumulative GPA is 2.00. He has successfully completed all of the courses he attempted. He has met the quantitative standard because his completion rate is 100 percent.

Example of Not Meeting the SAP Requirements: At the end of spring quarter 2011, Susan Moore, a DC student, has attempted 95 credit hours and completed 70 of those 95 credits. Her cumulative GPA is a 1.90, she did not meet the qualitative standard since her GPA is below a 2.00. She met the quantitative standard because her completion rate is 73 percent.

3. Time Frame: All students (UG, GR and DC) are expected to finish their degrees after having attempted coursework not to exceed 150 percent of their program requirements (measured in credit hours attempted).

UG: Students seeking an Associate degree may not receive financial aid after having attempted 147 credit hours. Students seeking a Bachelor's degree may not receive financial aid after having attempted 282 credit hours.

GR: Students seeking a Master's degree may not receive financial aid after having attempted 78 credit hours.

DC: Students seeking a Doctor of Chiropractic degree may not receive financial aid after having attempted 525 credit hours.

Warnings: It is an academic policy of the University that DC students have a maximum of eight calendar years to complete their programs. Please be advised that, should DC students average less than 12 earned hours per quarter, they will be unable to complete the program in eight calendar years.

Full-time DC students are eligible to borrow no more than \$224,000 in Federal Loans. Please be advised that, should DC students average less than 19 earned hours per quarter while receiving the maximum Federal loans for all quarters, they will exhaust their Federal Loan eligibility prior to completion of the program.

4. **Repeating Courses:** Students who receive an F, W, WE, WNP, NP or an SP for any given course(s) that is required toward graduation, must repeat this/ these course(s).

The College of Chiropractic requires that this/these course(s) be repeated the student's next quarter of attendance in which it is offered.

Students in the Undergraduate Program (and College of Chiropractic prior winter 2006) who repeat courses will have their grade from their "last attempt" calculated toward their cumulative GPA.

A prior grade is not removed from the permanent record when the course is repeated, but the prior grade is removed from the calculated cumulative average. Specifically, a grade of F, W, WE, WNP or NP is not removed from the permanent record when the course is repeated, but the previous F and WF will be removed from the cumulative average calculation (This applies only to those students as described above, but not to any new College of Chiropractic nor to any Graduate Program students).

All College of Chiropractic and Graduate Program students whom repeat courses will have their all grades attempted calculated toward their cumulative GPA.

Appeals

If there are extenuating circumstances beyond their control, students have the right to appeal their SAP determination. The appeal must be directly relatable to the academic period for which the student is being evaluated and cannot have been previously submitted for review. Appeals must be submitted in writing using the SAP appeal form obtained by speaking with the Financial Aid Counselor and MUST include supporting third party documentation. Appeals without supporting documentation will not be accepted. Students are required to submit a statement regarding why the student failed to make SAP, and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation.

Submitting an appeal does not guarantee approval and if the appeal is denied students will be responsible for paying the Institution any balance owed without Federal funds. The Financial Aid Appeals Committee (FAAC) will consider each appeal on its own merits and the decision of the FAAC committee is final.

During the FAAC review, it will be determined if the student can or cannot meet SAP after the next quarter of enrollment. This will be done by looking at the student's current transcript of completed classes and GPA for all quarters attended at Life University in the appropriate program. Any student who has their SAP decision successfully appealed and cannot meet SAP after the next quarter of enrollment will receive an Academic plan and be placed on Financial Aid probation. The Academic plan will be individualized and specific to each student in order to put the student on track to successful academic progress in no more than four quarters. If at any time during an Academic plan students do not meet the terms of their plan they will lose their federal aid and will not be eligible to appeal. If, when presented with the Academic plan, the student chooses not to accept it, the student will need to pay using other resources until meeting the minimum requirements for SAP.

Students who choose not to appeal or have their appeal denied may regain their eligibility for financial aid by enrolling using their own resources or alternative non-federal funding and bringing their academic performance into compliance with this policy.

Students who separate from the Institution without appealing when not meeting SAP, lose their right to appeal the decision. If students return to the Institution and are not meeting SAP upon return, they will be responsible for using their own resources or using Private loans. Once the students are meeting SAP, they must self-identify to the Financial Aid Office and request to be re-evaluated for Federal Aid.

Financial Aid Probation: A status assigned to a student who has successfully appealed and has had eligibility for aid reinstated. Probation can only be granted if the school determines the student should be able to meet the school's SAP standards by the end of the subsequent quarter. A student on financial aid probation may receive Title IV funds for one quarter.

Financial Aid Warning (GR only): A status assigned to a student who fails to make satisfactory academic progress and has their academic progress evaluated at the end of each payment period, and chooses to allow students who fail its progress standards to continue to receive aid. (At LIFE, this status only applies to graduate students, i.e., Master's.)



Obtaining a Second Degree at LIFE: For SAP purposes, students who have earned one degree at LIFE and wish to work toward a second degree will start over again, just as if they were new students.

Transfer Courses: For SAP purposes, transfer courses accepted as credit toward the Life University degree will be counted in the quantitative standard, but not the qualitative standard.

Scholarships

Information is available on the Financial Aid website: www.LIFE.edu.

Grants, Loans and Work-Study

These funds are available to assist Life University students with their educational expenses. To apply for this assistance a student must annually submit:

1. Free Application for Federal Student Aid Form (FAFSA).
2. If verification is requested on the SAR then you may be required to submit additional documentation. You will be notified by email what information is required.

Undergraduate Status: If a student has earned a four-year degree, there is no eligibility for the Federal Pell Grant or the Federal Supplemental Educational Opportunity Grant. Any student who is in the undergraduate program regardless, of any previous degrees earned, may still qualify for other types of financial aid.

Graduate Status: Any student in the graduate program or any student in the Doctor of Chiropractic with at least 135 quarter hours and/or four-year degree may qualify for loans, scholarships and/or work study.

The following is a brief description of the various Financial Aid programs: (further details should be obtained from the Office of Financial Aid).

Grants available include (for first degree undergraduate students only):

1. **Federal Pell Grant:** Awarded only to students with the most financial need, using Congressional System of Need Analysis.
2. **Federal Supplemental Educational Opportunity Grant: (SEOG)** Priority is given to Pell Grant recipients. These grants are awarded by the college, from funds given annually by the federal government. Funds are limited and are awarded to the earliest, highest need applicants.
3. **Georgia Tuition Equalization Grant: (GTEG)** Georgia residents in UG program at a Private Institution and full-time status.
4. **Zell Miller Scholarship:** Georgia residents in a UG program must have graduated high school with a 3.70 or higher GPA and received a minimum score of 1200 combined critical reading and math on the SAT or scored a 26 on the ACT, or graduated high school being named the Valedictorian or Salutatorian.



Loans Available Include:

William D. Ford Federal Direct Loan Program: Program provides loans to student and parent borrowers directly through the U.S. Department of Education rather than through a bank or other lender.

Federal Direct Subsidized Loan (Only UG Students): These loans are need based loans and provide additional funding to students.

Federal Unsubsidized Loan: These loans are non-need based loans and provide additional funding to students. Borrower is responsible for interest while in school.

Repayment Terms: Repayment generally begins six months after graduation or after dropping below half-time status. The minimum monthly payment is \$50 per month. However, the standard loan repayment term is 10 years; therefore, your monthly

payment may be higher. The repayment term can be longer depending on the repayment type chosen. Both principal and interest payments will be deferred while you are in school at least half-time. You do have the option to pay your interest while in school. This option will reduce your overall debt by eliminating the accrued interest.

For Dependent Students

- \$5,500—first year students
- \$6,500—second year students
- \$7,500—other undergraduates

For Independent Students

- \$9,500—first year students
- \$10,500—second year students
- \$12,500—other undergraduates

Aggregate Loan Limits

- \$31,000—undergraduates (dependent)
- \$57,500—undergraduates (independent)
- \$138,500—graduate

Federal Direct Parent Loan for Undergraduate Students (PLUS)

These loans are available to parents of undergraduate students.

The maximum amount on this program is the cost of education minus estimated financial aid. Borrowers (parents or guardians) must meet established credit criteria. There is an origination fee which will be deducted proportionately from the loan proceeds.

Repayment Terms: Repayment of principal and interest begins within 60 days after the loan is fully disbursed. Parents have the option to request a deferment on payments based on the student's enrollment status of at least half-time. Interest charges begin when the check is produced.

Federal Direct Graduate PLUS loan (Grad PLUS)

Graduate/Professional students will be allowed to borrow additional federal funds that do not affect the aggregate limit (\$224,000 DC). Students are not allowed to borrow over their Cost of Attendance (COA) or student budget.

The maximum amount on this program is the cost of education minus estimated financial aid. Borrowers must meet established credit criteria. Students must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Loan Program before applying for a Graduate/Professional PLUS loan. There is an origination fee which will be deducted proportionately from the loan proceeds.

Repayment Terms: Repayment of principal and interest begins within 60 days after the loan is fully disbursed. (Interest charges begin when the check is produced.) *Students maintaining six or more credit hours will qualify for an "in-school" deferment.*

Georgia Student Access Loan (SAL)

The Georgia Student Access Loan (SAL) is a limited resource loan program that is designed to assist undergraduate students who have a gap in meeting their educational costs. The program is also designed to provide interest rate and repayment incentives to those who complete their program of study within the designed program length, work in select public service sectors or STEM fields.

In order to receive the Student Access Loan, students must:

- Be considered Georgia residents and United States citizens or eligible non-citizens.
- Complete a valid Free Application for Federal Student Aid (FAFSA) in order to apply for this program.
- Maintain Satisfactory Academic Progress (SAP) in accordance with the SAP policy at your college or university.
- Have first applied for and exhausted all other student financial aid programs including federal and state student loans, scholarship, and grant programs.

- Be randomly selected to participate in the program (Note: Selection does not guarantee approval and applicants may or may not be selected each application year).
- Meet all eligibility requirements.



Private/Alternative Loans

Private educational loans may be an important funding source for students who need more loan funds than the federal programs can provide. Terms of private loans vary significantly. These loans can be more expensive than federal loans because the federal government does not guarantee them. They require a credit check and/or debt-to-income ratio on the borrower and/or co-borrower. A co-borrower may be required; lower interest rates may be available to students who choose to have a co-borrower. Each time a student wishes to borrow a private loan, a new loan application is required by the lender.

Before a dependent, undergraduate student borrows a private loan, parents should consider applying for a PLUS loan. Payments on a PLUS loan, like some private loans, may be deferred until a student graduates. Some restrictions could apply. Please check with your lender for specific details.

Private Educational Loan Application Process

You must initiate the loan application process by selecting a private student loan lender of your choice. Apply online at the lender's website, or contact the lender by phone. It is a good idea to apply early, as processing may take several weeks.

Once the borrower and/or co-borrower's credit is approved, Life University will receive a request from the lender to certify the loan. We will certify the loan for the lesser of the amount you request on your application or the maximum amount allowed by your financial aid budget (total cost minus other financial aid). Funds received at Life University will be applied first to your student account, and in the event of a credit balance, refunded to you by Student Accounts.

Life University Private Loan Lenders

In an effort to assist students and families in choosing a lender, the Office of Financial Aid has compiled a list of institutions we consider to offer competitive products, solid customer service, electronic payment of loan funds and a variety of savings programs during loan repayment. Reasons for selecting a particular lender will vary from person to person, so this list should only be used as a guide or starting point for analysis. Some choose a lender based on name recognition, immediate benefit of lower origination fees or the long-term advantage of repayment savings programs, like an interest rate reduction as a reward for making payments on time.

Please note that you are not required to use any of these lenders – the choice of lender is yours. The Office of Financial Aid will process your loan with any lender you choose. Further, the list of lenders is not in any order of preference. Choose your lender carefully with the intent that you will remain with that lender throughout your studies at Life University.

These loans from Private lenders are for graduate and undergraduate students who qualify based on credit. A co-borrower is required if you are a freshman, a foreign student, have no credit history or have a low credit score. Interest rates and fees are variable. Students apply directly to a lender of their choosing; once approved, the lender will contact the school for processing.

Federal Work Study

Students may be eligible for part-time, on-campus and off-campus (community service) employment. Students can work up to 20 hours per week. Limited funding is available. Submission of the FAFSA by the priority deadline is required to be reviewed for eligibility.

Financial Aid Budget Increase Policy

In compliance with federal guidelines, the Office of Financial Aid has determined a cost of attendance that includes tuition, fees, books and supplies, living expenses, personal expenses, loan fees and transportation. While you may submit a budget adjustment request to increase your cost of attendance beyond standard allowances, the decision to approve or deny the adjustment is guided by professional judgment and federal guidelines.

Budget adjustments are for *special and unusual expenses that differentiate the student from other students*. Submitting a request does not automatically ensure that your budget will be increased. Each submission is reviewed on a case-by-case basis. The Office of Financial Aid reserves the right to deny any and all budget increases. A denial of some or all future types of budget adjustment requests may be made on a blanket basis based upon a student's individual circumstances.

This policy is for the purpose of documenting *unusual*, non-discretionary expenses that are directly related to your education. The institution will take into account whether these expenses are *special circumstances that differentiate you from the other students enrolled in the program*. If approved, a revision to your budget will not result in additional gift assistance but will increase your eligibility for loans. An increase to your established student budget means you will be borrowing additional funds to cover the approved expenses. The loans borrowed would be in the form of additional Grad PLUS or private educational loans above the *standard* cost of attendance *taking into account the special circumstances* minus other estimated financial assistance. These are credit based loans and must be approved by the Department of Education or a private lender before Life University can process your request.

There are two types of budget adjustment requests:

Exceptional Circumstance Costs of at least \$600. (As reviewed by committee made up of Financial Aid Director and two counselors; not the requestor's counselor.)

- Emergency Health Care Costs (Medical, Dental, Psychological)
- Emergency Automobile Repair Costs

Other costs not included in the standard cost of attendance of at least \$600 except in the case of board costs, which may be less than \$600 (Reviewed by a Financial Aid Director.)

- Dependent care costs
- Board examination costs
- One-time cost to purchase a computer

Required for all Budget Adjustment Requests:

- A narrative statement regarding the reason for the request
- Receipts and documentation showing a paid expense incurred with the students' name
- Copies of last three months' bank statements
- Detailed monthly budget
- Budget Adjustment Request form
- Attendance
- If you have private educational loans, statement(s) from your lender showing current balance(s)

Additional Documentation Required

1. **Dependent care costs:** Signed letter on dependent care center letterhead indicating dependent's name(s), the parent's name and receipt showing the amount paid per month per child. For a private provider, copies of most recent three months' paid receipts from provider or three cancelled checks made out to provider. Letter from provider listing the name(s) of the dependents and that they are enrolled. Letter must be signed with the provider's name and telephone number and it must be notarized.
2. **Board costs:** Copy of National Board receipt, certified check or money order made out to NBCE. Amounts allowed are equal to the actual costs of each part. Retakes are not allowed.
3. **Emergency auto repair costs:** Emergency auto repairs allowed on one student vehicle only; the vehicle must be in the student's name. Requests for routine or standard maintenance in order for the car to continue to run in working condition are not accepted. A statement or bill detailing the work performed, the costs of the repairs, and the amount paid. The statement/bill must have the student's name as the customer; spouse's names are not acceptable.

If the repair is the result of an accident, then the student must submit information on how much of the costs will be covered by insurance. Receipts showing cash payment will not be accepted unless the receipt has been signed by the company performing the work and is notarized.

4. **Health care costs:** Emergency out of pocket expenses for medical, dental, vision and prescriptions costs not covered by insurance. This category is not meant to supplement a student who does not carry insurance or a health condition that is on-going. Normal pregnancy, birth control and related expenses are not covered under this policy. Cosmetic, diagnostic and elective procedures are not covered under this policy. Contacts and glasses are not covered under this policy.

Routine medical/dental visits are not included. Medical/dental receipt(s) detailing emergency procedure with the amount the student paid and the date the service was received. Receipts showing cash payment will not be accepted unless the receipt has been signed by the doctor or hospital and is notarized.

5. **Psychological testing/disability accommodations:**

Cost of disability testing: Cost of special services, personal assistance, transportation, equipment and supplies whose need is documented by a disability professional that are not provided by other agencies. Written documentation of disability and/ or need for equipment, assistance, testing or supplies provided by disability professional.

6. **Computer purchase:** A one-time purchase of a computer is allowed while attending Life University. The University has developed a standard reasonable cost for such purchase. Related items such as iPods, computer software and warranties are not covered. A receipt including the student’s name, the items purchased, date of expense and the amount paid.

Suspension of Federal/State Aid Eligibility for Drug Related Offenses

A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance is ineligible to receive any grant, loan, or work assistance during the period beginning on the date of such conviction and ending after the interval specified in the following table:

	Possession of Illegal Drugs	Sale of Illegal Drugs
1st Offense	1 year from date of conviction	2 years from date of conviction
2nd Offense	2 years from date of conviction	Indefinite period
3rd Offense	Indefinite period	Indefinite period

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid. They do not count if the offense was not during such a period. A conviction that was reversed, set aside or removed from the student’s record does not count, nor does one received when he/ she was a juvenile, unless he/she was tried as an adult.

A student whose eligibility has been suspended can resume eligibility if at least one of the following has been met:

- The student satisfactorily completes a drug rehabilitation program
- The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program
- The conviction is reversed, set aside, or removed from a student’s record

For additional information regarding this policy, students may reference the Federal Student Handbook (2008-2009) Volume 1, 1-12 at www.ifap.ed.gov or contact The Office of Financial Aid.

Life University is authorized to issue checks to National Board for Board Exams.

REGISTRAR TRANSCRIPT REQUESTS

Official transcripts may be requested in writing to be sent to any third party or institution. Official transcripts are categorized as follows:

1. Official – 3 to 5 days
2. Final Official – Sent at the end of a quarter within 5 days of that quarter’s grades being processed and recorded on the transcript.
3. Graduate Official - Upon graduate’s academic clearance within 5 days of “graduated” status

The University will provide official transcripts at a cost of \$5 each. You must request a separate transcript for each program you attended.

Upon receipt of completed transcript request and payment of the transcript fee, the Registrar's Office will send the transcript(s) by return mail within the time specified above.

Transcripts will not be provided for persons under financial obligation to the University.

Any grades listed as "incomplete" or in progress must be discussed with the instructor of record. If the instructor of record is not available, the student should consult the appropriate Department Head or Division Chair.



LIFE[®]

University

SECTION SEVEN

THE STUDENT COMMUNITY



THE STUDENT COMMUNITY

7

The Life University administration believes that a student's experience should be challenging, rewarding, transformational and memorable. All students can access online the Student Handbook, which addresses the following topics in more detail.

The Community

Marietta, home of Life University, is a thriving suburban community just 15 minutes from downtown Atlanta. The Metro Atlanta area has a population of more than 5 million and a strong international economy.

Locally, you will find easy access to grocery stores, shopping malls and other basic services. There also is a public bus system that passes near the Life University campus; however, most students find it more convenient to have their own transportation. The area also has high-quality public and private schools.

Atlanta is considered the transportation hub of the southeastern United States. Hartsfield Jackson International Airport is one of the world's busiest, and the city has extensive local and interstate highways, as well as a rapid transit system.

Excellent employment opportunities for students and their spouses exist. Since Atlanta is a major convention city, many jobs are available in hotels, restaurants and in retail stores throughout the area.

Leisure

The University's location in Metropolitan Atlanta offers a blend of Old South charm and New South progress. Cultural and recreational opportunities range from the Jimmy Carter Presidential Library and world-class museums, theater and symphony, to Six Flags Over Georgia, Georgia Aquarium, World of Coke and professional sports teams including Atlanta Braves baseball, Falcons football, Hawks basketball and Silverbacks soccer. Also, Atlanta hosted the 1996 Summer Olympic Games.

Atlanta, the capital of Georgia, is located within easy reach of a variety of outdoor activities. An hour north is the southern end of the Appalachian Mountain Range, where the Appalachian Trail and great camping and hiking are found. Water sports abound on area rivers and lakes. The Atlantic Ocean is a four-hour drive to the east, and the Florida Gulf is a six hour drive to the south.

Living Expenses and Employment

The cost of living in Atlanta is comparable to that of any large metropolis. Part-time employment opportunities are exceptionally good. Students seeking part-time employment may review postings in the office of Student Services. Federal college work-study positions are coordinated through the departments of Financial Aid and Human Resources.

OFFICE OF STUDENT SERVICES

Student Activities

Realizing that a well-balanced life demands both recognition and participation, Life University offers opportunities for students to express themselves, to contribute their talents to the University community, and to develop friendships among those with similar interests. Furthermore, the University encourages the establishment of personal and business relationships through social and civic organizations for the development of professional status. Participation in extracurricular activities by students provides valuable experience and assures the development of well-rounded individuals who will be a credit to themselves and to their chosen fields of endeavor.

Ian Grassam Treehouse

The Ian Grassam Treehouse, known also as just 'The Treehouse,' is located in a century-old home overlooking a small lake. The Ian Grassam Treehouse offers students a gathering place for study, relaxation, fun and University-related activities. It is also a wonderful place to hold meetings, club events, speakers and social events.



Student Organization Information

Our student population has a wide variety of interests in addition to their scholastic pursuits. Life University encourages activities that appeal and engage the University community. Life University provides year-round activities and programs.

Student organizations at LIFE play an essential role in bettering our community. They bring activities and events to the community that allow the students to broaden their horizons, expand their experiences and develop current and new interests.

The goal is to provide our students with a variety of organizations, recreational activities and events on campus to supplement classroom and personal experiences. The opportunities include, but are not limited to, technique organizations, philosophy organizations, athletic organizations and business organizations.

For recreation, Life University's Sport Health Science Center has two gymnasiums, a wellness center, an aerobics facility, handball and racquetball courts. Outside LIFE facilities include two athletics fields (used primarily for rugby), an Olympic running track, five miles of walking and cross-country running trails, as well as volleyball and tennis courts.

The following represents currently available activities and organization at Life University. If you have any questions, please do not hesitate to stop by the Office of Student Services located in the Sport Health Science Building.

Activities Programs

More than 60 organizations appealing to a variety of interests are open to students at LIFE. For a complete listing of these organizations, you can check out the list on the website at www.LIFE.edu.

Intramural Sports

Intramural Sports are designed to provide an opportunity for all students, faculty and staff to participate in organized recreational activities. Structured leagues and tournaments are offered in a diverse array of sporting activities such as: Flag football, Basketball, Softball, Soccer, Volleyball and much more. It is simple to get involved, register at www.imleagues.com/LIFE and click "create account".

On the IMleagues site you will find an Intramural Sports manual that is designed to serve as an informative and procedural guide for all sports participants. Team captains are expected to familiarize themselves with and abide by the information contained in this manual. We encourage all participants with questions concerning this manual to contact Student Services Office.

Mission Statement

The mission of the Intramural and Recreation Sports Program is to provide students, faculty and staff the opportunity to promote a healthy college experience while building interpersonal and transformational leadership skills.

Recreational Sport Organizations

Club Sports require more commitment than Intramurals, as they involve practices, games and even some travel. To sign up for a RSO or for more information, email reprograms@LIFE.edu.

Student Ambassadors

The Student Ambassadors are an honorary group of students who participate in public relations activities for Life University. We represent the vision of Life University by serving as a liaison to prospective students, leaders in the chiropractic profession, and the community. Our mission is to promote the growth and quality of Life University by optimizing the experience of prospective students and special guests. Events we host and/or participate in are: Club/Market Day, New Student Party, LIFE Leadership Weekend, Campus Tours, Graduation, Leadership Retreats, Lyceum, as well as special events and speakers hosted by the President. For more information, contact Dr. Lisa Rubin in the Student Success Center at LRubin@LIFE.edu.

Student Council

The mission of the LIFE Student Council (LSC) is to represent the entire student body, encourage application of the Eight Core Proficiencies, and promote student involvement. Student Council is always open to any concerns or questions any student may have. Check Blackboard for meeting dates and office hours, or you can email us at studentcouncil@student.LIFE.edu.

Vital Source

Founded in 2007, “The Voice of the Students” is a student-run, student-produced newspaper that exists to serve the LIFE community. Vital Source is a bi-quarterly publication with new issues hitting the stands around 4th and 8th weeks (on the 11 week system). Consisting almost entirely of student writing, Vital Source encourages all students, undergraduate, graduate and chiropractic, to pick up a pen and contribute through the written word. Suggestions, comments, and general inquiries can be emailed to vital.source@LIFE.edu. Please see page 2 of the current issue for information on submitting articles, placing advertisements/ classifieds, or purchasing subscriptions.

Class Organizations

Each entering class is encouraged to elect officers annually to manage its affairs, including special projects, fund-raising activities and social events. Each class, upon matriculation, should request a faculty member to act as an advisor.

A Commitment to Minority Participation at Life University

Life University promotes appreciation for cultural diversity among all members of the University’s extended family.

Because of Life University’s desire to share Chiropractic with people from all cultural and ethnic backgrounds, LIFE has actively sought to recruit applicants from the African-American, Latino, Asian American, Pacific Islander and Native-American populations.

Student Publications

On-campus publications are coordinated primarily through the Office of Student Services with the aid of faculty or administrative advisors. Students who have special talents in writing, editing, photography or layout work will find opportunities to use these skills at Life University.

Alumni Association

The Life University Alumni Association promotes and serves alumni and the University. The Association creates relevant and meaningful programs to serve students throughout every phase of their education and career, thus fostering lifelong participation and philanthropic support. We will provide a connection for graduates to the University and engage the campus community. Underlying all that we do is a commitment to the vitalistic vision of Life University and the Eight Core Proficiencies upon which a LIFE education centers.

Upon graduation, each student automatically becomes a member of the Alumni Association. The transition from student to alumnus/alumna is observed biannually when the new graduates are welcomed into the Alumni Association.

Please visit <http://Alumni.LIFE.edu> for more information.



Community Involvement

Student participation in community activities is encouraged by the University. Activities such as clothing and food drives, volunteering with local after-school tutoring program, spending time with individuals in a retirement community and working with local community outreach agencies contribute to student growth and development and prepare graduates for significant involvement as professional members within their chosen communities.

LIFE Center for Seniors

As a service to the community, Life University has opened its doors and heart to a new group of students — local area senior citizens, with the LIFE Center for Seniors (LCS).

LCS is a membership program. For a minimal yearly membership fee, persons fifty or older, or those married to someone fifty or older, may join the LCS program. A membership offers seniors personal enrichment through fellowship as well as the use of campus facilities and student rates on chiropractic care.

Career Services

No matter what field of study you choose at Life University, you'll want to visit our Career Services Office. The Career Services office can provide you with information on what it takes to succeed in your chosen career. You'll find out what job search strategies get you noticed and how to create an effective resume or CV.

If you need help preparing your resume/CV, getting ready for an interview, or searching for job openings for which you qualify, our trained Career Services staff is ready to help. Whether you are seeking your first job in the field or are looking to advance after you have gained some experience, you can come to us for advice throughout your career. You may visit us online at www.LIFE.edu/career-services to see more details regarding our services and opportunities.

Student Housing

LIFE's Village Retreat includes a secure 300-bed, state of the art student housing complex with a 600-space parking deck. The apartments are offered furnished and include private bathrooms, washer and dryer, stainless steel appliances, bedrooms wired for high-speed Internet and a convenient location. The Village Retreat features quiet study/gathering areas, a computer lab, lounge and game areas, and an amazing courtyard offering a number of varied environments and experiences.

The Commons at Life University provides affordable housing on campus. Other furnished and unfurnished apartments, condos and houses to rent or buy are available near campus and throughout the surrounding area. The University also provides listings on the availability of nearby apartments, condominiums, houses and mobile homes. Roommate lists are available upon request. Contact the Office of Student Services at 770.426.2700 for housing assistance.

Vaccination Policy

Life University does not require vaccinations for students, faculty or staff as part of application, matriculation or employment at Life University. However, Life University provides all students residing in campus housing with important information regarding meningococcal disease and methods of reducing the risk of the disease.

You can find more information about the State of Georgia's laws and policies related to immunizations and exemptions at: <http://www.nvic.org/Vaccine-Laws/state-vaccine-requirements/georgia.aspx>. To learn more about meningitis and vaccine, visit the web sites for the Center for Disease Control and Prevention (CDC), <http://www.cdc.gov/meningitis/about/faq.html>, the American College Health Association, www.acha.org, and the National Meningitis Association, www.nmaus.org.

The United States government may require certain immunizations, inoculations and/or vaccinations as a requirement for residency or student visa status. Individuals seeking residency or student visa status should contact the Department of State for additional information.

STUDENT SUPPORT SERVICES

The Student Success Center (SSC)

We would like to introduce you to the many special services that the SSC can offer you. Our goal is to help promote success throughout your collegiate years and beyond. The Center provides students with learning opportunities that develop skills and competencies to enrich the individual's educational experiences and assist them to achieve excellence throughout their career path. The Student Success Center at Life University offers academic, emotional and disability support.

Please contact us if we can help provide any of these above services or just stop by to learn more about what the SSC can offer you (or call 770-426-2725). All services are free to currently enrolled Life University students, unless referred to outside resources. The Center is located in the Center for Chiropractic Education building.

The following services are available at the Student Success Center:



Academic Support Services

SSC offers a variety of services to support students in achieving their academic goals. In addition to helping students improve their study skills and develop learning strategies to enhance academic achievement, assistance is also made available through these services:

- Tutoring
- Supplemental Instruction (SI)
- College of Chiropractic Open Learning Lab
- Undergraduate Math, Writing, and Science Lab
- Nutrition Learning Lab
- Workshops
- Online Tutoring

Supplemental Instruction

Supplemental Instruction (SI) leaders act as facilitators by helping students develop and strengthen study skills and integrate effective learning strategies that are content specific. All students are encouraged to attend as many SI sessions as possible, as it is a voluntary program. Please see SI schedule for specific times and locations. If SI sessions are not available, students will be informed and referred to the appropriate learning lab(s) for assistance and/or encouraged to contact their faculty for further assistance.

Tutoring

Tutors act as facilitators by supporting their peers in strengthening study skills, such as time management, academic goal setting, and note-taking while studying specific course content. Tutoring sessions are drop-in format. Please see the Tutoring schedule for specific times and locations of the tutoring sessions. If tutoring sessions are not available, students will be informed and referred to the appropriate learning labs for assistance and/or encouraged to contact their faculty for further assistance.

Online Tutoring

Students can access online tutoring through Smarthinking. The link to access the online tutoring is found on Blackboard. Students will need to refer to Smarthinking's schedule for subject availability and the times they are offered.

Workshops

Workshops are designed to assist students in achieving their academic goals through interactive discussions in reference to developing effective learning strategies, identifying their learning style, improving their time management, goal setting and study skills. Please refer to workshop schedules for dates, times and location. Academic support schedules are subject to change throughout the quarter. Students are directed to the Student Success Center (SSC) Blackboard site regarding the location and times for Supplemental Instruction (SI), tutoring, and the various learning labs. Workshop schedules are also available in the SSC in the CCE Bldg.

Make-Up Testing

Make-Up Testing is available on Tuesday, Wednesday and Thursday @ 11:00a.m. during weeks 1 through 10. There is no make-up testing on week 3 Tuesday and week 4 Tuesday and Wednesday due to the OSCE testing. There is no make-up testing during finals week. All testing is conducted in room 152 in the CCE building. Make-up request forms are available in the lobby of the SSC in the CCE building. They must be filled out and signed by a faculty member prior to the exam. No appointment is needed.

Counseling

Life University is committed to the personal growth and life satisfaction of our students. We offer a variety of services and resources for all enrolled students. Our goal in counseling is to provide an environment where students can learn valuable life and coping skills to take proactive steps in improving their overall well-being. SSC Counseling offers a variety of services which cater to the diverse needs of our students.

Individual/Couples Counseling

Life University offers individual and couples counseling through the Student Assistance Program (SAP). SAP provides 24/7 availability of an off-campus counselor via phone. In addition, students can request face-to-face visits with an off-campus therapist and will be provided with 6 free sessions. This service allows students consistent availability including nights, weekends, and/or holidays with a licensed mental health professional outside of the University. In addition, the service can be utilized by students' dependents which includes spouses and/or children. You can contact SAP directly by calling (770) 951-8021 or 1-800-869-0276. An SSC Counselor can also assist you in making contact with SAP.

Relaxation Techniques

For relaxation skills, students may stop by the SSC to inquire about relaxation, guided imagery, and mindfulness based exercises which are structured to help students develop an awareness of their areas of growth and will serve as tools in helping them to manage daily stressors more effectively.

Workshops

Workshops are offered throughout the quarter which target some of the common concerns facing students today including stress and concentration difficulties by providing information about topics like mindfulness and relaxation techniques. The workshops facilitated throughout the quarter offer a group educational environment as well as an interactive component to allow students to ask questions while also practicing the skills so that they become a useful tool for each student to utilize in their daily lives. To inquire or take advantage of these resources, students can call the SSC at (770) 426-2725 or stop by the office located in the CCE Building. Students will find a current calendar of events each quarter which outline the workshops offered throughout that quarter. In addition, students will find various community resources and can also speak with a counselor who will help them with the referral.

Crisis Intervention

A student in crisis should contact campus security at (770) 426-2911 or 911 immediately. Cobb County also has a 24/7 crisis line at (770) 422-0202. All are available 24/7.

SAP offers 6 free sessions per year for currently enrolled Life University students, 24/7 phone and online resources; Call (770) 426-2725 or stop by SSC for more information.

Disability Services

Students with documented disabilities may request reasonable accommodations, which will afford them equal access to all educational programs and activities of the University. Requests for reasonable accommodations must be made to the Student Success Center. The University complies with all state and federal regulations regarding the provision of reasonable accommodations to educational programs and services in accordance with the Americans with Disabilities Act, Section 504 Rehab Act and the ADA.

ADA Compliance Statement for Student Accommodations

The Student Success Center (SSC) has been designated to coordinate the University's overall compliance with the ADA, ADA and Section 504 of the Rehabilitation Act, as they apply to students. The Student Success Center maintains the student's Self-Identification form and Plan of Action. SSC helps develop strategies for compliance, coordinates the University's accommodation processes for students and monitors implementation efforts. The SSC also handles inquiries about compliance and investigates complaints relating to student accommodations and service requests. Additional information may be obtained by contacting Dr. Lisa Rubin, Director of Student Success Center and Compliance Officer at 770-426-2725 or LRubin@LIFE.edu, or by contacting the Student Success Center at 770-426-2725 or SSC@LIFE.edu.

Documentation Requirements for Accommodations

A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. The disability must be clearly documented with information confirming that the student is substantially limited by the impairment and that a need exists for the accommodation.

A student will not automatically be provided with accommodations based on a diagnosis alone. Evidence must be presented that the disability is significantly interfering with the student's academic performance. Each accommodation is individualized to the particular student, as supported by the student's documentation.

All students must meet and follow all Life University rules, Student Handbook, Course Catalogs and Technical Standards, with or without approved accommodations. The University will make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate, on the basis of disability, against a qualified student with a disability. Academic requirements that the University can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing or accreditation requirement will not be regarded as discriminatory. Please check with the Student Success Center if you are declaring, adding or changing a major or program to determine (a) whether the Student Success Center requires additional documentation or (b) whether other Technical Standards apply to the major or program. ****Please review the attached Technical Standards or see the Life University Catalog**** Please check with the SSC for the following: (a) If you are declaring a new major or adding or changing a program of study or (b) To determine if documentation is necessary for any updated accommodation requests. Please be aware that Technical Standards may apply to a new program or major.



All students are responsible for providing adequate documentation. Life University is not required to conduct or to pay for any evaluation to document a disability or need for an academic adjustment. Life University does not provide any evaluations or documentation for disabilities. These documentation requirements should be taken to the student's evaluator and the evaluator is required to make recommendations for academic accommodations in each of the following categories (when applicable): written examinations, technique classes, lab classes/examinations and clinical experience.

Documentation from an outside independent (non-Life University) licensed professional must be provided to the Student Success Center. Students are responsible for all funding to pay for appropriate professional documentation. Your state vocational rehabilitation agency through the Department of Education Web page may be able to assist: <http://www.ed.gov/parents/needs/spced/resources.html>.

Documentation must include the following:

1. Be provided by a qualified licensed professional with the ability to diagnose the specific disability and must abide by the Conflict of Interest Policy for Disability Services as stated:
Students who request accommodations and provide documentation to the Student Success Center (SSC) must use a qualified licensed professional that is independent of Life University; therefore, the following cannot be utilized: faculty or staff member whether full-time, part-time, adjunct, extension faculty or preceptor. This is to avoid a conflict of interest to the dual role of providing services at the University.
2. This policy for documentation provided by the licensed professional is for the following but not limited to: 1) the student's use in helping support whether the request for accommodation under the ADA, Section 504 Rehab Act of 1973 or the ADA should be granted, 2) the purpose of updating documentation or adding accommodation recommendations and 3) documentation for extenuating circumstances related to Disability Services. There is a formal grievance process available through the Grievance Committee Chair, if the student is 18 years or older, documentation must be current adult based (18 years or older, post high school). Individualized Education Program (IEP), Section 504 plan and/or a prior history of accommodations are not necessarily sufficient documentation for postsecondary education, since different demands are required and the nature of a disability may have changed due to maturation. (***)Note: If you are a Chiropractic student or plan to go into the Chiropractic program, please review National Board of Chiropractic Examiners documentation requirements at www.NBCE.org (***)
3. Be on professional letterhead with address and telephone number.
4. Original signature of professional with listed degree and specialty.
5. Dated.
6. Assessment data must be included. Comprehensively and clearly define the impact of the disability on the student's functioning in daily life. Clearly define the limitations imposed and the support data verifying the impact of the condition. Single sub-tests or checklists are not acceptable as a sole source of documented data. Standard or scaled scores from all tests and sub-tests must be included in your diagnostic report.

7. Recommendations for accommodations must be listed with support diagnostic information. Documentation must be specific in listing practical and written exam based accommodations, if appropriate. ***For Chiropractic Students, please see National Board of Chiropractic Examiners website for further details (“Test Accommodation Guidelines”)***

Process for Requests for Accommodations

The Director of the Student Success Center or her designee will review the documentation and will meet with the student and others, as needed, to determine the appropriate academic adjustment and/or auxiliary aids and services for the student. Students will be notified, in a timely manner, of all specific adjustments or services that have been agreed to and of any denial of requests adjustments or services and the reason(s) for any denial.

If a student requests an accommodation that would modify or eliminate a requirement of the student’s academic course/program, before a decision is made on whether the accommodation can be provided to the student, the Director of the Student Success Center or his/her designee will consult with one or more faculty members and/or administrators who teach and/or administer the academic course/program in question and ask how important the requirement in question is to the academic course/program, and whether, why and how, in their professional academic judgment, (a) the requirement in question is essential to the particular academic course/program, (b) changing or waiving the requirement would either lower academic standards or require substantial course/program alteration, (c) the individual student requesting the accommodation has demonstrated a need for the accommodation, (d) there are reasonable alternatives to the requirement that are applicable to the individual student. After conferring with the appropriate faculty members / administrators, the Director of the Student Success Center or his/her designee will consider the information provided by them and determine, consistent with the recommendations of the faculty members/administrators, whether the requested accommodation should be provided to the student making the request, and if not, whether an appropriate alternative exists that can be offered to the student. The Director of the Student Success Center or his/her designee will notify the student in writing of his/her determination, including the supporting bases, and that, if the student is dissatisfied with the determination, he/she may file a grievance for consideration by the Grievance Committee, by following the procedures set forth in the Disability Grievance policy.

Disability Grievance Process

Informal Resolution of a Concern Related to a Disability

A student who is registered with Disability Services and who has a concern of disability-based discrimination or a concern over the denial of an accommodation should discuss that concern with the Director of the Student Success Center (SSC) at 770-426-2725. The Director of the SSC will address that concern with relevant faculty and/or administration and/or the Disability Advisory Committee (DAC) and notify the student of the resolution of his/her concern.

Formal Grievance Process

Any enrolled Life University student that is registered with Disability Services in the Student Success Center may file a formal grievance of disability-based discrimination or denial of accommodations with the Grievance Committee Chair, who is located in the College of Chiropractic Dean’s Office (770-426-2757). A written grievance statement must be made in writing within (10) school days of the action giving rise to the grievance and must be filed with the Grievance Committee Chair on the correct form (which is available from the Grievance Committee Chair or the SSC). The grievance must describe in detail the action or decision the student alleges is in conflict with his or her rights under the ADA, ADAA or Section 504 of the Rehab Act. A student should also submit other documentation to support his or her grievance. The student will sign a release form stating that he or she understands that his or her disability grievance will be discussed by the members of the Grievance Committee in order to allow the Grievance Committee to determine how best to address the grievance. All members of the Grievance Committee will sign confidentiality agreements prior to reviewing any information.

Process for Forwarding Grievance to Grievance Committee

The Grievance Committee Chair will forward the completed written formal grievance forms to the Grievance Committee. The Grievance Committee will review the completed forms as soon as possible but no later than ten (10) school days after it is forwarded from the Grievance Committee Chair to the Grievance Committee. Upon receiving the appropriate information, the Grievance Committee will review all written material and seek additional information pertinent to the case. Other involved parties may also be asked to document any action or decision in writing and present it to the Grievance Committee. After reviewing the material, the Grievance Committee will forward its findings and recommendations concerning the grievance to the Grievance Committee Chair. The Grievance Committee Chair will inform the student in writing of the Grievance Committee’s decision as soon as possible, but no later than ten (10) school days after the Grievance Committee Chair receives the

Grievance Committee's decision. An appeal of the Grievance Committee's decision can be made to Senior Vice President of Academic Affairs (Sr. VPAA) for either of the following reasons:

1. Published process was not followed.
2. New information, not previously available to the Grievance Committee, which may have affected the outcome of the Grievance Committee's decision, has become available.

Any appeal of the Grievance Committee's decision must be put in writing and presented to the Senior Vice President of Academic Affairs' office within ten (10) school days of the student having been notified of the decision of the Grievance Committee. The Sr. VPAA will inform the student in writing of his decision as soon as possible, but no later than 30 days after he receives the appeal. The Sr. VPAA's decision on the appeal will be final.

All forms can be obtained by contacting the Grievance Committee Chair or the SSC.

Complaint to Office of Civil Rights (OCR)

A student may file a formal complaint with the Office of Civil Rights (OCR) if the student believes he or she has been denied a reasonable accommodation in violation of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 or the ADA Amendments Acts of 2008. That office will determine whether a further investigation is warranted.

Information about how to file a complaint with the Office of Civil Rights can be obtained from: OCR Main Line: 202-307-0690, Fax: 202-616-9865, TDD/TTY: 202-307-2027OCR, E-mail: askOCR@ojp.usdoj.gov.

Disability Advisory Committee

The Disability Advisory Committee's (DAC) primary goal is to assist and support the University in carrying out its policies and procedures for ensuring that students with disabilities who are seeking accommodations are treated fairly and reasonably. The DAC also reviews from students with disabilities who are seeking accommodations to ensure that they comply with the University's Technical Standards Policy.

The Director of the Student Success Center (SSC) and/or her designee will work with the DAC to apply the University policies and procedures so that the University will provide equal access for any student seeking accommodations under the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act. Membership of the DAC will include, but is not limited to the following departmental representatives:

- Director of Student Success Center or Designee
- VP of Student Services or Designee
- Dean of the College of Chiropractic or Designee
- Associate Dean of COC or Designee
- Division Chairs of the College of Chiropractic or Designees (Chiropractic Sciences, Clinical Sciences, Basic Sciences)
- Clinics or Designee
- OSCE or Designee
- Dean of the College of Undergraduate and Graduate Studies or Designee
- Associate Dean of College of Undergraduate Studies or Designee
- Sports Health Science Department or Designee
- Nutrition Department or Designee
- Psychology Department or Designee
- Financial Aid or Designee
- Human Resources or Designee
- Library or Designee
- Department of Information Technology or
- Office of Enrollment Services or Designee
- Physical Plant or Designee
- Grounds or Designee
- Appropriate faculty, staff, and/or administrators as needed or their Designees'
- Off-campus professional (e.g. PhD, MD, etc.)

STUDENT RESOURCES

Health Services

The University provides chiropractic health care for its students and student families. The student clinic is supervised at all times by faculty doctors. Students with health care needs other than chiropractic may obtain an allied health care reference list from the Office of the Student Services. Additional health and dental insurance is an option available to all students.

Bookstore

A bookstore, located within the Socrates Café, is maintained at the University in order to provide students a convenient source for purchasing textbooks, reference materials and other supplies required in the curriculum. All students must provide their own textbooks, laboratory coats, dissection instruments, etc. In the study of Clinical Sciences, students must provide all instruments associated with examination procedures. Contact the Bookstore at 770.426.2686.



The Learning Resources Center

The Learning Resources Center consists of more than 200,000 books, periodicals and audio-visual aids for the use of Life University faculty, students and administration. Study rooms, tables and carrels are available to accommodate both individual and group study.

The Audio-Visual area contains facilities for video format and X-ray viewing as well as an extensive collection of anatomical models. Computers equipped with Internet and CD-ROM/DVD access are located throughout the library. Photocopiers are also available.

Library services include traditional reference assistance along with individual and group instruction in research methods and the use of library resources. A large collection of online databases is available both in the library and remotely to facilitate the research needs of faculty and students. In addition the library facilities provide computer resources, to students, faculty, staff and the community at large. There are over 54 PC computers in this facility.

Printing, copying and PC access services are available to students. Students have vend card access and payment to new black and white and color printers and copiers in the library. Each quarter students will receive 100 free black and white prints or copies in the library. The print/copy/ PC infrastructure is partially funded with student technology fees.

Students register and log on library PCs with student IDs and will have the capability of reserving PC access for specific days and times. LIFE community members will have priority access to PCs over visitors, and visitors will pay for all prints and copies.

Students will also soon have the ability to print directly from digital storage devices (discs, USB drives) without interface with PCs. The new streamlined process will reduce print device errors, reduce user wait time for copying, printing and retrieving print jobs, and significantly reduce wasted printing. Printing features will include printing to multiple paper sizes, ability to preview print jobs before release for printing, stapling features and hole punch features.

Student Computer Facilities

In addition to the Library designated computers for student use, there are two other computer facilities located within The College of Undergraduate Studies and The College of Chiropractic in which classes are taught using computers or computer assisted instruction programs. There are 60 PC computers within these facilities. Each computer facility supports network laser printers for making hardcopy and data projectors for instruction. All computer centers are connected by a local area network and support email and the Internet. There is access to Blackboard the University's Course Management System programs, which deliver all university courses on-line from all computers on the campus network. Standard software for all student computers includes MS Office and MS Works. Instructors may add specialized instructional software required of their students to complete their class work. All computers are protected with virus scan software. Policies and definitions on misuse of computers and/or facilities can be found in the Student Handbook.

Lockers

Clinic Lockers

At the beginning of each academic quarter an announcement is posted on BlackBoard and the Clinic News Network (CNN). Announcements are also posted on the bulletin boards in the student prep areas of C-HOP and CC-HOP.

All requests for lockers are to be made via email from your Life University Student Account (emails from personal accounts will not be accepted) to SSharkey@LIFE.edu. This is applicable for new locker requests and, each quarter, to retain the locker you are assigned.

Lockers are assigned on a first come, first served basis. Demand for these lockers is high, which requires that a waiting list be maintained. Vacant lockers will be assigned to those students who are on the waiting list.

The Wellness Center Lockers

The Wellness Center has lockers available for use while you are attending a fitness class or exercising. Please bring your own lock for security reasons and remove all personal items on a daily basis.

Locker rental is available. Rentals will operate on a quarterly basis. All lockers will carry a quarterly rental fee of \$15 and \$20 for the larger lockers (women's room only). In order to request a locker rental, please pick up a copy at the Wellness Center or online at www.LIFE.edu under the Wellness Center link.

Life University is not responsible for theft or loss of personal property left in this facility or contained in lockers.

ADVISEMENT

Advising Mission Statement

In alignment with the mission statement of Life University, the advisement resources on campus are dedicated to creating an atmosphere in which students are empowered to pursue, and make meaning of, a Life University education and the skills and values needed for career success and personal fulfillment. Advisement resources include the Progressive Advisement for Student Success (PASS) advisors as well as faculty advisors in each college.

Advising assists students in:

- evaluating progress toward the realization of academic goals,
- evaluating progress toward the realization of career and personal wellness goals,
- making decisions based on accurate information,
- comprehending institutional policies and procedures and
- understanding institutional support services available to them.

Reasons for Visiting An Advisor

At Life University, advising provides students with the opportunity to build interpersonal relationships with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success and in learning how to access the personal wellness resources and services that are available to them on the LIFE campus. Below are some additional reasons students may want to meet with their advisor:

- Letters of Recommendation
- Sharing Good News
- To Find Resources
- Research Opportunities
- Internships or Study Abroad
- Course Selection or Changes
- Registration

Expectations for the Advisor/Advisee Relationship Advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, career and personal wellness goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student's entire educational career at Life University. Both parties have clear responsibilities for ensuring that this partnership is successful.

PASS Advisors

The PASS (Progressive Advisement for Student Success) office plays a large role in students' holistic experiences at Life University. The Director of Student Advocacy and Advisement and team of PASS advisors work closely with many of the other offices around campus to ensure that student needs are met and questions are answered. The PASS advisors make contact with students after acceptance by the enrollment management team and discuss orientation and class schedules for the students' first quarter. They also work with students to ensure needs are met with financial aid paperwork and housing arrangements.

After orientation, members of the PASS advising team teach the First Year Experience (FYE), helping students further orient to the LIFE campus and culture. Topics covered include LIFE library resources, university policies, academic advising and planning, motivation, financial health, academic skills (learning styles, time management, and study skills), various assessments to engage students in discussions about these topics, and presentations by a variety of campus offices and resources. These topics in FYE include all six elements of health of the wellness portfolio on campus (physical, emotional, social, intellectual, spiritual and environmental), providing students with resources and tools to become knowledgeable and resourceful students and citizens.

Students visit their PASS advisor at least once per quarter to discuss registration and course selection for the upcoming quarter and are invited to visit as often as needed to discuss any concerns, questions or just good news. PASS advisors focus largely on the student as a whole, meaning they are invested in helping each student grow in all areas of wellness, not just academics. At the completion of two quarters of work in the College of Chiropractic or three quarters in the College of Graduate and Undergraduate Studies, students are transitioned to faculty advisors for the remainder of their academic career at Life University. At that point, PASS advisors become advocates more than advisors for these students – students can come see them, but the PASS advisor will also direct them to appropriate resources outside their office, including the faculty advisor if necessary.

International Student Services

The International Enrollment Specialist, located in the Office of Enrollment Services, provides programs, services and information to international students. The Specialist gives advisement and counseling in the areas of entrance requirements and procedures, U.S. Citizenship and Immigration Service (USCIS) regulations, travel regulations, employment, financial, personal and cross-cultural issues. The Specialist serves as the official link with USCIS and handles all necessary immigration filing and reporting requirements. The Specialist conducts international student orientations and seminars on relevant issues. Contact the International Enrollment Specialist at 770-426-2703 or toll free at 800-543-3202.

Student Disciplinary Policies and Procedures

All members of the Life University Community are entrusted with the responsibility of upholding ethical goals and values. Essential to the fundamental purpose of Life University is a personal commitment to the principles of citizenship and integrity. Life University maintains an Honor Code and Standards of Conduct as well as a set of Disciplinary Procedures that are designed to hold students responsible for their actions as well as protect their rights.

LIFE UNIVERSITY HONOR CODE

Our Commitment to Integrity

The Expectation Continuum: Tolerance, Respect and Honor

Life University embraces a central role for integrity in its pursuit of its Mission. LIFE recognizes that its approach to integrity covers an increasingly responsive continuum in approaches.

At one end of the spectrum, LIFE recognizes the highest ideals of integrity. We understand how each person's commitment to integrity honors and elevates the entire community. That our approach to issues of integrity are grounded in the highest and noblest aspirations of human beings: to honor and defend the commitments of ourselves and others, to act honorably, to be honest, responsible, worthy of trust and act with the highest levels of responsibility. We see the exemplars of this approach throughout our country's history: George Washington, Abraham Lincoln, Thurgood Marshall and Martin Luther King, Jr.

On the other end of the integrity spectrum, Life University recognizes and understands that it is necessary to ground those high ideals into a well-codified and structured set of rules for its members to follow. These rules provide the barest minimum level of integrity that the community will tolerate. Anyone failing to behave at or above these minimums must face processes designed to improve their behavior to a higher level in order to continue their membership in the LIFE community.

In between these two levels is the state in which the vast majority of the members of the LIFE community exist. Life University embraces the notion that integrity is not a state, rather that it is a daily striving, a struggle to reach closer to the highest ideals despite pressures to retreat to the lower levels that result in complaints, investigations, hearings and sanctions. This results in a community based on mutual respect.

Life University understands and embraces the centrality of the students' experience to learn more than academic content, but also to develop skills and values that will support them in managing their approach to integrity their whole life. To this end, LIFE charged a special task force in 2005 to develop this Guide to Academic Integrity and the accompanying program. Life University's leadership is committed to support, in any way possible, the manifestation of integrity on the campus, in its myriad of forms and many levels of manifestation.

LIFE recognizes five essential components to integrity on campus and expects faculty members, staff and students to embrace these concepts and to live them on a daily basis, on and off campus:

Responsibility

Along with the rights of being a member of the LIFE academic community comes the principle of responsibility. Every member of the LIFE community is charged with accountability for upholding the institution's core values and expectations. Every member of the LIFE community is expected to exemplify the University's standards and practices.

Respect

At the core of the LIFE community lies a deep regard for other human beings. Faculty members and students respect each other as people, not as a means to an end. Faculty members show respect by valuing students' goals and ideas, by engaging students and each other with intellectual rigor and discipline, providing honest feedback on students' and peers' work with a view to improvement and by treating every member of the LIFE community as a valued individual.

Honesty

Honesty is the cornerstone of the academic enterprise. At LIFE, our educational focus is on the Eight Core Proficiencies. Intellectual and personal honesty is the hallmark of Life University's endeavors to advance truth and to explore deeper understanding of human health and behavior. In creating the next generation of graduates to initiate needed change in society, LIFE recognizes the centrality of both honesty and candor.

Trust

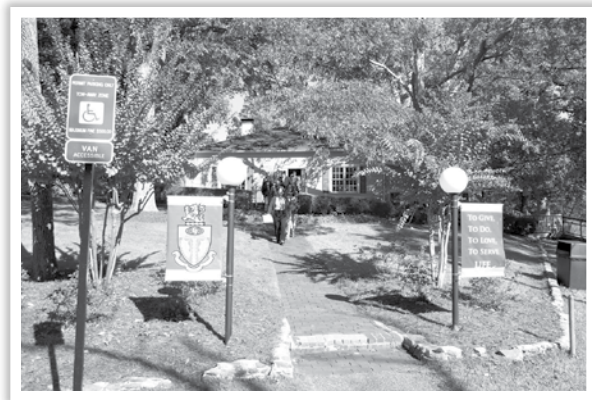
Life University's policies and practices are based upon a fundamental recognition among its members that at the core of each and every human being is an innate intelligence that shares common origin. This understanding creates an awareness among LIFE community members of its common mission—to improve the world by applying intellects and energy in positive directions. This understanding provides the foundation for a fundamental expectation of positive and supportive behavior from other members of the LIFE community.

Fairness

Life University provides fair evaluation processes for all members of the LIFE community. It is an important value at LIFE to have processes spelled out clearly and administered equitably across the organization.

Personal and Academic Integrity at Life University

The first of the Eight Core Proficiencies at Life University is Integrity and Citizenship. The following documents will help explain the University's expectations for personal and academic integrity.



These documents are the Life University Honor Code, the Standards of Conduct, processes involved in administering the Honor Code and Standards of Conduct, as well as a flow chart and the necessary forms required to navigate through the process in the event a violation has been alleged.

Please take the time to familiarize yourself with the content and processes contained within this document.

Life University Honor Code

Students

All members of the Life University community are entrusted with the responsibility of upholding ethical goals and values. Essential to the fundamental purpose of Life University is a personal commitment to the principles of citizenship and integrity.

Integrity provides the underpinning for the responsible exercise of our rights and responsibilities as civil human beings within our community. Integrity leads to empowerment and excellence, while a lack of integrity results in mediocrity. Life University teaches students how to achieve and maintain personal integrity and function as valued citizens within the academic, health care and larger communities.

As individuals and members of the Life University community, we commit ourselves to act with civility, honesty, responsibility and — above all — integrity and honor. We are accountable for all that we say, write and do. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of Life University property and the property of others. We will not tolerate a lack of respect for these values by anyone.



Nondiscrimination Policy

Life University complies with federal and state law and does not discriminate on the basis of race, color, gender, religion, national origin, age, sexual orientation, disability, medical condition, pregnancy, citizenship or veteran status. The University also prohibits sexual harassment. This nondiscrimination policy applies to all employment practices at Life University, and to the admission, access to treatment in, and employment in, LIFE's education programs. Inquiries regarding LIFE's student-related nondiscrimination policy may be directed to the Director of Human Resources at (770) 426-2930.

Rationale

This Honor Code was developed following discussions among a broad range of constituencies within Life University, encompassing students, faculty, staff, administrators and trustees. This Honor Code is a living document that will evolve with time in order to better foster and advance an environment of ethical conduct in its academic community.

Life University may amend both the substantive requirements and the enforcement procedures contained herein to reflect experience gained from its implementation.

Authority

Any modification of the Honor Code must be approved by the Board of Trustees upon recommendation from the President.

The Life University Standards of Conduct govern the enforcement of the Honor Code. Modifications and variations in the Standards of Conduct, including the use of alternative procedures in specific contexts as mandated by federal or state law, are subject to the approval of the President. In addition, upon recommendation from a Dean, Director or the Faculty Senate, the President, Senior Vice President for Academic Affairs or the Vice President of Student Services may permit individual units of Life University to adopt and implement area-specific standards of conduct. However, these standards may not authorize or condone conduct prohibited by, or inconsistent with, the Honor Code.

Any changes to the Standards of Conduct shall be published in the Academic Quarterly and shall be in effect from the day of publication forward.

Definitions

The term “student” includes all persons taking/auditing courses at Life University, either full-time or part-time, pursuing undergraduate, graduate or professional studies. Persons who withdraw after allegedly violating the Standards of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with Life University or who have been notified of their acceptance for admission, are considered “students” as are persons who are living in Life University residence, although not enrolled in this institution.

The term “respondent” refers to any student or student organization or member of a student organization who has been formally charged with alleged violations of the Standards of Conduct.

The term “complainant” refers to any Life University community member who has filed a complaint with the Director of Student Conduct, alleging that one or more violations of the Standards of Conduct have occurred.

The term “Conduct Review Board,” or “CRB” for short, refers to any person or persons authorized by the Director of Student Conduct to determine whether a student has been found to have violated the Standards of Conduct and to recommend sanctions that may be imposed when a rules violation has been committed.

Enforcement

The Life University Standards of Conduct shall apply to all Life University students. The procedures in the Life University Student Handbook shall govern and be followed in the case of any accused of violating the Honor Code. When a member of the Life University community serves in multiple roles, the applicable handbook will be determined by which role the respondent was serving in at the time of the alleged violation. Any conflict or dispute concerning which procedure governs the enforcement of this Honor Code shall be resolved by the Vice President of Student Services.

Jurisdiction

While the activities covered by the legal system of the larger community and those covered by the Life University Standards of Conduct may overlap, it is important to note that the community’s laws and the Life University Standards of Conduct operate independently and that they do not substitute for each other. Life University may pursue enforcement of its own Standards of Conduct whether or not legal proceedings are underway or even being considered and may use information from third party sources (such as law enforcement agencies and the courts) to determine whether the Life University Standards of Conduct have been violated. Life University Standards of Conduct apply to student behavior both on campus and off campus, and enforcement of these Standards may occur regardless of where the behavior took place.

In the case of allegations of sexual misconduct, the Life University Sexual Misconduct Policy and Procedures shall apply and supersede the procedures and policies set forth in the Honor Code.

Standards of Conduct

Introduction

The Life University Standards of Conduct apply to all members of the LIFE community. Each constituency will be governed by the appropriate handbook, policies or laws. Students are governed by the Student Disciplinary Procedures contained in this document. Faculty members are governed by the Faculty Handbook as Staff members are governed by the Employee Handbook. Members of the Board of Trustees are governed by The Georgia Nonprofit Corporation Code, the Articles of Incorporation, the By-Laws and other policies of the Life University Board of Trustees.

Life University expects its community members to recognize the strength of personal differences while respecting the institutional values embodied in the Honor Code. They are encouraged to think and act for themselves, as that is the purpose of higher education. However, they must also understand that Life University has non-negotiable values in which it strongly believes. The purpose of these Standards of Conduct is to communicate these values to the Life University community and promote an environment conducive to education, work, scholarly activity and recreation.

Civility | Community | Integrity | Responsibility

A. Civility

“In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.” -Thurgood Marshall

1. **Disorderly Conduct.** Violations of the Honor Code include, but are not limited to:
 - a. Any act that is lewd, indecent, disruptive or that otherwise breaches the peace, regardless of intent, when such an act takes place on Life University premises or at any event sponsored or offered by Life University.
 - b. Indulging in conduct during a class or examination session or while in clinic which is so disruptive as to infringe upon the rights of another member of the Life University community.
2. **Harassment.** Violations of the Honor Code include, but are not limited to:
 - a. Any act, display or communication intended to create a hostile environment or cause substantial emotional injury and/or distress on the part of the person or persons to whom it is specifically directed. This behavior frequently, but not always, involves a pattern of conduct.
 - b. Any attempt to repeatedly make contact with a person over his/her stated objections when such contact serves no legitimate purpose. This includes, but is not limited to, intentionally following another person on campus or in or about a public place or places.
 - c. Any unauthorized use of electronic or other devices to make an audio, video or digital record of any person while on Life University premises without his/her prior knowledge, and valid consent, when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room or restroom. This provision does not preclude Life University from engaging in surveillance for the purposes of providing a safe and secure environment for its students, faculty and staff.
 - d. Sexual harassment, which is the unwelcome conduct of a sexual nature. Sexual harassment may include, for example, an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention or advances; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence or sexual assault; intimate partner violence; stalking; and gender-based bullying. Sexual violence is a form of sexual harassment.
3. **Provocation.** Violations of the Honor Code include, but are not limited to:
 - a. Referring with disrespect to all peers, health professionals and members of the Life University community.
 - b. Any act, display or communication that may reasonably be expected to cause an immediate breach of the peace by the person or persons to whom it is specifically directed.
 - c. Any act, display or communication that reasonably may be expected to cause disruption of a Life University event. This includes, but is not limited to, the use of racial epithets or other patently offensive language in a manner that is likely to provoke an immediate breach of the peace.
 - d. Any display or communication, whether oral or visual, that encourages an audience to take immediate action, when such action may reasonably be expected to inflict harm upon a person or persons and/or cause damage to property.

B. Community

“This City is what it is because our citizens are who they are.” –Plato

1. **Endangerment.** Violations of the Honor Code include, but are not limited to:
 - a. Any act, display or communication that would cause a reasonable person to fear for his/her personal safety. This includes, but is not limited to, physical coercion and/or restraint..
 - b. Causing bodily harm to a person or engaging in aggressive physical contact that would likely have caused bodily harm, despite the lack of any measurable harm.
 - c. Any act that directly or indirectly creates a substantial risk to the safety of a person or persons and/or the Life University community. This includes, but is not limited to, falsely reporting an emergency and/or engaging in the unauthorized possession, use or alteration of any Life University-owned emergency or safety equipment.
2. **Hazing.** Violations of the Honor Code include, but are not limited to:
 - a. Participation in and/or having knowledge of and failing to report any initiation process which requires any member of the Life University community to participate in, or subjects them to, any activity which produces or is likely to produce physical, mental or emotional pain, discomfort, humiliation or embarrassment to that person, regardless of that person’s willingness to participate in such activity in connection with or as a condition or precondition of gaining acceptance, membership, office or other status in a school organization.

3. **Interference.** Violations of the Honor Code include, but are not limited to:
 - a. Any act that disrupts or interferes with any educational, clinical, administrative or other aspect of Life University's operations. This provision is not intended to prohibit organized, peaceful and orderly protests.
4. **Non-Compliance.** Violations of the Honor Code include, but are not limited to:
 - a. Any failure to comply with a reasonable request of a Life University official in the performance of his/her duties. This includes, but is not limited to, failure to comply with any written or oral instructions communicated as part of the disciplinary process.
 - b. Any failure to provide one's Life University identification card upon request to any Life University official.
 - c. Any failure to abide by signs, placards and/or other official Life University postings.
 - d. Behavior that has been adjudicated to violate or may violate local, state or federal laws.
5. **Violation of Life University Policies.** Violations of the Honor Code include, but are not limited to:
 - a. Any unauthorized entry into, use or occupation of Life University facilities that are locked, closed to student activities or otherwise restricted as to use or that have not been reserved for use through the proper Life University authorities.
 - b. Any failure to report violations of these Standards of Conduct, which occur in one's presence and/or in one's designated living area on Life University premises. Anyone who encourages, instigates or endorses such misconduct through inaction may also be held responsible for violating the appropriate Standards of Conduct.
 - c. Any failure to take reasonable steps to prevent one's guest or visitor to Life University from violating these Standards of Conduct. Anyone who allows such misconduct may also be held responsible for violating the appropriate Standards of Conduct.
 - d. Any act which is in violation of Life University policies not outlined in these Standards of Conduct. These include, but are not limited to, campus housing policies, discrimination policies, parking regulations, intellectual property policies, Student Services policies and policies governing the appropriate use of Life University technology.

C. Integrity

"Honesty is the first chapter in the book of wisdom." -Thomas Jefferson

1. **Academic Misconduct.** Violations of the Honor Code include, but are not limited to:
 - a. Referring to materials or sources or employing devices not authorized by the instructor during an academic or clinical evaluation.
 - b. Providing to and/or receiving from another person assistance during an academic or clinical evaluation in a manner not authorized by the instructor.
 - c. Possessing, buying, selling, obtaining and/or using a copy of any materials intended to be used as an instrument of academic evaluation, in advance of its administration, not authorized by the instructor.
 - d. Possessing, buying, selling, obtaining and/or using a copy of any previous assessment instrument not authorized or released for student availability by the instructor.
 - e. Utilizing a substitute in any academic evaluation or attendance taking process.
 - f. Acting as a substitute for another person in any academic evaluation or attendance taking process.
 - g. Practicing any form of deceit in any academic or clinical evaluation or attendance taking process.
 - h. Providing aid and/or depending on the aid of others in the research, preparation, creation, writing, performing or publication of work to be submitted for academic credit or evaluation, unless expressly authorized to provide such aid by the instructor.
 - i. Plagiarism, which includes but is not limited to presenting as one's own, for academic evaluation, the ideas, representations or words of another person or persons, including internet sources without customary and proper acknowledgment of sources.
 - j. Submitting the work of another person in a manner that represents the work to be one's own.
 - k. Permitting one's work to be submitted by another person without the instructor's authorization.

- l. Attempting to influence or change one's academic evaluation or record on any basis other than achievement or merit.
 - m. Failing to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another member of the Life University community.
 - n. Presenting oneself, with the intent to deceive, as having credentials one has not yet earned.
2. **Ethical Misconduct.** Violations of the Honor Code include, but are not limited to:
- a. Failing to comply with published clinic policies, rules and/or regulations.
 - b. Misrepresenting oneself or allowing oneself to be incorrectly identified to any member of the public as a Doctor of Chiropractic or other licensed healthcare practitioner.
 - c. Student interns caring for or attempting to provide care for and/or advising patients, directly or indirectly at any time or place, without the supervision and prior approval of Life University's licensed clinical faculty or other licensed Doctors of Chiropractic specifically designated by the appropriate Life University official to supervise student intern care.
 - d. Student interns providing care or attempting to provide care for or services that have not been approved by Life University's licensed clinical faculty, other licensed Doctors of Chiropractic or other licensed healthcare practitioner, specifically designated by the appropriate Life University official to approve such care or services.
 - e. Failing to behave in a professional manner when in a professional relationship with any member of the Life University community.
 - f. Divulging or allowing access to confidential student or patient information, unless required by law (FERPA, HIPAA).
 - g. Failing to obtain prior written consent of the student or patient and/or failing to adequately de-identify patient information used in writing, reports, classroom lectures or other public forums.
 - h. Removing student or patient records or radiographs from classrooms, offices or clinic facilities without proper authorization.
 - i. Failing to use due diligence to accurately note in patient records: all data derived directly from the patient, all clinical assessments of the patient, all changes in the patient's condition, all recommendations to the patient and all care delivered to and/or performed on the patient.
 - j. Withdrawing from the care of a patient without prior approval from the clinic doctor of record. All recommendations of referral, care and/or transfer of a patient, for any reason, are privileges reserved for the clinic faculty doctor(s) of record.
 - k. Subordinating the health and welfare of a patient and/or the quality of patient care to anyone's expectation of academic, personal or monetary reward or lack thereof.
 - l. Paying for a patient's care, and/or inducing and/or attempting to induce members of the public, patients or members of a patient's family to submit to health care in exchange for monetary compensation or anything else of value.
 - m. Transporting anyone (other than the one's own immediate family members) to and/or from Life University premises for the purpose of patient evaluation or care.
 - n. Advertising healthcare services other than as specifically defined as allowable by the state, Life University and/or clinic regulations.
 - o. Engaging solicitors or agents for the purpose of soliciting patients, or becoming involved in such endeavors.
 - p. Failing to suspend, terminate or limit the scope of involvement with a subordinate (patient, student, etc.) when personal problems or conflicts, or a personal relationship with the subordinate, interferes with or may interfere with the professional relationship.
3. **Dishonesty.** Violations of the Honor Code include, but are not limited to:
- a. Any conscious and/or deliberate provision of false or misleading information to a Life University official in the performance of his/her duties.
 - b. Any conscious and/or deliberate presentation of false or misleading testimony during a disciplinary hearing.

- c. Any forgery, misuse, misrepresentation and/or unauthorized alteration of any Life University or other official documents, records or credentials. This includes, but is not limited to, the inclusion of false information on any official form or document submitted to Life University.
 - d. Any possession or use of forged or falsified identification. This includes, but is not limited to, use of another person's identification and/or the possession of "novelty" identification that misrepresents one's age or identity.
4. **Theft.** Violations of the Honor Code include, but are not limited to:
- a. Any appropriation or possession of property (including intellectual property such as current or old tests, instructor's notes, etc.) by a member of the Life University community without the consent of the owner or person legally responsible for such property. This includes, but is not limited to, the possession of property a member of the Life University community should reasonably be expected to know is stolen property.
 - b. Any appropriation of items provided without charge when such appropriation exceeds reasonable limits and/or restrictions imposed by the owner or person legally responsible for such materials.
 - c. Any unauthorized utilization of labor and/or services provided by Life University.

D. Responsibility

"All your scholarship, all your study of Shakespeare and Wordsworth would be vain if at the same time you do not build your character and attain mastery over your thoughts and actions." -Mohandas Gandhi

1. **Alcohol Misuse.** Violations of the Honor Code include, but are not limited to:
- a. Any possession or use of alcohol by any person under the age of 21, or any possession or use of alcohol by any person in violation of the relevant Life University policies.
 - b. Any presence on campus while under the influence of alcohol.
 - c. Any unauthorized manufacture or distribution of alcohol while on Life University premises or at any Life University-sponsored event, or any distribution of alcohol to any person under the age of 21.
 - d. Any act which causes a person to ingest alcohol without his/her knowing and valid consent.
 - e. Any possession on Life University premises of any item designed, fashioned and/or modified to facilitate and/or disguise the use of alcohol in violation of the Standards of Conduct, whether or not the item has actually been used for such purposes.
2. **Drug Misuse.** Violations of the Honor Code include, but are not limited to:
- a. Any possession or use of any illegal drug or other controlled substance, or any possession or use of any prescription drug or other controlled substance except as directed by a licensed physician.
 - b. Any presence on campus while under the influence of any illegal substance.
 - c. Any manufacture and/or distribution or intent to distribute any illegal drug, or any manufacture and/or distribution of any prescription drug or other controlled substance without a license for such conduct.
 - d. Any act which causes a person to ingest any illegal or prescription drug or other controlled substance without his/her knowing and valid consent.
 - e. Any possession on Life University premises of any item designed, fashioned and/or modified to facilitate and/or disguise the use of any illegal drug or other controlled substance in violation of the Standards of Conduct, whether or not the item has actually been used for such purposes.
3. **Physical Misconduct.** Violations of the Honor Code include, but are not limited to:
- a. Any act causing, or intended or likely to cause, bodily harm upon and/or unwanted physical contact with any person, regardless of intent.
4. **Property Damage.** Violations of the Honor Code include, but are not limited to:
- a. Any act causing, or intended or likely to cause, damage to property, without the knowing and valid consent of the owner or person legally responsible for such property, regardless of intent.
 - b. Any intentional destruction, defacement and/or unauthorized alteration of approved materials posted or distributed in accordance with Life University policies. This includes, but is not limited to, bulletin boards or the materials posted on them.
5. **Sexual Misconduct.** Violations of the Honor Code include, but are not limited to:

- a. **Non-Consensual Sexual Contact:** Non-Consensual Sexual Contact is any intentional sexual touching by a person upon a person that is without consent and/or by force. Sexual Contact includes, but is not limited to, intentional contact with the breasts, buttocks, groin or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice, with any object.
- b. **Sexual Exploitation:** Occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
 - Invasion of sexual privacy;
 - Prostituting another student;
 - Non-consensual video or audio-taping of sexual activity;
 - Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
 - Engaging in voyeurism;
 - Any act that is sexual in nature when such an act is likely to threaten any party's health and/or safety without his/her knowing and valid consent. This includes, but is not limited to, any act that may reasonably be expected to transmit HIV or other sexually transmitted diseases and is performed when either party has failed to divulge his/her infection with such a disease;
 - Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
 - Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

Consent is defined as agreement that is informed and given freely. Previous relationships or instances of consent do not imply future consent. By definition, there is no consent when there is a threat of force or violence or any other form of coercion or intimidation, physical or psychological. Impairment due to the use of alcohol or drugs does not excuse failure to obtain consent. Likewise, any person incapacitated by alcohol or drug use, or who is unconscious, asleep or physically impaired is incapable of giving consent. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent.

Life University recognizes that students may be reluctant to report sexual misconduct because they themselves or witnesses they identify may have been in violation of other provisions of the Honor Code and Standards of Conduct (i.e., alcohol or drugs). In order to encourage reports of sexual misconduct, Life University may choose not pursue a disciplinary action for an alcohol or drug violation against the Complainant or any Student(s) who may have witnessed the incident as long as the investigation and subsequent conduct process do not reveal that witnesses involved played a role, however minor, in the sexual misconduct itself.

6. **Weapons.** Violations of the Honor Code include, but are not limited to:
 - a. The unauthorized carrying or possession of any type of weapon, firearm, ammunition, explosive or illegal knife (any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade with the exception of kitchen knives inside University residence halls) on the premises of Life University is strictly prohibited. This prohibition expressly includes those persons licensed to carry concealed firearms. In addition, and for the safety of those in the University community, other prohibited items include, but are not limited to, paintball guns, projectile launchers including Air Soft®, BB guns/pistols, facsimiles of a weapon and fireworks. The possession of non-lethal self-defense instruments (such as Mace) is not prohibited; however, the reckless or inappropriate use of such devices may be considered a violation of the Honor Code.

For purposes of this policy, the premises of Life University are defined as any property, building or portion of a building or property that LIFE owns or occupies, whether on a temporary or permanent basis, and any off-site premises where LIFE is conducting any activity sponsored by the University. This includes all parking lots, parking areas, sidewalks, walkways and all University vehicles and equipment.
 - b. As any object has the potential to become a weapon, Life University reserves the right to define a weapon based on its potential for damage or threat.

STUDENT DISCIPLINARY PROCEDURES

Introduction

Life University recognizes the importance of protecting the rights of students who have been charged with, but not yet found responsible for, violation(s) of the Life University Standards of Conduct. Balanced against this responsibility is the right of students, faculty and employees of Life University to continue their educational, academic and professional endeavors free from the threat of harassment, abuse, retribution and/or violence.

Interim Suspension

In certain circumstances, a Life University official may impose a suspension prior. During an interim suspension, a student or student organization is denied access to Life University property, activities and/or privileges in order to prevent the disruption of, or interference with, the normal operations of Life University, and to comply with legal requirements.

Life University may take whatever measures it deems necessary in order to protect the safety, security and/or integrity of a complainant, a respondent, Life University and/or any member(s) of its community. Such measures include, but are not limited to: involuntary removal from a course, clinic, program, activity and/or the campus pending a hearing; modifications to living arrangements in Life University properties; and/or reporting incidents to law enforcement or other non-Life University agencies. The Director of Student Conduct, in consultation with the appropriate faculty and/or other administrators, shall be empowered to impose any appropriate interim measures.

Informal Resolution:

The Director of Student Conduct may hold informal discussions, resolve all types of complaints and impose sanctions with the consent of all parties involved. This process may involve the Division Chairs, Department Heads, Deans or other Life University officials to facilitate an Informal Resolution

1. An informal hearing is only available when the Respondent, the Complainant and the Director of Student Conduct mutually agree to resolve the charges in an informal setting, and waive their right to a formal hearing and right to appeal. The Director of Student Conduct reserves the right to conduct fact-finding to make an informed decision. When there are charges of sexual assault or violence, the policies and procedures in the Life University Sexual Misconduct Policy and Procedures shall apply.
2. If a Respondent chooses to resolve a case through Informal Resolution, he/she must indicate this in writing on a form provided by the Director of Student Conduct during an informational meeting.
3. The following apply to an informal hearing:
 - a) The meeting(s) will not be recorded.
 - b) The written decision will serve as the official record of informal hearings.
 - c) The written decision will be sent to the Charged Student within two business days from the conclusion of the Informal Resolution.
 - d) Once an Informal Resolution has been agreed upon, the Respondent forfeits his/her right to appeal.

Formal Resolution

The Director of Student Conduct is further empowered to initiate formal hearings as necessary for all types of complaints, except for complaints of sexual misconduct. In the case of allegations of sexual misconduct, the Life University Sexual Misconduct Policy and Procedures shall apply and supersedes the procedures and policies set forth in the Honor Code. These hearings will be held by either an Administrative Hearing Officer or the Conduct Review Board (CBR).

Authority | Composition | Eligibility | Hearing Procedures | Sanctions

A. Authority

The Administrative Hearing Officer and Conduct Review Board (CRB) have the authority to conduct hearings to determine if an accused member of the Life University student community is in violation of the Standards of Conduct, and to impose sanctions, as appropriate, up to and including expulsion from Life University.

B. Composition

The Administrative Hearing Officer is a faculty or staff member designated by the Director of Student Conduct and must meet the CRB eligibility requirements as stated below.

The CRB shall be composed of three (3) voting members, selected by the Director of Student Conduct from a pool of qualified individuals, and one non-voting Chairperson. One (1) voting member shall be a staff member and one (1) voting member shall be a faculty member. The Director of Student Conduct shall designate the Chairperson, excluding him or herself.

In the event that the Complainant and/or the Respondent fail(s) to appear as scheduled, the Chair of the CRB may choose to conduct or reschedule the hearing.

If the CRB involves more than one Respondent, the Director of Student Conduct, in his or her discretion, may permit the CRB concerning each student to be conducted either separately or jointly.

C. Eligibility

In order to be eligible to serve on the CRB, individuals must meet the following requirements:

3. Faculty must have been employed by Life University for a minimum of one (1) academic year and have taught at least one course within the most recent two (2) academic quarters.
4. Staff must be currently employed and must have been employed by Life University for at least one (1) complete quarter.

The Title IX Coordinator shall be responsible for recruiting, selecting and training members of the CRB. It is expected that members of the CRB shall recuse themselves from a particular hearing if there is the likelihood that their objectivity may be compromised.

D. Hearing Procedures

1. The Administrative Hearing Officer or Chair shall have all participants execute confidentiality agreements.
2. The Administrative Hearing Officer or Chair shall call the hearing to order and state the date and time.
3. The Administrative Hearing Officer or Chair shall ask for identification of the parties attending the hearing for the record.
4. The Administrative Hearing Officer or Chair shall state the conditions of the hearing, including:
 - The hearing shall be recorded and/or transcribed via court reporter.
 - The hearing shall be closed, with participation limited to the Respondent(s), the Complainant(s) and any advisor(s) and/or witness(es). Witnesses will remain outside the hearing until asked to provide information.
 - All statements, testimony and evidence shall be restricted to matters directly relevant to the case, as determined by the Administrative Hearing Officer or Chair. The Administrative Hearing Officer or Chair will not be obligated to follow the rules of evidence as applied in a court of law.
 - Any person disrupting, interfering with or failing to abide by the rulings of the Administrative Hearing Officer or Chair may be excused from the hearing.
 - Advisors, if present, shall be restricted to consulting with their advisees. Advisors may not address witnesses, the Administrative Hearing Officer or members of the CRB unless invited to do so.
 - Deliberations will not be recorded. The level of proof required to determine whether or not a Respondent is responsible for the allegations shall be "by a preponderance of the evidence."
 - The hearing and its final outcome shall be considered part of the Respondent's educational record, and as such shall be kept confidential, except as provided under federal and state law.
5. The Administrative Hearing Officer or Chair shall ask the Complainant(s) and the Respondent(s) at this time if there are any objections to proceeding with the hearing. He/she shall be solely responsible for deciding if such objections are reasonable and/or what measures should be taken to address them.
6. The Administrative Hearing Officer or Chair shall present the complaint and state the charge(s).
7. The Administrative Hearing Officer or Chair shall read any response submitted by the Respondent(s).

8. The Complainant(s) shall be given the opportunity to make an opening statement.
9. The Respondent(s) shall be given the opportunity to make an opening statement.
10. The Complainant(s) shall be given the opportunity to present evidence and/or call witnesses. The Administrative Hearing Officer or CRB shall have the first option of questioning the Complainant(s) and/or witness(es), followed by the Respondent(s).
11. The Respondent(s) shall be given the opportunity to present evidence and/or call witnesses. The Administrative Hearing Officer or CRB shall have the first option of questioning the Respondent(s) and/or witness(es), followed by the Complainant(s).
12. The Complainant(s) shall be given the opportunity to make a closing statement. Parties are not allowed to cross-examine.
13. The Respondent(s) shall be given the opportunity to make a closing statement.
14. The Administrative Hearing Officer or Chair shall conclude the hearing.
15. The Administrative Hearing Officer or CRB shall enter closed deliberations. All findings of fact and any determination(s) of violation(s) shall be decided by a majority vote, based on a preponderance of the evidence.
16. The Administrative Hearing Officer or CRB shall determine if the Respondent(s) are in violation of the Standards of Conduct. In a CRB hearing, determination of responsibility is decided by a majority vote.
17. If the Respondent is found to be in violation, appropriate sanctions will be assigned. Title IX Coordinator will inform the Administrative Hearing Officer or CRB of the Respondent's prior conduct history and shall make sanction recommendations for the Administrative Hearing Officer or CRB to consider. They have five (5) business days to submit their findings.

E. Sanctions

The Administrative Hearing Officer or CRB shall select at least one of the following sanctions to impose upon a respondent found in violation the Standards of Conduct:

1. **Disciplinary Reprimand:** the Respondent receives a written statement that he/she has violated the Standards of Conduct and that further similar violations will result in stronger sanctions.
2. **Disciplinary Probation:** the Respondent receives a written statement that he/she has violated the Standards of Conduct and that further similar violations may result in suspension or expulsion. The length of the probationary period is determined by the Administrative Hearing Officer or CRB.
3. **Disciplinary Suspension:** the Respondent is informed that he/she is separated (for a minimum of one [1] academic quarter) from Life University property and participation in any Life University activities. This sanction is recorded on the Respondent's academic transcript during the period of suspension. A Respondent that is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.
4. **Disciplinary Expulsion:** the Respondent is informed that he/she is permanently separated from Life University property and participation in any/all Life University activities with no possibility of readmission. This sanction is permanently recorded on the Respondent's academic transcript. A Respondent who is expelled from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.
5. **Additional Sanctions:** During the resolution process, other educational sanctions, restitutions and/or restrictions may be imposed, including, but not limited to:
 - Discretionary Sanctions: Denial of academic credit, exclusion from privileged or extracurricular activities, essays or research papers, online education courses, work and/or community service assignments.
 - Clinic Suspension: Separation of the Respondent from the clinic for a definite period of time, determined by the CRB.
 - Exclusion from University Housing.
 - Psychological Evaluation – referral for an evaluation and recommendation by a licensed psychologist or psychiatrist.

The Respondent must provide evidence of compliance with any recommendations made by the psychologist or psychiatrist. The Respondent must provide any and all necessary releases so that the licensed professional may provide official documentation, on letterhead, verifying attendance and compliance with the recommendations made by the professional with the Director of Student Conduct.

Rights and Responsibilities of Participants

A. Respondents

Throughout his/her involvement in the disciplinary process, a Respondent has the following rights and responsibilities:

1. Fair Treatment

- The Respondent has the right to be treated with dignity and respect by all persons involved in the disciplinary process.
- The Respondent has the right to be considered not responsible for all charges until he/she admits or is determined by the Administrative Hearing Officer or Conduct Review Board (CRB) to be in violation of the Standards of Conduct. This right should not be construed to prevent Life University from taking necessary interim measures.
- The Respondent has the right to information regarding the disciplinary process and his/her role in that process. In addition, the Respondent has the right to access all records contained in his/her conduct file upon request.
- The Respondent has the right to object to and/or request that any one member of the CRB recuse themselves from a hearing. This request will be reviewed and a decision made by the Director of Student Conduct. The request must be submitted to the Director of Student Conduct at least 72 hours prior to the hearing.
- The Respondent has the responsibility to notify the Director of Student Conduct, or the Vice President of Student Services, if and when he/she feels that he/she has not received fair and equitable treatment.

2. Privacy

- The Respondent has the right to privacy throughout the disciplinary process with respect to all uninvolved parties in accordance with all applicable privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA).
- The Respondent has the right to be free from intimidation and/or harassment, and the right, upon request, to have reasonable measures taken by Life University to prevent unnecessary or unwanted contact with the Complainant(s).
- The Respondent has the responsibility to notify the Director of Student Conduct, or the Vice President of Student Services, if and when he/she feels reasonable measures need to be taken in order to protect these rights.

3. Presence of an Advisor

- The Respondent has the right to confer with an advisor of his/her choice (excluding those persons directly involved in the dispute) throughout the disciplinary process. The advisor may be present, but may not actively participate in the hearing, and may not serve as a witness. Should the advisor be an attorney, the Respondent must notify the Director of Student Conduct at least 72 hours prior to any scheduled hearing. The Director of Student Conduct will make any necessary notifications.
- Advisors, if present, shall be restricted to consulting with their advisees. Advisors may not address witnesses, the Administrative Hearing Officer or CRB unless invited to do so.
- The Respondent has the responsibility to notify the advisor of the time, date and location of any disciplinary proceeding. Proceedings will not be rescheduled to accommodate an advisor.

4. Notice

- The Respondent has the right to timely and proper notification (via e-mail, telephone or personal contact) of any interview to be conducted with him/her as part of an inquiry. This notice shall include the following:
 1. The time, date and location of the interview;
 2. The consequences of failure to appear at the interview;
 3. The procedures for requesting a change in the time and/or date of the interview.

- The Respondent has the right to proper written notification of any hearing conducted as a result of a complaint filed against him/her. This notice shall be provided no less than 72 hours prior to the scheduled hearing, and shall include the following:
 1. The time, date and location of the hearing;
 2. The consequences of failure to appear at the hearing;
 3. A written copy of the complaint, including the name(s) of the reporting party/parties and the charges being considered;
 4. A list of all Complainants and/or anticipated witnesses to be called by the Complainant and/or Life University, except when disclosure would cause undue risk to the witness(es);
 5. The name of the Administrative Hearing Officer or a list of the members of the CRB. This information is provided to the Respondent with the clear understanding that he/she is not to contact the Administrative Hearing Officer or any members of the CRB prior to the hearing;
 6. The procedures for requesting a change in the time and/or date of the hearing.

5. Hear and Provide Testimony

- The Respondent has the right to hear, question and respond to all witnesses and/or information presented during a hearing. This does not include the right to directly question the Complainant and/or the Complainant's witnesses, although permission to do so may be granted by the Administrative Hearing Officer or the Chair of the CRB.
- The Respondent has the right not to present evidence against him/herself. This includes the Respondent's right not to answer questions. Refusal to present evidence or answer questions should not be interpreted as an admission of responsibility. This right should not be construed to allow the Respondent to consciously and/or deliberately present false or misleading testimony.
- The Respondent has the responsibility to attend any hearing conducted as the result of a complaint against him/her.
- The Respondent has the responsibility to respond to any witnesses or information at the time such evidence is presented. The Administrative Hearing Officer or CRB is not required to consider any rebuttal made after a witness has been dismissed.
- The Respondent has the responsibility to inform any witnesses he/she wishes to call of the time, date and location of the hearing and to have on hand all evidence he/she wishes to present at the time of the hearing.

6. Written Disposition and Appeal

The Respondent has the right to proper written notification (within two business days of the Administrative Hearing Officer or CRB's decision) of the results of his/her disciplinary hearing. This notice shall include the following:

1. The finding(s) of fact on each charge;
 2. The sanction(s) imposed; and
 3. The procedure for filing an appeal.
- The Respondent has the right to appeal the outcome of the hearing unless this right has been waived or forfeited as allowed for elsewhere in these procedures.
 - The Respondent has the responsibility to comply with all sanctions imposed as the result of a disciplinary hearing. Once an appeal is requested, the sanctions will be stayed and will not take effect until the appeal process has been completed. If no appeal is requested, the sanctions will take effect immediately. In a case in which interim sanctions have been imposed, they will continue in force until all appeals have been exhausted.

B. Complainants

Throughout his/her involvement in the disciplinary process, a Complainant has the following rights and responsibilities:

1. Fair Treatment

- The Complainant has the right to be treated with dignity and respect by all persons involved in the disciplinary process.

- The Complainant has the right to information regarding the disciplinary process and his/her role within that process.
- The Complainant has the right to object to and/or request that any one member of the CRB recuse themselves.
- The Complainant has the responsibility to notify the Director of Student Conduct, or the Vice President of Student Services, if and when he/she feels that he/she has not received fair and equitable treatment.

2. Privacy

- The Complainant has the right to privacy throughout the disciplinary process with respect to all uninvolved parties in accordance with all applicable privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA).
- The Complainant has the right to be free from intimidation and/or harassment, and the right, upon request, to have reasonable measures taken by Life University to prevent unnecessary or unwanted contact with the Respondent(s).
- The Complainant has the responsibility to notify the Director of Student Conduct, or the Executive Director of Student Services, if and when he/she feels reasonable measures need to be taken in order to protect these rights.

3. Presence of an Advisor

- The Complainant has the right to confer with an advisor of his/her choice (excluding those persons directly involved in the dispute) throughout the disciplinary process. The advisor may be present but may not actively participate in the Administrative or CRB hearing and may not serve as a witness. Should the advisor be an attorney, the Complainant must notify the Director of Student Conduct at least 72 hours prior to any scheduled hearing. The Director of Student Conduct will make any necessary notifications.

The Complainant has the responsibility to notify the advisor of the time, date and location of any disciplinary proceeding. Proceedings will not be rescheduled to accommodate an advisor.

4. Notice

- The Complainant has the right to proper notification (via e-mail, telephone or personal contact) of any interview to be conducted with him/her as part of an inquiry. This notice shall include the following:
 1. The time, date and location of the interview;
 2. The consequences of failure to appear at the interview;
 3. The procedures for requesting a change in the time and/or date of the interview.
- The Complainant has the right to proper written notification of any hearing conducted as a result of a complaint filed by him/her. This notice shall be provided no less than 72 hours prior to the scheduled hearing, and include the following:
 1. The time, date and location of the hearing;
 2. The consequences of failure to appear at the hearing;
 3. A copy of any written response made by the Respondent;
 4. A list of all Respondents and/or anticipated witnesses to be called by the Respondent(s) and/or Life University; except when disclosure would cause undue risk to the witness(es);
 5. The name of the Administrative Hearing Officer or a list of the members of the CRB;
 6. The procedures for requesting a change in the time or date of the hearing.
- The Complainant has the responsibility to ensure that Life University has been provided with accurate address and other contact information so that notification is not unduly delayed.

5. Hear and Provide Testimony

- The Complainant has the right to hear, question and respond to all witnesses and/or information presented during a hearing. This does not include the right to directly question the Respondent and/or the Respondent's witnesses, although permission to do so may be granted by the Chair of the CRB.
- The Complainant has the right to present information and/or witnesses that he/she feels are relevant to the complaint. In the interest of time, the Administrative Hearing Officer or Chair of the CRB may limit the number of witnesses called.

Only witnesses who can testify as to material facts may be called; the Complainant may not call witnesses who can only testify as to his/her character or the Respondent's character.

- The Complainant has the responsibility not to consciously and/or deliberately present false or misleading testimony.
- The Complainant has the right to provide a written impact statement to the Administrative Hearing Officer or CRB, to be considered during the sanctioning process should a finding of "responsible" occur.
- The Complainant has the responsibility to attend any hearing conducted as the result of a complaint filed by him/her.
- The Complainant has the responsibility to respond to any witnesses or information at the time such evidence is presented. The Administrative Hearing Officer or CRB is not required to consider any rebuttal made after a witness has been dismissed.
- The Complainant has the responsibility to inform any witnesses he/she wishes to call of the time, date and location of the hearing and to have on hand all evidence he/she wishes to present at the time of the hearing.

6. Written Disposition and Appeal

- In cases of sexual and/or violent behavior by the respondent, the Complainant has the right to proper written notification (within two business days of the Hearing or CRB decision) of the outcome of any disciplinary hearing convened as a result of a complaint filed by him/her. This notice shall include the following:
 1. The finding(s) of fact on each charge;
 2. The sanctions assigned, if applicable;
 3. The procedure for filing an appeal in such cases.
- The Complainant has the responsibility to maintain the confidentiality of the respondent's disciplinary records. Failure to do so may be considered a violation of Life University's Standards of Conduct and/or federal law.

C. Parental Notification

Life University considers disciplinary records to be part of a student's educational record, and as such, Life University complies with all applicable privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA). Furthermore, Life University's primary relationship is with its students and not with their parents or guardians.

However, Life University recognizes that parents and/or guardians maintain an interest in their dependant students' academic status. Therefore, Life University may, at the sole discretion of the Title IX Coordinator, notify the parents or guardians of any dependant student under the age of 18 (21 in cases of alcohol and/or drug violations) who is found responsible for a violation of the Standards of Conduct.

D. Appeals

All Respondents have the right to appeal any decision made by the Administrative Hearing Officer or CRB. Complainants in cases involving sexual misconduct or acts of violence have the right to appeal any decision made by the Administrative Hearing Officer or CRB. Neither Respondent nor Complainant can appeal an Informal Resolution.

An appeal must be submitted in writing and must be received by the Title IX Coordinator within five (5) business days of the date of notification of the CRB's decision. An extension to this deadline may be granted at the sole discretion of the Title IX Coordinator. Title IX Coordinator shall then refer the appeal to the appellate officer.

A decision on an appeal may not be rendered until the filing deadline has passed. Appellate decisions should be rendered, and proper written notification provided to the Title IX Coordinator no later than five (5) business days after the filing deadline. The Title IX Coordinator shall notify all Respondents and other parties as appropriate of the results of the appeal.

1. Appellate Officer. The appellate officer shall be the Executive Vice President or his/her designate.
2. Appeal Criteria. Appeals shall be considered only in the following circumstances:
 - The existence of procedural errors so substantial that the Respondent was denied a fair hearing;
 - A finding of fact by the Administrative Hearing Officer or CRB clearly not supported by the evidence;
 - The imposition of a sanction that is disproportionate, arbitrary and/or capricious.

3. Available Actions. The appellate officer is limited to taking one of the following actions for each Respondent:

- Affirm the finding(s) of fact and sanctions imposed by the Administrative Hearing Officer or CRB.
- Affirm the finding(s) of fact but modify the sanction(s) imposed.
- Remand the complaint for a new hearing before a new hearing.

Under no circumstances shall the appellate officer supplant the function of the Administrative Hearing Officer or CRB; the appellate process exists solely to review the procedures used in disciplinary proceedings and not to re-hear a complaint in its entirety.

The decision of the appellate officer is final.

E. Records

Documentation of all Student Conduct matters, including individual student cases and student organization cases, will be maintained by the Director of Student Conduct.

The release of Student Conduct records will be governed by applicable federal and state laws regarding the privacy of education records.

The Director of Student Conduct may place a hold on the account of any student who has a pending Student Conduct matter, including any outstanding sanctions

Other than disciplinary expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions upon application to the Director of Student Conduct. Cases involving the imposition of sanctions other than disciplinary suspension or expulsion shall be automatically expunged from the student's confidential record seven (7) years after final disposition of the case.

All the necessary forms regarding the Honor Code may be found online at www.LIFE.edu/Integrity/ or obtained in the Office of Student Services.

Disciplinary Records

Written Records - The written records of all disciplinary actions, including academic misconduct sanctions, shall be kept in the student's official file that is maintained by the Director of Student Conduct in the Office of Student Services. These confidential records cannot be removed through any method and may be accessed only by written request of the student, by campus officials who have a legitimate educational interest in accordance with FERPA or through a court order.

Notations of "Disciplinary Suspension" and "Disciplinary Expulsion" are entered on a student's academic transcript as well as in his/her official file. The notation of a "Disciplinary Suspension" shall remain on the transcript unless the student successfully petitions the Senior Vice President for Academic Affairs to have the notation removed. Such petitions must be presented in writing to the Senior Vice President for Academic Affairs with the former student's original signature. Generally, consideration for removal will not be granted in less than a one-year period following the end of the suspension. A student-initiated leave of absence or a withdrawal during the period of Disciplinary Suspension shall not be a basis for the early removal of this notation. The notation of "Disciplinary Expulsion" shall not be removed from a student's transcript except upon the order of the President.

Electronic Records - Electronic records of academic misconduct will also become part of the campus judicial record. This judicial record is maintained by the Director of Student Conduct in the Office of Student Services.

Court Reporter Transcripts / Tape Recordings – Conduct Review Board Hearings shall be recorded via court reporter or tape recording. All tape recordings and hearing transcripts of Conduct Review Board Hearings shall be maintained in the student's official file with the Director of Student Conduct in the Office of Student Services.

Student Grievance Procedures

Title IX

The mission of Life University is to empower each student with the education, skill and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's Undergraduate, Graduate and Professional programs—each one committed to excellence in teaching, learning, research and the overall student experience—offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance and the wisdom to become

transformational leaders in an increasingly diverse, global and dynamic world. This commitment includes providing an educational employment and business environment free of sexual harassment.

Sexual harassment of students is illegal. A federal law, Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. All public and private education institutions that receive any federal funds must comply with Title IX. Title IX protects students from harassment connected to any of the academic, education, extracurricular, athletic and other programs or activities of schools, regardless of the location. Title IX protects both male and female students from sexual harassment by any school employee, another student or a non-employee third party.

Any student with a complaint of discriminatory harassment should contact the Director of Student Conduct or the Title IX Coordinator in the Human Resources Department to make a complaint or obtain information about the procedure for handling such complaints.

Non-Academic Matters

Students with grievances relating to non-academic matters should confer with the Director of Student Conduct. The Director of Student Conduct will facilitate a review of the issue as it relates to Life University policy. The role of the Director of Student Conduct is to facilitate a resolution to each issue presented as well as ensure that each individual is treated fairly and in accordance with all Life University policies, procedures and standards of conduct. If a resolution cannot be achieved, the Director of Student Conduct may refer the student to the Human Resources Department to determine what additional steps may be available.

Academic Matters

Concerning academic questions or complaints, the student should first go to the instructor involved. If questions are not satisfactorily handled or the complaint adequately handled, the student should go to the department head/division chair of that instructor and finally the dean of the appropriate college in which the student is enrolled. The dean will make the final decision.

Procedures for Institutional Sanctions

The rules and procedures for all offenses and disciplinary proceedings are defined in the Student Handbook. It is important to note that both the victim and the accused are afforded certain rights and that the list of references for counseling or any other assistance is available to both.

In cases of domestic violence and sexual offenses, Life University will make reasonable accommodations with regard to class schedules or living arrangements.

Student Complaint Process

Students enrolled at Life University may contact Georgia Nonpublic Postsecondary Education Commission.

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Pl. #220 • Tucker, GA 30084-5334
(770) 414-3300 • <http://www.gnpec.org> • <http://rules.sos.state.ga.us/docs/392/5/06.pdf>

Computer Use Policy

Primary Principles

Freedom of expression, personal responsibility and an open environment to pursue scholarly inquiry and the sharing of information are encouraged, supported and protected at Life University. These values lie at the core of the academic community.

Concomitant with free expression are the personal obligations of each member of our community to use computer resources responsibly, ethically and in a manner that accords to both the law and the rights of others. The campus depends first upon a spirit of mutual respect and an open community of responsible users.

Guidelines

These guidelines set forth standards for responsible and acceptable use of Life University computer resources. They supplement existing Life University policies, agreements, state, federal laws and regulations. Computer resources include host systems, Life University-sponsored computers, workstations and devices, web-hosted information, communication networks, software and files.

Computing resources are provided to support the academic research, instructional and administrative objectives of the University. These resources are extended for the sole use of University faculty, staff and students, and other authorized users to accomplish tasks related to the user's status at Life University and consistent with Life University's mission.

Users are responsible for safeguarding their identification (ID) codes (Logins and Passwords) and for using them for their intended purposes only. Each user is responsible for all transactions made under the authorization of his or her (Logins and Passwords) and for all network activity originating from his or her data jack or computer at the time and date used.

Violation of these guidelines constitutes unacceptable use of computer resources and may violate other University policies and/or state and federal law. Suspected or known violations should be reported to the appropriate Life University computing unit. Violation may result in revocation of computer resource privileges and student disciplinary action or legal action.

User Responsibilities

The following provisions describe conduct prohibited under these guidelines:

- a. Altering system software or hardware configurations or disrupting or interfering with the delivery or administration of computer resources.
- b. Attempting to access or accessing another's account, private files or email without the owner's permission; or misrepresenting oneself as another individual in electronic communication.
- c. Installing, copying, distributing or using software in violation of: copyright and/or software agreements, applicable state and federal laws or the principle described in Using Software. Guides to ethical and legal use of software for members of the Academic Community are available on the Life University Library website under Library 101-Section 1, Copyright Education.
- d. Using computer resources to engage in conduct which interferes with other's use of shared computer resources and/or the activities of other users, including studying, teaching, research and University administration.
- e. Using computer resources for commercial or profit-making purposes without written authorization from the University.
- f. Failing to adhere to individual department or unit lab and system policies, procedures and protocols. Allowing access to computer resources by unauthorized users.
- g. Using computer resources for illegal activities. Criminal and illegal use may include obscenity, child pornography, threats, harassment, theft and unauthorized access.
- h. LIFE students' network access accounts are provided primarily for official communications from the University and are not provided for private or personal use. Incidental personal use is permitted, as long as those uses do not violate the law; restrictions that derive from the LIFE's tax-exempt status; LIFE's policies, ordinances, rules and guidelines; and contracts that LIFE has made.
- i. LIFE students' network access accounts may not be used for commercial or profit-making purposes unrelated to Life University business. Students must not use their LIFE student email accounts for any commercial use for personal profit, including publishing their own or other students' email addresses for commercial activity contacts. Users must not use their LIFE student email accounts for any commercial use, unless authorized in writing by LIFE administrative officials. Violation of these rules can result in termination of the student's LIFE network access accounts.
- j. The LIFE Directory is provided as a service to the faculty, staff and students of Life University. The email addresses contained in the LIFE Directory are not intended for general public communication, for private use or for personal use. The email addresses contained in this Directory may not be used for commercial or profit-making purposes unrelated to University business. Anyone who obtains email addresses from this Directory must not send bulk email or emails to more than ten (10) recipients in this Directory unless each addressee has given written consent to be included on the list or the sender has received written authorization from LIFE administrative personnel.

Administration

The maintenance, operation and security of computer resources require responsible Life University personnel to monitor and access the system. To the extent possible in the electronic environment and a public setting, a user's privacy will be preserved. Nevertheless, that privacy is subject to the other applicable state and federal laws and the needs of the University to meet its administrative, business and legal obligations.

CAMPUS SAFETY DEPARTMENT

8

Welcome to Life University Campus Safety Department!

To ensure the safety of our campus, LIFE maintains a Campus Safety Department on campus 24-hours per day, 365 days per year. Our highly motivated, qualified and well-trained staff enforce University policies and proactively address crime prevention.

We enjoy a beautiful and secure campus. Still, we remain highly vigilant in patrolling the campus and educating students and staff about the importance of crime prevention and personal protection. Perhaps most importantly, we nurture a culture of integrity and self-responsibility throughout the academic experience and in extracurricular activities through the Eight Core Proficiencies and the Honor Code. We promote high standards of behavior and expect students to live up to these standards. Be smart and be safe!



It is the official policy of the Campus Safety Department to follow up on all complaints and violations committed on our campus and to cooperate with all law enforcement agencies and courts.

Contact Information

Location: Campus Safety is located in Mod 2 behind the Learning Resources Center (LRC).

Emergency:

- From a Life University land line phone: Ext. 2911
- From a cell phone: (770) 426-2911
- Non-emergency: (770) 426-2681

Access to Campus Facilities

The Campus Safety Department monitors access to campus facilities through various activities designed to keep the students and employees in contact with Security Officers. The buildings are patrolled by officers and unlocked at the appropriate time in the morning and relocked each evening.

All users of the University facilities are encouraged to express any concerns they have while on campus.

General Information

Visitors, Outside Photographers, and Media Personnel Information

A general visitor is defined as a person who is neither a student, faculty or staff member nor practice partner at Life University. Visitors who plan to visit the Life University campus can obtain a parking permit from the department that they are visiting, or by stopping by the Campus Safety office located in Mod 2 behind the Learning Resources Center (LRC). The following information will need to be provided by the visitor:

1. Proof of identification (driver's license, ID card).
2. Vehicle information: make, model, color and license plate.

Departments may obtain a parking pass in advance for their guest by a written, email or facsimile request to the Campus Safety Department at least 24 hours in advance.

Outside Photographers and Media Personnel

An outside photographer is defined as a person who is neither a student, faculty or staff member and is not working for the University's Marketing Department.

Media Personnel is defined as any person who is affiliated with any newspaper, magazine, radio station or any other channel of communication in which messages are transferred or transmitted to a large, wide-scattered audience.

Outside Photographers and Media Personnel who plan to visit the Life University campus must obtain a visitor parking pass prior to conducting activity on the campus. The parking pass can be obtained by means outlined in the previous section. Visitor parking is available in spaces marked as such.

The following information will need to be provided by Outside Photographers and Media Personnel:

1. Proof of identification (driver's license, ID card).
2. Vehicle information: make, model, color and license plate.



Outside Photographers must also sign a Waiver of Liability/Hold Harmless agreement, as well as a \$100 per day fee for photographers and videographers to use our campus facilities. The Waiver of Liability/Hold Harmless agreement must be signed in-person in the Campus Safety Department located in Mod 2 behind the Learning Resources Center (LRC).

Crime Prevention

Monitoring Off Campus Student Criminal Activities

Life University operates LVR and The Commons apartments, which are a part of our campus. It is the policy of Life University Campus Safety Department to maintain regular patrol of the complexes for the purpose of crime prevention. It is our goal to encourage the highest level of integrity from our students on and off campus. We as an institution provide the guidance and information necessary to our students to make this possible. This is accomplished through available counseling on campus, community assistance and a published list of resources available to our students and staff by which they can receive necessary assistance and guidance. These resources are available from the Campus Safety Department and from our on-campus counseling staff.

Crime Prevention

The Life University Campus Safety Department takes the position that it is best to inform students and employees of unsafe practices. This may include thefts of property, alcohol or drug abuse, rape, other sexual offenses, stalking and domestic violence. Each student or employee can exercise due caution while Life University provides assistance and helps everyone prepare themselves to avoid becoming a victim of any crime.

Campus Safety Watch Program

Keeping Life University safe takes a community effort. The Campus Safety Watch Program supports this effort by uniting our University Campus Safety Department, local law enforcement and safety agencies, and the LIFE community in an active partnership to prevent and reduce crime on the Life University campus. The Campus Safety Department also highlights topics of concern as warranted.

Procedures for Institutional Sanctions

The rules and procedures for all offenses and disciplinary proceedings are defined in the student handbook. It is important to note that both the victim and the accused are afforded certain rights and that the list of references for counseling or any other assistance is available to both.

Animals on Campus

All leash laws in Cobb County are enforced on our campus. Pets are not allowed on the campus or in the buildings with the exception for service animals. Pets may be taken on the five miles of running trails for the purpose of sight assistance and personal security, but the animals must be on a leash, and the owner must clean up after the pets. Pets are not allowed on the Rugby Field, or track and field facility for any reason, except for service animals.

Lost and Found

Contact the Campus Safety Department for lost and found items.

Driving and Parking Information

Registration of Vehicles

Life University provides parking for student cars that display a valid parking decal. Decals are issued at new student Orientation as well as by visiting the Campus Safety Department. Students must adhere the decal on the left side of the rear window on the outside the vehicle, or on the stationary portion of the fork on motorcycles. Convertibles or cars with louvers may place the decal on the passenger side bottom corner of the front windshield.

Passes for Vehicles

All drivers must stop at the Campus Safety Department to obtain a temporary pass for driving an unregistered car on campus.

Handicapped Parking

Life University honors handicap placards and plates from all states. It is our policy to ticket and impound vehicles occupying handicap parking spaces without displaying the proper placard or plate.

Driving on Campus

The speed limit on campus is 10 mph and will be strictly enforced. It is a violation of the student rules to commit the following acts while driving on campus: Failure to stop at a stop sign, failure to yield at yield signs, failing to yield to pedestrian, speeding over 10 mph, weaving in and out of driving lanes and driving against the established flow of traffic and committing reckless conduct with a vehicle.

Fines for moving violations are \$35, \$50 and \$100. Multiple violations may lead to a suspension of driving privileges on campus, and could lead to expulsion from Life University. All students and employees driving on campus are required to have a valid driver's license and valid proof of insurance coverage in their possession.

Parking Restrictions

Each parking lot has a sign indicating its intended use. Please check these signs for any restrictions, which may apply before parking. General student parking is in gravel lots, or identified by yellow parking lines in paved lots. All restricted parking is identified by white or blue parking lines. Please refer to the University website for additional information.

Parking Fines (Tickets)

Tickets can be written for violations, which include but are not limited to:

1. Violation of a restricted parking area.
2. Parking in fire lanes or driveways, or blocking roads or dumpsters.
3. Taking more than one space or overextending lanes.
4. Parking on grass or in flowerbeds and other violations deemed inappropriate.
5. Not displaying a parking decal or pass on the vehicle.
6. Registering a vehicle after signing a waiver exempting the parking fee, or failing to remove student decals from a car after signing an exemption form.

Parking Violations and Fines

Illegal Parking\$35 first violation, \$50 second violation, \$100 third violation and beyond

Parking in Handicap\$35 first violation, \$50 second violation, \$100 third violation and beyond

Parking in Unmarked or Unauthorized Area.....\$35 first violation, \$50 second violation, \$100 third violation and beyond

Moving Violations and Fines

The fine for any moving violation is \$35, \$50, \$100.

Additional Moving Violations and Fines

Exceeding Speed Limit on other than Barclay Circle	\$35 first violation, \$50 second violation, \$100 third violation and beyond
Barclay Circle	State Imposed Fine
Disregarding Traffic Control Sign	\$35 first violation, \$50 second violation, \$100 third violation and beyond
Reckless Driving	State Imposed Fine
Disregarding Officer Working Traffic	\$70
Moving Barricades	\$70

Towing of vehicles

Vehicles may be towed for any of the following reasons:

1. Having three or more parking violations.
2. Blocking roads, docks, dumpsters or driveways.
3. Parking in clinic or visitor spaces, or in handicap spaces.
4. Parking on grass or in landscaped areas (flowers, etc.).
5. Abandoned Vehicles: Campus Safety will monitor such vehicles and tow vehicles once deemed abandoned.
6. When it has been determined that a vehicle or property poses a safety hazard and the immediate removal of the vehicle is necessary for public safety purposes.

Students needing to leave a vehicle in a parking lot for a specified time frame must obtain an identification pass for the dash that briefly describes the conditions under which the vehicle is left for the time frame. Passes are available from the Campus Safety Department.

Alcohol / Drug Abuse Prevention Policy

The Life University drug program policy is to first advise the students and employees of our position on illegal drugs. We are a drug-free institution. We hold students and employees accountable for violations of our rules and the state law. We view addiction as an illness and offer meaningful help to those so affected in the form of counseling and referral.

Alcohol

The legal drinking age in Georgia is 21. It is unlawful to purchase or drink alcoholic beverages on this campus under the legal age. It is unlawful to misrepresent your age or to provide identification to someone else under the drinking age. Life University Campus Safety enforces all laws pertaining to the serving of alcohol in any manner that induces a person to drink by contest or challenge.

The Life University Student Handbook defines the rules applied to alcohol service on campus with regard to license holders and locations. All rules, regulations and laws pertaining to alcohol are observed by the Campus Safety Department.

Tobacco- and Smoke-Free Campus

Life University is committed to taking all practical measures to create a safe and healthy environment. To further this goal, the University has updated this policy to promote the well-being and health awareness of students, employees and visitors by reducing the risk of tobacco-related illness. This update is effective April 1, 2015.

All students, staff, faculty and visitors are prohibited from smoking, using, selling, free distributing and advertising tobacco products and electronic smoking devices (ex. e-cigarettes) in all facilities and on all University property, including University-owned vehicles and in any privately-owned vehicle parked or operated on University property.

Student Right-to-Know Act and Annual Police Report Crime Statistics

Jeanne Clery Disclosure Act

In 1990, the U.S. Congress enacted the Crime Awareness and Campus Security Act (Title II of Public Law 101-542), which amended the higher education Act of 1965 (HEA). This Act requires all post secondary institutions participating in the Title IV student financial aid programs to disclose campus crime statistics and other security information. 1998 Amendments renamed the law: The Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act.



Crime Statistics as Reported to Life University Campus Safety Department

Crime statistics are available on the University's website. The Daily Crime log is also available for viewing Monday–Friday between the hours of 8:00 a.m.–4:00 p.m., excluding holidays and other school closings.

Procedure for Reporting Criminal Actions and Other Emergencies on Campus

—(Student Right-to-Know)

Life University monitors activities on campus 24-hours a day. Students and employees with concern over criminal actions on campus can contact the Campus Safety Department at (770) 426-2911. The department representative will initiate an Incident Report. We openly solicit the observations and concerns of our students, staff and all visitors when suspicious or criminal activity is observed on campus. We believe that with greater awareness we can help each person be better prepared to protect his or herself from crime. We also work closely with local law enforcement agencies to obtain and monitor criminal reports made to them. Life University also monitors reports for violations of law that are based on prejudices of race, religion, sex and ethnicity.

It is the policy of the Campus Safety Department to actively investigate all complaints and violations committed on our campus and to cooperate with all law enforcement agencies and courts. This may require the department to notify the office of Student Conduct of violations, which also violate University policy or Codes of Conduct.

LIFE[®]
University

SECTION NINE
ATHLETICS DEPARTMENT



ATHLETICS DEPARTMENT

9

The purpose of Life University Athletics is to enhance the overall student experience by creating opportunities for physical development in addition to their strive for academic success. LIFE Athletics provides a variety of sporting activities for students from intense daily competition to quarterly group activities.

Intercollegiate Sports

Life University has a proud tradition of excellence in various intercollegiate sports. Over the years, the Running Eagles have won 26 national championships at various levels since the inception of the athletic program. Currently, Life U has 13 teams competing at this level and plans are underway to expand even more.

Our current intercollegiate sports are:

- Men's Basketball
- Men's Bowling
- Men's Ice Hockey
- Men's Rugby
- Men's Swimming
- Men's Wrestling
- Women's Bowling
- Women's Cross Country
- Women's Rugby
- Women's Swimming
- Women's Track & Field
- Women's Volleyball
- Women's Wrestling



Life U competes in the prestigious Mid-South Conference for all NAIA sports, and competes in various classifications of USA Rugby. Focused on emerging sports, Life U offers scholarship opportunities for qualified student-athletes who want to continue their athletic careers at the next level. Our long term goal is to compete in 20 intercollegiate sports by 2020. Life U is also committed to adhering to Title IX standards in its athletic opportunities.

Facilities

LIFE boasts sporting facilities unheard of in a university of our size. We have two gymnasiums that feature full-court floating floors, and the main gym accommodates 2,200 fans. The main gym, also known as “The Eagles’ Nest,” houses the Life University basketball games and wrestling matches. The gym features state-of-the-art lighting and sound equipment and is also the location for Life University’s graduations and assemblies.

Just outside the main gym is an athletic weight room built specifically for our intercollegiate and elite-performance athletes. The gym is a 2,000 square-foot facility that features Olympic platforms, Woodway Force treadmills and over 1,000 pounds of weights. On campus, Life University boasts two rugby fields, two newly resurfaced tennis courts and a sand volleyball court. The fields are gaining nationwide exposure for their use in major sporting events hosted by Life University, including the Rugby Super League National Championship, collegiate rugby playoffs and high school summer camps. Our impressive track and field facilities served as a practice track during the 1996 Olympics. The venue offers stadium seating, locker rooms, concession stands and an 8,000 square-foot field house.

Athletic facilities are open to students on a daily basis. LIFE also offers three miles of trails that wind through the wooded area of campus and connect two of Marietta’s parks and Life University’s own historic 19th Century Village.



LIFE Sport Science Institute (LSSI)

Life University's Sport Science Institute (LSSI) is where science meets performance. LSSI uses Chiropractic and integrative sport science strategies grounded in vitalistic principles to assist our intercollegiate athletes achieve optimal physical performance, injury prevention and sustained rehabilitation. LSSI is a facility that is staffed by a coordinated team of board-certified professionals who offer unique, state-of-the-art technology: a system of services, resources and programs to help coaches, teams and individuals reach their fullest potential.

LIFE[®]
University

SECTION TEN
ACADEMIC POLICIES & INFORMATION



ACADEMIC POLICIES & INFORMATION

10

Student Handbooks

Rules and regulations governing student decorum and disciplinary action, as well as academic and clinic conduct, are provide in the Student Handbook and the Intern's Handbook. These handbooks are subject to revision at the discretion of the University's administration. Quarterly updates to rules and regulations may also be found in the current Academic Quarterly.



FERPA

Family Educational Rights and Privacy Act (FERPA)

Under the Family Educational Rights and Privacy Act (FERPA), the student has the right:

1. To inspect and review education records pertaining to the student.
2. To request an amendment to the student's records.
3. To request a hearing (if the request for an amendment is denied) to challenge the contents of the education records, on the grounds that the records are inaccurate, misleading, or violate the rights of the student.
4. To file a complaint.

Life University's Policy (under FERPA) gives the student the right:

1. **To inspect his/her records.** All requests for inspection must be submitted in writing. The University has up to 45 days to respond. (Every effort will be made to fill the request in a timely manner.)
 - a. All students must give written permission for a third party to obtain any information from their files. The person(s) and/or organization's name, date and purpose of the file review will remain logged in the student's file. Also, the person and department who authorized the review will be noted.
 - b. If a student is dependent, the parent may review the student's file without written permission. Check with the specific department for age requirements determining dependent status. Neither parents nor spouses of our students can obtain Grade or Registration information without the written consent of the student on file in the Registrar's Office.
2. **To amend a record he/she believes is inaccurate.** The student must write the University official responsible for the record, identify that part of the record he/she wants changed and specify why it is inaccurate. The University will notify the student of the decision within 45 days and advise the student of the right to a hearing if the record was not amended to the student's request.
3. **To request a hearing.** The student will be notified within 45 days of the request with the time, place and procedure of the hearing. The department which has authority for the change request will provide the committee and the procedures for the hearing.
4. **To file a complaint.** The student has the right to file a complaint if he/she feels the institution failed to comply with FERPA. To file a complaint, contact:

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

"Directory Information" Is -

Information not generally considered harmful or an invasion of privacy if disclosed. Includes, but is not limited to:

- name, address, telephone number
- weight and height of athletes
- date and place of birth
- dates of attendance
- field of study

- degrees and awards
- most recent previous school attended
- participation in officially recognized activities and sports

Students who wish to be omitted from the directory or any other student publication must inform the Student Advocacy Center in writing. The option may be changed once a year only.

Life University publishes an email directory on its website.

INTERNATIONAL STUDENT RULES, REGULATIONS AND PROCEDURES

It is the responsibility of the international student to maintain lawful immigration status. The student is responsible for fully and properly complying with all laws and regulations of the United States, the State of Georgia and local governments.

In order to maintain lawful F-1 status, please adhere to the following policies:

Current Address: International Students MUST NOTIFY the Enrollment Office and the Student Advocacy Center within 10 days of your move. Failure to report address change within 10 days will result in failure to maintain status.

Documents: Maintain a valid I-20. To determine validity, look in section 5 where it says “complete studies no later than (date).” The date must not expire. It is the students’ responsibility to ensure that their I-20s are valid at all times while studying in the United States. I-20’s needed to be signed annually. Keep passport valid at all times. To renew passports that will expire while in the United States, visa-holders should contact their embassy or consulate in the U.S. for instructions. This process can take several months; start applying for a renewal six months before it expires. Students are also required to have visa and I-94 card.

Financial Statement: Proof of finances to cover the cost of one year of studies. A financial statement must be valid for each program in which the student is enrolled.

Maintain Full-time, Degree Seeking Status: DC and undergraduate students must take at least 12 credit hours each quarter. Master degree students must be enrolled in 9 credit hours each quarter. DC and undergraduate students must maintain a 2.0 GPA, and Master students must maintain a 3.0 GPA in order to be in status.

Distance Learning and Transient Studies: These courses are limited for F-1 students. They may only count a maximum of one course of Distance Learning toward their full course requirement. Audited courses do NOT count towards a full course requirement. International students who would like to engage in transient studies need prior approval by the International Enrollment Specialist.

Annual Vacation: Eligible students may take an annual vacation break after three consecutive quarters of study. There is ONLY one excused break per year. Students must maintain full time status and a 2.0 GPA in order to be eligible for this vacation. Students must consult with the International Enrollment Specialist for approval of annual vacation break. Students admitted to begin a program in the summer MUST enroll full-time during the summer of admission.



OFFICE OF ADMISSIONS VETERAN ARMED FORCES POLICY

Military Active Duty Policy

A military withdrawal will be granted to any student who is called to active duty (in most cases, the student must apply for readmission within five years of completion of military service). A copy of the military orders must be presented at the time the student applies. The copy of the student’s orders will be maintained in the student’s file.

The eligible veteran will be promptly readmitted to the class or classes beginning after he/she has indicated intent to enroll.

The eligible veteran will be admitted with the same academic status — meaning the same program (or one most similar if the same one does not exist), the same enrollment status with the same amount of credits and a satisfactory academic status.

*Military students returning from active duty will be allowed to apply with application fee waived.

TRANSCRIPT REQUESTS

Students and graduates may request in writing and with appropriate identification (i.e. notarized signature, a current photo ID, etc.), that an official transcript of grades be sent to any party or institution. Official transcripts are categorized as follows:

1. **Official**—sent within two days of request
2. **Final Official**—sent at the end of a quarter within five days of that quarter's grades being processed and recorded.
3. **Graduate Official**—upon graduate's academic clearance within five days of 'graduated' status

The University will provide official transcripts per program at a cost of \$5.00 each. Transcripts will not be provided for persons under financial obligation to the University.

Upon receipt of a properly authorized written request and payment of appropriate transcript fee to the Student Advocacy Center, transcripts will be sent by return mail within the time specified above.

Advanced Standing/Placement and Transfer Credit

Coursework submitted from other institutions' official transcripts for advanced standing/placement or transfer credit must be substantially equivalent to that of Life University in credit hours, subject content, quality and format for consideration to be made.

If advanced standing/placement has not been awarded prior to admission, application for consideration must be made to the Enrollment Office. It may be required, prior to credit being awarded, that respective course descriptions and/or syllabi be submitted reflecting prior coursework.

For international transcripts (with some exceptions for Canada and Great Britain), it will be required that an evaluation be completed and sent to Life University by an approved international evaluation agency.

It is the student's responsibility to verify the awarding of advanced standing and transfer credit by Life University.

College of Chiropractic

Advanced standing/placement or transfer credit for the Doctor of Chiropractic degree may be considered for academic coursework taken as part of a graduate program, i.e. masters, professional, or doctoral level coursework (M.S. D.C., M.D. Ph.D. etc.) from another accredited institution.

Life University's Doctor of Chiropractic Program requires that credits must be earned within five years prior to the date of admission into a DCP program with a grade of "C" or better. Exceptions may be made to accept older credits if the entering student holds an earned doctorate in one of the health sciences (i.e., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree (Master's Level or above) in an academic discipline closely related to the health sciences.

Once a student has been admitted to the D.C. program, transfer credit is not allowed for Master-level or above coursework without prior written permission.

College of Graduate and Undergraduate Studies

Advanced standing/placement or transfer credit for the Master's degree may be considered for academic coursework taken as part of a graduate program, i.e. Master, or Professional / Doctoral level course-work (M.S., D.C., M.D., Ph.D., etc.) from another accredited institution with a grade of "B" or better as required by the College of Graduate and Undergraduate Studies Master's Program.

Upon written request to the Registrar's Office, sport health science, masters, cross-listed and Doctor of Chiropractic Program classes will be given advanced standing toward master's degree completion to accepted students.

Any credits transferred toward an Undergraduate Studies degree must be from an accredited institution, and only credits with a grade of "C" (2.0 on a 4.0 scale; a grade of "D" may be considered for specific courses i.e. electives) or better are considered for transfer.

ACADEMIC ADVISING AND REGISTRATION POLICIES

Academic Advising

Freshman advising is an especially important source of support for students during their first few quarters at LIFE. Generally, groups of students are assigned to various PASS (“progressive advising for student success”) and faculty advisors. Advisors assist students with their course selection, scheduling and information about the school, campus and surrounding area.

Within the College of Chiropractic and the College of Graduate and Undergraduate Studies, advising is both academic and procedural. Students have a resource on campus where they can obtain information and advice about the process of applying to the Doctor of Chiropractic or the Master’s programs. If a student has decided to attend a graduate program, the advising staff can help develop a strategy for successful application and acceptance.

In Undergraduate Studies, “Major” advising replaces freshman “PASS” advising as soon as a student has declared a major field of study, which he or she must do by the beginning of the junior year. Students may select a faculty advisor or be assigned one, depending on the individual’s major requirements, research opportunities, departmental honors and graduate program.

Registration is divided into three categories:

Pre-registration—Starts after the beginning of the eighth week of the previous quarter;

Registration—Starts after all grades have been submitted and recorded, prior to and including the first Tuesday (UG) Wednesday (DC & MS) of the first week of classes;

Add/Drop —Adding or changing class registration during this time process starts after midnight Tuesday (1st 5 week UG)/ Wednesday (10 week UG, DC & MS) of the first week of classes and lasts until Friday (10 week UG, DC & MS) at midnight. A fee is charged for each class added or dropped. Classes may be dropped until Monday of the eighth week of the quarter.

Add/Drop Fee

There is a \$25.00 fee associated with each course added and/or dropped.

Registration Policies for Students with Good Academic Standing

Registration for each quarter is available, for students in good academic standing, via “WebAdvisor,” which is located at www.LIFE.edu and “Quick Links” for the returning College of Chiropractic and College of Graduate and Undergraduate Studies students.

Students needing to repeat previously single failed classes can be accommodated at the Student Advocacy Center. Students who do not comply with the single “Failure of Class(es)/Clinic” policy will also lose their web registration privileges (via FC hold).

New undergraduates to Life University and all Graduate master’s students must receive their PASS or Faculty Advisor’s written approval before registering for classes. Registration is then completed by a faculty advisor for master’s level students or by a PASS advisor for undergraduate level students.

Registration Policies for Students on Academic Restriction

1. Web (pre)registration/add/drop is not permitted for students on “Performance Contracts”
2. All students on academic restriction will be advised at the Dean’s Office after the current quarter’s final grades are available
 - a. Determination of effect of final grades on “performance contract” academic standing status
 - i. Student’s academic standing raised to “Good Standing”
 - ii. Student’s academic standing remains the same, given another “performance contract,” and registered for classes accordingly
 - iii. Student’s academic standing lowered to “Academic Dismissal” and is dismissed from their Program

Registration for students on academic restriction will be done after signed permission by their respective Dean or Dean’s designate is obtained. Obtaining signed permission must wait until your current course grades and restriction statuses are determined and finalized at the end of the quarter. Registration requests are then processed either via the Dean’s Office or the Student Advocacy Center.

WebAdvisor cannot process (pre)registration and/or add/drop for students on any category of “low cumulative GPA” or “multi-failed classes” probation.

Audit Courses

Students-at-Large (non-matriculated) or matriculated individuals wishing to audit classes at Life University may register at the Student Advocacy Center. Paperwork is held and processed the second Tuesday of each quarter. Auditing placement is based upon seating availability. Proper paperwork obtained from the Student Advocacy Center must be filed before the quarter begins. Students’ names should appear on the class roster of the courses audited. The courses being audited should also appear on the student’s approved schedule of courses.

No credit is granted for courses scheduled on an auditing basis, and students are not permitted to change to or from an auditing status except through the regular procedures for schedule change. The grade for auditing is “AU” for Audit. The grade of “AU” will have no effect upon the student’s grade point average, and the student will not be permitted to have the audit grade changed at any future date.

Students may audit a course in addition to their courseload limit. Auditing is available to students, staff and faculty, as well as interested persons from the general public (some course restrictions may apply). Students who audit a course will be charged \$100 per course (+ \$20 parking fee, as applicable). Students who wish to audit only portions of a course for course hours will be charged \$100 per 30 hours (+ \$20 parking fee, as applicable).



Students on probation are encouraged to make use of this opportunity. Priority will be given to regular students over an auditor for a filled class. Students who are auditing are not allowed to take tests, but may, at the instructor’s discretion, observe practical/lab examinations.

Changing of Courses

Once registration has been completed, including the time period allotted for adding and dropping courses, students may not make changes in their courses without a written directive to the Student Advocacy Center by the appropriate Dean or Dean’s designate.

Dropping Courses

Dropping courses is defined as removing one or more, but not all, classes currently scheduled. Students who wish to drop a course after the registration period must complete a Schedule Adjustment form and submit it to the Student Advocacy Center by Monday (Week 8) of the current quarter. If a student does not complete a Schedule Adjustment form to formally drop a course, the student may receive an “I” incomplete, “F” fail or “NP” no pass grade(s).

See the Academic Quarterly for dropped course(s) listed refund schedules and dates.

Withdrawal

Withdrawal from classes is defined as removing all classes currently scheduled. Students who wish to withdraw must do so, in writing, by Monday of Week 10 and will receive a grade “W” beginning Week 2. Students who withdraw prior to Week 7 will receive a grade “W”. From Week 7 to Week 10, withdrawal grades are assigned either as “WF” or “WNP”. See the current Academic Quarterly for specific withdrawal deadline dates (Accelerated 5-week courses have different deadlines see an academic quarterly’s or this volume’s calendar for specific dates).

Involuntary Psychiatric Withdrawal Policy

A student’s continued enrollment at Life University is based on satisfactory scholastic status and behavior which comports with the law and with rules of conduct set forth in Life University’s Student Handbook. Violations of those rules of conduct will be addressed as disciplinary matters through the Office of Student Services and the Conduct Review Board. This Involuntary Psychiatric Withdrawal Policy is intended to apply when a student’s conduct, actions and/or statements indicate a direct threat to the health and/or safety of the student or others.

A student may be withdrawn involuntarily if the University determines that a student is engaged or threatens to engage in behavior which: (a) poses a high probability of substantial harm to the student or others, (b) would cause significant property

damage or directly and substantially impede the lawful activities of others, or (c) would interfere with the educational process and orderly operation of the University. When the Director of the Student Success Center or a professional counselor has cause to believe that a student meets one or more of these criteria for involuntary withdrawal, the student may be referred to a consulting psychiatrist and/or the police for evaluation.

If the consulting psychiatrist determines that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm or a significant threat to property, to the lawful activities of others or to the educational processes and orderly operations of the University, the student may be subject to involuntary psychiatric withdrawal.

The consulting psychiatrist will make a recommendation to the Academic Dean, based on the results of the psychiatric evaluation of the student, who shall determine whether or not the student should be involuntarily withdrawn. The student shall be informed of the decision of the Academic Dean. If the student disagrees with this decision, the student may appeal to the Vice President for Academic Affairs (VPAA), who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal. The decision of the VPAA is final.

A student who does not complete the evaluation with or cooperate with the consulting psychiatrist may be withdrawn from school involuntarily in accordance with the psychiatric withdrawal policy, or be subjected to procedures for interim disciplinary action, including suspension or expulsion from Life University.

An interim psychiatric withdrawal may be implemented immediately if the Director of the Student Success Center determines that the student's behavior poses a significant danger of causing imminent physical harm to the student or to others, causing imminent significant property damage, or directly and substantially impeding the activities of the members of the Life University campus community.

A student withdrawn on an interim basis shall be given an opportunity to appear personally before the VPAA or a designee within 36 hours of the effective date of the interim withdrawal, in order to discuss the following issues only: (a) the reliability of the information concerning the student's behavior and (b) whether the student's behavior poses a significant danger of causing imminent physical harm to the student or others, or significant property damage, or of directly or substantially impeding the lawful activities of other members of the Life University campus community.

A student's withdrawal pursuant to this policy shall not result in an academic penalty for the term in which the student is enrolled, and a tuition refund, if any, shall be based upon the schedule established for voluntary withdrawal. The VPAA shall inform the student in writing of the effective date of the involuntary withdrawal and shall explain in writing the procedure for application for readmission to Life University.

Application for readmission after withdrawal for psychiatric reasons will require an additional evaluation by Life University's consulting psychiatrist to assure that the student presents no danger to himself/herself or others. Life University's consulting psychiatrist will make a recommendation regarding readmission to the Academic Dean. A student seeking readmission may choose to submit a written report from a psychiatrist of his/her choosing at his/her own expense, which the VPAA may also consider in determining whether a student should be readmitted.



Withdrawal from the University

To withdraw from the University, you must initiate the action sequentially as follows:

1. Obtain "Withdrawal Form" from the Student Advocacy Center.
2. Complete, sign and date the form.
3. Take withdrawal form to Accounting for a signature.
4. Take withdrawal form to Financial Aid for a signature.
5. Take the signed withdrawal form back to the Student Advocacy Center. If the "WITHDRAWAL FORM" is not properly completed and signed by the Student Advocacy Center, a refund, if applicable, will not be processed.

6. Be aware that all loan agencies, veterans or other appropriate agencies will be notified of your change of status.
7. The Student Accounts Office will receive a copy of your approved withdrawal form, and a credit to your account will be made on a pro-rated basis. If you have made full or partial payment on your tuition/fees by check, cash or credit card and you desire a refund, the Student Accounts Office must be notified, and students must furnish a mailing address, if necessary.
8. If you have not attended class and withdrawn from school, some financial aid received for that quarter may be an over-award. Life University will take steps to collect over-award from you in the case of campus-based aid. For other educational loans, the lender will be promptly notified.
9. The procedure to appeal for a higher percentage of credit when a student withdraws from school is to act promptly in writing by submitting an appeal to the academic dean of the appropriate school. Reasons for submitting a request are undue hardship resulting from death of an immediate relative of the student, injury or illness of the student or other special circumstances.

The refund process of tuition and refundable fees shall be made according to schedule found in Chapter Seven of this volume and/or in the Academic Quarterly. This process begins upon the formal, voluntary and approved withdrawal from the University.

ATTENDANCE POLICIES

Class Attendance

Attendance policies are listed in each course syllabus. Attendance at all class sessions is a requirement of this institution; however, certain bona fide emergencies may preclude attendance at some class sessions. Class cuts are treated as follows:

The general attendance policy states that a student may not miss more class hours than the equivalent number of weekly contact hours for a course without presenting an acceptable excuse or the student will have his or her grade for the course reduced by one letter grade. A student who misses a number of class hours equivalent to one and one-half times the number of weekly contact hours for the course (e.g., 7.5 hours for a course scheduled for five-weekly contact hours) will receive a grade of “F” in the course, regardless of excuse.

Students who are absent from class must make up the missed material prior to the next regular class. No cuts may be made up. This includes labs!

Acceptable Excuses

Acceptable excuses include death of family member, personal sickness and imminent death of immediate family member.

Excuses for class cuts due to health related problems must be signed and documented with letterhead, address and phone number of the licensed healthcare provider and must contain the following statement: “The patient was confined to his/her house or admitted to the hospital from (time) on (date) through (time) on (date) for sickness or injury.” Confinement is defined as the inability to leave the house except to obtain health care or engage in prescribed activities which are primarily therapeutic and not social, recreational, business or educational in nature.

Excuses for class cuts due to death of an immediate family member must be signed and documented with letterhead, address and telephone number of clergyman or with obituary.

Such documentation MUST be presented to the instructor(s) within the first week upon return to class(es), with an information copy furnished to the Dean of the respective College. Failure to do this within the specified time will result in the student’s absence being charged as an unexcused absence and may result in the assignment of a failing grade for excessive cutting.

Appeals Process: Students may appeal the action of an instructor regarding over-cuts to the department head/division chair of the instructor concerned. The decision of the department head/division chair will be final, and no further appeal will be considered.

Examination Attendance

All exams and coursework must be completed as scheduled unless prior approval is granted or unless certain bona fide emergencies arise (See acceptable excuses above).

The acceptable excuses listed above for ‘cuts’ are the only acceptable excuses for ‘make-up’ exams. It is the responsibility of the student requesting a bona fide make-up exam (or coursework) to contact the appropriate instructor within one week of their

return to campus and together make mutual arrangements for make-ups.

Calculation of grades missing the final exam may result in a student receiving a grade “I”. Calculation of grades with the final exam and missing other required coursework made-up and/or submitted may result in a student receiving a grade “F”.

For safety of the individual student and others, students will not be permitted into laboratories after the instructor begins his briefing of that day’s laboratory methodologies.

Life University Policy for Student Absences for College-Sanctioned Events

This policy does not replace the established, standard University absenteeism policy. It is an addition to the established policy.

1. Any student enrolled in any program of study at Life University may be officially excused from class(es) to represent the University at University-sanctioned events as identified by the President.
2. Excuses for absenteeism for these University-sanctioned events may be granted by the deans.
3. Students excused for University-sanctioned events must make arrangements with members of the faculty to make up lecture and lab hours missed. This is to be documented by the faculty and submitted to the appropriate dean.
4. Implementation of this policy places certain responsibilities upon all persons involved as follows:
 - The supervisor/advisor of the student or group participating in the extracurricular activity shall send written request to the appropriate dean at least two weeks (if possible) in advance of the absence.
 - This request should include the name of the event, the date of the event, all travel schedules and names of all students involved.
 - Each student’s supervisor must notify the appropriate persons of any changes in the schedules as soon as changes are known.
 - Faculty members shall allow students to take tests and exams during the five class days prior to the absence or within the five class days following the absence (The granting official may dictate when a final exam is to be taken).
 - Also, instructors shall prepare similar tests and exams of the same format as those administered to the other students in the class.
 - Students shall notify each instructor that he or she is participating in a program that may create excused absences throughout the quarter.
 - Students must provide a schedule of these events at the beginning of the quarter to each instructor.
 - Students shall make up tests, exams, labs and any other work five school days before or within five school days following the absence.

GRADING POLICIES

Grading Standards

The grading system used at Life University is the standard four-point system. The following is a comparison of a percentage system, letter system and four-point system.

- 90-100 percent is equivalent to an “A” and is worth 4 quality points.
- 80-89 percent is equivalent to a “B” and is worth 3 quality points.
- 70-79 percent is equivalent to a “C” and is worth 2 quality points.
- 60-69 percent is equivalent to a “D” and is worth 1 quality point. (See note on the following page.)
- Below 60 percent is an “F” and is worth 0 quality points.
- P/NP—Pass/No Pass - used primarily for Clinic Practicum and Assemblies. Pass/No Pass does not count in the Grade Point Average (GPA).
- I—Incomplete (Converts to “F” or “NP” at the end of the second week of next qtr.)
- IP—In Progress



- W—Withdrawn
- WF/WNP—Withdrawn Failure/Withdraw No pass
- AU—Audit

Note: A grade “D” is no longer issued in the College of Chiropractic. Other grading procedures may be used with the Graduate program. These grading procedures are listed within that section of this Bulletin.

A professor may modify the aforementioned in a syllabus when approved in writing by the department head/division chair, the appropriate dean and the Senior Vice President for Academic Affairs.

Incompletes, Failures, Withdrawn Failures, No Passes

When a student fails a course or is unable to complete a course, either of the following grades may be received:

- I—Incomplete; the student has failed to complete the final exam or final paper, with bona fide excuse, to receive a grade in the course (0 quality points). Grade will automatically be changed to either an “F” or “NP” at the end of the second week of the next quarter.
- F/WF—Failed; the student must repeat the course if it is required toward their degree.
- NP/WNP—No Pass; Used primarily for Clinic Practicum and assemblies the student must repeat the course.

All exams and coursework must be completed as scheduled unless PRIOR approval is granted or unless certain bona fide emergencies arise (See acceptable excuses above).

The College of Chiropractic requires that a passing grade is achieved and calculated for both lecture and lab in all classes that contain both lecture and lab. Otherwise, the class is failed, and the entire course must be repeated (See “Repeating Courses” below).

Deficient grades (incompletes) that are not resolved within the first two weeks of the next quarter will automatically be converted to an appropriate “F” or an “NP.”

Repeating Courses

Students who receive an “F,” “W,” “WF,” “WNP,” “NP” or an “SP” for any given course(s) that is required toward graduation must repeat this/these course(s).

The College of Chiropractic requires that this/these course(s) be repeated the student’s next quarter of attendance in which it is offered. The College of Chiropractic Dean’s Office must approve any requests for exceptions.

Students in Undergraduate Studies degree programs (and College of Chiropractic prior Winter 2006) who repeat courses will have their grade from their ‘last attempt’ calculated toward their cumulative GPA. A prior grade is not removed from the permanent record when the course is repeated, but the prior grade is removed from the calculated cumulative average.

Specifically, a grade of “F,” “W,” “WF,” “WNP” or “NP” is not removed from the permanent record when the course is repeated, but the previous “F” and “WF” will be removed from the cumulative average calculation. (This only applies to those students as described above but not to any new College of Chiropractic nor to any Master’s Program students). When students receive a grade of “Incomplete,” they should consult with the instructor since an unresolved “I” will convert to an “F” or “NP.”

All College of Chiropractic and Master’s Program students who repeat courses will have their all grades attempted calculated toward their cumulative GPA.

Grade Forgiveness

Under special circumstances, the Dean of the College may permit a former student re-entry to the University under the condition that the student must completely start over the program of study under the auspices of currently enforced academic policies. In this case, with written approval by the Dean, all previous coursework will be marked “forgiven.” Although all the previous coursework and associated grades will still appear on the student’s transcripts, the previous grades will no longer be calculated in the student’s cumulative grade point average.

Grade Disputes and Appeal:

Grades—A student who is contesting a grade should first discuss his or her concerns with the faculty member. If resolution cannot be achieved, the student may appeal to the appropriate Department Head or Division Chair. If resolution cannot be achieved, the student may appeal to the Dean of the college in which he or she is enrolled. If resolution cannot be achieved, the student may discuss the matter with the Vice President of Academic Affairs whose decision is final and unappealable.

Attendance—All students are required to follow the Life University Attendance Policy as published in the Life University Catalog unless the instructor has amended the policy in the course syllabus. Students who wish to appeal the instructor's decision regarding attendance may do so to the appropriate Department Head or Division Chair. The decision of the Department Head or Division Chair is final and unappealable.

Non-Academic Matters—Students with grievances relating to matters that involve a Life University employee should confer with the Director of Student Conduct. The Director of Student Conduct will facilitate a review of the issue as it relates to Life University policy. Upon review of the issue, the Director will refer the student to the proper person or office for resolution (See Chain of Command for Communication and Problem Resolution).

Nondiscrimination Policy

Life University complies with federal and state law and does not discriminate on the basis of race, color, gender, religion, national origin, age, sexual orientation, disability, medical condition, pregnancy, citizenship or veteran status. The University also prohibits sexual harassment. This nondiscrimination policy applies to all employment practices at Life University, and to the admission, access to, treatment in and employment in LIFE's education programs and activities. Inquiries regarding LIFE's student related nondiscrimination policy may be directed to the Director of Student Conduct at (770) 426-2700.

The Director of the Student Success Center is the person responsible for LIFE's efforts to comply with Section 504 of the Rehab Act and the ADA for students and may be contacted at the Student Success Center at (770) 426-2725.

Reports of Academic Progress

Grades are assigned and recorded for each course at the end of each academic quarter. Reports of grades are available through Life University's website, www.LIFE.edu, via "Quick Links" and then selecting WebAdvisor. Students can access their grades with appropriate login information. Grade changes subsequent to the issuance of final grade reports are reflected in the student's transcript and also accessible via WebAdvisor. No formal grade reports are issued.

An Academic Year

Life University defines an academic year to consist of three quarters (33 weeks of instruction) for all programs. Students may begin a program of study in any one of four quarters (if permitted by program). Each student's academic year begins upon matriculation into the program.

Program	Academic Load	Credit Hours
Undergraduate	full-time	12+
	3/4 time	9-11
	1/2 time	6-8
	less than 1/2 time	less than 6
Graduate	full-time	9+
	3/4 time	7-8
	1/2 time	5-6
	less than 1/2 time	less than 5
Professional	full-time	12+
	3/4 time	9-11
	1/2 time	6-8
	less than 1/2 time	less than 6

LIFE UNIVERSITY ACADEMIC POLICIES

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) is determined by each degree-seeking student's Life University Cumulative GPA and satisfactory completion of academic coursework. Degree-seeking students must meet minimum GPA requirements and complete each degree-required course with a limit of repeats. Degree-seeking students should be on track to complete their degree program within 150% of normal program length (measured in academic years) or less to maintain their "Good Standing" status or be subject to programmatic academic restriction designations ranging from Academic Warning to Academic Dismissal. Academic Restrictions for registration may also be included. Programmatic registration restrictions can include mandatory pre-registration advisement and/or quarterly performance contracts.



Completion Rate

Students from both the Doctor of Chiropractic Program and the Undergraduate Program should have a completion rate of coursework no less than 67% of attempted credit hours (Credits completed divided by credits attempted).

College of Chiropractic (COC)

Academic Policies Doctor of Chiropractic Program (DCP)

Satisfactory Academic Progress (SAP)—All students will remain in "Good Standing" by achieving Satisfactory Academic Progress, which is defined as maintaining a cumulative GPA at or above 2.0 on a 4.0 scale and completing 67% or more of their attempted classes. **

SAP Policy—All students with less than 2.0 cumulative GPA and/or less than 67% course completion rate will be evaluated quarterly to determine eligibility for continued registration and placed on Academic Probation.

Students will be evaluated on their academic performance for their last quarter of attendance. Students who did not achieve a 2.0 cumulative GPA and/or at least a 67% course completion rate will be placed on an academic performance contract. This academic performance contract will be evaluated at the end of each quarter and will include an academic plan to achieve a 2.0 cumulative GPA and at least 67% course completion rate within four quarters of the initiation of this academic plan. Students are expected to achieve the calculated quarterly GPA and complete all courses in which they are registered in order to continue working toward SAP. Students may remain on Academic Contract as long as it is possible to achieve SAP within four quarters of the initiation of the Academic Plan.

Students who did not fulfill the terms of an academic performance contract may be dismissed from the College of Chiropractic (COC) with an opportunity to appeal the outcome. Students who can demonstrate an extenuating circumstance with appropriate documentation may be granted additional term(s) on an academic performance contract if it is mathematically possible for them to achieve a cumulative 2.0 GPA and/or 67% course completion rate within the additional term(s) at the discretion of the Dean or their designee. Extenuating circumstances with supporting documentation include:

1. Severe illness, medical condition or injury
2. Death/Illness of immediate family member
3. Military Deployment/Call to active duty
4. Traumatic, life-altering event
5. Divorce

Required Documents – must include dates:

1. Statement from Doctor on letterhead and signed by physician
2. Hospitalization records including time frame of illness or dates of doctors visits
3. Death Certificate or obituary

4. Deployment Records**5. Evidence of Event**

In addition to providing the above required documentation, please submit a letter outlining the following items:

Describe in detail the circumstance of your illness, injury, death of a family member, military deployment or other life-altering event and how your performance was affected. Describe how the documentation you are attaching supports your appeal.

Describe in detail what steps you have taken to resolve the circumstances.

If the appeal is granted or an additional quarter of contract is granted, the student will return to the COC under the same conditions as they left. In the event the student does not successfully complete the contract after the appeal or additional quarter's contract, no further opportunities for appeal will be granted.

Students who were placed on contract due to low GPA or course completion rate who have passed all classes, have no unresolved failed classes and have achieved cumulative 2.0 GPA and 67% course completion rate will return to "Good Academic Standing." If their academic progress returns to unsatisfactory levels once again, further enrollment in the COC will be at the discretion of the Dean or their designee.

**Academic eligibility is separate and distinct from Federal Financial Aid Eligibility. Please refer to the Financial Aid website or see your Advisor/ Financial Aid Counselor for details and/or questions.*

Multiple Failure Policy (May be linked to or independent of SAP policy)*

Students who have failed a required course(s) two or more times will be placed on an Academic Performance Contract with a maximum of 12 to 15 credit hours. The contract may require the student to audit or retake previously passed prerequisite courses and pass the examinations, prior to retaking a failed course, if deemed necessary.

Students who did not fulfill the terms of an academic performance contract due to two or more failures of the same required course(s) will be subject to the identical process as all other students on performance contracts.

Dropping Courses and/or Programmatic Withdrawal while on an Academic Performance Contract

Dropping Courses and/or withdrawing from the Doctor of Chiropractic Program without permission from the Dean or their designee is a violation of the terms of an Academic Performance Contract and will result in dismissal from the Program.

The student who wishes to drop a course(s) and/or withdraw from Doctor of Chiropractic Program while on academic probation/academic performance contract must provide documentation of an extenuating circumstance to the Dean or their designee and obtain permission to alter their registration and/or their academic performance contract. If the withdrawal is deemed acceptable, the student may return to the program the next quarter with the same probation/contract status.

Academic Dismissal (AD)*

Students who fail to complete the provisions of their current academic performance contract will be dismissed from the Doctor of Chiropractic Program.

Appeal of Academic Dismissal

Any student who has been dismissed from the COC may appeal their dismissal to the COC Dismissal Appeals Committee. The appeal must be based upon one or both of the following requirements:

Reinstatement Policy

Students who have been academically dismissed from the College of Chiropractic (COC) as a result of the Satisfactory Academic Progress criteria (Winter 2006) and Dismissal Appeal Process may apply for reentry into the DCP after one academic year and pending satisfactory completion of a minimum of 20 semester credits/30 quarter credits of upper level (and/or graduate-level) biological or natural sciences with/without lab from an accredited University or an equivalent to be determined by the COC Admissions Committee and/or Dean.



Procedure: Upon exhausting the Dismissal Appeal process students may:

1. Apply to and complete required credits from an accredited university.
2. If credits are obtained in either the undergraduate or graduate program at Life University, the student must meet and fulfill all existing academic policies of the respective program.
3. While engaged in non DCP studies at Life University, the student may participate in all activities of the University and chiropractic program, except those activities/seminars/etc. that involve the instruction of chiropractic technique or application of practice.
4. Upon successful completion of the required credits, the student may reapply for the DCP. If all current prerequisite criteria for the DCP have been met, including maintaining a “B” average throughout the 20/30 credits hours of study, the student’s reapplication will be forwarded to the COC Admissions Committee.
5. The reapplication will be reviewed by the COC Admissions Committee. Their charge will be to determine if the required coursework has been successfully completed.
6. Academic amnesty will begin upon reacceptance into the program. This will entail the student beginning studies at first credit/first quarter and no credit, or consideration will be provided for courses previously completed within the DCP or from another institution(s).
7. Condition of reacceptance will be under terms of academic contract. Failure to meet terms of contract will result in immediate dismissal.
8. Reentry into the DCP will be according to the SAP that is in effect at the time of reentry.

All policy and regulations that relate to financial aid eligibility are separate and distinct from the DCP. Reentry does not entail, or entitle, the student to additional considerations regarding financial aid. Students who are reaccepted with academic amnesty should be aware that while previous grades are not used to calculate the new grade point average, they will be used to evaluate SAP for financial aid purposes in accordance with Federal Financial Aid Regulations.

All questions and concerns related to financial aid should be discussed with a financial aid advisor.

Academic Standing

Good Standing Requirements

1. Each student must maintain satisfactory academic progress and be in “Good Standing” academically.
2. To be in “Good Standing” academically, a student must maintain a minimum cumulative grade point average of 2.0 with no outstanding or unresolved current failed “Required-For-Graduation” (RFG) classes.
3. Students should be on track to complete their degree program within 150% of normal program length (21 quarters) or less.
4. Each student should complete the Doctor of Chiropractic Program (DCP) and graduate within eight (8) calendar years from their Life University DCP matriculation date.

Eight (8) Year Completion Rule

A maximum time limit of eight (8) calendar years is placed on the completion of all requirements for a degree. Each student is therefore expected to complete the Doctor of Chiropractic Program (DCP) and graduate within eight (8) calendar years from their Life University DCP matriculation date. Appeals to this rule may be made to the Dean of the College of Chiropractic.

Five (5) Year Hiatus Rule

When a student has a continuous interruption or hiatus of five years/20 quarters or more in their chiropractic educational training, no credit and/or transfer credit shall be allowed for courses taken from their previous enrollments prior to said hiatus. The student will be required to start their chiropractic educational training anew.

Course Grade Scheme*

Life University’s DCP has implemented an “Averaging All” grade scheme involving repeated Coursework. All graded attempts of courses are used toward calculation of credits attempted and, except “P,” “NP” or “WNP,” cumulative grade point average.

Mandatory Academic Advisement Policies

Students must meet with their academic advisor prior to registration if:

1. The student's completion rate of coursework is less than 67% of attempted credit hours.
2. The student enrolls for a required course more than two times without completing it.
3. The student has exceeded the eight year rule (DCP).

Program Course Failure Policies

1. All students will be required to repeat immediately any and all "Required-For-Graduation" (RFG) courses with unresolved failing grades (F, NP, WF, WNP).

Academic Probation and Performance Contracts

1. Failure to maintain a minimum cumulative grade point average of 2.0 will cause a student to be placed on academic probation and a performance contract and/or
2. Any student who has previously failed (F, NP, WF, WNP) a "Required-For-Graduation" (RFG) course two or more times will be placed on academic probation and a performance contract.

Academic Restriction Policies*

Any student who originally matriculated into the COC prior to Winter 2006 and returns from more than two quarters hiatus from the program for any reason will be subject to the following academic restriction policies. Any student who has been reinstated to restart the COC after dismissal will also be subject to these policies.

GPA Policy

All students with less than 2.0 GPA will be evaluated. They will be evaluated on their performance and/or contract the previous quarter.

1. Those who have passed all courses but did not achieve a 2.0 GPA will earn the opportunity to be placed on a performance contract with provisions for a quarterly GPA in order to achieve 2.0 as soon as possible.
2. Those students who did not fulfill terms of a previous contract will be terminated (dismissed) from the COC with an opportunity to appeal the outcome. If the appeal is granted, the student will return to the COC under the same conditions as they left. In the event the student does not successfully complete the contract after the appeal, no further opportunities for appeal will be granted.
3. Those students who were placed on contract due to low GPA who passed all classes, have no unresolved failed classes and have achieved above 2.0 GPA will return to "Good Academic Standing." If their academic progress returns to unsatisfactory levels once again, further registration into the COC will be at the discretion of the Dean and/or the COC Appeals Committee.

College of Graduate and Undergraduate Studies

Academic Policies

Satisfactory Academic Progress (SAP)—All students will remain in "Good Standing" by achieving Satisfactory Academic Progress, which is defined as maintaining a cumulative GPA at or above 2.0 on a 4.0 scale and completing 67% or more of their attempted classes.

SAP Policy—All students with less than 2.0 cumulative GPA and/or less than 67% course completion rate will be evaluated quarterly to determine eligibility for continued registration and placed on Academic Probation.

Students will be evaluated on their academic performance for their last quarter of attendance. Students who did not achieve a 2.0 cumulative GPA and/or at least a 67% course completion rate will be placed on an academic performance contract. This academic performance contract will be evaluated at the end of each quarter and will include an academic plan to achieve a 2.0 cumulative GPA and at least 67% course completion rate within four quarters of the initiation of this academic plan. Students are expected to achieve the calculated quarterly GPA and complete all courses in which they are registered in order to continue working toward SAP. Students may remain on academic contract as long as it is possible to achieve SAP within four quarters of the initiation of the academic plan.

Students who did not fulfill the terms of an academic performance contract may be dismissed from the College with an opportunity to appeal the outcome. Students who can demonstrate an extenuating circumstance with appropriate documentation

may be granted additional term(s) on an academic performance contract if it is mathematically possible for them to achieve cumulative 2.0 GPA and/or 67% course completion rate within the additional term(s) at the discretion of the Dean of the College of Graduate and Undergraduate Studies, or their designee. Extenuating circumstances with supporting documentation include:

1. Severe illness, medical condition or injury
2. Death/Illness of immediate family member
3. Military Deployment/Call to active duty
4. Traumatic, life-altering event
5. Divorce

Required Documents – must include dates:

1. Statement from Doctor on letterhead and signed by physician
2. Hospitalization records including time frame of illness or dates of doctors visits
3. Death Certificate or obituary
4. Deployment Records
5. Evidence of Event

In addition to provide the above required documentation, please submit a letter outlining the following items:

1. Describe in detail the circumstance of your illness, injury, death of a family member, military deployment or other life-altering event and how your performance was affected.
2. Describe how the documentation you are attaching supports your appeal.
3. Describe in detail what steps you have taken to resolve the circumstances.

If the appeal is granted or an additional quarter of contract is granted, the student will return to the college under the same conditions as they left. In the event the student does not successfully complete the contract after the appeal, or additional quarter's contract, no further opportunities for appeal will be granted.

Students who were placed on contract due to low GPA or course completion rate who have passed all classes have no unresolved failed classes and have achieved cumulative 2.0 GPA and 67% course completion rate will return to "Good Academic Standing." If their academic progress returns to unsatisfactory levels once again, further enrollment in the College of Graduate and Undergraduate Studies will be at the discretion of the Dean of the College of Graduate and Undergraduate Studies, or his or her designee.

Multiple Failure Policy*

(May be linked to or independent of SAP policy)

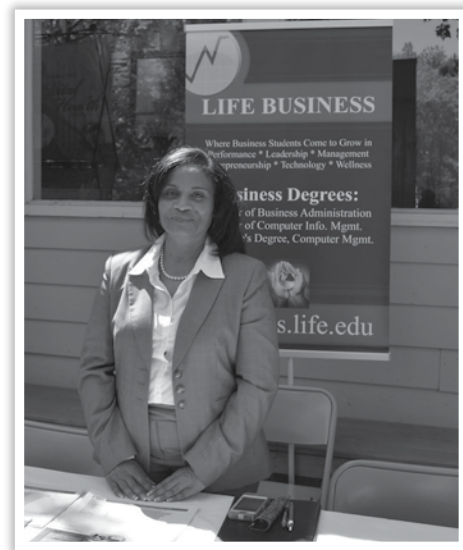
Students who have failed a required course(s) two or more times will be placed on an academic performance contract with a maximum of 12 to 15 credit hours. The contract may require the student to audit or retake previously passed prerequisite courses and pass the examinations prior to retaking a failed course, if deemed necessary.

Students who did not fulfill the terms of an academic performance contract due to two or more failures of the same required course(s) will be subject to the identical process as all other students on performance contracts.

Dropping Courses and/or Programmatic Withdrawal while on an Academic Performance Contract

Dropping courses and/or withdrawing from the Undergraduate Program without permission from the Dean of the College of Graduate and Undergraduate Studies, or their designee, is a violation of the terms of an academic performance contract and will result in dismissal from the program.

The student who wishes to drop a course(s) and/or withdraw from the undergraduate program while on academic probation/academic performance contract must provide documentation of an extenuating circumstance to the Dean of the College of



Graduate and Undergraduate Studies, or his or her designee and obtain permission to alter their registration and/or their academic performance contract. If the withdrawal is deemed acceptable, the student may return to the program the next quarter with the same probation/contract status.

Academic Dismissal (AD)*

Students who fail to complete the provisions of their current academic performance contract will be dismissed from the undergraduate program.

Appeal of Academic Dismissal

Any student who has been dismissed from an undergraduate program may appeal their dismissal to the CGUS Dismissal Appeals Committee. The appeal must be based upon one or both of the following requirements:

Dismissal

In order to consider a student for dismissal, the following factors are reviewed:

- Has the student repeatedly failed transitional or college-level courses?
- Has the student academically progressed during the three quarters while on contract?
- Can any of the University's support programs accommodate the student?
- Is it mathematically possible for the student to achieve the provisional contract within a one-quarter extension?
- Was there an Honor Code violation? Note: Any Honor Code violation will void any contract agreement.



Reinstatement Policy

Students who have been academically dismissed from their undergraduate studies must appeal for admission by meeting the following criteria:

- Must complete a minimum of 24 semester credits/36 quarter credits from an accredited institution of higher education.
- Student must reapply for admission through the Office of Enrollment Services and be reviewed and approved by the Undergraduate Admissions Committee and the Dean.

Undergraduate Programs Academic Standing

Student-at-Large:

Student-at-large status is designed for students who wish to take a limited number of undergraduate courses and are not seeking a degree.

Provisionally Admitted Students Policy:

Provisionally admitted students have no requirement for "Academic Standing" or SAP until they have been accepted fully by the Undergraduate Program. Provisionally admitted students are under performance contracts from their entry quarter that may extend two or three quarters before the student is held to Academic Standing or SAP policies and rules. If the provisions of their admission are satisfactorily completed, the student is then given an admission status of "fully accepted" and the student would then be governed by the same policies and procedures as follows. If the provisions of their admission are not satisfactorily completed, the student would be academically dismissed and terminated from the Undergraduate Program.

Good Standing Requirements:

1. Each "fully accepted" student must maintain satisfactory academic progress and be in "Good Standing" academically.
2. To be in "Good Standing" academically, a student must maintain a minimum cumulative grade point average of 2.0 with no outstanding or unresolved current failed required-for-graduation classes.
3. Students should be on track to complete their degree program within 150% of normal program length (6 years) or less.

Undergraduate Grade Scheme

Grade Scheme includes the use of “WF” and “WNP” These grades will be enforced for all undergraduate courses (including accelerated), and “WF” grades will affect cumulative GPA the same as a grade “F.” Grades of “WNP” do not affect GPA.

If an undergraduate student drops or withdraws from courses, the following grades and schedule will apply:

- Beginning Week 2, all classes will be graded “W.”
- Beginning Week 4, all 1st 5-week classes will be graded “WF” (or “WNP” if it applies).
- Beginning Week 7, all 10-week classes be graded “WF” (or “WNP” if it applies).
- Beginning Week 9, all 2nd 5-week classes will be graded “WF” (or “WNP” if it applies).

Specific Dates can be found in the Academic Quarterly.

UG Course Grade Scheme

The Undergraduate Program continues to use “Last Attempt” as its course grade scheme. This policy will also include students who reapply and/or readmit. A last attempted course grade is calculated toward their cumulative GPA. A prior grade is not removed from the permanent record when the course is repeated, but the prior grade is removed from the calculated cumulative average (See “Repeat Grades” listed previously).

Academic Restriction Policies

Undergraduate Program Minimum Cumulative Grade Point Average Policy

1. Failure to maintain a minimum cumulative grade point average of 2.0 will cause a student to be placed on academic restriction (See Academic Probation).

*Undergraduate Program Course Failure Policies**

1. Any student who has previously failed (F, NP, WF and WNP) the same course two or more times will be on Academic Restriction (See Academic Probation).

Academic Restriction Designations and Rules

1. Academic Warning (AW) –
 - a. Completion rate is less than 70% (Credits completed divided Credits attempted)
 - b. The student will be restricted to a maximum of fifteen (15) credit hours during the next quarter.
2. Academic Probation (AP) – The student will remain on Academic Probation with academic restrictions of Academic Performance Contract until either successfully returning to “Good Standing” status or failing to complete satisfactorily the provisions of their current Academic Performance Contract:
 - a. Cumulative GPA below 2.0 and/or
 - b. Failed the same course at least twice.
 - i. The student will be placed on an individual Academic Performance Contract in order to raise cumulative GPA to 2.0 or above and/or to resolve multiple outstanding failed classes.
 1. Students may not take any accelerated (5-week) classes
 - a. If previously failed an accelerated course
 - b. An exception may be made for a 2 or 3 credit course
 - ii. The student will be limited to twelve (12) credit hours for the quarter(s) of academic probation. Previously failed classes must be repeated before any others
 1. If the cumulative GPA rises to 2.0 or better and all previously failed classes have been resolved, the student will be returned to “Good Standing” status without further restrictions
 2. If the student meets the quarter’s Academic Performance Contract, but their cumulative GPA does not rise to 2.0 or better, and/or there is still unresolved failed classes, a second or subsequent “Performance Contract” may be drawn

- c. Dropping Courses and/or Programmatic Withdrawal while on an Academic Performance Contract
 - i. Dropping Courses and/or withdrawing from the Undergraduate Program without permission from the Dean's Office could be a violation of the terms of an Academic Performance Contract with the result that the student will be terminated from the Program.
 - ii. The student who wishes to drop a course(s) and/or withdraw from Undergraduate Program while on academic probation or during an Academic Performance Contract quarter must provide "justifiable cause" to the Dean's Office and get permission to alter their registration and/or their Academic Performance Contract. If the withdrawal is deemed "justifiable," the student can return to the program in the next quarter with the same probation/contract status.
3. Academic Dismissal (AD)
 - a. A student who fails to complete satisfactorily the provisions of their current Academic Performance Contract.
 - b. A "Dismissed" student will be academically terminated from the Undergraduate Program.

Appeal Process:

An undergraduate student has the right to appeal discrepancies in their Satisfactory Academic Progress to the Dean of the College of Graduate and Undergraduate Studies, or designate.

Academic Policies - Graduate/Master's Program Academic Standing

Student-at-Large:

Student-at-large status is designed for students who wish to take a limited number of graduate courses and are not seeking a degree.

Provisional:

Students who are lacking any of the requirements for "Fully Admitted Standing" may be admitted with a provisional status. Students admitted on provisional status must complete all of the requirements for "Fully Admitted Status," including a minimum 3.0 GPA during their first 12 credit hours of coursework. Failure to do so will result in removal from the program.

Good Standing Requirements:

1. Each student must maintain satisfactory academic progress and be in "Good Standing" academically.
2. To be in "Good Standing" academically, a student must, after completing 12 credits hours, maintain a minimum cumulative grade point average of 3.0 with no outstanding or unresolved current failed classes.
3. Students should be on track to complete their degree program within 150% of normal program length (9 quarters) or less.
4. Each student should complete the Master's Program and graduate within five (5) calendar years from their program matriculation date.

Five (5) Year Completion Rule:

A maximum time limit of five (5) calendar years is placed on the completion of all requirements for a degree. Each student is expected to complete the Master's Program and graduate within five (5) calendar years from their program matriculation date.

Appeals to this rule may be made to the Dean of the College of Graduate and Undergraduate Studies, or designate.

Academic Restriction Policies

Graduate Program Minimum Cumulative Grade Point Average Policy

1. After completing 12 credits hours, failure to maintain a minimum cumulative grade point average of 3.0 will cause a student to be placed on academic restriction (See Academic Probation).

Graduate Program Course Failure Policies

1. Any student who fails (F, NP, WF, WNP) two or more courses (See Academic Dismissal).

Academic Restriction Designations and Rules

1. Academic Warning (AW) –
 - a. Any student with a cumulative GPA of 3.0 or above and has failed (F, NP, WF, WNP) one class
 - b. Any student with a cumulative GPA of 3.0 or above and has obtained a waiver to the “five year completion rule” from the Dean of College of Graduate and Undergraduate Studies
2. Academic Probation (AP) –
 - a. Any student with a cumulative GPA below 3.0
3. Academic Dismissal (AD)
 - a. Any student with a cumulative GPA below 3.0 three consecutive quarters
 - b. Any student whom has failed (F, NP, WF, WNP) two or more classes, regardless of cumulative GPA
 - i. A “Dismissed” student will be academically terminated from the Graduate Program



Appeal Process:

Students have the right to appeal discrepancies of their Satisfactory Academic Progress to the Dean of the College of Graduate and Undergraduate Studies, or designate. It is the student’s responsibility to make sure that their course load is in compliance with their Academic Standing.

GRADUATION AND SCHOLASTIC HONORS

Graduation Ceremonies:

Life University holds four College of Chiropractic and two College of Graduate and Undergraduate Studies graduation ceremonies on campus per year. Students who participate in the graduation exercises are those who have completed all requirements or are in their final quarter of attendance. The University reserves the right to alter the minimum requirements for participation in the graduation ceremonies. No one will be considered a graduate until all requirements are met.

Graduate students may participate in the graduation ceremonies if they meet the eligibility requirements as set by the Graduate Faculty (have completed all graduation requirements including have completed all graduation requirements, which includes having taken, being registered for or having an IP for their comprehensive exams).

Candle-Lighters

Four of the participating graduating students are selected to light one candle during the ceremony. The candle they will light represents one of Life University’s four foundational values.

Flag Bearers

International students participating in graduation ceremonies are selected to carry their country’s flag during the opening of the ceremony.

Graduation Honors

Valedictorian: The Life University graduate, from the Undergraduate Bachelor’s and the Doctor of Chiropractic Programs, currently ranking the highest academically in their respective program’s graduating class at the time of commencement exercises. To be eligible, 75% of the student’s degree must have been taken from Life University.

Salutatorian: The Life University graduate, from the Undergraduate Bachelor’s and the Doctor of Chiropractic Programs, currently ranking the second-highest highest academically in their respective program’s graduating class at the time of commencement exercises. To be eligible, 75% of the student’s degree must have been taken from Life University.

The Valedictorian and Salutatorian of each class, and students graduating with honors, are identified as such in the graduate listing.

Clinic Honors

The Life University Clinical Excellence Award is presented to the student intern who has repeatedly demonstrated the power of the chiropractic adjustment during their clinical experience. The recipient has achieved a worthy goal of touching and changing many lives by allowing the innate intelligence inside each of them to be expressed more freely through chiropractic care, while done this with great enthusiasm and persistence.

Academic Honors

Students, except Master's candidates, who graduate with a cumulative GPA equal to or above 3.25 are given Scholastic honors status as follows:

- 3.25-3.49 = Cum Laude
- 3.50-3.74 = Magna Cum Laude
- 3.75 and above = Summa Cum Laude

Participants wear gold cords at the graduation ceremony signifying the achievement of academic honors.



Term Scholastic Honors - Dean's List:

The names of full-time students achieving a grade point average of at least 3.5 in a quarter are included in the Dean's List in the respective quarter.

The Dean's List Citation is awarded to any student who has:

- Maintained a cumulative GPA of 3.50-3.74 for each quarter during the academic year
- Registered for a minimum of 12 credits for each quarter
- Completed all attempted credits for all registered courses during each quarter (no "I," "IP" or "WF" grades)
- A student who is found by the Office of Student Conduct to have violated the Honor Code of Life University is not eligible for the Dean's List.

The President's List Citation is awarded to any student who has:

- Maintained a cumulative GPA of 3.75-4.00 for each quarter during the academic year
- Registered for a minimum of 12 credits for each quarter
- Completed all attempted credits for all registered courses during each quarter (no "I," "IP" or "WF" grades)
- A student who is found by the Office of Student Conduct to have violated the Honor Code of Life University is not eligible for the President's List.

LIFE UNIVERSITY STUDENT INTELLECTUAL PROPERTY POLICY

Section 1. Introduction

The mission of Life University is to empower each student with the education, skills and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's undergraduate, graduate and professional programs — each one committed to excellence in teaching, learning, research and the overall student experience — offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance and the wisdom to become transformational leaders in an increasingly diverse, global and dynamic world. Inherent in these objectives is the need to encourage the development of new and useful devices and processes, the publication of scholarly works and the development of computer software. Such activities (1) contribute to the professional development of the faculty, staff or students involved; (2) enhance the reputation of Life University; (3) provide additional educational opportunities for participating students; and (4) promote the general welfare of the public at large.

Patentable inventions and materials may come about because of activities of Life University students who have been aided wholly or in part through the use of resources of Life University. It becomes significant, therefore, to insure the utilization of

such inventions for the public good and to expedite their development and marketing. The rights and privileges of the inventor, as well as the incentive, must be preserved so that his or her abilities and those of other faculty, staff or students of Life University may be further encouraged and stimulated.

Life University recognizes and encourages the publication of scholarly works by its students. Life University acknowledges that faculty, staff or students regularly prepare for publication, usually through individual effort and initiative, articles, pamphlets, books and other scholarly works which may be subject to copyright and which may generate royalty income for the author. Publication may also result from work supported either partially or completely by Life University. With the advent of innovative techniques and procedures, the variety and number of materials which might be created in a university community have increased significantly, causing the ownership of such copyrightable materials to become increasingly complex.

Life University recognizes the need for enhanced development and dissemination of software technology as a means of expressing both old and new knowledge. Inasmuch as Life University is aware of the dynamic nature of software and that the value of intellectual property comes from the ability of its owner to control its use and that such value is directly related to the degree of protection it enjoys under the law, Life University seeks to protect such expressions of knowledge by the utilization of appropriate intellectual property laws and the creation of comprehensive software technology transfer policies and procedures.

Accordingly, Life University does hereby establish the following policy with respect to the development, protection and transfer of rights to Intellectual Property resulting from the work of its students.

Section 2. Definitions

“Intellectual Property” shall be deemed to refer to patentable materials, copyrighted materials, trademarks, software and trade secrets, whether or not formal protection is sought.

“Patentable Materials” shall be deemed to refer to (1) a novel plant variety of a sexually reproduced plant, as described in 7 U.S.C. 2321 et seq.; (2) a patentable plant, as described in 35 U.S.C. 161; and (3) items other than software which reasonably appear to qualify for protection under the patent laws of the United States or other protective statutes, whether or not patentable thereunder.

“Copyrighted Materials” shall include the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional materials; (7) mask works; and (8) other materials or works other than software which qualify for protection under the copyright laws of the United States (see 17 U.S.C. 102 et seq.) or other protective statutes whether or not registered thereunder.

“Software” shall include one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” shall mean a set of instructions, statements or related data that in actual or modified form is capable of causing a computer or computer system to perform specified functions.

“Trademarks” shall include all trademarks, service marks, trade names, seals, symbols, designs, slogans or logotypes developed by or associated with the University System or any of its institutions (See 15 U.S.C. 1127).

“Trade Secrets” means information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: (i) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (ii) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (See O.C.G.A. 10-1-761).

Section 3. Determination of Rights and Equities in Intellectual Property

Rights and equities in intellectual property created by Life University students shall be determined by Life University based upon the property’s inclusion in one of the following categories:

A. Sponsor-Supported Efforts

A grant or contract between the sponsor and Life University, under which Intellectual Property is produced, may contain specific provisions with respect to disposition of rights to these materials. The sponsor (1) may specify that the materials be placed in the

public domain; (2) may claim reproduction, license-free use or other rights; or (3) may assign all rights to the institution. In those cases where royalty income is realized by Life University, the inventor or creator may appropriately share in the royalty income. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to sponsor and negotiation between student and Life University through Life University's Executive Vice President of Finance.

B. Life University-Assigned Efforts

Ownership of Intellectual Property developed as a result of assigned institutional effort shall reside with Life University; however, sharing of royalty income with the inventor or creator is authorized as an incentive to encourage further development of Intellectual Property. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to negotiation between student and Life University through Life University's Executive Vice President of Finance.

C. Life University-Assisted Individual Effort

Ownership of Intellectual Property developed by students of Life University where Life University provides support of their efforts or use of Life University resources in more than a purely incidental way (unless such resources are available without charge to the public) shall be shared by the student inventor or creator and Life University. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to negotiation between the student creator or inventor and Life University through Life University's Executive Vice President of Finance.

D. Individual Effort

Ownership rights to Intellectual Property developed by students of Life University shall reside with the inventor or creator of such Intellectual Property provided that: (1) there is no use, except in a purely incidental way, of Life University resources in the creation of such Intellectual Property (unless such resources are available without charge to the public); (2) the Intellectual Property is not prepared in accordance with the terms of a Life University contract or grant; (3) the Intellectual Property is not developed by students as a specific Life University assignment. The nature and extent of the use of institution resources shall be subject to Life University regulations and shall be determined by the Life University Executive Vice President of Finance.

E. Other Efforts

Ownership rights to Intellectual Property developed under any circumstances other than those listed in Section 3. A.-D. of this policy shall be determined on an individual basis and approved by the Executive Vice President of Finance of Life University or his or her designated representative. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to negotiation between the student creator or inventor and Life University through Life University's Executive Vice President of Finance.

Section 4. Intellectual Property Committee

Intellectual Property activities shall be under the general cognizance of the Life University Intellectual Property Committee. This committee shall consist of the current Research Advisory Council and two guest representatives from the Conduct Review Board. In the event that a meeting is necessary, recommendations from the Intellectual Property Committee will be forwarded to the Executive Vice President of Finance who will review and make final decision.

The Committee shall have the responsibility of (1) recommending to the Executive Vice President of Finance the rights and equities in Intellectual Property, (2) recommending changes in policy and procedure pertaining to Intellectual Property, (3) providing communication with Life University personnel as to the proper procedures for identifying and protecting Intellectual Property, and (4) recommending the disposition of all Intellectual Property. The disposition of Intellectual Property shall fall into one of three categories of recommendations to the Executive Vice President of Finance: (1) approval of the appropriate Intellectual Property protection by Life University, (2) recommendation of rejection and releasing of rights in the Intellectual Property to the inventor/author or (3) recommendation that Life University has no rights in the Intellectual Property.

Section 5. Intellectual Property Policy Applicability to Students

The Intellectual Property policy of Life University shall apply to all Life University part-time, full-time or auditing students. For the purpose of application of this policy, the term "Life University student" is defined to include all part-time, full-time or auditing students.

Life University students shall promptly report to the Intellectual Property Committee in writing, through the Office of Sponsored Research and Scholarly Activity, all Intellectual Property invented or created by them which is reasonably likely to have commercial value. They shall provide such information upon such forms as the Office may request.

The Office of Sponsored Research and Scholarly Activity will forward this information to the Intellectual Property Committee along with a request that the Committee recommend to the Executive Vice President of Finance the rights and equities in the Intellectual Property.

Life University students may request the use of administrative structure associated with the Intellectual Property policy of Life University to pursue intellectual property in which they would normally have full rights, as described herein at Section 3.D., “Individual Effort.” In exchange and consideration for this service, the individual will be required to assign to Life University or its designee his or her rights in the Intellectual Property. The inventor/author shall share in royalties as agreed upon by the inventor/author and Life University or its designee.

Section 6. Administration of the Consideration of Rights in Intellectual Policy

- A. The Director of Office of Sponsored Research and Scholarly Activity shall administer the principles and policies set forth herein.
- B. If the administration of Life University decides not to pursue development of the Intellectual Property, or takes no specific action which indicates an intent to do so, within one hundred twenty (120) days after the receipt of the Intellectual Property report by the Office of Sponsored Research and Scholarly Activity, all rights may revert to the inventor/author upon written request.
- C. If Life University pursues development of the Intellectual Property, it shall take action within two hundred seventy (270) days after the issuance of the final, written recommendation of the Intellectual Property Committee. If Life University fails to act within this period, all rights may revert to the inventor/author upon written request.
- D. If Life University pursues development of the Intellectual Property but subsequently abandons such pursuit, all rights revert to the inventor/author upon written request.
- E. The division of any net revenues generated as a result of the licensure, sale or other development of any Intellectual Property developed in this Policy shall be in accordance with Section F. For purposes of this policy, “net revenues” is defined as gross revenues less any expenditures borne by Life University, the Board of Trustees of Life University, Life University Office of Sponsored Research and Scholarly Activity, or their designees in obtaining protection for the development of Intellectual Property, and any and all expenditures incurred by Life University, the Board of Trustees of Life University, Life University Office of Sponsored Research and Scholarly Activity, or their designees, in contemplation of or the maintenance of any litigation or controversy between any parties involving rights under such Intellectual Property.
- F. Where royalty or other revenue is received by the University as a result of successful commercialization of an invention by a license or the like, the University will share such revenue with the inventor(s). The inventor(s) will normally receive forty percent of the first twenty thousand dollars (\$20,000) revenue, thirty-five percent of the second twenty thousand dollars (\$20,000) revenue, and thirty percent of any additional revenue from his/her or their invention which is received by the University, after the University has been reimbursed for developmental, marketing, patent protection and related expenses incurred in connection with a particular invention. In those cases where the invention is made under a grant sponsored by a governmental or private agency, the inventor’s share will vary in accordance with the terms of the grant. Where coinventors are involved, they shall share the inventor’s portion of the revenue equally, unless there is an agreement between the inventors that establishes a different distribution.



When an inventor actively cooperates and contributes to the development and marketing of an invention, the deduction made from revenue for developmental expenses is reduced, and the inventor’s royalty is accordingly increased as to total amount.

Any net revenue accruing to the University from commercial use of University-owned intellectual property shall be used first to defray research and product development expenses, to pay application royalties, and thereafter, for technological and scientific research.

The University, at its sole discretion, may release to an inventor, by written instrument only, those inventions owned by but not of interest to the University. Requests for such releases should be made to the Executive Vice President of Finance.

If Life University assigns the Intellectual Property to an outside party or affiliated nonprofit corporation for development, and if that party abandons pursuit of the Intellectual Property or takes no specific action which indicates an intent to pursue development of the Intellectual Property within the scope of its agreement with Life University within ninety (90) days or within the time specified by the contract of assignment, all rights to the Intellectual Property shall revert to Life University for a period of ninety (90) days. If Life University fails to take action to exploit the Intellectual Property within said ninety (90) days, all rights in the Intellectual Property shall revert to the inventor/author upon written request.

Section 7. Appeals

Life University students shall have the right to appeal the decision of the Intellectual Property Committee. Appeals shall be made in writing to the Senior Vice President of Academic Affairs of Life University within thirty (30) days of the final decision of the Executive Vice President of Finance. The student shall state the decision complained of and the redress desired.

In the event that the outcome of the appeals process to the Senior Vice President of Academic Affairs does not meet the student's expectations, the student may request that a review of the decision be conducted by the Office of the President with final option of review presented to the Board of Trustees through the Executive Office.

Section 8. Conflicts with Trustees' Policies

In the event of a conflict between this policy and the official Patent Policy of the Board of Trustees, the latter shall prevail.

LIFE[®]
University

SECTION ELEVEN
COLLEGE OF CHIROPRACTIC



COLLEGE OF CHIROPRACTIC

11

MISSION AND GOALS

Mission

The Mission of the Life University College of Chiropractic, centered on the Vertebral Subluxation Complex, is to educate, mentor and graduate skilled and compassionate Doctors of Chiropractic to be primary care clinicians, physicians, teachers and professionals, using the University's Core Values as their foundation.

Goal #1

Students graduating from the College of Chiropractic will demonstrate a depth of knowledge, skills and behaviors required of competent chiropractic primary healthcare clinicians and will be capable of providing safe and effective care.

Objectives:

- A. Students will demonstrate an understanding of the history and accomplishments of the chiropractic pioneers in establishing Chiropractic as a separate and distinct healthcare profession.
- B. Students will demonstrate an understanding of the principles of the body's innate recuperative powers, integrated with a comprehensive understanding of the relationship between the musculoskeletal structures and neurological and physiological functions of the human body, especially as it pertains to vertebral subluxation(s) and associated extra spinal articular misalignments.
- C. Students will learn to fulfill the role and responsibilities of chiropractic primary care clinicians by demonstrating competence in eliciting patient history, in performing examination procedures (physical, neuromusculoskeletal, radiographic, laboratory and chiropractic) and integrating those findings to create a diagnosis and assess the need for chiropractic care and/or further diagnostic studies in the development of effective and appropriate case management plans.
- D. Students will demonstrate the ability to administer competent, effective chiropractic care focusing particular attention on the correction and management of vertebral subluxation(s), with a professional understanding of the underlying principles that support the science and art of adjusting.
- E. Students will demonstrate the ability to counsel patients appropriately with regard to the restoration, maintenance and promotion of optimal health.



Goal #2

Graduates of the chiropractic program will demonstrate knowledge of the business practices in the chiropractic office setting.

Objectives:

- A. Students will demonstrate knowledge and skills in office, patient, insurance and personal injury management and documentation.
- B. Students will develop an understanding for the role of leadership in a successful entrepreneurial business setting.

Goal #3

Students develop an understanding in research design and methodologies and have the opportunity to conduct research under the supervision of research faculty.

Objectives:

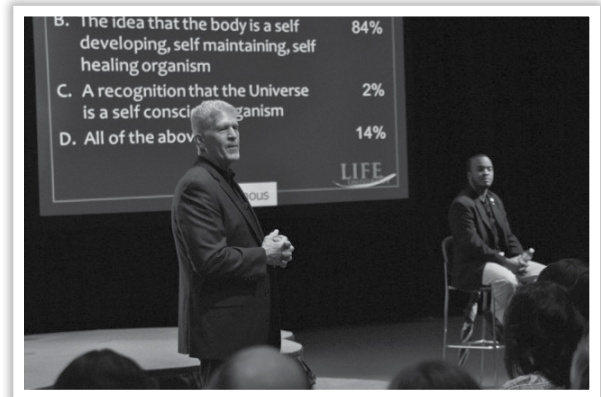
- A. Students will demonstrate an understanding and the application of critical thought in the review of healthcare literature.
- B. Students will demonstrate the ability to integrate research into a capstone experience.

GOAL #4

Graduates of the chiropractic program will develop their leadership skills in the areas of community service and professional citizenship.

Objectives:

- A. Students will demonstrate an understanding of the value of community service by actively participating in the community and outreach activities.
- B. Students will demonstrate an understanding of the value of professional citizenship by actively participating in state and national professional associations.

**Introduction****LUCC Primary Healthcare Clinician Definition:**

“A primary care clinician is an individual who serves as a point for direct access to healthcare delivery; the doctor of chiropractic’s responsibilities include: (1) patient’s history; (2) completion and/or interpretation of physical examination and specialized diagnostic procedures; (3) assessment of the patient’s general health status and resulting diagnosis; (4) provision of chiropractic care and/or consultation with continuity in the management or referral to other healthcare providers; and (5) development of sustained healthcare partnership with the patients.”

At Life University, the Doctor of Chiropractic Program prepares students to be primary care clinicians who possess the knowledge, attitude and skills required to provide a portal of entry into the healthcare system. The clinician’s main focus is the body’s innate adaptive and homeostatic response to internal and external stimuli. The practice of Chiropractic emphasizes the integral role of the nervous system in coordinating/facilitating this innate capacity in the preservation and restoration of health. Clinicians evaluate and facilitate biomechanical and neurobiological function through the use of appropriate diagnostic assessment, chiropractic case management and care procedures. Particular focus is placed on the identification and management of the vertebral subluxation and the enhancement of health through preventive, corrective and rehabilitative practices. Clinicians demonstrate the ability to employ skills and judgment necessary to establish a diagnosis in order to formulate a prognosis, modify and apply the proper corrective techniques, and develop a proper patient care plan. They possess case management skills for a variety of symptomatic (both musculoskeletal and non-musculoskeletal) and non-symptomatic presentations. Clinicians are prepared to integrate chiropractic care into the healthcare delivery system. They have the responsibility of acknowledging precautions/contraindications to chiropractic care and making appropriate decisions related to continuity in patient co-management or referral to other healthcare providers. They also educate other healthcare professionals as to the benefits of Chiropractic.

We center our curriculum strongly upon the chiropractic paradigm — that Chiropractic is a separate and distinct healing science, art and philosophy. Our curriculum and its didactic presentations are primarily health-based, stressing the human organism’s self-healing capacity when structural and neurological interferences are removed. At Life University, we place particular emphasis on the importance of restoring and maintaining structural and neurological integrity.

We affirm Chiropractic as a non-duplicating healthcare profession, empowering individuals to attain optimal health and peak performance.

Life University students also teach patients how to attain and maintain balanced function of the spinal column and nervous system through spinal hygiene, a patient spinal health improvement system.

CAREER INFORMATION

Historically, the chiropractic profession has been open and available to all qualified and interested persons, regardless of sex, race or creed.

In the healthcare marketplace, Chiropractic has been a powerful and highly competitive force. Public acceptance and consumer confidence in Chiropractic is at an all-time high. As public understanding of the positive benefits of chiropractic care increases, so does consumer demand for chiropractic services.

As a primary contact healthcare profession, Chiropractic needs only to point to private sector demand and marketplace viability for economic validation. Thousands of American consumers spend out-of-pocket cash for chiropractic care, even when traditional medical care is available through insurance or government programs at a subsidized cost or, in some cases, no cost at all. This choice is made due to benefits received from chiropractic care.

Employment prospects for the graduates of the Doctor of Chiropractic Program

“Employment is expected to grow faster than average because of increasing consumer demand for alternative health care. Job prospects should be good...”

Employment of chiropractors is expected to grow 15 percent between 2012 and 2022, faster than the average for all occupations. People across all age groups are increasingly becoming interested in chiropractic care, because chiropractors use nonsurgical methods of treatment and do not prescribe drugs.”

From the Occupational Outlook Handbook, 2014-2015 edition, U.S. Department of Labor, Bureau of Labor Statistics.

LIFE Campus

Life University is located at 1269 Barclay Circle in Marietta, Georgia. It presently owns and maintains a campus of 110 acres with over 435,000 square feet of instructional, research and administrative facilities. The University has the entire complement of academic resources for a complete and excellent academic environment. The classrooms range in size from tutorial rooms for twenty students to a lecture hall for more than 350 students. The facilities include a virtual dissection laboratory featuring the state-of-the-art Anatomage tables, a bacteriological laboratory and facilities for standard blood and urinalysis procedures.

The Learning Resources Center consists of more than 200,000 books, periodicals and audio-visual aids for the use of Life University faculty, students and administration. Study rooms, tables and carrels are available to accommodate both individual and group study.

In addition to the Library designated computers for student use, there are two other computer facilities located within Center for Graduate and Undergraduate Studies and Center for Chiropractic Education in which classes are taught using computers or computer-assisted instruction programs. There are 60 PC computers within these facilities. Each computer facility supports network laser printers for making hardcopy and data projectors for instruction. All computer centers are connected by a local area network and support email and the Internet. There is access to Blackboard, the University's Course Management System programs, which deliver all university courses online from all computers on the campus network. Standard software for all student computers includes MS Office and MS Works.

Life University has two complete chiropractic healthcare centers on the Main Campus: The Center for Health and Optimum Performance and the Campus Center for Health and Optimum Performance, Funded by Foot Levelers. Chiropractic students, under the guidance of experienced, licensed Doctors of Chiropractic, care for students, their families and the public at these health centers. Here, students gain clinical chiropractic experience in areas of patient history, examinations, roentgenology, adjusting techniques and patient management.

APPLICATION PROCEDURES

General Application Procedures

Applications for admission to Life University may be submitted via an online form, in writing to the Office of Enrollment Services (Admissions), 1269 Barclay Circle, Marietta, GA 30060, by telephoning 800.543.3202 or 770.426.2884, or by e-mailing Admissions@LIFE.edu.

Chiropractic Transfer Students Applicants:

Any student wishing to transfer to Life University from another Chiropractic College must apply for admission and is subject to review by the Admissions Committee.

General Policies: Chiropractic Transfer Students:

The applicant for transfer from one Doctor of Chiropractic Program (DCP) to another must meet the admissions requirements that were in force at the admitting DCP on the date the student originally enrolled in the DCP from which the transfer is being made.

The transfer student must complete at least the equivalent of four and two-thirds academic years (14 quarters) of prescribed study and must have earned not less than the final 25% of the total credits required for the degree from the Doctor of Chiropractic program conferring the degree.

The following directions should be followed:

1. Completed applications are to be submitted to the Office of Enrollment Services (Admissions).
2. **There is a \$50.00 non-refundable application fee due at the time the application is submitted. Upon receipt of the acceptance letter, an additional deposit of \$350.00 is required to reserve a place in a class.**
3. Official transcripts from all of the applicant's previous college work should be sent by the Office of the Registrar of the institution(s) to the Office of Enrollment Services at Life University. International transcripts must be evaluated by an approved international evaluation agency such as World Educational Services (WES).

Some Canadian schools need not be evaluated externally. Please call the Office of Enrollment Services for the exceptions. Students that do not provide "final official transcripts" from all previously attended institutions could be subject to delayed entry into the Doctor of Chiropractic Program (DCP).

4. Applications are considered in the order in which they are received.
5. Any applicant or student falsifying admissions information, such as not listing colleges attended or falsely answering a question on the application, is subject to rejection or immediate academic dismissal from Life University.

An international student applying for admission is required to:

Life University is approved by the United States Citizenship and Immigration Services (USCIS) to enroll international students.

International students must meet the same educational requirements as students from the United States or demonstrate academic preparation substantially equivalent to that possessed by beginning students admitted from United States institutions.

All international applicants must meet the requirements previously outlined and submit the following to Enrollment Services.

All documentation must be received at least 45 days prior to the start of the quarter.

1. Submit Proof of proficiency in English
TOEFL (Test of English as a Foreign Language)
The TOEFL code for Life University is 5358. Applicants must score the following:
500 or above on the paper-based
61 on the iBT
173 on the computer-based test.
IELTS (International English Language Testing System)
Applicants must score a minimum of a 5.5 or higher.

2. Official transcripts. An official copy of all undergraduate, graduate and professional transcripts (as applicable) showing courses, grades and graduation date(s). Transcripts must come directly from the college/university where the coursework was accomplished and sent directly to the Office of Enrollment Services (Admissions), Life University.

International transcripts must be translated and evaluated by an approved evaluation agency. Some Canadian institutions do not need to be evaluated. Please contact Enrollment Services for a list of these colleges and universities. Contact Enrollment Services for a complete list of approved transcript evaluation agencies: The following is a sample list:

Global Education Group	www.globaledu.com
Josef Silny & Associates	www.jilny.com
World Education Services (WES)	www.wes.org

3. Financial Resources. Students must show evidence of having the financial resources to complete at least one year of your education. Financial resources should include tuition, books, housing and incidentals. Please contact Enrollment Services for a confidential financial statement. This document must be dated within six months of applicant's anticipated matriculation date.
4. Transfer Eligibility Form. If transferring from another institution, a SEVIS transfer eligibility form is needed. Please contact the Office of Enrollment Services for a copy of this document.



In accordance with the rules and regulations set forth by the United States Citizenship and Immigration Services, international students must be enrolled in a degree seeking program with a minimum of 12 credit hours each quarter and maintain at least a 2.0 GPA. Please contact the Office of Enrollment Services for more information on maintaining your F-1 status.

Criminal Record:

All prospective or enrolled students must reveal whether they have a criminal record and cooperate by providing full information for its review as it may pertain to chiropractic education and licensure. A record of serious criminal convictions, particularly for a felony, may disqualify an applicant for licensure in most jurisdictions and likewise may disqualify the applicant for admission.

Application Schedule:

A student may begin his/her course of study at Life University in any quarter, as applications for admission are accepted quarterly throughout the year.

All admissions requirements should be met and all official documentation received in the Office of Enrollment 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation.

FINANCIAL AID INFORMATION

A student must have at least half-time status in a program of study to apply for financial aid. You cannot combine credits from more than one program to meet the half-time status. If your registration changes from when you were awarded, you must contact the Financial Aid Office. See or call the Financial Aid Office if you are unsure of your financial aid status.

- Undergraduates will be awarded based on 15 hours per quarter.
- Graduate students will be awarded based on 12 hours per quarter.
- Doctor of Chiropractic Program students will be awarded based on 25 hours per quarter.

Failure to pay all charges due on a student's account will restrict his or her ability to register for future quarters, receive (order/send) official transcripts and diplomas, or graduate with a degree.

Reminder: A student must have at least half-time status in a program of study to qualify for most types of financial aid. For financial aid purposes, half-time enrollment status in Life University's graduate programs is a minimum of 5 credit hours. 9 credit hours is considered full-time. Students who plan to skip enrolling in classes for one or more quarters should notify the Registrar in writing.

If a student withdraws from a class, refunds of tuition paid are given based on a sliding scale depending on the date of withdrawal from the class. No refund of tuition or fees is made for withdrawn courses when a student is dismissed, suspended, or expelled for disciplinary reasons.

ADMISSION REQUIREMENTS

Admissions Procedures:

For all categories of applications, the Office of Enrollment Services (Admissions) maintains communications and files. Recommendations for admission status are sent directly to the Dean of the College of Chiropractic or to the College Admissions Committee. The Dean of the College confirms recommendations for admission status, including denial.

The College of Chiropractic strives to admit a diverse student population. It is at the discretion of the Admissions Committee and /or the Dean to set additional conditions or stipulations for the acceptance, if deemed necessary.

The study of the philosophy, art and science of Chiropractic is comprehensive, challenging and demanding. Every chiropractor is expected to be a professional leader and an example of good character and goodwill in the community. The University, therefore, has set standards for admissions.

Doctor of Chiropractic Admission Requirements:

Life University's College of Chiropractic (COC) is committed to following the accepted standards of professional ethics, especially with respect to student recruitment and public information. The College of Chiropractic's Doctor of Chiropractic Program (DCP) supports and is in compliance with the Standards of Council on Chiropractic Education (CCE) in regards to admission requirements.

The Doctor of Chiropractic Program has specific prerequisites as follows: Prior to beginning your chiropractic education, you must have completed a minimum total of 90 semester credit hours or 135 quarter credit hours of non-duplicate coursework.

Of those overall hours completed, a minimum of 48 semester credit hours or 72 quarter credit hours must be credits in the coursework listed below, with a cumulative grade point average of 3.0 or above.

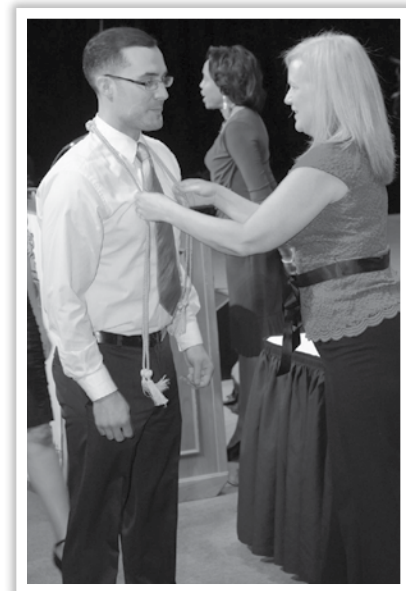
Required Coursework (each course must be earned at a 2.0 GPA or higher)

Category	Semester Hours	Quarter Hours
English Language Skills	3	4.5
College Algebra (or higher)	3	4.5
Humanities	3	4.5
Social Sciences	3	4.5
Additional General Studies	12	18
Biological Sciences *	6	9
Chemistry *	6	9
Additional Life/Natural Sciences *	12	18

* At least half of these courses must have a substantive laboratory component.

Survey, or non-major courses, may not be accepted. Check with your Enrollment Specialist at (770) 246-2884.

In each of the distribution areas above, if more than one course is taken to fulfill the requirement, the course contents must be



unduplicated. In situations in which one or more courses have been repeated with equivalent courses, the most recent grade(s) may be used for grade point average computation and the earlier grade(s) may be disregarded.

Credits Earned via Examination: Applicants may earn a portion of the required/pre-requisite credits through examination or means other than formal coursework, but only if these credits are identified by an institution accredited by a nationally recognized agency and if the institution has formally accepted or awarded such credits. Admission to the Doctor of Chiropractic educational program may be contingent upon receipt of such evidence of earned credits by the Admissions Department.

Alternative Admissions Tract

1. This track is intended to provide students who have earned academic degrees in non-science disciplines or who have completed 90 semester credit hours (135 quarter credit hours) or course work with a 2.75–2.99 GPA the opportunity to enter the Doctor of Chiropractic Program. Science disciplines include STEM (Science, Technology, Engineering and Math) degrees.
2. All eligible students will be considered on an individual basis, based on their educational transcript evaluation.
3. All eligible students will be provided the opportunity to matriculate into the DCP based on the following criteria:
 - A. Applicants with an Undergraduate degree in a non-Science curriculum (not including Technology/Engineering/Math) who have earned a cumulative grade point average between a 2.75–4.0 on a 4.0 grading scale
 - B. Applicants who have earned a cumulative grade point average of at least 2.75–2.99 on a 4.0 scale for the required 90 semester or 135 quarter hours including the required natural and life sciences with a grade of “C” or better and General Studies core
4. Final decision for Chiropractic admissions rests with the Dean of the College of Chiropractic.

Not sure how your credit hours line up with Life University degree requirements? We’re here to help. Call one of our Enrollment Specialists at (770) 426-2884 or send an email to Admissions@LIFE.edu. We’ll be glad to answer any questions you have and get you started with your career in Chiropractic.

Suggested Pre-Chiropractic Curriculum*

The following curricular outlines may be used as a guide to planning a schedule to complete the necessary prerequisites for admission.

Recommended subjects for high school students preparatory for Chiropractic include: Chemistry, Biology, Physics, Latin, German, French and/or any other science courses available in the curriculum.

Students are encouraged to be proficient in written and computer literacy as part of their pre-chiropractic education.

The first outline is indicative of a quarter system; the second, a semester system.

FIRST YEAR

First Quarter Credit Hours

- Freshman English I 5
- General Zoology or Biology I with lab 5
- College Algebra 5

Second Quarter

- Freshman English II or Principles of Communication 5
- General Chemistry I with lab 5
- Anatomy and Physiology or Biology II with lab 5

Third Quarter

- General Chemistry II with lab 5

American Government	5
Humanities Elective (Recommended English Literature)	5
Fourth Quarter	
Physics I with lab.....	5
Organic Chemistry I (with lab recommended)	5
Humanities Elective (Recommended History)	5

SECOND YEAR

First Quarter	Credit Hours
Physics II/Exercise Physiology	5
Organic Chemistry II/Biochemistry	5
General Psychology	5
Second Quarter	
Health Psychology	3
Introductory Sociology	5
Elective (Recommended Computer Literacy).....	4
Elective (Recommended Foreign Language)	3

Life University undergraduate courses are on a quarter-based system.

An additional 45 quarter credit hours are required in order to meet the 135 quarter credit hours needed for entrance into the Doctor of Chiropractic program.

**The above professional pre-chiropractic curricula do not reduce the requirements of the course of study leading to the degree of Doctor of Chiropractic.*

FIRST YEAR

First Semester	Credit Hours
Freshman English I	3
General Chemistry I with lab.....	4
General Zoology or Biology with lab.....	4
College Algebra.....	3
Humanities Elective	3
Second Semester	
Freshman English II	3
General Chemistry with lab	4
Anatomy and Physiology with lab.....	4
Humanities Elective	3
Elective	3

SECOND YEAR

First Semester	Credit Hours
-----------------------------	---------------------

American Government	3	
General Psychology	3	
Physics I with lab	4	
Organic Chemistry I	4	(with lab recommended)
Second Semester		
Physics II/Exercise Physiology	4	
Organic Chemistry II/Biochemistry	4	
Abnormal Psychology	3	
Introductory Sociology	3	

Additionally, 30 semester credit hours are required in order to meet the 90 semester credit hours needed for entrance into the Doctor of Chiropractic program.

****The above professional pre-chiropractic curricula do not reduce the requirements of the course of study leading to the degree of Doctor of Chiropractic.***

Technical Standards Doctor of Chiropractic Program

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended and the ADAA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program. Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existing of a disability, the functional limitations resulting from the disability and the need for specific accommodations. Documentation must meet specific Guidelines, which are set forth in the Student Handbook.



Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, Life University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Chiropractic candidates who self-identify their disability during any of the four stages:

- Prior to applying for admission,
- During the application process,
- After acceptance but before attending classes or
- While currently attending classes

will be referred to the Director of the Student Success Center (SSC).

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the

SSC ensures compliance with policy.

Technical Standards for Admission

In addition to the general requirements for admission and continued enrollment, all applicants to Life University must be able to meet and maintain the University's technical standards for the specific program for which they are applying or enrolled.

Technical standards are those physical, behavioral, emotional and cognitive criteria that an applicant must meet at the time of application to and during enrollment in that specific program at the University. These standards are essential requirements needed to participate fully and complete the entire spectrum of study, training and experiences within an educational program offered by the University. All official clinical and academic communications will be in English.

Applicants must review the technical standards that apply to the specific educational program in which they intend to enroll. All applicants are required to certify in writing that they have read, understand and are able to meet and maintain the standards of that program with or without a reasonable accommodation. This information is provided in order to help every applicant be aware of the required performance and expectations associated with different educational programs that the University offers.

Chiropractic Students

Individuals who receive a Doctor of Chiropractic degree must be able to assume responsibility for providing chiropractic care to patients safely and ethically. Because the care provided by Doctors of Chiropractic touches a broad variety of clinical disciplines, the education for the D.C. degree must be broad in nature. All chiropractic students must take the full curriculum of academic and clinical courses in order to graduate with a D.C. degree. Chiropractic students must have the following abilities and skills:

Sensory/Observation: A chiropractic student must be able to observe and participate in demonstrations and experiments in the basic sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures and microscopic studies of microorganisms and tissues in normal and pathologic states. A chiropractic student must be able to observe a patient accurately, both at a distance and nearby, using hearing, touch and vision. A chiropractic student must also be able to perform a thorough physical examination using customary diagnostic techniques, including but not limited to auscultation (listening with a stethoscope); percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part); palpation (feeling various body parts such as the spine, extremities or abdomen so as to discern the size, shape and consistency of masses and other pathologies); visual observation sufficient to note changes such as color and condition of the skin, the eyes and other areas of the body; to use instruments such as an otoscope (magnifying device for examining the ear); ophthalmoscope (magnifying device for examining the eye); and to note subtle changes in grey scale (viewed on x-rays and other diagnostic imaging).

Communication: A student must be able to communicate with patients and their family members in order to elicit information, describe changes in affect, mood, activity and posture and to perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form. In summary, a student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, communicate results of diagnostic findings and make assessments and plans known to patients, their family members and members of the healthcare team.

Motor/Strength/Coordination: A student must have sufficient dexterity and motor function to elicit information from patients by palpation, auscultation and percussion, to perform basic laboratory tests (urinalysis, CBC and etc.), to perform diagnostic procedures including but not limited to tools of physical examination (digital exams, chiropractic instrumentation and reading EKGs and X-rays). A student must also be able to coordinate both gross and fine muscular movements, balance and equilibrium, in the provision of general chiropractic care. A student must be able to provide minimal emergency treatment required of healthcare providers, including the ability to perform quickly and effectively such emergency procedures as CPR, the application of pressure to stop bleeding and the opening of obstructed airways. Examples of general chiropractic care involve the requisite strength and dexterity to be able to effectively perform procedures such as but not limited to static and dynamic palpation of joints, movement of diagnostic and therapeutic equipment and sufficient motor function to coordinate and balance the hands



and body while manually delivering the thrusting action associated with the controlled chiropractic adjustments frequently applied to the spine or extremities of a patient, and providing documentation in a legible format.

Conceptual, Integrative and Quantitative Abilities: These abilities include but are not limited to measurement, calculations, reasoning, analysis and synthesis. Additionally, a student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Problem solving in group, individual and collaborative settings requires all of these intellectual abilities. Testing and evaluation of these abilities in the College of Chiropractic employ examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these assessments include but are not limited to essay, oral and/or extended multiple choice tests, compositions, oral presentations and lab practicals designed to assess a variety of cognitive and non-cognitive skills in simulated or supervised clinical settings, including the ability to make a differential diagnosis. All written or word processed information must be in a comprehensible format.

Behavioral and Social Attributes: Students must possess the emotional health required for utilization of their intellectual abilities. Students must be able to exercise good judgment in the prompt completion of all academic and clinical responsibilities. Students must be able to develop mature, sensitive, ethical and effective relationships. Students must be able to function effectively under stress or potentially life threatening emergency care. Stressors may include but are not limited to environmental, chemical, physical or psychological. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations and independently demonstrate empathy, integrity, compassion, motivation and commitment commensurate with the habits and mannerisms of professional training to become a chiropractor. Students must portray attributes of professionalism that include but are not limited to honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients.

Admitted Students

Upon application to the Doctor of Chiropractic Program, all candidates are subject to the Technical Standards Policy as presented in this Catalog. During application, all candidates must sign a certifying statement as represented below for placement in their permanent record.

“I hereby certify that I have read and understand the Technical Standards Policy as listed in the Life University Catalog and am able to perform the essential and fundamental functions and tasks of the Doctor of Chiropractic Program with or without a reasonable accommodation.”

Current, Readmitting and Reapplying Students

In considering a currently or formerly matriculated student with disability, the Director SSC will work in concert with the DAC, pursuant to the Policies and Procedures for Enrolled Students, under the process as published in this Catalog.

All returning students (whether readmitting or reapplying) should sign a certifying Technical Standards document.

ADMISSION STATUS

Accepted - Full Standing:

This status is assigned to each applicant whose completed record has been evaluated by the admission advisor who subsequently recommends that the applicant meets the admission requirements. This recommendation is presented to the Chiropractic Admissions Committee and/or the Dean of the College of Chiropractic. An applicant will be and is accepted by the Committee and/or the Dean with no outstanding requirements.

Accepted - Conditional:

Applicants will be designated as “conditionally accepted” pending the receipt of their official transcripts indicating completion of prerequisite coursework, or reference letters and all other requested materials. In cases in which coursework is completed but delivery of official transcripts is pending, enrollment may be permitted.

If more than 30 days into the “conditionally” accepted quarter has passed without meeting all conditions, acceptance will be revoked. If conditional acceptance status is revoked, any subsequent acceptance will be based on currently required admission requirements.

Upon completing “conditions” successfully, the applicant’s status will be converted to “full standing” acceptance status.

Accepted - Provisional:

This status can be assigned to a chiropractic transfer applicant whose record has been evaluated by an admission advisor. Although the applicant may meet admission requirements, previous DCP transcripts demonstrate borderline academic performance. This applicant's record is presented to the Chiropractic Admissions Committee and/or the Dean of the College of Chiropractic and may be accepted by the Committee with certain academic performance stipulations that will be tracked over two to three quarters by the Dean's Office. Failure to meet provisional stipulations will cause the student to be dismissed. Upon successful completion of the "Provisional Contract," the student would be converted to "full standing" status.

Accepted - Auditing Student Admission:

Students-at-Large wishing to audit classes at Life University may apply at the Office of Enrollment Services. Auditing placement is based upon registration seating availability. Proper paperwork obtained from both the Office of Enrollment Services and the Office of the Registrar must be filed before the quarter begins. No credit is granted for courses scheduled on an auditing basis, and students are not permitted to change to or from an auditing status except through the regular procedures for admissions acceptance and registration schedule change. The grade for auditing is "AU" for Audit, and students will not be permitted to have the audit grade changed at any future date.

Auditing is available to students, staff and faculty as well as interested persons from the general public. Students who audit a course will be charged \$100.00 per course (+ \$20.00 parking fee, as applicable). Students who wish to audit only portions of a course for course hours will be charged \$100.00 per 30 hours (+ Student fees, as applicable).

Students who are auditing are not allowed to take tests but may, at the instructor's discretion, observe practical/lab examinations.

Reactivation:

Any previously admitted Life University student, regardless of prior admission status, who voluntarily or involuntarily remains out of school for less than three consecutive quarters must first petition for reactivation at the Registrar's Office. This petition may be referred for readmission evaluation by the Chiropractic Admissions Committee.

Application for Readmission:

If the individual remains out for three consecutive quarters or more, for any reason, that individual must first apply for readmission (new application and application fee required) through the Office of Enrollment Services, and their application will be evaluated for readmission by the Chiropractic Admissions Committee and/or the Dean.

Where a student has interrupted their chiropractic training for a period in excess of five (5) consecutive years, no credit shall be allowed for courses taken during previous enrollment, and the matriculant, if accepted, must start the Doctor of Chiropractic Program over.

A maximum time limit of eight calendar years is placed on the completion of all requirements for a chiropractic degree. Any former student petitioning for reactivation, readmission or reinstatement (see below) who cannot be expected to complete their degree within the eight (8) calendar years must obtain a waiver of the "eight-year rule" from the Dean. This waiver must be obtained as part of the petition process, or returning status may be denied.

Reinstatement Policy

For the College of Chiropractic Reinstatement Policy, please refer to Section 10 – "Academic Policies and Information" of the Academic Catalog.

Transfer Credit

Where a student has interrupted his/her chiropractic training for a period in excess of five (5) years, no credit shall be transferred for courses previously taken upon enrollment. Transfer credit is granted on the basis of work completed at an institution approved by the Chiropractic Admissions Committee and/or the Dean or the Dean's Designate.

Each transferring student is required to present the following information:

1. Any Credits considered for transfer must have been awarded for courses taken in a DCP accredited by the CCE or in a program accredited as a first professional degree in one of the health sciences by another nationally recognized accrediting

agency, or in a graduate program in an academic discipline closely related to the health sciences offered by an institution which is recognized by a national accrediting agency.

2. Evidence that courses are substantially equivalent in credit hours, content and quality to those given at Life University. This shall be evaluated by an admissions advisor in cooperation with the COC Dean's Office.
3. Official transcripts from all of the applicant's previous college work should be sent by the Office of the Registrar of the institution(s) to the Office of Enrollment Services at Life University. International transcripts must be evaluated by an approved international evaluation agency such as World Educational Services (WES). Some Canadian schools need not be evaluated externally. Please call the Office of Enrollment Services for the exceptions. Students that do not provide "final official transcripts" from all previously attended institutions would be subject to delayed or negated transfer credit.
4. Evidence that the work has been satisfactorily completed (grade "C" or better, 2.0 on a 4.0 scale) at a chiropractic college acceptable to the Chiropractic Admissions Committee of Life University.
5. Credits accepted for transfer must have been awarded within five years of the date of admission to the receiving DCP, except that the receiving DCP may at its option accept older credits if the entering student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences.
6. Although transfer credit will be awarded for applicable coursework done at other accredited institutions, the University reserves the right to also require transfer students to audit some (key) courses. The "audits" are required to provide either specific degree (or State Law eligibility) completion requirement or to facilitate a better transition of knowledge, attitude and skills from a previous institution to LIFE's Doctor of Chiropractic Program.

Students from non-CCE accredited colleges must sign a waiver stating that they understand their credits may not be accepted by all state boards. It is the student's responsibility to verify the awarding of transfer credit within the first quarter of the program.

Admissions Statute of Limitations

An accepted applicant to the Doctor of Chiropractic program is expected to enroll in the quarter for which he/she has applied. The applicant may request to change the intended enrollment date by providing written notification to the Office of Enrollment Services regarding a change in the intended enrollment date and the change has been approved. An accepted applicant failing either to give notice and secure prior approval of a change, or to enroll within one calendar year of the quarter for which he/she was originally accepted, will be required to reapply for admission. Life University reserves the right to request any or all of the required admission materials and fees for reapplication.

Denied Acceptance:

This status is assigned to each applicant whose file has been deemed completed by Enrollment, evaluated by the transcript analyst, presented to the Chiropractic Admissions Committee and subsequently denied acceptance by the Committee and/or the Dean of the College of Chiropractic.

COLLEGE OF CHIROPRACTIC ORGANIZATION

Life University's College of Chiropractic (COC) provides a first professional degree, The Doctor of Chiropractic Program (DCP).

Instructional Organization

The College of Chiropractic is divided into the following academic areas:

A. Division of Basic Sciences

- 1) Anatomy
- 2) Biochemistry
- 3) Microbiology
- 4) Pathology
- 5) Physiology

B. Division of Chiropractic Sciences

- 1) Analysis

- 2) Chiropractic Principles and Philosophy
- 3) Chiropractic Practice Management
- 4) Research
- 5) Technique

C. Division of Clinical Sciences

- 1) Clinical Education (Didactic)
- 2) Diagnosis
- 3) Psychology
- 4) Public Health
- 5) Radiology

D. Clinics

- 1) Campus Center for Health & Optimum Performance, Funded by Foot Levelers – (CC-HOP) Student Clinic
- 2) Center for Health and Optimum Performance – (C-HOP) Outpatient Clinic
- 3) Department of Clinical Education (Practicum)
- 4) Department of Clinical Radiology
- 5) Functional Kinesiology
- 6) International Clinics–International Outpatient Clinic
- 7) Outreach Clinic – Special Population Outpatient Clinic
- 8) P.E.A.K. Clinic – Doctor’s Office-based Clinical Experience

ACADEMIC POLICIES FOR DOCTOR OF CHIROPRACTIC PROGRAM (DCP)

Mastery in Learning Program

The Mastery in Learning program mandates that all students, regardless of quarter or matriculation date, who are taking any courses in the College of Chiropractic Program are required to demonstrate mastery of subject matter and must attain a course grade of “C” or higher (or “P” for pass if a course is graded pass/no pass), as applicable, in both the lecture and lab portions of a given course.

For all completed courses, only grades of “A, B, C, P, F or NP” will be awarded in these subjects. Students who receive an “F” or “NP” in any required-for-graduation course will repeat the course the next quarter of attendance and before taking any course for which this course is a prerequisite. **All grades earned in every course will be calculated* in the student’s cumulative grade point average (GPA).**

*Note: Those courses that are graded Pass (P)/No Pass (NP) are not calculated toward GPA.

The academic standards of Life University are designed to ensure that students graduate only after all requirements are satisfied. Each student advances when he or she has satisfactorily mastered the subject matter. Otherwise, a student is held back to repeat coursework in which deficient skills have been exhibited.

Examinations

Students must take all the examinations required in each class. Failure by students to take regularly scheduled examinations will be managed by the instructors at their discretion. All examinations must either be taken at the scheduled times unless prior authorization is received from the instructor or as a result of a properly documented “excused” absence.

Upon a student’s return, arrangements for missed final exams must be made within one week of the next quarter in attendance. Failure to make-up missed exams will result in a zero for that exam.

Grades for tests given prior to the final exam must be posted within one week of the test date. Grades for final exams must be posted within two working days of the exam date. If the final exam is on Friday or Saturday, the exam results must be posted no later than Monday of the following week.

Students must pass both the lecture and laboratory portions of a course before they can pass the entire course.

If at any time students violate honesty and integrity or test-taking behavior expectations during an examination, they will be subject to the disciplinary action described in detail within the Life University Honor Code, Student Handbook; some information is also provided in the Academic Catalog section “The Student Community.”

Final Exam Schedules

Written final exams for courses are given the last week of the quarter in the Final Exam Center. The schedules for each exam each quarter are listed in the next quarter’s “Academic Quarterly.”



Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) is determined by the Life University Cumulative GPA and satisfactory completion of academic coursework. Students must meet minimum GPA requirements and complete each degree-required course with a limit of repeats.

Students must be on track to complete their degree program within eight years or be subject to academic restrictions for registration ranging from performance contract to Academic Dismissal.

ACADEMIC STANDING

Good Standing Requirements

1. Each student must maintain satisfactory academic progress and be in “Good Standing” academically.
2. To be in “Good Standing” academically, a student must maintain a minimum cumulative grade point average of 2.0 with no outstanding or unresolved current failed “Required-For-Graduation” (RFG) classes.
3. Students should be on track to complete their degree program within 150% of normal program length (21 quarters) or less.
4. Each student should complete the Doctor of Chiropractic Program (DCP) and graduate within eight (8) calendar years from their Life University DCP matriculation date.

Eight (8) Year Completion Rule

A maximum time limit of eight (8) calendar years is placed on the completion of all requirements for a degree. Each student is therefore expected to complete the Doctor of Chiropractic Program (DCP) and graduate within eight (8) calendar years from their Life University DCP matriculation date. Appeals to this rule may be made to the Dean of the College of Chiropractic.

Five (5) Year Hiatus Rule

When a student has a continuous interruption or hiatus of five (5) years/twenty (20) quarters or more in their chiropractic educational training, no credit and/or transfer credit shall be allowed for courses taken from their previous enrollments prior to said hiatus. The student will be required to start their chiropractic educational training anew.

Course Grade Scheme*

Life University’s DCP has implemented an “Averaging All” grade scheme involving repeated Coursework. All graded attempts of courses are used toward calculation of credits attempted and, except “P,” “NP” or “WNP,” cumulative grade point average.

Mandatory Academic Advisement Policies

Students with good academic standing must meet with their academic advisor prior to registration if:

1. The student’s completion rate of coursework is less than 70% of attempted credit hours.

2. The student enrolls for a required course more than two times without completing it.
3. The student has exceeded the eight year rule (DCP).

Program Course Failure Policies

1. All students will be required to repeat immediately any and all “Required-For-Graduation” (RFG) courses with unresolved failing grades (F, NP, WF, WNP).

Academic Probation and Performance Contracts

1. Failure to maintain a minimum cumulative grade point average of 2.0 will cause a student to be placed on academic probation and a performance contract and/or
2. Any student who has previously failed (F, NP, WF, WNP) a “Required-For-Graduation” (RFG) course two or more times will be placed on academic probation and a performance contract.

Academic Restriction Policies*

Any student who originally matriculated into the COC prior to Winter 2006 and returns from more than two quarters hiatus from the program for any reason will be subject to the following academic restriction policies. Any student who has been reinstated to restart the COC after dismissal will also be subject to these policies.



GPA Policy

All students with less than 2.0 GPA will be evaluated.

They will be evaluated on their performance and/or contract the previous quarter.

1. Those who have passed all courses but did not achieve a 2.0 GPA will earn the opportunity to be placed on a performance contract with provisions for a quarterly GPA in order to achieve 2.0 as soon as possible.
2. Those students who did not fulfill terms of a previous contract will be dismissed from the COC with an opportunity to appeal the outcome. If the appeal is granted, the student will return to the COC under the same conditions as they left. In the event the student does not successfully complete the contract after the appeal, no further opportunities for appeal will be granted.
3. Those students who were placed on contract due to low GPA who passed all classes, have no unresolved failed classes and have achieved above 2.0 GPA will return to “good academic standing”. If their academic progress returns to unsatisfactory levels once again, further registration into the COC will be at the discretion of the Dean and/or the COC Appeals Committee.

Multiple Failure Policy*

All students with two failures (or more) of the same required course:

The student is placed on academic performance contract with a maximum of 12 to 15 credit hours. The contract may require the student to audit (retaking previously passed pre-requisite classes and pass the examinations) courses prior to retaking a failed course, if deemed necessary.

1. If the student fails to complete the terms of an academic performance contract, the student will be dismissed from the COC with an opportunity to appeal the outcome to the COC Dismissal Appeals Committee. If the appeal is granted, the student will return to the COC under the same conditions as they left. In the event the student does not successfully complete the contract after the appeal, no further opportunities for appeal will be granted.
2. If the student passes all courses and has no other academic issues, the student returns to good academic standing. If their academic progress returns to unsatisfactory levels once again, further registration into the COC will be at the discretion of the Dean and/or the COC Appeals Committee.

Dropping Courses &/or Programmatic Withdrawal while on an Academic Performance Contract

1. Dropping courses and/or withdrawing from the Doctor of Chiropractic Program without permission from the Dean’s Office would be considered a violation of the terms of the Academic Performance Contract. This violation could result in dismissal

from the program.

2. The students who wish to drop a course(s) and/or withdraw from Doctor of Chiropractic Program while on academic probation or during a performance contract quarter must provide “justifiable cause” to the Dean’s Office and get permission to alter their registration and/or their performance contract. If the withdrawal is deemed “justifiable,” the student can return to the program the next quarter with the same probation/contract status.

Academic Dismissal (AD)*

1. A student who fails to complete satisfactorily the provisions of their current performance contract will be academically dismissed from the Doctor of Chiropractic Program.

Appeal Process:

A student in the Doctor of Chiropractic Program has the right to appeal discrepancies in their Satisfactory Academic Progress to the Dean of the College of Chiropractic or designate.

Reinstatement Policy:

For the College of Chiropractic Reinstatement Policy, please refer to Section 10 – “Academic Policies and Information” of the Academic Catalog.

THE DOCTOR OF CHIROPRACTIC CURRICULUM

Life University offers a multilevel approach to chiropractic education. Basic and clinical sciences are taught concurrently with a variety of chiropractic techniques. Students are permitted to provide chiropractic care to patients during their third academic year; however, they must have first learned how to analyze and report on the total health picture of the patient. The Life University curriculum is structured to help chiropractic students develop, through a logical and sequential course of study, the skill and knowledge necessary to become a primary healthcare clinician skilled in chiropractic patient education and management. This endeavor is accomplished through a comprehensive practical and didactic clinical experience. The importance of maintaining patient spinal structural integrity and a wellness-based lifestyle are stressed throughout the curriculum.

During the first two quarters, students are given an overview of chiropractic history, philosophy and science, while simultaneously studying the basic sciences to gain an understanding of the relationship between structure and function in the human organism. Students also begin their in-depth study of chiropractic analysis during their second and third quarters. In the fourth quarter, a student begins to merge basic science with hands-on chiropractic experience, taking courses in upper cervical specific technique and physical examination. In the fifth quarter, they begin to learn the Full Spine Technique and orthopedic evaluations. During the eighth quarter, students enter the Student Clinic. By the tenth quarter, they will have completed sufficient course and clinical work, which will qualify them to render chiropractic care in an outpatient setting.

Suitability for Chiropractic

Faculty members should evaluate every chiropractic student’s suitability for the practice of Chiropractic in addition to every student’s academic performance. This assessment is continuous for all chiropractic students enrolled in clinical internships and other related courses and includes, but is not limited to, the following considerations:

Each chiropractic candidate must possess the physical, mental, emotional and ethical ability to competently perform in the various clinical, chiropractic and basic sciences laboratories safely and without posing a danger to themselves or others. In addition to the information provided concerning the “Technical Standards Policy,” candidates should demonstrate the following:

- concern for the welfare of patients,
- patient rights,
- responsibility to duty,
- trustworthiness and
- professional demeanor in the clinic and classroom.

Unsatisfactory evaluations for suitability for the practice of Chiropractic may affect a student’s status at Life University.

Faculty who recommend that a student may not be suitable for Chiropractic should submit this evaluation to the Executive Vice President for appropriate action by the Conduct Review Board (CRB) (or if necessary the Technical Standards Compliance Committee). This evaluation should include documentation of the events leading to that evaluation. The Director of Student

Conduct will forward copies of all related documents to the student. If the documented event involves a serious offense, a student may be permanently expelled from Life University regardless of academic record.

Unsatisfactory evaluations for suitability for the practice of Chiropractic of a less serious import may result in a letter of warning or probation. Two or more such unsatisfactory evaluations may result in permanent expulsion.

Appeal of unsatisfactory evaluations may be made to the Dean of Instruction or Dean of Clinics of the College of Chiropractic within ten (10) days of notice to the student of such evaluation, or if appropriate, notice of disciplinary action by the University. The student will be advised of the decision by the Dean in writing. The decision will be final.

Special State Licensure Requirements

For information concerning the National Board of Chiropractic Examiners board score requirements and/or undergraduate degree requirements, contact the chiropractic examining board of the respective state in which licensure is desired. This information can also be found on the Federation of Chiropractic Licensing Boards website at www.fclb.org. The University's Office of Enrollment Services, Student Administrative Services and the Dean's Office may also be used as additional resources for information.

First Year Experience Course Series

Effective Fall Quarter, 2009, all new students entering the College of Chiropractic must complete the First Year Experience Course consisting of one (1) FYEX course; 1101. Student who have matriculated to the University and entered the Undergraduate Program either may be exempted or may substitute FYE 101 (in place of 1101). See your PASS advisor for more detail. Completion the FYEX course (or a bona fide exemption) is required for continued enrollment and graduation.

FYEX 1101

This course will cover topics of importance to new Doctor of Chiropractic students at Life University. Students will be exposed to items such as balancing a professional program, communication and relational skills, University policy and procedure, financial management, the Eight Core Proficiencies and the concept of wellness in their own lives. Content is based on the Wellness Portfolio inherent at Life University. This course will be facilitated online.

College of Chiropractic Exemptions for the FYEX Program:

- Bachelor's degree with an overall cumulative GPA of 3.0 or above and the degree is not more than 3 years old
- Master's degree or higher and the degree is not more than 5 years old

Graduation Ceremony Participation Requirements

Doctor of Chiropractic students may participate in the graduation ceremonies if they have already completed or are scheduled to complete their requirements in the quarter in which they are graduating (Ceremonies are to be held four times per year: March, June, September and December).

Graduation Requirements:

The Life University degree of Doctor of Chiropractic is presented to students who have fulfilled each of the following requirements:

1. Satisfactory completion of at least the equivalent of four and two-thirds academic years (14 quarters) of prescribed study, and must have earned not less than the final 25% of the total credits required from the Doctor of Chiropractic Program conferring the degree
2. Satisfactory completion of all required courses and clinic requirements with a minimum cumulative GPA of 2.0
3. Recommendations for graduation by the faculty
4. Registrar Office requirements:
 - a. File a petition to graduate
 - b. Completion of a formal academic record review no earlier than one quarter before intended graduation
5. Student Administrative records reviews:

- a. Financial Aid Office – Exit interviews with a Counselor
 - b. Student Accounting – “Perkins” Exit interview and rectify accounting balances.
6. Freedom from all indebtedness (including library) and other obligations to the University

***NO DIPLOMA OR TRANSCRIPT WILL BE RELEASED UNTIL ALL FINANCIAL OR OTHER OBLIGATIONS TO THE UNIVERSITY HAVE BEEN CLEARED.**

Graduation Rates:

Based upon all (non-transferees) Life University College of Chiropractic graduates from 2007 through March of 2010, 90.3% completed their degree within 150% of the normally expected time of study.

Course of Study

Courses are identified here by offering quarters, subject/department designation, four (4) digit course number, course title, lecture, lab and credit hours.

The four (4) digit course number is designed as follows; the first digit represents the academic class level freshman = 1 through senior = 4 and electives = 5. The second digit represents the academic level equivalency from 500-800 used by most post baccalaureate programs and higher. The third and fourth digits represent the course identifier including level and sequence. See course descriptions below for additional information.

The following represents the current professional course of the study for the Doctor of Chiropractic Program.

Curriculum

First Quarter

Dept	Crse#	Course Title	Lec Hours	Lab Hours	Credit Hours	Contact Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	1502	Embryology	2	0	2	22
ANAT	1503	Histology	4	0	4	44
ANAT	1507	Osteology and Arthrology	2	2	3	44
CHEM	1515	Biochemistry I	6	0	6	66
CHPM	1501	Personal Development I	1	0	1	10
CLIN	1501	Clinical Patient Experience I	0	1	0	11
CPAP	1502	Health Care Terminology	2	0	2	22
CPAP	1505	Intro to Phil, Sci., & Art of Chiropractic	2	0	2	22
CPAP	1525	Lifestyles for Health: Intro to Wellness	1	0	1	11
CPAP	1600	Rights and Responsibilities	.8	0	0	8
FYEX	1101	Focused on Life: DC I (online)	0	1	0	10
PHYS	1501	Anatomy and Physiology	4	0	4	44
					25.00	317

Second Quarter

Dept	Crse#	Course Title	Lec Hours	Lab Hours	Credit Hours	Contact Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	1607	Spinal Anatomy	2	0	2	22
ANAT	1615	Muscular Skeletal Gross Anatomy	2	4	4	66
ANLS	1617	Motion and Static Palpation I	1	2	2	33
ANLS	1610	Vaso-Thermal Instrumentation	1	2	2	33
ANLS	1615	Spinal Biomechanics	2	0	2	22
CHEM	1516	Biochemistry II	5	0	5	55
CHPM	1502	Communication Skills and Diversity	1	0	1	10
CLIN	1502	Clinical Patient Experience II	0	1	0	11
CPAP	1605	History of Chiropractic	2	0	2	22
PHYS	1510	Cellular and Neuromuscular Physiology	5	0	5	55
					25.00	332

Third Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	1625	Visceral Gross Anatomy	2	4	4	66
ANLS	1618	Motion and Static Palpation II	1	2	2	33
CHPM	1503	Personal Finance	1	0	1	10
CLIN	1503	Clinical Patient Observation I	0	1	0	11
CPAP	1615	Chiropractic Principles	2	0	2	22
MICR	1531	Bacteriology and Virology	4	2	5	66
PHYS	1525	Visceral Physiology	6	0	6	66
PUBH	1517	Basic Nutrition	5	0	5	55
RADD	1611	Normal Radiographic Anatomy and Anomalies I	1	1	1.5	22
					26.50	354

Fourth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	2626	Head and Neck Gross Anatomy	2	4	4	66
CHPM	2504	Life Coach. Sem. I: Personal Devel. I	1	0	1	0
CLIN	2504	Clinical Patient Observation II	0	1	0	11
DIAG	2725	Visceral Diagnosis	4	4	6	88
MICR	2533	Parasitology and Mycology	3	0	3	33
PHYS	2535	Physiology Lab	1	4	3	55
RADD	2501	X-Ray Physics	3	2	4	55
RADD	2612	Normal Radiographic Anatomy and Anomalies II	1	1	1.5	22
RSCH	2501	Introduction to Research Methods	2	0	2	22
TECH	2701	Upper Cervical Toggle Recoil Tech.	2	2	3	44
					27.50	409

Fifth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	2646	Neuroanatomy CNS	3	2	4	55
CHPM	2605	Practice Develop. I: Pers. Marketing	1	0	1	10
CLIN	2505	Clinical Recording History and Chiro. I	0	1	0	11
DIAG	2730	Orthopedic Diagnosis	3	4	5	77
MICR	2537	Immunology and Disease Patterns	3	0	3	33
PATH	2541	Pathology I	4	0	4	44
PHYS	2545	Endocrinology	4	0	4	44
RADD	2711	Skeletal Radiology A	3	1	3.5	44
TECH	2711	Full Spine Technique I	1	2	2	33
					26.5	354

Sixth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANAT	2647	Neuroanatomy PNS	3	2	4	55
ANLS	2620	X-Ray Full Spine Analysis	1	2	2	33
CHPM	2606	Prac. Devel. II: Dr. – Pat. Relations.	1	0	1	10
CLIN	2506	Clinical Record. History and Chiro. II	0	1	0	11
DIAG	2740	Neurological Diagnosis	4	2	5	66
DIAG	2735	Clinical Laboratory Studies	3	4	5	77
PATH	2542	Pathology II	3	2	4	55

RADD	2712	Skeletal Radiology B	2	1	2.5	33
TECH	2712	Full Spine Technique II	1	2	2	33
					25.5	376

Eligibility to Take Part I NBCE in June and December Checked

Seventh Quarter

Dept	Crse#	Course Title	Lec Hours	Lab Hours	Credit Hours	Contact Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANLS	3715	Muscle, Gait and Posture Analysis	2	2	3	44
CLET	3757	Clinical Skills	2	4	4	66
CLIN	3507	Student Clinic Orientation	1	2	2	33
CLIN	3601	Clinical Knowledge Competency Test	0	0	0	2
CPAP	3625	Wellness and Spinal Hygiene	1	2	2	33
DIAG	3750	Special Senses Diagnosis	3	2	4	55
PUBH	3515	Public and Environmental Health	2	0	2	22
PUBH	3617	Nutrition and Health	2	0	2	22
RADD	3511	Spinal X-ray Positioning	1	2	2	33
RADD	3620	Radiology Report Writing	0	2	1	22
RADD	3713	Skeletal Radiology C	2	1	2.5	33
TECH	3713	Full Spine Technique III	0	4	2	44
					26.5	422

Eighth Quarter

Dept	Crse#	Course Title	Lec Hours	Lab Hours	Credit Hours	Contact Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CHPM	3608	Life Coach. Sem. II: HIPPA & Mkt	1	0	1	10
CLET	3826	Head and Neck Clinical Case Integration	3	2	4	55
CLIN	3608	Student Clinic I Practicum	0	6	3	66
CPAP	3715	Vertebral Subluxation Theories	3	0	3	33
DIAG	3743	Gastroenterological Diagnosis	2	0	2	22
DIAG	3745	Genitourinary Diagnosis	2	0	2	22
PSYC	3505	Human Development	2	0	2	22
PUBH	3615	Emergency Procedures	0	2	1	22
PUBH	3625	Clinical Toxicology	2	0	2	22
RADD	3512	Extra Spinal X-Ray Positioning	0	2	1	22
RADD	3714	Skeletal Radiology D	2	1	2.5	33
TECH	3837	Extra Spinal Technique I	1	2	2	33
					25.5	365

Ninth Quarter

Dept	Crse#	Course Title	Lec Hours	Lab Hours	Credit Hours	Contact Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CHPM	3609	Pract. Mgt I: Intro. to Practice. Mgt.	1	0	1	10
CLET	3828	Lumbar-Pelvic Clinical Case Integration	3	2	4	55
CLIN	3609	Student Clinic II Practicum	0	6	3	66
CLIN	3701	OSCE	0	1	0	10
CLIN	3709	Outpatient Clinic Orientation	0	2	1	20
DIAG	3755	Geriatric Diagnosis	2	0	2	22
PSYC	3605	Clinical Psychology	3	0	3	33
PUBH	3684	^m Functional Restoration and Active Care	2	0	2	22
RADD	3717	Soft Tissue Radiology A	2	1	2.5	33
RSCH	3601	Research Methods and Design	2	0	2	22
TECH	3838	Extra Spinal Technique II	1	2	2	33
TECH	3850	Adjusting Special Populations	2	2	3	44
					25.5	373

^m Required for NBCE PT Exam (1 of 3 classes)

LIFE UNIVERSITY 2015-2017 ACADEMIC CATALOG

Tenth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CHPM	3511	Principles of Marketing	2	0	2	22
CLET	3835	Visceral Clinical Case Integration	6	0	6	66
CLIN	3710	Junior Clinic Outpatient I Practicum	0	6	3	66
DIAG	3765	Pediatric Diagnosis	2	0	2	22
DIAG	3835	Integrated Diagnosis	0	2	1	22
PUBH	3717	Clinical Nutrition Disorders	2	0	2	22
PUBH	3725	Toxicology and Substance Abuse	2	0	2	22
RADD	3701	Radiographic Quality and Critique	0	2	1	22
RADD	3718	Soft Tissue Radiology B	3	1	3.5	44
TECH	3812	Gonstead Technique	2	2	3	44
					25.5	355

Eligibility to Take Part II NBCE in June and December Checked

Eleventh Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
ANLS	4720	Advanced Instrumentation	1	2	2	33
CHPM	4611	Pract. Mgt. II: Office & Staffing Proc.	1	0	1	10
CHPM	4763	Jurisprudence	3	0	3	33
CHPM	4773	Ethics and Boundaries	2	0	2	22
CLET	4840	Extremity Clinical Case Integration	3	2	4	55
CLIN	4711	Junior Clinic Outpatient II Practicum	0	6	3	66
PUBH	4747	Obstetrics / Gynecology / Proctology	4	2	5	66
RADD	4820	Advanced Imaging	2	0	2	22
TECH	4822	Thompson Technique	1	2	2	33
					24	343

Twelfth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CHPM	4520	Small Business Management	2	0	2	22
CHPM	4612	Life Coach. Sem. III: Pract. Mgt III ...	1	0	1	10
CHPM	4722	Documentation and Coding	2	0	2	22
CLET	4862	Advanced Clinical Case Integration I	3	2	4	55
CLIN	4801	OSCE	0	1	0	10
CLIN	4712	Junior Clinic Outpatient III Practicum	0	6	3	66
CPAP	4725	Advanced Wellness & Ergonomics	2	0	2	22
TECH	4841	Sacro-Occipital Technique	2	2	3	44
					6	min. 66
					23	320

Eligibility to Take Part III NBCE in June and December Checked

Eligibility to Take Part IV NBCE by August and February Checked

Thirteenth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CHPM	4700	Chiropractic Practice Management	2	0	2	22
CLET	4870	Advanced Clinical Case Integration II	2	2	3	44
CLET	4874	Advanced Clinical Case Topics	0	2	1	22
CLIN	4813	Level III Clinic Practicum I	0	15	7	165
RSCH	4801	Senior. Research Presentation	1	0	1	11
TECH	4861	Technique Review	2	2	3	44
					6	min. 66
					23	377

Fourteenth Quarter Lec			Lab	Credit	Contact	Hours
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CPAP	1500	Chiropractic Assembly	1	0	0	3
CLIN	4814	Level III Clinic Practicum II	0	15	7	165
		Choose from Electives			6	min. 66
					13	234
TOTAL					343	4937

OR

Alternative Fourteenth Quarter			Lec	Lab	Credit	Contact
Dept	Crse#	Course Title	Hours	Hours	Hours	Hours
CLIN	4834	Level III Immersion Practicum	0	25	12	275
					12	275
TOTAL					342	4972

All required courses that make up the curriculum must be taken to earn the Doctor of Chiropractic degree.

Electives

Students, in order to graduate, must satisfactorily complete a minimum of:

1. 18 credits of electives, or
2. 12 credits of electives and either an Immersion or an International Clinic, or
3. 10 credits of elective if completing a designated "Track." (See "Research Track in DCP" below as an example and for more details)

All Students may select from any of the following elective course offerings when they complete enough coursework to achieve 10th quarter clinic status (Pre-registration for 9th quarter students going into 10th).

For those students dually enrolled in the Master's Program, they may select from the following 56XX elective course listed below prior to beginning in their 10th quarter of study.

PUBH 5541 or PUBH 5543 may be taken after completing CLIN 3608, and PUBH 5545 may be taken after completion of both PUBH 5541 and PUBH 5543.

Electives offered directly by Chiropractic College

Dept	Lec Crse#	Lab Course Title	Credit Hours	Contact Hours	Hours	Hours
ANLS	5805	Network Technique TM	2	2	3	44
ANLS	5815	Selected Concepts in Biomechanics	2	0	2	22
CLIN	5833	Lvl. III Immersion Practicum Elective	0	25	12	275
CLIN	5854	Lvl. III International Practicum	0	25	12	275
CPAP	5705	Issues in Traditional Chiro. Philos.	2	0	2	22
CPAP	5805	Philos. Issues in Clin / Prof Practice	2	0	2	22
CPAP	5815	Issues in Contemporary Chiro. Philos.	2	0	2	22
DIAG	5753	Basic Eye Movements & Dysfunctions	2	2	3	44
DIAG	5757	Vestibular Functional Assess. & Rehab.	2	2	3	44
DIAG	5841	Neurol. Basis of Behavioral Disorders	2	2	3	44
DIAG	5865	Advanced Pediatric Diagnosis	2	0	2	22
PUBH	5865	Pediatric Health Challenges	2	0	2	22
PUBH	5545 ⁺	Physiotherapeutics - Clinical Practicum	0	3	0	33
PUBH	5850 ^{+m}	Physiotherapeutics - Adv Clinical Pract.	0	14	0	154
RSCH	5686	Individual Research Study*	0	12	6	120
RSCH	5701	Advance Research Study	0	20	10	200
TECH	5702	Advanced Toggle	0	2	1	22
TECH	5801	Atlas Orthogonal Technique	2	2	3	44
TECH	5811	(HIO) Upper Cervical Knee /Chest	0	2	1	22
TECH	5817	Activator Technique	2	2	3	44

TECH	5821	Groscopic Technique	2	0	2	22
TECH	5823	Advanced Thompson Technique	0	2	1	22
TECH	5831	CBP (Chiropractic Bio-Physics)	1	2	2	33
TECH	5832	Advanced Groscopic Procedure Tech.	0	2	1	22
TECH	5835	Introduction to Applied Kinesiology	2	2	3	44
TECH	5843	Technique for Cranial and Visceral Dysfunction (SOT)	2	2	3	44
TECH	5865	Advanced Pediatric Technique	2	2	3	44
TECH	5870	Cox Flexion Distraction Technique	2	2	3	44

*Used for Research Track only

Electives Cross-listed From College of Graduate Studies and Research's Master's Program (MSHS)

Dept	Lec Crse#	Lab Course Title	Credit Hours	Contact Hours	Hours	Hours
ANLS	5670	Kinesiology of Sport	4	0	3	44
ANLS	5676	Biomechanics of Sport Injury	4	0	3	44
ANLS	5825	Bio-Geometric Integration (BGI)	2	0	2	22
DIAG	5650	Injury Assess. of the Lower Body	4	0	3	44
DIAG	5652	Injury Assess. of the Upper Body	4	0	3	44
PUBH	5541 ^m	Physiotherapeutics - Adjunctive Proc.	3	2	3	55
PUBH	5543 ^m	Physiotherapeutics - Rehabilitative Proc.	3	2	3	55
PUBH	5600 ^m	Exercise Physiology	4	0	3	44
PUBH	5612 ^m	Exercise Testing	4	0	3	44
PUBH	5624	Strength Training and Development	4	0	3	44
PUBH	5642	On-Field Emergency Care	2	0	2	22
PUBH	5646 ^m	Therapeutic Agents	3	0	3	33
PUBH	5648 ^m	Principles of Therapeutic Exercise	4	0	3	44
TECH	5657	Arthrokinematics and Proprioception of the Lower body	3	2	3	55
TECH	5658	Arthrokinematics and Proprioception of the Upper body	3	2	3	55
TECH	5659	Sport Chiropractic Case Management	4	0	3	44

+Clinical Therapeutic Practicums are coordinated by the Department of Rehabilitation in the Center for Health Optimum Performance (C-HOP).

^mCan be use toward Maryland's PT requirement of 270 hours

Course Load – Doctor of Chiropractic Degree

- The minimum number of credit hours a DC student must register to be considered full-time will be 12 per quarter (between six and eleven credits will be part-time).
- The University's Doctor of Chiropractic Program will expect that students complete an average of 18 credits per quarter.
- All DC students are expected to be registered as full-time students unless they are under special contract and/or by academic restriction policy.
 - **Half-time or less = 11 credits or less (by contract or academic restriction policy only)**
 - **Minimum Full-time Load = 12 credits**
 - **Expected average completion Full-time Load = 18 credits**
 - **Maximum Full-time Load = 24-27 credits - based on class status**
 - **Maximum Overload = 31 credits**

Students may not register for more than their maximum full-time (24-27) load except for students of good academic standing.

Students of good academic standing may register for a maximum of 31 hours, provided they have a cumulative GPA of 3.0 or higher and no unresolved failed courses or the student is in their last quarter of expected attendance.

All required courses must be completed at Life University unless students have been given advanced standing credit for courses of substantially equivalent credit, time, quality and content which have been completed at an accredited college or university, or which meet a specific set of criteria with regard to elective requirements.

Students awarded the D.C. degree must have earned not less than the final 25% of the total credits required for the degree from the Doctor of Chiropractic program conferring the degree.

OFFICE OF SPONSORED RESEARCH AND SCHOLARLY ACTIVITY

Research and Scholarly Activity

Life University is dedicated to a philosophy of fostering and conducting scientific research and scholarly activity by its students, staff and faculty. The University also encourages, assists and supports all University constituencies in their research and scholarly endeavors and will assist in the identification, procurement, management and administration of funding for these activities. Office of Sponsored Research and Scholarly Activity (OSRSA) personnel endeavor to provide administrative support to faculty in their pursuit of funding for research and scholarly activity while ensuring compliance with federal, university and private sponsor regulations, terms and conditions.

OSRSA serves as the coordination point for all research-related University grant proposals and research protocols. The department helps to identify funding sources, assist in the preparation of proposal budget details, facilitate the administrative review and approval process, and review and negotiate contracts and agreements. They also administer the University's human subjects protection program and the Institutional Review Boards (IRB).

The OSRSA is the University's central administrative unit responsible for processing and monitoring applications for, and awards of, external funding and overseeing the institutional review and compliance of all activities involving human subjects, vertebrate animals and recombinant DNA. They provide information, advice and assistance in these critical areas.

The OSRSA is a service office dedicated to providing faculty and professional staff with information, advice and assistance in the seeking of extramural funds and in awarded grant and contract management. The OSRSA is also responsible for assuring that all parties involved with extramural funding are aware of, and in compliance with, sponsor and University regulations and administrative requirements.

The OSRSA is responsible for providing seminars and workshops on sources of funding and proposal preparation. Post award grant administration is also offered.

The OSRSA advocates for and assists faculty in locating, planning and developing their plan for research and scholarly activity. The Director assists faculty in proposal writing and budget preparation, organizes proposal-writing workshops and administers internal grant programs that support faculty scholarship.

Research Track in DCP

Within the graduation requirements for the Doctor of Chiropractic, there is an opportunity for those students who are interested in or develop an interest in doing research while completing their Doctor of Chiropractic degree. In addition to doing research is the opportunity for additional graduation acknowledgment by completing "Research Track" academic requirements.

The requirements for graduating and documenting the DCP "Research Track" begins by connecting with the Research Track Coordinator and making an application for acceptance into the "Track." This opportunity for application can normally be made after the completion of the first six quarters of the DCP.

All individuals accepted for participation must complete a minimum 21 credit hours of research. In addition to the required (for all DCP students) research classes, other research course hours will be substituted for the following:

1. Up to 10 cr. hours from 18 electives hours
2. 6 credits from the CHPM Business classes as follows:

- a. CHPM 4511 Principles of Marketing 2 cr.
- b. CHPM 4520 Small Business Management 2 cr.
- c. CHPM 4611 Practice Management II – Office and Staffing Procedures 1 cr.
- d. CHPM 4612 Life Coaching Seminar III – Practice Management III 1 cr.

Therefore, the Research Track consists of the following:

Research Academics required for all students DC degree:

- 1. RSCH 2501 Introduction to Research 2 cr.
- 2. RSCH 3601 Research Methods & Design 2 cr.
- 3. RSCH 4801 Sr. Research Presentation 1 cr.

Additional requirements required for “Track” students = 16 cr.

- 4. RSCH 5686 Individual Research Study (Replaces CHPM) 6 cr.
- 5. RSCH 5701 Advance Research Study (Replaces Elect.) 10 cr.

Total Credits for DCP Research Tract; min. 21 cr.

Upon acceptance into the “Research Track,” a research track graduation plan will be created, approved and signed before the plan is forwarded to the official files stored in the Registrar’s Office. Part of the plan will include courses (other than Research courses) that can be taken as independent study so that additional (other than the contracted/registered research courses) “release time” in each quarter is available for pursuing research.

For further information, contact the Research Track Coordinator.

COURSE DESCRIPTIONS

DIVISION OF BASIC SCIENCES

Total Clock Hours: 1056

Total Credit Hours: 83

Coursework within the Division of Basic Sciences provides the student with a scientific education in anatomy, biochemistry, microbiology, pathology and physiology. This education is designed to enable the student to understand the scientific basis of Chiropractic and the underlying essentials for a primary healthcare provider.

ANATOMY

ANAT 1502 Embryology (2-0-2)

This course is designed to study the development of the human body from earliest embryonic to fetal stages. Tissues, organs and organ systems are emphasized. Teratology and genetic principles are included.

ANAT 1503 Histology (4-0-4)

A course designed to study microscopic anatomy with specific emphasis on cell types and organization.

ANAT 1507 Osteology and Arthrology (2-2-3)

This introductory course is designed to study the body’s skeletal system in terms of structure, markings and types of joints, along with strengthening ligaments. Bone formation, healing and histology are also presented.

ANAT 1607 Spinal Anatomy (2-0-2)

Prerequisite: ANAT 1502, 1503, 1507, CPAP 1502

This course provides the foundation for practical application of spinal adjusting techniques by presenting the students with a working knowledge of anatomy and physiology of the spine and its supportive structures.

ANAT 1615 Musculoskeletal Gross Anatomy (2-4-4)

Prerequisite: ANAT 1502, 1503, 1507, CPAP 1502, PHYS 1501

This course is an in-depth regional study of the anatomy and embryology of the back and extremities based on lecture and laboratory dissection with emphasis on the peripheral nerve plexus and pathways.

ANAT 1625 Visceral Gross Anatomy (2-4-4)

Prerequisite: ANAT 1607, 1615

This course is an in-depth regional study of the anatomy and embryology of thorax, abdomen and pelvis and perineum based on lectures and laboratory dissection. Peripheral nerve pathways to the viscera are stressed.

ANAT 2626 Head and Neck Gross Anatomy (2-4-4)

Prerequisite: ANAT 1625

This course is an in-depth regional study of the anatomy and embryology of the head and neck, based on lectures and laboratory dissection with emphasis on the peripheral nervous system, both cranial and spinal.

ANAT 2646 Neuroanatomy CNS (3-2-4)

Prerequisite: ANAT 2626, PHYS 1510

A course designed to study the central nervous system anatomy and its function.

ANAT 2647 Neuroanatomy PNS (3-2-4)

Prerequisite: ANAT 2646

A course designed to review the integration of the peripheral nervous system with other organ systems. All anatomy courses are reviewed.

BIOCHEMISTRY

Total Clock Hours: 121

Total Credit Hours: 11

CHEM 1515 Biochemistry I (6-0-6) This is a survey course intended to introduce the student to the chemistry and function of biomolecules with an emphasis on their role in human physiology. This course will lead to an understanding of the molecular basis underlying Physiology, Homeostasis, the effects of Subluxation and of its correction. Biochemistry I will also provide a foundation for future courses within Basic Sciences.

CHEM 1516 Biochemistry II (5-0-5)

Prerequisites: CHEM 1515

This course is designed to give the student a broad understanding of the dynamics of metabolism, particularly as it affects human physiology. Emphasis will be on topics that are of interest to chiropractic education, such as wellness and chiropractic adjustments as effective and preventative methods for decreasing the risk factors of many diseases.

MICROBIOLOGY

Total Clock Hours: 132

Total Credit Hours: 11

MICR 1531 Bacteriology and Virology (4-2-5)

Prerequisite: CHEM 1516, CHPM 1525

The course is designed to present fundamental concepts of general pathogenic bacteriology, virology and community health. Major emphasis is given to the clinical manifestations, epidemiology and host/parasite relationship of bacteria and virus. The course provides a basic knowledge of what bacteria and viruses are and the biological properties that make them pathogenic. The probable mechanisms and theories of host resistance and susceptibility to opportunistic, infectious and communicable microorganisms. This course broadens the basic science background of the chiropractic student, thereby enhancing his/her competence as a primary healthcare provider.

MICR 2533 Parasitology and Mycology (3-0-3)

Prerequisite: CHEM 1516, CHPM 1525

The course stresses the clinical manifestations, epidemiology and host/parasite relationship of pathogenic fungi, protozoa and worms. Morphological characteristics of representative species are demonstrated.

MICR 2537 Immunology and Disease Patterns (3-0-3)

Prerequisite: MICR 1531

The components of the immune system and their functions are reviewed with the emphasis on the role of the immune system in defense against infection and immunological diseases. The possible roles of chiropractic effects on resistance and susceptibility are considered.

PATHOLOGY

Total Clock Hours: 99

Total Credit Hours: 8

PATH 2541 Pathology I

(4-0-4)

Prerequisite: ANAT 2626, PHYS 2535

The course is designed to present generalized descriptions of cell/tissue/organ/system changes due to various causes, such as acute and chronic diseases of infectious and non-infectious origins.

PATH 2542 Pathology II

(3-2-4)

Prerequisite: PATH 2541, PHYS 2545

A course that stresses the pathobiology, clinical manifestations, structural and physiological consequences of disease of the human body. An emphasis is given to laboratory study of systemic pathology in which morphological and clinical characteristics associated with disease entities are observed.

PHYSIOLOGY

Total Clock Hours: 264

Total Credit Hours: 24

PHYS 1501 Anatomy and Physiology

(4-0-4)

This course is an introductory overview of the structure and function of the human body. Emphasis is placed on the interrelationships between form and function at the gross and microscopic levels in tissues, organs and organ systems.

PHYS 1510 Cellular and Neuromuscular Physiology

(5-0-5)

Prerequisite: CHEM 1515 (but strongly recommended: take with, or after CHEM 1516), PHYS 1501

A study of the functional basis of the nervous and muscle systems at the cellular, tissue and organismal levels. Includes electrophysiology, synaptic transmission, sensory and motor functions, functional organization of the nervous system, and neural control of muscle function.

PHYS 1525 Visceral Physiology

(6-0-6)

Prerequisite: PHYS 1510

A study of the cardiovascular, renal, respiratory and gastrointestinal systems. Knowledge of these systems will enable students to better understand the basis for protocols used in physical diagnosis and chiropractic patient evaluation. Emphasis will be placed on structure-function correlates and interdependence of these systems for normal functioning of the human body. Selected pathophysiological conditions will be contextually discussed.

PHYS 2535 Physiology Laboratory

(1-4-3)

Prerequisites: PHYS 1525

Laboratory exercises provide students with hands-on experience testing activities that alter cardiovascular, respiratory and motor functions. Students learn how to measure and interpret data from ECG's, EMG's, Respirometers and other instruments. This course applies, reinforces and extends knowledge learned in PHYS 1510 and 1525.

PHYS 2545 Endocrinology

(4-0-4)

Prerequisites: CHEM 1516, PHYS 1525 (Undergraduates may substitute BIO 335 for PHYS 1525)

A study of the actions of hormones on all body functions, with an emphasis on the neuro-endocrine control of hormone secretion and its potential relationship to chiropractic care. The course includes both the physiological and biochemical ramifications of hormone actions in regulating metabolism, growth, reproduction and neural function. Pathophysiological effects of abnormal hormone levels are considered.

DIVISION OF CHIROPRACTIC SCIENCES

Total Clock Hours: 2398

Total Credit Hours: 161

Coursework within the Division of Chiropractic Sciences teaches the student to integrate chiropractic principles, philosophy and office management with the science and art of chiropractic practice. This Division provides the student with the opportunity to develop chiropractic analytical and adjustive skills by applying them to the methods of scientific chiropractic techniques. Technical skills are also integrated with an understanding of chiropractic philosophy, healthy life-styles and ethical principles appropriate to uphold the responsibilities and integrity of a chiropractor in practice. The student is also given the opportunity to learn the necessary office management practices necessary to conduct a successful practice of Chiropractic.

ANALYSIS

Total Clock Hours: 440

Total Credit Hours: 29

ANLS 1610 Primary Evaluation Vaso-Thermal Instrumentation

(1-2-2)

Prerequisites: ANAT 1507

This course introduces the student to the proper utilization of instrumentation for determining areas of possible subluxation. Several types of instrumentation including infrared and thermocouple devices and their interpretation will be presented.

ANLS 1615 Spinal Biomechanics

(2-0-2)

Prerequisite: ANAT 1507, CPAP 1502

This course is designed to give students an in-depth look at the biomechanics and neuromuscular aspects of the spine as it relates to Full Spine Technique. Definitions of terms and points of reference that are used in Full Spine Technique will be covered. Principles relating to the understanding of technique will be taught with the emphasis on intersegmental principles and how it relates to Full Spine Technique.

ANLS 1617 Motion and Static Palpation I

(1-2-2)

Prerequisites: ANAT 1507

This course is offered as an introduction to static and motion palpation of the pelvis and lumbar spine.

ANLS 1618 Motion and Static Palpation II

(1-2-2)

Prerequisite: ANLS 1617

This course is offered as an introduction to static and motion palpation of the cervical and thoracic spine.

ANLS 2620 X-ray Full Spine Analysis

(1-2-2)

Prerequisites: ANAT 1607, RADD 1611

This course will enable the student to analyze full spine x-rays to determine vertebral misalignments. Students will learn to assess radiographic data and utilize it in the correction of spinal subluxations.

ANLS 3715 Muscle, Gait and Posture Analysis

(2-2-3)

Prerequisites: ANLS 1615, DIAG 2740

This course is designed to introduce the students to the concepts of muscle testing. The lecture topics will cover the mechanics of body motion and muscle function, including postural aberrations, and how they apply to the chiropractic subluxation.

ANLS 4720 Advanced Instrumentation

(1-2-2)

Prerequisite: ANLS 3715

This course presents clinicians with information concerning outcome assessment techniques for the detection and evaluation of the subluxation and other conditions. Techniques covered include: thermography, electrodiagnostic procedures including: Surface Electromyography (SEMG), Somatosensory Evoked Potentials (SSEP), Nerve Conduction Velocity (NCV) and other related procedures. The objective of the course is to provide a clinician with a detailed understanding of the various techniques and their usefulness in a clinical setting as well as their practical application.

ANLS 5670 Kinesiology of Sport (MSHS 670)

(4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course offers the study of anatomical and kinesiological principles applied to the qualitative analysis of human motion in sports skills. Topics include movement terminology, muscle mechanics and function, levers, basic mechanics and analysis of various sport skills.

ANLS 5676 Biomechanics of Sport Injury (MSHS 676)

(4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above), ANLS 5670

This course is designed so that students will develop an in-depth understanding of selected biomechanical principles, the action of forces and their application to the study of anatomical structure and the analysis of human motion as related to injury during the performance of sport.

ANLS 5805 Network Spinal Analysis™

(2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

An introduction for the student to the Epstein Models of: Spinal and Neural Integrity, Vertebral Subluxation, Somatic Awareness and the Epstein Model of Wellness. The historical development, current theoretical model applications and existing protocols will be considered.

ANLS 5815 Selected Concepts in Biomechanics (0-2-1)*Prerequisite: CLIN 3609 (10th quarter student or above), RSCH 2501*

This is a seminar-format course designed to expose students to a variety of topics in clinically-related biomechanics as they relate to spinal adjustment, neuromusculoskeletal dysfunction and pathology and patient care. The instructor will offer a series of presentations, most based on peer-reviewed research articles; students are expected to ask questions, express observations and insights and share related information from outside sources.

ANLS 5825 Bio-Geometric Integration (BGI) (0-2-1)*Prerequisite: CLIN 3609 (10th quarter student or above)*

The BGI elective is an integrative course which complements the existing elective package taught at Life University. It is not a technique, but rather an understanding of the philosophy, science and art of Chiropractic based on contemporary science. It integrates concepts of quantum theory, force dynamics, tensegrity, fractal biology, bio-dynamics and systems biology. Its geometric/tensegrity model of the body serves to bridge the gap that often exists for students as they learn several techniques and need to discern which approach to utilize for each individual patient.

CHIROPRACTIC PRACTICE MANAGEMENT**Total Clock Hours: 253****Total Credit Hours: 24**

Course work within Chiropractic Practice Management is organized and presented so that all aspects of the practice of Chiropractic are covered sufficiently to provide the student with complete knowledge and a detailed understanding of the practice and patient management side of the chiropractic profession. The coursework includes, but is not limited to, staffing, marketing, doctor-patient and professional relationships.

CHPM 1501 Personal Development I (1-0-1)

An overview of the professional structure of the chiropractic profession and the concepts of personal branding and reputation management as they relate to practice success.

CHPM 1502 Communication Skills and Diversity (1-0-1)

The student will focus on patient education strategies and communication technologies within a general and diverse patient population necessary to create paradigm shifts in their patients. Specifically, the student will be introduced to the importance of communication skills during procedures like the case history, analysis, report of findings, daily visits, progressive report of findings and the new patient orientation in the sustained growth of their practice.

CHPM 1503 Personal Finance (1-0-1)

This course is designed to help students understand the effect of individual financial choices on their personal, professional and future goals. Students will design personal and professional budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt and credit management; and evaluate and understand insurance and taxes.

CHPM 2504 Life Coaching Seminar I: Personal Development II (1-0-1)*Prerequisite: CHPM 1501, 1502, and 1503*

This course is designed to help the student realize the importance of core values in order to serve their employees, patients and communities. The course will teach the student to create the consciousness and habit of consistent service as they go through school, student clinic and their future practice. This will establish them as a unique provider of high quality customer service in a marketplace that demands the same. This class serves as the "To Serve" course and is the fourth in a series of four themed, personal development courses based on the tenets and Core Values of Life University.

CHPM 2605 Practice Development I: Personal Marketing (1-0-1)*Prerequisite: CHPM 1502*

The student will learn the strategies of operating and maintaining a successful chiropractic practice. These strategies will be an important preparatory for use in Life University's student and outpatient clinic system.

CHPM 2606 Practice Development II: Doctor - Patient Relationship (1-0-1)*Prerequisite: CHPM 2605*

The students, as they approach entering the clinic environment, will focus on patient education strategies and communication technologies necessary to developing paradigm shifts in their patients. Specifically, the student will concentrate on a deeper awareness of communication skills needed as part of the specific Doctor Patient Relationship encounters such as: the case history, analysis, report of findings, daily visits, progressive report of findings and the new patient orientation in the sustained growth of their practice.

CHPM 3608 Life Coaching Seminar II: HIPPA and Marketing (1-0-1)*Prerequisite: CHPM 2605, 2606, and 3607*

Students enrolled in this course will learn to participate in series of communication sessions combining marketing with patient education to enhance their vision for an ideal practice. Discussions will include leadership styles, tools of marketing, understanding basic finance and appropriate patient record communication and confidentiality as proscribed by HIPPA.

CHPM 3609 Practice Management I: Introduction to Practice Management (1-0-1)*Prerequisite: CHPM 2605*

The student will learn the strategies of operating and maintaining a successful chiropractic practice. Specifically, the student is introduced to key areas and considerations for the start-up of a chiropractic practice.

CHPM 4611 Practice Management II: Office and Staffing Procedures (1-0-1)*Prerequisite: CLIN 3608*

The student will learn the strategies of operating and maintaining a successful chiropractic practice. The student will examine the training procedures and practices associated with staffing a chiropractic office.

CHPM 4612 Life Coaching Seminar III: Practice Management III –Systems for Success (1-0-1)*Prerequisite: CLIN 3608*

These courses are intended to build the foundation for conceptually understanding how to develop a high-volume, subluxation-based, cash-driven, lifetime family wellness practice. This class also explores four areas for the student to get started in developing a practice. These are: LIFE's System for Success, Compliance, Team Building and Advanced Marketing.

CHPM 3511 Principles of Marketing (2-0-2)*Prerequisite: CLIN 3608*

This course will study the various aspects of marketing and marketing management. The students will be exposed to the process of business activities that direct the flow of services from the chiropractor to the patient. The primary focus will be on the functions that are responsible for assuring that every aspect of the chiropractor's office focuses on patient relationships by delivering superior value, recognizing that the organization's ongoing relationships with patients, employees and the community are its most important asset. A Marketing Plan with pro-forma income statements will highlight the activities of the student during this courses delivery. Additionally, there will be a section devoted to financial decision making using such tools as Net Present Value of money.

CHPM 4520 Small Business Management (2-0-2)*Prerequisite: CLIN 3608*

In this course, emphasis is placed on the essentials of Entrepreneurship and the operation of a small business enterprise. Participants will understand how "to recognize a need" and determine how best to meet that need. Students will become familiar with starting a small business (i.e. locating funding, qualifying for funding, determining the good and bad related to geographic location, how to organize a project from beginning to end, eliminating waste of project time and money and how to spot problems before they become critical).

CHPM 4700 Chiropractic Practice Management (2-0-2)*Prerequisite: CLIN 3609*

The student will be provided with practice procedures that are used in a chiropractor's office. This course explores the elements necessary for the establishment of the private practice of chiropractic. The student is instructed in the preparation of opening and managing their first practice through the preparations of business and marketing plans, purchasing versus leasing of equipment and other items associated with the opening of a chiropractic practice.

CHPM 4722 Documentation and Coding (2-0-2)*Prerequisite: CLIN 3609*

This course is designed to enhance the ability of future doctors of Chiropractic to document and code the clinical services they provide. The course will focus on helping providers develop clinical decision-making and documentation habits that will support the optimal CPT code for the services rendered. Coding rules for the most common categories of service provided by chiropractors will be presented, and typical problem areas within each of the categories will be discussed.

CHPM 4763 Jurisprudence (3-0-3)*Prerequisite: CLIN 3608*

Legal considerations of the chiropractor and professional malpractice are the basis of this course. Types of organization for

practice, establishment of a practice and a practical analysis of the law of contracts, agency and partnership relating to the chiropractor are included, along with a study of the court system and the chiropractor as an expert witness. Consideration is given to insurance coverage for patients.

CHPM 4773 Ethics and Boundaries**(2-0-2)***Prerequisite: CLIN 3609*

This course will cover the topics of ethics and professional relations from a practical perspective. Using a combination lecture/group discussion format, ethical issues in the context of the chiropractor functioning in his/her community, family and profession will be covered. In addition, the topics of practice styles, broad/narrow scope of practice, risk management, malpractice and professional responsibility will be discussed using actual case examples.

CHIROPRACTIC PRINCIPLES AND PHILOSOPHY**Total Clock Hours: 307****Total Credit Hours: 22**

The courses within Chiropractic Principles and Philosophy provide a theoretical framework for understanding the application of the science of Chiropractic. Through the effective use of deductive reasoning, students begin to understand the vitalistic nature of the human body. The body was “preprogrammed” toward health and balance (homeostasis). Our purpose as Doctors of Chiropractic is to locate and correct any interference to the system in the body that controls and coordinates all functions – the nervous system.

CPAP 1500 Chiropractic Assembly**(0.3-0-0)**

A part of the D.C. curriculum at Life University is a fourteen quarter series of one-hour philosophy lectures. Attendance of three each quarter is required for graduation. These lectures provide the student with an opportunity to receive up-to-date information relating to the current trends within the chiropractic profession – on a local as well as an international level. These seminars further permit ongoing communication and philosophy reinforcement throughout the D.C. curriculum.

Chiropractic Assembly is a quarterly program of one hour assemblies held in the Main Gym. Chiropractic Assemblies are scheduled at 11:00-11:50 a.m. on Thursdays. Chiropractic Assemblies feature invited speakers from within and outside the Life University community, presenting up-to-date information relating to current philosophic, scientific, clinical, political and educational trends within the chiropractic profession, both locally and internationally, as well as presentations related to Life University’s Eight Core Proficiencies. One Assembly each quarter is devoted to communication between the president of the University and the student body. Three Assemblies are offered each quarter, usually during weeks two (2), four (4) and six (6), although the dates may vary depending on the invited speakers’ schedules.

CPAP (1104, 1207, 1304, 2109 Preparation for National Board Exams**(0.3-0-0)**

The College of Chiropractic offers special assemblies – “Preparation for National Board Exams” that are available during winter and summer quarters only. These special assemblies, which are counted toward assembly graduation requirements, are for registered national board examinees. The attending students are presented with discussions of general test-taking and study strategies for either NBCE Part 1 or 2 and focus on the respective and different component exams each week. Student may enroll in either one or two “assemblies” for either PART 1 or Part 2. Credit is given, in part, for every three weeks of participation.

CPAP 1502 Health Care Terminology**(2-0-2)**

This course provides structure for learning the basics of a healthcare vocabulary by integrating in-class instruction with self-paced study. Word-building techniques of combining word roots, prefixes and suffixes are applied to each of the body’s systems and supplemented by an introduction to common associated pathological conditions to provide a foundation for further clinical study.

CPAP 1505 Introduction to Philosophy, Science, and Art of Chiropractic**(2-0-2)**

This introductory course will expose first quarter chiropractic students to the discipline of Chiropractic, its various philosophic, scientific and artistic components, and their relationship to each other and to patient care. It will also introduce students to the metaphysical and epistemological bases for Chiropractic’s separate and distinct healthcare approach, as well as its focus on the neuro-spinal disrelationship embodied in the vertebral subluxation.

CPAP 1525 Lifestyles for Health: An Introduction to Wellness**(1-0-1)**

This course is designed to empower students to assess and improve their health behaviors. Students will learn and apply theories of behavioral change and lifestyle modification through wellness planning in a wellness partnering context. Students will

describe risk factors for prevalent lifestyle-related disorders.

CPAP 1600 Rights and Responsibilities (8-0-0)

Life University has developed a set of Eight Core Proficiencies (ECP) as part of the Vision and Values of the College. These ECP represent a value-based education. Students are expected to engage in classwork and/or seminars that develop understanding, expectations and a set of skills in all eight areas.

CPAP 1605 History of Chiropractic (2-0-2)

Students are introduced to the highlights of the chiropractic profession from its inception in 1895 to the present time. Major names, dates, places and events are discussed. The growth and development of our national organizations, various chiropractic schools and various chiropractic schools of thought in both philosophy and technique are explored.

CPAP 1615 Modern Chiropractic Principles (2-0-2)

Prerequisite: CPAP 1505

The basic metaphysical and biological principles of traditional chiropractic philosophy will be explored in the context of modern scientific and philosophic thought. The roles of energy, information and communication in creating, maintaining and transforming organizational states of matter will be described. The application of these basic principles of intelligent self-organization to living biological systems will be considered, including the specific nature of the organism-wide 'consciousness' traditionally referred to as "innate intelligence."

CPAP 3625 Wellness and Spinal Hygiene (1-2-2)

Prerequisite: CPAP 1525 (effective Summer 2015)

This course is designed to empower students to take responsibility for their health behaviors and to prepare students to assess, mentor and coach their patients in developing and maintaining a healthy lifestyle. The course includes a strong emphasis on spinal and neurological health promotion through patient active interventions and wellness planning. In the laboratory sessions, students develop and present a focused, spinal, health promotion exercise program.

CPAP 3715 Vertebral Subluxation Theories (3-0-3)

Prerequisites: ANAT 2647, DIAG 2740, PHYS 2545

The purpose of this course is to explore the paradigm of the vertebral subluxation complex, including theoretical constructs, pathophysiological mechanisms, components and multisystemic ramifications. The course will also delineate pathways of communication between the nervous, endocrine and immune systems as related to psychoneuroimmunology.

CPAP 4725 Advanced Wellness and Ergonomics (2-0-2)

Prerequisites, PUBH 3684

This course is designed to motivate and encourage students to engage in wellness-oriented lifestyles including physical, mental/emotional and spiritual factors, which promote wellness and prevent disease. Students will develop personal wellness plans for themselves and develop strategies to empower patients, public and communities to participate in health-enhancing lifestyles. Students will become aware of lifestyle and ergonomic factors that affect health both in positive and negative ways. They will participate in corporate and community-based chiropractic/wellness presentations designed to educate and empower individuals and the public to improve their health and quality of life.

CPAP 5705 Issues in Traditional Chiropractic Philosophy (2-0-2)

Prerequisite: Student must be entering 6th qtr. or above, CPAP 1615

The first of three courses given as an elective seminar will provide the philosophically inclined student with the opportunity to deepen and broaden his/her knowledge and understanding of both traditional and modern perspectives on vitalistic chiropractic philosophy and its relationship to Chiropractic's clinical, professional and political issues, as well as the philosophic issues involved in chiropractic's relationship to other biological and healthcare professional philosophies. In this elective, students will explore Stephenson's Chiropractic Textbook in greater detail to form a strong basis for understanding and working to advance Chiropractic's traditional and contemporary principles.

CPAP 5805 Philosophic Issues in Clinical/Professional Practice (2-0-2)

Prerequisite: CPAP 5705

The second of three courses given as an elective seminar will provide the philosophically-inclined student with the opportunity to deepen and broaden his/her knowledge and understanding of both traditional and modern perspectives on vitalistic chiropractic philosophy and its relationship to chiropractic's clinical, professional and political issues, as well as the philosophic issues involved in chiropractic's relationship to other biological and healthcare professional philosophies. In this elective, students will explore clinical applications of chiropractic principles to the question of interference, adjusting and healing/health

theories and inter-professional relationships.

CPAP 5815 Issues in Contemporary Vitalistic/Chiropractic Philosophy (2-0-2)

Prerequisite: CPAP 5805 (or instructor permission)

The third of three courses given as an elective seminar will provide the philosophically-inclined student with the opportunity to deepen and broaden his/her knowledge and understanding of both traditional and modern perspectives on vitalistic chiropractic philosophy and its relationship to chiropractic's clinical, professional and political issues, as well as the philosophic issues involved in chiropractic's relationship to other biological and healthcare professional philosophies. In this elective, students will explore contemporary issues in Vitalism, including Vitalism beyond the chiropractic profession, and begin to work toward the future of chiropractic philosophy.

RESEARCH

Total Clock Hours: 375

Total Credit Hours: 21

RSCH 2501 Introduction to Research Methods (2-0-2)

A course designed for the discussion of classic and current scientific investigations in the field of Chiropractic, which acquaints students with scientific methods and design for clinical, health promotion and wellness studies.

RSCH 3601 Research Methods and Design (2-0-2)

Prerequisite: RSCH 2501

A course designed for the further discussion of classic and current scientific investigations in the field of Chiropractic. Students participate in discovering scientific methods, including issues related to the safety of human participants in research by designing qualitative and quantitative studies related to chiropractic and clinical conditions, health promotion or wellness. Students construct a research design proposal using a standard format.

RSCH 4801 Senior Case Presentation (1-0-1)

Prerequisite: RSCH 3601

The student will prepare a clinical case study. The selection of an appropriate clinical case, a thorough review of the elements of a case study report, how to review the appropriate literature for the reference selections and the systematic construction of the report will be covered in a combination lecture and self-study format. Students participate in research methodology seminar and are required to prepare a written, referenced case study suitable for publication.

RSCH 5686 Individual Research Study (0-12-6 cr)

Prerequisite: RSCH 3601, Instructor's Approval

This course provides the student an opportunity to conduct a research project and write a scientific paper in a specific area of interest under the direction of a faculty member. This course is used by the students who have been accepted into the "Research Track." This research course may be taken in place of specific chiropractic practice management credits from 1-6 credits with an approved research mentor under the auspices of the Office of Sponsored Research and Scholarly Activity.

RSCH 5701 Advance Research Study (0-20-10 cr)

Prerequisite: RSCH 5686, Instructor's Approval

This course provides the student a continued opportunity to conduct a research project and write a scientific paper in a specific area of interest under the direction of a faculty member. This course is generally used by the students who have been accepted into the "Research Track." This research course may be taken as a general elective (outside of the Research Track) credits from 1-10 credits with an approved research mentor under the auspices of the Office of Sponsored Research and Scholarly Activity.

TECHNIQUE

Total Clock Hours: 1023

Total Credit Hours: 65

In each chiropractic technique course, aspects of spinal and extra-spinal management including chiropractic diagnosis, patient evaluation, radiographic analysis, instrumentation and adjustive techniques are presented.

TECH 2701 Upper Cervical Toggle Recoil Technique (2-2-3)

Prerequisites: ANAT 1607, ANLS 1610, 1617

This course focuses on the uniqueness of upper cervical subluxation complex, its relationship to the body as a whole and the history and principles involved in the upper cervical adjusting technique. This course involves atlas and axis analysis, patient placement, doctor's stance and set-up.

- TECH 2711 Full Spine Technique I** (1-2-2)
Prerequisites: ANAT 1607, ANLS 1615, 1618
 This course provides an introduction to selected basic adjustment procedures incorporating the full spine, traction-leverage moves. The student is taught adjustive setup procedures covering lumbar and pelvic areas of the spine.
- TECH 2712 Full Spine Technique II** (1-2-2)
Prerequisites: TECH 2711
 This course provides an introduction to selected basic adjustment procedures incorporating the full spine, traction-leverage moves. The student is taught adjustive setup procedures covering the cervical and dorsal spine while reviewing lumbar and pelvic adjustive moves.
- TECH 3713 Full Spine Technique III** (0-4-2)
Prerequisites: ANLS 1610, 2620, TECH 2712
 This course integrates the inter-segmental specific Full Spine I & II (TECH-2711 and TECH-2712) courses with x-ray interpretation, instrumentation, and motion and static palpation. It provides the student with more comprehensive training in patient analysis and adjusting procedures prior to entering the clinical environment.
- TECH 3812 Gonstead Technique** (2-2-3)
Prerequisite: CLIN 3608
 This class explores the Gonstead Technique as a system of subluxation analysis and correction. Adjustive technique will include side posture as well as the knee chest table and the cervical chair. This class will focus particular attention on patient case management.
- TECH 3837 Extra-Spinal Technique I** (1-2-2)
Prerequisite: ANLS 3715, TECH 3713
 This course will present various protocols for determining and correcting structural and functional problems of the upper extra-spinal areas of the body that may have an effect on the subluxations of the spine.
- TECH 3838 Extra-Spinal Technique II** (1-2-2)
Prerequisite: TECH 3837
 This course will present various protocols for determining and correcting structural and functional problems of the lower extra-spinal areas of the body that may have an effect on the subluxations of the spine.
- TECH 3850 Adjusting Special Populations** (2-2-3)
Prerequisite: CLET 3757, TECH 3713
 A specialized course in the management of the vertebral subluxation complex as applies to special populations including pediatrics, pregnant women, geriatrics and management of the physically disabled patient. Chiropractic analysis and adjusting is explored with various techniques.
- TECH 4822 Thompson Technique** (1-2-2)
Prerequisite: CLIN 3608
 In this course several major methods are explored, utilizing specific drop technique, emphasizing the Thompson method. Implications of the Derefield leg check are addressed.
- TECH 4841 Sacro-Occipital Technique** (2-2-3)
Prerequisite: CLIN 3608
 This course is designed to familiarize students with the basic elements of analysis and correctional procedures employed in S.O.T., including categorization and specific adjusting.
- TECH 4861 Technique Review** (2-2-3)
Prerequisites: TECH, 3812, 3838, 4822
 Students are provided a review of all previously taught techniques with specific emphasis on analysis, detection and removal of subluxation and chiropractic case management.
- TECH 5657 Arthrokinematics & Proprioception of Lower Body (MSHS 657)** (4-0-3)
Prerequisite: CLIN 3609 (10th quarter student or above), TECH 3838
 The study of joint function that is not produced by the action of voluntary muscles. Identification and management of global

proprioceptive deficits and advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

TECH 5658 Arthrokinematics & Proprioception of Upper Body (MSHS 658) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above), TECH 3837

The study of joint function that is not produced by the action of voluntary muscles. Identification and management of global proprioceptive deficits and advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

TECH 5659 Chiropractic Sport Management (MSHS 659) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above), TECH 5657 & TECH 5658

This course provides the study of a systematic process of developing of case management skills as it pertains to sport injury. The course focuses on the more common athletic injuries seen in the clinical and on-field settings. The student learns how to diagnose, rehabilitate and adjust such injuries.

TECH 5702 Advanced Upper Cervical Toggle Recoil Technique (0-2-1)

Prerequisites: TECH 2701

This elective course offers the serious upper cervical student an opportunity to further investigate and apply the knowledge gained in Tech 2701- Upper Cervical Toggle Recoil Technique.

TECH 5801 Atlas Orthogonal Technique (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course covers methods of locating cervical spinal subluxations using the Atlas Orthogonal Technique.

TECH 5811 H.I.O. Upper Cervical Knee Chest Technique (0-2-1)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course is designed to provide each student with the necessary knowledge to apply H.I.O./Knee Chest adjusting technique in a clinical setting. This class will provide knowledge and practice experience in the area of x-ray procedures and analysis, skin temperature differential (pattern) analysis and knee chest adjusting technique.

TECH 5817 Activator Technique (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course is designed to give the student the basic instruction in Activator methods. It is designed to develop the skills necessary for the accurate location and correction of subluxations according to this system. Upon completion of the course, the student should be capable of the following: to accurately locate spinal landmarks and vertebral levels, to perform the leg check procedure, to demonstrate an understanding of the rationale behind the activator analysis and correction and to demonstrate skill in the application of the Activator correction.

TECH 5821 Grostic Technique (2-0-2)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course will enable the student a method of patient care for the upper cervical subluxation complex. Upon successful completion, the student will be able to determine and quantify the relationships of the Occipital-Atlanto-Axial articulations as they relate to each other, calculate the correction vectors and apply those vectors necessary to reduce the misalignment. The course will include the supine leg check and instrumentation as it pertains to the assessment of the patient.

TECH 5823 Advanced Thompson Technique (0-2-1)

Prerequisite: CLIN 3609 (10th quarter student or above), TECH 4822

The Advanced Thompson Technique's purpose is to instruct and enable the student to apply more extensive and detailed analysis and adjustment beyond what is presented in Technique 4822.

TECH 5827 Torque Release Technique (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides an introduction to selected basic instrument adjusting procedures incorporating a low-force, full spine adjusting technique based on the tonal model. The student is taught adjusting procedures covering the cranium, cervical, thoracic, lumbar, ilium, sacrum and coccyx areas of the spine.

TECH 5831 Clinical Biomechanics of Posture (CBP) (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides an introduction to CBP, including history, philosophy and research, structural rehabilitation of the spine

and adjusting procedures of the entire spine.

TECH 5832 Advanced Grostic Procedure Technique (0-2-1)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course will provide the student with a practical application of the procedures presented in the Grostic Technique course, to include the analysis of radiographs, the adjustment and the management of a patient.

TECH 5835 Introduction to Applied Kinesiology (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

The student is taught and shown precise manual muscle testing procedures for the entire body. Various applied kinesiology sensory receptor challenges are utilized to evoke muscle testing outcomes in a decision making process that guides the clinician through evaluation of the Vertebral Subluxation Complex (VSC) as well as neurologically based hands-on pain relief procedures. The principle of mechanoreceptor activity blocking nociceptive activity is presented, with particular emphasis on manipulations of the atlanto-occipital area, all other spinal segments, foot and ankle joints and trigeminal nerve innervated tissues for pain relief.

TECH 5843 Technique for Cranial and Visceral Dysfunction (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

To instruct students in advanced methods of subluxation detection and corrections according to the work of Dr. Major Bertrand DeJarnette and other notable S.O.T. practitioners

TECH 5865 Advanced Pediatric Technique (2-2-3)

Prerequisite: DIAG 3765, TECH 3850

This course provides the student with advanced information related to the delivery of chiropractic care to the pediatric and prenatal patient. This course will encompass many of the growing challenges seen in a primary care, family-based practice, ranging from the variety of disabilities today's children face, dealing with traumatic injuries, assessing the specialized nutritional needs of children and the emerging necessity of understanding pediatric neurology. Specific examination and adjusting techniques will be demonstrated and described in the accompanying lab section.

TECH 5870 Cox Flexion Distraction Technique (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

An integrative, diagnosis and technique course (lecture and lab) that covers the epidemiology, biomechanics, diagnosis, treatment and management of lower back and lower extremity pain. Emphasis will be placed on assessment and treatment utilizing Cox flexion distraction technique.

DIVISION OF CLINICAL SCIENCES

Total Clock Hours: 2497

Total Credit Hours: 179

The Division of Clinical Sciences consists primarily of courses that teach students to directly apply the science of Chiropractic from an academic, clinical knowledge and skill standpoint. Areas of clinical education diagnosis, psychology, public health and radiology; technology and pathology comprise the subject areas within this division. Coursework also provides the student with the opportunity to acquire the knowledge and skills necessary in the development of a primary healthcare clinician.

CLINICAL EDUCATION (Academics)

Total Clock Hours: 418

Total Credit Hours: 30

CLET 3757 Clinical Skills (2-4-4)

Prerequisites: ANAT 2647, ANLS 1618, DIAG 2725, 2735, 2740, MICR 2533, 2537, PATH 2542, PHYS 2535, 2545, PUBH 1517, RADD 2711,

This course will focus on the fundamentals of the patient interview, examination findings and assessment of data, differential diagnosis, diagnostic testing strategies, case management and patient communication. Students will review and refine clinical skills related to all focused regional examinations. This course will be presented in the form of lectures, team-based group discussions and labs.

CLET 3826 Head and Neck Clinical Case Integration (3-2-4)

Prerequisites: ANLS 3715, CLET 3757, RADD 2712, 3511, TECH 2701, 2712

This course will focus on the conservative management of common cervical spine syndromes. Students will be introduced to the

functional model of cervical spine syndromes via appropriate assessment, rehabilitation and management strategies. Appropriate radiographs, lab data, advanced imaging and other diagnostic information will be reviewed in the lab setting while clinical skills specific to the topic will be refined under the guidance of a faculty instructor. Each clinical topic will culminate in a weekly case conference to ensure understanding of key concepts, clinical reasoning and appropriate case management strategies. The course will integrate a variety of teaching techniques from traditional lectures to case-based and team-based learning exercises.

CLET 3828 Lumbar-Pelvic Clinical Case Integration (3-2-4)

Prerequisites: ANLS 3715, CLET 3757, RADD 2712, 3511, TECH 2701, 2712

The course will present clinical topics that relate to the low back and specific neurological disorders through actual patient case files and integrate appropriate chiropractic management or co-management for each topic. Basic concepts will be presented in a lecture format, and students will apply the knowledge gained by participating in small group, case-based exercises. Appropriate radiographs, lab data, advanced imaging and other diagnostic information will be reviewed in the lab setting while clinical skills specific to the topic will be refined under guidance of a faculty instructor. Each clinical topic will culminate in a weekly case conference to ensure understanding of the key concepts, clinical reasoning and appropriate case management strategies. The class project for this course will consist of an oral patient case presentation in their small-group lab.

CLET 3835 Visceral Clinical Case Integration (6-0-6)

Prerequisites: CLET 3757, DIAG 3743, 3745, RADD 3717

This course will present clinical topics and concepts that relate to common conditions of the cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, vascular, lymphatic, integumentary and nervous systems. Pattern recognition of common disorders relating to these systems will be emphasized, and appropriate radiographs, lab data, advanced imaging and other diagnostic information will be reviewed. Benefits, precautions and risks associated with chiropractic management or co-management of these patients will also be discussed.

CLET 4840 Extremity Clinical Case Integration (3-2-4)

Prerequisites: CLET 3757, RADD 3512, 3714, TECH 3838

This course will focus exclusively on the extremities and their multiple related disorders. A strong emphasis will be placed on orthopedic and neurological musculoskeletal diagnosis while integrating assessment of data, differential diagnosis, diagnostic testing strategies, case management and outcomes assessment. Students will review and refine clinical skills related to specific examinations of the shoulder complex, elbow, wrist, hand, hip, pelvis, knee, ankle and foot. Chiropractic and co-management factors will be carefully considered. The course will be presented in a lecture and lab format utilizing case-based learning.

CLET 4862 Advanced Clinical Case Integration I (3-2-4)

Prerequisites: CLET 3826, 3828, 3835, 4840, CLIN 3710, PSYC 3605, PUBH 3717, 3725, 4747, RADD 3718, (RADD 4820 Strongly Recommended), TECH 3812, 3850

This course will present clinical topics and concepts that relate to special patient groups and patients with multiple health concerns through actual patient case files and integrate appropriate chiropractic management or co-management for each topic. Appropriate radiographs, lab data, advanced imaging and other diagnostic information will be reviewed in the lab setting while clinical skills specific to the topic will be refined under the guidance of a faculty instructor. Each clinical topic will culminate in a weekly case conference to ensure understanding of the key concepts, clinical reasoning and appropriate case management strategies. The course will integrate a variety of teaching techniques from traditional lectures to case-based and team-based learning exercises.

CLET 4870 Advanced Clinical Case Integration II (3-0-3)

Prerequisites: CLET 3826, 3828, 3835, 4840, CLIN 3710, RADD 4820

This course will present clinical topics and concepts that relate to more complex cases — cases with multiple health concerns and special case management issues through actual patient case files — and integrate appropriate chiropractic management or co-management for each topic. Students will apply their knowledge of these topics and demonstrate their clinical reasoning skills by individually completing individual case-based exercises and small-group file review exercises.

CLET 4874 Advanced Clinical Case Topics (0-2-1)

Prerequisites: CLET 3826, 3828, 3835, 4840, CLIN 3710, CHPM 4763, 4773, RADD 4820

This course focuses on advanced clinical topics that are presented by sources from within and outside LUC. This course will

broaden the student's clinical knowledge, awareness and attitudes through attending guest lectures, participating in panels of expert discussion, completing web-based exercises and, in certain cases, the observation of outside activities.

DIAGNOSIS

Total Clock Hours: 715

Total Credit Hours: 51

DIAG 2725 Visceral Diagnosis

(4-4-6)

Prerequisites: ANAT 1625, PHYS 1525

This course enables the student to acquire and demonstrate a knowledge base in anatomy, physiology and visceral pathology, as well as the clinical presentations of visceral disorders. Special emphasis is placed upon the chiropractic approaches to these processes and their potential neurological origins. This knowledge base includes clinical presentations, which will enable the student to provide proper chiropractic care and/or referral when indicated. Students are required to demonstrate proficiency in the performance of the physical examination and clinical assessment of visceral disorders. The concepts of critical thinking and differential diagnosis are introduced in this class.

DIAG 2730 Orthopedic Diagnosis

(3-4-5)

Prerequisite: ANAT 1607, 1615

This course is a survey and introduction to the principles of orthopedic diagnosis. It provides the student with a basic understanding of the orthopedic examination of the spine and extremities. The student must demonstrate proficiency in skills required to perform these orthopedic examinations as applied to chiropractic practice.

DIAG 2735 Clinical Laboratory Studies

(3-4-5)

Prerequisites: DIAG 2725, MICR 1531

This course is intended to enhance the student's understanding of clinical laboratory findings as related to disorders of the human organism, including vertebral subluxation. The student will learn in lecture basics of clinical laboratory tests, the significance of high and low values and how to correlate abnormal test results found on a clinical laboratory report in order to ascertain a clinical impression.

In laboratory, students will learn to perform, analyze and interpret the Routine Urinalysis and the Complete Blood Count, including hematocrit. Additionally, they will learn venipuncture technique and the determination of blood glucose in peripheral blood. Throughout the quarter, development of critical thinking skills will be a primary concern. Students will be given case studies, including some abnormal laboratory tests, and will be asked to produce an impression or working diagnosis from these histories and explain the rationale of their conclusions.

Students will interpret and/or perform a minimum of 25 complete urinalysis, 2 venipuncture, 20 blood glucose readings and 20 complete blood count. Transfer students must audit the course, and in lab, perform the required tests.

DIAG 2740 Neurological Diagnosis

(4-2-5)

Prerequisite: ANAT 2646, DIAG 2730

The signs, symptoms and pathophysiology associated with diverse disorders of the nervous system, including biomechanical, congenital, infectious, metabolic, toxic and degenerative conditions, are delineated in this course. Neurology as related to Chiropractic is emphasized. Students are evaluated on their performance of the neurological examination relative to their competence, professional demeanor and the ability to establish patient rapport.

DIAG 3743 Gastroenterological Diagnosis

(2-0-2)

Prerequisite: DIAG 2725, PUBH 3617

The working of the gastrointestinal tract in health and disease and its relationship with the systemic disease conditions, nutritional processes, the musculoskeletal and nervous systems are detailed in this course. Special attention is drawn to functional gastrointestinal complaints commonly seen in the chiropractic office and how these may be related to a variety of disorders. Case management of a series of conditions amenable to conservative care is discussed as are indications for appropriate referral.

DIAG 3745 Genitourinary Diagnosis

(2-0-2)

Prerequisites: DIAG 2735

The course is designed to give students a strong background in understanding the genitourinary system from a clinical

chiropractic viewpoint. Genitourinary problems are varied and common in practice and are often related to Vertebral Subluxation Complex. Due consideration is given to the necessity of the presence of a third party as a proper office procedure. AIDS is discussed in significant detail in this course.

DIAG 3750 Special Senses Diagnosis (3-2-4)

Prerequisites: DIAG 2725, 2740, PHYS 2535

This course provides students with an in-depth consideration of the sensory organs (eyes, ears, nose and throat), including both normal and abnormal findings as related to the Vertebral Subluxation Complex. The student's knowledge base incorporates normal and abnormal clinical findings within the realm of special senses, as well as basic dermatological findings that will be illustrated and categorized. Students will demonstrate proficiency in performing examinations of the eyes, ears, nose and throat. Those conditions most commonly encountered in chiropractic practice are emphasized. The chiropractic management of these conditions will be discussed as they relate to the Vertebral Subluxation Complex.

DIAG 3755 Geriatric Diagnosis (2-0-2)

Prerequisites: CLET 3757, DIAG 3743, 3745, RADD 3713

This course provides details of the special problems presented by the elderly patient as they are related to the delivery of chiropractic care. Chronic afflictions of the aged receive special emphasis. Students will integrate all elements of patient histories to identify the pathophysiological process(es) responsible for primary and secondary problems.

DIAG 3765 Pediatric Diagnosis (2-0-2)

Prerequisite: ANAT 2647, DIAG 3743, 3745, PSYC 3505, RADD 3714

This course provides the student with information related to the delivery of chiropractic care to the pregnant female and the newborn infant as well as to the ongoing care of the developing infant through adolescence. Various febrile diseases and developmental abnormalities receive special emphasis. Students will integrate all elements of patient history to identify the pathophysiological process(es) responsible for primary and secondary problems.

DIAG 3835 Integrated Diagnosis Laboratory (4106) (0-2-1)

Prerequisites: CLET 3757, CLIN 3701, DIAG 3743, 3745, 3750

Physical examination skills will be refined under the guidance of a faculty instructor through weekly, skills-based labs.

DIAG 5650 Injury Assessment of the Lower Body (MSHS 650) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides the systematic evaluation of exercise-induced injuries to the lower body including the hip and groin. Prevention and management of these injuries are also considered.

DIAG 5652 Injury Assessment of the Upper Body (MSHS 652) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides the systematic evaluation of exercise-induced injuries to the upper body, including the head, neck and low back. Prevention and management of these injuries are also considered.

DIAG 5753 Introduction to Functional Neurology and Basic Eye Movements (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

The student will be introduced to the concepts of functional neurology, the uses of neurologic procedures as a means of rehabilitation, and will cover the signs, symptoms, pathophysiology and neural aspects associated with oculomotor disorders delineated in this course. Intervention in oculomotor disorders as related to Chiropractic is emphasized. Students are evaluated on their performance of the neurological examination and their ability to integrate and apply their understanding of the neural basis for oculomotor disorders into a holistic strategy of chiropractic-based intervention.

DIAG 5757 Vestibular Functional Assessment and Rehabilitation (2-2-3)

Prerequisite CLIN 3609 (10th quarter student or above)

The signs, symptoms, pathophysiology and neural aspects associated with vestibular disorders are delineated in this course. Intervention in vestibular disorders as related to Chiropractic is emphasized. Students are evaluated on their performance of the neurological examination and their ability to integrate and apply their understanding of the neural basis for vestibular into a holistic strategy of chiropractic-based intervention.

DIAG 5841 Neurological Basis of Behavioral Disorders (2-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

The signs, symptoms, pathophysiology and neural aspects associated with childhood behavioral disorders are delineated in this

course. Intervention in childhood behavioral disorders as related to Chiropractic is emphasized. Students are evaluated on their performance of the neurological examination and their ability to integrate and apply their understanding of the neural basis for behavioral disorders into a holistic strategy of chiropractic-based intervention.

DIAG 5865 Advanced Pediatric Diagnosis (2-0-2)

Prerequisite: DIAG 3765

This course provides the student with advanced information related to the delivery of chiropractic care to the pediatric and prenatal patient. This course will encompass many of the growing challenges seen in a primary care, family-based practice, including the variety of disabilities today's children face, dealing with traumatic injuries, assessing the specialized nutritional needs of children and the emerging necessity of understanding pediatric neurology. Students will integrate higher levels of differential diagnosis as the skill of triage is taught to prepare participants to identify subtle pathophysiological processes being seen regularly in a pediatric practice.

PSYCHOLOGY

Total Clock Hours: 55

Total Credit Hours: 5

PSYC 3505 Human Development (2-0-2)

This is a survey course of the study of human growth and development throughout the life span. Content is structured according to the biosocial, cognitive and psychosocial development of each stage. Ethnic and cultural variations will be discussed where appropriate. Knowledge of the content will enable the chiropractor to identify the stages of development of their patients and to distinguish normal from abnormal development.

PSYC 3605 Clinical Psychology (3-0-3)

Prerequisite: PSYC 3505

This course provides student with descriptions of various aspects of mental health and illness according to the Diagnostic and Statistical Manual of Mental Disorders (DSM) diagnostic criteria. The content of this course supports Chiropractic by enabling the student to recognize abnormal vs. normal behavior in their patients and to consider this behavior while providing chiropractic care and/or need for appropriate professional referrals. This class will also briefly review the historical beginnings of psychology and theoretical orientations, techniques and treatments.

PUBLIC HEALTH

Total Clock Hours: 1041

Total Credit Hours: 59

PUBH 1517 Basic Nutrition (5-0-5)

Prerequisite: CHEM 1516, CHPM 1525

An overview of carbohydrates, lipids, proteins, vitamins and minerals is presented in detail in this course. Practical aspects of planning and consuming a healthy diet are emphasized. Additional topics include weight management, eating disorders, sports nutrition and changing nutrition needs throughout the life cycle. Non-nutrient dietary components, such as phytochemicals and fiber, are also discussed.

PUBH 3515 Public and Environmental Health (2-0-2)

Requires: Student must be entering 6th qtr. or above.

This course gives the students a fundamental understanding of the impact and workings of the United States Public Health System on the local, state, federal and private levels. The scope of public health, its history, organization and coverage of important current topics such as "Healthy People 2010" will be discussed. Other topics reviewed but not limited to are: CAD (Complementary Alternative Medicine), Diet in the USA, Medicating of children, acute and chronic diseases, disease control, environmental hazards such as global warming and specific public health responsibilities of the healthcare practitioner.

PUBH 3615 Emergency Procedures (0-2-1)

Prerequisite: DIAG 2725, 2740, PUBH 3515

This course emphasizes the development of student skills in recognition of symptoms of illnesses, injuries and correct procedures of emergency care, in addition to emergency differential diagnostic protocol. Additional didactic and practical instruction in the subjects of toxicology and cardiopulmonary resuscitation are also presented.

PUBH 3617 Nutrition and Health (2-0-2)

Prerequisite: PUBH 1517

This course focuses on the relationship between diet and good health and also addresses methods for assessing the nutritional

status of a patient. Dietary recommendations for prevention of disease and management of common conditions are emphasized.

PUBH 3625 Clinical Toxicology (2-0-2)

Prerequisite: DIAG 2735, PUBH 3515

This course is intended to enhance the student's understanding of clinical pharmacology as related to disorders of the human organism, including vertebral subluxation. The student will learn in lecture to develop a basic working knowledge of pharmacokinetics for the more common medications currently being used today, understanding their toxicity and how they develop, how they interact with other medications, contraindications and commonly used alternatives that impact those medications. The student will also learn how over-the-counter medications impact the individual and medications prescribed to them.

PUBH 3684 Functional Restoration and Active Care (2-0-2)

Prerequisite: CPAP 3625

This course is an introduction to the active care practice for the chiropractor. The integrated nature of the kinetic chain is emphasized, and assessment, functional rehabilitation and reactivation strategies are discussed with a focus on the neuromechanics of the spine and core stability. Upon successful completion of this course, the student will understand the integrated nature of the kinetic chain with respect to normal and faulty spinal stabilization strategies, and will be competent in the assessment of deviation from normal structure and function in key kinetic chain. Required Curricula Class for NBCE PT Eligibility

PUBH 3717 Clinical Nutrition (2-0-2)

Prerequisite: PUBH 3617

This course focuses on the relationship between diet and disease. Emphasis will be placed on dietary and nutrition recommendations for management of conditions which significantly impact an individual's ability to consume, digest, absorb and/or metabolize foods and nutrients.

PUBH 3725 – Toxicology and Substance Abuse (2-0-2)

Prerequisite: PUBH 3625

This course presents the student clinician with a working knowledge of the fundamental components of addiction and addiction management. Emphasis is placed on the important role that chiropractic care can play in the management of addictions. The neurological mechanisms of addictions are also delineated in detail.

PUBH 4747 Obstetrics/ Gynecology/Proctology (*PUBH 4205 lec and 4208 lab) (4-2-5)

Prerequisite: CLET 3835

This course provides the student with an understanding of the potential disorders specific to the functions of the female body from puberty through pregnancy and into menopause. Emphasis is placed upon structure and function in relation to the necessity for chiropractic care or referral. This course also emphasizes the development of student skills in performing both gynecological and proctological assessments. The student will be able to recognize normal vs. abnormal findings.

This course also includes 10 gynecological examinations and 10 proctological examinations performed on mannequins.

*Transfer students may get credit for lecture portion and be required to take or audit the Lab to fulfill graduation completion requirement.

PUBH 5541 Physiological Therapeutics - Adjunct Procedures (MSHS 541) (3-2-3)

Prerequisite: CLIN 3608

This course is designed for those who will be utilizing physiological therapeutic modalities to augment their treatment and care programs. Instruction on the use of various electrotherapy, acoustical and mechanical devices, as well as safe and effective procedures are covered. Required Curricula Class for NBCE PT Eligibility

PUBH 5543 Physiological Therapeutics - Rehabilitative Procedures (MSHS 543) (3-2-3)

Prerequisite: CLIN 3608

This course is designed for those who will be utilizing rehabilitative procedures in conjunction with various modalities to augment their treatment and care program. Instruction on therapeutic/rehabilitative exercises as well as treatment protocols are covered. Also included are discussions on the use of thermotherapies and soft tissue work in conjunction with exercise. Required Curricula Class for NBCE PT Eligibility

PUBH 5545 Physiological Therapeutics Clinical Practicum – (Clinical Therapeutic & Rehabilitative Procedures) (0-6-0)

Prerequisite: PUBH 5541, 5543 (or MSHS 541, 543)

This course, coordinated via the C-HOP Rehabilitation Center, will afford the student an opportunity to apply the various

rehabilitative procedures and therapeutic modalities to augment patient management. To successfully pass and complete this course, a minimum of 30 patient encounters is required. This 0 credit course will bill the same as 1 credit of tuition. Required Curricula

Class (or PUBH 5850) for California and Ohio License Eligibility

PUBH 5850 Physiological Therapeutics – Advanced Clinical Practicum

(0-150-0)

Prerequisite: PUBH 5541, 5543 (or MSHS 541, 543)

This course, coordinated via the C-HOP Rehabilitation Center, will afford the student an opportunity to apply the various rehabilitative procedures and therapeutic modalities to augment patient management. To successfully pass and complete this course, a minimum of 150 hours of clinical physiological therapeutics practicum with 30 patient encounters is required. This 0 credit course will bill the same as 1 credit of tuition. Recommended Curricula Class for Maryland (can be also used for California or Ohio License Eligibility).

PUBH 5600 Exercise Physiology (MSHS 600)

(4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

The study of the physiological responses and adaptations to exercise in terms of how they relate to human performance limitations, training effects and health-related benefits. Emphasis will be given to a study of the components of physical fitness. Exercise metabolism and nutrition will be covered.

PUBH 5612 Exercise Testing & Prescription (MSHS 612)

(3-2-3)

(Prerequisite: PUBH 5600)

This course provides the study of the fundamental principles of exercise testing and prescription for healthy and diseased states. Ergometry commonly employed in human performance labs, clinical settings and health clubs will be evaluated. Topics discussed include medical screening, strength testing, power and flexibility, anaerobic and aerobic fitness assessment, body composition, exercise prescription and metabolic calculations.

PUBH 5624 Strength Training and Development (MSHS 624)

(4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course examines the design and implementation of various types of resistance training programs, the underlying neuromuscular and physiological basis for various types of resistance training exercises, and the acute responses and chronic adaptations to resistance training exercise.

PUBH 5642 On-Field Emergency Care (MSHS 642)

(2-0-2)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course offers the comprehensive study of the assessment and management of traumas and medical emergencies that occur in sports. The course focuses on the life-threatening conditions that occur to the head, neck, chest, abdomen and spinal cord. Physiological, environmental and physical processes that lead to these life-threatening injuries are examined.

PUBH 5646 Therapeutic Agents (MSHS 646)

(3-2-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides the study of selected physical agents commonly used in athletic training. Topics include hydrotherapy, massage, thermotherapy, cryotherapy and traction.

PUBH 5648 Principles of Therapeutic Exercise (MSHS 648)

(4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above)

This course provides the study of the basic principles and techniques used to rehabilitate joints, muscles and other soft tissue conditions. This course is required in the special interest curricula and athletic training.

PUBH 5865 Pediatric Health Challenges

(2-0-2)

Prerequisite: DIAG 3765, PSYC 3605, TECH 3850

This course provides the student with advanced information related to assessing more common presenting problems now being seen in chiropractic pediatrics. This class structure will encompass the many neurobehavioral as well as the physical challenges seen in a primary care, family-based chiropractic office. Students will become proficient in these topics and build their clinical reasoning skills through a multi-modal learning experience through learning chiropractic, neurological and functional rehabilitative treatment methods.

RADIOLOGY

Total Clock Hours: 440

Total Credit Hours: 31

RADD 1611 Normal Radiographic Anatomy and Anomalies I (1-1-1.5)

Prerequisite: ANAT 1607

This course presents a delineation of normal radiographic anatomy along with fundamental principles of interpretation with a primary focus on the spine. Students will learn to assess radiographic data in order to distinguish between normal radiographic findings and abnormal findings that may be indicative of underlying pathophysiological processes.

RADD 2501 X-ray Physics (3-2-4)

This course will enable the student to acquire and then demonstrate knowledge of x-ray physics. This course covers the theory of x-ray production, photon properties, radiographic image resolution, x-ray systems and their components. Also included are the implementation of a radiographic facility in private practice, quality assurance, radiobiology and radiation safety practices.

RADD 2612 Normal Radiographic Anatomy and Anomalies II (1-1-1.5)

Prerequisite: ANAT 1507, RADD 1611

This course presents a delineation of normal radiographic anatomy along with fundamental principles of interpretation with a primary focus on extremities. Students will learn to assess radiographic data in order to distinguish between normal radiographic findings and abnormal findings that may be indicative of underlying pathophysiological processes.

RADD 2711 Skeletal Radiology A (3-1-3.5)

Prerequisite: RADD 2612

This course encourages the development of a systematic and logical approach to the detection and evaluation of skeletal abnormalities via radiographic procedures. Interpretive skills are introduced that enable students to understand bone development and recognize basic radiographic signs and pathologies. Topics covered include bone anatomy and physiology, radiographic signs of bone and joint pathology, introduction to CT and MRI, metabolic bone diseases and extremity arthritis. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 2712 Skeletal Radiology B (2-1-2.5)

Prerequisite: RADD 2711

This course encourages the development of a systematic and logical approach to the detection and evaluation of skeletal abnormalities via radiographic procedures. Interpretive skills are reinforced that enable students to understand bone development and recognize basic radiographic signs and pathologies. Topics covered include review of rheumatoid type arthritis, skeletal tumors, osteomyelitis, avascular necrosis and Paget's disease. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 3511 Spinal X-Ray Positioning (1-2-2)

Prerequisites: RADD 1611, 2501

This course provides the study of the technical aspects of safely conducting radiographic examinations, including measurement, positioning of the axial skeleton, technique factor selection, radiation protection and equipment set-up and operation. Emphasis is on the projections commonly used in chiropractic practice. Students are required to demonstrate proficiency in the techniques of full spine positioning.

RADD 3512 Extra Spinal X-Ray Positioning (0-2-1)

Prerequisites: RADD 2501, 2612

This course completes a student's study of osseous radiographic positioning. Radiographic positioning of the appendicular skeleton is studied in detail, as are film size, collimation, immobilization, patient shielding and film marking. Students are required to demonstrate proficiency in the techniques of extremity positioning.

RADD 3620 Radiology Report Writing (0-2-1)

Prerequisites: PATH 2542, RADD 2712

This class is designed to give the student the experience of composing written narrative reports with a primary focus on learning the basics of writing a detailed and accurate radiology report. Emphasis will be placed on appropriate format and language usage within the report's heading, body, impressions and recommendations sections. The radiological reports will be written on a variety of normal and abnormal cases, exposing the student to diverse pathologic processes. Emphasis on recognition of normal versus abnormal anatomy is also stressed.

RADD 3701 Radiographic Quality and Critique (0-2-1)

Prerequisites: RADD 2712, 3511, 3512, 3620

This course is a review and an expansion to the radiographic quality knowledge base. This course will provide instruction on an

approach for determining the merits of a radiographic film/series' quality and demonstrate the means for related critique toward the constant improvement of radiographic procedures in an office setting. Emphasis is directed toward the demonstration, identification and causes of radiographic errors and artifacts. Discussions on the formulation of a technique chart and the quality of anatomical structures are included.

RADD 3713 Skeletal Radiology C (2-1-2.5)

Prerequisite: RADD 2712

This course continues the development of a systematic and logical approach to the detection and evaluation of skeletal abnormalities via radiographic procedures, including advanced imaging. Interpretive skills are reinforced that enable students to understand bone development and recognize basic radiographic signs and pathologies. Topics covered include roentgenometrics, radiographic congenital anomalies, review of extremity degenerative and inflammatory arthritic disorders, and spinal degenerative arthritis, including DISH and spinal neuropathic arthritis. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 3714 Skeletal Radiology D (2-1-2.5)

Prerequisite: RADD 3713

This course continues the development of a systematic and logical approach to the detection and evaluation of skeletal abnormalities via radiographic procedures, including advanced imaging. Interpretive skills are reinforced that enable students to recognize basic radiographic signs and pathologies. Topics covered include inflammatory spinal arthritis, scoliosis, hematological disorders, skeletal dysplasias and skeletal trauma, including upper and lower extremity fractures and spine trauma. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 3717 Soft Tissue Radiology A (2-1-2.5)

Prerequisite: RADD 3714

This course provides a logical approach to the detection and evaluation of chest abnormalities via radiographic procedures, including plain film and advanced imaging. Interpretive skills are reinforced that enable students to understand and recognize basic radiographic signs and pulmonary/mediastinal pathologies. Topics covered include chest radiographic technology, pulmonary and mediastinal anatomy, pulmonary radiographic signs of airspace and interstitial disease, as well as acute pulmonary infections and pulmonary cavitation. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 3718 Soft Tissue Radiology B (3-1-3.5)

Prerequisite: RADD 3717

This course continues a logical approach to the detection and evaluation of chest and abdominal abnormalities via radiographic procedures, including plain film and advanced imaging. Interpretive skills are reinforced that enable students to understand and recognize basic radiographic signs and pulmonary/mediastinal and plain film abdominal pathologies. Topics covered include bronchial disorders; occupational/inhalational lung disease; chronic granulomatous lung disease; pulmonary tumors both primary and metastatic; COPD; pneumothorax; diseases of the pleura mediastinum and diaphragm; pulmonary circulatory disorders, including pulmonary hypertension, pulmonary edema and thromboembolic disease; cardiac disorders, including cyanotic and noncyanotic heart disease; and plain film abdomen, including calcifications and ileus. Correlation to related clinical findings for assessment of chiropractic significance is stressed.

RADD 4820 Advanced Imaging (2-0-2)

Prerequisite: RADD 3718

This course presents information concerning advanced imaging for the detection and evaluation of musculoskeletal and other conditions. Techniques covered include Magnetic Resonance Imaging (MR), Diagnostic Ultrasound (DUS), Single Photon Emission Computed Tomography (SPECT), Positron Emission Tomography (PET), Electron Beam Tomography (EBT), Bone Densitometry, Nuclear Medicine and Computed Tomography. The objective of the course is to provide a basic understanding of the various techniques, their clinical indications, contraindications and usefulness in a clinical setting.

DIVISION OF CLINICS

Total Clock Hours: 801-1791

Total Credit Hours: 32-68

The Division of Clinics is committed to providing quality patient care and excellence in clinical education through the continued

development of clinical competencies and the development and practice of the knowledge, attitudes and skills necessary to start into chiropractic practice.

The objective of the Division of Clinics is to provide the student supervised practical experience in integrating the philosophy, science and art of Chiropractic through the observation and delivery of chiropractic care to patients in a clinical environment. Clinic courses occur concurrently throughout the Doctor of Chiropractic Program, while the student is completing the basic, clinical and chiropractic sciences, and culminate in the clinic practicum courses during the final quarters of their experience.

Observation and supervision of student interns by clinic faculty begins at an early stage in a student's career. After having had an introduction to body structures, function, malfunction and diagnosis, and the fundamentals of basic techniques of spinal adjusting, students begin observing and providing care for classmates on a reciprocal basis. As students mature through the educational and clinical processes, they begin to broaden their experiences through work with student families and outpatients. Patient progress, records and procedures are evaluated and compared in various clinical forums.

CLINICAL EDUCATION (Clinical Setting)

Observation, interaction and supervision with clinic faculty begins at an early stage in a student's career. During the first six quarters of scholastics, the student is also acclimated to their future clinical environments. After having had an introduction to body structures, function, malfunction and diagnosis, and the fundamentals of basic techniques of spinal adjusting, students will observe clinical care of classmates. These opportunities to observe procedures and protocols and interact with future clinical mentors are in order to provide a smoother transition from academics to clinical settings.

CLINICAL EDUCATION (Clinical And Competency Examinations)

A Clinical Knowledge Competency Test (CKCT) is a written exam covering the six quarters of basic sciences courses that is given to students prior to entry into student clinic. Two Objective Structured Clinical Examinations (OSCE), which are multi-station practical examinations, are also given. These OSCE are designed to measure the interns clinical competency and enable them to proceed to higher levels of clinical involvement. Students who are unable to successfully complete a specific examination are not permitted to advance. Specific competencies measured in OSCE are the case history, neuromusculoskeletal examination, physical examination and x-ray interpretation. Full spine technique and motion palpation will also be tested.

CLINIC PRACTICUM COURSES:

These courses are opportunities to acquire clinical experience required for graduation. As the individual student progresses, an increasing variety of techniques may be utilized, and an increased level of performance and responsibility is expected. Mentoring through direction, supervision and the practical application of patient care by the clinic faculty is provided in all clinic practicum courses. Students are evaluated according to their ability to demonstrate clinical competence, as well as completion of quantitative and qualitative clinical requirements, and they are graded on a Pass/No Pass basis for each Practicum course.

Three-Level Clinical System

By creating a multi-level approach to clinical education, an infrastructure has been developed to allow for a more integrated approach to patient care and a more structured approach for attaining increasing levels of responsibility in the delivery of chiropractic care while contributing to the overall goals of the College of Chiropractic.

Level I Clinic experience encompasses the Pre-Clinic courses in quarters 1-7 as well as the Clinic Intern experience in the Campus Center for Health and Optimum Performance (CC-HOP) during quarters 8 and 9. Level I Clinic is where basic clinical competencies are developed. It will provide an environment where there will be close faculty supervision. In this environment, the patient experience is more time consuming than what would be expected in a Level II or Level III clinic. The majority of patients in a Level I clinic should not be complex cases. Progressing to Level II clinic requires, in addition to other requirements, meeting the clinical minimum requirements of 50 adjustments and five exams.

Level II Clinic experience encompasses the Clinic Intern experience in the Center for Health and Optimum Performance (C-HOP) during quarters 10, 11 and 12. Level II is where students will continue to develop clinical competency and critical thinking skills. Although clinical competency development continues, the student now needs access to a larger volume and variety of patients with a range of conditions. In this setting, the student must be able to be mentored from faculty with significant patient management expertise. In a Level II clinic, complex cases are expected and needed, will include a variety of specialties (i.e., radiology, orthopedics, rehabilitation, pediatrics, nutrition or sports) and provide the expertise required of a chiropractic clinic in an educational environment. Progressing to Level III clinic requires, in addition to other requirements,

meeting the clinical minimum requirements of 140 adjustments, 15 exams and 20 x-rays.

Level III Clinic experience encompasses the Clinic Intern experience in off-campus facilities during quarters 13 and 14. These clinical opportunities may be experienced in one of Life University's Community Outreach Clinics, International clinics, or perhaps in the office of a Life University extension faculty in the local area, out of state, internationally or even in a military teaching hospital setting. Level III is where the student will begin integration into a broader healthcare environment and be exposed to an increased range, variety and complexity of cases. Patient management must reflect a heightened skill in clinical time management without compromising care standards or the patient's sense of receiving excellent care. In addition, this experience will allow for direct interaction with the business aspects of running a practice in a variety of settings. Requirements for graduation will be completed during this level of clinical education.

Level I Clinic (1st – 9th Qtr.)

Knowledge from individual courses in the Basic, Clinical and Chiropractic Sciences will be integrated and applied. The focus is on developing fundamental skills through perception, comprehension and the discovery of definitive characteristics required for student application.

CLIN 1501 (1st) Clinical Patient Experience I (0-1-0)

This course provides first quarter students the opportunity for initial exposure to the clinic system, allowing students to become patients in the clinic and/or be involved in the clinical experience by observing clinic procedures and patient assessment procedures. Students are introduced to federal confidentiality guidelines and begin to appreciate the significance of protected health information.

CLIN 1502 (2nd) Clinical Patient Experience II (0-1-0)

This course is a continuation of CLIN 1501. The student will continue to be involved in clinical experiences through observing patient and intern assessment procedures. Students will begin to gain understanding and appreciation for the roles and responsibilities of a Doctor of Chiropractic while acquiring skills in establishing a doctor-patient relationship by observing patient care encounters and intern assessment procedures. Basic clinic processes and procedures are introduced, and expectations of student behavior while in clinic are reinforced. Patient confidentiality concepts are further explored.

CLIN 1503 (3rd) Clinical Patient Observation I (0-1-0)

Pre-Requisites: CLIN 1502

This course allows students to begin to develop the ability to interact with patients, interns and clinic faculty, learning appropriate patient dialogue and interprofessional communication skills. Students begin to integrate and apply the knowledge, skills and attitudes acquired from classroom training throughout different patient encounters.

CLIN 2504 (4th) Clinical Patient Observation II (0-1-0)

Pre-Requisites: CLIN 1502

This course introduces students to basic concepts of the patient health record and health record maintenance models. Clinical documentation strategies are introduced, laying a foundation which can be built upon in future courses. Students are given an opportunity to relate these concepts with processes utilized in the LUCG clinic system as well as observe a case management review. Students begin to become familiar with the business aspects of a chiropractic practice.

CLIN 2505 (5th) Clinical Recording History and Chiropractic I (0-1-0)

Pre-Requisites: CLIN 2504, DIAG 2725

This courses provides students the opportunity to continue to interact professionally with patients, understand appropriate patient dialogue, deepen and enhance listening and empathy skills and observe how to overcome barriers in communication with patients. Students continue to integrate the knowledge, skills and attitudes acquired during classroom training through practical application with increased responsibility. Students become more familiar with clinic operations, business forms and procedures, and how to incorporate classroom training into the daily experience of how a clinic functions.

CLIN 2506 (6th) Clinical Recording History and Chiropractic II (0-1-0)

Pre-Requisites: CLIN 2505

This course is a continuation of CLIN 2505 and will provide a more hands-on approach to patient care through participation in the clinical encounter. The student will assist a clinic intern during the patient encounter to further develop clinical competencies addressing psychomotor skills, cognitive and affective competencies.

CLIN 3507 (7th) Student Clinic Orientation (1-2-3)

Pre-Requisites: CLIN 2506

The student is presented with an introduction to the clinic policies and procedures located in the Life University Clinic Intern Handbook and also patient care procedures with emphasis on Patient Privacy (HIPAA), Case Management Review (CMR), record documentation and adjusting, utilizing the Full Spine and Life Toggle techniques.

The student will also be presented with, from previous courses, a review of educational material that will emphasize practical situations. The students will be expected to continue to build upon their foundation to integrate information obtained from their patient interactions. These interactions may include patient's history, physical examination, laboratory tests, radiographic studies and chiropractic analysis in order to develop a working diagnosis and case management plan, including goals and appropriate outcomes for care.

Successful completion of this course also requires documentation of current CPR certification.

CLIN 3601 (7th) Clinical Knowledge Competency Test (CKCT) (0-2-0)

Prerequisites: ANAT 2647, ANLS 1618, DIAG 2725, 2735, 2740, MICR 2533, 2537, PATH 2542, PHYS 2535, 2545, PUBH 1517, RADD 2711

The student is expected to be able to demonstrate and integrate basic science with chiropractic and clinical science. Their integrative knowledge basis is expected in order to proceed toward using and developing their skills within a clinical setting.

CLIN 3608 (8th) Student Clinic I Practicum (0-6-3)

Prerequisites: ANLS 3715, CLET 3757, CLIN 3507, 3601, DIAG 2735, 3750, RADD 2712, 3511, TECH 2701, 3713*
*(*Documented CPR certification is required)*

This course provides a transitional experience from the classroom into active patient care delivery. Students continue in their development of clinical competency through patient care in the Student Clinic. This course provides opportunities to build on acquired patient case management experiences, continuity of care concepts, providing mentoring to lower quarter students and continuing to develop clinical and reasoning skills. Patient care takes place under close supervision and direction of Student Clinic faculty clinicians who continually assess the student's clinical competency.

CLIN 3609 (9th) Student Clinic II Practicum (0-6-3)

Prerequisites: CLIN 3608

This course is a continuation of CLIN 3608. The student continues with active student and student family patient care while mentoring lower quarter students under the guidance and supervision of a faculty clinician who assesses the intern's clinical competency on a continuing basis.

CLIN 3701 (9th) Objective Structured Clinical Examination (OSCE) (0-1-0)

Prerequisites: CLIN 3608, DIAG 3750, 3745, 3743, RADD 3713

The CLIN 3701 OSCE is a multi-station practical examination that is designed to measure the interns' clinical competency. Specific competencies measured include the case history, physical examination, neuromusculoskeletal examination and x-ray interpretation. Full spine technique and motion palpation will also be tested (given the fourth week of the quarter). The CLIN 3701 OSCE is intended to ensure that an Intern possesses the necessary skills, knowledge and abilities to enter the junior level, outpatient clinic at Life University College of Chiropractic (LUCC). The student is expected to pass an Observed Structured Clinical Examination in order to enter CLIN 3710 Practicum.

CLIN 3709 (9th) Outpatient Clinic Orientation (0-2-1)

Pre-Requisites: CLIN 3608

This course provides a more in-depth perspective to the clinic policies and procedures located in the Life University Clinic Intern Handbook with special emphasis on outpatient care procedures, including Patient Privacy (HIPAA), Case Management Review (CMR) and record documentation.

Level II Clinic (10th– 12th Qtr.)

Knowledge and skills acquired during the Level II experience provide a framework for further developing critical thinking skills. The focus is on refinement of fundamental skills by accomplishing competencies clearly and deliberately through practical application with ever-increasing levels of expertise.

Level II Practicum Courses

These courses are opportunities to acquire clinical experience required for graduation. As the individual student progresses, an

increasing variety of techniques may be utilized, and an increased level of performance and responsibility is expected. Mentoring through direction, supervision and the practical application of patient care by the clinic faculty is provided in all clinic practicum courses. Students are evaluated according to their ability to demonstrate clinical competence, completion of quantitative and qualitative clinical requirements and are graded on a Pass/No Pass basis for each Practicum course.

CLIN 3710 (10th) Junior Clinic Outpatient I Practicum (0-6-3)

Prerequisites: CLIN 3609, 3701, 3709, CPAP 3715, PUBH 3615 RADD 3512, 3620, 3713

Interns begin to provide care for outpatients while continuing in their development of clinical competency through a variety of patient care encounters. The clinic faculty doctors take primary responsibility for the student's clinical education and the direction and management of patient care. Interns continue to be assessed daily by faculty clinicians. Demonstration of ability to exercise increased clinical responsibility is expected.

CLIN 4711 (11th) Junior Clinic Outpatient II Practicum (0-6-3)

Prerequisites: CLIN 3710

This course is a continuation of CLIN 3710. Interns continue to provide care to outpatients and continue in their development of clinical competency through continued care of patients in a Life University outpatient facility while under the direct supervision of a faculty clinician. Interns are expected to be able to handle a wide range of clinical presentations and continue to be assessed daily by faculty clinicians.

CLIN 4712 (12th) Junior Clinic Outpatient III Practicum (0-6-3)

Prerequisites: CLIN 4711

This course is a continuation of CLIN 4711. Interns are expected to continue to handle the entire range of day-to-day clinical activities. Interns continue to provide care to outpatients and continue in their development of clinical competency through continued care of patients in a Life University outpatient facility while under the direct supervision of a faculty clinician. Interns continue to be assessed daily by faculty clinicians and are expected to pass an Objective Structured Clinical Examination (OSCE) along with this course in order to advance in clinic.

CLIN 4801 (12th) Objective Structured Clinical Examination (OSCE) (0-1-0)

Prerequisites: CLIN 4711, CLET 3826, 3828, 3835, 4840, DIAG 3755, 3765, 3835, PUBH 3717, 4747, RADD 3718, TECH 3838

The CLIN 4801 OSCE is a multi-station practical examination that is designed to measure the Intern's clinical competency. Specific competencies measured include the case history, critical thought, physical examination, neuromusculoskeletal examination and x-ray interpretation.

CLIN 4812 (12th) Level III Clinic Experience Orientation (0-1-0)

Prerequisites: CLIN 4711

This course is designed to orientate an intern to their potential Level III Clinic Practicum experiences. An intern will be provided with the various choices of experiences currently available and specifically be guided through the information and paperwork needed to apply for a PEAK (Practice Excellence Art and Knowledge) practice, domestically (locally or out-of-state) or internationally.

Level III Clinic (13th and 14th Quarter)

Skill development and knowledge acquired provide a framework for continued development of critical thinking skills. The focus is on continued refinement of fundamental skills by accomplishing competencies clearly and deliberately through practical application with ever-increasing levels of expertise. Graduation requirements are expected to be completed during this level.

Level III Practicum Course Descriptions

Students are utilizing all of the skills necessary to manage a wide range of patient presentations. Students will demonstrate the ability to accept graduated responsibilities in conjunction with delivering patient care. Opportunities exist that allow students to expand their patient care and cultural knowledge and understanding by participating in this senior level clinic experience.

These courses are opportunities to acquire mandatory clinical experience. As the individual progresses, an increasing variety of techniques may be utilized, and an increased level of responsibility is demanded. Close supervision and control by the supervising clinician are provided in all clinic practicum courses. Students are evaluated according to their ability to demonstrate clinical competence, completion of quantitative clinical requirements and are graded on a Pass/No Pass basis.

All chiropractic care, educational components or community participation conducted while an intern is enrolled in a CLIN course will remain congruent with the standards of care and education that occur in the Life University College of Chiropractic,

its clinics and are required by the Council on Chiropractic Education.

P.E.A.K.: Performance, Excellence, Art and Knowledge: Clinic P.E.A.K. option is a clinical experience that will offer the highest level of instruction and practical skills development. Interns will have the unique opportunity to work under the direct supervision of a Life University Extension Faculty member providing chiropractic care in a private office.

OUTREACH: The Outreach option is a clinical experience that encourages community participation with a service oriented mindset. This is a special opportunity to serve the underemployed, unemployed or otherwise disadvantaged population. Under the direct supervision of Life University clinic faculty, your clinical knowledge and skills will be enhanced by a challenging and complex patient base.

The LIFE Sport Science Institute (LSSI)

The LIFE Sport Science Institute (LSSI) option is a clinical experience that focuses on the care of high performance athletes. Life University's vitalistic chiropractic orientation to optimizing personal physical performance is one of the most successful ways of achieving athletic success. LSSI interns will have the unique opportunity to work under the direct supervision of Life University faculty members providing chiropractic care to the LIFE athletic community via a Sport Health Science practicum and Level III clinic opportunities. Under the supervision of faculty, students have the opportunity to gain expertise in providing:

- Chiropractic care
- Multi-disciplinary injury assessment, care and recovery
- Rehabilitation and athletic training
- Kinetic chain assessment
- Rehabilitation strategies

INTERNATIONAL CLINIC: This option is a clinical and cultural experience that will offer the highest level of engagement, with both patients and citizens of the chosen international destination. Interns will have the unique opportunity to work under the direct supervision of Life University faculty member(s) providing chiropractic care in a chiropractic division of a hospital and/or local community health center and rotate through a variety of clinical departments within the hospital while observing the clinical procedures of other health professions. In addition, interns will reside in the assigned country and have the opportunity to experience and acquire an appreciation of the culture through tourist activities and participating in community and social events.

GAVA: Georgia Veterans Administration Hospital. This option is a clinical and cultural experience that will offer the highest level of engagement with both patients and citizens of the chosen destination. Interns will have the unique opportunity to work under the direct supervision of Life University faculty member(s) providing chiropractic care in a chiropractic division of a hospital and/or local community health center and rotate through a variety of clinical departments within the hospital while observing the clinical procedures of other health professions.

Double P.E.A.K. Policy

Simultaneous registration for CLIN 4813 and CLIN 4814 (*See #3 below)

Those students entering the Level III clinic program may request permission to participate in a double P.E.A.K., if the following criteria are met:

1. If no on campus coursework is scheduled during the school week (Mon.-Fri.) during the double P.E.A.K. quarter.
2. The student has no other holds or restrictions that would prohibit registration for a double P.E.A.K.
3. *If a student requests, CLIN 4814 may be substituted for by CLIN 4834 (Immersion Clinic) or CLIN 5854 (International Immersion Clinic). This will allow the student to complete up to six elective credits by enrolling in a P.E.A.K. Immersion course.
4. The office in which the student is placed is capable of meeting, at minimum, the hours, adjustments and other requirements that would be associated with the selected double P.E.A.K.

The student must make the request for a double P.E.A.K. through the office of the Executive Director of Level III Clinic Programs and receive additional approval from the Director of Clinic Advisement, the Dean of Clinics and the Dean of Instruction.

If approved, the student may be registered for double P.E.A.K. with the understanding that they will be held to the cumulative standards associated with participation.

LEVEL III Clinic Choices - Must take at least two of following

(Depending on a student's choice, completion of a minimum 12 or 18 credits of electives is required to graduate)

CLIN 4813 (13th) Level III Clinic Practicum I (0-14-7)

Prerequisites: CLIN 4712, 4801, TECH 3850, 4822

Interns continue to manage outpatients in conjunction with licensed faculty doctors. Interns are now able to utilize all of the technique and diagnostic tools taught in the core curriculum. Opportunities exist that allow Interns to expand their patient care knowledge and understanding by participating in optional clinical experiences. Interns are in the final stages for preparing for their entrance into the practice of Chiropractic.

OR

CLIN 4814 (14th) Level III Clinic Outpatient Practicum II (0-14-7)

Prerequisites: CLIN 4813 or 5833

Interns are utilizing all of the skills necessary to manage a wide range of patient presentations. Interns will demonstrate the ability to accept graduated responsibilities in conjunction with delivering patient care. Opportunities exist that allow Interns to expand their patient care knowledge and understanding by participating in supervised clinical experiences. Interns will complete their quantitative requirements in anticipation of graduation.

OR

CLIN 4834 Level III Immersion Practicum (0-24-12)

Prerequisites: CLIN 4813 or 5833

Interns are utilizing all of the skills necessary to manage a wide range of patient presentations. Interns will demonstrate the ability to accept graduated responsibilities in conjunction with delivering patient care. Opportunities exist that allow Interns to expand their patient care knowledge and understanding by participating in supervised clinical experiences. Interns will complete their quantitative requirements in anticipation of graduation. Interns are immersed in one Adjunct Faculty's private practice. Credit is given in place of CLIN 4814 and up to six credits toward the general elective graduation requirement.

OR

CLIN 5833 Level III Immersion Practicum Elective (0-24-12)

Prerequisites: CLIN 4712, 4801, TECH 3850, 4822

Interns continue to manage outpatients in conjunction with licensed faculty doctors. Interns are now able to utilize all of the technique and diagnostic tools taught in the core curriculum. Opportunities exist that allow Interns to expand their patient care knowledge and understanding by participating in optional clinical experiences. Interns are in the final stages for preparing for their entrance into the practice of Chiropractic. Interns are immersed in one Adjunct Faculty's private practice. Credit is given in place of CLIN 4813 and up to six credits toward the general elective graduation requirement.

OR

CLIN 5854 Level III International Practicum Elective (0-30-12)

Prerequisites: CLIN 4712, 4801, TECH 3850, 4822

In clinical setting outside the United States, Interns are utilizing all of the skills necessary to manage a wide range of patient presentations. Interns will demonstrate the ability to accept graduated responsibilities in conjunction with delivering patient care. Opportunities exist that allow interns to expand their patient care knowledge and understanding by participating in optional clinical experiences. Interns will be working toward completing or have already completed their quantitative requirements in anticipation of graduation. Credit is given in place of CLIN 4813 or CLIN 4814 and up to six credits toward the general elective graduation requirement or may be used for the education experience after completing all minimum clinical quantitative requirements.

OTHER CLINIC ELECTIVES

CLIN 5600 Clinic Re-entry/Entry Exam (0-0-0)

This course is designed to assess a student's skills, after a clinic absence of one or more quarters, for placement back into or transfer into the clinic practicum environment. Assessment is offered twice each quarter.

CLIN 5700 (10th) Student Clinic Practicum Elective (0-0-0)

Prerequisites: CLIN 3609 and not taken or "NP" OSCE/CLIN 3701 and CLIN 5600 (Clinic Re-entry test if applicable)

This course is for ninth quarter interns who are academically ineligible to participate in the next student clinic – CLIN 3710 – but wish to continue the opportunity to maintain and continue to develop clinical skills in the student clinic environment. This 0 credit course will bill the same as 1 credit of tuition.

CLIN 5800 (13th) Outpatient Clinic Practicum Elective (0-0-0)

Prerequisites: CLIN 4712 and not taken or “NP” OSCE/CLIN 4801 and CLIN 5600 (Clinic Re-entry test if applicable)

This course is for thirteenth quarter interns that are academically ineligible to participate in the Level III outpatient clinic choices – i.e. CLIN 4813 – but wish to continue the opportunity to maintain and continue to develop clinical skills in the outpatient clinic environment. This 0 credit course will bill the same as 1 credit of tuition.

CLIN 5823 (14th) Level III Practicum Elective (0-0-0)

Prerequisites: CLIN 4801 and CLIN 5600 (Clinic Re-entry test if applicable)

This course is for fourteenth quarter interns or above who wish to limit their participation in the Level III clinic choices but will continue the opportunity to maintain and continue to develop clinical skills in the Level III clinic environment. This 0 credit course will bill the same as 1 credit of tuition.

Cross-listed Elective Courses

Physiotherapeutics Adjunctive and Rehabilitative Procedures

Life University, recognizing the need for chiropractic students to meet certain chiropractic licensing board requirements in physiological therapeutics, offers a two-course sequence within the Department of Sport Health Science in the College of Graduate and Undergraduate Studies, PUBH 5541 – Adjunctive Procedures 3 credits (AKA... MSHS 541- 4 credits), and PUBH 5543 – Rehabilitative Procedures 3 credits (AKA... MSHS 543 - 4 credits).

To satisfy the 120 hours instruction in physiological therapeutics required by the National Board of Chiropractic Examiners and most states, Life University students must successfully complete PUBH 3684 – Functional Restorative and Active Care – 2 credits (required for all students) and the two above-mentioned electives, PUBH 5541 and PUBH 5543 (three credits each in the DCP). Please note registration of MSHS 541 & MSHS 543 are charged 4 credits. Each program, upon successful completion, will award/transfer the appropriate credit toward the respective degree.

Physiotherapeutics Clinical Practicums

Two additional physiotherapeutic practicum courses are offered (for 0 credit), PUBH 5545 Physiotherapeutic Clinical Practicum and PUBH 5850 Physiotherapeutic Advanced Practicum, to assist students in documenting clinical physiotherapeutics procedures and practicum time as required for licensure eligibility in some states. These two courses are coordinated through the C-HOP Rehabilitative Center (For Maryland, California and Ohio).

While these courses are accepted by many state licensing boards and by the National Board of Chiropractic Examiners, students should refer to the laws and applicable rules with regard to the current licensing requirements in each state in which they intend to seek licensure.

Life University accepts for-credit equivalent physiological therapeutics courses taught by other accredited Colleges of Chiropractic. However, students are responsible for determining whether particular state licensing boards to which they wish to apply will allow the course taken at another College of Chiropractic to satisfy a physiological therapeutics requirement.

Life University does not accept, for elective credit, those courses taught through any college/school of Chiropractic's program of postgraduate education, as such programs are not accredited.

Other Cross-listed Electives (from Graduate Program - SHS Dept.)

The following elective courses, although being listed previously above, represent the specific, cross-listed courses made available from the College of Graduate and Undergraduate Studies. These courses can be used toward the minimum 18 credits of elective requirement for the Doctor of Chiropractic degree.

ANLS 5670 Kinesiology of Sport (MSHS 670) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course offers the study of anatomical and kinesiological principles applied to the qualitative analysis of human motion in sports skills. Topics include movement terminology, muscle mechanics and function, levers and an introduction to kinematics and kinetics of human motion.

ANLS 5676 Biomechanics of Sport Injury (MSHS 676) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above), ANLS 5670)

This course is designed to introduce students to the force-motion relationships within the musculoskeletal system and the various techniques used to understand these relationships. Topics include the biomechanics of major joints, tissues and structures of the musculoskeletal system such as bone, cartilage, tendon, ligament, nerve and muscle. The student will utilize the concepts learned to investigate the injuries in specific sports.

DIAG 5650 Injury Assessment of the Lower Body (MSHS 650) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course provides the systematic evaluation of exercise-induced injuries to the lower body, including the hip and groin. Prevention and management of these injuries are also considered.

DIAG 5652 Injury Assessment of the Upper Body (MSHS 652) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course provides the systematic evaluation of exercise-induced injuries to the upper body, including the head, neck and low back. Prevention and management of these injuries are also considered.

PUBH 5600 Exercise Physiology (MSHS 600) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

The study of the physiological responses and adaptations to exercise in terms of how they relate to human performance limitations, training effects and health-related benefits. Emphasis will be given to a study of the components of physical fitness. Exercise metabolism and nutrition will be covered.

PUBH 5612 Exercise Testing & Prescription (MSHS 612) (3-2-3)

(Prerequisite: PUBH 5600)

This course provides the study of the fundamental principles of exercise testing and prescription for healthy and diseased states. Ergometry commonly employed in human performance labs, clinical settings and health clubs will be evaluated. Topics discussed include medical screening, strength testing, power and flexibility, anaerobic and aerobic fitness assessment, body composition, exercise prescription and metabolic calculations.

PUBH 5624 Strength Training and Development (MSHS 624) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course examines the design and implementation of various types of resistance training programs, the underlying neuromuscular and physiological basis for various types of resistance training exercises and the acute responses and chronic adaptations to resistance training exercise.

PUBH 5642 On-Field Emergency Care (MSHS 642) (2-0-2)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course offers the comprehensive study of the assessment and management of traumas and medical emergencies that occur in sports. The course focuses on the life-threatening conditions that occur to the head, neck, chest, abdomen and spinal cord. Physiological, environmental and physical processes that lead to these life-threatening injuries are examined.

PUBH 5646 Therapeutic Agents (MSHS 646) (3-2-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course provides the study of selected physical agents commonly used in athletic training. Topics include hydrotherapy, massage, thermotherapy, cryotherapy and traction.

PUBH 5648 Principles of Therapeutic Exercise (MSHS 648) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above))

This course provides the study of the basic principles and techniques used to rehabilitate joints, muscles and other soft tissue conditions. This course is required in the special interest curricula and athletic training.

TECH 5657 Arthrokinematics & Proprioception of Lower Body (MSHS 657) (4-0-3)

(Prerequisite: CLIN 3609 (10th quarter student or above), TECH 3838)

This course provides the study of lower extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

TECH 5658 Arthrokinematics & Proprioception of Upper Body (MSHS 658) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above), TECH 3837

This course provides the study of upper extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

TECH 5659 Chiropractic Sport Management (MSHS 659) (4-0-3)

Prerequisite: CLIN 3609 (10th quarter student or above), TECH 5657 & TECH 5658

This course provides the study of a systematic process of the developing of case management skills as it pertains to sport injury. The course focuses on the more common athletic injuries seen in the clinical and on-field settings. The student learns how to diagnosis, rehabilitate and adjust such injuries.

**“Nothing is so contagious as a man with a made-up mind,
or a person who is enthusiastic.
Enthusiasm moves mountains and topples fortresses.”**

LIFE[®]
University

SECTION TWELVE
POST GRADUATE EDUCATION



POSTGRADUATE EDUCATION

12

The Department of Postgraduate Education is a unit of the Department of Professional Enrichment on the Life University campus. The mission of the department is to educate students, graduates, professionals and the lay public through courses grounded in a set of core life proficiencies, equipping them to be skilled and knowledgeable in areas of health care and living. To fulfill this mission, the department offers high quality, integrative programs in Chiropractic, biology, nutrition, sport health science, general studies and business.

The majority of states in the United States, provinces of Canada and countries in Europe require yearly educational courses to maintain the license of the chiropractor. This department offers numerous seminar programs on and off campus and across the country to facilitate this requirement. These courses and the instructors are credentialed by a committee of knowledgeable academic educators.

The Department of Postgraduate Education is dedicated to providing quality programs that enable the Doctor of Chiropractic, student of Chiropractic and general studies and business professionals to continue their quest for knowledge.

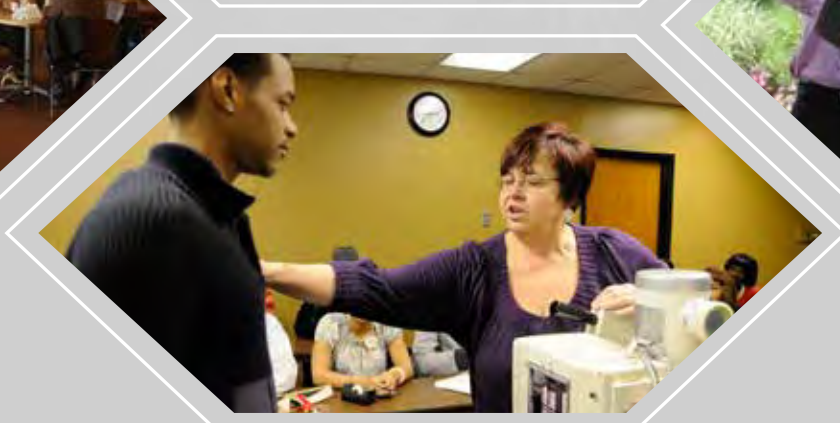
A yearly calendar of schedules and fees can be accessed online at www.LIFE.edu/Academics/Post-graduate/Post-graduate-calendar/.

1269 Barclay Circle,
Marietta, GA 30060
770-426-2753
1-800-543-3406
Fax 770-426-2716



LIFE[®]
University

SECTION THIRTEEN
**COLLEGE OF GRADUATE AND
UNDERGRADUATE STUDIES**



MISSION STATEMENT

The Mission of the Life University College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.



COLLEGE ORGANIZATION

The department chairs for each of the academic programs report directly to the Dean of the College of Graduate and Undergraduate Studies on issues of program accreditation, graduate policy, assessment and program development. There are five departments in the College of Graduate and Undergraduate Studies: Natural Sciences and General Studies, Nutrition, Sport Health Science and Positive Human Development. The Undergraduate and Graduate Curriculum Committee is responsible for overseeing curricula.

Career Information

Information about careers is presented under each specific degree program.

UNDERGRADUATE STUDIES

General Application Procedures

Students applying to Life University must pay a \$50.00 application fee. Upon receipt of the acceptance letter, an additional \$100.00 is required to reserve your seat. Applications for admission to Life University may be obtained by writing the Office of Enrollment Services (Admissions), 1269 Barclay Circle, Marietta, GA 30060, by telephoning 800.543.3202 or 770.426.2884 or by e-mailing to Admissions@LIFE.edu.

Application Schedule

A student may begin his/her course of study at Life University in any quarter as applications for admission are accepted quarterly throughout the year. All admissions requirements should be met and all official documentation received in the Office of Enrollment Services (Admissions) 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation.

Required Application Materials:

1. Completed application including application fee.
2. Final official high school/college transcripts with at an overall minimum grade point average of a 2.0 on a 4.0 grading scale from all institutions attended. Passing GED scores and home schooled students accepted. (Final official high school transcripts must reflect date of graduation.) Students with less than 60 semester/90 quarter hours of college-level credit must submit an official high school transcript and test scores.
3. American College Test (ACT) with a composite score of at least a 19 (including writing portion) or Scholastic Aptitude Test (SAT) with a combined score of a 1460 (including the essay portion) sent directly from the testing center, listed on the high school transcript, or faxed copy from student. The Higher Education Policy Commission requires that all freshmen submit the American College Test (ACT), or Scholastic Aptitude Test (SAT) scores, except applicants who graduated from high school five years or more ago. (Applicants who graduated from high school five years or more ago and who lack test scores must pass special placement exams or designated English and Mathematics prerequisites before they are permitted to enroll in courses in English and Mathematics.) ACT or SAT test scores are used for placement of students in English and Mathematic courses, scholarship and loan applications, academic counseling, determining eligibility for certain degree programs, and in part, to meet NCAA athletic eligibility requirements. The SAT Code for Life University is 7006.
4. Applications are considered in the order in which they are received. Any student falsifying admissions or registration information is subject to immediate dismissal from Life University.

5. Applications are considered in the order in which they are received. Any student falsifying admissions or registration information is subject to immediate dismissal from Life University.

Criminal Record

All applicants must reveal whether they have a criminal record and cooperate by providing complete information for its review. A record of serious criminal convictions, particularly for a felony, may disqualify an applicant for admission.

In addition, all prospective or enrolled students in the nutrition programs must reveal whether they have a criminal record and cooperate by providing full information for its review as it may pertain to nutrition education and licensure.

A record of serious criminal convictions, particularly for a felony, disqualifies an applicant for licensure in most states.

FINANCIAL AID INFORMATION

A student must have at least half-time status in a program of study to apply for financial aid. You cannot combine credits from more than one program to meet the half-time status. If your registration changes from when you were awarded, you must contact the Financial Aid Office. See or call the Financial Aid Office if you are unsure of your financial aid status.

- Undergraduates will be awarded based on 15 hours per quarter.
- Graduate students will be awarded based on 12 hours per quarter.
- Doctor of Chiropractic Program students will be awarded based on 25 hours per quarter.

Failure to pay all charges due on a student's account will restrict his or her ability to register for future quarters, receive (order/ send) official transcripts and diplomas, or graduate with a degree.

Reminder: A student must have at least half-time status in a program of study to qualify for most types of financial aid. For financial aid purposes, half-time enrollment status in Life University's graduate programs is a minimum of 5 credit hours. 9 credit hours is considered full-time. Students who plan to skip enrolling in classes for one or more quarters should notify the Registrar in writing.

If a student withdraws from a class, refunds of tuition paid are given based on a sliding scale depending on the date of withdrawal from the class. No refund of tuition or fees is made for withdrawn courses when a student is dismissed, suspended, or expelled for disciplinary reasons.



ADMISSION REQUIREMENTS

Admissions Procedures

For all categories of applications, communications and files are maintained by the Office of Enrollment Services (Admissions). Recommendations for admission status are sent directly to the Dean of the College of Graduate and Undergraduate Studies or through the Undergraduate Admissions Committee. Recommendations for Admission Status, including denial, are confirmed by the Dean.

Study in the Undergraduate Program is comprehensive, challenging and demanding. Every student is expected to be a professional leader and an example of good character and goodwill in the community. The University has, therefore, set specific requirements for the following categories of admission.

Early High School Graduates

If a high school student has met all high school graduation requirements by the end of the fall semester of the senior year, s/he may be provisionally admitted for the spring semester of the senior year as a freshman student under the following conditions:

1. All general freshman admission requirements are met;
2. High school counselor must submit a letter indicating that the student has met all high school graduation requirements but will not receive a diploma until her/his graduating class receives the diploma;

- Registration will be permitted for one term only. Students will not be permitted to register for subsequent terms until final high school transcript with graduation date has been received.

If a student cannot provide the aforementioned documentation, s/he may apply as an Early Entry student (see Early Entry section). Early High School Graduates and Early Entry students are not eligible for financial aid and may not reside on campus.

Freshman Admission Requirements – Full Acceptance

Students with less than 20 quarter (14 semester) hours of transferable college credit must meet freshman admission standards. The following minimum academic standards are required for full admission into the undergraduate programs within the College of Graduate and Undergraduate Studies (CGUS):

- A 2.0 GPA from high school or a passing GED score.
- A minimum SAT score of at least 1460 (if the SAT included the new writing portion of the exam) or a minimum ACT score of 19. Please check with the Office of Enrollment Services if you took the SAT or ACT tests prior to the addition of the writing portion of the tests. SAT/ACT tests must be retaken if students have been out of school at least five years.

Transfer Admission Requirements

Transfer Students with 20 quarter (14 semester) or more hours of transferable college credit must meet the following minimum academic standards for admission into the undergraduate programs within the College of Graduate and Undergraduate Studies (CGUS):

- Transfer students must have official transcripts forwarded from all accredited institutions, colleges, or universities attended. High school transcripts must also be forwarded for all students with less than 60 semester hours or 90 quarter hours. Official transcripts must be sent directly from the Office of the Registrar at the home institution.
- Transfer students must have a cumulative college grade point average (GPA) of 2.0 or higher on a 4.0 scale as calculated by Life University. Life University's College of Graduate and Undergraduate Studies uses earned credits (or hours) from all colleges attended to compute the grade point average for admission to the Undergraduate Program.
- Foreign equivalents to courses may be considered; however, additional course information, such as a detailed course syllabus, may be required to determine equivalency.
- Transfer applicants who are not eligible to return to the last institution attended will be considered for admission on a provisional basis.

Provisional Admission Requirements:

Any applicant who only partially satisfies entrance requirements may be granted admission as a provisional student. There are four categories of provisional students:

- Freshmen and transfers with less than 20 hours of transfer credit who do not meet minimum admissions requirements and/or students who score between 990-1450 on the SAT or 14-18 on the ACT. These numbers are based on the addition of the writing portion of the SAT and ACT tests. If you have taken the test(s) prior to the addition of the writing portion, please check with the Office of Enrollment Services regarding acceptable scores.
- International students who score between 60-89 on the TOEFL (or equivalent score on other approved tests).
- Transfer students who are not eligible to return to the last institution attended.
- Transfer students with 20 or more quarter hours of college work with an overall GPA of less than 2.0 on a 4.0 scale. Life University's College of Graduate and Undergraduate Studies uses earned credits (or hours) from all colleges attended to compute the grade point average for admission to the Undergraduate program.

Admission Procedures for International Students

Life University is approved by the United States Citizenship and Immigration Services (USCIS) to enroll international students.

International students must meet the same educational requirements as students from the United States or demonstrate academic preparation substantially equivalent to that possessed by beginning students admitted from United States institutions.

All international applicants must meet the requirements previously outlined and submit the following to Enrollment Services.

All documentation must be received at least 45 days prior to the start of the quarter.

1. Proof or proficiency in English.

TOEFL (Test of English as a Foreign Language) *Life University TOEFL code is 5358.*

Applicants must score the following:

500 or above on the paper based

61 on the iBT

173 on the computer based test.

IELTS (International English Language Testing System) Applicants must score a minimum of a 5.5. or higher.

2. Official transcripts. International transcripts must be translated and evaluated by an approved evaluation agency. Some Canadian institutions do not need to be evaluated. Please contact Enrollment Services for a list of these colleges and universities. Contact Enrollment Services for a complete list of approved transcript evaluation agencies: The following is a sample list:

* **Global Education Group** www.globaledu.com

* **Josef Silny & Associates** www.jilny.com

* **World Education Services (WES)** www.wes.org

3. Official SAT or ACT scores. All high school students need to take the SAT or ACT.**4. Financial Resources.** Students must show evidence of having the financial resources to complete at least one year of your education. Financial resources should include tuition, books, housing and incidentals. Please contact Enrollment Services for a confidential financial statement. **This document must be dated within six months of applicant's anticipated matriculation date.****5. Transfer Eligibility Form.** If transferring from another institution, a SEVIS transfer eligibility form is needed. Please contact the Office of Enrollment Services for a copy of this document.

In accordance with the rules and regulations set forth by the United States Citizenship and Immigration Services, international students must be enrolled in a degree seeking program with a minimum of 12 credit hours each quarter and maintain at least a 2.0 GPA . Please contact the Office of Enrollment Services for more information on maintaining your F-1 status.

Admissions Requirements for Accelerated Courses

ESL students will not be allowed to take Accelerated Biology.

- Students with poor grades (below C) in any biology, chemistry or physics course taken recently (within the last five years) at another institution, will not be allowed to take accelerated courses at LIFE.
- Students must have a "B" or better in Algebra to register for Accelerated Physics.
- Students must have a "B" or better in Algebra to register for Accelerated Chemistry.
- Students who fail an accelerated course can only repeat that course in a 10-week format.

Admission Status**Accepted – Full Standing:**

This status is assigned to each applicant whose completed record has been evaluated by the admissions advisor who subsequently recommends that the applicant meets the admission requirements. This recommendation is presented to the Undergraduate Admissions Committee and/or the Dean of the College of Graduate and Undergraduate Studies. An applicant will be and is accepted by the Committee and/or the Dean with no outstanding requirements.

Conditional Admission:

Students who have met minimum admission requirements but who are unable to provide one or more of the required application materials may be admitted provisionally in some instances. Freshman students may be provisionally admitted to the University for one quarter only with the following minimum documentation:

1. Completed application for admission with appropriate fee.
2. Preliminary high school transcript showing senior schedule or passing score on GED exam.
3. American College Test (ACT) or Scholastic Aptitude Test (SAT) exams with minimum required scores.

Freshman students will be fully admitted to the University and will be eligible to register for succeeding terms when all admission requirements have been met and all required materials have been received.

If a student has been out of high school more than three months, s/he must complete the statement of activities since high school graduation on the admission application before s/he can be considered for admission to the University.

A student who attends another collegiate institution during the summer session immediately following graduation from high school is admitted as an entering freshman with advanced standing.



Accepted – Provisional:

This status is assigned to each applicant whose record has been evaluated by the admissions advisor who subsequently recommends that the applicant does not meet the admission requirements. This recommendation is presented to the Undergraduate Admissions Committee and/or the Dean of the College of Graduate and Undergraduate Studies. An applicant can be accepted by the Committee and/or the Dean with outstanding requirements. Provisional status will be evaluated again by the Admissions Committee and/or the Dean after completion of three academic quarters. At that time, full admission standing will be granted if the following conditions have been met:

1. Minimum of 20 earned credit hours towards a degree.
2. Life University cumulative grade point average of 2.0 or higher.
3. Satisfactory completion of any required Transitional Studies or ESL courses as determined by advisor.

Each provisional student will meet regularly with an advisor, who will monitor and track student progress. A provisional student who fully satisfies the above stated terms within three academic quarters will be granted full acceptance; a student who does not fulfill the terms of the provisional acceptance may be disallowed further study at Life University. A provisional student admitted with an iBT TOEFL score below 90 will be required to complete English as a Second Language courses as determined by our ESL department.

Accepted – Student-at-Large Admission:

Student-at-large status, which includes Auditing or Transient students, is designed for students who wish to take a limited number of undergraduate courses that are related to their personal interest, academic or professional background. Students who do not necessarily want to get a degree from Life University or who do not meet the requirements for full standing or provisional admission acceptance may apply for student-at-large status and, at a later time, apply for full standing. Students accepted under this status are not enrolled as degree-seeking candidates in an undergraduate degree program and, therefore, do not qualify for financial aid.

1. Students applying for student-at-large status should provide an official copy of all high school, undergraduate and graduate transcripts (if applicable) showing courses, grades and graduation date(s). Transcripts must come directly from the school, college, and/or university where the coursework was accomplished and sent directly to the Office of Enrollment Services (Admissions), Life University.
2. There is no limit to the number of hours that may be accumulated as a student-at-large, but if the student seeks to matriculate as a student in full standing and subsequently earn a degree, the last academic year of said degree must be taken as a full standing admitted student.
3. If a student seeks full-standing status to the Undergraduate program, all required admissions materials must be submitted for review. It is the prerogative of the Undergraduate Admissions Committee and/or the Dean to accept or reject the application for undergraduate study.

Accepted – Transient Student Admission

Transient students are those who are admitted to Life University to take a selected course or courses, but who are not transferring credits from another educational institution toward a degree at Life University.

A transient student must submit the following to be admitted:

1. A completed Life University application.

2. A letter from the home institution indicating that the student is in good academic standing.
3. Documentation of completion of prerequisites required for specific courses to be taken.

Accepted – Auditing Student Admission:

Students-at-large wishing to audit classes at Life University may apply at the Office of Enrollment Services (Admissions). Auditing placement is based upon registration seating availability. Proper paper work obtained from both the Office of Enrollment Services (Admissions) and the Office of the Registrar must be filed before the quarter begins. No credit is granted for courses scheduled on an auditing basis. Students are not permitted to change to or from an auditing status except through the regular procedures for admissions acceptance and registration schedule change. The grade for auditing is “AU” for Audit and students will not be permitted to have the audit grade changed at any future date.



Auditing is available to students, staff and faculty as well as interested persons from the general public. Students who audit a course will be charged \$100 per course (+ \$20 parking fee, as applicable). Students who wish to audit only portions of a course for course hours will be charged \$100 per 30 hours (+ \$20 parking fee, as applicable).

Students who are auditing are not allowed to take tests but may, at the instructor’s discretion, observe practical/lab examinations.

Readmission

Any previously admitted Life University student, regardless of prior admission status, who voluntarily or involuntarily remains out of school for less than three consecutive quarters must first petition for readmission at the Registrar’s Office. This petition may be referred for readmission evaluation by the Undergraduate Admissions Committee.

Reapplication for Admission

If an individual remains out for three consecutive quarters or more, for any reason, that individual must first reapply for admission (new application and application fee required) through the Office of Enrollment Services (Admissions) and their reapplication will be evaluated for readmission by the Undergraduate Admissions Committee and/or the Dean.

Admissions Statute of Limitations

An accepted applicant applying to the Undergraduate Program is expected to enroll in the quarter for which the student has applied. The applicant may request to change the intended enrollment date by providing written notification to the Office of Enrollment Services (Admissions). An accepted applicant failing either to give notice and secure prior approval of a change, or to enroll within one calendar year of the quarter for which he/she was originally accepted, will be required to reapply for admission. Life University reserves the right to request any or all of the required admission materials and fees for reapplication.

Denied Admission

This status is assigned to each applicant whose file has been deemed completed by the Office of Enrollment Services, evaluated by the admissions advisor, presented to the Admissions Committee and subsequently denied acceptance by the Committee and/or the Dean.

Transfer Credit

Students who have completed 20 or more quarter hours (14 semester hours) of college-level coursework at accredited colleges are considered transfer students. Transfer students shall receive credit for courses that are substantially equivalent to those of Life University in content, quality and contact hours. In order for a student to receive transfer credit, the equivalent course(s) under consideration must have been:

1. work done or equivalent to undergraduate college level or above (CLEP, AP etc.).
2. earned at or through an accredited institution.
3. satisfactorily completed with a minimum grade of “C” or better (grade “P”= pass will also be considered).

For transfer, students are required to have at least a “C” in English Composition I and II (for degree seeking programs), college-

level Algebra, Trigonometry or Pre-Calculus. The mathematics department must approve any mathematics class not listed.

Note: Foreign language will count only as a humanities course.

A maximum of three-quarter hours (two semester hours) in physical education courses may be accepted as transfer credit.

Students matriculating into the Nutrition program must complete three semester or five quarter hours of college-level Algebra, Trigonometry, Pre-Calculus or Calculus with a grade of “C” or higher.

Undergraduate students who have the appropriate prerequisites may enroll in selected cross-listed courses with the College of Chiropractic and may earn transfer credit to be used in appropriate undergraduate degree programs.

Students currently enrolled at another college can be accepted pending final classes or grades on a contract basis, provided current college work is satisfactory.

College-Level Examination Program (CLEP) and Advanced Placement (A.P.)

A maximum of 35 total quarter hours may be earned toward a degree by CLEP and/or AP credit. A maximum of 10 quarter hours of coursework achieved by CLEP or AP may be applied toward credit in any one discipline (i.e. business, history, humanities, math or social sciences).

CLEP tests may not be taken in place of courses that include a substantial lab or research component, such as Biology, Chemistry, Physics or English Composition (unless English Composition is with essay – see below).

Scores must be in at least the fiftieth percentile to earn CLEP credit. Students must wait six months to retake a CLEP exam for which they did not receive a score of 50 or above.

Exams should be taken at least one quarter before graduation in order to insure delivery of scores on time. It is the student’s responsibility to have the Education Testing Service (ETS) forward their scores to Life University. Students currently enrolled in the College of Graduate and Undergraduate Studies should have their scores sent to the Registrar’s Office, and students not yet registered should send scores directly to the Office of Enrollment Services (Admissions).

For AP credit, students must receive a score of 3 or higher on the test (for laboratory sciences, one must score a 4 or higher).

Credit hours earned through CLEP or AP do not count toward one’s grade point average (GPA).

Note: Laboratory science credit to be applied toward entry into the chiropractic program may not be earned through CLEP Certification of grade and of the lab component is required for AP credit.

Life University recognizes the following CLEP exams:

CLEP Exam	Life University
<u>Business</u>	<u>Course Equivalent</u>
Information Systems & Computer Applications	CIM 101
Principles of Accounting	ACT 201
Principles of Macroeconomics	ECO 202
Principles of Microeconomics	ECO 201
Principles of Management	MGT 301
Introduction to Business Law	BSN 301
Principles of Marketing	MKT 301
<u>History</u>	<u>Course Equivalent</u>
Western Civilization I	HIS 101
Western Civilization II	HIS 102
U.S. History I	HIS 201
U.S. History II	HIS 202
American Government	POL 201
<u>Humanities and Foreign Language</u>	
English Composition with an essay	ENG 101 & 102
French	FRN 111 & 112

Spanish	SPN 111 & 112
American Literature	ENG 201
Analyzing & Interpreting Literature	Elective 200 level

Social Sciences

Introductory Psychology	PSY 101
Introductory Sociology	SOC 101
Human Growth & Development	Elective 100 Level
Introduction to Educational Psychology	Elective 100 Level

Math

College Algebra	MAT 101
-----------------	---------

Transitional Studies Placement Guidelines

Any new student lacking transfer credit for college-level English Composition and/or College Algebra must present SAT scores (or ACT scores, including the ACT Assessment Writing Test) upon admission to Life University.

Exemption from testing may be considered with satisfactory completion of certain college-level courses.

The following SAT score ranges will be used to determine student placement into Transitional Math and/or English:

MATH SCORE	390-460	TSM 099
	310-380	TSM 098
VERBAL SCORE	350-380	TSR 098
	381-420	TSR 099
ESSAY TEST SUBSCORE	6-7	TSE 099
	4-5	TSE 098

The equivalent ACT scores will be used to determine placement:

MATH SCORE	16-19	TSM 099
	13-15	TSM 098
ENGLISH TEST SCORE	14-15	TSR 098
	16-17	TSR 099
WRITING TEST SUBSCORE	6-7	TSE 099
	4-5	TSE 098

Currently, Life University does not offer any transitional studies (TS) coursework designed for levels below this.

As part of their admissions packet, students will be sent letters informing them, based on their SAT/ACT test scores, of their placement evaluation and need, upon becoming a student, to take one or more of these courses.

Applicants who submit test scores that fall below the following cutoffs will be considered ineligible for admission.

- SAT: 310 (Math), 350 (Verbal) or 4 (Essay Test Subscore)
- ACT: 13 (Math Test), 14 (English Test) or 4 (Writing Test)
- TOEFL: 60 iBT
- IELTS: 5.5

TOEFL (Test of English as a Foreign Language) Test

Life University requires the iBT TOEFL, which replaces earlier paper and computer-based versions of the test. Exception is made for the period during which ETS is transitioning to the new test, for those students in whose home countries the iBT test may be unavailable.

- iBT score range of 90-120 for full acceptance
- iBT score range of 60-89 for provisional acceptance and TSE 098/099 writing class placement
- iBT score range of below 60 denied acceptance

IELTS (International English Language Testing System) Test

The IELTS may be accepted in lieu of or during the time that ETS is transitioning to the new TOEFL test, for those students in whose home countries the iBT test may be unavailable. Applicants must score a minimum of a 5.5. or higher.

SAT/ACT math scores are still used to place students taking the TOEFL.

Orientation and Advisement

At the start of each quarter, an orientation program is conducted for all new students. All new undergraduate students must participate in orientation before being allowed to enroll for the quarter. The orientation program will acquaint new students with the campus, academic programs, policies and other institutional programs and services. Students accepted into the Undergraduate Program will receive an acceptance packet prior to orientation that will contain information regarding orientation, advisement, registration and course offerings along with dates and times for these activities.

All students will be assigned a permanent advisor and must meet with him/her before being allowed to enroll for the quarter. Advisement usually occurs during orientation. At this time, students will determine their courses of study in the undergraduate program and class schedules for the upcoming quarter. Lab assignments are on a first-come, first-served basis and will be determined during advisement.



PASS (Progressive Advisement for Student Success) Advisors

The PASS office plays a large role in students' holistic experiences at Life University. The Director of Student Advocacy and Advisement and a team of PASS advisors work closely with many of the other offices around campus to ensure that student needs are met and questions are answered. The PASS advisors make contact with students after acceptance by the enrollment management team and discuss orientation and class schedules for the students' first quarter. They also work with students to ensure needs are met with financial aid paperwork and housing arrangements.

First Year Experience Course Series

After orientation, members of the PASS advising team teach the First Year Experience (FYE) 101 and 103 series, helping students further orient to the LIFE campus and culture. Topics covered include LIFE library resources, University policies, academic advising and planning, motivation, financial health, academic skills (learning styles, time management and study skills), various assessments to engage students in discussions about these topics and presentations by a variety of campus offices and resources. These topics in FYE include all six elements of health in the Wellness Lifestyle on campus (physical, emotional, social, intellectual, spiritual and environmental), providing students with resources and tools to become knowledgeable and resourceful students and citizens.

General Policies

1. Students are subject to all academic and disciplinary rules published by and contained within the "Honor Code" of Life University.
2. Students may enroll for a maximum of 20 hours per quarter. Any combination of undergraduate classes totaling 12 hours per quarter is considered full-time enrollment.
3. Students interested in applying for financial aid should be enrolled full-time, at least 12 hours per quarter (Students may still qualify taking as few as six hours in a given quarter).
4. A full-time D.C. student in good academic standing may take an additional six hours per quarter as a means of obtaining a degree in the Undergraduate Program in order to complete both degrees in a timely manner. Students enrolled for less than 11 hours in the D.C. program who have chosen to be part time and are not on probation may take up to three classes or 15 hours in the Undergraduate Program.

5. If a student fails (grade of “F”) the first part of a sequential set of courses (e.g., CHM 111, PHS 111, BIO 111, CHM 211), the student cannot proceed to the second session of the course. If a student receives a grade of “D,” the student can proceed to the second part. However, a grade of “C” or better must be attained in any required prerequisite for entrance into the Doctor of Chiropractic program.
6. Criteria for independent study for courses in the undergraduate program:
 - A. Independent study is awarded in the final quarter to students who have scheduling conflicts and/or need special academic requirements.
 - B. Independent study may be request for a maximum of five credit hours (and no more than 25 total credit hours for the quarter).
 - C. Independent study must be approved by the Dean or the Dean’s Designate.
 - D. Independent study will not be allowed for courses with labs; i.e. science or computer-intensive courses.

Accelerated Courses:

Students enrolling in Life University directly from high school must obtain written consent from the College of Graduate and Undergraduate Studies Dean’s Office in order to enroll in accelerated courses. For more information concerning accelerated courses, please refer to the Department of Natural Sciences within this section. Prerequisite information is contained in the course descriptions.

Prerequisite for Undergraduate Classes:

College-level Algebra, Trigonometry or Pre-Calculus is required in order to enroll for physics and chemistry courses. No equivalent courses will be substituted. These math courses must be passed with a grade of “C” or higher.

Minor Programs:

A minor program is a prescribed area of academic study defined by the particular department consisting of at least 20 quarter hours of 300 and/or 400 level courses in the specific discipline (minor). These hours will not duplicate hours for any degree and will come from Area VI and/or Area VII of the discipline’s curriculum.

Double Major Programs:

A major program is a prescribed area of academic study defined by the particular department consisting of at least 30 quarter hours of 300 and/or 400 level courses in the specific discipline (major). These hours will not duplicate hours for any other degree and will come from Area VI and/or Area VII of the discipline’s curriculum.

Dual Degrees:

A student must earn a minimum of 45 quarter hours of residency credit to obtain a second baccalaureate degree and meet all requirements for a second degree, including prerequisites, in excess of the credit hours required for any previous degree earned. The student must earn the first baccalaureate degree from a regionally accredited institution.

An associate degree may be earned by a student who has completed all requirements of a baccalaureate or another associate degree. This degree requires a minimum of 25 quarter hours of residency credit in excess of the credit hours required for any previous degree earned. The student must earn the first degree from a regionally accredited institution.

Class Attendance:

(Refer to section on Academic Policies and Information.)

Deficient Grades:

When a student has received an incomplete grade in any subject, it is the responsibility of the student to see that the situation is resolved within the first week of the next quarter.

All Deficient Grades (Incompletes) That Are Not Converted Within Two Weeks Of The Next Quarter Will Automatically Be Converted To An “F”



NOTE: A grade of “F,” “WF,” “NP” or “WNP” is not removed from the permanent record nor is an “F” and “WF” removed the calculation of the cumulative average when the course is repeated. When students receive an “Incomplete,” they must consult with the instructor.

Final Examinations:

Final examinations are compulsory at the scheduled date, time and place as published at the beginning of each quarter. Exceptions are granted by permission of the instructor and written approval of the Dean of the College. Students are required to follow the procedures established for taking final exams:

1. Student IDs are required before being allowed to take any exam and must be displayed throughout the final exam period.
2. Only appropriate writing instruments, calculators (if appropriate) and other materials authorized by the instructor are allowed in the testing area.
3. None of the following items will be permitted: hats, purses, briefcases, knapsacks, radios, beepers, head phones, smart phones, or books, notes or papers of any kind. Children are not permitted in the testing area.
4. Students will not be permitted to enter the testing area after the last test paper has been distributed and the formal commencement of the test has begun.
5. Students are required to exit the testing area immediately after completing the test. No loitering in the halls outside the test area is permitted.

Satisfactory Academic Progress Requirements

Satisfactory Academic Progress is determined by each degree-seeking student's Life University Cumulative GPA and satisfactory completion of academic course work. Degree-seeking students must meet minimum GPA requirements and complete each degree-required course with a limit of repeats. Degree-seeking students should be on track to complete their degree program within 150 percent of normal program length (measured in academic years) or less to maintain their “Good Standing” status or be subject to programmatic academic restriction designations ranging from Academic Warning to Academic Dismissal. Academic Restrictions for registration may also be included. Programmatic registration restrictions can include mandatory pre-registration advisement and/or quarterly performance contracts.

Completion Rate:

Students from the Undergraduate Program should have a completion rate of coursework of no less than 70 percent of attempted credit hours. (Credits completed divided by all credits attempted.)

Academic Standing

Student-at-Large

Student-at-large status is designed for students who wish to take a limited number of undergraduate courses and are not seeking a degree.

Provisionally Admitted Students Policy

Provisionally admitted students have no requirement for academic standing or SAP until they have been accepted fully by the Undergraduate Program. Provisionally admitted students are under performance contracts from their entry quarter that may extend two or three quarters before the student is held to Academic Standing or SAP policies and rules. If the provisions of their admission are satisfactorily completed, the student is then given an admission status of “fully accepted” and the student would then be governed by the same policies and procedures as follows.

If the provisions of their admission are not satisfactorily completed, the student would be academically dismissed and terminated from the Undergraduate Program.

Good Standing Requirements

1. Each “fully accepted” student must maintain satisfactory academic progress and be in “Good Standing” academically.
2. To be in “Good Standing” academically, a student must maintain a minimum cumulative grade point average of 2.0 with no outstanding or unresolved current failed classes.
3. Students should be on track to complete their degree program within 150 percent of normal program length (six years) or less

Academic Restriction Policies

Undergraduate Program Minimum Cumulative Grade Point Average Policy

1. Failure to maintain a minimum cumulative grade point average of 2.0 will cause a student to be placed on academic restriction (See Academic Probation).

Undergraduate Program Course Failure Policies

1. Any student who has previously failed (F, NP, WF and WNP) the same course two or more times will be on Academic Restriction (See Academic Probation).

Academic Restriction Designations and Rules

1. Academic Warning (AW) –
 - a. Completion rate is less than 70 percent (Credits completed divided Credits attempted)
 - b. The student will be restricted to a maximum of fifteen (15) credit hours during the next quarter.
2. Academic Probation (AP) – The student will remain on Academic Probation with academic restrictions of “Performance Contracts” until either successfully returning to “Good Standing” status or failing to complete satisfactorily the provisions of their current “Performance Contract.”
 - a. Cumulative GPA below 2.0 and/or
 - b. Failed the same course at least twice.
 - i. The student is will be placed on an individual “Performance Contract” (PC) in order to raise cumulative GPA to 2.0 or above and/or to resolve multiple outstanding failed classes.
 - c. Students may not take any accelerated (5 week) classes
 - i. If previously failed an accelerated course.
 - ii. An exception may be made for a 2 or 3 credit course.
 - iii. The student will be limited to twelve (12) credit hours for the quarter(s) of academic probation. Previously failed classes must be repeated before any others.
 - d. If the cumulative GPA rises to 2.0 or better and all previously failed classes have been resolved, the student will be returned to “Good Standing” status without further restrictions.
 - e. If the student meets the quarter’s “Performance Contract” but their cumulative GPA does not rise to 2.0 or better, and/or there is still unresolved failed classes, a second or subsequent “Performance Contract” may be drawn.
 - f. Dropping Courses and/or Programmatic Withdrawal while on a “Performance Contract”
 - i. Dropping Courses and/or withdrawing from the Undergraduate Program without permission from the Dean’s Office could be a violation of the terms of a “Performance Contract” with the result that the student will be terminated from the Program.
 - ii. The student who wishes to drop a course(s) and/or withdraw from Undergraduate Program while on academic probation or during a performance contract quarter must provide “justifiable cause” to the Dean’s Office and get permission to alter their registration and/or their performance contract. If the withdrawal is deemed “justifiable” the student can return to the program in the next quarter with the same probation/contract status.
3. Academic Dismissal (AD)
 - a. A student who fails to complete satisfactorily the provisions of their current performance contract.
 - b. A “Dismissed” student will be academically terminated from the Undergraduate Program.



Appeal Process

An undergraduate student has the right to appeal discrepancies in their Satisfactory Academic Progress to the Dean of the College of Undergraduate Studies or designate.

English as a Second Language (ESL)

ESLZ courses are designed for TOEFL preparation, writing skills development, pronunciation and for listening skills. Successful completion of the program and passing TOEFL scores would allow the student to matriculate into the undergraduate or possibly other programs.

If a student does matriculate into the Undergraduate program, there are available ENG 101 and ENG 102 (freshman English composition) “SL” section which can be used toward a degree.

Courses Offered Through ESL Include:

Beginning Courses

ESLZ 101 & 102	Reading	(3 credits, 3 hour lecture/week)*
ESLZ 103 & 104	Writing	(3 credits, 3 hour lecture/week)*
ESLZ 105 & 106	Pronunciation	(3 credits, 3 hour lecture/week)*
ESLZ 107 & 108	Conversation	(3 credits, 3 hour lecture/week)*

Intermediate Courses

ESLZ 201 & 202	Reading	(3 credits, 3 hour lecture/week)*
ESLZ 203 & 204	Writing	(3 credits, 3 hour lecture/week)*
ESLZ 205 & 206	Pronunciation	(3 credits, 3 hour lecture/week)*
ESLZ 207 & 208	Conversation	(3 credits, 3 hour lecture, week)*

Advanced Courses

ESLZ 301 & 302	Reading	(3 credits, 3 hour lecture/week)*
ESLZ 303 & 304	Writing	(3 credits, 3 hour lecture/week)*
ESLZ 305 & 306	Pronunciation	(3 credits, 3 hour lecture/week)*
ESLZ 307 & 308	Conversation	(3 credits, 3 hour lecture/week)*
ESLZ 400	Listening Lab	(3 credits, 6 hour lab/week)*

* Institutional credit only; does not transfer into degree programs or courses of study; will calculate into CUM GPA and are considered when calculating both academic and financial aid SAP eligibility.

The LIFE Sport Science Institute (LSSI)

Life University’s vitalistic chiropractic orientation to optimizing personal physical performance is one of the most successful ways of achieving athletic success. The LIFE Sport Science Institute (LSSI) provides students in the undergraduate program with practical clinical experience working with the LIFE athletics community via Sport Health Science practicum opportunities. Under the supervision of faculty, students have the opportunity to gain expertise in providing:

- Multi-disciplinary injury assessment, care and recovery
- Rehabilitation and athletic training
- Kinetic chain assessment
- Rehabilitation strategies

Department of Transitional Studies

The Department of Transitional Studies supports the College of Undergraduate Studies by identifying students who are not academically prepared to attempt college level courses and by offering learning-assisted instruction in writing, math and reading. The Department also provides advisement and academic support to provisionally admitted students.

Goals:

1. Transitional Studies students will develop the basic writing, reading and math skills to successfully complete ENG 101 and MAT 101 (MAT 100).
2. Provisional Students (those that do not meet admission standards) will achieve full admission status with the University. College entry-level English and Mathematics courses require sufficient minimum SAT or ACT scores or successful completion of the appropriate Transitional Studies (TS) course(s).

Based upon SAT/ACT test results, a student may be required to take classes in one or more of these areas (For course descriptions, see the back of this section).

Courses offered through TS include:

TSE 098*	Writing Fundamentals
TSE 099*	Introduction to Composition
TSM 098*	Elementary Algebra
TSM 099*	Intermediate Algebra
TSR 098*	Foundational Elements of College Reading Comprehension
TSR 099*	Practical College Reading

* *Institutional credit only; does not transfer into degree programs or courses of study; will calculate into cumulative GPA and are considered when calculating both academic and financial aid SAP eligibility.*

DEPARTMENT OF GENERAL EDUCATION

Mission Statement

The Department of General Education is designed to cut across strict specialization in order to promote the development of well-rounded individuals who can read, write and speak analytically and insightfully on a variety of topics.

Goals:

1. Students will be able to discuss and apply critical and creative methods of the humanities, including the ability to respond to their aesthetic attributes by analyzing, critiquing and defending their reasoned opinions concerning works literature.
2. Students will be able to comprehend and to use quantitative concepts and methods to interpret, critically evaluate data, effectively problem-solve in a variety of contexts demanding quantitative literacy.
3. Students will have developed a deeper understanding of the relation of self to world through investigation of the influence of social and cultural institutions in shaping human thought, value and behavior.

CORE CURRICULUM

Undergraduate Assembly Policies:

All undergraduate students are recommended to attend assemblies scheduled on Tuesdays, 11-1 pm, during the quarter (as your schedule of registered classes permits).

Life University is committed to delivering an education designed around a set of Core Life Proficiencies that advance personal integrity and provide the foundation for professional success, social contribution, and cultural change. These proficiencies distinguish a Life University education.

The Eight Core Life Proficiencies Seminar

Effective Winter Quarter 2008, for all new students entering the College of Graduate and Undergraduate Studies, The Core Life Proficiencies (CLP 090) seminar will be required in order to graduate and complete a degree program. The CLP 090 seminar is offered at no charge (0 credit). Students will be required to take and successfully complete the seminar before graduation.

CLP 090: The Eight Core Life Proficiencies

The Eight Core Life Proficiencies are:

1. Integrity & Citizenship
2. Leadership & Entrepreneurship
3. Learning Theory & Critical Thinking
4. Contemporary Scientific Paradigms
5. Philosophy of Human Existence & Healthcare Policy
6. Communication & Relationship Theory/Skills

7. Belief Systems & Performance

8. Integrative Change

First Year Experience Course Series

Effective Fall Quarter 2009, for all new students entering the College of Graduate and Undergraduate Studies and seeking any undergraduate degree, they must complete the First Year Experience Course Series consisting of FYE 101 and FYE 103. Student whom have matriculated to the University prior to Fall 2009 and entered either in the Master's or Doctor of Chiropractic Program may either be exempt or may substitute FYEX 1101-1104. See your PASS advisor for more details.



The Undergraduate Program offers several degree programs at the Associates and Baccalaureate level. These degree offerings are provided through the Departments of General Education, Sport Health Science, Natural Sciences, Nutrition and Positive Human Development. Students must complete requirements listed in specific degree programs and comply with academic regulations of the University, including completion of a Core Curriculum.

The Core Curriculum provides a common foundation of knowledge for the educated college graduate. Core Curriculum areas include communications and humanities, science, mathematics and computers, and social sciences. Provided below is the Core Curriculum for all Baccalaureate level degrees. A modified core listing is provided with respective Associate degree curricular offerings.

Area I: COMMUNICATION & HUMANITIES

20 Credit Hours

A. Communications (10 credit hours required)

Grade "C" or better required.

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)

Nutrition majors only may opt to substitute a Foreign Language

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.

(mandatory for General Studies, Nutrition and Psychology majors)

ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Survey of Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.

ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, if required	5 cr.
FRN 112	French II	1 yr. HS French, FRN 111 or equivalent	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG 101	5 cr.
HUM 211	Intercultural Communication	ENG 101	5 cr.
SPN 101	Spanish for Healthcare Providers		5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, if required	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish, SPN 111 or equivalent	5 cr.

Or any other Communications or Humanities classes not used elsewhere.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

See program details for specific requirements

A. Mathematics (5 credit hours required OR 10 credit hours required for Business and CIM majors) Grade “C” or better required.

Courses	Course Name	Prerequisites	Credits
MAT101	College Algebra	TSM 099 or Placement Test	5 cr.
OR			
MAT100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.

(MAT 101 required for all Science majors, such as Biology, Biopsychology, Nutrition and Exercise Science; Business majors may choose MAT 100)

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.
(BIO 111, BIO 112 and CHM 111 are required for Science majors such as Biology, Biopsychology and Exercise Science; BIO 111, BIO 201 and CHM 111 are required for Nutrition majors) Grade “C” or better also required.			
MAT 102	Decision Mathematics	MAT 100 or MAT 101	5 cr.
MAT 103	Survey of Calculus	MAT 100 or MAT 101	5 cr.
(MAT 102 or MAT 103 required for Business Majors)			
BIO 101	Survey of Biology*		5 cr.
BIO 103	Survey of Biodiversity*		5 cr.
NTR 209	Principles of Food Preparation*		3 cr.
NTR 240	Medical Terminology*		2 cr.
NTR 301	Research Methodology*	CIM 101	2 cr.
NTR 307	Nutrition Education*	CIM 101 & ENG 101	2 cr.
SHS 102	Personal Health and Fitness*		2 cr.
SHS 105	Foundation of Exercise Science*		5 cr.
SHS 142	First Aid and CPR*		2 cr.

OR any 100 level or above Basic Science, Exercise Science, Natural Science, Nutrition or Mathematics course (for business majors only), but no activity courses. Biology, Nutrition, Exercise Science, BioPsychology and Pre-Chiropractic students should take those sciences that are needed for their program of study.

**These sciences cannot be used to fulfill Areas II, IV–VI for the Science degrees or for Pre-Chiropractic science requirements.*

C. Computer Information Management (5 credit hours required for all programs of study) *Grade of "C" or better required for Business and CIM majors.*

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES

20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
POL 201	American Government		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.

B. Social Science electives (15 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101 (non-business majors)	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101 (non-business majors)	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 211	American Legal System		2 cr.
PSY 101	General Psychology		5 cr.

Is mandatory for all Grade of "C" or better required for all Nutrition, Psychology and Exercise Science majors and Pre-Chiropractic students
Grade "C" or Better also required.

PSY 160	Careers in Psychology		2 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 329	Environmental Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.

PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 101	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

PRE-CHIROPRACTIC CURRICULUM

The University offers a pre-chiropractic curriculum that is designed for those interested in a career in health professions, particularly Chiropractic. The pre-chiropractic curriculum is a 7-11 quarter, non-degree-granting program. Pre-chiropractic matriculants may have eligibility for financial aid only during the last calendar year of completion. Coursework distribution areas offered includes:

1. English and Communication Skills
2. Psychology
3. Humanities and Social Sciences
4. Biological Sciences
5. Chemistry (including general, inorganic, organic, biologic)
6. Physics and related studies
7. Mathematics (Prerequisite for Chemistry & Physics)
8. Electives

Minimum Completion Requirements:

1. At least of 135 quarter hour's credits is required for completion of the pre-chiropractic curriculum.
2. At least a 2.50 cumulative GPA is required for courses both in Distribution Areas I –VI and for the required 135 quarters hours of instruction.
3. A minimum grade of “B” or better is required for all courses in Areas 1 – VII listed below.

(See College of Chiropractic, Doctor of Chiropractic Admission Requirements for further information.)

It is strongly recommended for all matriculants without a Bachelor’s degree that their efforts toward fulfilling the pre-chiropractic admission requirements coincide with a plan toward completing a future Bachelor’s degree.

I. English Composition, Literature or Communication Skills:

(min. 9 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.

ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Survey of Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
ENG 240	Critical Thinking and Literature	ENG 101	5 cr.

II. Psychology: (min. 4.5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

III. Humanities and Social Sciences:

(min. 22.5 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ART 101	Digital Photography		5 cr.
ART 120	Theatre Arts Appreciation I	ENG 101	5 cr.
ART 121	Theatre Arts Appreciation II	ENG 101	5 cr.
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
CPH 605	Intro. to Chiropractic History		2 cr.
ECO 201	Principles of Microeconomics	ENG 101/MAT 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101/MAT 101	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Survey of Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	Contemporary World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099 or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	US History to 1877		5 cr.
HIS 202	US History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.

LIFE UNIVERSITY 2015-2017 ACADEMIC CATALOG

HIS 212	African-American History since 1877		3 cr.
HIS 428	US History since 1945	HIS 201 or 202	5 cr.
HU M 10	Music Appreciation		3 cr.
HU M 201	Introduction to Philosophy	ENG 101	5 cr.
HU M 211	Intercultural Communication	ENG 101	5 cr.
LFS 105	Academic Strategies		3 cr.
LFS 106	Life Management		3 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 211	American Legal System		2 cr.
PSY 160	Careers in Psychology	PSY 101	2 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 329	Environmental Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pt. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.
SPN 111	Spanish I	TSE 099, TSR 099 or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.
SPN 101	Spanish for Healthcare Providers		5 cr.

IV. Biological Sciences: (min. 9 credit hours – with at least two courses with labs)

Courses	Course Name	Prerequisites	Credits
BIO 111+	General Biology I		5 cr.
BIO 112+	General Biology II	BIO 111	5 cr.
BIO 201	Anatomy and Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy and Physiology II	BIO 201	5 cr.

V. Chemistry: (min. 18 credit hours required)

(Minimum 4.5 credits General Chem.; 9 credits Organic Chem. or Biochemistry; 4.5 credits of any other Chemistry – 9 credits of the above must include pertinent Lab)

Courses	Course Name	Prerequisites	Credits
CHM 111 ⁺	General Chemistry I	MAT 101	5 cr.
CHM 112 ⁺	General Chemistry II	CHM 111	5 cr.
CHM 211 ⁺	Organic Chemistry I	CHM 112	5 cr.
CHM 212 ⁺	Organic Chemistry II	CHM 211	5 cr.

VI. Physics and Related Studies: (min. 9 credit hours required)

Courses	Course Name	Prerequisites	Credits
PHS 111 ⁺	General Physics I	MAT 101 or equivalent	5 cr.
PHS 112 ⁺	General Physics II	PHS 111	5 cr.
Or 4.5 credits of Biomechanics, Exercise Physiology, Kinesiology or Statistics			
MSC 201	Introduction to Statistics	MAT 101 or equivalent	5 cr.
SHS 300	Exercise Physiology	BIO 112 or CHM 112	5 cr.

VII. Mathematics: (Prerequisite for Chemistry, Physics & Statistics)

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.

VIII. Electives (Approximate Credits 52-63 needed)

Although not preferred or encouraged, a grade "D" may be used in this area.

Courses	Course Name	Prerequisites	Credits
ATW 108	Athletic Wellness		3 cr.
BIO 101	Survey of Biology		5 cr.
SHS 105	Foundation of Exercise Science		5 cr.
BIO 201	Anatomy and Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy and Physiology II	BIO 201	5 cr.
BIO 312	Cell Biology	BIO 112 & CHM 112	5 cr.
BIO 315	Principles of Ecology	BIO 111 & BIO 112	5 cr.
BIO 316	Principles of Genetics	BIO 112 & CHM 112	5 cr.
BIO 335	Vertebrate Physiology	BIO 201 & BIO 203	5 cr.
CIM 101	Introduction to Computers		5 cr.
ENV 101	An Introduction to Meteorology and Weather		5 cr.
ENV 300	Environmental Science and Sustainability	BIO 112	5 cr.
MSC 201	Introduction to Statistics	PSY 101	5 cr.
MGT 201	Career Management		3 cr.
PHS 112 ⁺	General Physics II	PHS 111	5 cr.
PHS 213	General Physics III for Pre-Professionals	PHS 112	5 cr.
SHS 102	Personal Health and Fitness		2 cr.
SHS 300	Exercise Physiology	BIO 112 or CHM 112	5 cr.

Or other courses not previously used, i.e. Biology, Exercise Science, Nutrition, Business, etc.

+ Courses offered in both standard and accelerated format

BACHELOR OF SCIENCE IN GENERAL STUDIES

Goals:

1. Students will complete a curriculum of core classes in English, Math, Science and the Social Sciences before completing classes in three major disciplines of 20 credit hours each.
2. Students who have changed majors or who have varied interests will be able to combine two or more disciplines in a degree program.
3. Students who desire a liberal education or need an undergraduate degree for professional advancement on the job or who are preparing for graduate studies will be equipped to achieve their goal.

Degree Requirements

To complete the Bachelor of Science with 185 credit hours and a major in General Studies students are required to take the following curriculum listed below for Area I-VII.

Core Curriculum Offerings

Area I: Communications & Humanities	20 Credit Hours
Area II: Science, Mathematics and Computers	25 Credit Hours
Area III: Social Sciences	20 Credit Hours
Total	65 Credit Hours

Bachelor of Science Offerings

Area IV: General Studies Core	40 Credit Hours
Area V: Major Requirements	60 Credit Hours
Area VI: General Studies Electives	10 Credit Hours
Area VII: Free Electives	10 Credit Hours
Total	120 Credit Hours
Total Bachelor of Science Requirements	185 Credit Hours

Additional Completion Requirements

1. Completion of at least four years of prescribed study, of which the last year must be in residence at Life University, with at least at least 47 hours of courses applied to the degree in the last year of residency at Life University.
2. No courses used to meet core curriculum requirements may be used in Areas IV – VII.
3. All courses used in Areas IV – VI must be passed with a “C” or better.
4. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
5. A recommendation for graduation and completion of an exit interview with General Education faculty.
6. File a petition to graduate.
7. Administrative and student reviews of records:
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
8. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (10 credit hours required)

Grade “C” or better required.

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)Nutrition majors only may opt to substitute a Foreign Language

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.

(mandatory for General Studies, Nutrition and Psychology majors)

ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Survey of Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, if required	5 cr.
FRN 112	French II	1 yr. HS French, FRN 111 or equivalent	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG 101	5 cr.
HUM 211	Intercultural Communication	ENG 101	5 cr.
SPN 101	Spanish for Healthcare Providers		5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, if required	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish, SPN 111 or equivalent	5 cr.

*Or any other Communications or Humanities classes not used elsewhere.***Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours***See program details for specific requirements.***A. Mathematics (5 credit hours required OR 10 credit hours required for Business and CIM majors)**

Grade "C" or better required.

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
OR			
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.

(MAT 101 required for all Science majors, such as Biology, Biopsychology, Nutrition and Exercise Science; Business majors may choose MAT 100)

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.
(BIO 111, BIO 112 and CHM 111 are required for Science majors such as Biology, Biopsychology and Exercise Science; BIO 111, BIO 201 and CHM 111 are required for Nutrition majors) Grade "C" or better also required.			
MAT 102	Decision Mathematics	MAT 100 or MAT 101	5 cr.
MAT 103	Survey of Calculus	MAT 100 or MAT 101	5 cr.
(MAT 102 or MAT 103 required for Business Majors)			
BIO 101	Survey of Biology*		5 cr.
BIO 103	Survey of Biodiversity*		5 cr.
NTR 209	Principles of Food Preparation*		3 cr.
NTR 240	Medical Terminology*		2 cr.
NTR 301	Research Methodology*	CIM 101	2 cr.
NTR 307	Nutrition Education*	CIM 101 & ENG 101	2 cr.
SHS 102	Personal Health and Fitness*		2 cr.
SHS 105	Foundation of Exercise Science*		5 cr.
SHS 142	First Aid and CPR*		2 cr.

OR any 100 level or above Basic Science, Exercise Science, Natural Science, Nutrition or Mathematics course (for business majors only), but no activity courses. Biology, Nutrition, Exercise Science, BioPsychology and Pre-Chiropractic students should take those sciences that are needed for their program of study.

**These sciences cannot be used to fulfill Areas II, IV-VI for the Science degrees or for Pre-Chiropractic science requirements.*

C. Computer Information Management (5 credit hours required for all programs of study) Grade of "C" or better required for Business and CIM majors.

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES

20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
POL 201	American Government		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.

B. Social Science electives (15 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics (non-business majors)	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics (non-business majors)	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.

HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 110-119	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 211	American Legal System		2 cr.
PSY 101	General Psychology		5 cr.

Is mandatory for all Grade of "C" or better required for all Nutrition, Psychology and Exercise Science majors and Pre-Chiropractic students) Grade "C" or better also required.

PSY 160	Careers in Psychology		2 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 329	Environmental Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 101	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: GENERAL STUDIES CORE

40 Credit Hours

Grade of "C" or better required.

A. Humanities (10 – 20 Quarter Hours Required)

Courses drawn from Communications or Humanities not taken above (at least five hours of Literature and five hours of Film, Foreign Language, Writing courses or HUM 201).

B. Social Sciences (10 – 20 Quarter Hours Required)

Courses drawn from History, Political Science, Psychology, Sociology or other social sciences courses not taken above (at least five hours of History and five hours of Psychology or SOC 101).

C. Science, Mathematics and Computers (10 – 20 Quarter Hours Required)

Courses drawn from Business, Exercise Science, Math, Natural Science or Nutrition not taken above needed as prerequisites for upper level degree coursework.

Area V: MAJOR AREA REQUIREMENTS**60 quarter hours**

Grade of “C” or better required.

(All courses must be level 300 or above and not used previously above)

Area VI: GENERAL STUDIES ELECTIVES**10 quarter hours**

Grade of “C” or better required.

(All courses must be level 300 or above and not used previously above)

Area VII: FREE ELECTIVES**10 Credit Hours**

Any course offered not previously taken.

DEPARTMENT OF POSITIVE HUMAN DEVELOPMENT & SOCIAL CHANGE

Coaching Psychology Program

The Coaching Psychology certificate, undergraduate and graduate programs at Life University seek to enhance the performance, productivity and quality of life of individuals, organizations and the broader community through excellence in the practice of coaching psychology. The Coaching Psychology programs in the Department of Positive Human Development and Social Change at Life University is the world’s second university-based Coaching Psychology Unit and emphasizes an integrative, holistic and evidence-based model for optimizing both personal and professional growth.

Students are educated in cognitive, affective and behavioral modalities— the major domains of functioning—and their reciprocal, dynamic relation to each other and are taught empirically validated strategies and techniques to facilitate self – development of the “coachee.” Students gain an understanding of core coaching competencies and the ability to apply them appropriately in different contexts. The program is designed to enable undergraduate and graduate level, and non-degree students to obtain the certificate in four quarters of course work. In addition to the Coaching Psychology certificate program, traditional students may obtain a Coaching Psychology concentration as part of their A.S. or B.S. in undergraduate psychology or M.S. in Positive Psychology.

Life University is a Center for Credentialing & Education (CCE), Approved Board Certified Coach (BCC) training provider and holds ACSTH accreditation through the International Coach Federation (ICF). Therefore, students who complete the program are eligible to pursue Associate Certified Coach (ACC) as well as Board Certified Coach (BCC) designations.

The educational goals of the Coaching Psychology Certificate and the Associate of Science Degree in Coaching psychology are as follows:

Participants will:

- Learn and adhere to the ICF definition of coaching: “Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential;”
- Be able to co-create the coaching relationship by establishing trust, intimacy and coaching presence;
- Be able to distinguish between clinical and non-clinical issues and respond accordingly;
- Know how to establish coaching agreements and engagements that are in alignment with current ICF and CCE ethical guidelines and professional standards;
- Have an extensive communication repertoire, including the ability to craft powerful questions, listen actively, create rapport, support informing, advising, motivation and evaluating in a variety of client settings; and
- Be able to facilitate learning and results through effective goal setting, creating awareness, action planning, and accountability and managing progress.

CERTIFICATE IN COACHING PSYCHOLOGY

The educational goals of the Coaching Psychology Certificate program are as follows:



- Students will be able to distinguish between clinical and non-clinical issues;
- Students will understand and be able to implement cognitively, behaviorally and effectively focused evidenced-based coaching strategies;
- Students will know ethical guidelines and professional standards of coaching;
- Students will know how to establish a coaching agreement;
- Students will have extensive communication skills (e.g., powerful questioning, active listening, creating rapport, supporting, informing, advising, motivating and evaluating) and be able to apply them in various settings;
- Students will be able to identify and create awareness of potential areas of concern and collaboratively apply problem-solving skills in appropriate contexts;
- Students will be able to facilitate positive sustained change and learning through action plans, goal settings, managing progress and accountability; and
- Students will complete training consistent with the core competency guidelines set forth by the International Coaching Federation.

Coaching Psychology Certificate Curriculum

Certificate Requirements:

Students acquiring the Coaching Psychology Certificate will complete 63 credit hours in the Coaching Psychology Curriculum. This curriculum with a practicum experience and a comprehensive examination has a three-hour written section as well as a graded assessment of students' coaching skills in the coaching/client context. The practicum experiences will require each student to be coached in a mentor-coach relationship, and to coach three people under the supervision of a psychology faculty member. The curriculum offerings are as follows:

Certificate Curriculum Offerings

Area A:	Coaching Psychology Core Requirements	30 Credit Hours
Area B:	Applied Coaching Psychology Requirements	23 Credit Hours
Area C:	Coaching Psychology Electives	10 Credit Hours
	Total	63 Credit Hours

Area A: COACHING PSYCHOLOGY CORE

30 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psyc.	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 457	Psyc. of Motivation & Emotion	PSY 101	5 cr.

Area B: APPLIED COACHING PSYCHOLOGY REQ.

23 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 325	Behavior Modification	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 367	Legal & Ethical Issues in Coaching	PSY 101	2 cr.
PSY 497	Coaching Practicum	Dept. Permission	3 cr.
PSY 498	Coaching Practicum.	Dept. Permission	3 cr.

Area C: COACHING PSYCHOLOGY ELECTIVES 10 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 313	Career Coaching	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 358	Psyc. of Religion & Spirituality	PSY 101	5 cr.
PSY 369	International & Cross-Cultural Psyc.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 435	Compassion and Secular Ethics	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.

Additional Completion Requirements

1. Satisfactory completion of all psychology courses with a minimum grade of C.
2. Satisfactory performance on the three hour written comprehensive examination as well the graded assessment of student's coaching skills in the coaching/client context with a minimum grade of C.
3. A recommendation for Certification and completion of an exit interview with Psychology faculty.
4. Student Administrative records reviews
 - A. Registrar Office – Complete a formal records review
 - B. Financial Aid Office – Exit interviews with a Counselor
 - C. Student Accounting – Accounting Balance Reconciliation and/or “Perkins” Exit interview
5. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

ASSOCIATE OF SCIENCE DEGREE IN COACHING PSYCHOLOGY

Associate of Science in Coaching Psychology Curriculum**Core Curriculum Offerings**

Area I:	Communication and Humanities	15 Credit Hours
Area II:	Science, Mathematics and Computers	15 Credit Hours
Area III:	Social Sciences	10 Credit Hours
	Total	40 Credit Hours

Associate of Science in Offerings

Area IV:	Core Requirements	30 Credit Hours
Area V:	Applied Coaching Psychology Requirements	23 Credit Hours
Area VI:	Coaching Psychology Electives	5 Credit Hours
Area VII:	General Electives	0 Credit Hours
	Total	58 Credit Hours
Total of Associate of Science in Coaching Psychology Degree		98 Credit Hours

Area I: COMMUNICATION AND HUMANITIES 15 Credit Hours

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
	AND Any Com/Hum Elective		5 cr.

Area II: SCIENCE, MATHEMATICS AND COMPUTERS 15 Credit Hours

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers and the Internet	5 cr.	
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
AND	Any Science Elective		5 cr.

Area III: SOCIAL SCIENCES 10 Credit Hours

**A. History or American Government
(5 credit hours required, choose one of the following)**

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
POL 201	American Government		5 cr.

B. Social Science Required

PSY 101	General Psychology		5 cr.
---------	--------------------	--	-------

Area IV: LIFE COACHING CORE 30 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psyc.	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 457	Psyc. of Motivation & Emotion	PSY 101	5 cr.

Area V: APPLIED LIFE COACHING REQUIREMENTS 23 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal & Ethical Issues in Coaching	PSY 101	2 cr.
PSY 497	Coaching Practicum	Dept. Permission	6 cr.

Area VI: LIFE COACHING ELECTIVES 5 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 313	Career Coaching	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 358	Psyc. of Religion & Spirituality	PSY 101	5 cr.
PSY 369	International & Cross-Cultural Psyc.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SHS 320	Health Coaching	PSY 101 & Dept Permission	5 cr.

Area VII: GENERAL ELECTIVES**0 Credit Hours****Additional Completion Requirements**

1. Satisfactory completion of all psychology courses with a minimum grade of C.
2. Satisfactory performance on the three-hour written comprehensive examination as well the graded assessment of student's coaching skills in the coaching/client context with a minimum grade of C.
3. A recommendation for Certification and completion of an exit interview with Psychology faculty.
4. Student Administrative records reviews
 - a. Registrar Office – complete a formal records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – Accounting Balance Reconciliation and/or “Perkins” Exit interview
5. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

BACHELOR OF SCIENCE IN PSYCHOLOGY**The educational goals of the Bachelor of Science in Psychology program are as follows:**

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology;
2. Students will understand and apply basic research methods in psychology, including research design, data analysis and interpretation;
3. Students will respect and use critical and creative thinking and skeptical inquiry;
4. Students will understand and apply psychological principles to personal, social and organizational issues;
5. Students will be able to communicate effectively in a variety of formats;
6. Students will recognize, understand, and respect the complexity of socio-cultural and international diversity;
7. Students will develop insight into their own and others' behavior and mental process and apply effective strategies for self-management and self-improvement;
8. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of positions and settings, especially leadership positions and entrepreneurial settings;
9. Students will demonstrate an understanding concerning the “vitalistic,” as opposed to the mechanistic, perspective on human functioning in which the mind, body and spirit operate dynamically to create quality of health and wellbeing; and
10. Students will demonstrate an understanding of personal integrity and how to manage it effectively to promote excellence in the personal and professional realm.

Bachelor of Science in Psychology (Coaching Track)

To obtain a coaching track concentration, students are required to take the following:

PSY 312	Advanced Life Coaching,
PSY 367	Legal Issues and Ethics in Coaching
and PSY 49	Coaching Practicum I
PSY 498	Coaching Practicum II

Minor in Psychology

A minor in psychology consists of 30 quarter hours of psychology. Students must take General Psychology (PSY 101) an additional 25 hours, 15 of which must be junior/senior level courses. Students may transfer up to 15 quarter hours of psychology courses taken at other educational institutions if a “C” or better was obtained and it is approved by psychology faculty.

Bachelor Of Science In Psychology Degree Curriculum**Degree Requirements**

Students receiving a Bachelor of Science in Psychology degree must complete a minimum total of 188 cr. hr. of instruction.

Core Curriculum Offerings

Area I: Communications & Humanities	20 Credit Hours
Area II: Science, Mathematics and Computers	25 Credit Hours
Area III: Social Sciences	20 Credit Hours
Total	65 Credit Hours

Bachelor of Science Offerings

Area IV: Psychology Science Core	45 Credit Hours
Area V: Applied Psychology Requirements	48 Credit Hours
Area VI: Psychology Electives	20 Credit Hours
Area VII: Free Electives	10 Credit Hours
Total	123 Credit Hours

Total Bachelor of Science Requirements 188 Credit Hours

Additional Completion Requirements

1. Completion of at least four years of prescribed study, of which a student must earn a minimum of the last 47 credits in residence at Life University, with at least 25 hours of psychology courses in residency.
2. Satisfactory completion of all psychology courses in Areas IV – VI with a minimum grade of C.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. A recommendation for graduation and completion of an exit interview with Psychology faculty.
5. File a petition to graduate.
6. Student Administrative records reviews
 - a. Registrar Office – Complete a formal records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview
7. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements



Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (10 credit hours required) *Grade “C” or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 121	Public Speaking		3 cr.

B. Literature Requirement (2 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
ENG 240	Critical Thinking and Literature	ENG 101	5 cr.

Courses	Course Name	Prerequisites	Credits
ART 101	Digital Photography		5 cr.
ART 120	Theatre Arts Appreciation I	ENG 101	5 cr.
ART 121	Theatre Arts Appreciation II	ENG 101	5 cr.
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.
(mandatory for Psychology majors)			
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
ENG 240	Critical Thinking and Literature	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG 101	5 cr.
HUM 211	Intercultural Communication	ENG 101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.
SPN 101	Spanish for Healthcare Providers		5 cr.

Area II: SCIENCES, MATHEMATICS AND COMPUTERS 25 Credit Hours

A. Mathematics Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.

B. Science or Math Required (15 credit hours required)

Course	Course Name	Prerequisites	Credits
Any Science, Math, or Computer course not needed elsewhere (BIO 111 is recommended)			

C. Computers Required (5 credit hours required)

Course	Course Name	Prerequisites	Credits
CIM 101	Intro to Computers		5 cr.

Area III SOCIAL SCIENCES**20 Credit Hours****A. History or American Government****(5 credit hours required, choose one of the following)**

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

C. Social Science electives (10 credit hours required)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 211	American Legal System		2 cr.
PSY 101	General Psychology		5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: PSYCHOLOGY CORE**45 Credit Hours**

Courses	Course Name	Prerequisites	Credits
MSC 201	Introduction to Statistics	MAT 101	5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 290	Life-Span Developmental Psyc.	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psyc. of Religion & Spirituality	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.

Area V: APPLIED PSYCHOLOGY REQUIREMENT 42 Credit Hours

Courses	Course Name	Prerequisites	Credits
PSY 160	Careers in Psychology	PSY 101	2 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.

PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 435	Compassion and Secular Ethics	PSY 101	5 cr.
PSY 359	Health Practitioner/Pt. Relationship	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 498	Senior Capstone Seminar	Senior Standing	5 cr.

And 6 Credits from one of the following groups

Group 1

PSY 472	Senior Research Project I	Dept. Permission	2 cr.
PSY 474	Senior Research Project II	Dept. Permission	2 cr.
PSY 476	Senior Research Project III	Dept. Permission	2 cr.

Group 2

PSY 485	Internship in Psychology	Dept. Permission	6 cr.
---------	--------------------------	------------------	-------

Group 3

PSY 497	Coaching Practicum I	Dept. Permission	3 cr.
PSY 498	Coaching Practicum II	Dept. Permission	3 cr.

Area VI: PSYCHOLOGY ELECTIVES

20 Credit Hours

Any psychology course in the University curriculum, not previously used toward degree requirements.

Courses	Course Name	Prerequisites	Credits
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 313	Career Coaching	PSY 101	5 cr.
PSY 329	Environmental Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	International & Cross-Cultural Psyc.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
PSY 495	Directed Study	Dept. Permission	1-5 cr.
PSY 496	Directed Research	Dept. Permission	1-5 cr.

Area VII: GENERAL ELECTIVES

10 Credit Hours

Any undergraduate course, 100 level or above, not used previously.

Bachelor of Science in Psychology (Coaching Track)

To obtain a coaching track concentration, students are required to take PSY 312 – Advanced Coaching, PSY 367 – Legal Issues and Ethics in Coaching and PSY 497 – Coaching Practicum.

Obtaining a Minor in Psychology With Other Degrees

Students who are seeking Bachelor’s Degree in anything other than Psychology may obtain a minor in psychology. Obtaining this minor consists of completing 30 quarter hours of psychology. Students must take General Psychology (PSY 101) and an additional 25 hours, 15 of which must be junior/senior level courses. Students may transfer up to 15 quarter hours of psychology courses taken at other educational institutions if a “C” or better was obtained and it is approved by psychology faculty.

BACHELOR OF SCIENCE DEGREE IN BIOPSYCHOLOGY (INTERDISCIPLINARY)

This interdisciplinary program in the Department of Positive Human Development and Social Change at Life University immerses students in the complex interdependencies between “mind” and “body.” Students receiving a Bachelor of Science in Biopsychology gain knowledge of fundamental biopsychological concepts regarding bases of behavior, emotion, cognition and their relation to overall wellbeing. Future professions for graduates frequently involve applying this knowledge of physiology and psychology to issues of health promotion, motivation, stress, illness, drug use and abuse and more. Students are also prepared to take on graduate work in fields such as Chiropractic, medicine, nursing, dentistry, psychology or neuroscience.

Objectives:

The educational goals of the Biopsychology program are as follows:

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in biology, chemistry and psychology;
2. Students will understand and apply basic research methods in biology, chemistry and psychology including research design, data analysis and interpretation;
3. Students will respect and use critical and creative thinking, and skeptical inquiry;
4. Students will be able to communicate effectively in a variety of formats;
5. Students will develop insight into their own and others' behavior and mental process;
6. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of positions and settings, especially leadership positions and entrepreneurial settings;
7. Students will demonstrate an understanding concerning the “vitalistic,” as opposed to the mechanistic, perspective on human functioning in which the mind, body, and spirit operate dynamically to create quality of health and wellbeing; and
8. Students will demonstrate an understanding of personal integrity and how to manage it effectively to promote excellence in the personal and professional realm.

Bachelor of Science Degree In Biopsychology Curriculum (Interdisciplinary) Degree Requirements

Students receiving a Bachelor of Science in Biopsychology degree must complete a minimum total of 188 cr. hr. of instruction.

Core Curriculum Offerings

Area I: Communications & Humanities	20 Credit Hours
Area II: Science, Mathematics and Computers	25 Credit Hours
Area III: Social Sciences	20 Credit Hours
Total	65 Credit Hours

Bachelor of Science Offerings

Area IV: Natural Science Core	50 Credit Hours
Area V: Applied Psychology Requirements	35 Credit Hours
Area VI: Biopsychology Electives	25 Credit Hours
Area VII: Free Electives	13 Credit Hours
Total	123 Credit Hours
Total Bachelor of Science Requirements	188 Credit Hours

Additional Completion Requirements

1. Completion of at least four years of prescribed study, of which a student must earn a minimum of the last 47 credits in residence at Life University, with at least 25 hours of biopsychology courses in residency.
2. Satisfactory completion of all Biology and Psychology courses with a minimum grade of C.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.

4. A recommendation for graduation and completion of an exit interview with General Education faculty.
5. File a petition to graduate.
6. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
7. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (10 credit hours required) *Grade “C” or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.

(mandatory for General Studies, Nutrition and Psychology majors)

ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
ENG 240	Critical Thinking and Literature	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.

FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG 101	5 cr.
HUM 211	Intercultural Communication	ENG 101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.
SPN 101	Spanish for Healthcare Providers		5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

A. Mathematics (5 credit hours required) *Grade "C" or better required.*

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
OR (for Business majors only)			
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

(Grade "C" or better also required.)

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES 20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

(Grade "C" or better also required.)

C. Social Science electives (10 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.

HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 211	American Legal System		2 cr.
PSY 160	Careers in Psychology	PSY 101	2 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 313	Career Coaching	PSY 101	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 329	Environmental Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: NATURAL SCIENCE CORE
50 Credit Hours

Courses	Course Name	Prerequisites	Credits
BIO 312	Cell Biology	BIO 112 & CHM 112	5 cr.
BIO 316	Principles of Genetics	BIO 112 & CHM 112	5 cr.
CHM 112	General Chemistry I I	CHM 111	5 cr.
CHM 211	Organic Chemistry I	CHM 112	5 cr.
CHM 212	Organic Chemistry II	CHM 211	5 cr.
PHS 111	General Physics I	MAT 101	5 cr.

5 Credits from one of the Following

BIO 335	Vertebrate Physiology	BIO 201 & BIO 203	5 cr.
OR			
BIO 410	Neurophysiology	BIO 302, 303, 1501	5 cr.

5 Credits from one of the Following

PHS 112	General Physics II	PHS 111	5 cr.
OR			
SHS 300	Exercise Physiology I	BIO 201	5 cr.

10 Credits from one of the following groups**Group 1**

BIO 201	Anatomy and Physiology I	BIO 111 & CHM 112	5 cr.
AND			
BIO 203	Anatomy and Physiology II	BIO 201	5 cr.

Group 2

BIO 401	Anatomy and Physiology	BIO 112 or equivalent	4 cr.
AND			
BIO 425	Visceral Physiology	BIO 312, BIO 335 or BIO 401	6 cr.

Area V: PSYCHOLOGY REQUIREMENTS**35 Credit Hours**

Courses	Course Name	Prerequisites	Credits
MSC 201	Introduction to Statistics	MAT 101	5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 359	Health Practitioner/Pt. Relationship	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.

5 Credits from one of the Following**Group. 1**

PSY 290	Life-Span Developmental Psyc.	PSY 101	5 cr.
---------	-------------------------------	---------	-------

Group 2

PSY 505	Human Development	PSY 101	2 cr.
AND			
PSY 605	Clinical Psychology	PSY 101	3 cr.

Area VI: BIOPSYCHOLOGY ELECTIVES**25 Credit Hours**

Course	Course Name	Prerequisites	Credits
BIO 302	Embryology	BIO 112 or equivalent	2 cr.
BIO 420	Endocrinology	BIO 525	4 cr.
BIO 431	Microbiology I	CHM312	5 cr.
BIO 433	Microbiology II	BIO 231	3 cr.
BIO 435	Physiology Lab	BIO 510	3 cr.
BIO 437	Immunology & Disease Pattern	BIO 331	3 cr.
BIO 515	Public Health	BIO 112 or equivalent	2 cr.
CHM 311	Biochemistry I	BIO 112 & CHM 212	6 cr.
CHM 312	Biochemistry II	CHM 311	5 cr.
NTR 300	Fundamentals of Nutrition	BIO 112 & CHM 212	4 cr.

Any 250 level or above Psychology Course not previously used

Area VII: GENERAL ELECTIVES**13 Credit hours**

Any undergraduate course, 100 level or above, not used previously

ASSOCIATE OF SCIENCE IN COMPUTER INFORMATION MANAGEMENT

Degree Requirements

Students receiving a Associate of Science in Computer Information Management degree must complete a minimum total of 95 cr. hr. of instruction.

Core Curriculum Offerings

Area I:	Communications and Humanities	15 Credit Hours
Area II:	Sciences, Mathematics and Computers	15 Credit Hours
Area III:	Social Science	20 Credit Hours
	Total	50 Credit Hours

Associate Degree Offerings

Area IV:	Business	10 Credit Hours
Area V:	CIM Core Offerings	20 Credit Hours
Area VI:	CIM Electives	15 Credit Hours
	Total	45 Credit Hours
	Total Degree Requirements	95 Credit Hours

Additional Completion Requirements:

1. Completion of at least two years of prescribed study, of which the last year must be in residence at Life University, with at least 25 hours of courses in the last year of residency.
2. Satisfactory completion of all in Areas IV – VI courses with a minimum grade of “C” or better.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. File a petition to graduate.
5. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
6. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATIONS AND HUMANITIES 15 Credit Hours

Courses	Course Name	Prerequisites	Credits
ENG 101*	English Composition I	TSE 099, TOEFL or Placement Test	5 cr.
ENG 102*	English Composition II	ENG 101	5 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 205	Survey to Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
HUM 201	Introduction to Western Philosophy	ENG 101	5 cr.

Area II: SCIENCES, MATHEMATICS AND COMPUTERS 15 Credit Hours**A. Mathematics Required (5 Credits)**

Courses	Course Name	Prerequisites	Credits
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.

OR

MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
---------	-----------------	------------------------------	-------

B. Math or Science Elective (5 Credits)

Courses	Course Name	Prerequisites	Credits
BIO 101	Survey of Biology		5 cr.
BIO 103	Survey of Biodiversity		5 cr.
ENV 101	An Introduction to Meteorology and Weather		5 cr.
MAT 102	Decision Mathematics	MAT 100 or MAT 101	5 cr.
SHS 105	Foundation of Exercise Science		5 cr.

Or any 5 credits of Math or Science course not previously taken.**C. Computer Required (5 Credits)**

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES**20 Credit Hours**

Course	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 201	US History to 1877		5 cr.
HIS 202	US History since 1877		5 cr.
POL 201	American Government		5 cr.

Area IV: BUSINESS OFFERINGS**10 Credit Hours**

Course	Course Name	Prerequisites	Credits
BSN 101*	Introduction to Business		5 cr.
BSN 201	Ethics & Corporate Social Responsibility	BSN 101	5 cr.
BSN 301	Business Law	BSN 101	5 cr.
ECO 201	Principles of Microeconomics	BSN 101/MAT 101	5 cr.
ECO 202	Principles of Macroeconomics	BSN 101/MAT 101	5 cr.
FIN 303	Principles of Finance	ACT 202	5 cr.
MGT 301	Principles of Management	BSN 101	5 cr.
MSC 201	Introduction to Statistics	MAT 101	5 cr.

Required*Any other Business or Management Elective****Area V: CIM CORE OFFERINGS****20 Credit Hours**

Courses	Course Name	Prerequisites	Credits
CIM 201	Computer Programming I VB	CIM 101	5 cr.
CIM 250	Operating Systems	CIM 201	5 cr.
CIM 305	Management Information Systems	CIM 101	5 cr.
CIM 350	Multimedia for Individual & Business Performance	CIM 101	5 cr.

Area VI: CIM ELECTIVES**15 Credit Hours**

Courses	Course Name	Prerequisites	Credits
CIM 204	Programming IV -Adv VB	CIM 201	5 cr.
CIM 310	Data Communication and Network	CIM 101 or MAT 101	5 cr.
CIM 330	Database Design	CIM 101 or MAT 101	5 cr.
CIM 355	Web Programming and Design	CIM 101	5 cr.
CIM 370	Software Project Management	CIM 201 or MAT 101	5 cr.

Area VII: GENERAL ELECTIVES**0 Credit Hours**

BACHELOR OF SCIENCE IN COMPUTER INFORMATION MANAGEMENT

Degree Requirements

Students receiving a Bachelor of Science in Computer Information Management degree must complete a minimum total of 185 credit hours of instruction.

Core Curriculum Offerings

Area I:	Communications and Humanities	20 Credit Hours
Area II:	Sciences, Mathematics and Computers	25 Credit Hours
Area III:	Social Sciences	20 Credit Hours
	Total	65 Credit Hours

Bachelor Degree Offerings

Area IV:	Business Administration Requirements	50 Credit Hours
Area V:	Computer Information Mgt. Requirements	30 Credit Hours
Area VI:	Computer Information Mgt. Electives	30 Credit Hours
Area VII:	Free Electives	10 Credit Hours
	Total	120 Credit Hours
	Total Bachelor's Degree Requirements	185 Credit Hours

Additional Completion Requirements:

1. Completion of at least four years of prescribed study, of which the last year must be in residence at Life University, with at least 47 credit hours of Computer Information Management (CIM) courses being earned in the last year of residency.
2. Satisfactory completion of all in Areas IV – VI courses with a minimum grade of “C” or better.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. A recommendation for graduation based on completion of the Exit Exam by the Dept. of Business faculty. Once declared a degree candidate by the Registrar's Office, students will be invited to sit for the Exit Exam session most proximate to his/her eligible graduation ceremony. Failure to apply for graduation and/or failure to sit for the Exit Exam will preclude the student from graduation until the exam is taken at the next biannual Exit Exam session. Under absolutely no circumstances will the Exit Exam be given on an individual basis, remotely, or outside the normally scheduled biannual Exit Exam sessions in Fall and Spring terms.
5. File a petition to graduate.
6. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
7. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATION & HUMANITIES**20 Credit Hours****A. Communications (10 credit hours required)** *Grade "C" or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours**A. Mathematics Required (10 Credits Required)**

Courses	Course Name	Prerequisites	Credits
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.
OR			
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
MAT 102	Decision Mathematics	MAT 100 or 101	5 cr.
OR			
MAT 103	Survey of Calculus	MAT 100 or 101	5 cr.

B. Sciences (10 Credits Required)

Courses	Course Name	Prerequisites	Credits
BIO 101	Survey of Biology*		5 cr.
BIO 103	Survey of Biodiversity*		5 cr.
SHS 105	Foundation of Exercise Science		5 cr.
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
BIO 201	Anatomy & Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy & Physiology II	BIO 201	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.
CHM 112	General Chemistry II	CHM 111 or equivalent	5 cr.
ENV 101	An Introduction to Meteorology and Weather		5 cr.
PHS 111	General Physics I	MAT 101	5 cr.
PHS 112	General Physics II	PHS 111	5 cr.

Or any 5 credit 100 level or above Basic Science, Natural Science, Nutrition, Mathematics or Exercise Science course

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES**20 Credit Hours****A. History or American Government**

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

C. Social Science electives (10 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	BSN 101, MAT 101	5 cr.
ECO 202	Principles of Macroeconomics	BSN 101, MAT 101	5 cr.

HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: BUSINESS ADMINISTRATION REQUIREMENTS 50 Credit Hours

Courses	Course Name	Prerequisites	Credits
BSN 101	Introduction to Business		5 cr.
ECO 202	Principles of Macroeconomics	BSN 101/MAT 101	5 cr.
MGT 301	Principles of Management	BSN 101 or NTR 209 for Nutr. majors	5 cr.
MKT 301	Principles of Marketing	BSN 101	5 cr.
MSC 201	Introduction to Statistics	MAT 100 or MAT 101	5 cr.

25 Credit Hours of other Business/Management Listings (See Below)

Any combination of the following not previously used toward degree requirements:

Courses	Course Name	Prerequisites	Credits
ACT 201	Principles of Accounting I	MAT 100/101 or MAT 102/103	5 cr.

ACT 202	Principles of Accounting II	ACT 201	5 cr.
BSN 201	Ethics & Corporate Social Responsibility	BSN 101	5 cr.
BSN 270	Diversity in Organizations		5 cr.
BSN 301	Business Law	BSN 101	5 cr.
ECO 201	Principles of Microeconomics	BSN 101/MAT 101	5 cr.
FIN 303	Principles of Finance	ACT 202	5 cr.
MGT 302	Leadership Development	MGT 301	5 cr.
MGT 401	Organizational Behavior	MGT 301	5 cr.
MGT 402	Human Resource Management	MGT 301	5 cr.
MGT 403	Labor Relations	MGT 402	5 cr.
MGT 404	International Management	MGT 301	5 cr.
MKT 410	Integrated Marketing Communications	MKT 301	5 cr.
MGT 415	Entrepreneurship & Small Business Strategies	ACT 202, CIM 305, and MGT 301	5 cr.
MGT 430	Prin. of Prod. & Operations Mgt.	MGT 301 & MSC 301	5 cr.
MGT 441-445	Internship (15 credits max.)	Instructor's Approval	1-5 cr.
MGT 455	Total Quality Management	MGT 301	5 cr.
MGT 460	Senior Research Project I	Instructor's Approval	3 cr.
MGT 461	Senior Research Project II	Instructor's Approval	3 cr.
MKT 320	Entrepreneurship & Social Media	BSN 101 or PPBM 45115	5 cr.

Area V: COMPUTER INFORMATION MANAGEMENT 30 Credit Hours

Courses	Course Name	Prerequisites	Credits
CIM 201	Programming I—Visual Basic	CIM 101	5 cr.
CIM 250	Operating Systems	CIM 201	5 cr.
CIM 305	Management Information Systems	CIM 101	5 cr.
CIM 310	Data Communication and Network	CIM 101 & MAT 101	5 cr.
CIM 330	Database Design	CIM 101 & MAT 101	5 cr.
CIM 410	Systems Analysis and Design	CIM 305	5 cr.

Area VI: COMPUTER INFORMATION MGT. ELECTIVES 30 Credit Hours

Courses	Course Name	Prerequisites	Credits
CIM 204	Programming IV – Adv. VB	CIM 201	5 cr.
CIM 320	Health Information Management	CIM 101	5 cr.
CIM 350	Multimedia for Individual & Business Performance	CIM 101 & MAT 101	5 cr.
CIM 355	Web Design and Programming	CIM 101	5 cr.
CIM 370	Software Project Management	CIM 201, MAT 101	5 cr.
CIM 450	Senior CIM Project I	CIM 305, CIM 330	5 cr.
CIM 451	Senior CIM Project II	Faculty Approval	5 cr.

Area VII: GENERAL ELECTIVES 10 Credit Hours

Any undergraduate course offered not previously taken.

BACHELOR OF BUSINESS ADMINISTRATION

The Bachelor of Business Administration (BBA) program builds on the general curriculum. Students complete a comprehensive business curriculum with the functional emphasis on management.

Degree Requirements

Students receiving a Bachelor of Business Administration degree must complete a minimum total of 185 credit hours of instruction.

Core Curriculum Offerings

Area I: Humanities	20 Credit Hours
Area II: Sciences, Mathematics and Computers	25 Credit Hours
Area III: Social Sciences	20 Credit Hours
Total	65 Credit Hours

Business Administration Degree Offerings

Area IV: Business Administration Requirements	65 Credit Hours
Area V: Management Requirements	20 Credit Hours
Area VI: Management Electives	30 Credit Hours
Area VII: General Electives	5 Credit Hours
Total	120 Credit Hours
Total Bachelor's Degree Requirements	185 Credit Hours

Additional Completion Requirements:

1. Completion of at least four years of prescribed study, of which the last year must be in residence at Life University, with at least 47 credit hours of business courses being earned in the last year of residency.
2. Satisfactory completion of all in Areas IV – VI courses with a minimum grade of “C” or better.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. A recommendation for graduation based on completion of the Exit Exam by the Dept. of Business faculty. Once declared a degree candidate by the Registrar’s Office, students will be invited to sit for the Exit Exam session most proximate to his/her eligible graduation ceremony. Failure to apply for graduation and/or failure to sit for the Exit Exam will preclude the student from graduation until the exam is taken at the next biannual Exit Exam session. Under absolutely no circumstances will the Exit Exam be given on an individual basis, remotely, or outside the normally scheduled biannual Exit Exam sessions in Fall and Spring terms.
5. File a petition to graduate.
6. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
7. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (10 credit hours required) *Grade “C” or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG 101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours**A. Mathematics Required (10 Credits Required)**

Courses	Course Name	Prerequisites	Credits
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.
OR			
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
MAT 102	Decision Mathematics	MAT 100 or 101	5 cr.
OR			

Courses	Course Name	Prerequisites	Credits
MAT 103	Survey of Calculus	MAT 100 or 101	5 cr.
B. Sciences (10 Credits Required)			
BIO 101	Survey of Biology*		5 cr.
BIO 103	Survey of Biodiversity*		5 cr.
SHS 105	Foundation of Exercise Science		5 cr.
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
BIO 201	Anatomy & Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy & Physiology II	BIO 201	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.
CHM 112	General Chemistry II	CHM 111 or equivalent	5 cr.
ENV 101	An Introduction to Meteorology and Weather	5 cr.	
PHS 111	General Physics I	MAT 101	5 cr.
PHS 112	General Physics II	PHS 111	5 cr.

Or any 5 credit 100 level or above Basic Science, Natural Science, Nutrition, Mathematics or Exercise Science course

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES

20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

C. Social Science electives (10 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	BSN 101, MAT 101	5 cr.
ECO 202	Principles of Macroeconomics	BSN 101, MAT 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.

POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: BUSINESS ADMINISTRATION REQUIREMENTS 65 Credit Hours

Courses	Course Name	Prerequisites	Credits
ACT 201	Principles of Accounting I	BSN 101 MAT 100/101 or MAT 102/103	5 cr.
ACT 202	Principles of Accounting II	ACT 201	5 cr.
BSN 101	Introduction to Business		5 cr.
BSN 201	Ethics & Corporate Social Responsibility	BSN 101	5 cr.
BSN 301	Business Law	BSN 101	5 cr.
CIM 305	Management Information Systems	CIM 101	5 cr.
ECO 201	Principles of Microeconomics	BSN 101, MAT 101	5 cr.
ECO 202	Principles of Macroeconomics	BSN 101, MAT 101	5 cr.
FIN 303	Principles of Finance	ACT 202	5 cr.
MGT 301	Principles of Management	BSN 101 or NTR 209	5 cr.
MGT 302	Leadership Development	MGT 301	5 cr.
MKT 301	Principles of Marketing	BSN 101	5 cr.
MSC 201	Introduction to Statistics	MAT 100 or 101	5 cr.

Area V: MANAGEMENT REQUIREMENTS

20 Credit Hours

Course	Course Name	Prerequisites	Credits
MGT 401	Critical Thinking for Organizational Behavior	MGT 301	5 cr.
MGT 402	Human Resource Management	MGT 301	5 cr.
MGT 415	Entrepreneurship & Small Business Strategies	ACT 202, CIM 305, & MGT 302	5 cr.
MGT 450	Systems Theory Applied to Business Policy	MKT 301, FIN 303, 145 hours min	5 cr.

Area VI: MANAGEMENT ELECTIVES (CONCENTRATIONS*) 30 Credit Hours

Any combination of the following not previously used toward degree requirements. *It is recommended that students choose multiple courses in the same content area to broaden experiences in their Business program:*

Course	Course Name	Prerequisites	Credits
BSN 270	Diversity in Organizations	BSN 101	5 cr.
CIM 201	Programming I—Visual Basic	CIM 101	5 cr.
CIM 204	Programming IV – Adv. VB	CIM 101	5 cr.
CIM 230	CIM Seminars	CIM 101	5 cr.
CIM 250	Operating Systems	CIM 201	5 cr.
CIM 302	C# Programming	CIM 201 or CIM 301	5 cr.
CIM 310	Data Comm. & Networking	CIM 305	5 cr.
CIM 330	Database Design	CIM 305	5 cr.
CIM 355	Web Design and Programming	CIM 101	5 cr.
CIM 350	Multimedia for Individual & Business Performance	CIM 101	5 cr.
CIM 370	Software Project Management	CIM 201	5 cr.
CIM 405	Decision Support and Expert Sys.	CIM 205 or CIM 305	5 cr.
CIM 410	Business Systems Analysis & Design	CIM 310 and CIM 330	5 cr.
CIM 441-445	CIM Internship	CIM 201, 305, Fac. App.	1 cr.
CIM 450	Senior CIM Project I	CIM 410 or Dept. approval	5 cr.
HCM 301	Intro. to Health Care Management	MGT 301	5 cr.
HCM 350	Health Care Ethics and Policy	HCM 301 or NTR 300	5 cr.
HCM 401	Health Care Financing	HCM 301	5 cr.
MGT 404	International Management	MGT 401	5 cr.
MGT 403	Labor Relations	MGT 402	5 cr.
MGT 404	International Management	MGT 401	5 cr.
MGT 407	Public Relations	MKT 301	5 cr.
MGT 415	Entrepreneurship & Small Business Strategies	ACT 202, CIM 305, & MGT 302	5 cr.
MGT 325	Entrepreneurship & Social Change	BSN 101 or PPBM 4511	5 cr.
MGT 430	Princ. of Prod. & Operations Mgt.	MGT 301 and MSC 3201	5 cr.
MGT 441-445	Internship	Instructor's Approval	1 cr.
MGT 455	Total Quality Management	MGT 301	5 cr.
MGT 460	Senior Research Project I	Instructor's Approval	3 cr.
MGT 461	Senior Research Project II	Instructor's Approval	3 cr.
MKT 320	Entrepreneurship & Social Media	BSN 101 or PPBM 4511	5 cr.
MKT 340	Marketing Research	MKT 301 & MSC 201	5 cr.
MKT 360	Creative Marketing, Branding & Advertising	MKT 301	5 cr.
MKT 450	International Marketing	MKT 301	5 cr.
PMT 301	Principles of Project Management	MGT 402	5 cr.
PMT 350	Practices of Project Management	PMT 301	5 cr.

PMT 450 Project Mgt. Case Study Capstone PMT 350 5 cr.

Area VII: General Electives 5 Credit Hours

Choose any undergraduate course not chosen to this point. May use MGT 441-445 (*with department permission*)

MINOR IN SPORTS BUSINESS

The minor in Sports Business is available for students in the Bachelor of Business Administration program, as well as for students majoring in other programs who have an interest in the business of sports. The minor consists of 20 credit hours to include the following courses:

Course	Course Name	Prerequisites	Credits
MGT 330	Principles of Sports Management *	BSN 101	5 cr.
MGT 470	Event Planning	BSN 101 & MAT 100/101 Or MAT 102/103	5 cr.
MKT 370	Principles of Sports Marketing **	BSN 101	5 cr.
SHS 488	Current Topics	Senior Lvl/Fac Appr	1-5 cr.

* Principles of Sports Management cannot substitute for MGT 301 (Principles of Management for BBA majors).

** Principles of Sports Marketing cannot substitute for MKT 301 (Principles of Marketing for BBA majors).

DEPARTMENT OF SPORT HEALTH SCIENCE

The mission of the Sport Health Science Department at Life University is to educate and prepare students for careers in fields related to fitness, health and sport, and to enable these students to be successful in a variety of fields. The department offers Bachelor's degrees in Exercise Science and Health Coaching.

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

The Department of Sport Health Science offers a Bachelor's Degree in Exercise Science at Life University that prepares students for a broad range of health and fitness related professions through a curriculum that focuses on the applied sciences of exercise physiology, biomechanics, kinesiology and cardiopulmonary physiology. Furthermore, the curriculum ensures that students are presented with the most contemporary issues and trends in the application of exercise for weight management, cardiopulmonary health, maintenance of functional movement throughout the lifespan, and the application of exercise science to athletic performance. Students who graduate with a degree in Exercise Science continue to study in areas such as medicine, exercise science, kinesiology, biomechanics, Chiropractic, nutrition, psychology, physical therapy, occupational therapy, athletic training and education. In addition, students can find employment as a healthcare professional, whether in a cardiovascular/pulmonary rehabilitation setting or a medically supervised fitness program that focuses on exercise assessment, training, rehabilitation and risk factor modification for individuals.

It is the goal of the Sport Health Science Department to provide the education to ensure the Exercise Science student will:

- Be able to demonstrate knowledge and skills needed to pursue endeavors within their selected field of study;
- Have the requisite knowledge, skills and abilities, necessary to complete the certification process established by the American College of Sports Medicine and the National Strength and Conditioning Organization;
- Have the ability to interpret, analyze, and apply information;
- Understand the role of wellness in enhancing the quality of life;
- Be able to generalize Exercise Science concepts of the responses to physical activity, sport performance and detraining;
- Have an understanding of the major risk factors for hypokinetic/chronic diseases and the role that exercise plays in reducing these risks;
- Be able to design exercise and performance enhancement programs for individuals ranging from healthy to at-risk populations;

- Have an understanding of nutrition and biochemistry as it relates to health and performance; and
- Have an understanding of the mechanical principles related to human movement.

Technical Standards for Exercise Science Students

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended and the ADAA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program. Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existing of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet specific guidelines, which are set forth in the Student Handbook.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, Life University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate candidates who self-identify their disability during any of the four stages:

- Prior to applying for admission,
- During the application process,
- After acceptance but before attending classes,
- While currently attending classes,

Will be referred to the Director of the Student Success Center (SSC).

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the SSC ensures compliance with policy.

Exercise Science Students

Individuals who seek to earn a Bachelor of Science degree in Exercise Science must be able to assume responsibility for providing services to patients and/or clients safely and ethically in the fitness, health and athletic (sport) fields. All students must complete the curriculum in order to graduate with the respective degree. Students in Exercise Science must demonstrate certain minimum essential skills, including, but not limited to the following in order to be admitted to and successfully complete these programs:

Sensory/Observation:

1. Obtain an appropriate health/fitness/medical history from the patient/client.
2. Accurately examine body systems and determine visual, hearing, speech and non-verbal communication, cognition, strength, flexibility, body composition and functional capacities of patients/clients.
3. Accurately examine cardiovascular fitness, including but not limited to, vital signs, blood pressure, heart sounds, respiration rate/breathing patterns and exercise endurance.
4. Observe demonstrations and participate in classroom and laboratory experiences.
5. Reliably read all equipment monitors and dials.

Communication:

1. Communicate effectively with patient/clients and others in a respectful, professional, polite and confident manner in order to elicit information.
2. Communicate effectively with patients/clients in order to elicit information.
3. Maintain accurate documentation in patient/client records.
4. Demonstrate effective use of therapeutic communication including, but not limited to maintaining eye contact, attending, clarifying, coaching, facilitating and palpation.
5. Demonstrate respect of personal space of patients/clients and others.
6. Demonstrate appropriate non-verbal communication.
7. Translate and communicate complex information simply and clearly.
8. Maintain confidentiality of patient/client information/records according to all federal and state standards.
9. Demonstrate understanding of English including speaking, reading, and writing.
10. Use communication technology effectively (i.e. telephone, computer, e-mail).

Motor/Strength/Coordination:

1. Accurately and effectively use manual techniques to assess pulses, skin condition, musculoskeletal, joint and limb movement.
2. Manipulate with precision dials, knobs and other parts of equipment used in the clinical setting.
3. Negotiate level surfaces, stairs, ramps and equipment that move as necessary to assist patients/clients appropriately; perform a variety of examinations and procedures effectively which require changing position, sitting, standing, squatting, kneeling and maintaining balance.
4. Respond quickly and effectively to sudden or unexpected movements of patients/clients.
5. Perform basic Cardiopulmonary Resuscitation (C.P.R.), infant through adult, including the proper use of an AED.
6. Demonstrate the ability to sustain adequate performance in the clinical setting.

Intellectual-Conceptual, Integrative and Quantitative Abilities:

1. Demonstrate the ability to recall knowledge, comprehend and interpret, apply, analyze and evaluate information obtained during didactic, laboratory and/or practice setting experiences.
2. Demonstrate problem-solving skills necessary for identifying/prioritizing problems, and developing appropriate solutions and treatment plans for patient/client problems as well as evaluating those solutions for efficacy.
3. Demonstrate the ability to evaluate and apply scientific research as well as the ability to effectively identify relevant research literature in the field using electronic databases.
4. Demonstrate the ability to identify complex relationships and to problem solve in group, individual and collaborative settings.
5. Demonstrate the ability to successfully pass various skill assessments composed of, but not limited to essay, oral and/or extended multiple choice tests, compositions, oral presentations and lab practicals designed to assess cognitive and non-cognitive skills.

Behavioral and Social Attributes:

1. Demonstrate attributes of honesty, integrity, enthusiasm, compassion and empathy for others.
2. Demonstrate ability to critique own performance, accept responsibility for one's own actions and follow through on commitments and assignments.
3. Actively seek help when necessary and appropriately utilize constructive feedback.
4. Demonstrate organizational skills, completing all professional responsibilities and assignments in a timely manner.
5. Adapt to ever-changing environments, demonstrating flexibility and learning in the face of the uncertainties and stresses inherent in the educational and practice settings.
6. Respect cultural and personal differences of others, including being non-judgmental.
7. Delegate responsibility appropriately, and function as a member of a team.

8. Maintain appropriate personal hygiene and adhere to dress codes mandated by the University and clinical setting(s).
9. Demonstrate appropriate judgment in the prompt completion of all academic and clinical responsibilities.
10. Demonstrate mature, sensitive, ethical and effective relationships with patients/clients and other professionals.
11. Demonstrate the ability to function effectively under stress and/or potentially life threatening emergency.
12. Demonstrate the ability to adapt to change to exhibit flexibility in the face of stressful situations.
13. Demonstrate empathy, integrity, compassion, motivation and commitment commensurate with professional standards in the field.
14. Demonstrate the professional attributes of honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients/clients.
15. Maintain appropriate professional boundaries with patients/clients.

Admitted Students

Upon application to the College of Undergraduate Studies, all candidates are subject to the Technical Standards Policy as presented in this Catalog. During application, all candidates must sign a certifying statement as represented below for placement in their permanent record.

"I hereby certify that I have read, and understand the Technical Standards Policy as listed in the Life University Catalog and am able to perform the essential and fundamental functions and tasks of the Exercise Science Bachelor's degree program with or without a reasonable accommodation."

Bachelor of Science In Exercise Science Curriculum

Degree Requirements

Students receiving a Bachelor of Science in Exercise Science degree must complete a minimum total of 188 cr. hr. of instruction.

Core Curriculum Offerings

Area I:	Communications & Humanities	20 Credit Hours
Area II:	Science, Mathematics and Computers	25 Credit Hours
Area III:	Social Sciences	20 Credit Hours
	Total	65 Credit Hours

Bachelor of Science Offerings

Area IV:	Natural Science Core	29-30 Credit Hours
Area V:	Exercise Science Requirements	57 Credit Hours
Area VI:	Exercise Science Electives	29 Credit Hours
Area VII:	General Electives	7-8 Credit Hours
	Total	123 Credit Hours
	Total Bachelor of Science Requirements	188 Credit Hours

Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (10 credit hours required) *Grade "C" or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.

ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		3 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
ENG 240	Critical Thinking and Literature	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

See program details for specific requirements

A. Mathematics (5 credit hours required) Grade "C" or better required.

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES**20 Credit Hours****A. History or American Government**

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

Grade "C" or better also required.

C. Social Science electives (10 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.

PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: NATURAL SCIENCE CORE
29-30 Credit Hours
Grade “C” or better required for Graduation Credit.
A. Required Sciences – 19 – 20 credits

Courses	Course Name	Prerequisites	Credits
BIO 201	Anatomy and Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy and Physiology II	BIO 201	5 cr.

Or any 9-10 credit hours in anatomy and physiology courses
B. Choice of Sciences – 10 credits

CHM212	Organic Chemistry 2	CHM 212	5 cr
CHM 315	Biochemistry 1	BIO 112 & CHM 212	5 cr
CHM 316	Biochemistry 2	CHM 315	5 cr
MSC 201	Introduction to Statistics	MAT 101	5 cr
PHS 112	Physics II	PHS 111	5 cr.

Any area IV class taken in excess of 30 credits can be applied to Area VI electives.
Area V: EXERCISE SCIENCE REQUIREMENTS
57 Credit Hours
Grade “C” or better required for Graduation Credit.

Courses	Course Name	Prerequisites	Credits
SHS 142	First Aid and CPR		2 cr.
SHS 300	Exercise Physiology I	BIO 112, CHM 112	5 cr.
SHS 312	Exercise Testing & Prescription	SHS 300	5 cr.
SHS 370	Kinesiology	BIO 112	5 cr.
SHS 400	Exercise Physiology II	SHS 300	5 cr.
SHS 406	Sport and Exercise Nutrition	SHS 300	5 cr.
SHS 410	ECG & Exercise Stress Testing	SHS 300	5 cr.
SHS 412	Exercise Biochemistry	SHS 406	5 cr.
SHS 420	Sci. Prin. Strength Train. & Cond.	SHS 300, SHS 370	5 cr.
SHS 428	Clinical Exercise Physiology	SHS 420, SHS 312	5 cr.
SHS 472	Biomechanics	SHS 370, PHS 111	5 cr.
SHS 480	Intro. to Research Methods	SHS 400	5 cr.

Area VI: EXERCISE SCIENCE ELECTIVES
29 Credit Hours

Courses	Course Name	Prerequisites	Credit Hours
PSY 340	Sport Psychology	PSY 101	5 cr.
SHS 320	Health Coaching	PSY 101	5 cr.
SHS 321	Integrative Medicine	PSY 101	5 cr.
SHS 322	Introduction to Public Health	PSY 101	5 cr.
SHS 323	Fundamentals & Concepts of Homeopathy	PSY 101	2 cr.
SHS 324	Fundamentals & Concepts of Chiropractic	PSY 101	2 cr.
SHS 330	Trends in Physical Fitness	SHS 102 or 105 or 300	2 cr.
SHS 340	Intro. to Sport Injury Mgt.	SHS 105, or 300, or any A&P	5 cr.

SHS 401	Current Trends Weight Management	SHS 320, 400	2 cr.
SHS 402	Motor Learning and Devel.	SHS 300	5 cr.
SHS 426	Cardiopulmonary Rehab.	SHS 410	4 cr.
SHS 431	Practicum Health Coaching	Instructor Approval	2 cr.
SHS 486	Individual Study	Sr. Standing & Fac. Approval	1-8 cr.
SHS 488	Cur. Topics & Prob. in Exe. Sci.	Sr. Standing & Fac. Approval	1-5 cr.
SHS 490	Field Clinical Experience I	SHS 312 & 142	1 cr.
SHS 491	Field Clinical Experience II	SHS 410, 412, & 490	1 cr.
SHS 492	Practicum	Sr. Standing & Fac. Approval	1-12 cr.
SHS 493	Internship	Sr. Standing & Fac. Approval	12 cr.

Grade "C" or better required for Graduation Credit.

Seventeen (17) of these credits may be interdepartmental and include the following:

PHS 112	Physics II
MSC 201	Intro to Statistics
NTR 209	Principles of Food Preparation
NTR 240	Medical Terminology
PSY 340	Sport Psychology

Any 300 level class of Exercise Science, Nutrition, Psychology, Biology, Business or Computer Science

Area VII: GENERAL ELECTIVES

7-8 Credit Hours

Courses	Course Name	Prerequisites	Credit Hours
SHS 102	Personal Health and Fitness		2 cr.

Or any undergraduate course not previously taken.

BACHELOR OF SCIENCE IN HEALTH COACHING AND LIFE SCIENCES DEGREE CURRICULUM

Degree Requirements

Students receiving the Bachelor of Science in Health Coaching degree must complete a minimum of 188 credit hours of instruction and complete CLP 090 (Eight Core LIFE Proficiencies seminars) and FYE 101/FYE (LIFE Year Experience). The degree is as follows:

Core Curriculum Offerings

Area I	Communication and Humanities	20 Quarter Hours
Area II	Science, Mathematics and Computers	25 Quarter Hours
Area III	Social Sciences	20 Quarter Hours
	Total	65 Quarter Hours

Bachelor of Science in Health Coaching Offerings

Area IV	Natural Science Core	15 Quarter Hours
Area V:	Health Coaching Requirements	59 Quarter Hours
Area VI:	Health Coaching Electives and Minors	37 – 39 Quarter Hours
Area VII:	General Electives	10 – 12 Quarter Hours
	TOTAL	123 Quarter Hours

Total for Bachelor of Science in Health Coaching

188 Quarter Hours

Health Coaching Outcomes

1. Be able to demonstrate knowledge and skills needed to pursue endeavors within their selected field of study.
2. Have the requisite knowledge, skills and abilities, necessary to complete the certification process as determined by the professional agencies.
3. Have the ability to interpret, analyze and apply information.
4. Demonstrate knowledge about health and chronic diseases.
5. Understand the role of wellness in enhancing the quality of life.
6. Have an understanding of the major risk factors for hypokinetic/chronic diseases and the role that exercise plays in reducing these risks.
7. Have interpersonal and communication skills that result in effective delivery of information to clients, greater community and other healthcare professionals.
8. Demonstrate professionalism and contribute of the healthcare community.
9. Be able to design exercise and performance enhancement programs for individuals ranging from healthy to at-risk populations.
10. Have an understanding of nutrition as it relates to health and performance.
11. Have an understanding of the psychology and coaching principles related to human behavior.

Additional Completion Requirements

1. Completion of at least four years of prescribed study, of which the last year must be in residence at Life University, with at least 45 credit hours of Health Coaching courses being earned in the last year of residency.
2. Satisfactory completion of all Health Coaching and Natural Science core courses (Areas IV – VI) courses with a minimum grade of “C.”
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. A recommendation for graduation and completion of an exit interview with the Sport Health Science faculty.
5. Exit interviews with Financial Aid, Career Placement and Accounting Counselors.
6. Official Graduation Records Review with the Registrar or designate.

To complete the Bachelor of Science with 188 credit hours and a major in Health Coaching, students are required to take the following core curriculum listed below for Area I-VII.

AREA I: Communication & Humanities (20 credit hours required)**A. Communications (13 credit hours required)**

Grade “C” or better required.

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099 or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 121	Public Speaking		3 cr.

B. Communications or Humanities Electives

(7 credit hours required – 5 cr. must be a literature class)

Courses	Course Name	Prerequisites	Credits
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 131	Workplace Communication (recommended)	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.

ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 101	Conversational French I		5 cr.
FRN 102	Conversational French II	FRN 101	5 cr.
HUM 101	Introduction to Classical Music		3 cr.
HUM 201	Introduction to Western Philosophy	ENG101	5 cr.
SPN 101	Conversational Spanish I		5 cr.
SPN 102	Conversational Spanish II	SPN 101	5 cr.

Area II: Natural Sciences, Mathematics, & Computers 25 cr.

A. Mathematics (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra (5 credit hours required)	TSM 099 or advisor's approval	5 cr.

B. Science (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

C. Computers (5 credit hours required)

CIM 101	Intro to Computers		5 cr.
---------	--------------------	--	-------

AREA III: SOCIAL SCIENCES (20 credit hours required)

A. History/American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

PSY 101	General Psychology		5 cr.
---------	--------------------	--	-------

C. Social Science electives

(10 credit hours required – not taken above – Sociology recommended)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.

HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
POL 205	World Issues		2 cr.
PSY 241	Quantitative Methods in Psychology	MAT 101 & PSY 101	5 cr.
PSY 242	Research Methods in Psychology	PSY 241	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psychology	PSY 101	5 cr.
PSY 311	Introduction to Coaching	PSY 101	5 cr.
PSY 312	Advanced Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psychology of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Patient Relationship	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues and Ethics in Coaching	PSY 311	2 cr.
PSY 369	International & Cross-Cultural Psychology	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psychology of Motivation & Emotion	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: Natural Science Core (15 Credit Hours Required)

Course	Course Name	Prerequisites	Credits
BIO 201	Anatomy and Physiology I	BIO 112 and CHM 112	5 cr.
BIO 203	Anatomy and Physiology II	BIO 201	5 cr.
CHM 112	General Chemistry II	CHM 111	5 cr.

Area V: Health Coaching Core Requirements (59 Quarter Hours Required)

Course	Course Name	Prerequisites	Credits
SHS 142	First Aid and CP		2 cr.
SHS 300	Exercise Physiology 1	BIO 112	5 cr.
SHS 312	Exercise Testing and Prescription	SHS 300	5 cr.
SHS 400	Exercise Physiology II	SHS 300	5 cr.
SHS 406 *	Sport and Exercise Nutrition	SHS 300	5 cr.
NTR 240	Medical Terminology	ENG 101	2 cr.
NTR 360	Nutrition Through the Life Cycle	NTR 300 or SHS 406	3 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 359	Health Practitioner/Patient Relationship	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
SHS 320	Health Coaching	PSY 101	5 cr.
SHS 321 **	Integrative Medicine (CAM Therapies)	PSY 101	5 cr.

SHS 322	Introduction to Public Health	PSY 101	5 cr.
SHS 431	Health Coaching Field Work 1***	400 & 320, PSY 311	2 cr.

* NTR 300 and NTR 405 can substitute for SHS 406 (7 credits – NTR 306 is a pre-req for NTR 405)

** NTR 320, NTR 321 and NTR 433 can substitute for SHS 321

Area VI: Health Coaching Electives – Choose from Natural Science, Business, Computer Science, SHS, Psychology or NTR Courses (37-39 Quarter Hours)

CHM 211, CHM 212, PHS111, PHS 112, PHS 113, PHS 213 or any 300 level or above from Natural Science, Business, Computer Science, SHS Psychology or NTR Courses or any class listed below as part of the minors. NTR 401 and NTR 402 or SHS 428 are strongly recommended.

OR

Area VI for BS in Health Coaching and Life Sciences with a minor in Natural Sciences (recommended for students going into Chiropractic or other professional programs – 36 Quarter Hours required)

Course	Course Name	Prerequisites	Credits
PHS 111	Physics I	MAT 101	5 cr.
CHM 315	Biochemistry I	BIO 112 & CHM 212	6 cr.
CHM 316	Biochemistry II	CHM 315	5 cr.
BIO 312	Cell Biology	BIO 112 & CHM 112	5 cr.
BIO 316	Principles of Genetics	BIO 112 & CHM 112	5 cr.
PHS 112	Physics II	PHS 111	5 cr.
OR			
PHS 213	Physics III	PHS 112	3 cr.
OR			
BIO 335	*Vertebrate Physiology	BIO 201 & BIO 203	5 cr.

* BIO 203 and BIO 335 recommended for pre-chiropractic students.

OR

Area VI for BS in Health Coaching and Life Science with a minor in Entrepreneurial Business (35 Quarter Hours required)

Course	Course Name	Prerequisites	Credits
ACT 201	Principles of Accounting I	BSN 101	5 cr.
BSN 101	Introduction to Business	ENG 101	5 cr.
BSN 201	Business Ethics	BSN 101	5 cr.
BSN 301	Business Law	BSN 101	5 cr.
CIM 350	Multimedia Business Presentations	CIM 101	5 cr.
CIM 355	Web Design and Programming	CIM 350	5 cr.
MGT 301	Principles of Management	BSN 101	5 cr.

Area VII: General Electives 10-12 Quarter Hours

Total Credits

188 Quarter Hours

The Health Coaching Field Work course is the only new class to LIFE. Students will have the opportunity to work in the area of health coaching. Through interaction with the community, students will acquire a deeper understanding of health coaching through supervised, hands-on experience. Field work sites may include local YMCA centers, cardiac rehab facilities, smoking cessation programs, weight loss clinics or other health-related locations. SHS 341 will start with a health coaching approach in an environment that promotes wellness. The student will have a chance to see the struggles that individuals make when trying to change their behaviors to improve their health. After completion of this class, students pursuing the Health Coaching degree will be encouraged to take SHS 492, Practicum, or SHS 493, Internship, with a health coaching concentration.

DEPARTMENT OF NATURAL SCIENCES

The Department of Natural Sciences maintains the qualified faculty and physical facilities necessary to provide an array of sound courses in the fields of Biology (BIO), Chemistry (CHM) and Physics (PHS). The Department is located in the College of Graduate and Undergraduate Studies (CGUS), where it shares facilities and faculty with the Basic Sciences Division of the College of Chiropractic.

Objectives

The objectives of the Department are to:

1. Provide courses that will satisfy natural science requirements in non-science/non-allied health undergraduate curricula;
2. Provide courses in the natural sciences necessary for the sound preparation of students in allied health fields;
3. Provide courses necessary for admission to Graduate and Professional schools (chiropractic, medical, dental, veterinary medicine, podiatry, optometry, etc.); and
4. Provide the courses necessary to complete Bachelor of Science level degree programs in the sciences.

The Department offers BIO 111-112, CHM 111-112, CHM 211-212 and PHS 111-112 in an accelerated five-week format as well as the traditional 10-week quarter. The courses are identical but meet for twice as many hours per week of lecture and laboratory. Students can therefore complete a two-course sequence in one quarter. Students with the appropriate math background can complete all their biology, general chemistry, organic chemistry and physics requirements for entry into the Doctor of Chiropractic program in as little as two quarters. To be eligible for admission into the accelerated program, students must have a minimum of a 2.0 GPA in their previous coursework. They should also have completed English and college algebra requirements. Students who made a grade of "D" in college algebra may not enroll in the accelerated program. Any special consideration regarding admission to this program is at the discretion of the Dean of the College of Graduate and Undergraduate Studies.

Twelve hours per quarter is considered a full-time load. A student interested in applying for financial aid must be enrolled full-time. Students are allowed to enroll for a maximum of 20 credit hours per quarter.

If a student fails (grade "F") the first part of a sequential set of courses (e.g. CHM 111, PHS 111, BIO 111, CHM 211), the student cannot proceed to the second session of the course. A student can proceed to the second part if the student receives a grade of "D." However, a grade of "C" or higher must be attained in any required prerequisite for entrance into the Doctor of Chiropractic program.

Students who are not comfortable with mathematics or want to take a lesser load are advised to enroll in the 10-week courses. Students who are seeking only a Bachelor of Science degree are encouraged to enroll in the 10-week courses.

Degrees Offered:

Bachelor of Science in Biology

BACHELOR OF SCIENCE IN BIOLOGY

Degree Requirements

Students receiving a Bachelor of Science in Biology degree must complete a minimum total of 188 cr. hr. of instruction.

Core Curriculum Offerings

Area I: Communications & Humanities	20 Credit Hours
Area II: Science, Mathematics and Computers	25 Credit Hours
Area III: Social Sciences	20 Credit Hours
Total	65 Credit Hours

Bachelor of Science Offerings

Area IV: Natural Science Core	30 Credit Hours
Area V: Biology Requirements	57 Credit Hours
Area VI: Biology Electives	14-16 Credit Hours
Area VII: Free Electives	20-23 Credit Hours
Total	123 Credit Hours

Total Bachelor of Science Requirements**188 Credit Hours****Additional Completion Requirements**

1. Completion of at least four years of prescribed study, of which the last year must be in residence at Life University, with at least 47 credit hours of Biology courses being earned in the last year of residency.
2. Satisfactory completion of all in Areas IV – VI courses with a minimum grade of C. All BIO, CLIM and PHS courses must be completed with a minimum grade of C.
3. Satisfactory completion of all courses with a minimum overall cumulative GPA of 2.0.
4. A recommendation for graduation and completion of an exit interview with the Natural Sciences faculty.
5. File a petition to graduate.
6. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
7. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Area I: COMMUNICATION & HUMANITIES**20 Credit Hours****A. Communications (10 credit hours required)***Grade “C” or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.

B. Literature Requirement (5 credit hours required)*Nutrition majors only may opt to substitute a Foreign Language.*

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 206	African American Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (5 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 121	Public Speaking		2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

A. Mathematics (5 credit hours required) Grade "C" or better required.

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.
OR (for Business majors only)			
MAT 100	Contemporary Mathematics	TSM 099 or Placement Test	5 cr.

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 112	General Biology II	BIO 111 or equivalent	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES 20 Credit Hours

A. History or American Government (5 credit hours required)

(choose one or two of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

Grade "C" or better required.

C. Social Science electives (15 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945 HIS 201 or 202		5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: NATURAL SCIENCE CORE (with "C" or better) 30 Credit Hours

Courses	Course Name	Prerequisites	Credits
CHM 112	General Chemistry II	CHM 111	5 cr.
CHM 211	Organic Chemistry I	CHM 112	5 cr.
CHM 212	Organic Chemistry II	CHM 211	5 cr.
CHM 315	Biochemistry	BIO 112 & CHM 212	5-6 cr.
PHS 111	General Physics I	MAT 101 or equivalent	5 cr.
PHS 112	General Physics II	PHS 111	5 cr.

Area V: BIOLOGY REQUIREMENTS (with “C” or better) 57 Credit Hours

Courses	Course Name	Prerequisites	Credits
BIO 302	Embryology BIO 112		2 cr.
BIO 303	Histology BIO 112		4 cr.
BIO 312	Cell Biology	BIO 112 & CHM 112	5 cr.
BIO 315	Principles of Ecology	BIO 112	5 cr.
BIO 316	Principles of Genetics	BIO 112 & CHM 112	5 cr.
BIO 335	Vertebrate Physiology	BIO 201 & 203	5 cr.
BIO 336	Vertebrate Biology	BIO 112	5 cr.
BIO 410	Cellular, Neuromuscular Physiology	BIO 335 or BIO 336 & CHM 315	5 cr.
BIO 431	Microbiology I	CHM 315	5 cr.
BIO 433	Microbiology II	BIO 431	3 cr.
BIO 437	Immunology & Disease Pattern	BIO 431	3 cr.
BIO 445	Endocrinology	BIO 335 or BIO 336, BIO 410, CHM 315	4 cr.

10 Credits from one of the following groups

BIO 201	Anatomy & Physiology I	BIO 111 & CHM 112	5 cr.
BIO 203	Anatomy & Physiology II	BIO 201	5 cr.
OR			
BIO 401	Anatomy & Physiology	BIO 112 or equivalent	4 cr.
BIO 425	Visceral Physiology	BIO 335 or BIO 401	6 cr.

Area VI: BIOLOGY ELECTIVES (with “C” or better) 14 -16 Credit Hours

Course	Course Name	Prerequisites	Credits
BIO 415	Public Health	BIO 112 & CHM 112	2 cr.
BIO 441	Pathology I	BIO 303	4 cr.
BIO 442	Pathology II	BIO 441	4 cr.
CHM 316	Biochemistry II	CHM 315	5 cr.
NTR 300	Fundamentals of Nutrition	BIO 201 & CHM 112	4 cr.
SHS 300	Exercise Physiology I	BIO 201 or 501	5 cr.

Or any 300, 400 or 500 level Natural Sciences, Basic Sciences, Nutrition or Exercise Science courses.

Area VII: GENERAL ELECTIVES 20 -23 Credit Hours

For this area students may use any course not previously taken.

DEPARTMENT OF NUTRITION

Mission Statement

The mission of the Department of Nutrition is to support the Life University mission and to provide students with the knowledge and skills necessary for a successful career in the various nutritional settings within their community. This is to diversify the mission of the University in its service to the community. The Department of Nutrition also strives to provide an educationally challenging environment, so that a graduate of any of the nutrition programs can successfully meet the challenges of today's healthcare system.

Introduction

The Department of Nutrition was established under the auspices of the College of Undergraduate Studies initially to provide a nutrition degree as a complement to the Doctor of Chiropractic Program. In December 1993, the Didactic Program in Nutrition and Dietetics (DP) received approval by the Academy of Nutrition and Dietetics (Council on Education Division of Education Accreditation/Approval). In 2005, the Didactic Program in Dietetics was granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

In 1998, the nutrition curricula, the Didactic Program in Nutrition and Dietetics in particular, underwent a major revision to realign itself with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Academy of Nutrition and Dietetics (AND) revised standards and objectives.

The degree originally called the Bachelor of Science in Nutrition for Chiropractic Science was renamed to Bachelor of Science in Nutrition.

In addition, the Nutrition Department expanded its curricula further to provide an Associate of Science in Nutrition Technology and a Dietetic Internship Program. In October 2001, the Commission on Accreditation/Approval for Dietetics Education of the Academy of Nutrition and Dietetics, a specialized accrediting body recognized by the Commission on Recognition of Post Secondary Accreditation and the United States Department of Education, granted developmental accreditation for the Dietetic Internship Program. In 2005, the Dietetic Internship Program was granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Educators in the Department of Nutrition

The Department of Nutrition boasts a breadth and depth of faculty with over 80 years of combined experience in the areas of community, education, research, clinical, and management and a better than 15:1 student faculty ratio. When the Southern Association of Colleges and Schools (SACS) visited the University in 2001, they wrote:

“...strengths of the program include a dedicated faculty who have expended a tremendous effort to plan new and innovative programs in the field of dietetics and nutrition...Students were enthusiastic about the quality of education that they receive at Life University...The practitioner background of each faculty is clearly a strength of the program. These same faculty advise the undergraduate students, which provides for timely progress through the program.”

Facilities

In early 2010, the Department of Nutrition was relocated to a newly remolded area in the Center for Undergraduate Studies building. With approximately 3,465 square feet, this extraordinary, state of the art department includes seven offices, a reception area, work room, food experimental/kitchen lab with six stations, two computer stations and a large cooking demonstration lab. Additionally, the department has other physical facilities sufficient to meet the program objectives to include space for Dietetic students, the nutrition research clinic, rooms for the assessment and nutrition tutoring labs, nutrition tutoring lab and a nutrition office in the Center for Health and Optimum Performance (C-HOP).

Technical Standards for Nutrition and Dietetics Students

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended and the ADA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program. Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existing of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet specific Guidelines, which are set forth in the Student Handbook.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, Life University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate candidates who self-identify their disability during any of the four stages:

- Prior to applying for admission,

- During the application process,
- After acceptance but before attending classes,
- While currently attending classes,

Will be referred to the Director of the Student Success Center (SSC).

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the SSC ensures compliance with policy.

Technical Standards for a B.S. Degree in Nutrition or Dietetics

The study of nutrition and dietetics involves the integration and application of principles from a broad area of study including food science, nutrition, management, communication, biological, physiological, behavioral and social sciences. Therefore, individuals receiving a B.S. Degree in Nutrition or Dietetics must meet all academic and clinical course requirements. To

matriculate, students seeking a B.S. Degree in Nutrition or Dietetics must have the following abilities and skills in order to meet the full requirements of the program's curriculum:



Sensory/Observation: A student must have sufficient sensory capacity to observe and participate in demonstrations and experiments in the basic and applied sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to utilize all assessment parameters in order to assess the nutritional status of the clients and implement a nutritional care plan to achieve optimal nutritional status (i.e., obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of

laboratory data). In addition, a student must have sufficient vision to observe physical changes such as in skin and eye color or changes in other areas of the body.

Communication: A student must be able to communicate effectively with patients and their family members, in order to elicit information, describe changes in affect, mood, activity and posture and to perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form. A student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, communicate results of diagnostic findings, and make assessments and plans known to patients, their family members and members of the healthcare team.

A graduate student is expected to analyze, conceptualize and summarize complex relationships as ascertained from patient records, research studies and other written reports and be able to communicate that information effectively.

Motor/Strength/Coordination: A student must have sufficient dexterity and motor function to elicit information from clients by palpation, auscultation, percussion and to perform diagnostic procedures including, but not limited to obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of laboratory data.

Conceptual, Integrative and Quantitative Abilities: A student must have sufficient conceptual, integrative and quantitative abilities. These abilities include but are not limited to measurement, calculations, reasoning, analysis and synthesis. Additionally, a student must be able to understand the spatial relationships of the nutritional status, nutrient intake and any special conditions. Problem solving in group, individual and collaborative settings requires all of these intellectual abilities. Testing and evaluation of these abilities in the Department of Nutrition employ examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these assessments include but are not limited to essay, oral and/or extended multiple choice tests, compositions, oral presentations and lab practicals designed to assess a variety of cognitive and non-cognitive skills in a simulated or supervised clinical settings. All written or word processed information must be in a comprehensible format.

A student must be able to critically analyze, synthesize and evaluate/interpret psychosocial research and be able to utilize available data to conduct evidence based studies in the field of nutrition and dietetics.

Behavioral and Social Attributes: A student must possess the emotional health required for utilization of his/her intellectual abilities. Students must be able to exercise good judgment in the prompt completion of all academic and clinical responsibilities. Students must be able to develop mature, sensitive, ethical and effective relationships. Stressors may include but are not limited to environmental, chemical, physical or psychological. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation, and commitment commensurate with the habits and mannerisms of professional training to become a nutritionist or dietitian. Students must portray attributes of professionalism that include but are not limited to honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients.

Admitted Students

Upon application to the College of Undergraduate Studies, all candidates are subject to the Technical Standards Policy as presented in this Catalog. During application, all candidates must sign a certifying statement as represented below for placement in their permanent record.

"I hereby certify that I have read, and understand the Technical Standards Policy as listed in the Life University Catalog and am able to perform the essential and fundamental functions and tasks of the Nutrition or Dietetics Bachelor's degree program with or without a reasonable accommodation."

Program offerings are broad and include:

- Bachelor of Science in Nutrition
- Bachelor of Science in Dietetics
- Verification Statement
- Dietetic Internship Program
- Master of Science in Clinical Nutrition

Bachelor of Science Degrees

Admission, Transfer and Financial Information

1. All newly accepted nutrition students must come to the Department of Nutrition for orientation and advisement.
2. Transfer students to the Dietetics program will need a minimum cumulative **GPA of 3.0 or above** to apply to the program. Nutrition classes to be transferred to the DPD program must be from an institution approved by the Academy of Nutrition and Dietetics (AND) and must be a grade of "B" or better. Transfer students to the other nutrition programs will need a **GPA of 2.5 or above** to apply to the program.
3. Transfer of any nutrition or science course that has been previously taken that is comparable or equivalent to a course offered by Life University, with a grade of "B" or better, may be accepted. However, since the following courses are the foundation for various aspects of the curriculum, they must have been taken within the last seven (7) years:
 - NTR 306 Advanced Nutrition
 - NTR 309 Assessment, Interviewing, and Counseling (clinical)
 - NTR 401 Nutrition Therapy I (clinical)
 - BIO 201 Anatomy & Physiology I*
 - CHM 112 General Chemistry II*

**Exception: Time limitation for CHM 112 and BIO 201 can be waived if the student has been working in a healthcare field.*

All nutrition courses transferred to the nutrition core area IV or other nutrition requirements area VIA must be approved by the department head, except for NTR 240 medical terminology.

4. ***In order to qualify for financial aid***, a full-time undergraduate student must enroll in a minimum of twelve (12) and maximum of twenty (20) credit hours per quarter. A part-time undergraduate student carries between six (6) and eleven (11) credit hours per quarter.

5. If a student is obtaining a dual degree in conjunction with the Doctor of Chiropractic (DC) program, ***to qualify for financial aid***, the full-time student must enroll in a minimum of twenty-one (21) and a maximum of twenty-five (25) credit hours per quarter in the DC program. A part-time DC student must take between eleven (11) and twenty (20) credit hours per quarter. Students who take a full course load in the DC program may take up to six (6) credit hours of nutrition courses per quarter. Any DC student taking a part-time DC course load of 6-13 credit hours may take 15-8 (respectively) credit hours in the Department of Nutrition (not to exceed 21 credit hours).

Bachelor of Science Degrees Course Requirements

Degrees Requirements

All students receiving any of the Bachelor's of Science in Nutrition or Dietetics must complete a total of 188 credit hours of instruction.

Additional Completion Requirements

1. NTR 210 – Nutrition Seminar & Future Trends (0 cr.) is a requirement for graduation for all nutrition degrees (there is no charge for this class). Students will need to obtain credit for 12 sessions and give a presentation. All Nutrition students must attend one mandatory 4-hour session on a Saturday that covers the following topics:
 - a. **Fall of each year: (for Dietetic Majors only, but Nutrition majors may attend)**
 - i. Applying to internships and computer matching
 - ii. Managing your professional development
 - iii. Participation in AND, GAND and lobbying
 - iv. Dietetics only career opportunities
 - v. AND Code of Ethics
 - b. Spring of each year: (required for all Nutrition Majors)
 - i. Career opportunities for non-RDs
 - ii. Resume writing and interviewing skills
 - iii. Ethical issues
 - iv. Accrediting agencies

Nutrition Majors attending both sessions will receive eight credits toward seminar and will still need to attend four more regularly scheduled sessions during the quarter and give a presentation. Regularly scheduled sessions will be offered three times per quarter.

There will be no make-ups allowed for the mandatory sessions. Students must make plans to attend. If students miss a mandatory session, or come late or leave early, students must wait until it is offered the following year to make up the requirement. Attendance will be taken at the end of each session.

2. Satisfactory completion of all required courses (nutrition and non-nutrition) with a minimum overall **GPA of 2.5 or above** is required for a B.S. in Nutrition.
3. All courses from areas IV-VI must be completed with a grade of “B” or better.
4. Satisfactory completion of all required courses (nutrition and non-nutrition), with a minimum overall cumulative **GPA of 3.0 or above** is required for a **B.S. in Dietetics**.
 - a. **If, upon completion, the student's GPA falls below a 3.0, the student becomes ineligible to graduate from the DPD program. If the student has a GPA below 3.0, he or she can be awarded a Bachelor of Science in Nutrition instead.**
 - b. A minimum **GPA of 3.0 or above** is required for the verification statement that accompanies the application to Dietetic Internship Programs, however, nearly 80 percent of those accepted into internships have an average **GPA above 3.0**.
5. To receive a Bachelor of Science degree in Nutrition from Life University, a student must earn a minimum of the last 47 credits in residence at Life University, 30 of which are to be in Nutrition, all field experiences must be taken through Life University. Residency is defined as being enrolled (matriculated) as an on-campus student, as a distance learner or via independent study, and has earned the minimum requirements as outlined above.

6. The DC student who chooses to enter the DPD program must strictly adhere to the DPD program requirements including a cumulative **GPA of 3.0 or above.**
7. A recommendation for graduation and completion of an exit interview with the Nutrition Department Faculty.
8. File a petition to graduate.
9. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
10. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

BACHELOR OF SCIENCE IN NUTRITION

Mission Statement of the Bachelor of Science in Nutrition

The mission of the Bachelor of Science in Nutrition Program at Life University is to provide a solid foundation of knowledge and skills for students, so that the program graduates are prepared for admission to advanced degree/professional programs and/or practice in their chosen field.

Program Goals

Goal No. 1

1. Graduates of the B.S. Degree in Nutrition program are well prepared to be successful in continuing their advanced study.

Success Criteria to Assess Goal No. 1:

Goal No. 1 is assessed by monitoring the:

1. percentage of graduates who pursue advanced degrees and will feel prepared for their advanced studies.
2. percentage of graduates who enter the Doctor of Chiropractic Program and will be successful and complete their professional degree within the allowed time.

Goal No. 2

1. Graduates of the B.S. Degree in Nutrition Program will demonstrate the knowledge and skills for understanding nutrition and its effects on health and lifestyle of their clients.

Success Criteria to Assess Goal No. 2:

1. percentage of graduates who will be prepared with the skills and knowledge necessary to effect the nutritional aspects of their patient's health and lifestyle.
2. percentage of graduates who take positions in the field of Nutrition or Dietetics that do not require RD status will be qualified and prepared for their position.
3. percentage of employers of graduates who took positions in the field of Nutrition or Dietetics who felt the graduates are well prepared for their position.

Goal No. 3

1. Graduates of all Nutrition Programs will be satisfied with the advisement they received regarding completion of their education in a timely manner and the quality of education they received at Life University.

Success Criteria to Assess Goal No. 3:

1. percentage of graduates who were satisfied with the advisement they received.
2. percentage of graduates who were satisfied with the quality of education they received at Life University.
 - a. percentage of graduates who were satisfied with the Department of Nutrition faculty.
 - b. percentage of faculty members who update their Professional Development Plans (PDP).
 - c. percentage of faculty members who update their course content.

Career Opportunities

With this degree, students are able to enter into a Professional Program or pursue a career in the field of nutrition, which does not require Registered Dietitian (RD) credentials.

Bachelor of Science in Nutrition Curriculum

Degree Requirements

Students receiving a Bachelor of Science in Nutrition degree must complete a minimum total of 188 credit hours of instruction.

Core Curriculum Offerings

Area I:	Communications & Humanities	20 Credit Hours
Area II:	Science, Mathematics and Computer	25 Credit Hours
Area III:	Social Sciences	20 Credit Hours
	Total	65 Credit Hours

Bachelor of Science Offerings

Area IV:	Nutrition Core	48 Credit Hours
Area V (a):	Major Program Requirements	33 Credit Hours
Area V (b):	Major Program Requirements	20 Credit Hours
Area VI:	Nutrition & Business Electives	18 Credit Hours
Area VII:	Free Electives	4 Credit Hours
	Total	123 Credit Hours
	Total Bachelor of Science Requirements	188 Credit Hours

Area I: COMMUNICATION & HUMANITIES 20 Credit Hours

A. Communications (13 credit hours required) *Grade "B" or better required*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 121	Public Speaking		3 cr.

B. Literature Requirement (5 credit hours required)

Nutrition and Dietetic majors only may opt to substitute a Foreign Language

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (2 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.

ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

A. Mathematics (5 credit hours required) *Grade "B" or better required.*

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 201	Anatomy & Physiology I	BIO 111 & CHM 112	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES

20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

C. Social Science electives (15 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO 201	Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: NUTRITION CORE**48 Credit Hours**

Courses	Course Name	Prerequisites	Credits
NTR 209	Principles of Food Preparation		3 cr.
NTR 240	Medical Terminology		2 cr.
NTR 300	Fundamentals of Nutrition	A&P 201 & CHM 112	4 cr.
NTR 301	Research Methodology	CIM 101	2 cr.
NTR 303	Menu Planning & Comp. Analysis	CIM 101 & NTR 300	3 cr.
NTR 304	Introduction to Food Science	NTR 209 & 300	3 cr.
NTR 305	Community Nutrition	NTR 300	3 cr.

NTR 306	Advanced Nutrition	NTR 300 & CHM 316	4 cr.
		Or permission of Instructor	
NTR 307	Nutrition Education	CIM 101 & ENG 101	2 cr.
NTR 309	Assess., Interviewing, & Counsel.	NTR 303 & 307	4 cr.
NTR 320	Alternative Nutrition	NTR 300	2 cr.
		Or permission of Instructor	
NTR 360	Nutrition through the Life Cycle	NTR 300	3 cr.
NTR 401	Nutrition Therapy I	NTR 306 & 309	4 cr.
		Or permission of Instructor	
NTR 402	Nutrition Therapy II	NTR 306 & 309	4 cr.
		Or permission of Instructor	
NTR 405	Nutrition & Physical Performance	CHM 316 or NTR 306	3 cr.
NTR 433	Study of Vitamins & Minerals	NTR 306	2 cr.

Area V (a): MAJOR PROGRAM REQUIREMENTS 33 Credit Hours

Courses	Course Name	Prerequisites	Credits
BIO 431	Microbiology I	CHM 315	5 cr.
BIO 433	Microbiology II	BIO 431	3 cr.
CHM 112	General Chemistry II	CHM 111	5 cr.
CHM 211	Organic Chemistry I	CHM 112	5 cr.
CHM 212	Organic Chemistry II	CHM 211	5 cr.
CHM 315	Biochemistry I	A&P 201 & CHM 112	5 cr.
CHM 316	Biochemistry II	CHM 315	5 cr.
NTR 210	Nutrition Seminar & Future Trends	See Advisor	0 cr.

Area V (b): MAJOR PROGRAM REQUIREMENTS 20 Credit Hours

Any 20 credit hours of Natural Science, Mathematics or Business

Area VI: OTHER MAJOR REQUIREMENTS 18 Credit Hours

Courses	Course Name	Prerequisites	Credits
A)	8 cr. hrs. Undergraduate Nutrition courses	8 cr.	
B)	10 cr. hrs. any Nutrition, Science, or Business Electives (300 level and above courses)		10 cr.

Area VII: GENERAL ELECTIVES 4 Credit Hours

Any undergraduate course not previously taken.

For more information regarding the Bachelor of Science in Nutrition Degrees, refer to the handbook on the Life University website (www.LIFE.edu) under the Department of Nutrition.

BACHELOR OF SCIENCE IN DIETETICS

Mission Statement of the Didactic Program in Dietetics

The mission of the Didactic Program in Nutrition and Dietetics is to support the Life University mission and provide practical experience and training for students, so that the program graduates are prepared for entrance into an Internship Program or can obtain a position in the field of dietetics not requiring Registered Dietitian status.

The mission of the Didactic Program in Dietetics is to also prepare the graduates academically and professionally so that they may pursue an advanced degree and after completion of an Internship Program they will provide quality nutritional care in a cost effective manner and pursue innovations, both in the work place and in professional associations.

Accreditation Status

The Didactic Program in Nutrition and Dietetics (DP) at Life University has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Goal No. 1

1. Graduates of the DP Program will have the knowledge and skills necessary for obtaining and completing an internship in dietetics or for their first position in the field not requiring Registered Dietitian (RD) status.

Success Criterion to Assess Goal No. 1

Goal No. 1 is assessed by monitoring the:

1. percentage of graduates who enter the DP Program and complete the program within four years.
2. percentage of graduates who apply for internships within the academic year they complete the DP Program.
3. percentage of DP graduates who apply for internships within six months of graduation and are accepted.
4. percentage of graduates not applying to or not accepted to a supervised practice program within the academic year they completed the DP program will reapply to a supervised practice program.
5. percentage of graduates not applied to or accepted to a supervised practice program within the academic year they completed the DP program will seek further training or obtain employment.
6. percentage of IP Directors will feel that the graduates of the Life University DP Program are prepared for the internship program (rating of 3-5/based on a scale of 1-5).
7. percentage of DP graduates who desire employment in the field of dietetics that does not require RD status will obtain a position within six months of graduation.
8. percentage of DP graduates who take positions in the field of dietetics that does not require RD status will feel well prepared for their position.
9. percentage of employers of DP graduates who took positions in the field of dietetics that does not require RD status feel our graduates are well prepared for their position.

Goal No. 2

1. Graduates of the DP Program will pass the national exam for registered dietitians on the first attempt.

Success Criterion to Assess Goal No. 2

Goal No. 2 is assessed by monitoring the:

1. percentage of graduates who pass the national exam for registered dietitians on the first attempt.
2. percentage of graduates who score within two standard deviations of the national means on the clinical part of the exam.
3. percentage of graduates who score within two deviations of the national means on the foodservice part of the exam.
4. percentage of graduates who pass the field experience course exam on the first attempt and pass the National Registered Dietitian Exam on the first attempt.

Goal No. 3

1. Graduates of the DP Program who pass the national exam for registered dietitians after completion of an internship program feel prepared for their first position in the field requiring Registered Dietitian (RD) status.

Success Criterion to Assess Goal No. 3

Goal No. 3 is assessed by monitoring the:

1. percentage of DP graduates who obtain a position in the field of dietetics within six months of graduation of a IP program.
2. percentage of graduates who took positions in the field of nutrition and dietetics will feel well prepared for their position.
3. percentage of employers of the DP graduates who took positions in the field of nutrition and dietetics will feel our graduates are well prepared for their position.

Goal No. 4

1. Graduates of the DP Program will be prepared for and encouraged to seek advanced studies and/or keep current with the national registration and state licensure.

Success Criterion to Assess Goal No. 4

Goal No. 4 is assessed by monitoring the:

1. percentage of graduates who apply to advanced degrees within three years of graduation.
2. percentage of graduates who keep current with their registration and licensing within three years of graduation.
3. percentage of graduates who successfully complete the comprehensive exam will be motivated to seek advanced study and/or keep current with the national registration and state licensure.

Career Opportunities

Job opportunities for graduates with Registered Dietitian credential are endless and include settings such as hospitals, public health nutrition programs and long-term care facilities. Dietitians also work in child nutrition and school lunch programs, community wellness centers, health clubs, nutrition programs for the elderly, food companies and in food service management settings. Their responsibilities are as varied as the settings in which they work. Dietitians also work with physicians providing individual and group therapy. Another possibility for Dietitians is to work for pharmaceutical companies with lines of Nutritional Products.

Credentialing Process For Dietetics Practitioners:

Students are required to go through a sequential three-step process to become a Registered Dietitian. Those steps are:

1. Completion of didactic component of a ACEND Accredited program in dietetics.
2. Completion of a ACEND Accredited dietetic internship program.
3. Pass the National examination administered by the Commission on Dietetic Registration.

The completion of this program fulfills the first step in the process. It also gives the student the competence and eligibility to complete a Dietetic Internship Program.

Bachelor of Science in Dietetics Curriculum

Degree Requirements

Students receiving a Bachelor of Science in Dietetics degree must complete a minimum total of 191 credit hours of instruction.

Core Curriculum Offerings

Area I:	Communications & Humanities	20 Credit Hours
Area II:	Science, Mathematics and Computers	25 Credit Hours
Area III:	Social Sciences	20 Credit Hours
	Total	65 Credit Hours

Bachelor of Science Offerings

Area IV:	Nutrition Core	48 Credit Hours
Area V:	Major Program Requirements	43 Credit Hours
Area VI (a):	Nutrition Courses	33 Credit Hours
Area VI (b):	Any 2 cr. hrs. Nutrition Courses Not Taken	2 Credit Hours
Area VII:	Free Electives	0 Credit Hours
	Total	126 Credit Hours
Total Bachelor of Science Requirements		191 Credit Hours

Bachelor of Science in Dietetics Completion Requirements:

1. Satisfactory completion of all required courses (nutrition and non-nutrition), with a minimum overall cumulative **GPA of 3.0 or above** is required for a **B.S. in Dietetics**.
 - a. **If, upon completion, the student's GPA falls below a 3.0, the student becomes ineligible to graduate from the DPD Program.**
 - b. **If the student has a GPA below 3.0, he or she can be awarded a Bachelor of Science in Nutrition instead.**

2. The DC student who chooses to enter the DPD program must strictly adhere to the DPD program requirements including a cumulative **GPA of 3.0 or above**.
3. All courses from areas IV-VI must be completed with a grade of “B” or better.
4. A minimum **GPA of 3.0 or above** is required for the Verification Statement that accompanies the application to Dietetic Internship Programs, however, nearly 80 percent of those accepted into internships have an average **GPA above 3.0**.
5. Students must provide the Director of Didactic Program in Dietetics with their social security number and permanent address during their last quarter at Life University, so that a Verification Statement can be mailed upon completing degree requirements.
6. To receive a Bachelor of Science degree in Dietetics from Life University, a student must earn a minimum of the last 47 credits in residence at Life University, 30 of which are to be in Nutrition, all field experiences must be taken through Life University. Residency is defined as being enrolled (matriculated) as an on-campus student, as a distance learner, or via independent study, and has earned the minimum requirements as outlined above.
7. A recommendation for graduation and completion of an exit interview with the Nutrition Department Faculty.
8. File a petition to graduate.
9. Administrative and student reviews of records
 - a. Registrar Office – Complete a formal academic records review
 - b. Financial Aid Office – Exit interviews with a Counselor
 - c. Student Accounting – “Perkins” Exit interview and rectify account balance
10. Confirm CLP 090, FYE 101 and FYE 103 completion status requirements.

Bachelor of Science in Dietetics (DPD)

Area I: COMMUNICATION & HUMANITIES

20 Credit Hours

A. Communications (13 credit hours required) *Grade “B” or better required.*

Courses	Course Name	Prerequisites	Credits
ENG 101	English Composition I	TSE 099, TOEFL, or Placement Test	5 cr.
ENG 102	English Composition II	ENG 101	5 cr.
ENG 121	Public Speaking		3 cr.

B. Literature or Foreign Language Requirement (5 credit hours required)

Nutrition and Dietetics majors only may opt to substitute a Foreign Language

Courses	Course Name	Prerequisites	Credits
ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.

C. Communications or Humanities Electives (2 credit hours not used previously)

Courses	Course Name	Prerequisites	Credits
CHN 111	Mandarin Chinese I	TSE 099, TSR 099, or Placement Test	5 cr.
CHN 112	Mandarin Chinese II	CHN 111	5 cr.
ENG 110	Fiction Writing	ENG 101	2 cr.
ENG 111	Poetry Writing	ENG 101	2 cr.
ENG 112	Screenwriting	ENG 101	2 cr.
ENG 131	Workplace Communication	ENG 101	5 cr.

ENG 201	Survey of American Literature	ENG 101	5 cr.
ENG 202	Survey of British Literature	ENG 101	5 cr.
ENG 203	World Literature I	ENG 101	5 cr.
ENG 204	World Literature II	ENG 101	5 cr.
ENG 205	Eastern Literature	ENG 101	5 cr.
ENG 210	Studies in Mystery Fiction	ENG 101	5 cr.
ENG 220	American Drama	ENG 101	5 cr.
ENG 230	Introduction to Short Fiction	ENG 101	5 cr.
FLM 101	Introduction to Classical Cinema		5 cr.
FLM 102	World Cinema		3 cr.
FLM 103	Contemporary Cinema		3 cr.
FRN 111	French I	TSE 099, TSR 099, or Placement Test	5 cr.
FRN 112	French II	1 yr. HS French or FRN 111	5 cr.
HUM 101	Music Appreciation		3 cr.
HUM 201	Introduction to Philosophy	ENG101	5 cr.
SPN 111	Spanish I	TSE 099, TSR 099, or Placement Test	5 cr.
SPN 112	Spanish II	1 yr. HS Spanish or SPN 111	5 cr.

Area II: SCIENCE, MATHEMATICS & COMPUTERS 25 Credit Hours

A. Mathematics (5 credit hours required) *Grade "B" or better required.*

Courses	Course Name	Prerequisites	Credits
MAT 101	College Algebra	TSM 099 or Placement Test	5 cr.

B. Science or Math (15 credit hours required)

Courses	Course Name	Prerequisites	Credits
BIO 111	General Biology I		5 cr.
BIO 201	Anatomy & Physiology I	BIO 111, CHM 211	5 cr.
CHM 111	General Chemistry I	MAT 101 or equivalent	5 cr.

C. Computers Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Intro to Computers		5 cr.

C. Computer Information Management (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
CIM 101	Introduction to Computers		5 cr.

Area III: SOCIAL SCIENCES

20 Credit Hours

A. History or American Government

(5 credit hours required, choose one of the following)

Courses	Course Name	Prerequisites	Credits
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
POL 201	American Government		5 cr.

B. Social Science Required (5 credit hours required)

Courses	Course Name	Prerequisites	Credits
PSY 101	General Psychology		5 cr.

Grade "B" or better required.

C. Social Science electives (15 credit hours required – not taken above)

Courses	Course Name	Prerequisites	Credits
ECO	201 Principles of Microeconomics	ENG 101	5 cr.
ECO 202	Principles of Macroeconomics	ENG 101	5 cr.
HIS 101	World Civilization to 1500		5 cr.
HIS 102	World Civilization since 1500		5 cr.
HIS 110	World Geography		5 cr.
HIS 201	U.S. History to 1877		5 cr.
HIS 202	U.S. History since 1877		5 cr.
HIS 211	African-American History to 1877		3 cr.
HIS 212	African-American History since 1877		3 cr.
HIS 428	U.S. History since 1945	HIS 201 or 202	5 cr.
POL 110	World Issues		2 cr.
POL 201	American Government		5 cr.
POL 202	Comparative and International Politics		5 cr.
PSY 242	Research Methods in Psychology	MSC 201	5 cr.
PSY 255	Positive Psychology	PSY 101	5 cr.
PSY 256	Psychology of Excellence	PSY 101	5 cr.
PSY 257	Psychology of Adjustment	PSY 101	5 cr.
PSY 290	Life-Span Developmental Psych.	PSY 101	5 cr.
PSY 311	Introduction to Life Coaching	PSY 101	5 cr.
PSY 312	Advanced Life Coaching	PSY 311	5 cr.
PSY 320	Health Psychology	PSY 101	5 cr.
PSY 340	Sport Psychology	PSY 101	5 cr.
PSY 356	Personality Psychology	PSY 101	5 cr.
PSY 357	Social Psychology	PSY 101	5 cr.
PSY 358	Psych. of Religion & Spirituality	PSY 101	5 cr.
PSY 359	Health Practitioner/Pat. Relations.	PSY 101	5 cr.
PSY 366	Behavior Modification	PSY 101	5 cr.
PSY 367	Legal Issues & Ethics in Coaching	PSY 311	2 cr.
PSY 369	Internat. & Cross-Cultural Psych.	PSY 101	5 cr.
PSY 375	Marriage & Family	PSY 101	5 cr.
PSY 376	Human Sexuality	PSY 101	5 cr.
PSY 377	Introduction to Counseling	PSY 101	5 cr.
PSY 455	Abnormal Psychology	PSY 101	5 cr.
PSY 456	Biopsychology	PSY 101	5 cr.
PSY 457	Psych. of Motivation & Emotion	PSY 101	5 cr.
PSY 458	Psychological Tests & Measurement	PSY 101	5 cr.
PSY 459	Leadership and Group Processes	PSY 101	5 cr.
PSY 465	Psychology in the Workplace	PSY 101	5 cr.
PSY 466	Psychology of Mind/Body	PSY 101	5 cr.
PSY 468	Psychosocial Aspects of Pain Mgt.	PSY 101	5 cr.
SOC 101	Introduction to Sociology		5 cr.

Area IV: NUTRITION CORE**48 Credit Hours**

Courses	Course Name	Prerequisites	Credits
NTR 209	Principles of Food Preparation		3 cr.
NTR 240	Medical Terminology		2 cr.
NTR 300	Fundamentals of Nutrition	BIO 201 & CHM 112	4 cr.

NTR 301	Research Methodology	CIM 101	2 cr.
NTR 303	Menu Planning & Computer Analysis	CIM 101 & NTR 300	3 cr.
NTR 304	Introduction to Food Science	NTR 209 & 300	3 cr.
NTR 305	Community Nutrition	NTR 300	3 cr.
NTR 306	Advanced Nutrition	NTR 300 & CHM 316	4 cr.
NTR 307	Nutrition Education	Or permission of Instructor NTR 300, CIM 101 & ENG 101	2 cr.
NTR 309	Assess., Interview., & Counseling	NTR 303 & 307	4 cr.
NTR 320	Alternative Nutrition	NTR 300	2 cr.
NTR 360	Nutrition through the Life Cycle	Or permission of Instructor NTR 300	3 cr.
NTR 401	Nutrition Therapy I	NTR 306 & 309	4 cr.
NTR 402	Nutrition Therapy II	Or permission of Instructor NTR 306 & 309	4 cr.
NTR 405	Nutrition & Physical Performance	Or permission of Instructor CHM 316 or NTR 306	3 cr.
NTR 433	Study of Vitamins & Minerals	NTR 306	2 cr.

Area V: MAJOR PROGRAM REQUIREMENTS**43 Credit Hours**

Courses	Course Name	Prerequisites	Credits
BIO 431	Microbiology I	CHM 315	5 cr.
BIO 433	Microbiology II	BIO 431	3 cr.
CHM 112	General Chemistry II	CHM 111	5 cr.
CHM 211	Organic Chemistry I	CHM 112	5 cr.
CHM 212	Organic Chemistry II	CHM 211	5 cr.
CHM 315	Biochemistry I	BIO 201 & CHM 112	5 cr.
CHM 316	Biochemistry II	CHM 315	5 cr.
NTR 210	Nutrition Seminar & Future Trends	See Advisor	0 cr.

Area VI: OTHER NUTRITION REQUIREMENTS**35 Credit Hours****(A) The following 33 credit hours:**

Courses	Course Name	Prerequisites	Credits
NTR 310	Marketing Your Services	CIM 101 and ENG 102	2 cr.
NTR 311	Food Service Operations	BSN 101 or NTR 209	3 cr.
NTR 312	Food Safety & Sanitation	Any 100 level BIO class	2 cr.
NTR 413	Nutrition Therapy III	NTR 401 & NTR 402	3 cr.
NTR 414	Food, Nutrition & Culture	NTR 401 & NTR 402	3 cr.
NTR 415	Quantity Food Production	Or permission of Instructor NTR 311 & NTR 312	2 cr.
NTR 417	Field Experience – Community	NTR 305, 307, 309, & 360 or permission of Instructor	3 cr.
NTR 436	Clinical Field Experience	NTR 413, NTR 414	4 cr.
NTR 442	Food Service Management	Or permission of Instructor NTR 311	3 cr.
NTR 443	Management Field Experience	NTR 442 & Instructor Permission	4 cr.
NTR 434	Pharmacology	NTR 306	2 cr.
NTR 435	Financial Reimbursement	instructor approval	2 cr.

(B) Any 2 credit hours of Nutrition Courses not already taken.

The following are recommended:

Courses	Course Name	Prerequisites	Credits
NTR 411	Maternal/Child Nutrition	NTR 306 & NTR 360	3 cr.
NTR 412	Geriatric Nutrition	NTR 401	3 cr.
NTR 432	Nutrition Epidemiology	NTR 305	2 cr.

Area VII General Electives

0 cr.

Verification Statement Requirements

Life University's Department of Nutrition now provides a Verification Statement for entrance into an accredited Dietetic Internship Program. Students who have obtained a nutrition degree or other degree field with a GPA of 3.0 or better and need only courses required to become eligible for entrance into an internship can do so at Life University without having to complete requirements for the entire B.S. in Dietetics Degree. Upon completion of the internship, the graduate is then able to take the national registration exam to become a Registered Dietitian (R.D.).

Verification Statement Coursework Requirements**

Courses	Course Name	Credits
NTR 210	Nutrition Seminar and Future Trends	(0)
NTR 303	Menu Planning	(3)
NTR 307	Nutrition Education	(2)
NTR 309	Assessment, Interviewing & Counseling	(4)
NTR 311	Foodservice Operations	(3)
NTR 405	Physical Performance	(3)
NTR 411	Maternal Child Nutrition	(3)
NTR 412	Geriatric Nutrition	(3)
NTR 413	Nutrition Therapy III	(3)
<i>(If haven't had sufficient Therapy courses they must also take Nutrition Therapy I and/or II)</i>		
NTR 414	Food, Nutrition and Culture	(3)
NTR 415	Quantity Food Production	(2)
NTR 417	Community Field Experience	(3)
NTR 433	Study of Vitamins and Minerals	(2)
NTR 442	Foodservice Management	(3)
NTR 436	Clinic Field Experience	(4)
NTR 443	Management Field Experience	(4)

TOTAL: 42-53 credits

**All pre-reqs must be met. If the student has not taken the pre-req as part of the undergraduate nutrition degree obtained elsewhere, he/she must take that pre-req at Life University.

Verification Statement Completion Requirements

- All nutrition courses must be completed with a grade of "B" or better.
- A minimum overall cumulative GPA of 3.0 or better is required for all courses listed above. However, nearly 80 percent of those accepted to internships have an average GPA over 3.0 or better.
- All credit hours required for the Verification Statement must be completed at Life University. Courses cannot be transferred in from another University to meet the above stated requirements.
- Students must provide the Didactic Program in Dietetics Director with their social security number and permanent address during their last quarter at Life University, so that a Verification Statement can be mailed upon completion of the requirements.

Note:

- Students that received a B.S. in Nutrition from Life University within the past three years may be exempt from some courses.
- Anyone who has a degree that is not nutrition related must complete all degree requirements for the dietetics degree (excluding any transfer credits).

THE INTERNSHIP PROGRAMS IN NUTRITION AND DIETETICS

Internship Programs in Nutrition and Dietetics: (DTR 511F-Fall, DTR 511W-Winter, DTR 511S-Spring)

The Internship Programs in Nutrition and Dietetics at Life University is a 9-month, 41 week (1,640 hours of Didactic [360 hours] and supervised practice experience [1,200 hours]) post baccalaureate program with a clinical emphasis. The program provides interns with necessary knowledge and skills to be eligible to sit for the national registration exam for dietitians and to pursue a variety of career opportunities in the field of dietetics. Up to 16 interns can be admitted to the program, which starts the end of August and is completed by the end of May of the next year.

Mission Statement of the Dietetic Internship Program

The mission of the Internship Programs in Nutrition and Dietetics is to support the Life University mission and provide practical experience and training for interns, so that the program graduates will have the knowledge and skills to effectively meet the responsibilities of nutritional services in community, clinical, managerial positions and become leaders in their chosen field. Upon completion of the program and receipt of the Verification Statement, the graduates will pass the National Registration Examination for dietitians.

The mission of the Internship Programs in Nutrition and Dietetics is to also prepare the graduates academically and professionally so that they may integrate, apply and practice theoretical knowledge necessary to provide quality nutritional care in a cost effective manner, pursue innovations and leadership, both in the work place and in professional associations.

Program Goals

Goal No. 1

1. Graduates of the Internship Programs in Nutrition and Dietetics will pass the national registration exam for dietitians and be qualified and prepared for a variety of career opportunities in the field of dietetics.

Success Criterion to Assess Goal No. 1:

Goal No. 1 is assessed by monitoring the:

1. percentage of interns who enter the program and complete the program within 150 percent of the time planned for completion.
2. percentage of IP graduates who take the Registered Dietitian (RD) exam and pass on the first attempt.
3. percentage of IP graduates who take the RD exam and pass on the second attempt.

Goal No. 2

1. Graduates of the Internship Programs in Nutrition and Dietetics who desire employment will obtain a position in the field of dietetics and will have the knowledge and skills to effectively meet the responsibilities of the position.

Success Criterion to Assess Goal No. 2:

Goal No. 2 is assessed by monitoring the:

1. percentage of IP graduates who obtain a position in the field of dietetics within six months of graduation.
2. percentage of IP graduates who start their first position as a Registered Dietitian feel well prepared for the position.
3. percentage of IP graduate's employers feel that they are well prepared for the position.

Goal No. 3

1. Graduates of the Internship Programs in Nutrition and Dietetics will integrate theoretical knowledge into application/practice by completing research projects and will apply current research information into practice.

Success Criterion to Assess Goal No. 3:

Goal No. 3 is assessed by monitoring the:

1. percentage of IP graduates who incorporate scientific knowledge and evidence based research into their practice.
2. percentage of IP graduate's employers who acknowledged that their employees incorporate scientific knowledge and evidence based research into their practice.

Goal No. 4

1. Graduates of the Internship Programs in Nutrition and Dietetics will have skills and motivation to pursue life long learning so they can meet the requirements of continuing education of the Commission on Dietetic Registration.

Success Criterion to Assess Goal No. 4:

Goal No. 4 is assessed by monitoring the:

1. percentage of IP graduates who apply to advanced degrees within three years of graduation.
2. percentage of IP graduates who keep current with their registration and licensing within three years of graduation.
3. percentage of IP graduates who set up professional development plans.

Credentialing Process for Dietetics Practitioners

Students are required to go through a sequential 3-step process to become a Registered Dietitian. Those steps are:

1. Completion of didactic program in dietetics with minimum academic requirements as approved by the Academy of Nutrition and Dietetics.
2. Complete an AND accredited internship.
3. Pass the National Dietetic Registration Exam.

The completion of this program fulfills the second step in the process. This gives the student the competence and eligibility to take the national Dietetic Registration Exam.

Accreditation/Approval Status:

Life University Internship Program has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics; a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and the United States Department of Education.

Financial Aid

Financial aid is available for the Internship Programs in Nutrition and Dietetics. For more information, contact Financial Aid Dept. at (770) 426-2826.

Cost To Student

1. The tuition fee is \$6,500. This fee will include instruction as well as work experience.
2. Health insurance and professional liability insurance is mandatory. Students must obtain insurance coverage prior to admission to the program. Liability insurance can be obtained through the American Dietetic Association at a cost of approximately \$75 for liability and \$350 for health for the nine-month duration.
3. **Students are responsible for providing their own housing, meals, transportation and gas costs to/from rotation sites. Costs vary based upon preferences.** The approximate cost is estimated to be between \$8,000-12,000. Information regarding housing can be obtained through the Life University Office of Student Affairs at 770-426-2700.
4. **Textbook(s) for the program will average \$600.**
5. White lab coats are required and are available in the Life University Bookstore for \$17.95, stethoscope, sphygmomanometer, and penlight or flashlight are also required.
6. Application fee for computer matching by D&D Digital Systems is \$50.
7. Application fee for processing application by Life University is \$65.
8. **Some rotation sites may require background checks for the interns and acquire the interns to pay for this cost, which could be between \$20-200. Some rotation sites may also require you to repeat the TB test and/or any other immunizations, which may cost between \$15-150.**
9. Upon acceptance to the Internship Program, 10 percent of your tuition (\$650) is required prior to the start of the program to

secure your position (this is nonrefundable if you decide not to continue with the internship).

10. Students are required and responsible for becoming a member of the Academy of Nutrition and Dietetics, the fee is \$50.
11. Registered Dietitian Exam Review course average between \$350-450.

Admission Requirements and Computer Matching

Note: The application package should include the original letters of reference and two copies of the sealed official transcripts. Other materials may be submitted as photocopies. For application deadline, please refer to the cover letter. Life University will NOT return any or all parts of the application package submitted. All required documents must be in one package, do not send individual documents, you will be disqualified for not following the directions for the completion of the application and required documentations.



1. Completion of the course work required for a Didactic Program in Dietetics (DP), which is accredited by the ACED of the Academy of Nutrition and Dietetics and having completed a Bachelor of Science Degree (transcripts must indicate B.S. Degree Completed).

*If any applicants have graduated more than three years ago, they must take the following courses prior to the start of the Internship Program at Life University:

- NTR 306 Advanced Nutrition
 - NTR 309 Assessment, Interviewing and Counseling
 - NTR 311 Foodservice Operations
 - NTR 401 Nutrition Therapy I
 - NTR 402 Nutrition Therapy II
 - NTR 413 Nutrition Therapy III
2. When you send in your application, you must include proof of taking these course or equivalent courses and must be completed by the start of the Internship Program.

*If you are sending a Declaration of Intent with your application, you must provide your Verification Statement before the internship starts. If the Verification Statement is dated prior to 1987, you must provide a Verification Statement indicating that you have completed current DP requirements (dated after 1987). The program director's signature must be in an ink color other than black to distinguish an original from a photocopy.

Verification Statement or Declaration of Intent
*issued by the Program Director of the school.
 3. Grade point average in regard to completion of the academic requirements.
 - Overall GPA of 3.0
 - Science GPA of 3.0
 - Nutrition GPA of 3.25
 4. Three written reference letters – two academic and one from work supervisor or personal colleagues.
 5. Two-page personal cover letter stating your goals, objectives, areas of interest, hobbies and expectations of the internship program.
 6. Two copies of all official final transcripts (if you have not completed the B.S. Degree at the time of sending in the application, you must bring two copies of the official transcripts on the first day of the Internship Program).
 7. Computer matching
 8. Foreign students who would like to transfer credits from other accredited universities in their country must have translation of their transcripts by the following institution:

Global Education Group, Inc.

18851 NE 29 Avenue, Suite 104-A

Aventura, FL 33180 USA

Phone: (305) 534-8745

Fax: (305) 534-3487

www.globaledu.com/evaluation_apply_for_evaluation.html

OR

Josef Silny & Associates

International Education Consultants

7101 SW 102nd Avenue

Miami, FL 3173 USA

Phone : (305) 273-1616

Fax : (305) 273-1338 or 273-1984

info@jsilny.com

www.jsilny.com

OR

World Education Services, Inc. (WES)

Bowling Green Station

P.O. Box 5087

New York, NY 10274-8057 USA

Phone: (212) 966-6311

Fax: (212) 966-6100

info@wes.org

International Student Rules, Regulations & Procedures

It is the responsibility of the international student to maintain lawful immigration status. The student is responsible for fully and properly complying with all laws and regulations of the United States, the State of Georgia and local governments.

In order to maintain lawful F-1 status, please adhere to the following policies:

- **Current Address:** International Students MUST NOTIFY the Enrollment Office and the Registrar's Office within 10 days of your move. **Failure to report address change within 10 days will result in failure to maintain status.**
- **Documents:** Maintain a valid I-20. To determine validity, look in section 5, where it says "complete studies no later than (date)." The date must not expire. It is the students' responsibility to ensure that their I-20s are valid at all times while studying in the United States. I-20's needed to be signed annually. Keep passport valid at all times. To renew passports that will expire while in the United States, visa-holders should contact their embassy or consulate in the U.S. for instructions. This process can take several months – start applying for a renewal six months before it expires. Students are also required to have visa and I-94 card.
- **Financial Statement:** Proof of finances to cover the cost of one year of studies. A financial statement must be valid for each program in which the student is enrolled.
- **Maintain full-time, degree seeking status:** DC and undergraduate students must take at least 12 credit hours each quarter. Master degree students must be enrolled in nine credit hours each quarter. DC and undergraduate students must maintain a 2.0 GPA and Master students must maintain a 3.0 GPA in order to be in status.
- **Distance learning and Transient Studies:** These courses are limited for F-1 students. They may only count a maximum of 1 course of Distance Learning toward their full course requirement. Audited courses do NOT count towards a full course requirement. International students who would like to engage in transient studies need prior approval by the International Enrollment Specialist.
- **Annual Vacation:** Eligible students may take an annual vacation break after three consecutive quarters of study. There is ONLY one excused break per year. Students must maintain full-time status and a 2.0 GPA in order to be eligible for this

vacation. Students must consult with the International Enrollment Specialist for approval of annual vacation break. Students admitted to begin a program in the summer MUST enroll full-time during the summer of admission.

- **Program Extensions:** These must be approved by your Academic Advisor and the International Enrollment Specialist.
- **Exceptions to full course of study:** A reduced course load must first be approved by the International Enrollment Specialist. Only the following reasons are acceptable by the U.S. Government:
 1. Must cancel or withdraw due to improper course level placement (**supporting letter from academic advisor required. One quarter only**)
 2. Initial difficulty with the English language and/or with reading requirements (**supporting memo from academic advisor required. First quarter only**)
 3. Unfamiliarity with U.S. teaching methods or reading requirements (**supporting letter from academic advisor required. First quarter only**)
 4. **Medical Conditions (a letter must be received by a U.S. doctor. RCL may not exceed 12 months)**
Student is in the final term of study.
 5. **Employment:**
F-1 students are **ONLY** eligible for part time, **20 hours or less** of **ON CAMPUS** employment.

While on annual vacation break, F-1 students can work more than 20 hours per week but must be approved by Life University's HR department.

Social Security numbers are only obtained after a job is found on campus. For forms and additional information, please visit: www.ssa.gov.

All students must contact the International Enrollment Specialist and Human Resources to receive work authorization before accepting employment. It is illegal to work without proper authorization.

F-1 students cannot work OFF CAMPUS.

Personal/Telephone Interview

This is a deadline for submitting your application to Life University (applications must be postmarked no later than that date posted). Based on assessment of your application, you may be selected for the interview (personal or telephone) phase of the selection process.



Computer Matching

All applicants to Internship Programs in Nutrition and Dietetics and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and a mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from any AND approved Didactic Program in Dietetics or from D&D Digital Systems. This request should be made to allow turnaround time for submitting by the D&D Digital Systems postmark deadline. There is no charge for this material; however, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Life University's program code is 210 when completing the sense/mark card.

Address requests to:
D&D Digital Systems email: dnd@netins.net
304 Main Street, Suite 301
Ames, IA 50010

Selection Criteria

The selection process will be a two-phase process for the 12 slots. The initial phase will be based on the assessment of admission requirements 1 through 7. Personal/telephone interviews may be scheduled. The final phase will be based on assessment of

admission requirements 1 through 8. The names of the applicants selected during the final phase will be sent to D&D Digital Systems for computer matching. Computer literacy, volunteer and extracurricular activities are also considered in selecting students.

For more detailed information and current due dates, please refer to the Dietetic Internship Program Handbook, which is located on the Life University website (www.LIFE.edu) under the Department of Nutrition.

Internship Program Curriculum Description

The Internship Program at Life University encompasses 41 weeks/1640 hours of didactic (360 hours) and supervised practice experience (1200 hours). They are as follows:

ORIENTATION: One week of general orientation to become familiar with University, department and program policies and procedures (40 hours Didactic Review).

CLASSROOM REVIEW: Three weeks of classroom review of Community Nutrition, Food Service, Nutrition Education, Nutrition and Physical Performance, Health and Disease, Nutritional Assessment, Counseling, and Physical Assessment (120 hours Didactic Review).

FOODSERVICE/MANAGEMENT: Six weeks of exposure to different areas of management (such as purchasing and production). All of the management rotation components must be successfully completed with a score of 85 percent or above before the next rotation can begin (224 hours Supervised Practice).

EDUCATION/COMMUNITY: Three weeks of exposure to different areas of education (such as geriatric, AIDS patients, pediatric, pregnancy, endocrinology, and general medicine). All of the education/community rotation components must be successfully completed with a score of 85 percent or above before the next rotation can begin. One week of staff relief or project to show transition from lower to higher level competency achievement (112 hours Supervised Practice).

WELLNESS: Three weeks of exposure to Wellness Nutrition such as assessing and counseling nutritional status and fitness level of the clients. All wellness rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program (112 hours Supervised Practice).

RESEARCH: Up to forty hours of research activities will be completed during Mondays, to provide comprehensive insight into preparing a research proposal and optional submission of the proposal to the Institutional Review Board. For this rotation interns must complete a two credit hour course NTR 470 Nutrition Research I and NTR 471 Nutrition Research II (optional). This course must be completed by one month prior to the end of the internship program, and there will be time allowed for completion of this program during the internship program (40 hours Online/Home Assignments).

DIDACTIC/CLASSROOM REVIEW FOR NUTRITION SUPPORT PEDIATRIC: Two weeks exposure to medical nutrition therapy and nutrition support for adult/pediatric populations via lecture/simulation workshop (80 hours Didactic Review).

CLINICAL: Fifteen weeks exposure to different areas of clinical (such as general medicine, pediatric, renal, mental health, geriatric and nutrition support). All of the clinical rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program (560 hours Supervised Practice).

INTERN'S SPECIAL INTEREST: Five weeks of in-depth exposure to areas of self-interest. All self-interest rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program (192 hours Supervised Practice).

CAREER WEEK: One week of employment guidance and professional development activities, such as resume writing, interviewing and professional portfolio management (40 hours Didactic Review).

VACATION: Thanksgiving, Christmas, New Years, Martin Luther King Jr., Spring Break, Memorial Day and any official holidays will be used as vacation.

The didactic component of the program includes the following:

Orientation	1 week (40 hours Didactic)
Didactic	3 weeks (120 hours Didactic)
Didactic/Classroom Review for Nutrition Support/Pediatric	2 weeks (80 hours Didactic)

Career Week	1 week (40 hours Didactic)
Didactic Day on 1 st Monday of each Orientation	2 weeks (80 hours Didactic)
Total	9 weeks (360 hours total)

During these seven weeks, the interns will be on the Life University campus five days a week for eight hours per day, which totals 280 hours (seven weeks x 40 hours per week).

The supervised practice component of the program includes the following:

Clinical	15 weeks
Long Term Care	3 weeks (112 hours of sup. practice)
Renal	3 weeks (112 hours of sup. practice)
Inpatient	3 weeks (112 hours of sup. practice)
Nutrition Support	3 weeks (112 hours of sup. practice)
Mental Health	3 weeks (112 hours of sup. practice)
Community	9 weeks
Community	3 weeks (112 hours of sup. practice)
Wellness	3 weeks (112 hours of sup. practice)
Other	3 weeks (112 hours of sup. practice)
Foodservice/Management/Marketing	3 weeks (112 hours of sup. practice)
Self Interest	5 weeks (192 hours of sup. practice)
Total	32 weeks (1200 hours of sup. practice)

The first Monday of each rotation (10 rotations x 8=80) the interns are required to be on the Life University campus. They will participate in discussion, assessment and evaluation of the supervised practice rotation to attend NTR 210 Nutrition Seminar to make presentations of case studies and to be provided with additional didactic information. They also work on completing the research part of the curriculum, NTR 470 Nutrition Research I and NTR 471 Research II (optional), which is up to 40 hours. The dietetic interns will be in supervised practice rotation for the remainder of the three weeks (112 hours/rotation) and special interest for five weeks (192 hours)

UNDERGRADUATE COURSE DESCRIPTIONS

Textbook information for required and supplemental materials for all courses can be found at the Life University Bookstore link: <http://www.cbamatthews.com/life/>.

ACT 201 Principles of Accounting I (5-0-5)

(Prerequisite: MAT 100/101 or MAT 102/103)

This course focuses on accounting concepts, principles and procedures related to financial accounting and financial statement preparation.

ACT 202 Principles of Accounting II (5-0-5)

(Prerequisite: ACT 201)

This course has a broadened scope, including cost and control accounting, and aids to management for decision-making purposes.

ATW 108 Athletic Wellness (1-4 crs.)

This course is designed to permit students to receive up to four credit hours for courses taken previously in basketball, golf, soccer, etc., commonly called "activity courses." Students in this course will demonstrate their skills and knowledge in a specific sport or activity designed to improve their overall athletic wellness. Students are permitted to use up to four credit hours of "activity coursework," toward their degree completion within the general elective category.

ATW 110 Racquetball (0-2-1)

This course will introduce the basics of racquetball shots and serves. The fundamental topics covered will include the basics of the game, tactics, scoring, rules and etiquette. Students will practice and acquire knowledge and skills necessary for participation as a physical fitness activity. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

ATW 112 Karate (0-2-1)

This course will introduce the basic principles of Okinawan Karate. The training includes instruction in technical skills, proper form, balance, coordination and control through the repetition of basic techniques and the practice of Kata (formal exercises which combine basic karate techniques). Students will participate and acquire knowledge and skills necessary for participation as a physical fitness activity. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

ATW 114 Strength Training (0-2-1)

This course introduces the basic techniques needed for developing muscular strength and endurance. Instruction will focus on the use of weight machines and free weights, safety and practices for strength training for fitness. Students will participate and acquire knowledge and skills necessary for participation as a physical fitness activity. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

ATW 116 Trail Running (0-2-1)

This course introduces fitness concepts and skills needed to design, implement and evaluate an individualized exercise plan through walking based upon fitness level. Walking techniques, practices and safety are covered so that the student has the knowledge and skills necessary to participate in fitness walking as a physical activity. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

ATW 120 Tennis and Conditioning (0-4-2)

This course will introduce the basics of tennis shots and serves and the conditioning necessary for game play. The fundamental topics covered will include the basics of the game, tactics, scoring, rules, and etiquette. Students will practice and acquire knowledge and skills necessary for participation as a physical fitness activity. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

ATW 122 Fitness Walking (0-2-1)

This course is designed as an “activity course” in “fitness walking.” Students in this course will demonstrate their skills and knowledge in this specific sport or activity designed to improve their overall athletic wellness. Students are permitted to use up to four credit hours of “activity coursework,” toward their degree completion within the general elective category.

BIO 101 Survey of Biology (5-0-5)

This course is designed to provide the non-science/non-allied health student with a general overview of basic biological principles and concepts. Emphasis will be placed on the nature of science, structure and function of cell membranes, basic chemistry, function of the human body and human genetics. May not be used as prerequisite biology for the Doctor of Chiropractic program or for science/biology majors.

BIO 103 Survey of Biodiversity (5-0-5)

This course exposes the non-science/non-allied health major to a general overview of basic biological principles and concepts at the organismal, population, community, and ecosystem levels. Emphasis will be placed on the nature of science, genetics, the diversity of living beings, their interactions with each other and the environment and their evolution. May not be used as prerequisite biology for the Doctor of Chiropractic program or for science/biology majors.

BIO 111 General Biology I ** (4-2-5)

This course provides an introduction to fundamental concepts of biology with emphasis on the basic unit of life, the cell. Topics addressed include the origin, structure and diversity of cells and living systems; the molecular basis of life, cell function and energetics; cell reproduction and classical genetics. Required for students continuing in bioscience/health curricula.

BIO 112 General Biology II ** (4-2-5)

(Prerequisite: BIO 111 or equivalent)

This course is a continuation of BIO 111, applying the principles learned to the function and structure of the animal body, with particular emphasis on vertebrates. Topics addressed include nucleic acids; enzymes and metabolism; photosynthesis; cell

respiration, catabolism and nutrition; vertebrate embryology; the differentiation of vertebrate cells, tissues and organs; and a survey of the Animal Kingdom. Required for students continuing in bioscience/health curricula.

BIO 201 Anatomy and Physiology I (4-2-5)

(Prerequisites: BIO 111 and CHM 112)

This course is the study of human anatomy and physiological principles with an emphasis on function and some clinical applications. Four hours of lecture and two hours of lab will provide an overview of the relationship between human anatomy and regulation of organ system function. Topics will include: Basic anatomy terminology, introduction to cell biology, basic histology, the integumentary system, muscular system, joints, the fundamentals of the nervous system, the central nervous system, the peripheral nervous system, the autonomic nervous system, the special senses and the endocrine system.

BIO 203 Anatomy and Physiology II (4-2-5)

(Prerequisite: BIO 201)

This course is a study of human anatomy and physiological principles with an emphasis on function and some clinical applications. Four hours of lecture and two hours of lab will provide an overview of the relationship between human anatomy and regulation of the organ system function. Topics will include: Blood, the cardiovascular system, the lymphatic system, the immune system, the respiratory system, the urinary system, fluid electrolyte and acid base balance, the digestive system, nutrition and metabolism.

BIO 302 Embryology (2-0-2)

(Prerequisite: BIO 112)

This course is designed to study the development of the human body from earliest embryonic to fetal stages. Tissues, organs and organ systems are emphasized. Teratology and genetic principles are included.

BIO 303 Histology (4-0-4)

(Prerequisite: BIO 112)

A course designed to study microscopic anatomy with specific emphasis on cell types and organization.

BIO 307 Osteology and Arthrology (2-2-3)

(Prerequisite: BIO 112)

This introductory course is designed to study the bony markings and joints of the human skeleton, relating them to the areas of the body that can be palpated or viewed on radiographs.

BIO 312 Cell Biology (5-0-5)

(Prerequisites: BIO 112 or equivalent and CHM 112)

This course is an exploration of the structure and function of cells at the molecular level. Topics include cell ultra-structure in relation to function, membrane structure and transport, catabolism and cell respiration, anabolism and photosynthesis, and energy exchange at the cellular level. This is a required core course for all departmental majors.

BIO 315 Principles of Ecology (5-0-5)

(Prerequisite: BIO 112 or equivalent)

This course is an overview of the relationships between organisms and their abiotic and biotic environments. The processes and properties of populations, communities and ecosystems will be emphasized. The role and influence of humans on natural systems will also be considered. Students are required to give a classroom presentation on a recent topic of ecological interest, to be approved by the instructor. This is a required core course for all departmental majors.

BIO 316 Principles of Genetics (5-0-5)

(Prerequisites: BIO 112 or equivalent and CHM 112)

This course examines the transmission, structure, function, regulation and mutation of the hereditary material of viruses, prokaryotes and eukaryotes. The course concludes with a consideration of the effects of selection, mutation, generation time and population size on the genetics of populations. This is a required core course for all departmental majors.

BIO 322 Biology Seminar (2-0-2)

(Prerequisites: ENG 101 and BIO 112 with grade "C" or better)

Students give oral and written presentations which examine a biological topic in considerable depth. Oral presentations will be critiqued by both instructor and classmates, while a comprehensive technical paper will be evaluated by the instructor.

- BIO 335 Vertebrate Physiology** (4-2-5)
(Prerequisites: BIO 201 and 203)
This course is a study of the homeostatic mechanisms of the vertebrate body, with emphasis on humans. The cardiovascular, renal, digestive and respiratory systems will be emphasized. Functional aspects of the musculoskeletal and neural systems will also be considered. This course or its equivalent is a required core course for all departmental majors.
- BIO 336 Vertebrate Biology** (4-2-5)
(Prerequisite: NIO 112)
This course will investigate the diversity of vertebrates. Students will be exposed to characteristics that define each vertebrate taxa and how those traits are related to the evolutionary history of vertebrates. Principles of systematic biology, factors governing vertebrate distribution, methods used by vertebrates to solve environmental problems, inter and intraspecific interactions, reproduction, life history and the conservation biology of vertebrates will be covered throughout the course.
- BIO 401 Anatomy and Physiology** (4-0-4)
(Prerequisite: BIO 112)
An introductory overview of the structure and function of the human body. Emphasis is placed on the interrelationships between form and function at the gross and microscopic levels in tissues, organs and organ systems.
- BIO 407 Spinal Anatomy** (2-0-2)
(Prerequisites: BIO 302, 1501, 1507)
This course provides the foundation for practical application of spinal adjusting techniques by presenting the students with a working knowledge of anatomy and physiology of the spine and its supportive structures.
- BIO 410 Cell, Neural and Muscle Physiology** (5-0-5)
(Prerequisites: BIO 335 and CHM 315)
This course provides the study of the functional basis of the nervous and muscle systems at the cellular, tissue and organismal levels. Includes electrophysiology, synaptic transmission, sensory and motor functions, functional organization of the nervous system and neural control of muscle function.
- BIO 415 Basic Public Health** (2-0-2)
This course gives students a fundamental understanding of the impact and workings of the United States Public Health System on the local, state, federal and private levels. The scope of public health, how it is organized and coverage of important current topics, such as Healthy People 2010 and specific public health responsibilities of the healthcare practitioner, are discussed. Attention to selected acute and chronic diseases and controversial Public Health Issues of impact to the U.S. population will be addressed.
- BIO 425 Visceral Physiology** (6-0-6)
(Prerequisites: BIO 312, BIO 335 or BIO 1501)
A physiological study of the normal and stress functions of the cardiovascular, renal, digestive and respiratory systems.
- BIO 431 Microbiology I** (4-2-5)
(Prerequisite: CHM 315)
This course is designed to present fundamental concepts of general pathogenic bacteriology including the morphology, physiology, identification and control of bacteria. Major emphasis is given to host/parasite relationships as related to immunology and resistance to disease.
- BIO 433 Microbiology II** (3-0-3)
(Prerequisite: BIO 431)
This course examines the clinical manifestations, epidemiology and host/parasite relations of viruses, pathogenic fungi, protozoa and worms.
- BIO 435 Physiology Laboratory** (1-4-3)
(Prerequisite: BIO 303)
Laboratory exercises provide students with hands on experience testing activities that alter cardiovascular, respiratory and muscle functions. Students learn how to measure and interpret data from ECG's, EMG's, Respirometers and other instruments. This course applies, reinforces and extends knowledge learned in BIO 335 410 and 1535.

- BIO 437 Immunology and Disease Patterns** (3-0-3)
(Prerequisites: BIO 431, CHM 316)
 The components of the immune system and their functions are reviewed with the emphasis on the role of the immune system in defense against infection and immunological diseases. The possible roles of chiropractic effects on resistance and susceptibility are considered.
- BIO 441 Pathology I** (4-0-4)
(Prerequisites: BIO 431, 1515)
 The course is designed to present generalized descriptions of cell/tissue/organ/system changes due to various causes, such as acute and chronic diseases of infectious and non-infectious origins.
- BIO 442 Pathology II** (3-2-4)
(Prerequisite: BIO 441)
 A course that stresses the pathobiology, clinical manifestations, structural and physiological consequences of disease. An emphasis is given to laboratory study of systemic pathology in which morphological and clinical characteristics associated with disease entities are observed.
- BIO 445 Endocrinology** (4-0-4)
(Prerequisites: BIO 335, 410, CHM 315)
 A study of the actions of hormones on all body functions, with an emphasis on the neuro-endocrine control of hormone secretion and its potential relationship to chiropractic care. The course includes both the physiological and biochemical ramifications of hormone actions in regulating metabolism, growth, reproduction and neural function. Pathophysiological effects of abnormal hormone levels are considered.
- BIO 515 Musculoskeletal Gross Anatomy** (2-4-4)
(Prerequisites: BIO 302, 1501, 1507)
 This course is an in-depth regional study of the anatomy and embryology of the back and extremities based on lecture and laboratory dissection with emphasis on the peripheral nerve plexi and pathways.
- BIO 525 Visceral Gross Anatomy** (2-4-4)
(Prerequisites: BIO 302, 1501, 1507)
 This course is an in-depth regional study of the anatomy and embryology of thorax, abdomen and pelvis and perineum based on lectures and laboratory dissection. Peripheral nerve pathways to the viscera are stressed.
- BIO 526 Head and Neck Gross Anatomy** (2-4-4)
(Prerequisite: BIO 1625)
 This course is an in-depth regional study of the anatomy and embryology of the head and neck, based on lectures and laboratory dissection with emphasis on the peripheral nervous system, both cranial and spinal.
- BIO 546 Neuroanatomy CNS** (3-2-4)
(Prerequisites: BIO 410, 2626)
 A course designed to study the central nervous system anatomy and its function.
- BIO 547 Neuroanatomy PNS** (3-2-4)
(Prerequisite: BIO 2646)
 A course designed to review the integration of the peripheral nervous system with other organ systems. All anatomy courses are reviewed.
- BSN 101 Introduction to Business** (5-0-5)
 This course presents an overview of a business enterprise, the service provided, how it is organized and some of the management concerns as they apply to everyday operation and control procedures. Case studies of various business enterprises are used to provide students with practice in the analytic process for a variety of different business and management styles.
- BSN 201 Ethics & Corporate Social Responsibility** (5-0-5)
(Prerequisite: BSN 101)
 This course focuses on the concepts of social responsibility and business ethics. The course addresses how management makes

ethical decisions; the relationship between self-regulation and government regulation; and a business' responsibilities to its various constituencies; the general public; customers; company personnel; investors; and financial community.

BSN 270 Diversity in Organizations (5-0-5)

Diversity in organizations will provide the student with a comprehensive source of information about diversity issues relevant to work, workers and organizations. This course combines research from management, sociology, psychology and other disciplines pertinent to diversity in organizations into one cohesive, understandable, engaging and thought provoking whole. Diversity in organizations is relevant to everyone's educational and employment experiences, regardless of their primary field of study or chosen career path.

BSN 301 Business Law (5-0-5)

(Prerequisite: BSN 101)

This course is an introduction to the legal environment of business. The course covers the United States legal system, sources of laws, government regulation of business, types of business organizations, contracts, E-commerce, ethics and torts. Emphasis will be upon having students gain sufficient knowledge so that many of the pitfalls of operating or starting a business can be avoided.

CHM 111 General Chemistry I ** (4-2-5)

(Prerequisite: MAT 101 or equivalent)

This course is an introduction to the fundamental laws and theories of chemistry. Content includes basic measurements, density, specific gravity, matter, mole concept, energy, atomic theory, atomic number, isotopes, structure of the atom, ion formation, chemical equations, oxidation and reduction, chemical bonding, covalent bonds, molecules, intermolecular dipole forces and hydrogen bonding, and formula weights.

CHM 112 General Chemistry II ** (4-2-5)

(Prerequisite: CHM 111 or equivalent)

This is the second in the general chemistry series which includes discussions on solutions, mole concept, equivalents, titrations, reactions dynamics, kinetic molecular theory, concentration and rate law, catalysis, equilibrium, true solutions, suspensions and colloidal dispersions, dialysis, osmosis, acid-base systems and buffers.

CHM 113 General Chemistry III for Pre-Professionals (2.5-1-3)

(Prerequisite: CHM 112 or equivalent)

This is the third in the general chemistry series with lab which includes solubility equilibria, entrophy, free energy, electrochemistry, metallurgy and the chemistry of metals, transition metal chemistry and coordination compounds, and nuclear chemistry.

CHM 211 Organic Chemistry I ** (4-2-5)

(Prerequisite: CHM 112 or equivalent)

This first course on the chemistry of carbon includes structure and properties of matter, bond dissociation energy, homolysis and heterolysis, polarity of molecules, hydrocarbons, mechanism of chlorination, free radicals, energy of activation, qualitative and quantitative elemental analysis, alkanes, free radical substitution, classification by structure and nomenclature, alkyl groups, orientation of halogenation, orientation and reactivity, stereochemistry, alkenes, alkynes and dienes, alkyl halides, alicyclic hydrocarbons, benzene, and electrophilic aromatic substitution.

CHM 212 Organic Chemistry II ** (4-2-5)

(Prerequisite: CHM 211)

This course, a sequel to CHM 211, continues to introduce the principles of organic compounds. Content includes spectroscopy, alkyl halides, alcohols, ethers, carboxylic acids, aldehydes and ketones, amines, heterocyclic compounds and macromolecules.

CHM 213 Organic Chemistry III ** (2.5-1-3)

(Prerequisite: CHM 212)

This course will serve as a continuation of Organic Chemistry II with lab, with an emphasis on chemistry in bio-molecules. Included in the coverage will be the following topics: carboxylic acids and carboxylic acid derivatives; and amines: phenols, carbohydrates, amino acids, peptides and proteins. The course will fulfill Organic Chemistry requirements for students seeking admission into medical, dental, veterinary, nursing, pharmacy and other health-related fields.

- CHM 315 Biochemistry I** (5-0-5)
(Prerequisites: CHM 212 and BIO 112)
 This is an introductory course covering structural and functional relationships of biomolecules and pathways of energy metabolism.
- CHM 316 Biochemistry II** (5-0-5)
(Prerequisite: CHM 315)
 This course is a continuation of CHM 311 and is designed to give the student a broad understanding of the dynamics of carbohydrate, fat, protein and nucleic acid metabolism.
- CHN 111 Mandarin Chinese I** (5-0-5)
(Prerequisites: TSE 099 and TSR 099 if required)
 This course is designed for students who possess little or no Chinese language background. The goal of this course is to lay groundwork for the study of modern Chinese. This course will focus on the Chinese Pinyin romanization system, Chinese characters, and the development of language skills in aurally understanding, speaking, reading, and writing.
- CHN 112 Mandarin Chinese II** (5-0-5)
(Prerequisite: One year of high school Mandarin Chinese or CHN 111 or the equivalent)
 The purpose of this course is to continue to lay groundwork for the study of modern Chinese. This course will focus on the easily confused sounds in Chinese pronunciation and continue the study of sentence patterns, expressions and Chinese characters in daily life context.
- CIM 101 Introduction to Computers** (5-0-5)
 The computer literacy course is designed to acquaint students with practical computer skills, including the word processing, database and spreadsheet applications used commonly in professional contexts. The student will be introduced to academic Internet resources, multimedia techniques, personal data security and basic computer science.
- CIM 201 Programming I – Visual Basic** (5-0-5)
(Prerequisite: CIM 101)
 This course is designed to introduce the student to computer programming. Areas of emphasis will include: The Program Development Cycle and its components of Analysis, Design, Coding, Testing, Debugging and Documentation; Fundamentals of good programming practice; Variables, Interfaces, Use of Arrays, Sequential Files and Object logic. Visual Basic will be the primary introductory language for the course.
- CIM 204 Programming IV – Adv. VB** (5-0-5)
(Prerequisite: CIM 201)
 This course is designed to train the student to program in the VISUAL BASIC language. It adds to the skills learned in the CIM-201 class. Areas of emphasis will include: The Program Development Cycle and its components of Analysis, Design, Coding, Testing, Debugging and Documentation; Fundamentals of good programming practice; and use of Arrays, Sequential Files and Random-Access Files. Emphasis will be placed on programming in a user's Window interface controls, objects, images and data structures.
- CIM 205 Business Computer Applications** (5-0-5)
(Prerequisite: CIM 101)
 This course is a brief study of business computers and their valuable contribution to the business process. A major portion of the course will be devoted to study and hands-on experience with microcomputers in a variety of business areas.
- CIM 230 CIM Seminars** (5-0-5)
(Prerequisite: CIM 101)
 This course is composed of guest lecturers, field trips or general discussions on current events in the computer information management field.
- CIM 250 Operating Systems** (5-0-5)
(Prerequisite: CIM 201)
 This course is designed to familiarize students with multiple operating systems architecture and to give them practical overview and experience in system installation and modification. Essential operating systems commands, maintenance and configuration will be covered to support business needs.

- CIM 301 Java Programming** (5-0-5)
(Prerequisites: CIM 101; MAT 101 – min grade C)
This course is designed to familiarize the student with the programming process in Java. Areas of emphasis will include Java syntax, input and output, control logic, methods, object-oriented design, Swing Class graphical user interface, error handling and use of a graphical programming environment.
- CIM 302 C# Programming** (5-0-5)
(Prerequisites: CIM 201 or CIM 301)
This course is a general introduction to the “C#” programming language. Students will apply all the basic syntax. This course includes how to compile, run and build applications. Students will learn the advantages and disadvantages of the C# programming language. Students will use C# to build simple user applications that follow object-based programming with GUI. Topics include: C# Syntax, Input and Output, Control Structure, Building Methods, Arrays and References, Object-based Programming, Encapsulation, Inheritance, Polymorphism, Graphical User Interface Concepts and Exception Handling.
- CIM 304 Business Application Development** (5-0-5)
(Prerequisites: CIM 201 or CIM 301 or Dept. Approval)
Design and implement a specific business application utilizing an approved programming language using formal development techniques.
- CIM 305 Management Information Systems** (5-0-5)
(Prerequisite: CIM 101)
The Management Information Systems (MIS) field is concerned with the science and practice of using and selection of MIS systems to be used in industry and business. MIS will be explored as it is used in decision support systems and business data tracking systems to support business processes.
- CIM 310 Data Communication and Networking** (5-0-5)
(Prerequisites: CIM 101; MAT 101)
The student will be provided an overview of Data Communications and Networks used in business. Networking essentials and emerging technologies will be addressed. An overview of local area networks, their topologies and protocols will be taught. Lab simulations are included on network design, configuration, maintenance and security.
- CIM 320 Health Information Management** (5-0-5)
(Prerequisite: CIM 101)
This course examines healthcare organizations from the perspective of managing data and information systems. Students will identify healthcare processes with information systems as the main focus. The goal of the course is to identify key issues enabling the management of healthcare systems today so that both information management professionals and healthcare professionals can be effective in such systems. Specific federal regulations, vendor options, databases, security and Cloud-based tools will be discussed. Hands-on software skills in data analytics will be included. Alternative health record requirements, including those for mental health centers, chiropractic and long-term facilities will be explored.
- CIM 330 Database Design** (5-0-5)
(Prerequisite: MAT 101)
This course in Database Design introduces students to current and relational database structures. Skills taught will enable to design of databases using constraints, normalization, queries, and SQL. The main emphasis is on using databases to solve business problems.
- CIM 350 Multi-Media Business for Individual & Business Communication** (5-0-5)
(Prerequisite: CIM 101)
A hands-on course in the development of multi-media business presentations. Students design and author presentations based on clients’ needs. Skills explored will include digital imaging, audio/video editing, and 3-D modeling.
- CIM 355 Web Design & Programming** (5-0-5)
(Prerequisite: CIM 101)
A hands-on course in the development of business level web pages. Students design and code websites based on client needs. This course will survey the latest activities in the fast moving and changing e-commerce Web market place. Development skills will include design software, HTML, CSS, XML and web server use.

- CIM 370 Software Project Management** (5-0-5)
(Prerequisites: MAT 101; CIM 201 or CIM 301)
 This course teaches proven planning procedures, leading toward the successful management of a software project. The student will use the development process to learn how to manage software activities by using proper controls and then tracking their progress. Quality testing, risk assessment, task estimation, resource management and priority management are covered to prepare the student for managing their own software projects.
- CIM 405 Decision Support and Expert Systems** (5-0-5)
(Prerequisite: CIM 305)
 The student will learn current tools and techniques available to support managerial decision-making. Analysis and practice in the building and use of decision support systems and expert/knowledge-based systems will be discussed. The student will have hands-on experience in the use of decision support systems such as spreadsheets.
- CIM 410 System Analysis & Design** (5-0-5)
(Prerequisite: CIM 305)
 A project-based introduction to the principles of business information systems design, including the System Development Lifecycle method and procedures involved in requirements assessment, planning, UML modeling and controlling the development and modification of a computer-based information system in an organization.
- CIM 441-445 CIM Internship** (1 to 5*)
(Prerequisites: CIM 101, 201, 305, Dept. Approval)
 This course is designed to provide students with community based learning experience in the field of Computer Information Management or directed studies. To register, the student must obtain prior written approval from the Department Head of Business. *(Credits are determined according to the following: four hours worked equals one credit, six hours worked equals two credits, eight hours worked equals three credits, 10 hours worked equals four credits, 12 hours worked equals five credits.) Up to 15 credits may be taken in this category.
- CIM 450 Senior CIM Project I** (5-0-5)
(Prerequisites: CIM 410 & Instructor Approval, CIM 205, CIM 330)
 Students will be assigned or personally develop a CIM project as their senior project. It may include, but is not limited to, systems analysis and design, data communication design, database design and/or management of a CIM project or programming effort. The project must be pre-approved by the CIM faculty and Department of Business department head.
- CIM 451 Senior CIM Project II** (5-0-5)
(Prerequisite: Instructor Approval)
 This course is designed to give the motivated student an additional chance to demonstrate their ability to integrate the CIM curriculum by seeking an IT certification approved by the department within the student's chosen area of specialization.
- CPH 605 History of Chiropractic** (2-0-2)
 Students are introduced to the highlights of the chiropractic profession from its inception in 1895 to the present time. Major names, dates, places and figures are discussed. Also, the growth and development of national organizations and various schools are explored. The specific purpose and direction of Life University is explained. In addition, many aspects of the philosophy of natural health and healing are explained and discussed.
- DTR 511 Dietetic Internship** (total 32 crs.)
 The Dietetic Internship at Life University is designated as a 32 credit hour, nine-month (1480 hours during 37 week), non-degree, post-baccalaureate program that provides interns with necessary knowledge and skills to be eligible to sit for the national registration exam for dietitians and to pursue a variety of career opportunities in the field of dietetics. Up to twelve interns can be admitted to the program, which starts the end of August and is completed by the end of May of the next year.
- ECO 201 Principles of Microeconomics** (5-0-5)
(Prerequisites: BSN 101, MAT 101)
 Analysis of price and output determination under various market structures, income distribution, resource allocation, domestic problems and international trade are included in this course.

- ECO 202 Principles of Macroeconomics** (5-0-5)
(Prerequisites: BSN 101, MAT 101)
This course provides an analysis of social-economic goals, money and credit systems, theories of national income, employment, and economic growth.
- ENG 101 English Composition I** (5-0-5)
(Prerequisites: TSE 099, TOEFL or placement test)
This course stresses the fundamentals of clear writing with emphasis on content, coherence and various organizational strategies. Emphasis is also placed on revision and careful proofreading of finished work. Multiple essays, parallel readings and a short documented essay are required. Grade of 'C' or better required to pass. This course also is offered with an "English-as-a-second-language" section.
- ENG 102 English Composition II** (5-0-5)
(Prerequisite: ENG 101)
This course is a continuation of English 101 and is primarily a composition course. Students will write essays based upon readings from an anthology, which will introduce the short story, poetry and drama. In addition, students will write a longer research paper. Grade of 'C' or better required to pass. This course also is offered with an "English-as-a-second-language" section.
- ENG 110 Fiction Writing** (2-0-2)
(Prerequisite: ENG 101)
A workshop on fiction writing, including a review of story elements and narrative techniques. Students will submit three short stories or selected pieces from a longer work.
- ENG 111 Poetry Writing** (2-0-2)
(Prerequisite: ENG 101)
A workshop in poetry writing, including a discussion of the literary elements and techniques. Students will submit a series of five short poems, complete writing exercises in class, and respond to the work of their peers.
- ENG 112 Screenwriting** (2-0-2)
(Prerequisite: ENG 101)
A workshop in screenwriting, including a discussion of dramatic elements and techniques. Students will compose three short scenes, complete writing exercises in and out of class and participate in readings and discussions.
- ENG 121 Public Speaking** (1-2-2)
An introduction to the process of speechmaking. Students will learn planning, organizing and presentation skills. Listening skills will also be emphasized. In this course students are given practical experience in the development and presentation of patient communication. Includes two hours of lab per week.
- ENG 131 Workplace Communications** (5-0-5)
(Prerequisite: ENG 101)
This course is an introduction to the process of verbal and nonverbal communication. Students will learn methods of establishing rapport and developing relationships in both their personal lives and in business, with emphasis placed on enhancement of listening, speaking and writing skills. Students will write letters, memos, reports and proposals and will give oral presentations.
- ENG 201 Survey of American Literature** (5-0-5)
(Prerequisite: ENG 101)
This course is an examination, in historical context, of selected American authors and their works, with emphasis placed on major writers of the 19th and 20th Centuries.
- ENG 202 Survey of British Literature** (5-0-5)
(Prerequisite: ENG 101)
This course is an examination, in historical context, of selected British authors and their works from Beowulf to the present.

- ENG 203 World Literature I** (5-0-5)
(Prerequisite: ENG 101)
This course is an examination, in historical and cultural context, of selected world authors and their works from the Classical Period through the Renaissance.
- ENG 204 World Literature II** (5-0-5)
(Prerequisite: ENG 101)
This course is an examination, in historical and cultural context, of selected world authors and their works from the 17th Century to the present.
- ENG 205 Survey of Eastern Literature** (5-0-5)
(Prerequisite: ENG 101)
An examination of classic works of Eastern Literature.
- ENG 210 Studies in Mystery Fiction** (5-0-5)
(Prerequisite: ENG 101)
The course will require students to read, write journal entries on and discuss works by some of the best-known writers of mystery fiction. The course will use the mystery — a genre of popular culture — to examine cultural attitudes and changes in these attitudes and various social issues and minority issues. Thus, the course will be useful in terms of stressing cultural diversity.
- ENG 220 American Drama** (5-0-5)
(Prerequisite: ENG 101)
This course is an examination of American drama from its origins to the present — with an emphasis on major 20th Century writers such as O’Neill, Hellman, Miller, Williams, Hansberry and Albee.
- ENG 230 Introduction to Short Fiction** (5-0-5)
(Prerequisite: ENG 101)
This course is an introduction to shorter works of fiction from the early novelty of the short story in America (Poe, Hawthorne, et al.) to its European counterparts (Maupassant, et al.), up to contemporary trends in American, British and Continental writing.
- ENV 101 An Introduction to Meteorology and Weather** (5-0-5)
This course is designed to provide an introduction to the study of weather. The specific principles behind a variety of everyday topics will be explained, including weather patterns, cloud formations and hurricane development. Topics will include: an introduction to the Earth’s atmosphere, seasonal and daily temperature variability, atmospheric moisture and condensation, cloud formation, precipitation process, wind circulation, air masses and fronts, thunderstorms and hurricane development.
- ENV 103 Introduction to Oceanography** (3-0-3)
This introductory course focuses on the oceanic component of the Earth system with particular emphasis on the role of the ocean in Earth’s geological, biological, chemical, physical and climatic cycles. This course includes a discussion of a number of interdisciplinary topics that are pertinent to current environmental awareness including El Nino, Global warming, The Carbon Cycle, the physical properties of sea water and sea ice, and tidal fluctuations. Also addressed will be the origin and evolution of marine basins, oceanic circulation and the ocean’s role in climate control.
- ENV 201 Geosystems** (4-2-5)
This course will focus on the aspects of geology most relevant to human awareness and will be designed to introduce students to common topological structures and features of the earth’s surface. It will also introduce the materials and processes from which these features are formed, as well as touch upon common geologic hazards. Pertinent (and practical) laboratory experiments and demonstrations will be included (i.e. identification of common minerals and rocks and methodology for construction of geologic maps).
- ENV 300 Environmental Sciences and Sustainability** (3-4-5)
(Prerequisite: BIO 112)
This course consists of a basic introduction to Earth’s capacity to endure human consumption of natural resources and how human consumption of goods and nature’s exploitation has profound consequences for nature’s intricate and delicate balance and the future of human civilization. In this course, students will be introduced to major issues in Environmental Sciences and Sustainability (i.e. global warming, population growth, conservation and energy crisis). The main goal is to show students how

the natural habitat is affected by social and environmental conflicts, and how politics influences the outcome of this interaction. Students will be exposed to scientific method in the lab and will be taught to use environmental sciences to evaluate the impact of human activities on the natural habitat.

FIN 303 Principles of Finance (5-0-5)

(Prerequisite: ACT 202)

This introductory course is designed to develop knowledge of the basic concepts, principles and functions of managerial finance, with emphasis on working capital management, capital budgeting and capital structure strategies of the non-financial corporation.

FLM 101 Introduction to Classical Cinema (5-0-5)

This course will provide a basic introduction to classical domestic and foreign cinema from the silent era through the early 1960s. Emphasis will be placed on the stylistic and narrative techniques associated with major international movements in filmmaking.

FLM 102 World Cinema (3-0-3)

A continuation of Film 101, focusing on new developments in world cinema during the period 1960-2000.

FLM 103 Contemporary Cinema (3-0-3)

A discussion group surveying filmmakers and films of the past twenty years. Emphasis will be placed on recent movements, independent productions and regions with developing industries.

FRN 111 French I (5-0-5)

(Prerequisites: TSE 099 and TSR 099 if required)

This course is an introduction to listening, speaking, reading and writing in French and to the culture of French-speaking regions. Emphasis is on correct French pronunciation, basic conversation skills and reading texts within a limited vocabulary range. Not open to native speakers of French.

FRN 112 French II (5-0-5)

(Prerequisite: One year of high school French or FRN 111 or the equivalent)

This course will continue the listening, speaking, reading and writing in French with further study of the culture of French-speaking regions. Emphasis is on strengthening the reading, writing, speaking and listening skills of the beginning student. Not open to native speakers of French.

FYE 101 First Year Experience (0-0-0)

This course will cover topics of importance to new students at Life University. Students will be exposed to items such as time management, assessment of their own personal learning styles, the concept of wellness in their own lives, University resources and policies, as well as money management and the Eight Core Proficiencies.

FYE 103 First Year Experience (0-0-0)

(Prerequisite: FYE 101)

This course will cover topics of importance to students at Life University. Students will be exposed to items such as time management, assessment of their own personal learning styles, the concept of wellness in their own lives, university resources and policies, as well as money management and the Eight Core Proficiency. FYE 103 is an extension of the FYE 101 program that introduces students to campus and its resources. New information is meant to build on skills learned in FYE 101.

HCM 301 Introduction to Health Care Management (5-0-5)

(Prerequisite: MGT 301)

The course introduces students to the healthcare system and all the components that are involved in the delivery of health care within the United States.

HCM 350 Health Care Ethics and Policy (5-0-5)

(Prerequisite: HCM 301 or NTR 300)

This course will review the role ethics and values play in the delivery of health care in this society, as well as in the determination of health policy within our society. The patient/provider relationship will be explored, quality of life issues discussed and medical and managerial ethical issues examined. In addition, healthcare policies on both a local and national level will be discussed.

- HCM 401 Health Care Financing** (5-0-5)
(Prerequisite: HCM 301)
This course discusses the various approaches and techniques utilized to finance the healthcare delivery system. Emphasis will be placed on the different methods in use throughout the U.S. to reimburse healthcare providers as well as the numerous healthcare reform proposals currently suggested. Students will discuss the effect of financing methods on the accessibility, quality and planning of healthcare services. Comparisons will be made between the U.S. healthcare system and its counterparts in Canada, the United Kingdom and Germany.
- HIS 101 World Civilization to 1500** (5-0-5)
This course is a survey of world civilization from the prehistoric origins of humankind to the dawn of the modern world in 1500. The emphasis of this course is on political, cultural, social, intellectual and economic institutions with the objective of developing a global perspective.
- HIS 102 World Civilization since 1500** (5-0-5)
This course is a survey of the modern world examining the cross-cultural currents that accelerated the creation of a global village. The focus of this course are on the Age of Discovery, international trade, colonialism, imperialism, domestic reforms and retrenchment, industrialism, world wars, nationalism, and universalist political and economic ideologies.
- HIS 110 World Geography** (5-0-5)
This course is a survey of world geography and an intensive study of the relationship of human beings to the environment. Climate, topography and natural resources in various regions of the world are examined for their historical effect on the culture, economy and the welfare of population.
- HIS 120 History of World Religions** (5-0-5)
This class will introduce students to a number of religious traditions in their classical formulations and their contemporary practices. This introduction will provide students a framework within which to reflect on their own experiences, as well as prepare them for further academic study in both the humanities and social sciences. Traditions include indigenous practice, Hinduism, Buddhism, Chinese Mu, Judaism, Christianity, Islam and other faiths.
- HIS 201 US History to 1877** (5-0-5)
This course is a survey of U.S. history including the English settlement of North America, independence, the U.S. Constitution, the ongoing debate over federal power versus state rights, liberty versus slavery, westward expansion, reform movements, sectional conflict, the Civil War and Reconstruction. The emphasis will be on the political, economic and social development of the United States with slavery and states rights as central themes in the "irrepressible conflict" between the North and the South.
- HIS 202 US History since 1877** (5-0-5)
This course is a survey of U.S. history, including the closing of the West, industrialization, U.S. imperialism, activist presidents, Progressivism, World War I, The Depression, the New Deal, World War II, the Cold War, the Civil Rights Revolution, the Great Society, the loss of faith in the U.S. Government and the Reagan Revolution. The course deals with the underlying themes of race relations, social change, U.S. emergence as a world power and the expansion and contraction of power among presidents and the U.S. government.
- HIS 211 African American History to 1877** (3-0-3)
This course is a survey of African American History. This class will discuss the political, social, economic, and psychological developments of African Americans from their discovery in Africa and arrival in America until 1877.
- HIS 212 African American History since 1877** (3-0-3)
This course is a survey of African American History. This class will discuss the political, social, economic, and psychological developments of African Americans from 1877 until the present.
- HIS 428 U.S. History since 1945** (5-0-5)
(Prerequisite: HIS 201 or 202)
This course is intended to offer a more specialized investigation into U.S. history since 1945, such as the Cold War, Civil Rights Revolution, Korea, Vietnam, Great Society, Watergate, the oil crisis and the Reagan Revolution.

- HUM 101 Music Appreciation** (3-0-3)
This course is a survey of classical music from its religious/liturgical roots through contemporary trends in music. Emphases will be on styles and forms as they developed through history, especially those pieces most typically programmed in concert halls.
- HUM 201 Introduction to Philosophy** (5-0-5)
(Prerequisite: ENG 101)
A survey of major schools of thought and issues basic in the making of culture and history.
- HUM 211 Intercultural Communication** (5-0-5)
(Prerequisite: ENG 102)
The objective of this course is to provide an overview for the study of communication and culture. We will follow a “culture general” approach to examine the factors that influence communication between persons of different cultures and/or ethnic groups. Applications will often use a cross-cultural format to compare communication and meaning between specific cultures. The focus will be upon isolating similarities and differences in intra-cultural (i.e., communication between members of the same culture and/or co-culture) and intercultural communication.
- LFS 104 Personal Nutrition** (2-0-2)
This course is designed to discuss the role of diet in maintenance of health in the development and prevention of disease. Students will learn to select a wholesome diet and gain enough knowledge to evaluate the nutrition issues and controversies that confront them both today and tomorrow. This course is intended for non-majors only.
- LFS 105 Academic Strategies** (3-0-3)
(Prerequisite: Placement test or academic probation)
This course is designed to teach specific learning and thinking strategies as well as methods of applying these strategies in various academic situations. Students will become acquainted with various campus resources including faculty advisors and tutoring facilities. Upon completion of the course, the student should have developed the skills necessary for creating good interpersonal relationships with students and faculty, as well as time management and study skills required to be successful at the college level.
- LFS 106 Life Management** (3-0-3)
This course is a seminar/discussion course involving open consideration of the responsibility of the individual to himself/herself, the individual's role in relationships and the individual's responsibility to society.
- LFS 109 Critical Reading and Thinking** (5-0-5)
(Prerequisite: Placement test)
This course is designed to develop the student's critical thinking abilities through a variety of literary, academic and journalistic writings. The student will look at contemporary issues from varying perspectives and will practice evaluating evidence and supporting opinions logically. The readings and assignments will challenge the student's ability to analyze, evaluate and synthesize ideas from a variety of sources and to question his or her own views in light of new information.
- MAT 100 Contemporary Mathematics** (5-0-5)
(Prerequisite: TSM 099 or placement test)
This course provides the non-science major with the base of mathematical knowledge necessary to understand the technical information that is presented in all types of situations today. The course begins with the study of numeration systems and progresses through elementary set theory, algebraic topics and the study of functions and applications. Also presented are topics from geometry, matrix theory, statistics and a brief look at computer programming. Throughout the course the emphasis will be on application problems and developing problem-solving skills.
- MAT 101 College Algebra **** (5-0-5)
(Prerequisite: TSM 099 or placement test) **
Covering topics and concepts of factoring polynomials; solving and graphing linear, quadratic, radical equations, higher degree equations, and system of equations and inequalities; simplifying exponents, exponentials, logarithms, absolute values, and expressions, fractions, algebraic and radical expressions, and functions. Also, solving and graphing right triangles.
- MAT 102 Decision Mathematics** (5-0-5)
(Prerequisite: MAT 100 or MAT 101)
This course is a study of finite mathematics with an emphasis on application in various fields including business, social sciences

and biology. Topics may include linear programming, set theory, probability and statistics, mathematics or finance, logic and truth tables, and graph study.

MAT 103 Survey of Calculus (5-0-5)

(Prerequisite: MAT 100 or MAT 101)

This course is an overview of calculus with an emphasis on realistic applications in various fields including business and economics. Topics include derivatives, differentials, exponential and logarithmic functions, anti-derivatives and functions of several variables.

MGT 201 Self Empowerment for Career Management (3-0-3)

This course will explore the dynamics of career choices and pursuit of these careers in the ever-changing business environment.

MGT 301 Principles of Management (5-0-5)

(Prerequisite: BSN 101 or NTR 209)

This course is designed to introduce basic principles and concepts of management that are applicable to a variety of organizations. Topics include a history of the study of management, underlying ideas of “schools of management thought,” functional and behavioral aspects of management, and organizational theory.

MGT 302 Leadership and Development (5-0-5)

(Prerequisite: MGT 301)

Leadership/Team Building will focus on people as the main issue of an organization’s ability to succeed. The Leadership/Team Building course paradigm will embrace the principles of fairness, kindness and trustworthiness which makes for better use of people in the organization. Also, this paradigm will show how significant improvements can be made in personnel and organizational effectiveness through true understanding of leadership excellence and its application.

MGT 325 Entrepreneurship and Social Change (5-0-5)

(Prerequisite: ENG 101)

This course enables students to utilize pragmatic and results-oriented methods of a business entrepreneur with the goals of a social reformer. The social entrepreneur seeks innovative solutions to social problems that have an impact on society. The student will select an innovative project utilizing techniques of successful social entrepreneurs.

MGT 330 Sports Management (5-0-5)

(Prerequisite: BSN 101)

Sports Management offers students a look at the diverse, expanding field of sport and recreation. It is designed to provide a comprehensive look at the basic organizational structures found in the sports industry. Students will examine applications of managerial concepts and processes and the ways in which organizations interact with each other and with the government.

MGT 401 Critical Thinking for Organizational Behavior (5-0-5)

(Prerequisite: MGT 301)

The theories of organization and the ways in which the structure, leadership and personality of management influence functions of an organization are discussed in this course.

MGT 402 Human Resource Management (5-0-5)

(Prerequisite: MGT 301)

This course is an introduction of major topical areas in personnel. Particular emphasis is placed on the functional areas that form the major occupational categories in personnel. It includes basic concepts in employment planning, selection and placement, training and development, employee and labor relations, compensation and benefits, health, safety and security.

MGT 403 Labor Relations (5-0-5)

(Prerequisite: MGT 402)

The study of employee and labor relations concerned with collective bargaining, compliance with laws affecting employees, contract negotiations, grievance handling, arbitration procedures, satisfaction and the rights of management, employees and unions are the foci of this course.

MGT 404 International Management (5-0-5)

(Prerequisite: MGT 301)

This is a survey course introducing students to the considerations involved in the generation, maintenance, and control of

international flows of people, information, funds, goods and services for commercial purposes, publics (employees, communities, media, investors), and organizational decision making.

MGT 415 Entrepreneurship & Small Business Strategies (5-0-5)
(Prerequisites: ACT 202, CIM 305 and MKT 301)

In this course, emphasis is placed upon the essentials of Entrepreneurship and the operation of a small business enterprise. Participants will be given practice in “recognizing a need” and determining how to best meet the need identified. The participant also learns the fundamentals of starting a small business, i.e. locating funding determining best geographic location, when to hire additional personnel, organizing a project from beginning to end, eliminating the waste of project time and money, and to spot problems before they become critical. Material will also cover the essentials of expansion of existing small business, which include market research, market feasibility analysis, financial analysis, pro-forma budgets, income, and profit and loss statements.

MGT 430 Principle of Production * & Operations Management (5-0-5)
(Prerequisites: MGT 301 and MSC 301)

This course provides an analytical approach to planning, operation and control of production processes, plant location and layout, inventory and quality control, production, and project planning and control.

MGT 441 – 445 Internship (1 to 5*)
(Prerequisite: Instructor Approval)

This course is designed to provide students with community-based learning experience in the field of management or directed studies. To register, the student must obtain prior written approval from the Department Head of Business. *(Credits are determined according to the following: four hours worked equals one credit, six hours worked equals two credits, eight hours worked equals three credits, 10 hours worked equals four credits, 12 hours worked equals five credits.) Up to 15 credits may be taken in this category.

MGT 450 Systems Theory Applied to Business Policy (5-0-5)
(Prerequisites: FIN 303; MGT 301 and Min. 145 cr.)

The course is a capstone course for several business disciplines, serving to prepare the student to conceptualize and formulate overall organizational policy and strategy.

MGT 455 Total Quality Management (3-0-3)
(Prerequisite: MGT 301)

The course is designed to give the student an introductory understanding of the trend in business toward Total Quality Management (TQM). When completed, the student will understand that the measure of success for any business is customer satisfaction, and this is directly related to continuous improvement through TQM.

MGT 460 Senior Research Project Report (3-0-3)
(Prerequisite: Instructor Approval)

This course is designed to provide the student an understanding of the process required for academic research. The course will start with an overview of research methodology and then continue with developing the theme of how managers used research techniques to manage and make informal decisions.

MGT 470 Event Planning
(Prerequisites: BSN 101; MAT 100/101 or MAT 102/103)

Students in Event Management will study concepts regarding the creative, technical and logistical components of successful events that may be public or private/personal activities. Event Management involves planning, launching and post-event evaluation of activities that may be social, charitable, sports, musical, business or cultural – just to name a few. The students will apply project planning software in their planning, managing and completion of event activities.

MGT 461 Senior Research Project Report (3-0-3)
(Prerequisite: Instructor Approval)

This course is a continuation of MGT 460 where an accepted proposal for a research project provides the starting point for this course. In this course students will be required to finish their research project by writing a research report and be required to orally defend the report to the business faculty.

- MKT 301 Principles of Marketing** (5-0-5)
(Prerequisite: BSN 101)
This course presents marketing concepts and activities relating to the flow of goods and services to the consumer.
- MKT 320 Entrepreneurship and Social Media** (5-0-5)
(Prerequisite: CIM 101)
This course will examine entrepreneurship and the use of social media as a catalyst for new business ventures, providing an interactive marketing tool and medium for social, non-profit and for-profit entrepreneurs. The students will analyze various written sources, models and case studies for increasing creativity and marketing effectiveness and efficiency; strategies for evaluating and planning websites; and how to use social media blogs, news releases, podcasts and viral marketing to reach the end-user (consumer) of their chosen service or product. Achieving positive customer relationships that are continuous is the goal for successful entrepreneurs.
- MKT 340 Marketing Research** (5-0-5)
(Prerequisite: MKT 301)
This Marketing Research course provides an interactive experience for students to act as a researcher, to learn about the marketing research process and to gain an understanding of these steps. A uniform case study is used to give students an opportunity to define their problem, collect their data, analyze the data, and either prove or disprove their hypothesis. SPSS, a statistical software widely used in the marketing research industry today, is included to aid students in analyzing their data.
- MKT 370 Sports Marketing**
(Prerequisite: BSN 101)
The Sports Marketing course provides an overview of the principles and practices of promotions and marketing in the sports industry. Topics include sports marketing planning, market segmentation and identification of the target market, sport marketing mix and sponsorship.
- MKT 410 Integrated Marketing Communication**
(Prerequisite: MKT 301)
Integrated Marketing Communications (IMC) is the coordination and integration of all marketing communication through the marketing mix (4 Ps – Product, Price, Promotion, Place/Distribution). Coordination through promotional activities of advertising, sales promotion, public relations and personal selling to create a clear and consistent message while maximizing the impact through communication of a product or service.
- MKT 450 International Marketing** (5-0-5)
(Prerequisite: MKT 301)
As global economic growth occurs, understanding marketing in all cultures is increasingly becoming important. The course focuses on marketing strategies and management within the context of international and global markets.
- MSC 201 Introduction to Statistics** (5-0-5)
(Prerequisite: MAT 100 or MAT 101)
The course focuses on applications of statistical techniques as applied to various scholastic disciplines and problems. It includes descriptive statistics, forecasting, statistical inference and regression.
- NTR 209 Principles of Food Preparation** (1½-3- 3)
Basic scientific principles of food preparation, food storage and factors affecting food selection and purchasing are studied. Methods of food preparation with emphasis on optimal nutrient retention, time efficiency, cost reduction, lower caloric and total fat content while preserving aesthetic appeal is taught. Culinary techniques are emphasized. Chemical and structural changes of foods undergoing preparation and processing and food composition are discussed. Food demonstration skills, sensory evaluation of food and food quality are emphasized.
- NTR 210 Nutrition Seminar & Future Trends** (12-0-0)
(Level I, II, III = no prerequisites)
(Level IV, V =ENG 121, NTR 301, NTR 307)
Career possibilities for nutrition majors are explored. Students will be guided in clarifying their professional goals and will become acquainted with the educational and experiential requirements necessary to attain these goals. Topics also include career planning and development, quality assurance standards, ethical challenges to dietitians and impact on the legislative process.

Students will also learn skills in lecture presentation and facilitating group discussion by presenting and evaluating seminar presentations.

NTR 240 Medical Terminology (2-0-2)

(Prerequisite: ENG 101)

This course covers the basic concepts in medical terminology for the health care sciences. Students will combine prefixes, roots and suffixes into the healthcare vocabulary necessary for a healthcare provider. Medical terms used in the diagnosis and treatment of diseases will also be discussed.

NTR 300 Fundamentals of Nutrition (4-0-4)

(Prerequisites: BIO 201 and CHM 112)

An overview of carbohydrates, lipids, proteins, vitamins and minerals is presented in detail in this course. Students are familiarized with the biochemical principles related to the macronutrients and micronutrients. Other topics include medical terminology and the role of food in the promotion of a healthy lifestyle. This course also covers the use of the food exchange system, and some of the basic principles of the dietary treatment of diabetes, cardiovascular disease and obesity.

NTR 301 Research Methodology (2-0-2)

(Prerequisite: CIM 101)

This course teaches Life Skills that protect the consumer: Consumers are bombarded with Internet or health store information about different nutritional and herbal supplement with little or no research support. The course is designed to expose students to basic information on different methods of research so they can judge the validity of the claims being presented. The major objectives of this course are to review the why, what and how of research targeted toward the allied health professional. An overview of research design, analysis and presentation is covered. Protocol and discussions of descriptive and analytical research, with emphasis in research methodology and statistical analysis are reviewed. Data gathering is covered as are the techniques and interpretation of primary and secondary data.

NTR 303 Menu Planning & Computers in Nutritional Analysis (2-2-3)

(Prerequisites: CIM 101 and NTR 300)

This course is intended to introduce the student to principles of menu planning as well as to address the need for practical computer application to nutritional analysis. The student will become familiar with a variety of computer programs and learn how to interpret reports provided from each program.

NTR 304 Introduction to Food Science (2-2-3)

(Prerequisites: NTR 209 and NTR 300)

Chemistry, structures, and composition of food are studied. This course covers the study of the basic constituents of foods; carbohydrates, lipids, protein and water; and chemical, microbial, and physical actions and reactions. Functions of food additives, packaging and preservation techniques are discussed, and objective assessment of changes before, during and after processing is reviewed.

NTR 305 Community Nutrition (3-0-3)

(Prerequisite: NTR 300)

The principles of public health assessment planning, implementation and evaluation are discussed. The emphasis is on data gathering, policy making, healthcare delivery, health promotion, and prevention of disease. The government's involvement in health and food programs is also discussed. Theories learned in this course are practiced in field experience.

NTR 306 Advanced Nutrition (4-0-4)

(Prerequisites: NTR 300 and CHM 316)

Biochemical, physiological and functional aspects of nutrient metabolism and utilization are explored. Mechanisms through which macronutrients meet human biological needs are emphasized.

NTR 307 Nutrition Education (2-0-2)

(Prerequisites: NTR 300, CIM 101 and ENG 102)

This course is an introduction to the theories and principles of the teaching and learning process. A discussion of lay, technical and negotiational writing, with presentation and evaluation of educational techniques is covered. Also addressed are concepts of individual and group dynamics as they apply to learning theories. The preparation and selection of audiovisuals and printed and multimedia nutrition education materials are emphasized. Group and individual projects are assigned to encourage teamwork spirit. This course is a prerequisite for Levels IV and V of NTR 210 – Nutrition Seminar & Future Trends.

- NTR 309 Assessment, Interviewing & Counseling** (3–2–4)
(Prerequisites: NTR 303 and 307)
 Application of nutritional process, evaluation of nutritional status, and special nutritional needs of individuals are determined through screening and assessment. The specific knowledge base in nutrition principles is integrated with client-oriented tools of interviewing, physical and general assessment, to include monitoring such as blood pressure, palpation, auscultation and reflexes of the knee and ankle, anthropometric and biochemical assessment, drug/nutrient interaction and dietary analysis. Counseling and documentation of nutritional intervention are emphasized.
- NTR 310 Marketing Your Services** (2–0–2)
(Prerequisites: ENG 102, CIM 101)
 This course is designed to help students promote themselves in the dynamic field of nutrition and wellness. Business and career development are discussed, as well as networking and promotional tools. Students will acquire innovative marketing knowledge and skills and will develop strategies to capitalize on business and career opportunities. The course also offers hands-on experience in developing a business proposal to secure resources needed for future success.
- NTR 311 Institutional Food Management** (3–0–3)
(Prerequisite: BSN 101 or NTR 209)
 This course covers management principles and their application to food systems. Topics such as food and non-food procurement and purchasing; financial planning and budgeting; layout and equipment; food delivery systems; and quality assurance are discussed. Both commercial and non-commercial applications of food service operations are studied.
- NTR 312 Food Safety & Sanitation** (2–0–2)
(Prerequisite: BIO 101, BIO 103, BIO 105 or BIO 111)
 This course covers the major concepts for safe food handling procedures. Food safety issues including microbiological, chemical and food borne illness are discussed. The Hazard Analysis Critical Control Point (HAACP) system is discussed, and the important strategies for handling food from the receiving end to the consumer is covered as well as the processing and regulatory issues surrounding food safety and sanitation.
- NTR 320 Alternative Nutrition** (2–0–2)
(Prerequisite: NTR 300 or Permission of Instructor)
 Students are exposed to a review of the scientific evidence for and against unconventional (alternative) medicine. Students are expected to debate some of the more controversial areas in alternative nutrition.
- NTR 321 The Study of Herbs in Health** (2–0–2)
(Prerequisite: NTR 300 or Permission of Instructor)
 The course is designed to expose the student to a review of the scientific evidence for and against herbal treatments. The botanical, chemical, pharmacological and toxicological aspects of popular herbs are discussed.
- NTR 360 Nutrition through the Life Cycle** (3–0–3)
(Prerequisite: NTR 300)
 This course covers the principles of nutrient requirements at different stages of the life cycle. In addition, the physiological and psychological changes that occur during the life span are covered. The contributions that diet and nutrition make to support the growth and developmental process throughout the life cycle are discussed.
- NTR 401 Nutrition Therapy I** (4–0–4)
(Prerequisites: NTR 306 and NTR 309 or Permission of Instructor)
 The pathophysiology (anatomy, physiology and metabolic) of disease, and the relationship between diet, disease, health attainment and maintenance is discussed. Diet modification for the prevention and treatment of acute and chronic disease is addressed. Medical and pharmacological treatment is also covered. Emphasis is placed on nutrition intervention for a multitude of problems such as: bone and dental health, diseases of the GI Tract (oral cavity, esophagus, stomach, intestinal), food allergy/food intolerance, endocrine diabetes mellitus, hypoglycemia, weight management, eating disorders, rheumatic diseases, cardiovascular disease and hypertension.
- NTR 402 Nutrition Therapy II** (4–0–4)
(Prerequisites: NTR 306 and NTR 309 or Permission of Instructor)
 The pathophysiology (anatomy, physiology and metabolic process) of disease and the relationship between diet, disease, health attainment/maintenance are discussed. Diet modification for the prevention and treatment of acute and chronic disease is

addressed. Emphasis is placed on nutrition intervention for a multitude of problems such as: the disease of liver, biliary system and exocrine pancreas, metabolic stress: sepsis, trauma, burns and surgery, anemia, pulmonary disease, renal disease, neoplastic disease, HIV and AIDS, nervous system and metabolic disorders.

NTR 405 Nutrition & Physical Performance (3-0-3)
(Prerequisite: CHM 316 or NTR 306)

This course addresses the energy transfer in the body during exercise; the macronutrients' contribution and need in physical performance; the role vitamins and minerals play in physical performance; hydration status and fluid needs. Pharmacology and nutritional ergogenic aids in physical performance; body composition; eating disorders; and some of the facts and fallacies associated with sports nutrition are also addressed.

NTR 411 Maternal/Child Nutrition (3-0-3)
(Prerequisites: NTR 306 and NTR 360)

Special nutritional and health problems from prenatal development through adolescence are studied. Emphasis is placed on physical, psychosocial and nutritional aspects of development. Subgroups within specific age populations who are at nutritional risk will be identified.

NTR 412 Geriatric Nutrition (3-0-3)
(Prerequisite: NTR 401)

The nutritional needs and eating habits of the elderly population are considered. A review of the psychological, social, cultural and physiological effects of aging as it relates to nutritional status is presented. Nutrition assessment of the elderly; drug-nutrient interactions related to the geriatric population; and community assistance programs for the elderly are also addressed.

NTR 413 Nutrition Therapy III (3-0-3)
(Prerequisites: NTR 401 and NTR 402 or Permission of Instructor)

The pathophysiology (anatomy, physiology and metabolic) of disease, and the relationship between diet, disease, health attainment and maintenance is discussed. Diet modification for the prevention and treatment of acute and chronic disease is addressed. Emphasis is placed on nutrition intervention for a multitude of problems such as: the diseases of the gastrointestinal tract; and acid/base, fluid and electrolyte imbalances. Enteral and parenteral nutrition intervention with calculation on case study basis is addressed.

NTR 414 Food, Nutrition & Culture (3-0-3)
(Prerequisites: NTR 401 and NTR 402 or Permission of Instructor)

This course covers the social and demographic influence on food-related behaviors of various population groups. The impact of ethnicity, culture and religion on lifestyle, dietary habits, health and disease status of individuals and groups are considered. Emphasis is on the development of nutritional intervention methods and dietary systems considering social, economic and environmental conditions of people.

NTR 415 Quantity Food Production (2-0-2)
(Prerequisites: NTR 311 and NTR 312)

Principles and techniques in quantity food production are discussed. Recipe development, modification, adjustment and needed equipment are emphasized.

NTR 417 Field Experience – Community (1-6-3)
(Prerequisites: NTR 305, NTR 307, NTR 309 and NTR 360)

Under supervision, students have the opportunity to put into practice their acquired knowledge of community nutrition, nutrition assessment counseling and nutritional education. The practice sites include a variety of the Community based programs such as Senior Citizen's Center, Head Start, and others. The student will be exposed to all operations at these sites.

NTR 430 Pediatric Nutrition Therapy (2-4-4)
(Prerequisites: NTR 411 and NTR 413)

Lecture: Application of the nutritional process, screening procedure, assessment, evaluation of nutritional status and special nutritional needs of the pediatric population are discussed. The pathophysiology (anatomy, physiology and metabolic) of disease, and the relationship between diet, disease, health attainment and maintenance in pediatric population is discussed. Use of enteral and parenteral nutrition in pediatric care is discussed. Emphasis is placed on nutrition intervention for a multitude of problems such as: Bronchopulmonary Dysplasia (BPD) and Genetic/Inborn Error Metabolism diseases.

Lab: Under supervision, students have the opportunity to put into practice their acquired knowledge of pediatric clinical assessment and nutritional intervention. The practice sites include pediatric clinic nutrition services in hospital and private practice setting. Students are exposed to and participate in all clinical operations at these sites.

NTR 432 Nutrition Epidemiology (2-0-2)

(Prerequisites: NTR 305 and NTR 306)

The course is designed to expose the students to epidemiological data concerned with the frequencies and types of illnesses in groups of people with nutritional factors that influence the distribution of these diseases.

NTR 433 Study of Vitamins & Minerals (2-0-2)

(Prerequisite: NTR 306)

Fundamentals of function, biochemical properties, metabolism, digestion, absorption, transport and excretion of vitamins and minerals are discussed. The student studies and discusses antioxidant effects and their role in disease prevention. The interaction between vitamins and other nutrients are also discussed.

NTR 434 Pharmacology/Drug & Nutrient Interaction (2-0-2)

(Prerequisite: NTR 306)

Fundamentals of function, biochemical properties, metabolism, digestion, absorption, transport and excretion of drugs are discussed. The effect of drugs on health and nutrition status is addressed, as are food and drug interactions.

NTR 435 Financial/Reimbursement: Medicare & Medicaid (2-0-2)

(Prerequisite: Permission of Instructor)

An introduction to the managed care industry is reviewed. Discussions of HMOs, PPOs, etc. are covered. Emphasis is placed on reimbursement issues as they relate to nutrition care and specific disease states.

NTR 436 Clinical Field Experience (1-9-4)

(Prerequisite: NTR 413 & NTR 414)

Under supervision, students have the opportunity to put into practice their acquired knowledge of clinical assessment and nutritional intervention. The practice sites include clinic nutrition services in hospital, private practice, and wellness centers. The student is exposed to and participates in all clinical operations at these sites. Theories learned in the Nutrition Therapy series and Food Nutrition & Culture are put into use.

NTR 440 Culinary Cooking (2-4-4)

(Prerequisites: NTR 209 and NTR 300)

Part I: This course covers culinary art fundamentals with a focus on stocks, mother and compound sauces and thickening agents. The availability, quality indicators, common uses and cooking application for a wide variety of foods are addressed, while students gain practical application in different cuisine.

Part II: This course is designed to provide an in-depth study of culinary arts, with emphasis on gourmet cooking techniques. Baking and pastry techniques will also be covered in this course. Students produce menus with a focus on plate presentation. American regional and Continental cuisines are reviewed.

NTR 442 Foodservice Management (3-0-3)

(Prerequisite: NTR 311)

This course is an overview of management resources in foodservice, hospitality management and catering systems with the application of decision-making and problem-solving using a foodservice system model. An in-depth review of foodservice facilities and their functions are presented with types of equipment used in foodservice operations. Students will have an understanding of department design and layout for new or existing foodservice facilities with an overview of types of equipment needed for various commercial and non-commercial foodservice operations.

NTR 443 Management Field Experience (1-9-4)

(Prerequisite: NTR 442)

Students are placed in a commercial foodservice operation for field experience. Students apply theories and develop skills by participating in the management of all aspects of the operation including, but not limited to, production, purchasing, sanitation and safety, distribution, finance and personnel. Practice sites include hospital, school, and commercial foodservice as it relates to the nutrition field and others. Theories learned in the Food Science, Institutional Food Management and Quantity Food Production courses are put into use.

- NTR 451 Health & Fitness Instruction** (3-2-4)
(Prerequisite: NTR 309)
 This course is designed to emphasize the importance and essentiality of physical activity in human health and wellbeing. It introduces the student to the knowledge, skills and abilities needed by fitness professionals to give guidance in safe and positive activity programs for individuals and groups. It will also cover the components and requirements for certification as a fitness professional by one of the most recognized certifications programs, American College of Sports Medicine (ACSM).
- NTR 452 Risk Assessment & Health Promotion** (3-2-4)
(Prerequisite: NTR 451)
 Students are exposed to the principles of risk assessment by developing individual risk profiles for their clients. Students evaluate and use various computer based health-risk appraisals when creating these profiles. Finally, students learn to design a health maintenance plan (health promotion plan) targeted to their client's personal health behaviors and risk factors.
- NTR 453 Sport Nutrition Field Experience** (0-6-3)
(Prerequisites: NTR 309 and NTR 405)
 This is a "hands-on" approach to implement the knowledge gained through the course of study in the area of exercise physiology, sports nutrition, etc. Students have the opportunity to apply the skills, techniques and knowledge in various settings such as corporate, commercial or community settings.
- NTR 470 Nutrition Research I** (Varies 1-2 cr.)
(Prerequisites: NTR 306 and Permission of Instructor)
 The objectives of this course are to give students a comprehensive insight into preparing a research proposal and submission of the proposal to the Institutional Review Board. This course is designed for students who wish to progress to Master's and Ph.D. level studies.
- NTR 471 Nutrition Research II** (Varies 2-4 cr.)
(Prerequisites: NTR 470 and Permission of Instructor)
 The objectives of this course are to give students a comprehensive insight into conducting a research project and collecting and analyzing data. Research topics are at the discretion of the professor in charge of the course and are based on availability of facilities and finance, and whether or not collaborative projects are available with other institutions. This course is designed for students who wish to progress to Master's and Ph.D. level studies.
- NTR 472 Nutrition Research III** (Varies 2-4 cr.)
(Prerequisites: NTR 471 and Permission of Instructor)
 The objectives of this course are to give students the opportunity to write up the results of Nutrition Research II as a thesis. This course is designed for students who wish to progress to Master's and Ph.D. level studies. This course is designed for students who wish to progress to Master's and Ph.D. level studies.
- NTR 473 Nutrition Research IV** (Varies 1-2 cr.)
(Prerequisites: NTR 472 and Permission of Instructor)
 The objectives of this course are to give students the opportunity to write up the results of NTR 473 Nutrition Research III as an abstract and submit it as a conference presentation either for poster or oral presentation.
- PHS 111 General Physics I **** (4-2-5)
(Prerequisite: MAT 101 or equivalent)
 This course is the first part of introductory physics sequence that introduces basic laws and principles of physics. This sequence is designed for students planning to major in health related sciences. Knowledge of college algebra and trigonometry is assumed. The topics discussed in this course include: Units and Conversions, Vectors, Velocity, Acceleration, Newton's Laws of Motion, Concepts of Energy Conservation, Momentum and Momentum Conservation, Rotational Motion, Newton's Law of Gravitation, etc.
- PHS 112 General Physics II **** (4-2-5)
(Prerequisite: PHS 111 or equivalent)
 This course is the second part of the introductory physics sequence. The topics discussed in this course include: Waves and Wave Propagation, Sound, Heat and Heat Energy, Electricity and Magnetism, Selected topics in Modern Physics.

- PHS 113 General Physics III** (4-2-5)
(Prerequisite: PHS 112)
 This course is the third part of a three-quarter sequence of introductory physics. This sequence is algebra-based and geared for the students seeking admission into medical, dental, veterinary, nursing, pharmacy and other health-related fields. However, students who want to major in physics and engineering curriculum may need to take calculus based introductory physics sequence. Topics discussed in this course include: Light, Theory of Relativity, Quantum Mechanics, Atomic Physics, Nuclear Physics and Particle Physics.
- PHS 213 Physics III for Pre-Professionals** (2.5-1-3)
(Prerequisite: PHS 112)
 This course is the third part of three-quarter sequence of algebra-based introductory physics with lab. Topics include nature of light, geometric optics, wave optics, properties of mirrors and lenses, optical instruments, blackbody radiation, wave particle duality, uncertainty principle, models of atoms, atomic spectra, exclusion principle, periodic table, properties of nuclei, radioactivity, nuclear reactions and medical application of radiation.
- PMT 350 Practices of Project Management** (5-0-5)
(Prerequisite: MGT 470)
 This course is an advanced study of the science of Project Management (PM) in an industrial driven environment. This course will expand on PMT 301 and will delve deeper into the concepts learned in the introductory course. This course will develop additional skills in the use of PM techniques. Project Management Information Systems (PMIS) will be discussed and linked to the use of PM Control Software Systems.
- PMT 450 Project Management Case Study Capstone** (5-0-5)
(Prerequisite: MGT 470)
 This course is designed to provide the student with an opportunity to develop one or more project management proposals. The method used will be case studies developed by the professor and form various project management books. The student will be using Personal Computer Project Management software in developing PRT, PM, and GANTT charts for their project proposals.
- POL 110 World Issues**** (2-0-2)
 World Issues surveys eight contemporary U.S. foreign policy topics facing policy makers. Students are invited to familiarize themselves with the history, the context, and policy options that government leaders evaluate in the articulation and implementation of U.S. foreign policy.
- POL 201 American Government** (5-0-5)
 This course is an examination of the institutions and processes of American government. Attention will be given to the roles of public opinion, the media, interest groups, political parties, and policy making.
- POL 202 Comparative and International Politics** (5-0-5)
 This course is a survey of political systems, ideas and international relations. Emphasis will be on understanding differences and similarities across governmental and cultural lines. Political history and current events will be integrated in the survey.
- PSY 101 General Psychology** (5-0-5)
 This course is a general study of human behavior and the factors that influence individuals and society.
- PSY 242 Research Methods in Psychology** (5-0-5)
(Prerequisite: MSC 201)
 This course is designed to introduce students to research methodology in psychology. Topics covered include the scientific method, formulating hypothesis, alternatives to the experimental approach e.g., case study, naturalistic observation, field study, ex post facto study, and correlational study, the basics of experimentation and report writing.
- PSY 255 Positive Psychology** (5-0-5)
(Prerequisite: PSY 101)
 This course explores psychological concepts and tools that can be used to create a full and meaningful life. Students will gain a better understanding of themselves and others and acquire skills to facilitate human growth. Topics covered include positive psychology, handling unwanted behavior, choice and responsibility, talking and listening, self-determination and authenticity, and conflict and negotiation.

- PSY 256 Psychology of Excellence** (5-0-5)
(Prerequisite: PSY 101)
This course examines psychological theories, research, and intervention strategies for the enhancement of performance in diverse life settings such as school, work, athletics and interpersonal relations. Topics covered include self-regulation, mental imagery, attentional focus, effective communication, problem-solving and decision making, stress and coping, time management, goal setting and self-modification.
- PSY 257 Psychology of Adjustment** (5-0-5)
(Prerequisite: PSY 101)
In this course, students will explore the nature of adjustment and change in normal individuals. Areas covered will include coping with stress, the self, forming impressions of others, prejudice, conformity, interpersonal communication, relationships, gender, sexuality and career issues. Students will be required to apply psychological principles to their own life.
- PSY 290 Life Span Developmental Psychology** (5-0-5)
The study of the life cycle and manifestation of clinical situations at different stages are reviewed in this course. Assessment through observation of the body is stressed as a means of demonstrating the holistic nature of human experience.
- PSY 311 Introduction to Life Coaching** (5-0-5)
(Prerequisites: PSY 101 and PSY 356)
The various perspectives (emotional, behavioral, and cognitive) and skills concerned with coaching will be surveyed, and the different areas in which coaching may be relevant personal, health, workplace and organizations will be discussed. Ethical guidelines, coaching agreements, creating rapport, communicating effectively e.g., active listening, powerful questioning, direct communication, and facilitating learning and results (i.e., designing actions, planning and setting goals, and managing progress and accountability). All students will be required to utilize these concepts in creating their own personal statement and action plan to facilitate their own development.
- PSY 312 Advanced Life Coaching** (5-0-5)
(Prerequisite: PSY 311)
The purpose of this course is to build on models, techniques and areas of coaching introduced in Introduction to Coaching. Role-playing coaching behavior and application in real life situations will be emphasized.
- PSY 320 Health Psychology** (5-0-5)
(Prerequisite: PSY 101)
The purpose of this course is to examine psychological aspects of health promotion and maintenance, prevention and treatment as well as the etiology and correlates of health, illness and dysfunction. Class time will be devoted to both lectures and discussion of issues in health psychology.
- PSY 340 Sport Psychology** (5-0-5)
(Prerequisite: PSY 101)
This course examines the psychological, emotional and behavioral factors related to participation in sports, exercise and physical activity. In particular, this course will examine the factors that facilitate optimal performance in sports as well as the factors that undermine it.
- PSY 356 Personality Psychology** (5-0-5)
(Prerequisite: PSY 101)
In this course, the major contemporary theories of personality will be reviewed including trait perspectives, biological and evolutionary perspectives, psychodynamic perspectives, humanistic perspectives and social cognitive perspectives. Personality tests and measurement will also be examined.
- PSY 357 Introduction to Social Psychology** (5-0-5)
(Prerequisite: PSY 101)
This course is an overview of the field of social psychology and covers many sub-areas of research related to social behavior — how a person's thoughts, feelings, and actions are affected by others. Topics to be covered include the following: theories and methods of social psychology; person perception, social cognition and attribution; social aspects of nonverbal and verbal communication; forming, maintaining and changing attitudes; prejudice and discrimination; interpersonal attraction; pro-social behavior; aggression; social influence; and group processes and group behavior.

- PSY 358 Psychology of Religion and Spirituality** (5-0-5)
(Prerequisite: PSY 101)
 This course will provide a general overview of the various theories, concepts, and issues in psychology of religion. The psychology of the world's religions Taoism, Hinduism, Confucianism, Judaism, Christianity and Islam will be reviewed and discussed. The function of religion related to mental health, adjustment, coping, morality, death, socialization and mysticism will be examined.
- PSY 359 Health Practitioner/Patient Relationship** (5-0-5)
(Prerequisite: PSY 101)
 This course examines ethical and attitudinal issues in health practitioner/patient relationships and basic interviewing techniques.
- PSY 366 Behavior Modification** (5-0-5)
(Prerequisite: PSY 101)
 In this course, students will be exposed to a general overview of behavioral analysis and how the principle of learning can be applied to personal and professional settings to develop and maintain desirable behavior and extinguish undesirable behavior.
- PSY 367 Legal and Ethical Issues in Coaching** (2-0-2)
(Prerequisite: PSY 312)
 The purpose of this course is to present students with legal and ethical issues related to the coaching profession.
- PSY 369 International and Cross-Cultural Psychology** (5-0-5)
(Prerequisite: PSY 101)
 This course is designed to facilitate students' cultural awareness and understanding concerning cultural differences. Students learn about the factors involved in cross-cultural service delivery and the potential prejudice and discrimination associated with particular groups of individuals. Students will also gain a better understanding of their own biases and how these biases can impact their ability to work effectively with individuals from subcultures other than their own.
- PSY 375 Marriage and Family** (5-0-5)
(Prerequisite: PSY 101)
 Conceptual framework, theory and contemporary issues related to marriage and family will be examined. Areas that will be covered include intimate relationships, social environment, mate selection, sexual intimacy, conflict resolution and communication, parenting, family stress, divorce, single parent families and stepfamilies.
- PSY 376 Human Sexuality** (5-0-5)
(Prerequisite: PSY 101)
 Psychological and physiological basis of human sexuality will be reviewed. Areas covered include psychosexual development across the lifespan, dysfunction, deviance, sexual orientation, sex education, contraception and sexuality in the media.
- PSY 377 Introduction to Counseling** (5-0-5)
(Prerequisite: PSY 101)
 This course is designed to familiarize students with the various elements of the counseling process, fundamental intervention strategies, and communication skills essential in effective helping.
- PSY 455 Abnormal Psychology** (5-0-5)
(Prerequisite: PSY 101)
 This course examines the assessment, classification, treatment, and theory related to abnormal behavior. Particular focus is placed on anxiety disorder, psychological factors affecting medical conditions, substance related disorders, mood disorders, cognitive disorders, personality disorders, and childhood and adolescent disorders.
- PSY 456 Biopsychology** (5-0-5)
(Prerequisite: PSY 101)
 This course is an introduction to the neuroanatomical and neurophysiological underpinnings of behavior, emotion, and thought. Topics covered will include nervous system communication, brain development, motivation, sex, hunger, and thirst, sleep, emotions and stress, psychoactive drugs, thinking and consciousness, memory, learning and mental disorders.

- PSY 457 Psychology of Motivation and Emotion** (5-0-5)
(Prerequisite: PSY 101)
The major themes and perspectives related to cognition, motivation and emotion will be reviewed. Students learn about cognitive, motivational and emotional aspects of such factors as psychological needs e.g., autonomy, competence, intrinsic/extrinsic factors, social needs, plans, goals and intention, personal control beliefs, self, personality, culture, morality and individual growth.
- PSY 458 Psychological Tests and Measurement** (5-0-5)
(Prerequisite: PSY 101)
This course is designed to introduce students to the concepts necessary for an understanding of psychological and educational testing. The first portion of the class will be devoted to a general introduction of the course material with an emphasis on understanding statistical concepts related to test construction and the psychometric properties of test scores. The remainder of the course will be spent examining typical assessment instruments and measures in the context of understanding, confirming, or providing support for client difficulties
- PSY 459 Leadership and Group Process** (5-0-5)
(Prerequisite: PSY 101)
Theory and research related to group processes will be reviewed. Topics covered include principles of group leadership, decision making strategies, conflict resolution, and group process skills. Emphasis will be given to application of these processes in counseling and work situations.
- PSY 465 Psychology in the Workplace** (5-0-5)
(Prerequisite: PSY 101)
In this course, the emphasis will be on taking valid psychological principles and applying them to the work environment. Areas of interest will include motivating others and yourself, goal setting for performance improvement, building relationships, achieving wellness and managing stress, managing conflict and anger, communicating with people, groups and group decision making, leading and influencing others, and achieving personal productivity. The objective is to facilitate workplace-specific skills.
- PSY 466 Psychology of Mind/Body** (5-0-5)
(Prerequisite: PSY 101)
This course is designed to introduce students to various principles concerned with the relation of cognitive and emotional events and biological process. Topics covered include psycho-immunology, neuro-immunology, molecules of emotion, mind and hormones, psychosomatics, healing and environment.
- PSY 468 Psychosocial Aspects of Pain Management** (5-0-5)
(Prerequisite: PSY 101)
This course examines the psychosocial dynamics involved in the assessment and treatment of chronic pain. A major purpose of the course is to give students the tools needed to be able to work in collaboration with pain management specialists and to provide the initial foundation for eventually developing their own expertise in the psychosocial aspects of pain management.
- PSY 472 Senior Research Project I** (0-6-2)
(Prerequisites: Permission of Department and a "B" or better in PSY 241 and 242)
The student will complete the initial phase of the project by reviewing relevant literature, formulating a research question, writing a formal research proposal, forming a committee, and presenting the proposal to the committee.
- PSY 474 Senior Research Project II** (0-6-2)
(Prerequisites: PSY 472 and Permission of Department)
The student will collect data related to the research project and analyze the results.
- PSY 476 Senior Research Project III** (0-6-2)
(Prerequisites: PSY 474 and Permission of Department)
The students will interpret the results, complete the final write-up of the paper, and give the final defense before the committee.

- PSY 485 Internship in Psychology** (1-6 crs.)
(Prerequisite: Permission of the Department)
 Under the supervision of a psychology faculty member, students will be given the opportunity to apply the knowledge and skills acquired in the classroom setting to clients within an applied setting.
- PSY 495 Directed Study** (1-5 crs.)
(Prerequisite: Permission of Department)
 Under the direct supervision of a faculty member, students are given an opportunity to engage in intense study of a particular area in psychology not included in the course offerings.
- PSY 496 Directed Research** (1-5 crs.)
(Prerequisite: Permission of Department)
 Under the supervision of a faculty member, students are given the opportunity to engage in an original research project.
- PSY 497 Coaching Practicum I** (0-9-3)
(Prerequisite: Permission of Department)
 The practicum experience will require students to coach three people under the supervision of a psychology faculty member.
- PSY 498 Coaching Practicum II** (0-9-3)
(Prerequisite: Permission of Department)
 The practicum experience will require students to coach three people under the supervision of a psychology faculty member.
- PSY 499 Senior Capstone Seminar** (5-0-5)
(Prerequisites: Senior Standing and Permission of the Department)
 This capstone course for psychology seniors is meant to provide an opportunity for synthesis and integration of knowledge and skills developed through the psychology curriculum. It includes a general review of psychology, discussion of the research process and methods, exposure to current issues and topics in the field, and examination of ways culture, gender, ethnicity, social class, and other diversity issues influence research and practice in psychology.
- PSY 505 Human Development** (2-0-2)
(Prerequisite: PSY 101)
 This is a survey course of the study of human growth and development throughout the life span. Content is structured according to the biosocial, cognitive and psychosocial development of each stage. Ethnic and cultural variations will be discussed where appropriate. Knowledge of the content will enable the chiropractor to identify the stages of development of their patients and to distinguish normal from abnormal development.
- PSY 605 Clinical Psychology** (3-0-3)
(Prerequisite: PSY 101)
 This is a survey course of the study of abnormal behavior with emphasis on the major mental illnesses and those most commonly seen in our society. The content of this course supports chiropractic by enabling the student to recognize abnormal behavior in their patients and to consider this behavior while providing chiropractic care.
- SHS 102 Personal Health and Fitness** (2-0-2)
 This course introduces students to health topics and issues. A discussion of diet, exercise and risk taking behavior as lifestyle factors related to health will be presented. Students will evaluate their own lifestyle and health status throughout the quarter.
- SHS 105 Foundations of Exercise Science** (5-0-5)
 Students will develop skills that will help them become leaders in the area of fitness and will be exposed to ideas that will enable them to become entrepreneurs in the fitness field. Through class discussion and group work, students will develop their communications skills, such as effective listening, empathy to foster professional fitness relationships with their peers. Students will be exposed to a range of exercise principles that should help them reach higher levels of physical performance and health success.
- SHS 142 First Aid and CPR** (1-2-2)
 This course will provide students with the knowledge and skills necessary to help sustain life and minimize the consequences of injury of sudden illness until advanced medical help arrives. In addition the different choice of first aid, CPR and AED courses and injury-control will meet the various training needs of those in workplace, school or community settings.

- SHS 300 Exercise Physiology I** (5-0-5)
(Prerequisites: *BIO 112, CHM 112*)
This course addresses the energy transfer in the body at rest and during exercise. In addition, the physiological responses and adaptations to exercise relative to human performance, limitations and training effects will be examined. The three areas of concentration in this class will be: metabolic pathways, energy for physical activity and physiological systems of energy delivery and utilization.
- SHS 312 Exercise Testing & Prescription** (4-2-5)
(Prerequisite: *SHS 300*)
This course is designed to teach students the fundamental principles of exercise testing and prescription for healthy and various disease populations. Ergometry commonly employed in human performance labs, clinical settings and health clubs will be evaluated. Topics discussed include medical screening, strength testing, evaluation of anaerobic and aerobic power, flexibility, exercise prescription (metabolic equations) and body composition.
- SHS 320 Health Coaching** (5-0-5)
(Prerequisite: *PSY 101*)
Health coaching may be one of the most effective, innovative models today in preventive healthcare and wellness. Students in this class will be exposed to the principles of health coaching, incorporating health education and risk management. Students will learn how to provide a behavioral framework for lifestyle changes of their clients that will reduce the clients' risk of chronic disease. Emphasis in this class will be on the how to change, not why to change. Finally, students will learn to design a health maintenance plan (health promotion plan) targeted to their client's personal health behaviors and risk factors
- SHS 321 Integrative Medicine** (5-0-5)
(Prerequisite: *PSY 101*)
Healthcare is being transformed by a community of "non-traditional" professionals previously called alternative practitioners. This class will explore the pros and cons of various CAM Therapies, using an evidenced based model with a review of the scientific literature when available. In addition, the educational and licensing requirements of those practicing the therapies will be discussed. Included in this class will be a discussion of botanicals (herbs) and other dietary supplements.
- SHS 322 Introduction to Public Health*** (5-0-5)
(Prerequisite: *PSY 101*)
This course introduces basic concepts, strategies and methods of public health promotion and disease prevention by utilizing programs in the public and private sector. This class will examine the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health.
- SHS 330 Current Trends in Physical Fitness** (2-0-2)
(Prerequisite: *SHS 102, or SHS 105, or 300*)
This course presents the investigation and exploration of selected topics and problems in exercise science. As they are related to the current issues, practices and science of athletic performance, fitness and health.
- SHS 340 Introduction to Sport Injury Management** (5-0-5)
(Prerequisite: *SHS 105 or 300, or any anatomy and physiology course*)
This course presents the study of modern principles in the prevention, care, treatment, rehabilitation and management of athletic related injuries and illnesses.
- SHS 370 Kinesiology** (5-0-5)
(Prerequisite: *BIO 112 and CHEM 112*)
This course presents the study of the anatomical and kinesiological principles of human movement. Topics include applied anatomy, movement terminology, muscle mechanics and function. Emphasis is on the qualitative analysis of human movement in sport.
- SHS 400 Exercise Physiology II** (5-0-5)
(Prerequisite: *SHS 300*)
This course examines the principles of physiology with special emphasis on the application on the application of physiological findings to practical problems related to human activity. Also included are a detailed review of body composition, energy balance and weight control and a discussion of the role of exercise in successful aging and disease prevention.

- SHS 402 Motor Learning and Development** (5-0-5)
(Prerequisite: SHS 300)
 In this course the students should gain knowledge of the principles of performance of motor skills to include information processing and the functional properties of the motor system. Topics include the process of skilled motor performance and motor skill acquisition.
- SHS 406 Sports and Exercise Nutrition** (5-0-5)
(Prerequisite: SHS 300)
 The purpose of this course is to address the energy transfer in the body during exercise; the macronutrients' contribution and need in physical performance; the role vitamins and minerals play in physical performance; and hydration status and fluid needs of the athlete. Pharmacological and nutritional ergogenic aids in physical performance; eating disorders, female athlete triad, weight control issues (loss and gain), and some of the facts and fallacies associated with sports nutrition will also be discussed.
- SHS 410 ECG and Exercise Stress Testing** (4-2-5)
(Prerequisite: SHS 300)
 This course is designed to provide students with the theoretical and practical knowledge necessary to conduct and interpret the wide variety of diagnostic exercise tests commonly used in clinical practice.
- SHS 412 Exercise Biochemistry** (5-0-5)
(Prerequisite: 406)
 This course presents the basic biochemistry and molecular aspects of movement. By integrating and interpreting biochemistry and physiology of human physical activity, students will be able to explain the mechanisms behind some of the current concepts in exercise training.
- SHS 420 Scientific Principles of Strength Training and Conditioning** (5-0-5)
(Prerequisites: SHS 300, SHS 370)
 The study of designing and implementing individualized exercise prescriptions for athletic conditioning or physical fitness development. Development of skills required in conducting and implementing programs designed for aerobic power, body composition, flexibility and muscular strength.
- SHS 426 Cardiopulmonary Rehabilitation** (5-0-5)
(Prerequisite: SHS 410)
 This course is designed to provide students with the theoretical knowledge and clinical practices necessary to manage a cardiopulmonary rehabilitation program, such as program implementation and operation.
- SHS 428 Clinical Exercise Physiology** (5-0-5)
(Prerequisites: SHS 420, SHS 312)
 This course is a detailed study of applied exercise physiology for the exercise specialist/technologist who is responsible for the development of an exercise prescription for patients with various diseases in the following areas: Neuromuscular Disorders (stroke, Cerebral Palsy, Multiple Sclerosis, Parkinson's Disease, Spinal Cord Dysfunction, Post polio & Guillain Barre' Syndrome, Muscular Dystrophy, Peripheral Neuropathy) Musculoskeletal Conditions(osteoarthritis, Osteoporosis, Back Pain, Vertebral Disorder, Amputation), Neoplastic, Immunologic and Hematologic Conditions; Coronary Artery or Valvular heart disease, metabolic syndrome, endocrine disorders, heart failure, implanted cardiac device therapy, peripheral arterial disease, stroke, chronic renal disease, chronic obstructive lung disease, asthma, and other issues with the elderly patient while taking into account co-morbidities.
- SHS 472 Biomechanics** (5-0-5)
(Prerequisites: SHS 370, PHS 111)
 This course presents the study of the anatomical and the biomechanical principles of human movement. Topics include applied anatomy, movement terminology, muscle mechanics and function. Emphasis is on the qualitative analysis of human movement in sport.
- SHS 480 Introduction to Research Methods** (5-0-5)
(Prerequisite: SHS 400)
 This course is designed to introduce students to the research process in exercise science with includes: problem solving, methods development, and ethical issues in research. The students will acquire the skills necessary to synthesize and critique exercise

science literature and write a “mini”-research paper. An introduction to statistical concepts, selected statistical measures and computer skills are covered.

SHS 486 Individual Study (1-5)

(Prerequisites: Senior Standing and faculty approval)

This course provides the student with an opportunity to conduct a research project, write a scientific paper and prepare teaching and resource manuals in a specific area of interest under the direction of a faculty member.

SHS 488 Current Topics & Problems in Exercise Science (1-5)

(Prerequisites: Senior Standing and faculty approval)

This course presents investigation and exploration of selected topics and problems in exercise science related to the current science, practice and issues related to athletic performance, fitness and health.

SHS 490 Field Clinical Experience I (0-2-1)

(Prerequisites: SHS 142 and SHS 312)

This course presents an introduction to the methods, skills and procedures used in evaluating and prescribing exercise programs.

SHS 491 Field/Clinical Experience II (1-5)

(Prerequisites: SHS 428, SHS 410, SHS 490)

This course is designed to provide the student with an opportunity to practice, apply and master additional skills presented in course work. Experiences will include evaluations, documentation and interpretation of results of exercise testing and program development.

SHS 492 Practicum (1-12)

(Prerequisites: Senior Standing and faculty approval)

This course presents the student with supervised practical experience on the campus of Life University or in the local community. Hours of clock time per credit hour.

SHS 493 Internship (12)

(Prerequisites: Senior Standing and faculty approval)

This course presents the student with supervised practical experience at a site of the students choosing. Thirty hours of clock time per credit hour for a total of 360 contact hours.

SOC 101 Introduction to Sociology (5-0-5)

This course examines the group life of human beings and the product of their group living.

SPN 111, Spanish I (5-0-5)

(Prerequisites: TSE 099 and TSR 099 if required)

Introduction to listening, speaking, reading and writing in Spanish and to the culture of Spanish-speaking regions. Emphasis is on correct Spanish pronunciation, basic conversation skills and reading texts within a limited vocabulary range. Not open to native speakers of Spanish.

SPN 112, Spanish II (5-0-5)

(Prerequisites: One year of high school Spanish or SPN 111 or the equivalent.)

Continued listening, speaking, reading and writing in Spanish with further study of the culture of Spanish-speaking regions. Emphasis is on strengthening the reading, writing, speaking and listening skills of the beginning student. Not open to native speakers of Spanish.

TSE 098 Writing Fundamentals (5-0-5*)

This course is designed to help students improve basic writing skills. The course will emphasize: understanding sentence structure, reviewing grammar extensively, sharpening proofreading and editing skills, developing paragraphs with clearly expressed main ideas, and providing support using examples, explanations, and other methods. *This course carries five hours of institutional but not earned-degree credit.

TSE 099 Introduction to Composition (5-0-5*)

(Prerequisite: TSE 098 or placement test)

This course prepares students for college level English composition. Topics include understanding audience, developing and

organizing paragraphs and essays, using transitions, revising, and improving grammar and proofreading skills. *This course carries five hours of institutional but not earned-degree credit.

TSM 098 Elementary Algebra (5-0-5*)

This course begins with a review of basic arithmetic skills and progresses to a study of beginning algebraic concepts. *This course carries five hours of institutional but not earned-degree credit.

TSM 099 Intermediate Algebra (5-0-5*)

(Prerequisite: TSM 098 or placement test)

This course begins with a review of basic algebraic skills and progresses to a study of intermediate algebraic concepts including absolute values, inequalities, and quadratic equations. *This course carries five hours of institutional but not earned-degree credit.

TSR 099 Practical College Reading (5-0-5*)

This course provides instruction in vocabulary and comprehension skills with emphasis on academic applications. Topics include vocabulary development, comprehension skills development, critical reading skills and study skills. *This course carries five hours of institutional but not earned-degree credit.

TSR-098 Practical College Reading (5-0-5*)

This course provides instruction in vocabulary and comprehension skills with emphasis on academic applications. Topics include vocabulary development, comprehension skills development, critical reading skills and study skills. *This course carries five hours of institutional credit.

GRADUATE STUDIES

The College of Graduate and Undergraduate Studies at Life University provides a broad-based educational experience for our students. The College offers an accredited post-baccalaureate program and four Master's degrees that will prepare the student for careers in a variety of professional fields.

The post-baccalaureate dietetics programs provide didactic and internship opportunities for students who aspire to achieve Registered Dietitian credentials.

The Master's in Sport Health Science (established 1990) leads to careers in fields such as sports chiropractic, exercise science, athletic coaching, sports injury management, and performance nutrition.

The Master's in Clinical Nutrition (approved 2012) leads to careers in organizations such as physician's offices, hospitals, schools, health clubs, nursing homes, and food companies in areas such as research, development, sales, marketing, public relations and public education. Nutrition professionals with a Master's degree are often considered first for positions in specialty fields such as pediatrics, critical care, and geriatrics, as well as management positions.

The Master's in Athletic Training (approved 2014) leads to careers in the healthcare profession providing comprehensive care to athletes and physically active individuals. A Certified Athletic Trainer (ATC) is involved in the prevention, assessment or evaluation, treatment, and rehabilitation of athletic injuries. An ATC may be employed in high schools, colleges, sports medicine clinics, professional sports programs, corporations and other health care settings.

The Master's in Positive Psychology (launched 2014) leads to careers in research, management, and leadership in business organizations, educational institutions, and governments, as well as health care. With three tracks covering coaching psychology, secular ethics and contemplative science, and general positive psychology, students are prepared for careers in the field or advanced degrees of their choice.

The faculty and staff promote an atmosphere in which open communication and free exchange of ideas can flourish in a supportive environment.

GRADUATE ACADEMIC PROGRAMS

Post-Baccalaureate Dietetic Internship (DI)

Non-Degree Track: Academically qualified interns opting for this track will be eligible to take the National Dietetic Registration Examination and earn the Registered Dietitian (R.D.) credential.

Additionally, individuals who have graduated with a non-nutrition bachelor's degree and who want to pursue a career as a Registered Dietitian may complete the required preparatory coursework through the ACEND-accredited programs at Life University. After successfully completing approximately 38 to 68 credit hours, students receive a verification statement that makes them eligible to apply for an internship.

Graduate Degree Track: Students enrolled in the DI program may pursue the Master of Science in Clinical Nutrition and receive 9 transfer credits from the Internship Program toward completion of this graduate degree.

Obtaining a Dietetic Internship position is a competitive process administered through a national program that matches the most motivated and qualified students with internship opportunities across the country.

Life University admits 16 students annually to its accredited Dietetic Internship program. Students complete approximately 14 or 15 rotations under the guidance of a registered dietitian, medical doctor or other allied health professional.

- Master of Athletic Training
- Master of Science in Clinical Nutrition
- Master of Science in Positive Psychology
- Coaching Psychology Track
- Secular Ethics and Contemplative Science Track
- General Positive Psychology Track
- Master of Science in Sport Health Science

- Chiropractic Sport Science Track
- Exercise and Sport Science Track
- Nutrition and Sport Science Track
- Sport Coaching Track
- Sport Injury Management Track



Graduate Programs Contact Information

- For questions related to the Post-Baccalaureate Verification Statement and Dietetic Internship, contact:
Nutrition Department Chair, Dr. Vijay Ganji 1269 Barclay Circle, Marietta, GA 30060
770-426-2736 • vijay.ganji@LIFE.edu
- For questions related to the Master of Athletic Training, contact:
Program Director, Dr. Donald Fuller 1269 Barclay Circle, Marietta, GA 30060
770-426-2771 • donald.fuller@LIFE.edu
- For questions related to the Master of Science in Clinical Nutrition, contact:
Nutrition Department Chair, Dr. Vijay Ganji 1269 Barclay Circle, Marietta, GA 30060
770-426-2736 • vijay.ganji@LIFE.edu
- For questions related to the Master of Science in Positive Psychology, contact:
 - Contemplative Studies and Secular Ethics – Dr. Brendan Ozawa de Silva
1269 Barclay Circle, Marietta, GA 30060 • 770-426-2697 • brendan.ozawa@LIFE.edu
 - Coaching Psychology – Mr. Mickey Parsons
1269 Barclay Circle, Marietta, GA 30060 770-426-2697 • mickey.parsons@LIFE.edu
 - General – Department Chair, Dr. Peggy Samples
1269 Barclay Circle, Marietta, Georgia 30060 • 770-426-2697 • psamples@LIFE.edu
- For questions related to the Master of Science in Sport Health Science, contact:
Sport Health Science Department Chair, Dr. Cathy Faust
1269 Barclay Circle, Marietta, GA 30060 • 770-426-2771 • cfaust@LIFE.edu

Graduate Tuition and Fees

All tuition and fees are due and payable upon registration but not later than the end of the second week of classes each quarter. If awarded financial aid falls short of total charges for the quarter, the student is responsible to pay the difference.

Tuition fees at the master's degree level are \$238.00 per credit hour.

Effective Summer Quarter 2014, all graduate online courses will be charged at a rate of \$357.00 per credit hour.

The annual tuition for the Dietetic Internship (DTR 511) is \$8,000 (student fee exempt).

Auditing is available to students, staff, and faculty as well as interested persons from the general public (some course restrictions may apply). Students who audit a course will be charged \$100 per course (+ \$20 parking fee, as applicable). Students who wish to audit only portions of a course for course hours will be charged \$100 per 30 hours (+ \$20 parking fee, as applicable).

All Main Campus students are assessed a \$350.00 quarterly student fee.

Note: Tuition and fee rates are subject to change. The University and its various divisions and departments reserve the right to modify requirements, policies, and fees without prior notice.

Financial Aid Awarding Policy

A student must have at least half-time status in a program of study to apply for financial aid. You cannot combine credits from more than one program to meet the half-time status. If your registration changes from when you were awarded, you must contact the Financial Aid Office. See or call the Financial Aid Office if you are unsure of your financial aid status.

- Undergraduates will be awarded based on 15 hours per quarter.

- Graduate students will be awarded based on 12 hours per quarter.
- Doctor of Chiropractic Program students will be awarded based on 25 hours per quarter.

Failure to pay all charges due on a student's account will restrict his or her ability to register for future quarters, receive (order/send) official transcripts and diplomas, or graduate with a degree.

Reminder: A student must have at least half-time status in a program of study to qualify for most types of financial aid. For financial aid purposes, half-time enrollment status in Life University's graduate programs is a minimum of 5 credit hours. 9 credit hours is considered full-time. Students who plan to skip enrolling in classes for one or more quarters should notify the Registrar in writing.

If a student withdraws from a class, refunds of tuition paid are given based on a sliding scale depending on the date of withdrawal from the class. No refund of tuition or fees is made for withdrawn courses when a student is dismissed, suspended, or expelled for disciplinary reasons.

Transfer Courses

For SAP purposes, transfer courses accepted as credit toward the Life University degree will be counted in the quantitative standard, but not the qualitative standard.

Graduate Academic Policies

Students should refer to each degree program page for any additional requirements specific to their program(s) of interest.

Application Process

Applications for admission to a graduate program may be obtained by writing the Life University Office of Enrollment, 1269 Barclay Circle, Marietta, GA 30060, USA, by telephoning 800-543-3202 or 770-426-2600, by e-mailing admissions@LIFE.edu, or by visiting LIFE.edu and clicking on the "Admissions – Apply Now" link.

A student applying for admission is required to submit the following materials to Life University's Office of Enrollment:

1. A completed application for graduate study accompanied by an application fee of \$50.00 (The fee is non-refundable and constitutes part of the applicant's admissions credentials.);
2. An official copy of all undergraduate and graduate transcripts (if applicable) showing courses, grades, and date(s) of graduation (Transcripts must come directly from the college/university where the coursework was accomplished and sent directly to Life University's Office of Enrollment.);
3. Official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) test scores depending on program area (Applicants are urged to complete all testing well in advance of applying for admission to Life University.);
4. Three original letters of recommendation, written expressly for the Master's program, providing personal evaluations of the applicant's previous professional, educational, and work experiences; and
5. A current resume or curriculum vitae (CV), personal statement, and two-page cover letter stating his or her goals and objectives for pursuing a graduate degree.

Application Process for International Students

All international applicants must meet the requirements previously outlined and submit the additional requirements listed below to Life University's Office of Enrollment. Life University is approved for enrollment of international students, by the U.S. Citizenship and Immigration Services.

1. International transcripts evaluated by an approved international agency (Contact Life University's Office of Enrollment for a complete list of approved international transcript evaluation agencies. Some Canadian schools need not be evaluated externally.);
2. A satisfactory score of 500 or more on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English (Students with scores below 500 – or an equivalent score on other approved tests such as MELAB, i.e., score of 70 – will be admitted but will be required to take English courses at Life University or another institution until they achieve a TOEFL score of 500 or above); and
3. Evidence of having the financial resources or funding commitment to complete at least one year of education (Financial resources should include expenses for room, board, tuition, and incidental expenses.)

Documentation must be dated within six (6) months of anticipated matriculation date. All documentation must be received by Life University at least 45 days prior to the beginning of the quarter of initial matriculation.

Any student falsifying admissions or registration information is subject to immediate dismissal from Life University.

Application Schedule

A student may begin their course of study at Life University in any quarter as applications for admission are accepted quarterly throughout the year for all concentration areas except for the Master of Athletic Training degree program (MAT).

Applications are considered in the order in which they are received. The Master of Athletic Training program is an exception. Acceptance into the professional graduate MAT degree program is limited to an annual basis (program starts in July of each year). Due to the competitiveness of the MAT degree program, application materials should be received by February 1 of each year.

The Master of Science in Positive Psychology will accept students in Fall 2014 and will begin quarterly acceptance in Fall 2015.

All admissions requirements for the specific Master's degrees should be met and all official documentation received by Life University's Office of Enrollment 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation.

Admissions Process

For all categories of applications, communications and files are maintained by Life University's Office of Enrollment.

Recommendations for admission status are sent to the Graduate Admissions Committee.

After review by the appropriate department's Graduate Admissions Committee, recommendations for admission status, including denial, are confirmed by the Program Directors and/or the Department Chairs of the respective degree programs in the College of Graduate and Undergraduate Studies.

Admission Requirements

A. Degree Requirements

1. A prospective student must possess, at a minimum, either a Bachelor's degree or a Doctor of Chiropractic from a regionally accredited institution.
2. Students having an undergraduate degree and enrolled in the Doctor of Chiropractic program at Life University may enter a graduate program providing they fulfill all other admission requirements.

B. Attainment of Degree

Chiropractic students without an undergraduate degree may apply to the Master's program upon completion of a total of 180 quarter or 120 semester hours. However, the master's degree will not be awarded until the first professional degree or undergraduate degree is conferred.

Admission Status

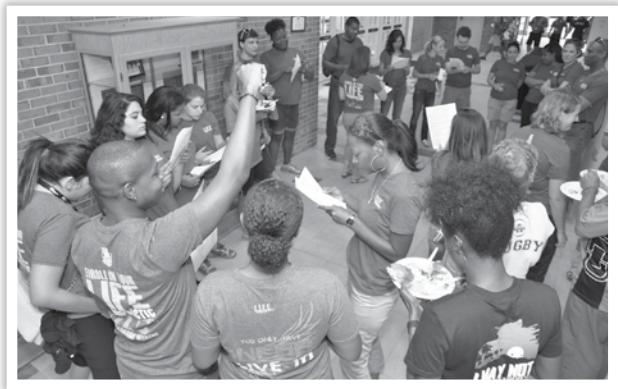
Categories of Admission

Students may be accepted in their respective graduate programs with full, provisional, or at large status.

Accepted – Full Standing

A student must have submitted the following materials and met the appropriate standards to be considered for admission in full standing:

1. Completed application to the Master's program
2. Minimum GPA (grade point average) of 3.0 on a 4.0 scale during last 90 quarter or 60 semester hours
3. GRE (Graduate Record Examination) with a score of 280 or better cumulative, or MAT (Miller Analogies Test) results with a minimum score of 40



4. Three original letters of recommendation, written expressly for the Master's program, providing personal evaluations of the applicant's previous professional, educational, and work experiences
5. Other identified admissions criteria, such as resume and personal statement of goals and objectives, and/or interview if invited by their program's admission committee
6. Completed prerequisite coursework.

Accepted – Provisional

Students who are lacking any of the requirements for Full Standing may be admitted on a provisional status. A student admitted provisionally must achieve a minimum 3.0 GPA during their first 12

credit hours of course work and submit all necessary requirements previously lacking prior to progressing forward. Failure to do so will result in removal from the program.

Accepted – Student-at-Large

Student-at-large status is designed for students who wish to take a limited number of graduate courses that are related to their academic or professional background. These students are not necessarily seeking an advanced degree. Students who do not meet the requirements for full standing or provisional acceptance may apply for student-at-large status and, at a later time, apply for acceptance as a degree-seeking student. Students accepted under this status are not enrolled as degree-seeking candidates in the Master's degree program and, therefore, do not qualify for financial aid.

1. Students applying for student-at-large status must provide an official copy of all undergraduate and graduate transcripts (if applicable) showing courses, grades, and graduation date(s). Transcripts must come directly from the college/university where the coursework was accomplished and sent directly to Life University's Office of Enrollment.
2. There is no limit to the number of hours that may be accumulated as a student-at-large, but hours may be limited as determined by the Graduate Program.
3. If a student seeks to change the admission status from student-at-large, all required admissions materials must be submitted for review. It is the prerogative of the Graduate Admissions Committee and the Dean to accept or reject the application for graduate study.

Denied Acceptance

This status is assigned to each applicant whose file has been deemed completed by the Office of Enrollment, evaluated by the transcript analyst, presented to the program's Graduate Admission Committee, and subsequently denied acceptance by the Committee and/or the Dean.

Admissions Statute of Limitations

An accepted applicant applying to the Graduate Program is expected to enroll in the quarter for which they have applied. The applicant may request to change the intended enrollment date by providing written notification to the Office of Enrollment regarding a change in the intended enrollment date and secure approval of the change. An accepted applicant failing either to give notice and to obtain prior approval of a change, or to enroll within one calendar year of the quarter for which he/she was originally accepted, will be required to reapply for admission. Life University reserves the right to request any or all of the required admission materials and fees for reapplication.

Readmission

Any previously admitted Life University student, regardless of prior admission status, who voluntarily or involuntarily remains out of school for less than three consecutive quarters, must first petition for readmission at the Registrar's Office. This readmission petition may be referred to the Graduate Admissions Committee for evaluation.

Reapplication for Admission

If a student remains out of school for three consecutive quarters or more, for any reason, that individual must first reapply for admission (new application and application fee required) through Life University's Office of Enrollment and their reapplication will be evaluated for readmission by the Graduate Admissions Committee and/or the Dean of the College of Graduate and Undergraduate Studies.

Academic Progress and Degree Completion

Advising

1. All graduate students will be advised each quarter by their assigned (as specified in their acceptance letter) Academic Advisor in their respective department.
2. Web registration/add/drop is not permitted for Master's students, as they are required to complete a degree plan with their graduate academic advisor.

Attendance

It is advised that students be in attendance at all classes, residencies, and laboratory periods for which they are registered to avoid penalties for inadequate work due to absences. Each student is expected to attend, be prepared and participate in course learning experiences.

Students who are absent or who fail to responsibly notify their faculty member and abide by the provisions of the course syllabi will risk dismissal from the classroom and failure of the class, by decision of the faculty member. Instructors may be able to accommodate students whose absences are caused by illness and job or family-related responsibilities, but the student is responsible for all missed work.

Course Loads

A course load of nine credit hours of graduate level work is considered full time. A graduate student may register for up to sixteen credit hours but may not exceed this limit.

Courses and Credits

Transfer of Credits

A student may be able to transfer up to 12 quarter hours (nine semester hours) of graduate credit (depending on program) earned at another regionally accredited institution (international credits may be considered based on submission of a transcript evaluation from an accepted foreign credit evaluation clearing house i.e. World Education Services [WES] or AACRAO). These hours must be equivalent to courses taught at Life University. Equivalency is determined by the program coordinator/department.

The following are required before transfer of credit from another institution will be considered:

1. Evidence that courses are equivalent in content and quality to those given at Life University. It is up to the transferee to prove equivalency. Examples of evidence include college catalog, course description from class, syllabi, etc.
2. An official transcript indicating that work has been completed with a grade of "B" or better (3.0 on a 4.0 scale) from a regionally accredited institution.

See the Completion of Degree and Graduation section of this catalog for time and completion policies.

Transient Credit Work

Students who desire to take courses at other institutions must receive prior approval from the department chair and the dean. Courses requested for transient credit will be examined to ensure that they are not a duplication of work already completed and that they are appropriate to the graduate program in which the student is enrolled.

After review and approval by the department chair and dean, the transient credit form will be forwarded to the Office of the Registrar.

Non-degree Credit

Life University also offers graduate-level courses, workshops and seminars for professional development, including the post-baccalaureate dietetic programs. Applicants may enroll if they have earned a bachelor's degree. An official transcript of all college-level work should be submitted prior to enrollment in courses. (Students taking workshops are not required to submit official transcripts.)

Non-credit Coursework

Life University offers the opportunity for students to audit courses for no academic credit. Prerequisites must be met for all

courses. Approval may be required by the program director in the program area in which the course is offered.

Prerequisite Courses

All prerequisite courses must be completed with a grade of at least a “C” or better.

Good Standing Requirements

Each degree-seeking student must maintain satisfactory academic progress and be in “Good Standing” academically.

1. To be in “good standing” academically, a degree-seeking student must, after completing twelve credit hours, maintain a minimum cumulative grade point average of 3.0 with no outstanding or unresolved failed classes.
2. Students should be on track to complete their degree program within 150 percent of normal program length (9 quarters) or less.

Grading Policy

Consistent with graduate level studies, all grades earned will be counted towards calculating the student’s GPA.

Grievance Procedures

Students should try to resolve any problems by first discussing the issue with the person directly involved. Any problems that the student cannot resolve should be brought to the attention of the Department Chair. If the problem cannot be resolved between the Department Chair and the student, then the Department Chair will refer the matter to the Dean of College of Graduate and Undergraduate Studies, who has the final authority. Appropriate documentation of the problem and relevant supporting information is required at every step of the grievance procedure.

Dropping Courses

Dropping courses is defined as removing one or more, but not all, classes currently scheduled. Students who wish to drop a course after the registration period, must complete a Schedule Adjustment form and submit it to the Student Advocacy Center by Monday (Week 8) of the current quarter. If a student does not complete a Schedule Adjustment form to formally drop a course, the student may receive an “I” incomplete, “F” fail, or “NP” no pass grade(s). Refer to the current Academic Quarterly for the listing of prorated refund schedules and dates for dropped course(s).

Withdrawal from the University

Withdrawal from classes is defined as removing all classes currently scheduled. Students who wish to withdraw must do so, in writing, by Monday of week 10 and will receive a grade “W” beginning week 2. Students who withdraw prior to week 7 will receive a grade “W.” From week 7 to week 10, withdrawal grades are assigned either as “WF” or “WNP.” See the current Academic Quarterly for specific withdrawal deadline dates.

Graduate Minimum Academic Progress

A student’s minimum progress is tracked both by grades and cumulative grade point average. If a student does not meet a graduate program’s standards of minimum progress, the student may be placed on probation or dismissed from the degree program.

Degree seeking students who do not maintain “good standing” academically will be affected by the following academic restriction policies or termination:

Academic Probation

Academic probation is a warning to a student that the quality of his or her academic performance is below acceptable standards. If this situation is not remedied, then the student will not be eligible for advancement to candidacy.

A student is placed on academic probation at the end of any quarter in which his/her cumulative grade point average drops below 3.0. A student who receives an academic probation warning must immediately seek help by contacting his/her advisor to determine a course of action to remedy the situation.

Three consecutive quarters of academic probation or two failing grades (either in the same class or two different classes) will result in termination from the program. As standard with graduate level studies, all grades earned will be counted in the calculation of the students’ overall graduate GPA.

Academic Termination

Termination will occur for a student who fails to maintain satisfactory academic progress or who demonstrates academic misconduct in one or more of the following ways:

1. Three consecutive quarters of academic probation will result in termination from the program.
2. Any provisional student that does not achieve a GPA of 3.0 during their first 12 credit hours of course work will be removed from the program.
3. A student who receives two failing grades will be subject to termination from the program.



Appeals Process

Students have the right to appeal discrepancies in their Satisfactory Academic Progress to the Dean of the College of Graduate and Undergraduate Studies through the Department Chair of their program of study.

Student Rights and Responsibilities

The Graduate Program is devoted to the discovery and communication of knowledge. In this endeavor, academic integrity is critically important and taken very seriously. Students within the program are expected to adhere to their professional code of ethics and to the University's ideals and values of truth and integrity.

It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions and from conduct that aids others in such infractions. It is the responsibility of the faculty, administration and students to establish and maintain an environment that supports academic integrity. In addition, to the preceding considerations, the program and the department must assess student learning. This is accomplished through evaluation.

It is expected that the student complete all tasks within the time structure and framework/structure dictated by the course syllabus. Each student has an obligation to respect the rights of other students and the faculty in completing all academic assignments.

Academic dishonesty includes cheating, plagiarism and facilitating infractions with respect to examinations, professional writing in course assignments, alteration. of records or computer fraud. Academic dishonesty also includes being aware of another student's dishonesty and failing to report awareness of the student's behavior.

Definitions

Cheating: Cheating would include using or attempting to use in any academic exercise materials, information, study aids or electronic data that the student knows or should know is unauthorized.

Plagiarism: Plagiarism is representing the words or ideas of another as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include but are not limited to isolated formulas, sentences or paragraphs to entire articles copied from books, periodicals, speeches or the writing of another student. The offerings of materials assembled or collected by others in the form of projects or collections without acknowledgement also are considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. Plagiarism is taken very seriously within the graduate program.

Conduct and Behaviors

The graduate program strictly adheres to established policies of conduct and behavior for students, faculty and administration. These policies were established to maintain an atmosphere conducive to the effective education of students. Administrators, faculty, research mentors and students must function as partners to be effective within a community of scholars. Graduate students of Life University's programs represent professionals within a community committed to the highest codes of behavior and ethics, where few problems should arise.

To clarify what constitutes high standards of behavior and conduct, the following types of misconduct are subject to disciplinary action and include but should not be considered limited to:

1. All forms of academic dishonesty, cheating, fabrication, facilitating academic dishonesty and plagiarism.
2. Violations of the University's alcohol, tobacco and drug-free environment policy.
3. Furnishing false information (false identification, etc.) to the University, department, and employee or an employee agent.
4. Violation of the University's IRB policies
5. Engaging in harassment or unlawful discriminatory activities or violating department rules governing harassment or discrimination.
6. Any act of behavior that interferes with or disrupts instruction, research, conducting the activities of the program, department or University (includes use of cell phones, texting, inappropriate online activities).

(Excerpts of the preceding adopted with permission from the rmuohp.edu student handbook.)

Academic Freedom

Academic freedom is a principle and value that guides academic life and drives the pursuit of intellectual curiosity within the university community. In essence, academic freedom means:

Students and faculty have the freedom within the classroom and within the online classroom environment to introduce, discuss and pursue their content subject matter in a curious but responsible manner. Therefore, within this evidenced based practice environment, academic content may be challenging but should have scientific evidence to support health care claims. Without such scientific evidence, the faculty member or the student is pursuing a "hunch," not scientific research.

Students and faculty have the freedom to pursue research topics and write for publication, in so far as it is in accordance with policies on research and meet guidelines regarding conflict of interest within the academic community.

Academic freedom can be open to interpretation by the program, department and university officials and requires both faculty and students practice due diligence in consideration of academic content and research pursuits that meet the common good and mission of the program, department and University.

Students and faculty are citizens of a community of learners and part of a larger global community; as such they have rights to freedom of speech, in writing and thereby freedom of censorship. However, as professionals and professionals in pursuit of higher education, both must be mindful of their obligations to their professional community, the program, the department and the university as well as the public and the perceptions of others within the health care community regarding their professional actions. Therefore, words whether written or spoken must be accurate and should exercise restraint, when appropriate and should respect the opinion of others and be validated with scientific literature, when appropriate.

(Adapted from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors.)

Advancement to Candidacy

Admission to Life University does not imply advancement of a student to candidacy for a degree. Advancement to candidacy is contingent on the approval of the Department Chair and the Dean of the College of Graduate and Undergraduate Studies after the student has met the formal requirements and has demonstrated sufficient proficiency to attain the graduate competencies required for this degree.

Advancement to candidacy requires:

1. All acceptance (admission materials) requirements must be fulfilled;
2. Successful completion of the area of concentration course work with a minimum grade point average of 3.0 on a 4.0 scale; and
3. Successful completion of a thesis, written comprehensive examination, and/or departmental research project.

Graduation Requirements

The following is a list of the requirements for graduation:

1. A minimum cumulative 3.0 ("B") grade point average on a 4.0 scale;
2. Successful completion of all academic requirements;

3. Advancement to candidacy status;
4. Payment of all fees;
5. Filing of a petition to graduate (completion of the application for graduation form); and
6. Completion of both the Administrative and Student Records Reviews.
 - a. Registrar's Office – completion of a formal academic records review
 - b. Financial Aid Office – exit interviews with a Counselor
 - c. Student Accounting – “Perkins” exit interview and rectification of account balance

Participation in Graduation Ceremonies

Graduate students may participate in the graduation ceremonies during the quarter in which the student is registered and has taken the comprehensive exam or during the quarter in which the oral thesis defense is scheduled.

Graduation ceremonies are held twice a year in June and December. March graduates and potential June graduates will be eligible to participate in the June ceremony and the September graduates and potential December graduates will be eligible to participate in the December ceremony.

Five Year Completion Rule

A maximum time limit of five (5) calendar years is placed on the completion of all requirements for a graduate degree. Students are expected to complete their program of study and graduate within five calendar years from their program matriculation date. Students who do not maintain satisfactory academic progress to complete their graduate program requirements within this time limit will be ineligible to graduate.

Appeals to this rule may be made to the Dean of the College of Graduate and Undergraduate Studies.

DEPARTMENT OF NUTRITION

- Post-Baccalaureate Dietetic Internship
- Master of Science in Clinical Nutrition

Chair: Vijay Ganji, PhD

The Department of Nutrition at Life University offers the accredited post-baccalaureate Dietetic Internship program and the Master of Science in Clinical Nutrition degree. Students in the Master's program take 52 credit hours in advanced course work in nutrition, which requires them to analyze concepts of evidence-based practice and research, develop skills in counseling and behavior management, evaluate nutrition issues and community policy, define and assess management and leadership styles, and compare and contrast the quality of research studies. Opportunities for application of classroom theory and discussion are available each quarter.

Students in the Nutrition graduate program have access to state of the art classrooms, nutrition assessment laboratories, an exceptional teaching kitchen with a culinary demonstration amphitheater as well as growing clinical research facilities. The City of Atlanta also offers a plethora of clinical, community and research opportunities, including being home to the Centers for Disease Control and Prevention.

Mission of the Department of Nutrition

The mission of the Department of Nutrition is to educate evidenced based, advanced level graduates, who retain the critical analysis and scientific knowledge abilities necessary to be vitalistic transformational leaders and practitioners sought in the field dietetics and nutrition. Graduates of this program will be prepared to support a mission of diversity within multiple global community, research and clinical settings, understanding that nutrition and dietetics is a dynamic and vital part of health and well being.

Department Objectives

The Department of Nutrition has set the following objectives:

1. To employ licensed professionals and experienced researchers, who will conduct the classroom experience with high standards and expectations of students.

2. To follow an evidenced based curriculum, stimulating critical thinking and analysis skills as well as writing proficiencies, while appreciating the diverse and dynamic nature of nutrition in improving health and wellbeing.
3. To provide multiple opportunities for scholarly discourse, research apprenticeships and research projects to ensure their evidenced based research and practice abilities and career opportunities.
4. To encourage students within the classroom and beyond to engage in scholarly inquiry and investigation, culminating with a scholarly research study and/or project.
5. To give students the opportunity to integrate research into practice through principles of evidence-based research, practice and translational research.

Technical Standards for Master of Science in Clinical Nutrition Students

Upon application to the Master of Science in Clinical Nutrition graduate program, all candidates are subject to the Nutrition Technical Standards policy as presented below in the Graduate Catalog. During application, all candidates must sign a certifying statement as represented below for placement in their permanent record.

"I hereby certify that I have read, and understand the Nutrition Department's Technical Standards Minimum Essential Skills as listed in the Life University Graduate Catalog and am able to perform the essential and fundamental functions and tasks of the Master of Science in Clinical Nutrition degree program with or without a reasonable accommodation."

The study of nutrition and dietetics involves the integration and application of principles from a broad area of study including food science, nutrition, management, behavioral, communication, biological, physiological and social sciences. Therefore, individuals receiving a Master's degree in Clinical Nutrition must complete all academic and clinical course requirements. Students must demonstrate certain minimum essential skills, including but not limited to those listed in the following box, in order to gain admission and to meet the full requirements of the program's curriculum.

Technical Standards Minimum Essential Skills —Department of Nutrition

Sensory/Observation:

1. A student must have sufficient sensory capacity to observe and participate in demonstrations and experiments in the basic and applied sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states.
2. A student must be able to utilize all assessment parameters in order to assess the nutritional status of the clients and implement a nutritional care plan to achieve optimal nutritional status (i.e., obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of laboratory data).
3. In addition, a student must have sufficient vision to observe physical changes such as in skin and eye color or changes in other areas of the body.

Communication:

1. A student must be able to communicate effectively with patients and their family members, in order to elicit information, describe changes in affect, mood, activity, and posture and to perceive nonverbal communications.
2. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form.
3. A student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, communicate results of diagnostic findings, and make assessments and plans known to patients, their family members, and members of the health care team.
4. A graduate student is expected to analyze, conceptualize and summarize complex relationships as ascertained from patient records, research studies and other written reports and be able to communicate that information effectively.

Motor/Strength/Coordination:

1. A student must have sufficient dexterity and motor function to elicit information from clients by palpation, auscultation, percussion and to perform diagnostic procedures including, but not limited to obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of laboratory data.

Intellectual/Conceptual/Integrative/Quantitative Abilities:

1. A student must have sufficient conceptual, integrative and quantitative abilities. These abilities include but are not limited to

measurement, calculations, reasoning, analysis and synthesis.

2. Additionally, a student must be able to understand the spatial relationships of the nutritional status, nutrient intake and any special conditions.
3. Problem solving in group, individual and collaborative settings requires all of these intellectual abilities. Testing and evaluation of these abilities in the Department of Nutrition employ examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these assessments include but are not limited to essay, oral and/or extended multiple-choice tests, compositions, oral presentations, and lab practicums designed to assess a variety of cognitive and non-cognitive skills in a simulated or supervised clinical settings.
4. All written or word-processed information must be in a comprehensible format.
5. A student must be able to critically analyze, synthesize and evaluate/interpret psychosocial research and be able to utilize available data to conduct evidence based studies in the field of nutrition and dietetics.



Behavioral and Social Attributes:

1. A student must possess the emotional health required for utilization of his/her intellectual abilities.
2. Students must be able to exercise good judgment in the prompt completion of all academic and clinical responsibilities.
3. Students must be able to develop mature, sensitive, ethical and effective relationships. Stressors may include but are not limited to environmental, chemical, physical or psychological.
4. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation and commitment commensurate with the habits and mannerisms of professional training to become a nutritionist or dietitian.
5. Students must portray attributes of professionalism that include but are not limited to honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients.

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADAA) of 1990, as amended and the ADAA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program.

Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existence of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet specific Guidelines, which are set forth in the Student Handbook.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, the University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center (SSC) in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate, Master's-level or Chiropractic candidates who self-identify their disability during any of the four stages:

- a) prior to applying for admission,
- b) during the application process,

c) after acceptance, but before attending classes, and

d) while currently attending classes

will be referred to the Director of the Student Success Center.

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the Student Success Center ensures compliance with policy.

DIETETIC INTERNSHIP (POST-BACCALAUREATE PROGRAM)

Accreditation Status

The Internship Programs in Nutrition and Dietetics at Life University has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
800/877-1600 ext. 5400

Introduction

The Dietetic Internship (DI) Program in Nutrition and Dietetics at Life University is a 9-month, 41 week/1640 hour post-baccalaureate program with 360 didactic hours and 1280 hours of supervised practice experience. The program provides interns with the necessary knowledge & skills to be eligible to sit for the national registration exam for dietitians and to pursue a variety of career opportunities in the field of dietetics. Up to sixteen interns can be admitted to the program annually, which starts in mid-August, and is completed by June of each year. The Dietetic Internship only program is a non-degree option program.

- **Non-Degree Option:** The prospective interns opting for this track will be eligible for financial aid and the tuition is \$8,000.
- **Graduate Degree Option:** Students who are enrolled in the DI program may pursue the Master of Science in Clinical Nutrition degree.
- **MS in Clinical Nutrition:** The interns of the Life University Internship Program in Nutrition and Dietetics have the opportunity to apply to the Master's Degree in Clinical Nutrition and receive 9-transfer credits from the Internship Program in Nutrition and Dietetics toward completion of this degree.

If the Graduate Degree Option is selected, a prospective intern must apply to the Master's Program separately. The two programs (DI and MS) are not combined; therefore, acceptance to one does not guarantee acceptance into the other. In order to be accepted to either, the prospective intern must meet the admission requirements for the particular program.

If MS in Clinical Nutrition Option is selected, a prospective intern will only have to pay for 43 credit hours to obtain the Master's Degree in Clinical Nutrition (MS requires 52 credit hours).

NOTE: The prospective intern must not work or take classes that conflict with the Internship Programs in Nutrition and Dietetics hours.

Mission Statement of the Dietetic Internship Program

The mission of the Internship Programs in Nutrition and Dietetics is to support the Life University mission and provide practical experience and training for the interns, so that the program graduates will have the knowledge and skills to effectively meet the responsibilities of nutritional services in community, clinical, managerial positions and become leaders in their chosen field. Upon completion of the program and receipt of the Verification Statement, the graduates will pass the National Registration Examination for dietitians.

The mission of the Internship Programs in Nutrition and Dietetics is to also prepare graduates academically and professionally so

that they may integrate, apply, and practice theoretical knowledge necessary to provide quality nutritional care in a cost effective manner, pursue innovations and leadership, both in the work place and in professional associations. Upon completion of the program, the graduates will be eligible to take the registration examination for dietitians.

Dietetic Internship Student Learning Outcomes and Objectives

1. Scientific and Evidenced Based Practice

Integrate scientific information and research into practice—

Upon completion of the program, the graduate will be able to:

- Select appropriate indicators and measure achievement of clinical programmatic, quality, productivity, economics or other outcomes;
- Apply evidenced based guidelines, systemic review and scientific literature (such as Academy of Nutrition and Dietetics Evidenced based library, Cochrane Data base of Systematic Review and the US Department of Health and Human Services, Agency for Health Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and modes and other areas of dietetics practice;
- Justify nutrition programs products and services using appropriate evidence or data;
- Evaluate emerging research for application in dietetics;
- Conduct research projects using appropriate methods, ethical procedures and statistical analysis.

2. Professional Practice Expectations

Exhibit beliefs, values, attitudes and behavior for the professional dietitian level of practice—

Upon completion of the program, the graduate will be able to:

- Practice in compliance with current federal and state regulations;
 - Practice in compliance with Academy of Nutrition and Dietetics Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics;
- Demonstrate professional writing skills in preparing professional communications (e.g., research manuscripts, project proposals, educational materials, policies and procedures);
- Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience;
- Use effective education and counseling to facilitate behavior change;
- Assign appropriate patient care activities to DTR's and support personnel;
- Refer clients and patients to other professionals and services when needs are beyond individual scope of practice;
- Demonstrate initiative by proactively developing solutions to problems;
- Apply leadership principles to effectively achieve desired outcomes;
- Serve in professional and community organization;
- Establish collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals;
- Demonstrate professional attributes such as advocacy critical thinking, flexibility, time management;
- Perform self assessment, develop goals and prepare draft portfolio for professional development;
- Demonstrate assertiveness and negotiations skills while respecting life experiences, cultural diversity and educational background.

3. Clinical and Customer Service

Develop and deliver information, products and services to individual, groups and population—

Upon completion of the program, the graduate will be able to:

- Perform the Nutrition Care Process and use standardized nutrition language in a variety of settings;
- Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods

for client, employee or marketing;

- Demonstrate and promote responsible use of resources including employees, money, time, water, energy, etc.;
- Develop and deliver a product, programs and services that promote health and wellness;
- Deliver respectful, science based answers to consumers questions concerning emerging trends;
- Coordinate procurement, production, distribution and of goods and services;
- Develop and evaluate recipes and menus for acceptability, affordability that accommodate various populations.

4. Practice Management and Use of Resources

Strategically apply principles of management and systems in the provision of services to individuals and organizations— Upon completion of the program, the graduate will be able to:

- Use organizational processes and tools to manage human resources, safety, security and sanitation;
- Perform management functions relating to safety, security, and sanitation;
- Conduct customer service quality management activities;
- Participate in public policy activities;
- Use current informatics technology to develop, store, retrieve and disseminate information and data;
- Prepare and analyze quality, financial, or productivity data and develop a plan for intervention;
- Conduct feasibility studies for products, programs and services;
- Obtain and analyze financial data to assess budget controls and maximize outcomes;
- Develop a business plan for a product or service;
- Complete documentation that follows professional guidelines as appropriate to the setting;
- Participate in coding and billing for dietetic/nutrition services.

Application Procedures

To apply for the Life University Internship Programs in Nutrition and Dietetics, students must do the following:

1. Student applying to the Life University Internship Programs in Nutrition and Dietetics will need to apply through the online Dietetic Internship Centralized Application System (DICAS). Students applying for the internship can go online to apply after the first week of December. The application must be completed by the second week of February, please refer to all deadline dates on the website. There is a \$40 fee to use DICAS for the first application and \$20 for each additional application.
 2. Applicants who apply to internships using DICAS will be asked to complete a personal statement in 1000 words or less that answer the following questions:
 - Why do you want to enter the dietetics profession?
 - What are some experiences that have helped to prepare you for your career?
 - What are your short-term and long-term goals?
 - What are your strengths and weaknesses or areas needing improvement?
- Official transcripts from all colleges and universities attended should be sent to: DICAS – Transcript Dept., P.O. Box 9118, Watertown, MA 02472.
 - The application must include three references with their names and contact information — including e-mail address. This will trigger an e-mail message requesting completion of a reference form.
 - Applicants must also register online at www.dnndigital.com for computer matching the second week of February, please refer to all deadline dates on the website. There is a \$50 fee for this service and applicants can pay with a credit card. If students have questions regarding the computer matching process contact D&D Digital at 515-292-0490.
 - There is a \$65 application processing fee that should be mailed to Life University Department of Nutrition 1269 Barclay Circle Marietta, GA 30060.

- Selected applicants may be contacted for an interview in early March. Interviews can be done in person or by phone.

Any questions regarding the application process can be directed to:

Donna Plummer MS, RD, LD

Email: dplummer@LIFE.edu

Phone: 770-426-2736

International Student Rules, Regulations & Procedures

International students are not eligible to apply to the Internship Programs in Nutrition and Dietetics only but can apply to the MS in Clinical Nutrition Program. The following year, the student will be eligible to apply to the IP Program, since he/she would be considered a degree-seeking student. Applicants must meet all admission requirements for the MS Program and then apply to the Internship Programs in Nutrition and Dietetics. For additional information regarding the MS in Clinical Nutrition, contact Dr. Vijay Ganji at 770-426-2736 or vijay.ganji@LIFE.edu.

Admission Requirements for the Dietetic Internship Program

1. Completion of the course work required for a Didactic Programs in Nutrition and Dietetics (DP), which is accredited by the ACEND of the Academy of Nutrition and Dietetics and having completed a Bachelor of Science Degree (transcripts must indicate B.S. Degree Completed). *If any applicants have graduated more than five years ago, they must take the following courses prior to the start of the Internship Programs in Nutrition and Dietetics at Life University:

- NTR 306 Advanced Nutrition
- NTR 309 Assessment, Interviewing and Counseling
- NTR 311 Foodservice Operations
- NTR 401 Nutrition Therapy I
- NTR 402 Nutrition Therapy II
- NTR 413 Nutrition Therapy III

When completing the application, students must include proof of taking these course or equivalent courses which must be completed by the start of the Internship Programs in Nutrition and Dietetics.

*If a student is submitting a Declaration of Intent with the application, the student must provide a Verification Statement before the internship starts. If the Verification Statement is dated prior to 1987, the student must provide a Verification Statement indicating that he or she has completed current DP requirements (dated after 1987). The program director's signature must be in an ink color other than black to distinguish an original from a photocopy.

2. Verification Statement or Declaration of Intent *issued by the Program Director of the school.
3. Grade point average in regard to completion of the academic requirements.
 - Overall GPA of 3.0
 - Science GPA of 3.0
 - Nutrition GPA of 3.25
4. Three written reference letters – two academic and one from work supervisor or personal colleagues.
5. A personal statement including 1,000 words or less that answers the following questions:
 - Why do you want to enter the dietetics profession?
 - What are some experiences that have helped to prepare st for your career?
 - What are your short-term and long-term goals?
 - What are your strengths and weaknesses or areas needing improvement?
6. Two copies of all official final transcripts. (If the student has not completed the B.S. Degree at the time of sending in the application, the student must bring 2 copies of the official transcripts on the first day of the DI Program.)

7. Student must have access to SKYPE or OOVOO in order to have an interview via video conferencing or in person if required (if deemed necessary).
8. Computer matching.

NOTE: If the student is sending translations of the degree obtained, in the US Summary Equivalency section it must state what the international degree is equivalent to and that it is equivalent to at least a minimum of a Bachelors Degree from a regionally accredited college or university (institution) in the United States (US). If the words Regionally Accredited are not there then the evaluation reports is not valid and would not be accepted. Foreign students who received their B.S. Degree from other accredited universities in their country must have translation of their degree and transcripts by the following institutions:

Global Education Group, Inc.
1650 Alton Road
Miami Beach, FL 33139 USA
Phone: (305) 534-974
Fax: (305) 534-3487
www.globaledu.com/evaluation_apply_for_evaluation.html

OR

Josef Silny & Associates
International Education Consultants
7101 SW 102nd Avenue
Miami, FL 33173
(305) 273-1616
Fax: 305/273-1338 or 273-1984
info@jsilny.com
www.jsilny.com

OR

World Education Services, Inc. (WES)
Bowling Green Station
PO Box 5087
New York, NY 10274-8057
(212) 966-6311
Fax: 212/966-6100
info@wes.org

Please use the link below to check if the agency is still an acceptable option. Here is the link for all CDR approved Foreign Degree Equivalency Validation Agencies: <http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=9725>

Selection Criteria

The selection process will be a two-phase process for the 16 slots. The initial phase will be based on the assessment of admission requirements 1 through 7. The final phase will be based on assessment of admission requirements 1 through 8. The names of the applicants selected during the final phase will be sent to D&D Digital Systems for computer matching. Computer literacy, volunteer and extra-curricular activities are also considered in selecting students.

Computer Matching

All applicants to the Internship Programs in Nutrition and Dietetics (IP) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and a mark/sense card to prioritize their IP or AP4 preferences. Applicants should request this material from any Academy of Nutrition and Dietetics approved Didactic Program in Dietetics or from D&D Digital Systems. This request should be made to allow turn around time for submitting by the D&D Digital Systems postmark deadline. There is no charge for this material; however, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Life University's program code is 210 when completing the sense/mark card.

Address requests to: D&D Digital Systems
 304 Main Street
 Suite 301
 Ames, IA 50010
 website: www.dnndigital.com
 email: dnd@sigler.com

EACH STUDENT MUST COMPLETE BOTH STEPS OF A 2-STEP PROCESS

Applicants must create an account on EACH of two websites. Different logins will be assigned for each website.

1. Website #1: To submit applications to Internships.
2. Website #2: To prioritize/rank Internships for matching <http://www.dnndigital.com>.

Dietetic Internship Expenses

1. The application fee for processing application by Life University is \$65.00.
2. The application fee to use Dietetic Internship Centralized Application System DICAS is \$40 for the first application and \$20 for each additional application.
3. Application fee for computer matching by D&D Digital Systems is \$50.00.
4. The tuition fee is \$8,000. This fee will include instruction as well as work experience. Upon acceptance to the Internship Program, 10 percent of tuition (\$800) is required prior to the start of the program to secure the accepted applicant's position. (This is nonrefundable if the student decides not to continue with the internship.) The rest of the tuition is due during the first week of the program.

If the student is unable to pay tuition in full, it can be paid in three installments of \$1950 plus a \$75 processing fee. The schedule for the payment is as follows: \$1950 (plus \$75 processing fee) is due the first week of September, \$1950 (plus \$75 processing fee) is due the second week of December, and \$1950 (plus \$75 processing fee) is due the second week of March.

If a payment is not received by the end of allotted week, the student will not be scheduled to continue the program, and any further delay in payment may lead to dismissal of the student from the program.

A verification statement regarding the completion of the internship program will not be issued until all fees are paid within 6 weeks of graduation. Tuition is non-refundable. If interns are dismissed from the program due to inappropriate behavior, any tuition paid will not be refunded and the unpaid balance is due within 30 days of dismissal.

5. Students are responsible for providing their own housing, meals, transportation and gas costs to/from rotation sites. Costs vary based upon preferences. The approximate cost is estimated to be between \$8,000 to 12,000. Information regarding housing can be obtained through the Life University Office of Student Affairs at 770-426-2700.
6. Textbook(s) for the program will average \$600.00.
7. Some rotation sites may require background checks for the interns and require the interns to pay for this cost, which could be between \$20-200. Some rotation sites may also require the intern to repeat the TB test and/or any other immunizations, which may cost between \$15-\$150. White lab coats, stethoscope, sphygmomanometer, and penlight or flashlight are required (\$150).
8. Health insurance and professional liability insurance is mandatory. Students must obtain insurance coverage prior to admission to the program. Liability insurance can be obtained through the Academy of Nutrition and Dietetics at a cost of approximately \$75.00 for liability and \$350.00 for health for the nine-month duration.
9. Registration Exam Review (\$350-450). Students must either take the review course within one month of graduation or show the registration receipt for payment of the course in order for the Verification Statement to be issued at the end of the program.
10. Students are required and responsible for becoming a member of the Academy of Nutrition and Dietetics. The student membership fee is \$50.00.

Financial aid is available for the Internship Programs in Nutrition and Dietetics. For more information, contact Melissa Waters at (770) 426-2901.

Credentialing Process for Registered Dietitians

Students are required to go through a sequential three-step process to become a Registered Dietitian (RD). Those steps are:

1. Completion of the didactic program in dietetics with minimum academic requirements as set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.
2. Complete an ACEND accredited internship.
3. Pass the National Dietetic Registration Exam.

The completion of this program fulfills the second step in the process. This gives the student the competence and eligibility to take the national Dietetic Registration Exam.

Registration Examination (RD) Eligibility

After completion of the program, the director of the program will provide the student with a student exit packet. The student must then do the following:

1. Complete the Name/Address Verification Forms provided by the Program Director.
2. Return the CDR Copy (this copy to be returned to CDR by the Program Director) to the Program Director on or before the deadline. The Program Director will submit this original form to CDR.
3. Retain the Name/Address Verification Form, Student Copy for student records.
 - The “Student Copy” is to be used when students have a name/address change after having submitted the original CDR copy to the Program Director.
 - When a name/address change occurs, notify the Program Director of the change(s) via FAX so that he/she can revise the student record and advise CDR by attaching the fax copy to the student’s original form. If students are unable to contact their Program Director, FAX the form to CDR, attention Peggy Anderson, at (312) 899-4772. Make sure ALL areas of the Change Form are completed, including previous address (the address submitted to the Program Director) and new address, Program Director’s name and four-digit program code found on the student Verification Statement from the Program Director indicating completion of supervised practice.
4. Program Directors will forward the Computerized Registration Eligibility Application to CDR. Students will receive a letter confirming registration eligibility from CDR approximately two to three weeks following the Program Director’s submission to CDR.
5. Refer to the February 1999 JADA, page 156, for an article entitled, “Computer-based testing: A new experience in 4 easy steps” and the October 1998 JADA, page 1102, for an article entitled, “Computer-based certification tests integrate testing and scoring, increase convenience” for a detailed description of the eligibility process.
6. Inquiries should be directed to Peggy Anderson at (312) 899-0040, extension 4764 or email Peggy at panders@eatright.org.

The Registration Examination for Dietitians is given year round at over 200 approved Sylvan Learning Corporation sites nationwide. All test sites are open Monday through Friday and the eligible candidate must call the Sylvan testing site to schedule an appointment to take the examination.

Applicants should keep the following in mind:

1. Make certain the Academy of Nutrition and Dietetics is furnished with a current mailing address.
2. The examination fee is approximately \$200.



3. The test is multiple choice, with a minimum of 125 questions.
4. The authorization to take the examination expires one year after authorization.

Internship Academic Policies

Attendance

The Internship Programs in Nutrition and Dietetics at Life University is a full-time, 41-week program which starts mid-August and runs through mid-June of the next year. The student must be available 8 hours per day, 5 days per week for the duration. Absence and tardiness will not be allowed. Exceptions will be made for emergencies up to 6 weeks at the discretion of the program director/department chair.

The first violation (unexcused absence or tardiness of greater than 15 minutes) will result in a verbal warning. The second violation (unexcused absence or tardiness of greater than 15 minutes) will result in a written warning. The third violation (unexcused absence or tardiness of greater than 15 minutes) will result in student's dismissal from the program. A total of two days for emergencies will be allowed without having to make up the time.

Any other time off must be approved by the program director/department chair and will be made up as follows:

- All missed rotations must be made up as soon as possible, but make-up rotations must not interfere with the scheduled rotations, and students will need to make arrangements for make-ups on the weekends or evenings. It is the responsibility of the student to arrange all missed rotations with the rotation site, and each rotation must be completed before starting a new rotation.
- All missed lecture or discussion sessions must be made up by completion of a special project assigned by the program director/department head (ex. case study presentations, literature review presentation or community work).

Grade Policy

Students will receive grades and evaluation upon completion of each rotation. Each rotation will be evaluated at mid-rotation (may be verbal) and upon completion. Students will complete each rotation successfully and must receive a grade of 85 percent or higher to be eligible for graduation. Rotations not completed successfully may be repeated one additional time, assuming the student has acceptable attendance and followed the professional standards set by the program. After the second chance, the student may be terminated, if terminated due to attendance problems, not following the professional standard, or not being committed to the program, the student will not be entitled to a refund and is still responsible for the remainder of the tuition. Students are strongly encouraged to notify the director/department chair of any problems that may prevent them from completing the program early on.

Each student is required to present, both oral and written, up to eight case studies during the program. Students must pass the case studies with a grade of 85 percent or higher.

There will be several written tests given during the program. There will be 2 comprehensive exams given at the end of the program, with one make-up exam. If the intern does not pass the comprehensive exam, he/she will be required to take the Registered Dietitian Exam Review course and provide proof of attendance in order to receive the Verification Statement. A grade of 85 percent or higher is required for passing the tests. Once the intern passes the comprehensive exam, all rotations, and complete all projects, a Verification Statement will be issued.

There will be several projects, including education and management, and a few teaching sessions. All projects must be completed within the given deadlines.

Students shall be regularly informed regarding their progress in the program. Students shall be given formal evaluation on their progress at specified intervals throughout the program, within any given unit, segment, rotation, etc., of a planned learning experience.

Protection of Privacy of Student Information

The student has the right to privacy. Information concerning the student's progress will only be made available, if the Program Director deems necessary, to those involved in the actual training process. Other than to verify the dates that the student participated in the Internship Programs in Nutrition and Dietetics, outside parties or agencies are not provided any information contained in personnel records, except as specifically authorized in writing or as required by law. The information in the student's file is available for their review upon written request.

Professional Standards

Students must follow the professional standards that govern the programs, which include: patient/client confidentiality and access to information, dress code, the student is expected to read material and complete assignments on time and have them ready for presentation at the appointed time, students must follow the policy and procedures of the University and any other institutions that they perform rotations, and they must be respectful to the people they work with. For a resolution of any conflicts, please follow the grievance policy.

Patient/Client Confidentiality and Access to Information

The information contained in the health record belongs to the patient, and the patient has a protected right of information in accord with the federal Health Insurance Portability and Accountability Act (HIPAA). All information concerning patients, their health and personal affairs is confidential. Dietetic Interns are authorized to have access to all patient information in order to assess the patients' nutritional needs accurately and are required by federal HIPAA law to be trained in Privacy practices.

Insurance Requirements

Students must purchase and maintain health and professional liability insurance coverage for the duration of the program of study (liability must be a minimum of \$2,000,000 each incident/occurrence and \$4,000,000 annual aggregate). The health and liability insurance can be purchased from Seabury & Smith, for liability insurance call (877) 687-0845, and for health insurance, call (800) 503-9230. To be eligible for the group-discounted price, students must be a member of the Academy of Nutrition and Dietetics. For information on becoming an Academy of Nutrition and Dietetics member go to the website at www.eatright.org, under Membership Benefits.

Proof of insurance must be provided to the program director during the first week of the program. Students are responsible for their safety to and from the University and rotation sites, and must take all precautionary measures to assure safety. Students are liable for all medical or health care (emergency or otherwise) while at Life University or at rotation sites.

Dress Code Policy

The dress code is an important part of the image that dietetic interns should present at preceptor sites & rotations. Dietetic interns are required to wear professional clothes that are neat, clean, and appropriate in style for their assigned rotations. Very casual attire or clothes of extreme style are not acceptable. Some clinical and non-clinical rotations have more strict policies to protect the welfare of their clients/patients and student safety.

Interns should observe the following broad guidelines regarding what would NOT be considered acceptable professional appearance during rotations:

- Visible tattoos, body piercings/jewelry including belly ring, brow ring, nose ring, tongue ring, or excessive earrings
- Extreme hair color/style, i.e., pink, platinum, mohawk, spikes
- Hats
- Denim of any kind
- Leggings or stirrup pants
- Capri pants
- Shorts or mini-skirts
- Low-cut tops or see-through shirts or blouses showing cleavage
- Halter tops or midriff shirts
- Fake nails and nail polish
- Sandals or flip-flops
- Open-toe shoes and high-heels/spikes
- Tennis shoes, unless worn with "approved" scrubs or uniform
- T-shirts or logo shirts, unless worn as "approved" uniform

During clinical and food service rotations, hair, including facial hair, should be neatly groomed and maintained. Slacks should at least touch the ankle. Food service rotations may require hairnet, uniform and special shoes.

Lab coats are required during clinical rotations, scrubs may be permitted with lab coat at some facilities. At rotation sites, identification badge must be worn at all times.

The first violation of the dress code policy will result in a verbal warning and dismissal to change clothes. The second violation of the dress code policy will result in a written warning and dismissal to change clothes. The third violation of the dress code policy will result in termination from the Internship Programs in Nutrition and Dietetics.

Curriculum Description for the Dietetic Internship Program



The Internship Program in Nutrition and Dietetics at Life University encompasses 41 weeks/1640 hours of didactic (360 hours) and supervised practice experience (1280 hours). The curriculum is as follows:

ORIENTATION: One week of general orientation to become familiar with University, department, and program policies and procedures. (40 hours Didactic Review)

CLASSROOM REVIEW: Three weeks of classroom review of Community Nutrition, Food Service, Nutrition Education, Nutrition and Physical Performance, Health and Disease, Nutritional Assessment, Counseling, and Physical Assessment. (120 hours Didactic Review)

FOOD SERVICE/MANAGEMENT: Three weeks of exposure to different areas of management, such as purchasing and production). All of the management rotation components must be successfully completed with a score of 85 percent or above before the next rotation can begin. (112 hours Supervised Practice)

EDUCATION/COMMUNITY: Three weeks of exposure to different areas of education, such as geriatric, AIDS patients, pediatric, pregnancy, endocrinology, and general medicine). All of the education/community rotation components must be successfully completed with a score of 85 percent or above before the next rotation can begin. One week of staff relief or project to show transition from lower to higher level competency achievement. (112 hours Supervised Practice)

WELLNESS: Three weeks of exposure to Wellness Nutrition, such as assessing and counseling nutritional status and fitness level of the clients. All wellness rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program. (112 hours Supervised Practice)

RESEARCH: Up to forty hours of research activities will be completed during Mondays, to provide comprehensive insight into preparing a research proposal and optional submission of the proposal to the Institutional Review Board. For this rotation interns must complete a two credit hour course NTR 470 Nutrition Research I and NTR 471 Nutrition Research II (optional). This course must be completed by one month prior to the end of the internship program, and there will be time allowed for completion of this program during the internship program. (40 hours Online/Home Assignments)

DIDACTIC/CLASSROOM REVIEW FOR NUTRITION SUPPORT PEDIATRIC: Two weeks exposure to medical nutrition therapy and nutrition support for adult/pediatric populations via lecture/simulation workshop. (80 hours Didactic Review)

CLINICAL: Fifteen weeks exposure to different areas of clinical, such as general medicine, pediatric, renal, mental health, geriatric, nutrition support. All of the clinical rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program. (560 hours Supervised Practice)

INTERN'S SPECIAL INTEREST: Five weeks of in-depth exposure to areas of self-interest. All self-interest rotation components must be successfully completed with a score of 85 percent or above before graduating from the internship program. (192 hours Supervised Practice)

CAREER WEEK: One week of employment guidance & professional development activities, such as resume writing, interviewing, & professional portfolio management. (40 hours Didactic Review)

VACATION: Thanksgiving, Christmas, New Years, Martin Luther King Jr., Spring Break, Memorial Day and any official holidays will be used as vacation.

The summary timeline of the Internship program’s didactic component is below. During the first seven weeks, the interns will be on the Life University campus 5 days a week for 8 hours per day, which totals 280 hours. (7 weeks x 40 hours per week)

Orientation.....	1 week (40 hours Didactic)
Didactic.....	3 weeks (120 hours Didactic)
Didactic/Classroom Review for Nutrition Support/Pediatric.....	2 weeks (80 hours Didactic)
Career Week.....	1 week (40 hours Didactic)
Didactic Day on 1st Monday of each Orientation	2 weeks (80 hours Didactic)

Total:9 weeks (360 hours total) of Didactic Instruction

The first Monday of each rotation (10 rotations x8=80) the interns are required to be on the Life University campus. They will participate in discussion, assessment/evaluation of the supervised practice rotation, to attend NTR 210 Nutrition Seminar to make presentations of case studies and to be provided with additional didactic information. They also work on completing the research part of the curriculum, NTR 470 Nutrition Research I and NTR 471 Research II (optional), which is up to 40 hours. The dietetic interns will be in supervised practice rotation for the remainder of the 3 weeks (112 hours/rotation) and special interest for 5 weeks (192 hours).

The supervised practice component of the program includes the following:

Clinical	15 weeks
Long Term Care	3 weeks (112 hours of sup. practice)
Renal	3 weeks (112 hours of sup. practice)
Inpatient	3 weeks (112 hours of sup. practice)
Nutrition Support	3 weeks (112 hours of sup. practice)
Mental Health	3 weeks (112 hours of sup. practice)
Community	9 weeks
Communiy	3 weeks (112 hours of sup. practice)
Wellness	3 weeks (112 hours of sup. practice)
Other	3 weeks (112 hours of sup. practice)
Food Service/Management/Marketing	3 weeks (112 hours of sup. practice)
Specific Interest	5 weeks (192 hours of sup. practice)
Total	32 weeks (1200 hours total) of Supervised Practice

Internship Rotations

In selecting rotation sites and dates, every effort will be made to accommodate the student’s areas of interest and home location (most rotations are within 5-200 mile radius). However, most of the rotation sites are based on the availability of the rotation sites, the readiness to accept students, and the prior agreement.

After the schedule of a rotation has been set, the date or location will not be changed unless the rotation site or program coordinator/director deems necessary. Interns have the ability to select the self-interest rotation, which must be submitted to the program coordinator/director within 30 days prior to the rotation.

Rotation Exemption Policy

A dietetic intern with previous rotation experience may request “exemption status” during the orientation period or didactic classroom review. An intern may be exempt from a rotation, only if all the following criteria are met:

Step 1: Passed a similar rotation with another institution/program can provide proof of passing grade;

Step 2: Successfully complete the Life University IP rotation module/simulation (including written exam) with 85 percent or better;

Step 3: Present a case study on the rotation topic, prior to the scheduled rotation.

If a rotation is exempt, the dietetic interns may transfer the required supervised practice hours to another rotation, such as community, self-interest, staff relief, or the like.

There will not be any adjustments on fees for exemption of any rotations.

Immunization Policy

Most rotation sites require proof of immunizations. The interns are responsible for providing proof of immunization status of Chicken Pox, proof of 2 MMRs (if birth date is after 12/31/56) or immunity to Rubella and Rubella, and proof of a TB skin test done within the one month prior to start of the program. Some of the rotation sites require immunization of Hepatitis B and may also require students to repeat the TB skin test.

Injury and Illness Policy

Students are responsible for their safety to and from the University and rotation sites, and must take all precautionary measures to assure safety. Students are liable for all medical or health care (emergency or otherwise) while at Life University or at rotation sites. Each facility has a policy for injury or illness on the job. The dietetic interns are required to alert the preceptor if injury or illness occurs and the preceptor will then guide the intern through the proper protocol. The dietetic intern must also notify the Director of the Internship Programs in Nutrition and Dietetics of the incident.

MASTER OF SCIENCE IN CLINICAL NUTRITION

Accreditation Status

The Didactic Program in Dietetics and the Dietetics Internship Program within Life University's Department of Nutrition are both accredited by the Accreditation Council for Education in Nutrition and Dietetics.

Introduction

The 52 credit hour Master of Science program in Clinical Nutrition is open to any student who meets the admission requirements. Students not retaining a background in the sciences or allied health may take a longer period of time to complete the prerequisite requirements prior to entrance into the graduate program. In the majority of cases, prerequisite requirements can be fulfilled through the College of Graduate and Undergraduate Studies at Life University.

Application Requirements Specific to the MS in Clinical Nutrition

Instructions for the graduate school application are found in the Academic Policies section of the Graduate Catalog. Each student is encouraged to contact the Nutrition department to discuss program admission questions.

1. Applicants who have completed a dietetic internship program and have become Registered Dietitians, will receive 9 transfer credits towards the MS Program (MNTR 606 Management, Leadership & Marketing (5 cr.) & MNTR 611 Cultural Environment & Agricultural Issues Related to Food Product Development & Processing (4 cr.) Total of 9 credit hours) and Upon admission this group only has to complete 43 credit hours will be required of the total 52 credit hours.
2. Applicants with a degree in the Allied Health field, but do not possess a B.S. Degree in Nutrition will be required to take the following which may result in the need to take undergraduate prerequisites, MNTR 501, Nutritional Concepts & Nutrient Analysis (4 credits); MNTR 502, Assessment & Nutritional Interventions (5 credits) if they don't have a B.S. Degree in Nutrition.

Prerequisite Courses

All students must have taken at least one college level course with a grade of "B" or better in each of the following disciplines to be admitted into the program:

1. Anatomy and Physiology (may be a combined course)
2. Chemistry and Biochemistry
3. Microbiology (may be taken while enrolled in the MS Clinical Nutrition program)

Note: The nutrition/science grade point average of successful applicants is generally at or above 3.25.

Master of Science in Clinical Nutrition Curriculum

The Master of Science in Clinical Nutrition at Life University is a strictly regimented curriculum of required courses, and either a Master's Thesis or Special Project.

Fall Quarter – Year I

MNTR 603 Nutrition Diagnosis/Implementation of Nutrition Care Process	5 cr.
MNTR 604 Counseling & Behavior Management	3 cr.
MNTR 608 Biostatistics (Prereq. Undergraduate Statistics)	4 cr.
MNTR 609 Communication Skills	3 cr.
Total	15 cr.

Winter Quarter – Year I

MNTR 600 Genetics &Advanced Nutrition Biochemistry (Prereq. Undergraduate Biochemistry)	5 cr.
MNTR 605 Nutrition Issues (Community Policy Making & Epidemiology)	3 cr.
MNTR 607 Outcome Research & Evidence Based Practice (Prereq. MNTR 602 or 603)	4 cr.
MNTR 698 Thesis or MNTR 686 Special Project	2 cr.
Total	14 cr.

Spring Quarter – Year I

MNTR 601 Contemporary Nutrition (Vitamins & Minerals and other alternative issues).....	3 cr.
MNTR 602 Advanced Medical Nutrition Therapy	5 cr.
MNTR 606 Management, Leadership & Marketing.....	5 cr.
MNTR 698 Thesis or MNTR 686 Special Project	2 cr.
Total	15 cr.

Summer Quarter – Year I

MNTR 611 Cultural Environment & Agricultural Issues Related to Food Product Development & Processing (Prereq. MNTR 605).....	4 cr.
MNTR 698 Thesis or MNTR 686 Special Project	4 cr.
Total	8 cr.

Option 1:

MNTR 698 Thesis (Prereq: Permission of Department Chair).....	8 cr.
OR	

Option 2:

MNTR 686 Special Project (Prereq: Permission of Department Chair).....	8 cr.
MNTR 699 Comprehensive Exam	0 cr.
Total	52 cr.

Both MNTR 698 and MNTR 686 May be taken as four courses of two credit hours which can be repeated three times for the thesis and two times for the special project. Each would require quarterly registration.

Elective Courses

Electives are not required but may be taken by students wishing to receive additional instruction. Elective courses will not count

toward the 52 hours required for degree completion.

MNTR 613 Individual Study.....2 cr.

MNTR 614 Advanced Clinical Field Experience
(Prereq. MNTR 601, MNTR 602, MNTR 603, MNTR 604)3 cr.

MNTR 615 Advanced Management Field Experience (Prereq. MNTR 606)3 cr.

MNTR 616 Advanced Community Field Experience (Prereq. MNTR 611)2 cr.

MNTR 617 Advanced Teaching Field Experience (Prereq. MNTR 609).....8 cr.

Thesis/Project

Students in the MS graduate program in Clinical Nutrition are required to pursue a thesis or research project as part of their culminating graduate study experience. This scholarly learning experience provides the student with an opportunity to explore a specific area of clinical and/or research interest using statistical analysis and research design.

While not required, students are encouraged to pursue projects that are evidence-based practice in design. Each study will be supervised by a faculty member and all research projects will require the proposal be submit to the Institutional Review Board prior to the start of the investigation.

Following the completion of the research/project the student will be required to complete a full written thesis or project submission. Submission of a peer reviewed research article will satisfactorily substitute for a written thesis or project submission.

All students must also present their findings in a formal research presentation with a group of their peers and attended by department and Life University faculty. These formal presentations will be scheduled on a quarterly basis and open to the academic community.

Guidelines for thesis and project submissions can be obtained within the Department or the College of Graduate and Undergraduate Studies.

Written Comprehensive Examination

In exceptional situations, a MS graduate student may be granted status as a non-thesis candidate and permitted to take a written, comprehensive examination. Given that the field of Nutrition and Dietetics is an Evidenced Based field, the thesis or project route to degree is the preferred route of a culminating experience in this program.

Comprehensive examinations will be drawn from all the required courses (60 percent core and 40 percent research, critical thinking, research and analysis) and designed to measure the student's ability to critically analyze clinical data, evaluate research protocol as well as apply the knowledge acquired through the program to practice.

Eligibility Requirements:

1. Completion of the Comprehensive Exam Application
2. Completed all core and required courses
3. Minimum cumulative GPA of 3.0 or above
4. Student must be current with their financial obligations to the University
5. All required application materials are on file

To be eligible to take the Written Comprehensive Examination, the student must complete an application with the Nutrition Department, which has been approved by the student's advisor, and the Department Chair. This application must be filed with the department the quarter before the comprehensive exam will be completed.

Once approval has been granted, the student will be registered for MNTR 699. The deadline for registration is week one of the quarter. Students will be notified in writing as to the date and the time that the examination will be given.

The exam will be graded by all faculty members who teach in the MS graduate nutrition program. The faculty members are given at least two weeks for reading and grading. The student will be notified by mail the outcome of the exam.

Written Comprehensive Exams will be offered in two sections, the core content and the research and critical analysis section. Students will be provided a period of proctored time in which to complete each section.

The following evaluative standards for comprehensive exams are given:

- Pass with specific remedial work (may include course work, other)
- Failure – Students may retake the written comprehensive one additional time after a six-month waiting period.

If the student does not pass the written comprehensive examination after remedial work or after retaking the examination, he or she will be considered academically dismissed from the MS graduate program in Nutrition.

Course Descriptions

MNTR 600 Nutritional Epigenomics & Advanced Nutritional Biochemistry (5 cr.)

The emphasis of the course explores the role of genetics and nutritional biochemistry relative to nutritional metabolism and outcomes. Students survey research in the areas of genetics, epigenetic, nutritional biochemistry and evidenced based practice.

MNTR 601 Contemporary Nutrition (Vitamins & Minerals) (3 cr.)

In this class, students explore individual micronutrients and their role in a variety of disease conditions. In particular, the class emphasizes the role of research in guiding the clinician. The role of research relative to the future of nutrition and the importance of vitamins and minerals in metabolism and disease are also evaluated.

MNTR 602 Advanced Medical Nutrition Therapy (5 cr.)

This course surveys the research literature and the impact of research relative to the latest therapeutic protocols for major disease conditions affecting the body (i.e. cardiovascular disease, diabetes, obesity, etc.). The emphasis of this course focuses on the role of research in therapy outcomes for client care.

MNTR 603 Nutrition Diagnosis/Implementation of Nutrition Care Process (5 cr.)

In this class, the student gains advanced level clinical proficiencies in: clinical evaluation, biochemical assessment, dietary analysis, case history evaluation, physical examination, anthropometric measurements and survey development.

MNTR 604 Counseling & Behavior Management (3 cr.)

In this class, students will be acquainted with counseling and mental health issues among individuals throughout the lifecycle. Role play will assist the students in enhancing their behavioral assessment skills as nutrition care providers. In addition, the course pursues in-depth advanced level behavior management and modification therapies utilized by nutrition and dietetics providers.

MNTR 605 Nutrition Issues (Community Policy Making & Epidemiology) (3 cr.)

In this class, students will conduct in-depth discussions and analysis of the contemporary nutritional issues that plague communities, countries and the world. Topics such as obesity, food insecurity, health disparities, etc. result in multiple and complex biological, economic, social and cultural issues that require delicate and detailed policy development. Students will gain insight into this process.

MNTR 606 Management, Leadership & Marketing (5 cr.)

In this class, students will analyze concepts of marketing, management and leadership as they pertain to organizations and organizational structures. Relevant to class discussions will be a critical analysis of organizational theory, marketing and consumer behavior theory and how each drive nutrition and dietary behaviors.

MNTR 607 Outcomes Research & Evidenced Based Practice (4 cr.)

Students are able to differentiate and manipulate the variety of clinical terminology and standards of health care and decision analysis that support evidenced based practice. This knowledge will guide the student in justifying written practice guidelines and research protocol.

MNTR 608 Biostatistics (4 cr.)

This is an applied course in statistical methodology focused on topics in the health sciences. Students learn to design experiments and research protocol related to nutrition, gather and tabulate data as well as interpret the research results. A basic statistics course is required prior to taking this class.

MNTR 609 Communication Skills

(3 cr.)

In this course, students will advance their abilities in scholarly writing, critical thinking and analysis and effective communication. Students gain proficiency in oral communication as well as written communication through the advanced levels of Bloom's Taxonomy and APA 6th edition.

MNTR 610 Independent Study

(2 cr.)

Students wishing to pursue an independent research, clinical or community project are encouraged to work with or be mentored by one of the nutrition program graduate faculty

MNTR 611 Cultural Environment & Agricultural Issues

(4cr.)

This course investigates the food industry and the process of food product development and processing. Students research and critically analyze and discuss cultural, environmental and agricultural issues as they related to food, the food industry and food product development.

DEPARTMENT OF PSYCHOLOGY

Chair: Peggy Samples, PhD

The Department of Psychology at Life University offers the Master of Science in Positive Psychology degree with three tracks: Coaching Psychology, Secular Ethics and Contemplative Science, and General.

The department's courses place importance on the health and well-being of the whole person through examination of the interactive and dynamic influence of mental, behavioral, physical, cultural and spiritual processes, as well as special emphasis on the acquisition of core competency skills to optimize human performance potential. In line with Life University's values and vision, the content, structure and objectives of the psychology program are strategically centered on a "vitalistic" health paradigm and health-based "whole person" model of care and the Eight Core Proficiencies.

Mission of the Psychology Department

In keeping with the overall mission of Life University to facilitate and enhance the development of the "whole" individual in a diverse and ever-changing society, the Psychology program's mission is to provide instruction from a vitalistic and multi-faceted orientation, with particular emphasis on building practical skills utilizing basic positive psychological principles to enhance human potential. Upon graduation, students are equipped with skills and knowledge to improve the quality of their personal and professional life, and enable them to contribute to the personal growth and wellbeing of others.

Student Learning Outcomes

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology;
2. Students will understand and apply basic research methods in psychology, including research design, data analysis and interpretation;
3. Students will respect and use critical and creative thinking and skeptical inquiry;
4. Students will understand and apply psychological principles to personal, social and organizational issues;
5. Students will be able to communicate effectively in a variety of formats;
6. Students will recognize, understand, and respect the complexity of socio-cultural and international diversity;
7. Students will develop insight into their own and others' behavior and mental process and apply effective strategies for self-management and self-improvement;
8. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of positions and settings, especially leadership positions and entrepreneurial settings;
9. Students will demonstrate an understanding concerning the "vitalistic," as opposed to the mechanistic, perspective on human functioning in which the mind, body and spirit operate dynamically to create quality of health and wellbeing; and
10. Students will demonstrate an understanding of personal integrity and how to manage it effectively to promote excellence in the personal and professional realm.

Coaching Psychology Learning Objectives

Students should expect to gain both a sound foundation in the main psychological theories and principles that inform coaching practice, plus the core skills of applied coaching. Student learning objectives for the coaching psychology track are as follows:

1. Students will demonstrate an understanding of positive psychology interventions such as mindfulness, meditation and cognitive-based compassion training and their applications to coaching individuals and teams.
2. Students will demonstrate an understanding of the strengths, limitations and applications of coaching methodologies.
3. Students will demonstrate the ability to implement coaching in a variety of settings.
4. Students will demonstrate an understanding of how systems, groups and teams operate, and the application of coaching within complex systems.
5. Students will demonstrate knowledge of the main forms of psychopathology found in coaching and how to deal appropriately with clients displaying mental health issues.

Secular Ethics and Contemplative Science Learning Objectives

For students in the Secular Ethics and Contemplative Science track, the learning objectives are as follows:

1. Students will be trained in secular contemporary contemplative practices such as mindfulness meditation and Cognitively-Based Compassion Training (CBCT) to the level where they can continue with these practices indefinitely on their own; share their knowledge with others or integrate it into their own practice, such as counseling or life coaching; and have a firm basis for seeking qualification as an instructor in a particular meditation protocol should they so desire.
2. Students will exhibit strong and broad familiarity with the emerging research on contemplatives practices and their effects, particularly in the fields of psychology, neuroscience, and the health sciences.
3. Students will have learned how to develop secular interventions based on contemplative practices and traditions, and how to design research studies that evaluate such interventions in diverse settings, including educational and clinical settings, depending on their specific interest.
4. Students will have a foundational understanding of the indigenous theoretical models that underlie mindfulness, CBCT and other contemplative practices, enabling them to bringing these models into dialogue with the existing paradigms of modern psychology, modern science and modern societies for the development of new knowledge.

General Learning Objectives

The learning objectives for students in the General Positive Psychology track are the following:

1. Students will apply principles and strategies of positive psychology to various professional domains including psychology, chiropractic, nutrition, sport health sciences, research, business, life coaching and health.
2. Students will use principles of positive psychology as foundation for further study in a DC, PhD, MD, MBA or JD program.
3. Students will demonstrate knowledge of the science of positive psychology, its philosophy, approach, research, paradigm shift and its future.
4. Students will assess and reflect on the meaning of happiness, positive leadership, resiliency, character traits, vitalism, flourishing, flow, values and virtues and identify their strengths to increase and sustain well being.
5. Students will demonstrate knowledge of the relationship between physical, mental, emotional, social and spiritual dimensions of humanness in promoting health and wellness.

Technical Standards for Master of Science in Positive Psychology Students

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended and the ADA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program. Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires

the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existence of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet the specific Guidelines, which are set forth in the Student Handbook.

Technical Standards Minimum Essential Skills—Department Of Psychology

LIFE requires that applicants to or students enrolled in MS Degree in Positive Psychology Program be able to meet the technical standards of the MS Degree in Positive Psychology Program, with or without reasonable accommodations. The following are the technical standards required for admission or participation in the MS Degree in Positive Psychology Program. These standards are based on the following abilities and skills that are essential to a career in Positive Psychology.

Communication:

1. Students must be able to effectively communicate with patients, clients, colleagues and other professionals, in a respectful, professional, polite, sensitive and confident manner in order to elicit and transmit information. Communication includes not only speech, but also reading, writing and paraverbal (i.e., tone, pitch and pacing skills).
2. A student must have oral and written communication skills sufficient to conduct interviews, record case histories, conduct program evaluations, communicate results of findings, write summaries and make assessments and plans known to pertinent team members.
3. A student must also have the skills of empathy, interpretation, constructive confrontation, and motivation; skills that are essential to a career in Positive Psychology.

Behavioral and Social Attributes:

1. Students must possess the skills necessary for constructive interaction with others in one-on-one or group settings.
2. Students must be able to exercise good judgment in dealing with others and to promptly complete all academic and professional responsibilities.
3. Students must have the honesty, integrity, sensitivity and empathy to maintain confidentiality and engage in ethical and effective relationships with patients, clients and colleagues.
4. Students must be able to function effectively under stress. Stressors may include but are not limited to environmental, chemical, physical or psychological.
5. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation and commitment.
6. Students must demonstrate honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues.

MASTER OF SCIENCE IN POSITIVE PSYCHOLOGY COACHING PSYCHOLOGY TRACK

(October 2014 start)

Accreditation Status

The Life University Coaching Psychology program is a Center for Credentialing & Education (CCE) and an Approved Board Certified Coach (BCC) training provider. The Coaching Psychology program is currently pursuing accreditation through the International Coaching Federation (ICF) to become an Accredited Coach Training Program (ACTP).

Introduction

Students will earn a Master of Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/ Coaching Track is a 3-quarter program and is designed around an integrated approach to positive psychology that draws from the richness of ancient traditions and yet is based on modern scientific research, methods and best practices. Graduates of this program will have key theoretical understandings and the core skills necessary to work as a professional coach in a wide range of settings. They will be equipped to work in the scientist-practitioner or scholar-practitioner models, and can expect to find employment as human performance consultants and personal, or workplace coaches in industry, in the human resources field or in private practice.

Prerequisite Courses (Undergraduate)

- General Psychology (recommended)

Admission Requirements

- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Letter of intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt,173 – comp

Course Schedule

Hybrid Format: Online coursework with On-Campus residencies each quarter

Fall (15 credits) [Oct 6 – Dec 20]

Fall Start of Quarter Residency (October 3-5)

MPSY 501 Introduction to Positive Psychology	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology	5cr
MPSY 534 The Evolution of Coaching	5cr

Winter (16 credits) [Jan 12 – Mar 28]

Winter Start of Quarter Residency (Weekend of Week 9 – March 13-15)

MPSY 630 Theories and Techniques of Coaching Psychology	5cr
MPSY 631 Applied Positive Psychology Coaching	5cr
Elective	5cr
MPSY 688 Capstone	1cr
MPSY 699 Written Comprehensive Exam	0cr

Spring (16 credits) [Apr 6 – June 18]

Spring Start of Quarter Residency (Weekend of Week 9 – June 5 – 7)

MPSY 531 Workplace Coaching (moved from undergrad to 500 level)	5cr
MPSY 633 Mindfulness Based Cognitive-Behavioral Coaching	5cr
MPSY 644 The Psychology of Group Coaching	5cr
MPSY 689 Capstone	1cr
MPSY 699 Written Comprehensive Exam	0cr

TOTAL Hours: 47 quarter credit hours (divided by 1.5 = 32 semester credits)

Program Contacts:

Mr. Mickey Parsons, MED, MCC • Phone: 770-426-2697 • Email: mickey.parsons@LIFE.edu

Dr. Peggy Samples, PhD • Phone: 770-426-2697 • Email: psamples@LIFE.edu

MASTER OF SCIENCE IN POSITIVE PSYCHOLOGY SECULAR ETHICS & CONTEMPLATIVE SCIENCE TRACK

(October 2014 start)

Certification as a Meditation Instructor

Students in this specialty track, by engaging in the requirements for the track, will automatically complete two of the main requirements for certification as a meditation instructor in the Cognitively-Based Compassion Training (CBCT) protocol (the first being a taught course in CBCT, and the second being a residential retreat in CBCT). They will also be eligible to pursue certification in other contemplative studies protocols and programs, the requirements of which will depend on the protocol in question. Certification is not guaranteed, as students will have to complete other requirements and receive approval before they can teach CBCT or any other protocol as a certified instructor. Students in this track will, however, graduate with significant qualifications that will make them well suited for instruction and research in contemplative practices.

Introduction

Students will earn a Master of Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/Secular Ethics and Contemplative Science is a 6-quarter program. For students in this area of specialization, training in contemplative science, contemplative studies, and contemplative psychology will involve first-person engagement with contemplative and meditative practices, including popular interventions such as mindfulness meditation and Cognitively-Based Compassion Training (CBCT), in courses that involve a "meditation lab" component.

Students will develop familiarity with the emerging research on contemplative practices and their effects, particularly in the fields of psychology, neuroscience, and the health sciences. Student will learn how to develop secular interventions based on contemplative practices and traditions, and how to design research studies that evaluate such interventions in diverse settings, including educational and clinical settings.

Prerequisite Courses (Undergraduate)

- General Psychology (recommended)
- Research methods (recommended)
- Statistics

Admission Requirements

- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA (recommended 3.00 or higher)
- Cover Letter of Intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing;
- TOEFL 500-paper, 61-ibt, 173-comp

COURSE SCHEDULE—Year 1

(Courses marked with an asterisk are taken in online/hybrid format. All others are live, on-campus.)

Fall (14 credits) [Oct 6 – Dec 20]

MPSY 501 Introduction to Positive Psychology*	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology*	5cr
MPSY 572 Foundations of Contemplative Science	4cr

Winter (15 credits) [Jan 12 – Mar 28]

MPSY 605 Program Evaluation*	5cr
------------------------------	-----

MPSY 606 The Art of Self-Care: Mindfulness, Meditation and the Mind/Body Connection*	4cr
MPSY 571 Introduction to Secular Ethics	4cr
MPSY 574 Mindfulness Meditation Lab	2cr

Spring (14-15 credits) [Apr 6 – June 18]

MPSY 670 Compassion: Science, Theory and Practice	4cr
MPSY 671 Compassion Meditation Lab	2cr
MPSY 615 Psychology of Forgiveness	4cr
MPSY Elective	4 or 5cr

Summer Residential Retreat

Students in this specialty track participate in an annual residential week-long retreat, which should be completed during the summer at the end of their first year in the program, but which may in certain circumstances take place at the end of the second year. This retreat will be a teaching retreat with significant time for group and individual contemplative practice. Typically, the retreat will involve training and practice in the Cognitively-Based Compassion Training (CBCT) meditation protocol.

COURSE SCHEDULE—Year 2

(Courses marked with an asterisk are taken in online/hybrid format. All others are live, on-campus.)

Fall (9 credits)

MPSY 680 Advanced Seminar in Contemplative Psychology	4cr
MPSY 698 Research Thesis	5cr

Winter (9-10 credits)

MPSY 698 Research Thesis	5cr
MPSY Elective	4 or 5cr

Spring (9-10 credits)

MPSY 698 Research Thesis	5cr
MPSY Elective	4 or 5cr
MPSY 699 Written Comprehensive Exam	0cr

TOTAL Hours: 70-73 quarter credit hours (Divided by 1.5 = less than 49 semester credits)

Program Contact:

Dr. Brendan Ozawa de-Silva, D.Phil. • Phone: 770-426-2697 • Email: Brendan.ozawa@LIFE.edu

MASTER OF SCIENCE IN POSITIVE PSYCHOLOGY

GENERAL TRACK

(October 2015 start)

Introduction

Students will earn a Master of Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/General Track is a 3 quarter program. The mission of the MS in Positive Psychology-General Track will be to prepare students to be competent, ethical practitioners of positive psychology. Students will develop skills in evaluation assessment, and in a variety of coaching modalities. Learners will be able to apply knowledge from various frameworks and interventions (e.g., theoretical, empirical, experiential, and vitalistic models) to a wide variety of human experiences. This program emphasizes learning, which focuses on the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. The Master's of Positive Psychology-General Track provides a systematic approach that helps students to progress in their ability to apply positive psychology in multiple environments.

Prerequisite Courses (Undergraduate)

- General Psychology (recommended)

Admission Requirements

- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Letter of intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt,173 – comp

COURSE SCHEDULE

Hybrid Format: Online coursework with On-Campus residencies each quarter

Fall (15 credits) [Oct 6 – Dec 20]

Fall Start of Quarter Residency (October 3-5)

MPSY 501 Introduction to Positive Psychology	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology	5cr
MPSY 502 The Science of Happiness: Approaches to the Good Life	5cr

Winter (15 credits) [Jan 12 – Mar 28]

Winter Start of Quarter Residency (Weekend of Week 9)

MPSY 630 Theories and Techniques of Coaching Psychology	5cr
MPSY 605 Program Evaluation	5cr
MPSY 606 The Art of Self Care: The Mind/Body Connection	4cr
MPSY 688 Capstone	1cr

Spring (15 credits) [Apr 6 – June 18]

Spring Start of Quarter Residency (Weekend of Week 9_

MPSY 507 Positive Leadership: Empowerment and Self-Management	5cr
or MPSY 508 Approaches to Leadership: Character Strengths and Virtues	

MPSY 607 Positive Organizational Scholarship and Human Flourishing at Work	5cr
MPSY 615 Psychology of Forgiveness	4cr
PSYC 689 Capstone	1cr
PSYC 699 Written Comprehensive Exam	0cr

TOTAL Hours: 45 quarter credit hours (divided by 1.5 = 30 semester credits)

Program Contact:

Dr. Peggy Samples • Phone: 770-426-2697 • Email: psamples@LIFE.edu

Course Descriptions

MPSY 501 – Introduction to Positive Psychology (5 cr)

This course will provide an introduction to positive psychology. It is designed to explore the concepts, research behind the concepts, techniques, and exercises that enhance well-being. The format of the course will be didactic, experiential and interactive. Assigned readings will be given weekly.

MPSY 572: Foundations of Contemplative Science

This class will provide an introduction to contemplative science that includes both the practice of contemplative techniques and the ways they can be studied and evaluated scientifically, focusing on the most important research findings, paradigms and challenges in this emerging field, and providing a basis for further coursework in the Contemplative Science and Secular Ethics track.

MPSY 571: Introduction to Secular Ethics (4 cr)

This course covers topics in psychology, neuroscience, and moral philosophy—it will examine the case for and against secular ethics, and explore its relationship with positive psychology and contemplative science.

MPSY 574: Mindfulness Meditation Lab (2.0 Credits. Pass/Fail)

This course will provide students with training in three main forms of meditation being commonly practiced today: mindfulness meditation, insight (vipassana) meditation, and loving kindness (metta) meditation. While spiritual in nature—in the sense that they foster the development of inner values, peace of mind, insight into one’s own mental processes, and kindness toward others—these meditations are secular and universal, and therefore appropriate for individuals of any (or no) religious affiliation. Although these meditations have been shown to have demonstrable psychological and physical health benefits, the focus of this course will be on the actual practice of the meditation, rather than on meditation theory and the scientific study of meditation.

MPSY 612: Secular Ethics and Contemplative Pedagogy in Education (4 cr)

(Prerequisites: PSYC 505, PSYC 510)

This course investigates how to best introduce the cultivation of basic human values and contemplative practices into education on the basis of sound research, assessment, a developmental psychological approach, and a firm grounding in the pertinent theories of emotions, conflict resolution, contemplative practice, and social and emotional intelligence. Students will look at existing evidence-based programs and research. For their final project, they will design an intervention that builds on existing programs and research, or they will propose an innovative research design for evaluating such programs.

MPSY 613 Contemplative Retreat Supervision (5cr)

(Prerequisites: MPSY 572 and MPSY 606 and at least two quarters of MPSY 574 and MPSY 576)

This course enables students in the Contemplative Science and Secular Ethics track to engage in a taught meditation retreat with supervision from a faculty member in the track to gain first-person experiential and reflective knowledge of contemplative practice.

MPSY 531 Workplace Coaching (5 cr)

(Prerequisites: Undergraduate PSY 311 and PSY 312)

This course will be focused on expanding students’ coaching repertoire by expanding their knowledge of Business Coaching, including corporate, executive, team and small business coaching.

- MPSY 502 The Science of Happiness: Approaches to the Good Life** (5 cr)
This course focuses on the science of happiness, integrating findings from positive psychology, psychiatry, behavioral genetics, neuroscience and behavioral economics. Over the course of the semester, students will consider the genetics of happiness, including the notion of a biologically determined hedonic set point, the brain's pleasure circuitry, and the mind's power to frame events positively, a tool used with great success in cognitive therapies. Students will question an idea that has gained prevalence since the Enlightenment: that pleasure and happiness are our purpose.
- MPSY 507 Positive Leadership: Empowerment and Self Management** (5 cr)
(Prerequisite: PSY 501)
Drawing on psychological research at the level of the individual, group and organization, the class focuses on leadership development as it applies to politics, business, social enterprise, and education. Topics include goal setting, ethics, story-telling, charisma, systems thinking, and crucible experiences.
- MPSY 508 Positive Approaches to Leadership** (4 cr)
Drawing on psychological research at the level of the individual, group and organization, the class focuses on leadership development as it applies to politics, business, social enterprise, and education. Topics include goal setting, ethics, story-telling, charisma, systems thinking, and crucible experiences.
- MPSY 600 Vitalism, Stress Management & The Science of Well-Being** (3 cr)
(Prerequisite: PSY 501)
This course integrates related findings from the fields of personality psychology, behavioral economics, behavioral genetics, neuroscience and social psychology. Particular focus on the conceptions and practices of well-being as a function of socio-cultural context (e.g., nation, region, gender, age, and social class). Limited enrollment. Preference given to students who have taken Cultural Psychology. Application required. Class sessions will be comprised of short lectures followed by group discussions regarding the lectures, readings, films, and weekly experimentation with various wellbeing enhancement techniques.
- MPSY 601 Character Strengths and Virtues** (3 cr)
(Prerequisite: MPSY 501)
This course will provide an introduction to "Positive Psychology," the empirical study of what permits humans to flourish or, as described by Seligman and Csikszentmihalyi (2000), "[the] science of positive subjective experience, positive traits, and positive institutions." Students will concentrate on studying positive traits or virtues but will also touch on research on positive subjective experience and positive institutions. Students will begin with an overview of the agenda of this new movement in psychology and discussion of a framework for studying virtues. Students will next sample philosophical and religious approaches to cultivating virtues so that they will be able to compare these approaches to scientific approaches. The next section of the course will be a survey of scientific studies of several different virtues, including a two-week section on optimism so that students have an in-depth exposure to at least one program of research in this area. Students will end by studying the application of positive psychology to several important areas such as health and youth development.
- MPSY 602 Positive Psychology: Thriving and Flourishing** (3 cr)
(Prerequisite: MPSY 501)
This course will provide an overview of the emerging field of 'Positive Psychology.' Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents. Knowledge gains will be reinforced with personalized experiential learning exercises.
- MPSY 603 Positive Psychology of Meaning** (4 cr)
(Prerequisite: MPSY 501)
This course is organized around the proposition that people are meaning-seeking and meaning-making creatures, motivated to lead a life that is happy, fulfilling and worth living. This course examines contemporary research on meaning as the central construct in different areas of positive psychology, such as life satisfaction, health, and resilience. It also explores the clinical implications of the meaning advantage.
- MPSY 633 Mindfulness Based Cognitive-Behavioral Coaching** (5 cr)
This course will focus on the exploration of various aspects of coaching from a mindfulness based cognitive-behavioral framework. Topics including procrastination, stress, performance, self-esteem, perfectionism, goal selection and socratic questioning will be discussed using illustrative in-depth coach-coachee dialogues. Students will gain an understanding of

positive psychology interventions such as mindfulness, meditation and cognitive-based compassion and their applications to coaching individuals and teams.

MPSY 604 Research Methods and Statistics (5 cr)
(Prerequisite: Instructor's permission)

This course will provide a basic introduction to the different types of research methods in Psychology, as well as the descriptive and inferential statistical methods. The course offers a brief introduction to the philosophical underpinnings of research inquiry. Major topics include: the use of scientific method in psychology, hypothesis formation, research study design, ethics, and data analysis and interpretation. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative and mixed methods studies.

MPSY 605 Program Evaluation (5 cr)
(Prerequisite: Instructor's permission)

Students will learn about different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact. This course covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each.

MPSY 630 Theories and Techniques of Coaching Psychology (5 cr)
(Prerequisite: MPSY 534)

Student will be focused on learning the fundamental skills of coaching, and laying the foundation for sound contemporary coaching practice. Drawing on established approaches from positive psychology and traditional psychology, students will be trained in the core micro skills of coaching. Practical experience of self-coaching and co-coaching are central aspects of this course, requiring students to apply self-coaching strategies to their own lives.

MPSY 631 Applied Positive Psychology Coaching (5 cr)

This course will focus on the growing positive psychology evidence base as it relates to coaching applications. In short, positive psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. It is a rich and growing field, and aligns perfectly with coaching: both assume people are basically healthy, resourceful, and motivated to grow.

Students will explore recent research in positive psychology and how it builds upon current coaching practice to help refine it. Students will also learn the importance of relationships, autonomy and achievement in the coaching process.

MPSY 644 The Psychology of Group Coaching (5 cr)

This course will focus on providing a foundation for group coaching –what it is and how it differs from one-on-one coaching. Throughout the course, students will explore this evolving area of coaching as students learn practical methods for designing, implementing and marketing group coaching programs.

MPSY 670: Compassion: Science, Theory and Practice (4 cr)
(Prerequisites: MPSY 571 and MPSY 572)

In this course, students will focus on one protocol in particular that employs analytical meditation to cultivate compassion, namely Cognitively-Based Compassion Training (CBCT), a program developed at Emory University in 2005 that is now being implemented in health-related and educational contexts, and that has been examined scientifically in a number of studies. Students will examine its theory, including its background in the Tibetan Buddhist lojong tradition; review the scientific research that has been conducted on it; and learn the practice itself through first-hand experience of its eight stages.

MPSY 671: Compassion Meditation Lab (2 cr Pass/Fail)

This course will provide students with training in Cognitively-Based Compassion Training (CBCT), a secularized meditation protocol for developing compassion towards oneself and others. Through a systematic, eight-step process, CBCT employs analytical meditation alongside non-analytical techniques to foster insight into one's own mental experiences, self-compassion and resilience, gratitude and forgiveness, empathy, and unbiased compassion. Students will be guided through this process in weekly meditation sessions. Although CBCT has shown to have demonstrable psychological and physical health benefits, the focus of this course will be on the actual practice of the meditation, rather than on meditation theory and the scientific study of meditation.

MPSY 680: Advanced Seminar in Contemplative Psychology (4 cr)*(Prerequisites: MPSY 604, MPSY 606, MPSY 670)*

This course provides students with an opportunity to engage in an in-depth examination of one specific contemplative tradition through the lens of both traditional texts and sources and contemporary psychology and neuroscience, in order to see what contemplative psychology has to offer positive psychology, and vice versa. The format will be seminar-style. The specific contemplative tradition to be examined can vary depending on instructor expertise and student interest, and possible topics include the Tibetan lojong or 'mind training' tradition; the medieval Christian contemplative tradition; or Sufi spirituality. The psychological, cognitive science, and neuroscientific literature presented will focus on research on emotions and emotion regulation, areas that are particularly amenable to comparisons with contemplative psychologies that largely focus on transforming emotional patterns.

MPSY 685 Contemplative Science and Secular Ethics Practicum (Total Credit Hours: TBD)*(Prerequisites: Completion of all required courses in the Contemplative Science and Secular Ethics track and at least 3 quarters of Meditation Lab courses (MPSY 574 and MPSY 576))*

This course enables students in the Contemplative Science and Secular Ethics track to engage in a training practicum that will place them in a setting where they can (a) create an intervention related to contemplative science and secular ethics or adapt an existing intervention to a specific population; and (b) implement such an intervention (either the one they designed or an established protocol). Typical settings would include educational and clinical settings, such as a local school. Students may also be involved in participating in on-going meditation studies taking place in the Atlanta area, where they would serve in capacities such as meditation instructor or assistant meditation instructor.

MPSY 688/689 Positive Psychology Capstone (Total Credit Hours: TBD)*(Prerequisites: PSY 510 and MPSY 511)*

The primary aim of this capstone course is to allow students to reflect on what they have learned in previous positive psychology courses, to see how the various areas of research interrelate with each other and with the world, to see how students can use positive psychology in their lives and careers, and to polish students' writing and presentation skills in preparation for the world after graduation.

MPSY 530 Theories and Techniques of Coaching Psychology (5 cr)

Students will be focused on learning the fundamental skills of coaching, and laying the foundation for sound contemporary coaching practice. Drawing on established approaches from positive psychology and traditional psychology, students will be trained in the core micro skills of coaching. Practical experience of self-coaching and co-coaching are central aspects of this course, requiring students to apply self-coaching strategies to their own lives.

MPSY 606: The Art of Self-Care: Mindfulness, Meditation, and the Mind/Body Connection (4 cr)

This course will examine mindfulness, loving kindness, and insight styles of meditation in both their traditional Buddhist and contemporary presentations, as well as the growing scientific literature on mindfulness and its effects. It will also provide students with personal training through first-person engagement with mindfulness and insight meditation practices.

MPSY 615: The Psychology of Forgiveness (4 cr)

In this course, students examine the psychological research on forgiveness as a complex construct involving cognitive, affective, motivational and behavioral aspects. Students also look closely at techniques for cultivating forgiveness found in the contemplative traditions, focusing in particular on a classic Indian text, Shantideva's "Guide to the Bodhisattva Way of Life," the sixth chapter of which is a handbook on forgiveness and how to deal with anger and resentment. Students will explore these concepts not only theoretically, but also through practical exercises in order to complement students' understanding with a phenomenological account of forgiveness.

MPSY 607 Positive Organizational Scholarship and Human Flourishing (5 cr)

This course invites students to explore the opportunities presented by two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS).

MPSY 534 The Evolution of Coaching (5 cr)

During this course, students will explore the history of coaching through the psychological theories and therapies, as well as the social and spiritual movements out of which coaching has evolved. As coaches, students need to know where their core ideas come from. Furnished with such knowledge, students have access to a much more flexible toolkit, and are in a better position to judge where and when to call on one technique or model rather than another.

MPSY 698 Contemplative Science and Secular Ethics Research Project

(Prerequisites: MPSY 604 and completion of all required core courses in the Contemplative Science and Secular Ethics track.)

Total Credit Hours: (15 credit hours-5 Fall, 5 Winter, and 5 Spring)

This course is for students who will submit a thesis based on an independent research project in the Contemplative Science and Secular Ethics track. Students will be given the opportunity to carry out a research project on a topic related to positive psychology, contemplative science and secular ethics, with the approval and supervision of a member of the graduate faculty. Students should already have identified a research issue early in their course of study and prior to enrolment in this course, and must also have completed the necessary prerequisites in research methods and any other coursework necessary for the successful completion of their project.

DEPARTMENT OF SPORT HEALTH SCIENCE

Chair: M. Catherine Faust, PhD

The Department of Sport Health Science at Life University offers the Master of Athletic Training (MAT) and Master of Science in Sport Health Science (MS) degrees. The professional Master of Athletic Training degree is awarded after the completion of a two-year, 76 credit hour curriculum. The Master of Science in Sport Health Science degree is a 52 credit hour curriculum with areas of concentration in Exercise and Sport Science, Sport Injury Management, Sport Coaching, Nutrition and Sport Science, and Chiropractic Sport Science.

Laboratory experiences exist for those students interested in biomechanics, fitness, injury management, athletic training, and cardio-respiratory physiology. The laboratories at Life University provide students the opportunity for technical knowledge along with research experiences, under the direction of highly skilled faculty.

The faculty of the Sport Health Science program unanimously adopts the concept that a Master's degree should not be simply a "fifth year" of undergraduate study. Graduate students should be encouraged to broaden the world's knowledge, in addition to being exposed to the accumulated knowledge in their chosen areas of concentration. To that end, Life University graduate students are encouraged, but not required, to conduct a research study. This may be in the form of individualized study, or the more formal Master's thesis. Those choosing the Master's thesis track will not be required to take the Master's comprehensive examination.

Mission of the Department of Sport Health Science

The mission of the Department of Sport Health Science at Life University is to educate and prepare students for careers in fields related to fitness, health, and sport. We seek to provide a depth of education as well as the specialized skills and sense of creative independence that will allow graduate students to practice in, and contribute to, a profession or field of scholarship.

Department Objectives

The Department of Sport Health Science has set the following objectives:

1. To provide a curriculum directly related to, and appropriate for, preparing students to practice in and contribute to the areas of exercise science, coaching, sport injury management and chiropractic sport science;
2. To offer the highest quality academic programs by providing a qualified faculty;
3. To provide an environment that supports and encourages scholarly interaction and accessibility among faculty and students;
4. To conduct research related to athletics, exercise, and sport chiropractic, and to disseminate information obtained from this research at appropriate sport science, chiropractic and health science meetings, as well as in appropriate sport science, chiropractic and health related journals;
5. To provide students with opportunities for laboratory and field experiences in order to obtain practical experience needed for advancing their education and careers.

Student Learning Outcomes

1. Critical Thinking and Communication – the students will have the ability to interpret, analyze, synthesize and communicate information in their specialized field of study.
2. Knowledge, Skills and Abilities in SHS – the students will be able to demonstrate knowledge, skills and abilities necessary for their selected area of concentration: chiropractic sport science, exercise and sport science, sport injury management,

nutrition and sport science, and sport coaching.

3. Knowledge Base in SHS – the students will be able to demonstrate core competencies in exercise physiology, kinesiology and research methods.
4. Clinical Experience – the students will be able to demonstrate clinical competencies in their specialized field of study.
5. Technology – the students will demonstrate appropriate use of technology necessary within their selected field of study.
6. Professional Behavior & Conduct – the student will model appropriate professional behavior necessary for their selected field of study.
7. Research – the student will critique, analyze, and interpret the scientific literature as well as create a research design within their field of study.

Technical Standards for Sport Health Science Students

Individuals who seek to earn a master's degree in the Department of Sport Health Science must be able to assume responsibility for providing services to patients and/or clients safely and ethically in the fitness, health and athletic (sport) fields. All students must complete the curriculum in order to graduate with the respective degree. Students must demonstrate certain minimum essential skills, including but not limited to the following in the box below, in order to gain admission and to successfully complete these programs.

Technical Standards Minimum Essential Skills—Department Of Sport Health Science

Sensory/Observation:

1. Obtain an appropriate health/fitness/medical history from the patient/client.
2. Accurately examine body systems and determine visual, hearing, speech and non-verbal communication, cognition, strength, flexibility, body composition and functional capacities of patients/clients.
3. Accurately examine cardiovascular fitness, including but not limited to vital signs, blood pressure, heart sounds, respiration rate/breathing patterns, and exercise endurance.
4. Observe demonstrations and participate in classroom and laboratory experiences.
5. Reliably read all equipment monitors and dials.

Communication:

1. Communicate effectively with patients/clients and others in a respectful, professional, polite and confident manner.
2. Communicate effectively with patients/clients in order to elicit information.
3. Maintain accurate documentation in patient/client records.
4. Demonstrate effective use of therapeutic communication, including but not limited to maintaining eye contact, attending, clarifying, coaching, facilitating and palpation.
5. Demonstrate respect of personal space of patients/clients and others.
6. Demonstrate appropriate non-verbal communication.
7. Translate and communicate complex information simply and clearly.
8. Maintain confidentiality of patient/client information/records according to all federal and state standards.
9. Demonstrate understanding of English, including speaking, reading and writing.
10. Use communication technology effectively, i.e., telephone, computer, email, etc.

Motor/Strength/Coordination:

1. Accurately and effectively use manual techniques to assess pulses, skin condition, musculoskeletal, joint and limb movement.
2. Manipulate with precision dials, knobs and other parts of equipment used in the clinical setting.
3. Negotiate level surfaces, stairs, ramps and equipment that move as necessary to assist patients/clients appropriately; perform a variety of examinations and procedures effectively, which require changing position, sitting, standing, squatting, kneeling and maintaining balance.
4. Respond quickly and effectively to sudden or unexpected movements of patients/clients.
5. Perform basic Cardiopulmonary Resuscitation (CPR), infant through adult, including the proper use of an automated

external defibrillator or AED.

6. Demonstrate the ability to sustain adequate performance in the clinical setting.

Intellectual/Conceptual/Integrative/Quantitative Abilities:

1. Demonstrate the ability to recall knowledge, comprehend and interpret, apply, analyze and evaluate information obtained during didactic, laboratory and/or practice setting experiences.
2. Demonstrate problem-solving skills necessary for identifying/prioritizing problems, and developing appropriate solutions and treatment plans for patient/client problems, as well as evaluating those solutions for efficacy.
3. Demonstrate the ability to evaluate and apply scientific research, as well as the ability to effectively identify relevant research literature in the field using electronic databases.
4. Demonstrate the ability to identify complex relationships and problem-solve in-group, individual and collaborative settings.
5. Demonstrate the ability to successfully pass various skill assessments, composed of but not limited to, essay, oral and/or extended multiple-choice tests, compositions, oral presentations and lab practicums designed to assess cognitive and non-cognitive skills.

Behavioral and Social Attributes:

1. Demonstrate attributes of honesty, integrity, enthusiasm, compassion and empathy for others.
2. Demonstrate ability to critique own performance, accept responsibility for one's own actions, and follow through on commitments and assignments.
3. Actively seek help when necessary and appropriately utilize constructive feedback.
4. Demonstrate organizational skills, complete all professional responsibilities and assignments in a timely manner.
5. Adapt to ever-changing environments, demonstrating flexibility and learning in the face of uncertainties and stresses inherent in the education and practice settings.
6. Respect cultural and personal differences in others, including being non-judgmental.
7. Delegate responsibility appropriately and function as a member of a team.
8. Maintain appropriate personal hygiene and adhere to dress codes mandated by the University and clinical setting(s).
9. Demonstrate appropriate judgment in the prompt completion of all academic and clinical responsibilities.
10. Demonstrate mature, sensitive, ethical and effective relationships with patients/clients and other professionals.
11. Demonstrate the ability to function effectively under stress and/or potential life-threatening emergency.
12. Demonstrate the ability to adapt to change; to exhibit flexibility in the face of stressful situations.
13. Demonstrate empathy, integrity, compassion, motivation and commitment commensurate with professional standards in the field.
14. Demonstrate the professional attributes of honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients/clients.
15. Maintain appropriate professional boundaries with patients/clients.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, the University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center (SSC) in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate, Master's-level or Chiropractic candidates who self-identify their disability during any of the four stages – prior to applying for admission, during the application process, after acceptance, but before attending classes, and while currently attending classes – will be referred to the Director of the Student Success Center.

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the SSC ensures compliance with policy.

Written Comprehensive Examination

Each non-thesis candidate is required to take a written, comprehensive examination. The examination will be drawn from all the required courses in each student's specific area of study. The Written Comprehensive Examination is designed to measure the student's ability to analyze, synthesize, evaluate and apply the knowledge acquired through the program. The examination questions are prepared by the Sport Health Science faculty.

Eligibility Requirements:

1. Completion of the Comprehensive Exam Application
2. Completed all core and required courses for area of concentration (as outlined in the degree plan)
3. Minimum cumulative GPA of 3.0
4. All required application materials are on file

To be eligible to take the Written, Comprehensive Examination, the student must complete an application with the SHS Department, which has been approved by the student's advisor, and Department Chair. This application must be filed with the department no later week six of the quarter before the comprehensive exam will be completed.

Once approval has been granted, the student will be registered for MSHS 699 and the application will be forwarded onto the registrar's office. The deadline for registration is week ten of the quarter before. At this time, the student must report to the registrar's office to start the records review.

The exam is offered on the Friday of the fourth week from 9:00 a.m. to 2:00 p.m. Report to room 160 in the Sport Health Science Building no later than 8:45 a.m.

The exam will be graded by all faculty members who teach in the Department of Sport Health Science's degree programs. The faculty members are given at least two weeks for reading and grading (time frame may vary depending on number of candidates). The student will be notified by mail the outcome of the exam.

The examination, which is composed of a battery of coursework, is scheduled for four hours. One hour is allotted to answer one of two questions dealing with research; one hour is allotted to answer one of two questions from MSHS 600 and MSHS 670; and two hours are allotted to answer two of five questions from the additional required and elective courses.

Whether or not a student passes requires a majority agreement of the Sport Health Science Faculty. A student may retake the examination only once.

The written comprehensive examination is offered the fourth week of every quarter.

MASTER OF ATHLETIC TRAINING

Accreditation Status

The Athletic Training (AT) program is currently pursuing accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The first class graduated in June 2014 and will be eligible to sit for the Board of Certification exam.

Introduction

Life University's Department of Sport Health Science offers a Master of Athletic Training (MAT) degree. This 76 credit hour graduate degree is a two-year full-time professional program.

As a "professional" program, students in the AT program would enter with no or minimal knowledge and experience in athletic training. After completing the requirements for this degree, students would meet and exceed all the minimal requirements to sit for the national Board of Certification (BOC) exam. There are only 35 similar programs in the world. Students should refer to the appropriate section of the Graduate Catalog for graduation requirements.

During this curriculum, the students will be required to conduct a research project but not a formal Master's thesis. The MAT student will be completing a non-thesis degree program and will be required to take the Master's comprehensive examination.

Application Requirements Specific to the MAT

Instructions for the graduate school application are found in the Academic Policies section of the Graduate Catalog.

1. Acceptance into the professional graduate MAT degree program occurs on an annual basis (program starts in July of each year). The application process for the Master of Athletic Training degree is highly competitive as the number of students accepted is limited.
2. All admissions requirements should be met and all official documentation received in the Office of Enrollment 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation. Due to the competitiveness of the MAT degree program, application materials should be received by February 1 of each year.
3. Applicants for the Master of Athletic Training degree will also be required to have 75 hours of clinical observation (supervised by Certified Athletic Trainer or appropriate allied health practitioner).

Important Note: The deadline for the MAT application is February 1.

Master of Athletic Training Curriculum

Prerequisite Courses (Undergraduate)

- Chemistry I
- Physics I
- Human Anatomy
- Human Physiology

Recommended Courses

- Kinesiology or Biomechanics
- Exercise Physiology
- Statistics
- General Psychology

Admission Requirements

- Bachelor’s Degree from an Accredited Institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Prerequisite Course grades: C or higher
- Cover Letter (incl. 6 question personal statement)
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt, 173 – comp

Other items:

- 3 recommendation forms
- \$50 application fee and resume
- Clinical Observation = 75 hours (supervised by ATC)
- Physical exam and medical history form

Clinical Education (CE): This experience begins annually around August 1. Students must get an average minimum of 15 hours/week and maximum of 25 hours/week for Clinical Education courses (see CE below). Students complete a minimum of 1,200 hours in two years in a variety of sports, patient-types and settings (which includes an additional 50 hours of miscellaneous hours).

First Year	39	Second Year	37		
Summer (7 credits) [July 14 – Sep 25]		Summer (6 credits)			
MSHS 641	Athletic Injury Care	4	MSHS 624	Strength Training & Devel.	4
MSHS 605	Evaluation Fundamentals	2	MSHS 661.15	Clinical Ed V (150 hrs)	1 CE
MSHS 661.11	Clinical Ed I (100 hrs)	1 CE	MSHS 686	Indiv Study-Research Project	1

Fall (9 credits) [Oct 6 – Dec 20]

MSHS 670	Kinesiology of Sport	4
MSHS 650	Injury Assessment: Lower Ext	4
MSHS 661.12	Clinical Ed II (150 hrs)	1 CE

Fall (10 credits)

MSHS 680	Research Methods	4
MSHS 667	Clinical Conditions	4
MSHS 661.16	Clinical Ed VI (150 hrs)	1 CE
MSHS 686	Indiv Study-Research Project	1

Winter (13 credits) [Jan 12 – Mar 28]

MSHS 600	Exercise Physiology	4
MSHS 652	Injury Assessment: Upper Ext	4
MSHS 646	Therapeutic Agents	4
MSHS 661.13	Clinical Ed III (150 hrs)	1 CE

Winter (11 credits)

MSHS 622	Nutrition for Fitness & Sport	4
MSHS 654	Administration in Healthcare	4
MSHS 661.17	Clinical Ed VII (150 hrs)	1 CE
MSHS 686	Indiv Study-Research Project	2

Spring (10 credits) [Apr 6 – June 18]

MSHS 612	Exercise Testing & Prescription	4
MSHS 648	Therapeutic Exercise	4
MSHS 647	Therapeutic Ex Lab for AT	1
MSHS 661.14	Clinical Ed IV (150 hrs)	1 CE

Spring (10 credits)

MSHS 656	Sport Psychology	4
MSHS 655	Professional Dev. in AT	3
MSHS 661.18	Clinical Ed VIII (150 hrs)	1 CE
MSHS 686	Indiv Study-Research Proj 2	2

TOTAL Hours: 76 quarter credit hours (divided by 1.5 = less than 51 semester credits)

Program Director:

Dr. Donald Fuller, PhD, ATC, LAT • Phone: 770-426-2771, ext 2790 • Email: Donald.Fuller@LIFE.edu
 AT Program website: www.LIFE.edu/ATEP

Student Learning Objectives in the MAT Program

1. The student will demonstrate both knowledge of evidence based practice concepts and their application to clinical decision-making related to patient/client management (EBP).
2. The student will be able to demonstrate knowledge and skills related to prevention principles and strategies for prevention, protective equipment and prophylactic procedures, fitness and wellness, and sports nutrition (PHP).
3. The student will be able to demonstrate knowledge and clinical examination skills in order to diagnosis and treat their patients/clients (CE).
4. The student will be able to conduct and utilize techniques and clinical examination procedures of common injuries, conditions, illnesses, and diseases (CE).
5. The student will be able to evaluate and manage acute injuries and illnesses (AC).
6. The student will be able to utilize a variety of therapeutic interventions, methods, modalities, techniques, equipment, rehabilitation methods, and body movements in order to enhance function and human performance (TI).
7. The student will be able to demonstrate knowledge and skills recognizing clients/patients with abnormal social, emotional, and mental behaviors and utilizing psychosocial strategies with client/patient management (PS).
8. The student will be able to demonstrate knowledge and skills related to healthcare administration which may include risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, privacy and facility management.
9. The student will be able to demonstrate knowledge and skills that facilitate the healthcare practitioner providing quality patient care, functions within the limits of state and federal regulations using sound moral and ethical judgment (PD).
10. The student will be able to apply, synthesize, and integrate the knowledge, skills and abilities necessary for athletic trainers to provide appropriate clinical care for patients/clients (CIP).

Clinical Education Hour Requirements

Clinical education experiences are required each quarter in addition to the course load. Students will complete a minimum of 1,200 hours in two years in a variety of sports and patient-type settings.

Clinical education experiences within the profession of athletic training serve to provide invaluable experiences and contacts that will enhance the students' educational process. Therefore, students are to complete a minimum of 15 hours per week per term but not to exceed 25 hours per week per term as an athletic training student during the clinical educational portion of the AT program; unless it is a holiday or school is on break. The student must have a minimum of one day per week without clinical experiences. The student is expected to document each day. The following hours cannot be counted towards documented clinical hours: time spent traveling with a team, meals, unsupervised time, or academic hours.

Clinical hours completed during winter break or breaks between quarters are optional. Students are NOT required to complete hours during breaks in the academic calendar or during finals week. However, if a student has the opportunity to complete the clinical learning experience during this timeframe, one cannot earn more than 25 percent of the clinical hours required for the following quarter. These experiences must be pre-approved by both the clinical preceptor and the program director/clinical coordinator.

Students must be directly supervised by a clinical preceptor during the delivery of athletic training services. The clinical preceptor must be physical present and have the ability to intervene on behalf of the athletic training student and the patient. At no time is the student allowed to function as a first responder. During a clinical rotation, a student is not allowed to perform skills on a patient/client until the skill has been covered in a course and evaluated by the faculty member or clinical preceptor.

Students can only obtain clinical hours from a pre-approved site that has completed clinical preceptor training and undergone a clinical site evaluation, submitted all necessary documentation (which may include but is not limited to contract, credentials, licensure, BOC cards, emergency action plan, and equipment documentation). At no time will a student be allowed to obtain hours from a non-approved clinical site.

Clinical Education Rotation Plan and Schedule

Students are assigned to their clinical preceptors (CPs) and clinical sites by the Program Director or the Clinical Coordinator based on a clinical education rotation schedule through the various sports categories as well as such considerations as the student's strengths and weaknesses, career interests and goals, and prior experience.

Additional factors, such as availability of CPs and physical capacity of the site, are also considered in assignment of students to clinical ed. rotation sites.

In addition, AT students in the equipment intensive rotation will be scheduled to observe, assist, and compile notes as the physicians' perform examinations in the athletic training room.

All clinical education experiences off-campus (i.e., general medical, high school, physical therapy clinic, etc.) take priority over all other clinical responsibilities.

If there is a problem with ANY of these clinical education sites or experiences, notify the Clinical Coordinator or Program Director immediately.

MASTER OF SCIENCE IN SPORT HEALTH SCIENCE

Introduction

Life University offers a 52 credit hour Master of Science degree in Sport Health Science with specialty tracks in the professional fields of Exercise and Sport Science, Sport Injury Management, Sport Coaching, Nutrition and Sport Science, and Chiropractic Sport Science. The curriculum is designed to permit graduates with an interest in these specific areas to realize their personal and professional goals. Any graduate level course offered in the Sports Health Science program except for ATC "only" (i.e., Masters in Athletic Training) courses can be used as an elective for any of the specialty tracks.

Prerequisite Courses

All students must have taken at least one college level course with a grade of "C" or better in each of the following disciplines to be admitted into the program:

1. Anatomy and Physiology (may be a combined course)
2. Chemistry
3. Physics

Master of Science in Sport Health Science Areas of Concentration

Chiropractic Sport Science

This specialty track is designed to integrate the disciplines of chiropractic and sport science. Program objectives include the practical application of scientific knowledge with hands-on opportunities for the chiropractor/student to work with athletes in all sports. Areas of study include research and coursework in arthrokinematics, biomechanics, exercise physiology and kinesiology. Students interested in this specialty area of should have a Doctor of Chiropractic degree or be a candidate in the chiropractic program and have a desire to integrate chiropractic and athletic performance.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 648	Therapeutic Exercise		4 cr.
MSHS 657	Arthrokinematics and Proprioception – Lower Body	TECH 3838	4 cr.
MSHS 658	Arthrokinematics and Proprioception – Upper Body	TECH 3837	4 cr.
MSHS 659	Sport Chiropractic Case Management	MSHS 657 & 658	4 cr.
MSHS 676	Biomechanics of Sport Injury	MSHS 670	4 cr.
MSHS 690	Practicum		4 cr.
Total			24 credit hours

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Chiropractic Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Chiropractic Sport Science Student Learning Objectives

1. Explain the theoretical basis for the relationship among the extremities, core and spine and the implications for injury and injury prevention.
2. Perform and interpret patient screening and assessment results related to chiropractic.
3. Design and implement patient management strategies for the extremities, including chiropractic management, rehabilitation and injury prevention.

Exercise and Sport Science

This specialty track is designed to prepare the student for a career in fields such as cardiac rehabilitation, clinical exercise physiologists, strength and conditioning coaches, health club management, preventive medicine, corporate fitness and for further study in doctoral programs. Program objectives prepare a student for a variety of demands involved in the evaluation and prescription for preventive and rehabilitation programs.

Students attracted to this program represent a number of backgrounds. These range from recent college and university graduates who majored in physical education, health, recreation, and biology to therapists, nurses, athletic trainers and paramedics. A number have strong backgrounds in the natural sciences or business where they have been involved in club or corporate fitness programs.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 600	Exercise Physiology		4 cr.
MSSH 670	Kinesiology of Sport		4 cr.
MSSH 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 602	Cardiorespiratory Exercise Physiology	MSSH 600	4 cr.
MSSH 604	Neuromuscular Exercise Physiology	MSSH 600	4 cr.
MSSH 610	Exercise Electrocardiography		4 cr.
MSSH 612	Exercise Testing & Prescription	MSSH 600	4 cr.
MSSH 622	Nutrition for Fitness and Sport	MSSH 600	4 cr.
MSSH 672	Biomechanics of Sport	MSSH 670	4 cr.
Total			24 credit hours

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Exercise and Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Exercise and Sport Science Student Learning Objectives

1. Explain the theoretical basis of exercise science utilizing the scientific principles of cardiorespiratory physiology, neuromuscular physiology, nutrition, and biomechanics as they relate to human performance.
2. Perform and Interpret patient/client screening and assessment results.
3. Design and implement exercise prescription plans for healthy and clinical populations.
4. Demonstrate and summarize leadership and counseling strategies for various populations including other medical professionals.

Nutrition and Sport Science

This specialty track is designed to integrate the disciplines of Nutrition and Sport Health Science. The program objective is to prepare the graduate student for a career in Sports Health Science and Nutrition through the practical application of scientific knowledge. Areas of study include research, and coursework in nutrition, biochemistry, exercise physiology and kinesiology.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 600	Exercise Physiology		4 cr.
MSSH 670	Kinesiology of Sport		4 cr.
MSSH 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 602	Cardiorespiratory Exercise Physiology	MSSH 600	4 cr.
MSSH 612	Exercise Testing & Prescription	MSSH 600	4 cr.
MSSH 622	Nutrition for Fitness and Sport	MSSH 600	4 cr.
MSSH 634	Advanced Exercise Biochemistry	MSSH 622, 680	4 cr.
MSSH 636	Advanced Vitamins and Minerals	MSSH 622, 680	4 cr.
MSSH 638	Advanced Medical Nutrition Therapy	MSSH 634, 636	4 cr.
Total			24 credit hours

The student may choose 16 credit hours from any of the elective courses (xxx). The Master of Science in SHS degree with a specialization in Nutrition and Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Nutrition and Sport Science Student Learning Objectives

1. Explain the theoretical basis of nutrition the using the scientific principles of exercise biochemistry and cardiorespiratory physiology as they relate to health and human performance.
2. Perform and interpret patient/client screening and assessment results.
3. Design and implement exercise prescription plans for healthy and clinical populations.
4. Demonstrate and summarize leadership and counseling strategies for various populations including other medical professionals.

Sport Injury Management

This specialty track is designed to help prepare the injury-care provider (e.g. chiropractor) for sport injury management positions at the high school and college level, or in clinical and professional settings. Program objectives prepare students for the prevention, management, evaluation, care and rehabilitation of injuries along with the multiplicity of demands involved with the successful operation of injury-care programs. Students attracted to this specialty have diversified backgrounds including anatomy, physical education, health sciences and biology.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Courses Title	Prerequisite(s)	Credit Hours
MSHS 612	Exercise Testing and Prescription	MSHS 600	4 cr.
MSHS 642	On-Field Emergency Care		2 cr.
MSHS 646	Therapeutic Agents		2 cr.
MSHS 648	Principles of Therapeutic Exercise		4 cr.
MSHS 649	Practices of Therapeutic Exercise	MSHS 648	3 cr.
MSHS 676	Biomechanics of Sport Injury	MSHS 670	4 cr.
MSHS 684-13	Sport Seminar: Kinetic Chain Assessment		2 cr.
MSHS 684-14	Sport Seminar: Functional Rehabilitation of the Kinetic Chain		2 cr.
Total			25 credit hours

The student may choose 15 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Sport Injury Management requires 12 credits of core courses, 25 credits from designated required coursework, and the remaining 15 credit hours coming from elective coursework for a total of 52 credits.

Sport Injury Management Student Learning Objectives

1. Explain the theoretical basis for assessment, prevention and rehabilitation of injuries.
2. Perform and interpret patient/client screening and assessment results related to sport injury.
3. Design and implement patient management strategies for injury prevention, acute care and rehabilitation.

SPORT COACHING

This specialty track is designed to better prepare students to become coaches that have the knowledge and understanding necessary to obtain optimal performance from their athletes. Program objectives prepare students for scientific coaching by applying the principles of physiology, kinesiology, nutrition, biomechanics and psychology to the sport or sport skill of interest. Students attracted to this specialty may have a variety of backgrounds, including a strong desire to develop world-class athletic performers. Some of these backgrounds will include physical educators or other club, high school and college level coaches, and anyone else desiring to increase their knowledge of sport and/or their own level of sport performance.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 600	Exercise Physiology		4 cr.
MSSH 670	Kinesiology of Sport		4 cr.
MSSH 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSSH 622	Nutrition in Fitness and Sport	MSSH 600	4 cr.
MSSH 624	Strength Training and Development		4 cr.
MSSH 628	Ergogenic Aids and Substance Abuse	MSSH 600	4 cr.
MSSH 640	Sport Injury Management		4 cr.

One of the Following*:

MSSH 672	Biomechanics of Sport	MSSH 670	4 cr.
----------	-----------------------	----------	-------

OR

MSSH 676	Biomechanics of Sport Injury	MSSH 670	4 cr.
----------	------------------------------	----------	-------

One of the Following*:

MSSH 602	Cardiorespiratory Exercise Physiology	MSSH 600	4 cr.
----------	---------------------------------------	----------	-------

OR

MSSH 604	Neuromuscular Exercise Physiology	MSSH 600	4 cr.
----------	-----------------------------------	----------	-------

Total

24 credit hours

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialty in Sport Coaching requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Sport Coaching Student Learning Objectives

1. Explain the theoretical basis of exercise physiology performance utilizing the scientific principles of cardiorespiratory physiology, neuromuscular physiology, nutrition and biomechanics as they relate to human performance.
2. Perform and interpret athlete performance screening and assessment results.
3. Design and implement athlete performance plans.

Clinic and Field Experience Programs

A high degree of flexibility in the sport health science curriculum provides meaningful educational and technical preparation. Students are exposed to the current science and issues in injury management, coaching and sport science through classroom instruction complemented by a strong emphasis on practical experience.

It is the objective of Life University to provide its graduate students with high quality educational opportunities that fulfill their needs. The attainment of this objective may depend upon training in a specialized sports discipline, plus an interrelationship of educational content and field/clinical experience.

There are two field/clinical experience programs from which to choose (credit may only be earned for one of the following experiences):

- **Practicum** – students can earn up to 12 credit hours, which may extend up to three or four quarters with credit earned each quarter.
- **Internship** – the student enrolls in 12 credit hours, which are earned in one quarter.

Practicum Requirements and Policies

1. The student must obtain approval from their academic advisor and supervising professor at least one quarter prior to registration and complete all required paperwork.
2. The student must complete one quarter's course work (12 credit hours) prior to registering for the practicum experience.
3. The student must have a minimum cumulative GPA of 3.00 to be allowed to register for an off-campus practicum experience.
4. The student must complete a practicum proposal prior to registration.
5. Grading for practicum is Pass/Fail to better reflect the practical nature of these courses.

The clinic/field experience hours are equated based on 30 contact hours equals one-quarter hour of credit (i.e., 12-quarter hours of credit for an internship requires the student to complete 360 contact hours during the internship experience).

Internship Requirements and Policies

1. The student must obtain approval from their academic advisor and supervising professor at least one quarter prior to registration and complete all required paperwork.
2. The student must complete all required course work for their area of specialization prior to registering for an internship.
3. The student must have a minimum GPA of 3.00 to register for an internship.
4. The student must complete internship contract prior to registration.
5. Grading for internships is Pass/Fail to better reflect the practical nature of these courses.

Course Descriptions

MSHS 541 Physiological Therapeutics -- Adjunct Procedures (3-2-4)

This course is designed for those who will be utilizing physiological therapeutic modalities to augment their treatment and care programs. Instruction on the use of various electrotherapy, acoustical, and mechanical devices, as well as safe and effective treatment procedures are covered. (Note: only three (3) credits will transfer to DC Program.)

MSHS 543 Physiological Therapeutics -- Rehabilitative Procedures (3-2-4)

This course is designed for the student who will be utilizing rehabilitative procedures in conjunction with various modalities to augment their treatment and care programs. Instruction on therapeutic/rehabilitative exercises and treatment protocols are covered. Also included are discussions on the use of thermotherapies and soft tissue work in conjunction with exercise. (Note: only three (3) credits will transfer to DC Program.)

MSHS 600 Exercise Physiology (4-0-4)

This course offers the study of the physiological responses and adaptations to exercise in terms of how they relate to human performance limitations, training effects, and health-related benefits. Emphasis will be given to a study of the components of physical fitness. Exercise metabolism and nutrition will be covered.

MSHS 602 Cardiorespiratory Exercise Physiology (4-0-4)

(Prerequisite: MSHS 600)

This course offers the study of the responses of the cardiorespiratory system to physical activity, as well as the adaptations to exercise training. Topics covered include energy expenditure, oxygen consumption, cardiovascular responses (acute and chronic) to training, physiological control mechanisms, and physiological changes due to diseased states and various environmental conditions.

MSHS 604 Neuromuscular Exercise Physiology (4-0-4)

(Prerequisite: MSHS 600)

This course will examine the relationship between neuromuscular structure and function with an emphasis on understanding the acute responses and chronic adaptations of skeletal muscle to exercise and training. Topics discussed include the biochemical and morphological characteristics of skeletal muscle fibers, neural regulation, and bioenergetics of muscular contraction and fatigue, and muscle plasticity as related to development, growth and adaptation.

- MSHS 605 Evaluation Fundamentals** (2-0-2)
This course provides the student with an introduction to the injury evaluation principles of patient care. Topics include: patient interviewing and history taking, medical documentation, monitoring vital signs, positioning, transfers, the use of assistive equipment for ADL activities, gait instruction, and wheelchair prescription and training. Students will also be introduced to goniometry, manual muscle testing, reflex testing and sensory testing.
- MSHS 610 Exercise Electrocardiography (EKG)** (3-2-4)
This course offers the study of the electrical activity of the heart and its mechanical function with emphasis on arrhythmia and 12-lead interpretation. Topics discussed include cardiovascular structure and function, EKG interpretation, stress testing protocols and ergometry used in the clinical setting, and interpretation of EKG/GXT data in various patient populations.
- MSHS 612 Exercise Testing & Prescription** (3-2-4)
(Prerequisite: MSHS 600)
This course offers the study of the fundamental principles of exercise testing and prescription for healthy and diseased states. Ergometry commonly employed in human performance labs, clinical settings and health clubs will be evaluated. Topics discussed include medical screening, strength testing, power and flexibility, anaerobic and aerobic fitness assessment, body composition, exercise prescription and metabolic calculations.
- MSHS 622 Nutrition for Fitness and Sport** (4-0-4)
(Prerequisite: MSHS 600)
The course examines the nutritional requirements of fitness enthusiasts and athletes in relation to metabolism during exercise and recovery. The relationship of exercise and diet to health and disease is examined also.
- MSHS 624 Strength Training and Development** (4-0-4)
This course examines the design and implementation of various types of resistance training programs, the underlying neuromuscular and physiological basis for various types of resistance training exercises, and the acute responses and chronic adaptations to resistance training exercise.
- MSHS 628 Ergogenic Aids and Substance Abuse** (4-0-4)
(Prerequisite: MSHS 600)
This course offers the examination of the pharmacological and nutritional agents used by athletes in order to enhance muscular development and exercise performance. Commonly abused, recreational drugs and their effects on athletic performance will be discussed.
- MSHS 632 Exercise and Aging** (4-0-4)
(Prerequisite: MSHS 600)
This course examines the effects of aging and exercise on the fitness and health of aging individuals. Topics discussed include theories of aging, the interaction of aging and disease processes, and the effects of aging and exercise on body composition, cardiorespiratory function, muscular strength and endurance, and motor and cognitive function.
- MSHS 634 Advanced Exercise Biochemistry** (4-0-4)
(Prerequisites: MSHS 622 and MSHS 680)
This course is designed to provide a comprehensive overview of exercise biochemistry. Reading and discussion of current topics in exercise biochemistry related to control mechanisms, methods used in research to assess biochemical adaptations, mechanisms regulating carbohydrate, lipid and protein metabolism; adaptations with exercise training; influence of acute and chronic exercise on energy metabolism, insulin signaling and action; skeletal muscle lactate utilization and transporters, and the relationship between metabolism and fatigue.
- MSHS 636: Advanced Vitamins & Minerals** (4-0-4)
(Prerequisites: MSHS 622 and MSHS 680)
This course offers the study of advanced functional, biochemical, and metabolic properties of vitamins and minerals are discussed, especially in context of athletic performance and chronic disease prevention. This course will also expose students to concepts and methods of epidemiology, focusing on epidemiologic research studies.
- MSHS 638: Advanced Medical Nutrition Therapy** (4-0-4)
(Prerequisites: MSHS 634 and MSHS 636)
This course offers the study of the major new developments in the field of advanced medical nutrition therapy. Several medical

topics will be covered during the length of the quarter.

- MSHS 640 Sport Injury Management** (4-0-4)
This course offers the study of the prevention, evaluation, treatment and rehabilitation of athletic injury.
- MSHS 641 Athletic Injury Care** (3-2-4)
Students continue to learn about the athletic training profession. They are taught basic principles in the prevention, evaluation and care of athletic injuries. Students also learn basic taping and wrapping; and CPR/AED for the professional rescuer.
- MSHS 642 On-Field Emergency Care** (2-0-2)
This course offers the comprehensive study of the assessment and management of traumas and medical emergencies that occur in sports. The course focuses on the life-threatening conditions that occur to the head, neck, chest, abdomen and spinal cord. Physiological, environmental and physical processes that lead to these life-threatening injuries are examined.
- MSHS 646 Therapeutic Agents** (3-2-4)
This course offers the study of selected physical agents commonly used in athletic training. Topics include hydrotherapy, massage, thermotherapy, cryotherapy and traction.
- MSHS 647 Therapeutic Exercise Lab for Athletic Training** (0-2-1)
The purpose of this course is to provide an application of exercises and techniques based on current evidence. Skills taught in this course will include range of motion, flexibility, strength, balance, proprioception, aerobic exercise, aquatic exercise, manual therapy and others.
- MSHS 648 Principles in Therapeutic Exercise** (4-0-4)
The study of the basic principles and techniques used to rehabilitate joints, muscles and other soft tissue conditions. This course is required in the special interest curricula and athletic training.
- MSHS 649 Practices of Therapeutic Exercise** (2-2-3)
(Prerequisite: MSHS 648)
This course provides practical experience in the development and application of exercise programs for musculoskeletal conditions utilizing manual exercise, gymball (Swiss ball), free weights, calisthenics and theraband. The practical experiences and application are based on the theoretical principles covered in MSHS 648.
- MSHS 650 Injury Assessment: Lower Extremity** (3-2-4)
This course presents the systematic evaluation of exercise-induced injuries to the lower body including the hip and groin. Prevention and management of these injuries are also considered.
- MSHS 652 Injury Assessment: Upper Extremity** (3-2-4)
This course presents the systematic evaluation of exercise-induced injuries to the upper body including the head, neck and low back. Prevention and management of these injuries are also considered.
- MSHS 654 Administration in Healthcare** (4-0-4)
This course offers the study of the organization and administration of an athletic training program. Areas of consideration include, but are not limited to, policies and procedures, budgeting, ordering, record keeping, legal considerations and facility development.
- MSHS 655 Professional Development in Athletic Training** (3-0-3)
This course is for athletic training students to engage in advanced study and discussion of specialized topics and contemporary issues related to the field of athletic training. Emphasis is placed on professional development and employment issues.
- MSHS 656 Sport Psychology** (4-0-4)
This course will examine psychological theories and techniques applied to sport to enhance the performance and personal growth of athletes, coaches and others. Emphasis is given to understanding personality, motivation, confidence, discipline, imagery use, psyching techniques, relaxation training, anxiety and choking, attention and concentration, the psychology of injury and rehabilitation, and clinical issues common in athletics.

- MSHS 657 Arthrokinematics and Proprioception of the Lower Body** (3-2-4)
(Prerequisite: TECH 3838)
The study of lower extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.
- MSHS 658 Arthrokinematics and Proprioception of the Upper Body** (3-2-4)
(Prerequisite: TECH 3837)
This course offers the study of upper extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.
- MSHS 659 Sport Chiropractic Case Study** (4-0-4)
(Prerequisites: MSHS 657 and MSHS 658)
This course offers the study of a systematic process of developing of case management skills as it pertains to sport injury. The course focuses on the more common athletic injuries seen in the clinical and on field settings. The student learns how to diagnose, rehabilitate and adjust such injuries.
- MSHS 660 Sport Management** (4-0-4)
This course offers the study of the organization and administration of athletic programs. Areas of consideration include, but are not limited to, policies and procedures, intercollegiate and youth sports, budgeting, marketing, event planning and legal issues.
- MSHS 661.1 Clinical Education I** (0-2-1)
Students are introduced to the profession of athletic training and the athletic training education program. Students will learn basic taping and wrapping; modalities, wound care, splinting, environmental and other basic skills. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.
- MSHS 661.12 Clinical Education II** (0-2-1)
The student will develop advanced taping, wrapping, bracing, fitting sports equipment. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.
- MSHS 661.13 Clinical Education III** (0-2-1)
Students will be assessed on psychomotor skills learned from the previous quarter – lower extremity and therapeutic modalities. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.
- MSHS 661.14 Clinical Education IV** (0-2-1)
Students will be assessed on psychomotor skills learned from the previous quarters – upper extremity and therapeutic modalities. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.
- MSHS 661.15 Clinical Education V** (0-2-1)
Students will be assessed on psychomotor skills learned from the previous quarters-posture, body composition, and therapeutic exercise. They will be assigned to a clinical education rotation under the direct supervision of a clinical preceptor.
- MSHS 661.16 Clinical Education VI** (0-2-1)
Students will be assessed on psychomotor skills learned from the previous quarters-spine, head/neck, and strength training. They will be assigned to a clinical education rotation under the direct supervision of a clinical preceptor.
- MSHS 661.17 Clinical Education VII** (0-2-1)
Students will be assessed on psychomotor skills learned from the previous quarters – clinical conditions, and thorax/abdomen. They will be assigned to a clinical education rotations under the direct supervision of a clinical preceptor.
- MSHS 661.18 Clinical Education VIII** (0-2-1)
Students will be assessed on psychomotor skills learned from all previous quarters and practice for the national BOC exam. They will be assigned to a clinical education rotations under the direct supervision of a clinical preceptor.
- MSHS 664 Clinical Education IV** (2-0-2)
Students will be assessed on psychomotor skills learned from the previous quarters – posture, body composition, therapeutic exercise and strength training. They will also be assigned to clinical education rotations under the direct supervision of a preceptor. Students must complete a minimum of 350 clinical education hours.

- MSHS 665 Clinical Education V** (2-0-2)
Students will be assessed on psychomotor skills learned from the previous quarters – clinical conditions, spine, head/neck and thorax/abdomen. They will also be assigned to clinical education rotations under the direct supervision of a preceptor. Students must complete a minimum of 200 clinical education hours.
- MSHS 667 Clinical Conditions** (4-0-4)
This course covers the evaluation and prevention of the most common clinical conditions. This course will also cover medications commonly encountered in the practice of physical medicine. It will include categories of medications, generic and trade names of common medications, the use, effects and precautions of common medications, as well as their interactions and pharmacokinetic principles.
- MSHS 670 Kinesiology of Sport** (4-0-4)
This course offers the study of anatomical and kinesiological principles applied to the qualitative analysis of human motion in sports skills. Topics include movement terminology, muscle mechanics and function, levers, and an introduction to kinematics and kinetics of human motion.
- MSHS 672 Biomechanics of Sport** (4-0-4)
(Prerequisite: MSHS 670)
This course offers the study of mechanical principles applied to the analysis of sports movements. Topics include in-depth study of muscular mechanics, kinematics, kinetics, and modeling of human movement.
- MSHS 674 Biomechanics of Sport Techniques** (4-0-4)
(Prerequisite: MSHS 670)
This course offers the study of numerous sports and sport activities from a biomechanical perspective. The course will concentrate on the application of the laws of motion to individual and team sports.
- MSHS 676 Biomechanics of Sport Injury** (4-0-4)
(Prerequisite: MSHS 670)
This course is designed to introduce students to the force-motion relationships within the musculoskeletal system and the various techniques used to understand these relationships. Topics include the biomechanics of major joints, tissues, and structures of the musculoskeletal system such as bone, cartilage, tendon, ligament, nerve and muscle. The student will utilize the concepts learned to investigate the injuries in specific sports.
- MSHS 678 Biomechanics Instrumentation** (1-2-2)
(Prerequisite: MSHS 672)
The study of laboratory utilization of the equipment, research techniques and test devices in measuring biomechanical parameters of human performance.
- MSHS 680 Research Methods** (4-0-4)
This course is designed to introduce students to the research process in exercise science, which includes problem solving, methods development, and ethical issues in research. Students will acquire the skills necessary to write the first three chapters of a thesis. An introduction to statistical concepts, selected statistical measures and computer skills are covered.
- MSHS 682 Design and Analysis** (4-0-4)
(Prerequisite: MSHS 680)
This course is designed to equip the graduate student with the skills needed to conduct research, analyze, and interpret experimental data in sport health science. Commonly used research methods and designs are discussed. Frequently employed descriptive, correlational, inferential (univariate and multivariate), and nonparametric statistical techniques are covered. Use of computer programs for each statistical technique is included.
- MSHS 684-11 Sport Seminar: Manual Muscle Testing** (2-0-2)
This course is designed to offer the student an integrated background into Manual Muscle Testing as it relates to evaluation of athletic injury.
- MSHS 684-12 Sport Seminar: Taping and Bracing** (2-0-2)
This course is designed to offer the student an integrated background into Taping and Bracing as it applies to the injury care program.

MSHS 684-13 Sport Seminar: Kinetic Chain Assessment (1-2-2)

This course offers the study of the integrated nature of the kinetic chain with respect to assessment of deviation from normal structure and function and the resulting potential for injury and impaired physical performance.

MSHS 684-14 Sport Seminar: Functional Rehabilitation of the Kinetic Chain (1-2-2)

This course offers the study of the application of rehabilitation techniques in an integrated fashion in the treatment of kinetic chain dysfunction that may adversely affect the potential for injury and impaired physical performance.

MSHS 684-15 Sport Seminar: Neuromechanics of Sport (2-0-2)

This course investigates and discusses the field of neuromechanics and its implications in human performance.

MSHS 686 Individual Study (1-8 cr. hrs.)

This course provides the student an opportunity to conduct a research project, write a scientific paper, and prepare teaching and resource manuals in a specific area of interest under the direction of a faculty member. A proposal **MUST** be completed prior to registration with the approval of the academic advisor.

MSHS 688 Current Topics in Sport Health Science (4-0-4)

This course examines various topics related to current science and issues regarding athletic performance, fitness and health.

MSHS 690 Practicum (1-12 cr. hrs.)

This course is a supervised practical experience on the campus of Life University and in the local community. A detailed proposal form must be completed one quarter prior to registration with the approval of the academic advisor and supervising professor.

MSHS 692 Internship (12-0-12)

This course is a supervised practical experience at a site of the student's choosing. A detailed proposal/contract must be completed one quarter prior to registration with the approval of the academic advisor and supervising professor.

MSHS 698 Thesis (12-0-12)

The formal publication of a research thesis is accomplished under the direct supervision of a graduate faculty member.

MSHS 699 Written Comprehensive Exam (0-0-0)

Each non-thesis candidate is required to take a written comprehensive examination as one component toward advancement to candidacy. To be eligible to take the examination, the student must file an application with the Sport Health Science Department that has been approved by the student's advisor and the department head of the program. Application for the comprehensive exams must be completed and filed with the SHS Department the quarter prior to completion of exam after the student has completed all core and required courses with a minimum cumulative GPA of 3.0 and all required application materials on file.

LIFE[®]
University

SECTION FOURTEEN
ADMINISTRATION | FACULTY



LIFE UNIVERSITY ADMINISTRATION

Guy F. Riekeman, D.C.	President
John Altikulac, B.S.	Chief Information Officer
Patti Ann Banks.....	Director of the Wellness Center
Kathy Bannister	Assistant Director of Postgraduate Programs
John Barrett, B.A.	Senior Advisor to the President
Shelly Batcher, B.A.	Director of Marketing
Brenda Boone, B.A.	Special Events Director
Cynthia Boyd, B.S., D.C.....	Vice President for Enrollment Management and Marketing
Stephanie Buchanan B.A.	Director of Admissions Operations
Dawn Cadwallader, D.C.	Impact Tour Director
Michael Clusserath, B.S., D.C.	Associate Dean, College of Chiropractic
Margaret Cunningham, B.A.	Director of Enrollment Events
Erin Dancer, MBA	Director of Development
Craig Deksheniaks, A.B.J.....	Sports Information Director
John Downes, D.C.	Vice President for Global Initiatives
Susan Dudt, M.A.	Director of Career Services
Vincent Erario, D.C.	Director of Institutional Effectiveness
Kay Freeland, M.A.	Director of Student Administrative Services
Tameka Glass, B.S., M.A.	Director of Student Advocacy
Timothy Guest, D.C.	Quality Assurance Officer
Kathryn Haag, B.S., D.C.	Director of Thought Leadership
Greg Harris, M.M.A., M.B.A.	Vice President for University Advancement
Cierra Hoffman, B.S., D.C.	Director of LIFEforce 1000
Heather Hoffman, B.S., M.Ed.	Registrar
Kathryn Hoiriis, B.S., D.C.	Director of the Center for Excellence in Teaching and Learning
William D. Jarr, B.B.A.	Executive Vice President for Finance
Leslie King, M.Ed., D.C.	Dean, College of Chiropractic
Rebecca Koch, B.A.	Director of Service Initiatives
Mark Kovacs, PhD., Ed.M, B.S.	Director of Life University Sport Science Institute
Gilles LaMarche, B.S., D.C.	Vice President of Professional Relations
Bernadette Lavender, B.S., D.C.	Director of the Center for Health and Optimum Performance
Cynthia Lund, C.T.	Director of Auxiliary Services
Mark Maiyer, D.C.	Director of Clinic Support Services
John Markham, B.S., D.C.	Executive Director of Level III Clinic Programs
John McGee, B.A., M.S.	Vice President for Operations
Jo Anne Miller, B.B.A.	Controller
Amy McIlvane, B.S.	Director of Budgets

Steven Mirtschink, D.C.	Director of Community Outreach Clinics
Lauren Nielsen, B.A.	Director of Advancement Services
Daniel Payne, B.S., MBA	Director of Athletics
Jayne Pendergast, B.S. M.S.	Director of Athletics Compliance and Academic Support
Stella Peterson, M.S., Ph.D.	Director of Human Resources
Karen Preston, B.B.A., M.L.I.S.	Interim Director, Sid E. & Nell K. Williams Library
Larry Riddle	Director of Facilities
Lisa Rubin, M.A., Ph.D.	Director of the Student Success Center
Robert Scott, D.C., Ph.D.	Senior Vice President for Academic Affairs
Marc Schneider, M.Ed., D.C.	Vice President of Student Services
Frank Schwitz, D.C.	Director of Clinic Advisement
Susan Sharkey, B.A., D.C.	Director of the Campus Center for Health and Optimum Performance
Phyllis Shropshire, B.A., M.A.	Director of Student Accounts
Michael Smith, M.S., Ph.D.	Assistant to the Dean, College of Graduate and Undergraduate Studies
Anquonette Stiles, B.S., D.C.	Director of Sponsored Research
Jennifer Stoble, B.S., M.Ed.	Director of Student Engagement and Leadership
Gary Sullenger, Ed.D.	Executive Director of Enrollment Management
Stephanie Sullivan, B.S., D.C.	Director of the Sid Williams Center for Chiropractic Research
Jennifer Valtos, B.A., M.S.	Executive Director of Student Services
John Wheeler	Director of Custodial and Grounds
Melissa Waters, B.A., M.A.	Director of Financial Aid
Howard Wright, B.S., M.B.A., Ed.D.	Director of Institutional Research

LIFE UNIVERSITY FACULTY

Professor Emeritus

Ronald Kath, M.S., Ph.D.	Business Professor
-------------------------------	--------------------

Professor

Shahla Abghari, M.S., Ph.D.	Basic Sciences
Debra Bisiacchi, M.S., D.C.	Chiropractic Sciences
Andrei Bourdeinyi, M.D., Ph.D., D.C.	Basic Sciences
Margaret Capes, M.S., D.C.	Chiropractic Sciences
Gary Craft, B.S., D.C.	Clinical Sciences
Samuel H. Demons, M.S., Ph.D.	Basic Sciences
Robert Bruce Fox, D.C.	Clinical Sciences
Vijay Ganji, M.S., PhD.	Nutrition
Joseph Guagliardo, D.C.	Clinical Science
Roohieh Hamrang, M.D., D.C.	Clinics
Jerry Hochman, B.A., D.C.	Chiropractic Sciences
Laura Huber, B.S., D.C.	Chiropractic Sciences
David Koch, D.C.	Chiropractic Sciences
Douglas March, B.S., D.C.	Clinics

Matthew McCoy, M.P.H., D.C.	Clinical Sciences
Michael Montgomery, M.A., Ph.D.	General Education
Linda Mullin, B.A., D.C.	Chiropractic Sciences
Vinnavadi Ravikumar, M.S., Ph.D.	Basic Sciences
Robert Rectenwald, D.C.	Clinics
Florence Rigby, M.S., Ph.D.	Basic Sciences
Frances Roberson, M.Ed., Ed.S., Ph.D.	Business
Jeffrey Rupp, M.A., Ph.D.	Sport Health Science
Brent Russell, M.S., D.C.	Clinical Science
George Teston, III, M.S.A., M.Ed., Ph.D.	Business
Peter Wilson, B.S., D.C.	Clinics

Associate Professor

Mike Abbatinozzi, B.S., D.C.	Clinics
Salman Afsharpour, Ph.D.	Basic Sciences
Mark Amos, B.A., D.C.	Clinical Sciences
George Batenchuck, B.S., D.C.	Clinical Sciences
Fang Bian, Ph.D.	Nutrition
Jill Bradshaw, D.C.	Chiropractic Sciences
Deloss Brubaker, M.S., Ed.D.	Sport Health Science
Anthony Scott Carpenter, M.S., Ph.D.	Natural Sciences
James Carter, D.C.	Clinical Sciences
Jaleh Dehpahlavan, M.S., Ph.D.	Nutrition
Beverly Demetrius, M.A., Ed.D.	Nutrition
Lydia Dever, B.A., D.C.	Chiropractic Sciences
Humberto Dutra, M.S.	Natural Science
Susan Esposito, B.S., D.C.	Chiropractic Sciences
Donald Fuller, M.S., Ph.D.	Sport Health Science
Joseph Haezebrouck, D.C.	Clinics
William Kessel, B.A., D.C.	Clinical Sciences
Brigette Kinard, B.S., D.C.	Chiropractic Sciences
Jeffrey Lander, M.S., Ph.D.	Sport Health Science
Philip Librone, B.S., D.C.	Clinical Sciences
Daniel Michel, D.C.	Clinics
Michael Millican, B.A., D.C.	Clinics
Mercy Navis, M.S.	Basic Sciences
Brendan Ozawa-de Silva, M.Th., D. Phil.	General Education
Vivek Penumetcha, M.S., Ph.D.	Natural Sciences
Michael Pryor, M.B.A., D.C.	Clinics
Keith Rau, D.C.	Sport Health Science
Frank Ruechel, M.Ed., Ph.D.	General Education
Jerry Schar, B.S., D.C.	Clinical Sciences

Lorna Shepard, M.Ed., Ed.D.	Nutrition
Brian Sheres, B.S., D.C.	Clinical Sciences
Rick Sherkel, B.S., D.C.	Chiropractic Sciences
Amanda Timberlake, M.S.	Sport Health Science
Michael Tomasello, B.S., D.C.	Clinics
David Wallace, M.A.	General Education

Assistant Professor

Russell Andrews, B.S., D.C.	Chiropractic Sciences
Stephen Bloomingdale, B.S., D.C.	Clinics
Krista Boline, M.B.A., D.C.	OSCE
Beatrice Borges, B.S. D.C.	Clinics
Ralph Bucci, D.C.	Clinics
Daisy Buckner, B.S., M.S.	General Education
Tanisha Bush, B.S., M.B.A.	Business
Roxanne Caron, M.Ed., D.C.	Clinics
Amy Kubat Castin, B.S., D.C.	Clinical Sciences
Tameka Clemons, PhD.	Basic Sciences
Cherry Collier, M.S., Ph.D.	General Education
Leanne Cupon, B.S., D.C.	Clinical Sciences
Paul Donaldson, B.S., D.C.	Clinics
James Eaton, B.S., D.C.	Clinics
Eva Elsangak, R.N., D.C.	Clinics
Hussein Elsangak, M.D., D.C.	Clinical Sciences
Sandra Everage, B.S., R.T.	Clinical Sciences
Mary Catherine Faust, M.S., Ph.D.	Sport Health Science
Mark Ferdarko, B.S., D.C.	Clinics
Gwendolyn Gardner, D.C.	Clinics
Abigail Gonsalves, D.V.M., D.C.	Basic Sciences
William Hamilton, B.S., D.C.	Clinics
Henry Hammond, M.S.	General Education
Lawrence Hansen, B.A., D.C.	Clinical Sciences
Deidre Harrison, M.S., Ph.D.	Natural Sciences
Kevin Harrison, M.S., D.C.	Clinical Sciences
Charmaine Herman, M.A., D.C.	Clinical Science
Carol Hoban, M.P.H., PhD.	Basic Sciences
Rebekah Janiak, M.S.	General Education
Julie Jordan, B.S., D.C.	Chiropractic Sciences
Michael Karlin, M.A., Ph.D.	General Education
Kerry Kramer, B.S., D.C.	Chiropractic Sciences
Lynn Krothe, B.S., D.C.	Chiropractic Sciences
Terry Lancaster, M.A.	Basic Sciences

Yit Lim, M.Ed., Ph.D.	Sport Health Science
Melissa Loschiavo, B.Sc., D.C.	Clinical Sciences
Ronald Mayne, M.A., Ph.D.	Basic Sciences
David Mjoen, D.C.	Clinics
Robin Nelson, B.S., Ph.D.	Natural Sciences
Eric Nicholas, B.A., D.C.	Clinics
James Oppenheim, M.P.H., D.C.	Chiropractic Sciences
Dickson Owusu, M.S.	Natural Sciences
Sandra Pannell, R.T.	Clinical Sciences
Mickey Parsons, M.Ed.	General Education
Mariana Perosino, D.C.	Clinics
Karen Pfeifer, B.S., M.S.	Sport Health Science
Danielle Pichette, B.S., D.C.	Clinics
Olina Plotkina, M.D., D.C.	Clinical Science
Donna-Marie Plummer, M.S.	Nutrition
Kerith Powell, B.S., D.C.	Clinics
Marie Powell, M.B.A.	Business
Raj Pradhan, M.S.	Natural Sciences
Sailaja Pydimarri, M.S.	Business
Paula Rhodes, B.A., D.C.	Clinics
Deborah Roche, M.Ed., D.C.	Chiropractic Sciences
Irving Russell, D.C.	Clinics
Peggy Samples, M.S., Ph.D.	General Education
Joyce Sayers, B.A., R.N., D.C.	Clinics
Richard Shook, M.A., Ph.D.	General Education
Geetha Sridaran, M.S.L.S.	Library
Teri Stockwell, B.A., D.C.	Clinics
Victoria Strong, B.A., D.C.	Clinical Sciences
Louis Toth, B.A., D.C.	Clinics
Arcella Trimble, M.S., Ph.D.	General Education
Gwendolyn Tutt, B.S., D.C.	Clinics
Kent Vanderslice, B.S., D.C.	Clinics
Ronald Ware, M.B.A.	Business
Sherri Ziomek, B.S., D.C.	Clinical Sciences

Instructor

James Paul, B.A., M.S.	Exercise Science
Zoila Stewart, D.C.	Clinics

Adjunct Faculty

Carl Amodio, B.A., D.C.	Chiropractic Sciences
------------------------------	-----------------------

Nicole Bengé, B.A., D.C.	Chiropractic Sciences
Edwin Billmire, M.A., PhD.	Natural Sciences
Nick Bravo, B.S., D.C.	Clinics
Trent Brumbaugh, B.S., D.C.	Chiropractic Sciences
Doug Carr, M.S.	Nutrition
Kelly Cecatto, M.A., Ph.D.	General Education
Sudhanva Char, M.S., Ph.D.	Clinical Nutrition
Karima Cooper, B.S., D.C.	Chiropractic Sciences
Norman Dabalos, B.S., D.C.	Chiropractic Sciences
Adam Decker, M.S., D.C.	Basic Sciences
Murat Doral, M.A., M.B.A.	Business
Matthew Driscoll, B.S., M.S.	Sport Health Science
Joy Dunwoodie, D.C.	Chiropractic Science
Gustavo Duran, B.S., M.S.	Exercise Science
Curtis Fedorchuk, D.C.	Chiropractic Sciences
Mitchell Ferguson, M.S., Ed.D.	General Education
Steven Garber, B.S., D.C.	Chiropractic Sciences
Paul Goldberg, M.P.H., D.C.	Clinical Sciences
Mollie Halle, B.A., J.D.	Business
Bruce Harman, M.S., D.C.	Chiropractic Sciences
Zahra Hassani, M.D.	Basic Sciences
Lallie Hayes, M.B.A.	Business
Angela Jackson, B.S., M.A.	General Education
Adam Janiak, B.S.	General Education
Ilana Katz, B.S., M.S.	Nutrition
Ronald Kirk, M.A., D.C.	Chiropractic Sciences
Jodi Knapton, B.A., M.A.	General Education
Joshua Kolonik, B.A., D.C.	Chiropractic Sciences
Andrew Krantz, B.S., D.C.	Clinical Sciences
Christie Kwon, M.S., D.C.	Exercise Science
Rebecca Lapham, B.S. D.C.	Chiropractic Sciences
Ashli Linkhorn, B.S., D.C.	Sport Health Science
Nicole McCarty, M.S., D.C.	Sport Health Science
Joseph McNamara, D.C.	Chiropractic Sciences
Melodie Mitchell-Black, B.S., D.C.	Clinics
Lee Norris, B.S., A.M.	General Education
Elizabeth Nunnelley, B.A., J.D.	Chiropractic Sciences
Tracy Olson, M.S., D.C.	Chiropractic Sciences
Edward Owens, M.S., B.S., D.C.	Research
David Packer, M.B.A., D.C.	Chiropractic Sciences
Eric Partin, M.A., D.C.	Basic Sciences

Denise Pickett-Bernard, M.A., PhD.	Nutrition
Marjorie Roberts, B.S., M.S.	Exercise Science
Kenneth Rothacker, M.A.	General Education
Drew Rubin, B.S., D.C.	Clinical Sciences
Loren Shull, M.Div., Th.M., Ph.D.	General Education
Sonja Smith, B.S. M.S.	General Education
Roy Sweat, D.C.	Chiropractic Sciences
Marla Thompson, M.B.A.	Business
Cory Viehl, B.S., M.S.	General Education
Liliana Warner, B.A., D.C.	Chiropractic Sciences
CathyJo Wendland, B.S., D.C.	Chiropractic Sciences
Louise Wilson, M.B.A.	Business
Winfield Zehrung, M.S., Ph.D.	Natural Sciences
Faith Zhou, B.S., M.S.	General Education

LIFE[®]

University

SECTION FIFTEEN

BOARD OF TRUSTEES



BOARD OF TRUSTEES

15

In September 1974, Life University was founded as a non-profit institution. Governance of the University resides with the Board of Trustees.

The Life University Board of Trustees provides the leadership and accountability that fosters the highest standards of academic excellence and fiscal responsibility, and produces successful graduates who live with “Lasting Purpose.”

Deborah Pogrelis, D.C., Chairman	Georgia
Henry Cousineau, D.C.....	Michigan
Eddy Diaz, D.C.	Puerto Rico
Kevin Fogarty, D.C.	Florida
Aaron Gagnon, C.P.A.....	Georgia
Sharon Gorman, D.C.	Georgia
R. James Gregg, D.C.	Michigan
Jay Handt, D.C.	New York
J. Peter Heffernan, D.C.	Wisconsin
Marc Hudson, D.C.	Spain
Thomas M. Klapp, D.C.	Michigan
Joseph Lupo, D.C.....	Michigan
Rhonda Newton, B.A.	Georgia
Randolph O’Dell, D.C.	Michigan
Jesse Panuccio, J.D.	Florida
Selina Sigafoose-Jackson, D.C.....	Pennsylvania
James Thompkins, Ph.D.	Georgia

