



Academic Catalog
&
Student Handbook
2019-2020

LOGAN UNIVERSITY | WWW.LOGAN.EDU

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INTRODUCTION

Logan University has been a trailblazer in holistic health education for over 80 years. Our programs give students specialized training to help mold them into the leaders of tomorrow. Our expert faculty and staff provide students with unmatched hands-on education and our specially designed curriculum ensures that students are ready to make a difference as leaders in their fields after graduating.

Logan University is dedicated to providing its students, faculty, staff and patients with an environment of respect, dignity and support. All members of the Logan University community are responsible for protecting student rights as specified in our Student and Faculty Code of Conduct policies, in our professional oaths and in our overarching institutional mission, vision, values and policies. Educators hold significant responsibilities in creating and maintaining this atmosphere. As role models and evaluators, educators must practice appropriate professional behavior both toward, and in the presence of, students, who are in a particularly vulnerable position due to the formative nature of their status. This handbook, therefore, is a useful guide, but is not exhaustive of all expectations.

The handbook supplements the institutional policies and assists in creating a positive, learning-centered culture that is mutually respectful, engaging and continually improving. Students, faculty, staff and administrators alike assume each will take their role in this journey seriously to help Logan University be the best it can be.

Students are responsible for keeping themselves informed about the policies, procedures, and practices, and requirements of the university, their program of study, their faculty of record for each course of registration, and those activities in which they choose to participate by reviewing the catalog, handbooks, acknowledging program and courses may have program/course specific guidebooks, acknowledging each course has a unique syllabi, including clinic and internships, and activities and clubs have bylaws. Logan provides resources such as faculty, staff, and administration to proactively answer questions as they arrive and make each available through open door policies, schedule office hours, and more. Students are responsible for obtaining and understanding program, course and faculty expectations through these many resources. If issues or concerns arise, Logan University will take the appropriate steps necessary to work towards resolution. As such, unsigned complaints or concerns leave little room for action on the part of the University.

*For the purpose of policies in this handbook, days are considered business days and exclude weekends, breaks and holidays unless otherwise stated.

HUGH B. LOGAN: FOUNDER

Our founder, and one of the early leaders of chiropractic education, Hugh B. Logan is the perfect example of the university's pioneering and leadership-driven attitude. Dr. Logan worked hard to create a pillar of holistic education when he established Logan University in 1935, and we work hard to continue this tradition of excellence and innovation today.

You can learn more about our rich history on our website on the "[About Logan](#)" page.

WELCOME

Welcome to Logan University!

We are thrilled you have made the choice to join one of the leading academic institutions in chiropractic and health sciences.

Our faculty and staff are passionate about educating and empowering the next generation of leaders in health care and in doing so, they exercise their ability to create enriching learning environments and to facilitate and champion thought leadership, critical thinking and innovation.

Whether you choose to be involved in student life or take advantage of the abundant opportunities we offer in the classroom, in practice or beyond, we are committed to your success. We offer a number of programs and resources that can support you in nearly every area of your trajectory here at Logan, and we urge you to find out more about what is available to you as a student through this Handbook. Once again, welcome to Logan! We look forward to accomplishing great things with you.

Sincerely,

J. Clay McDonald

Dr. Clay McDonald, D.C., J.D., M.B.A.
President of Logan University



Kimberly Paddock-O'Reilly

Dr. Kimberly Paddock-O'Reilly, D.H.Ed., M.S.W.
Provost of Logan University



Dear Logan University students,

Welcome to Logan University and its community of students, faculty and staff dedicated to excellence in chiropractic and health sciences education. The Logan community strives to maximize performance in others and ourselves; therefore, you've chosen to join a community of hard-working and high-achieving individuals. The curriculum is rigorous and will challenge and motivate you, but we also work hard to provide the resources and services to support your academic growth and success.

As with most things, you will get out of your experience at Logan what you put into it, so I encourage you to truly engage in the University by way of your academic program and take advantage of opportunities to get involved on campus. Learning doesn't happen just in the classroom. Rather, education takes place when you interact with others to broaden your understanding of various experiences and worldviews. Logan offers a variety of opportunities to get involved through student organizations, campus activities, student employment and hands-on clinical experiences.

Use this Student Handbook to familiarize yourself with the resources, policies and procedures at Logan. One of our institutional values is to empower all community members and hold one another accountable. To that end, this handbook outlines your rights and responsibilities as a student. Awareness of policies and procedures will assist you in successfully navigating your way at Logan.

Whether you are a new student or continuing your education at Logan, I hope that you are excited about this upcoming year and all of the possibilities that it holds! I look forward to working with you.

Sincerely,

Shelley Sawalich

Dr. Shelley Sawalich, Ph.D
Dean of Students



MISSION, VISION, VALUES

Logan's mission, vision and core values serve as a benchmark for measuring our commitment to excellence through quality educational programs, outstanding faculty scholarship and service to the community and the profession.

UNIVERSITY MISSION: Logan University is a diverse and engaging community committed to excellence in health sciences, education, and service.

UNIVERSITY VISION: Logan University aspires to be a community of leaders committed to transformative student success in health and wellness.

UNIVERSITY VALUES:

DiveRsity

Empathy

Students First

Positive Attitude

Evidence Informed Decision Making

Character/Integrity

Teamwork

COLLEGE OF CHIROPRACTIC PURPOSE STATEMENT: Logan College of Chiropractic prepares students to become Doctor of Chiropractic who are superbly educated and clinically competent practicing portal-of-entry chiropractic physicians.

COLLEGE OF CHIROPRACTIC VISION: Logan College of Chiropractic will be the premier Chiropractic College.

COLLEGE OF HEALTH SCIENCE PURPOSE STATEMENT: The Logan College of Health Sciences is committed to excellence in health care education and preparing students to become leaders in their professions in integrative health care.

COLLEGE OF HEALTH SCIENCE VISION: The Logan College of Health Sciences is committed to be leaders in health care education, to make a difference in the lives of our students, their careers and the health of future patients; to continuously seek to improve existing programs and identify, design and implement additional complementary programs.

ACCREDITATION AND AUTHORIZATIONS

Logan University's [accreditation and authorization page](#), along with links to accreditors and online authorization is located on our website. information can be found online at The Higher Learning Commission (HLC) [authorizes Logan University](#) to grant degrees at the bachelor, master and doctorate levels. Our [website](#) provides information on how to file complaints with Logan University, our institutional accrediting body (HLC) and for our online students each authorizing state.

The [Missouri Department of Higher Education](#) (MDHE) recognizes university programs from private, not-for-profit institutions. Any complaint against an institution should begin by going through your institution's complaint process. Contact your institution to determine how to begin this process. Logan University's process is outlined in this handbook under "complaints and appeals."

The Doctor of Chiropractic degree program and some residency programs at Logan University are awarded programmatic accreditation by The [Council on Chiropractic Education](#), 8049 North 85th Way, Scottsdale, AZ 85258, Phone: (480) 443-8877.

The Registered Dietician concentration track within the Master of Science in Nutrition and Human Performance is accredited by the [Accreditation Council for Education in Nutrition and Dietetics](#), as a "Candidate for Accreditation", 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Phone: (800) 877-1600.

LEARN MORE ABOUT LOGAN UNIVERSITY

STRATEGIC PLANNING AND CONTINUOUS IMPROVEMENT

As a member of the Baldrige community, Logan University is dedicated to enhancing incremental sustainable improvement. Baldrige takes a holistic systems approach in viewing an organization's performance across seven categories: Leadership, Strategic Planning, Customer Focus, Measurement/Analysis/Knowledge Management, Workforce Focus, Operations Focus and Results. Intentional incremental changes based on evidence in each of these seven areas ensures Logan University will always be ready to take on the challenges of the future. Part of the Continuous Quality Improvement (CQI) data collection process includes formal and informal data collection. We use surveys such as end-of-course surveys, student satisfaction surveys, faculty evaluations, speaker evaluations, task force conversations, focus groups and more. Students have a responsibility to participate in these activities to help ensure the current and future health of the institution.

LOGAN 2025

Logan 2025 can be found on our website on the "About Logan" page.

SCHOOL COLORS

Our school colors are Havilland blue and white.

MASCOT

In 2015, we invited the Logan University community to help us come up with our new mascot. The Logan Leopard represents our capability to adapt to various environments and our students' ability to thrive in the health care community.



VISIT US ON CAMPUS

Logan University's Campus Visit Program is structured for any prospective student interested in learning more about our campus and programs. Students are invited to spend the day with the Admissions staff listening to presentations from faculty and staff discussing the curriculum, prerequisites and student life at Logan. For students interested in our chiropractic program, Logan offers a mock adjustment demonstration where students and their guests can get "hands-on" and learn more about what a chiropractic adjustment entails. Students will then enjoy lunch in the Logan Cafeteria before heading on a campus tour led by our Student Ambassadors. Toward the end of the day, students have time for one-on-one conversations with their Admissions Coordinator and team member from Financial Aid. Applicants whose program requires an admissions interview can complete their interview during this time.

DIVERSITY AND INCLUSION

Logan University is committed to creating an educational environment that values diversity and inclusivity of all people. We are a community that benefits from a culture of inclusion, which allows for open dialogue, creating an environment of engagement and respect for others. We also understand the importance of recognizing inclusion as integral to the promotion of health and wellness.

Logan is an equal opportunity institution with a strong commitment to the achievement of excellence and diversity among its students, faculty and staff. Logan does not discriminate on the basis of race, color, religion, age, disability, gender, sex (or sexual orientation), national origin or any other legally protected status in admissions. Logan's Diversity Officer is:

Herb Caldwell
Diversity Compliance Officer and Title IX Coordinator
1851 Schoettler Rd.
Chesterfield, MO 63017
636-230-1932

Herb.Caldwell@Logan.edu

NOTICE OF NONDISCRIMINATION

Logan University does not discriminate on the basis of race, color, sex (or sexual orientation), national origin, religion, disability, age, veteran status, genetic information in the admissions, or employment in its programs and activities.

Any persons having inquiries concerning Logan's compliance with the regulations implementing Title IV, VI, IX and Section 504 are directed to contact either Human Resources (for employment and patient treatment) or the Diversity Compliance Officer.

Any person who witnesses or has knowledge of incidents of discrimination, harassment, retaliation or any other situation prohibited by this policy should report such information to the persons listed in this general order. All reporting parties are protected from adverse action or retaliation under the provisions of this policy and by Logan's Whistleblower policy. Good faith reports, even if erroneous, will not result in punitive action. Deliberately false and/or malicious accusations of harassment are just as serious an offense as harassment and will be subject to appropriate disciplinary action.

To report violations of Logan's nondiscrimination policies, request information, or for assistance filing a police report, contact the following persons:

CONTACT INFORMATION

*Employees, members of the public, or
beneficiaries should contact:*

Nichole Nichols

Vice President Human Resources
Deputy Title IX Coordinator

1851 Schoettler Rd.
Chesterfield, MO 63017
636-230-1720

Nichole.Nichols@Logan.edu

Student's should contact:

Herb Caldwell

Diversity Compliance Officer
Title IX Coordinator

1851 Schoettler Rd.
Chesterfield, MO 63017
636-230-1932

Herb.Caldwell@Logan.edu

EQUAL OPPORTUNITY EMPLOYMENT

It is the policy of Logan University to provide an equal employment opportunity to all prospective and current employees. All employment practices - such as employment, promotion, demotion, transfer, compensation, assignment of work duties, recruiting, advertisement, layoff, termination, rate of pay and selection for training - are based on each individual's qualifications and merit without regard to race, color, sex (or sexual orientation), national origin, religion, disability, age or veteran status.

DRUG FREE WORKPLACE

Logan complies with the Drug-Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1989.

TOBACCO-FREE CAMPUS

In keeping with the honored tradition of a strong emphasis on wellness and health care, Logan University supports the finding of the American Cancer Society that tobacco use in any form, primary or secondary, is a major health risk. In support of the student body and in recognition of the importance of healthy lifestyle choices to our profession's integrity in the community, Logan supports a Tobacco-Free policy on campus. For purposes of this policy, smoking is defined as the chewing, inhaling or burning of any type of tobacco product including, but not limited to, cigarettes, e-cigarettes, vaping accoutrements, chewing tobacco, cigars and pipes.

Tobacco-Free Areas

Tobacco-free areas include inside all Logan-owned buildings including classrooms, hallways, the cafeteria and offices; Logan vehicles; entrances to all buildings on campus and at Logan-affiliated health centers. In addition, no burning of tobacco will be allowed in functions involving the Loomis amphitheater.

Employees and students who use tobacco while in their private-owned vehicles are prohibited from discarding any tobacco-containing product on any Logan property. Logan will provide smoking cessation resources in the form of educational literature and provide the names of organizations to which students, faculty and other academic appointees and staff may go for assistance both in the Logan Health Center and outside the institution.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g, as amended, is a federal law giving certain rights to parents or students regarding education records at schools of every level receiving funding from the Department of Education. At the postsecondary school level, the rights afforded by FERPA belong, in general, to the student rather than the parent. The five rights, as summarized in the Department of Education regulations, 34 CFR §99.7, are as follows:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records that the student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.
3. The right to consent to disclose personally identifiable information contained in the student's education records, except to the extent that FERPA and the regulations authorize disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements and regulations of FERPA.
5. The right to obtain a copy of the institution's student record policy.

RIGHT TO INSPECT AND REVIEW

Students may inspect and review their education records upon request to the appropriate record custodian. (See list of types, locations and custodians of student records at the end of this policy.)

The regulations define "education records" as meaning, subject to the few exceptions, those records that are (1) directly related to a student and (2) maintained by an educational institution or by a party acting for the institution.

A student should submit to the record custodian a written request, which identifies, as precisely as possible, the record or records he/she wishes to inspect. The office of the record custodian will make the necessary arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given within a reasonable time, but in no event more than 45 days from the receipt of the request.

If a student requests an education record that contains information on more than one identifiable student. Logan will not disclose the record unless Logan is able to effectively redact information pertaining to the other student(s) or the law otherwise allows for disclosure.

Logan University reserves the right to deny a student from inspecting the following records:

1. Financial records of the student's parents.

2. Confidential letters and statements of recommendation for which the student has waived his/her right of inspection and review.
3. Records connected with an application to attend Logan if the application was denied.
4. Those records that are excluded from the FERPA definition of education records.

Logan reserves the right to deny copies of transcripts or copies of records (but not access to the records) in any of the following situations:

1. The student has an unpaid financial obligation to Logan.
2. The student has failed to comply with disciplinary sanctions.

RIGHT TO SEEK AMENDMENT

If a student believes the education record(s) relating to the student contain(s) information that is inaccurate, misleading or in violation of the student's privacy rights, he/she may ask Logan University to amend the record. The procedures for amendment of records are the following:

1. The student should submit to the office of the record custodian a written request for amendment of the record, identifying the part of the record requested to be changed and specifying why it is inaccurate, misleading or in violation of his/her privacy rights.
2. Logan will decide whether to amend the record as requested within a reasonable time after receiving the request.
3. If Logan decides not to amend the record as requested, it shall inform the student in writing of its decision and of his/her right to a hearing.
4. If the student requests a hearing, Logan shall hold the hearing within a reasonable time after receiving the request. Logan shall give the student reasonable advance notice of the date, time and place. The hearing may be conducted by an individual without a direct interest in the outcome, including a Logan official. At the hearing, Logan shall give the student a full and fair opportunity to present evidence relevant to the issues.
5. Logan shall make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.
6. If, as a result of the hearing, Logan decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the student of the amendment in writing.
7. If, as a result of the hearing, Logan decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will inform the student of the right to place a statement in the record commenting on the contested information and stating why he/she disagrees with Logan's decision.
8. If a statement by the student is placed in the record, Logan shall maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

RIGHT TO CONSENT TO DISCLOSURE

Disclosure of information from a student's education records will be made only with the written consent of the student, subject to the following exceptions, Logan may disclose education record information without consent in accordance with the law, including when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.
2. To officials of another school in which a student is enrolled or seeks or intends to enroll as long as the disclosure is for purposes related to the enrollment or transfer.
3. Directory information.
4. To organizations conducting studies for or on behalf of Logan or other educational agencies or institutions to develop, validate or administer predictive tests, administer student aid programs or improve instruction if the legal requirements for disclosure are met.
5. To state and local authorities, when allowed by state statute, if the disclosure concerns law enforcement's ability effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed may be required to certify in writing that the information will not be disclosed to any other party except as allowed by law or with the written consent of the student.
6. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.
7. To accrediting organizations to carry out their accrediting functions.
8. To comply with a judicial order or a lawfully issued subpoena. Unless otherwise ordered, Logan will make a reasonable effort to notify the student of the order or subpoena in advance of compliance, so that the student may seek protective action.
9. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount or conditions of the financial aid or to enforce the terms and conditions of the aid.
10. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of Education or state and local education for the enforcement of or compliance with federal legal requirements relating to these programs.
11. To appropriate parties when there is an articulable and significant threat to the health or safety of a student or other persons. The nature of the threat and the persons to whom the information was disclosed must be recorded.
12. To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99, or other applicable laws.

DIRECTORY INFORMATION

Directory information is information that Logan may disclose but is not required to be disclosed without prior consent by the student.

Schools may disclose, without consent "directory information". Logan University's directory information is defined as a student's name, addresses, telephone numbers, e-mail addresses, date and place of birth, major field of study, participation in officially recognized activities, clubs, sports,

weight and height of members of athletic teams, dates of attendance, student photograph, degrees and awards received (including Dean's List), anticipated graduation date, year in school, and any previous educational agency or institutions attended by the student. However, if a student has chosen, a "NO Release" for directory information, then Logan University cannot release this information.

Copies of forms to request non-disclosure of directory information are available in the Office of the Registrar.

RECORD OF REQUESTS FOR DISCLOSURE

Subject to certain expectations set forth in FERPA regulations, the record custodians within Logan will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

When Logan discloses personally identifiable information from education records to third parties without consent in a health or in an emergency, Logan will record the articulable and significant threat to the health or safety of individuals that formed the basis for disclosure and the parties to whom Logan disclosed the information.

Logan is not required to maintain a record of requests by or disclosures to: (1) the student; (2) school officials with Logan who a legitimate educational interest in the student's education record; (3) a party with written consent from the student; (4) a party seeking directory information; (5) a party seeking or receiving the records as directed by a law enforcement subpoena if issued by a court or authorized issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

RIGHT TO FILE A COMPLAINT

Students have a right to file a complaint with the U.S. Department of Education if they believe that Logan University has failed to comply with the requirements of FERPA. The complaint should be in writing and contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred.

The complaint should be sent to:
Family Policy Compliance Office
U.S. Department of Education
Washington, D.C. 20202-4605

THIRD PARTY STUDENT DIRECTORY INFORMATION RELEASE FORM

Any individual requesting Student Directory information available under FERPA guidelines must submit a Third-Party Student Directory Information Release Form stating the following information: person requesting; date of request; description of information requested; how the information will be used; and signature of requesting party. The request must be reviewed and approved by the Registrar. If the requestor uses the information for purposes not specified in the request, Logan University may impose sanctions based upon Federal FERPA guidelines.

FACULTY AND STAFF DIRECTORY

Our [online directory](#) contains contact information, photos and brief biographies of faculty and staff. The directory is located on our website.

LEARN ABOUT OUR DEGREES, MAJORS, COURSE OFFERINGS

For information about technology expectations and required technology for programs, please see the Information Technology policies.

ACADEMIC DEGREE PLAN & COURSE DESCRIPTIONS

The academic degree plan (ADP) outlines the course of study and typical schedule for a student in their given program. Current ADP's, course descriptions, and course pre and co requisites are available in the catalog and on the university website.

PROGRAM LEARNING OUTCOMES AND GRADUATION REQUIREMENTS DOCTOR OF CHIROPRACTIC

PROGRAM LEARNING OUTCOMES

1. **Patient Care:** Demonstrate effective, safe, high-quality, evidence-informed patient care using clear and sound best practices in patient history, diagnosis, treatment, collaboration and follow-up for optimum patient outcomes.
2. **Scientific Knowledge:** Demonstrate critical thinking through the use of current evidence-informed practice and the inception of new knowledge.
3. **Practice-based and reflective learning:** Critically analyze health care, business, basic science literature and other information sources for the purpose of self and practice improvement.
4. **Interpersonal and communication skills:** Demonstrate strong interpersonal communication skills that support effective information exchange with patients, patient family members, professional associates and other individuals within the healthcare system.
5. **Professionalism:** Demonstrate responsibility, ethical practices, sensitivity to diverse patient populations and compliance with legal and regulatory requirements.
6. **Integrative practice:** Demonstrate the knowledge, skills, values and attitudes necessary to work together across professions to produce optimum patient outcomes.

7. **Business of health care:** Identify and apply entrepreneurial and systems-based business principles related to chiropractic practice and articulate personal strengths and weaknesses in both areas.

CLINIC EXPERIENCE

Clinical education begins in trimester one. The chiropractic program uses hands on practical application throughout the program to build strong clinical knowledge, clinical skills, and to build student confidence prior to the entering their final four trimesters of the program.

During the final four trimesters of the program, student doctor's, under the direct supervision of licensed chiropractic faculty members, deliver comprehensive chiropractic care. Care is primarily delivered in general chiropractic outpatient practice settings. Student competency is assessed throughout their clinical experience and as the student meets certain competency thresholds, they are given the opportunity to participate in a variety of clinical rotations designed to provide experience with a variety of case complexities, providing experience in a wide range of clinic environments helping students gain real life knowledge about the wide range of unique practice and research opportunities available to doctors of chiropractic in today's healthcare environment.

Logan University continues to add clinical rotation sites each trimester. Some examples of potential clinical rotation opportunities include: Multi-site Integrated Private Practice Health Centers, Federally Qualified Community Health Centers, Veteran Administration and Department of Defense, Division I Athletics, Radiology, Functional Medicine, and Pediatrics.

Logan University also offers qualified student's opportunities to participate in clinical care mission trips during some trimester breaks.

Detailed information clinic expectations, requirements, policy, and procedures are outlined the clinic handbook and clinic course syllabi.

NATIONAL BOARD OF CHIROPRACTIC EXAM (NBCE)

The National Board of Chiropractic Education administers the exam and all logistics related to the exam, including but not limited to the testing schedule, location and times of the National Board of Chiropractic Exam. Students can check www.NBCE.org for more information.

Logan University determines when a student is eligible to sit for the exam. For specific requirements by part, please see the part subsection. The application process is facilitated by the university Registrar office to ensure exam eligibility.

One passport-style photograph is required and may be taken in the Logan Media Center for a nominal fee. Please refer to the National Board of Chiropractic Examiners (NBCE) website for application, fees and information regarding the National Board examinations.

Special Registration Note:

1. An applicant must be enrolled in a chiropractic college or be a graduate with a Doctor of Chiropractic degree to register for the NBCE.
2. Students on conduct or academic probation must petition in writing to the Dean of the College to be approved to sit for the NBCE.
3. Students matriculating **Fall 2019 or after** must successfully pass the Logan Academic Year One and Academic Year Two benchmark exam prior to sitting for any part of the NBCE exam.

NBCE PART I

Students must successfully complete courses through trimester 4 with a C or higher and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part I of the NBCE.

NBCE PART II

Students must successfully complete courses through trimester 7 with a C or higher and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part II of the NBCE.

NBCE PART III

Students must successfully complete courses through trimester 7 with a C or higher and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part III of the NBCE and must have passed Parts I. The exam must be taken within nine months of the student's graduation date.

NBCE PART IV

Students must successfully complete courses through trimester 8 with a C or higher and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part IV of the NBCE and must have passed Parts I. The exam must be taken within six months of the student's graduation date.

NBCE PT

Students must successfully complete courses through trimester 7 with a C or higher and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part PT of the NBCE. The exam must be taken within six months of the student's graduation date.

NBCE HISTORIC PASS RATES BY CGPA

Part I Historic Logan University First-Time Pass Rates by CGPA

Year Range	4.0 - 3.5	3.49 - 3.0	2.99 - 2.75	2.74 - 2.50	2.49 - 2.25	2.24 - 2.0
December	98.8%	91.4%	74.0%	55.0%	29.6%	20.8%
2005-2017						

Part II Historic First-Time Pass Rates by CGPA

Year Range	4.0 - 3.5	3.49 - 3.0	2.99 - 2.75	2.74 - 2.50	2.49 - 2.25	2.24 - 2.0
December	99.3%	93.1%	73.2%	49.6%	30.3%	17.6%
2005-2017						

Part III Historic First-Time Pass Rates by CGPA

Year Range	4.0 - 3.5	3.49 - 3.0	2.99 - 2.75	2.74 - 2.50	2.49 - 2.25	2.24 - 2.0
December	99.3%	95.8%	79.3%	62.4%%	34.9%	0%
2005-2017						

Part IV Historic First-Time Pass Rates by CGPA

Year Range	4.0 - 3.5	3.49 - 3.0	2.99 - 2.75	2.74 - 2.50	2.49 - 2.25	2.24 - 2.0
December	99.6%	96.9%	92.6%	78.2%	56.2%	66.7%
2005-2017						

PT Historic First-Time Pass Rates by CGPA

Year Range	4.0 - 3.5	3.49 - 3.0	2.99 - 2.75	2.74 - 2.50	2.49 - 2.25	2.24 - 2.0
December	99.6%	97.9%	90.3%	82.0%	64.9%	30.0%
2005-2017						

ACCUPUNCTURE

The Acupuncture Examination is administered six times each year at computerized testing centers nationwide. To find a site near you, please check www.nbce.org. Prior to the application cutoff date, applicants must have successfully completed 100 hours of instruction in acupuncture. The acupuncture instruction must be taken at and/or be recognized by one of the CCE-approved chiropractic colleges whose students are currently eligible to take the National Board examinations.

LICENSURE AND SCOPE OF PRACTICE

Students are responsible for checking with the state and/or country in which they plan to practice to fully understand their scope of practice and the minimum academic requirements for licensure. This

includes but is not limited to any exclusions a state may have based on criminal history and medical exclusions.

CHIROPRACTIC PROGRAM FORMAL PROGRESSION TRACKING THROUGH GRADUATION

Progression in the Doctor of Chiropractic program is formally recognized by participation in three key ceremonies: White Coat, Clinic Induction and Graduation. Each phase has set participation criteria.

WHITE COAT CEREMONY

The White Coat Ceremony is the first step toward becoming a Doctor of Chiropractic. The White Coat signifies the transition from student to student doctor. As a student doctor, a new level of professionalism is expected. Student doctors repeat the White Coat Oath signifying their readiness and acceptance of their new duties as a student doctor. Duties and responsibilities of a student doctor expand each trimester as the student progresses in the curriculum. Participation in the White Coat Ceremony is granted as part of the admissions decision.

CLINIC INDUCTION CEREMONY

At the beginning of Trimester 7, student doctors entering the clinical phase of their education reaffirm their readiness and acceptance of their new level of duties as a student doctor by reciting the Clinic Induction Oath.

Transition into the Student Health Center occurs during the traditional seventh trimester after the completion of the traditional six trimesters of pre-clinic coursework. While grades are important, they are not the only factor in a student being promoted to the student health center. The Professional Standards & Promotions Committee must certify based on both academic performance and professional growth and development that the student is prepared for entry-level performance in the Student Health Center. Upon successful completion of the Student Health Center requirements, the student will progress to the Logan Health Center for the traditional Trimesters 8 through 10 as outlined in the clinic assessment guidebook.

GRADUATION

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development. The Professional Standards and Promotions Committee meets at least once each trimester, and more frequently if needed, to address questions related to promotion and graduation and to determine each student's eligibility for promotion and/or graduation. Graduation requirements are outlined for each program under Program Information

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

GRADUATION REQUIREMENTS

1. 2.0 Cumulative Grade Point Average or higher
 - a. **students matriculating prior to Spring 2017** and maintaining consecutive enrollment
2. 2.25 Cumulative Grade Point Average or higher
 - a. **students matriculating Spring 2017 or later**
3. C or higher in all required coursework
4. 66.66% percent completion rate of all courses attempted
5. Complete all course requirements within 150 percent of the program length
6. Successful completion of the last four trimesters at Logan University
7. Successful attainment of all required clinical competencies
8. Successful attainment of all required CCE meta competencies
9. Successful attainment of all Program Learning Outcomes
10. Attendance at graduation
 - a. Recitation of the Chiropractic Oath
11. Completion of all exit interviews/paperwork
12. Have all outstanding balances due to the University cleared

Students seeking to have the graduation ceremony attendance requirement waived must petition the Dean of the College of Chiropractic for approval. Waivers are typically granted for medical reasons, extreme financial burden and national and state licensing exam conflicts.

OPTIONAL CERTIFICATIONS

Master of Business Administration St. Louis University

Saint Louis University (SLU) and Logan University have entered into a unique agreement that allows Logan University students to take courses toward earning a SLU business certificate or degree while earning their Doctor of Chiropractic (DC) degree. The articulation and matriculation agreement are the first of its kind, giving DC students enrolled at Logan the advantage of gaining essential practice management skills from one of the most highly ranked business programs in the country.

Four foundation courses (Healthcare Accounting, Applied Business Statistics, Healthcare Economics and Healthcare Operations Management) have been jointly developed by SLU and Logan faculty and satisfy both Logan degree requirements as well as SLU foundation requirements for earning a graduate business certificate or completing degree programs, such as a Masters of Business Administration degree (MBA).

Logan students may complete additional coursework to earn a SLU graduate business certificate or complete degree programs while enrolled at Logan or within five years of earning their DC degree. Students interested in pursuing a graduate business certificate or MBA will need to apply directly to SLU for admission into these programs.

For further details and requirements, please contact the Dean's Office for the College of Chiropractic.

Chiropractic Technique and Modality Certifications

Through optional elective courses and seminars through postgraduate studies, Doctor of Chiropractic students may earn additional certifications in:

- Active Release Technique (ART) Spine Level 1
- Selective Functional Movement Assessment Level 1
- Activator Basic Scan Level 1
- Functional Screening Movement Assessment (FSMA)
- Acupuncture
- International Chiropractic Pediatric Association (ICPA) allows students to take portions of the Pediatric Diplomate program (a postgraduate program) while they are still in school.
- The Food Enzyme Institute (Dr. Loomis) offers a certificate as a Digestive Health Professional via seminars

ACADEMIC DEGREE PLAN

Doctor of Chiropractic Program

Standard Academic Degree Plan

2019-2020 Academic Year

Student Name _____

Matriculation Date _____

Academic Success Coach _____

Advisement Date _____

YEAR ONE

Trimester 1 (24 Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
ANAT10101	Anatomy 1 Lecture	3	45		
ANAT10102	Histology	2	30		
ANAT11L01	Anatomy 1 Lab	2	60		
CMTD10101	Clinical Methods 1	3	90		
CREA10101	Clinical Reasoning 1	3	45		
FANT10101	Functional Anatomy	3	45		
FNDC10101	Fundamentals of Chiropractic	1	15		
ILIT10101	Information Literacy	1	15		
PHIL10101	Principles of Chiropractic	3	45		
PYSO10101	Cell Biology	2	30		
TECH1M101	Myofascial Technique	1	15		
<i>Trimester Total</i>		<i>24</i>	<i>435</i>		

Trimester 2 (26.5 Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
ANAT10202	Anatomy 2 Lecture	3	45		
ANAT11L02	Anatomy 2 Lab	1.5	45		
BCHM10201	Biochemistry 1	3	45		
CMTD10202	Clinical Methods 2	3	90		
CREA10202	Clinical Reasoning 2	3	45		
MICR10201	Microbiology	3	45		
NEUR10201	Neuro-anatomy 1 w/Lab	3.5	60		
PSYO10202	Physiology 1	4	60		
TECH1D201	Diversified Technique 1	2.5	60		
<i>Trimester Total</i>		<i>26.5</i>	<i>495</i>		

Trimester 3 (32.5 Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
ANAT10303	Anatomy 3 Lecture	3	45		
ANAT11L02	Anatomy 3 Lab	1.5	45		
NEUR10302	Neuro-anatomy 2 w/Lab	3	45		
PATH10301	Pathology 1	4	60		
PYSO10303	Physiology 2	6	90		
MICR10302	Microbiology 2	4	60		
BCHM10302	Biochemistry 2	4	60		
CREA10303	Clinical Reasoning 3	3	45		
CMTD10303	Clinical Methods 3	2	60		
TECH10302	Diversified Tech 2	2	60		
<i>Trimester Total</i>		<i>32.5</i>	<i>570</i>		

Curriculum Version Developed XX/XX/XX

Schedule VersionX

YEAR TWO

Trimester 4 (28.5 Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
CMTD20404	Clinical Methods 4	2.5	75		

DIMG20401	Foundations of Diagnostic Imaging	2	30		
DIMG20402	Diagnostic Imaging 2	2	30		
ILIT20402	Information Literacy 2	2	30		
NEUR20403	NMS Disorders	3	45		
NUTR20401	Fund of Nutrition	3	45		
PATH20402	Pathology 2	3	45		
PYSO20404	Physiology 3	4	60		
TECH2A401	Activator 1	2	45		
TECH2B401	Logan Basic I	2	30		
TECH2D403	Diversified Tech 3	1.5	45		
TECH2M402	Myofascial Tech 2	1.5	30		
Trimester Total		28.5	510		

Trimester 5 (25.5 Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
IDIS20501	Internal Disorders 1	4	60		
LADX20501	Lab Diagnosis	2	30		
EENT20501	EENT	2	30		
PHDX20502	Physical Diagnosis- ID	2	30		
CMTD20505	Clinical Methods 5	2	60		
DIMG20503	Diagnostic Imaging 3	4	60		
PRHE20501	Physical Rehab 1	1.5	30		
PHIL20502	Principles of Chiropractic 2	2	30		
TECH2D504	Diversified 4	2	60		
TECH2A502	Activator Technique 2	0.5	15		
TECH2C501	Correlative Tech 1	1.5	30		
TECH2B502	Logan Basic Tech 2	2	45		
Trimester Total		25.5	480		

Trimester 6 (30.5 Credits + Elective Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
BUSI20601	Healthcare Statistics	3	45		
BUSI20603	Billing and Doc.	3	45		
CMTD20606	Clinical Methods 6	2	60		
DIMG20604	Dx. Imaging IV	3	45		
IDIS20602	Internal Disorders 2	4	60		
JURI20601	Jurisprudence	1	15		
NUTR20602	Nutrition 2	3	45		
PHDX20603	Physical Diagnostic ID2	2	30		
PHIL20603	Principles of Chiropractic 3	2	30		
PRHE20602	Physical Rehab 2	0.5	15		
PRHE20603	Modalities	1.5	30		
RADP20601	Rad. Positioning	1.5	30		
REQTECHELEC	Required Elective				
TECH2B603	Logan Basic 3	2	45		
TECH2C602	Correlative Technique 2	2	45		
Trimester Total		30.5	540		

YEAR THREE

Trimester 7 (22 Credits + Required Elective Credits + Optional Elective Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
BUSI30702	Healthcare Accounting	3	45		
CLIN30701	Health Center Clinic 1	5	225		
DIMG30705	Diagnostic Imaging 5	3	45		
GERI30701	Geriatrics	1	15		

NUTR30703	Clinical Nutrition III	2	30		
OBGY30701	OB/Gyn	2	30		
PEDS30701	Pediatrics	1	15		
PHAR30701	Pharmacology/Toxicology	2	30		
PSYH30701	Clinical Psychology	3	45		
REQTECHELEC	Required Elective				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
Trimester Total		22	480		

Trimester 8 (21 Credit Hours + Optional Elective Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
BMEC30801	Advanced Biomechanics	2.5	45		
BUSI30804	Healthcare Economics	3	45		
BUSI30806	Office/Practice Management	3	45		
CLIN30802	Health Center Clinic 2	5	225		
DERM30801	Dermatology	2	30		
EMUR30801	Emergent/Urgent Care	1	15		
ENDO30801	Endocrinology	1	15		
PHWE30801	Comm. Health & Wellness	1	15		
PPRO30801	Practice Procedures	2	30		
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
Trimester Total		20.5	465		

Trimester 9 (12 Credits + Elective Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
BUSI30905	HC Logistics	3	45		
CLIN30903 or PREC30909	Health Center Clinic 3 or Preceptorship	8	375		
CLIN309R3	Clinic Grand Rounds	1	15		
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
Trimester Total		12	435		

YEAR FOUR

Trimester 10 (12 Credits + Optional Elective Credits)

Course Code	Course Description	Credit (s)	Hours	Completion Code	Term of Completion
CLIN310C4	Clinic Capstone	3	45		
CLIN31004 or PREC30101	Health Center Clinic 4 or Preceptorship	8	375		
CLIN310R3	Clinic Grand Rounds	1	15		
**OPTELEC	<i>Optional Elective</i>				
**OPTELEC	<i>Optional Elective</i>				
Trimester Total		12	435		

PROGRAM TOTALS

Credit Hours

Required 234.0**
Optional Electives Varies

***Required successful completion of a minimum of two additional electives? or 6 credits of elective per student handbook?*

Contact Hours

Required 4845 plus required elective credit
Optional Electives Varies

Student Signature: _____

Date: _____

Advisor/Success Coach Signature: _____

Date: _____

*Dean Signature _____

Date: _____

***Required only in instances of approval of courses not on standard ADP*

Graduation Requirements

- ☐ **Residency:** Complete at least the last 4 trimesters at Logan University
- ☐ **GPA:** 2.0 Cumulative Grade Point Average or higher (*students matriculating prior to Fall 2018*)
- ☐ **GPA:** 2.25 Cumulative Grade Point Average or higher (*students matriculating Fall 2018 or after*)
- ☐ **Course Minimums:** C or higher in all required courses
- ☐ **Assessments:** Successful attainment of all required outcome assessment measurements and CCE Accreditor "meta-competencies"
- ☐ **Clinical Experience:** Successful completion of all Logan University Health Center requirements
- ☐ **Petition or Application to Graduate:** Paperwork submitted when?/no later than 8 weeks prior to graduation
- ☐ **Exit Process:** Completion of all exit interviews/paperwork
- ☐ **Account Status:** All Outstanding balances due to Logan University paid in full
- ☐ **Licensure:** Approval of the Professional Standards & Promotion Board
- ☐ **Graduation Ceremony:** Attendance Required
- ☐ **Professional Standards:** Recitation of the Chiropractic Oath

DOCTOR OF HEALTH PROFESSIONS EDUCATION (ONLINE)

PROGRAM LEARNING OUTCOMES

1. Use communication skills that result in effective information exchange;
2. Apply core health professions education competencies practice/teaching;
3. Use credible information from a multitude of sources to make informed decisions in an area of teaching;
4. Perform the educator's role in ways that demonstrate professional integrity;
5. Advance education practice through scholarly research

GRADUATION REQUIREMENTS

1. Complete all required course work with a C or higher (See ADP).
2. A 3.0 Cumulative Grade Point Average (CGPA) is required.
3. Meet all standards of Satisfactory Academic Progress successfully
4. Complete an approved Applied Research Project (APR)
5. Submit findings from APR to a peer-reviewed journal, industry-respected scholarly journal or present a presentation or poster at a professional conference.
6. Complete all exit interviews/paperwork.
7. Have all outstanding balances due to the University cleared.

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development.

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

ACADEMIC DEGREE PLAN

Doctorate of Health Professions Education 2019-2020 Academic Degree Plan

Student Name: _____ Date: _____
Program Total Credit Hour Requirements = 60

Year One

Year One Core Courses (1st Trimester)	Credit needed	Term & Year
HLTE06101 Issues in Health Professions Education	3	
PSYH06101 Learning Principles	3	
RMET07101 Qualitative and Quantitative Research	3	
Total Credits		

Year One Core Courses (2nd Trimester)	Credit needed	Term & Year
PSYH06102 Behavioral Theories in Education	3	
HLTE06102 Principles of Classroom Assessment & Evaluation for health professionals	3	
HLTE06201 Clinical Outcome Development and Performance Assessment	4	
Total Credits		

Year One Core Courses (3rd Trimester)	Credit needed	Term & Year
HLTE06202 Education Technology in the Classroom	3	
*HLTE07101 Curriculum Development and Evaluation for Health Professionals	4	
PSYH06103 Cognitive Psychology and Instruction	3	
Total Credits		

Year Two

Year Two Core Courses (4th Trimester)	Credit needed	Term & Year
*HLTS07101 Fundamentals of Program Development	3	
HLTE07201 Diversity in Education	2	
HLTE07102 Instructional Design	3	
Total Credits		

Doctorate of Health Professions Education 2019-2020 Academic Degree Plan

Year Two Core Courses (5 th Trimester)	Credit needed	Term & Year
HLTM07101 Organizational Change and Development	3	
HLTE07202 Introduction to Proposal Writing	3	
HLTS07201 Leadership	3	
Total Credits		

Year Two Core Courses (6 th Trimester)	Credit needed	Term & Year
MATH06101 Statistics	3	
**HLTE07301 Research Publication Seminar	1	
***HLTE08101 Applied Research Project A	3	
*HLTE08201 Education Preceptorship/Practicum I Online [Successful completion of ≥ 20 credit hours of the DHPE curriculum, including the successful completion of HLTE07102 Instructional Design. Students must not be on academic probation at the start of this course.]	2	
Total Credits		

Year Three

Year Three Core Courses (7 th Trimester)	Credit	Term & Year
*HLTE08102 Applied Research Project B	3	
*HLTE08202 Education Preceptorship/Practicum II Online or Residential [Successful completion of HLTE08201 Education Preceptorship/Practicum I (online). Students must be in good academic standing to register for this course.]	2	
Total Credits		

Pre-requisites and co-requisites are listed in the Academic Catalog. Your Academic Success Coach (ASC) is available to assist with questions about registration and course eligibility. TR = transfer credit.

*Indicates the course has a prerequisite **Indicates the course has a co-requisite

***Indicates that a course has both a prerequisite and a co-requisite

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

MASTER OF SCIENCE IN HEALTH INFORMATICS (ONLINE)

PROGRAM LEARNING OUTCOMES

1. **Communication:** Students will demonstrate professional communications skills and techniques by
 - a. Creating a written comprehensive in-depth analysis of real or fictional leaders.
 - b. Creating a recorded presentation of an original consumer health informatics solution paper.
 - c. Using best practices in writing, composing a short scholarly paper.
2. **Higher Order Thinking:** Students will integrate theories, models, and tools from social, business, human factors, behavioral, and information sciences and technologies in the design, implementation, and evaluation of health informatics solutions by
 - a. Creating a cost estimate, a cost baseline, and project funding requirements.
 - b. Composing an original consumer health informatics solution that will benefit the health of a person or population.
 - c. Interpreting the technical infrastructure of healthcare.
3. **Managing Information:** Students will select pertinent information from a multitude of sources to make informed decisions for self and with others by
 - a. Selecting evidence-based research necessary to discover and cite relevant information.
 - b. Using databases to identify peer-reviewed research articles published in the health sciences literature.
 - c. In Logan University's Learning Resources Center (LRC), locating credible resources that support student work.
4. **Ethics:** Students will demonstrate professional practices that incorporate ethical principles and values of the discipline by assessing the impact of ethics on the behavior of HIT workers and users in given scenarios.
5. **Social and Behavioral:** Students will acknowledge the importance of social and behavioral aspects of health and their contribution to the health of individuals and populations by:
 - a. Appraising the impact of a patient's use of technology on his/her healthcare.
 - b. Evaluating methods used to engage patients in their personal healthcare.
6. **Leadership:** Students will employ appropriate leadership behaviors that influence others in reaching common goals by:
 - a. Comparing the roles and responsibilities of the Chief Information Officer (CIO),
 - b. Chief Medical Information Officer (CMIO), Chief Information Security Officer (CISO),
 - c. Chief Technology Officer (CTO), and the key IT staff.
 - d. Evaluating the role of a servant leader in healthcare.
 - e. Appraising the role of HIT governance and strategic planning in ensuring that HIT operations best support an organization's goals and objectives.
7. **Interprofessional Collaborative Practice**
Students will develop collaborative relationships with other professions and stakeholders to solve complex health and health information problems by:
 - a. Appraising health information stakeholders and health information lifecycles.
 - b. Generating strategies for managing organizational change.
 - c. Preparing a stakeholder analysis.

GRADUATION REQUIREMENTS

1. Complete all required course work with a C or higher.
2. A 3.0 Cumulative Grade Point Average (CGPA) is required.
3. Meet all standards of Satisfactory Academic Progress successfully
4. Complete all exit interviews/paperwork.
5. Have all outstanding balances due to the University cleared.

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development.

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

OPTIONAL CERTIFICATIONS

Graduates of Logan's Health Informatics program can sit for the Certified Professional in Health Information & Management Systems (CPHIMS) certification if they meet the qualifications for the CPHIMS exam. Students with three years of information and management systems experience (two of which are in a health care setting) and a graduate degree are qualified to take the CPHIMS exam.

ACADEMIC DEGREE PLAN

Master of Science in Health Informatics 2019-2020 Academic Degree Plan

Student Name: _____ Date: _____

Core Courses (24 credit hours)	Credit	Term & Year
HLTS 05101 Introduction to Health Informatics and Technology	3	
HLTM 05203 Business and Financial Skills for Health Informatics Professionals	3	
HLTI 05101 Information Systems Management	3	
HLTI 05102 Systems Analysis and Design	3	
HLTI 06102 Leadership Skills for Health Informatics Professionals	3	
HLTI 05202 Legal and Ethical Issues in Health Informatics	3	
HLTM 05202 Project Management	3	
RMET 05101 Research Methods in Healthcare	3	
	Total Credits	24

Choose one of the 3 tracks listed below:

Healthcare Leadership (12 credit hours) Choose 3 + CAPS08106	Credit	Term & Year
HLTI 05201 Data Management in Healthcare	3	
<i>HLTM 06100 Informatics, Quality, and Strategy in HealthCare Organizations</i>	3	
HLTM 07101 Organizational Change and Development	3	
HLTI 05103 Consumer Health Informatics	3	
CAPS 08106 Professional Track	3	
	Total Credits	12

Data Analytics (12 credit hours) Choose 3 + CAPS08106	Credit	Term & Year
HLTI 05201 Data Management in Healthcare	3	
<i>HLTI 06200 Programming for Health Data Analytics</i>	3	
<i>HLTI 06201 Mining, Modeling, and Machine Learning</i>	3	
<i>HLTI 06202 Information Design and Visual Analytics</i>	3	
CAPS 08106 Professional Track	3	
	Total Credits	

Dev. 10.01.14, Rev. 7.14.15, 8.20.15, 3.28.17, 6.19.18, 7.31.18, 3.6.19, 8.20.19, 9.4.19

Master of Science in Health Informatics 2019-2020 Academic Degree Plan

Applied Informatics(12 credit hours) Choose 3 + CAPS08106	Credit	Term & Year
HLTI 05201 Data Management in Healthcare	3	
HLTM 05201 Operations in Healthcare Organizations	3	
HLTI 05103 Consumer Health Informatics	3	
HLTS 06100 Healthcare Economics	3	
HLTS 06106 Healthcare Policy	3	
HLTI 05300 End User Information Systems	3	
CAPS 08106 Professional Track Students must be in their last semester of course work and in good academic standing prior to registering for this course.	3	
	Total Credits	

For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

MASTER OF SCIENCE IN NUTRITION AND HUMAN PERFORMANCE (ONLINE)

PROGRAM LEARNING OUTCOMES (ALL CONCENTRATIONS)

1. **Communication:** Demonstrate effective communication skills and techniques
1. **Higher Order Thinking:** Evaluate the dynamic nature of nutrition that influence metabolism.
2. **Managing Information:** Integrate evidence-based research information.
3. **Valuing:** Develop nutrition information to benefit individuals, societies and special populations.

REGISTERED DIETITIAN (R.D.) TRACK GOALS & OBJECTIVES

1. **The MS Nutrition and Human Performance Program (MS-NHP), dietetics concentration, will prepare students to become competent entry level registered dietitian nutritionists.**
 - a. At least 80% of MS-NHP Dietetics track interns will complete the program within 3 years (150% of time to planned completion (2.4a: Program Completion).
 - b. At least 80% of part-time MS-NHP Dietetics track interns will complete the program within 5 years (150% of time to planned completion (2.4a: Program Completion).
 - c. Over a five-year period, at least 80% of program graduates in the MS-NHP Dietetics concentration will take the Commission on Dietetics Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion (2.4d.1: Registration Exam)
 - d. Over a five-year period, the pass rate for program graduates in the Dietetics concentration taking the registration examination for dietitian nutritionists will be > 80%. (2.4d.2: Registration Exam)
2. **Goal Two: The MS-NHP program, dietetics concentration will prepare graduates with the skills necessary to effectively practice in nutrition-specific industries and businesses.**
 - a. At least 80% of employed MS-NHP Dietetics track graduates who responded to a survey will rate themselves as prepared or very well prepared (> 3 on a 4-point scale) for their first dietetics related position.
 - b. Over a five-year period, at least 90% of program graduates in the Dietetics concentration who seek employment will be employed within 12 months of program completion (2.4b: Graduate Employment)
 - c. Over a five-year period, at least 80% of employers responding to a survey will rate their satisfactions satisfied or highly satisfied (> 3 on a 4-point scale) with the preparation of program graduates in the Dietetics track for entry level practice (2.4c: Employer Satisfaction).
3. **The MS-NHP program, dietetics track, will produce graduates who recognize the importance of ongoing professional development as a means to benefit and serve society.**
 - a. Over a five-year period, at least 80% of program graduates who respond to an alumni survey will report being a member of a professional organization.
 - b. Over a five-year period, at least 90% of program graduates who respond to an alumni survey will report actively seeking current research findings for application in their practice.
 - c. Over a five-year period, at least 50% of program graduates who respond to an alumni survey will report actively seeking specialty certification in nutrition/dietetics or a related field.

Learning Outcome data is available upon request (ACEND 8.3c)

GRADUATION REQUIREMENTS

1. Complete all required course work with a C or higher
2. A 3.0 Cumulative Grade Point Average (CGPA) is required
3. Meet all standards of Satisfactory Academic Progress
4. Complete all exit interviews/paperwork.
5. Have all outstanding balances due to the University cleared.

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development.

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

OPTIONAL CERTIFICATIONS

Logan University's Nutrition and Human Performance graduates are qualified to sit for independent certification exams. Students should contact their local state Board of Health to determine which of these may be recognized for practice in their state and any other state licensing, registration or certification requirements, as they are subject to change.

Certified Clinical Nutritionists (CCN) earn certification through the **Clinical Nutrition Certification Board (CNCB)**. CNCB provides professional training, examining and certifying for alternative or complementary medical, clinical nutrition and healthcare organizations, in addition to specialty credentialing programs and state license/certification exams. Non-chiropractic students interested in taking the CCN exam should review the CNCB website for the core science coursework eligibility requirements.

Certified Sports Nutritionists: (CISSN) are certified through the International Society of Sports Nutrition (ISSN). The CISSN is the premier certification in the field of sports nutrition and supplementation.

DC, MS Nutritionist dual degree credentialed graduates can qualify to sit for the Diplomate in Nutrition hosted by the Chiropractic Board of Clinical Nutrition.

All other professions that may consider CCN or CISSN certification include:

- Health and Wellness Professionals
- Educators
- Nutritionists
- Sports Nutritionists
- Fitness Professionals
- Strength & Conditioning Professionals

ACADEMIC DEGREE PLAN

Masters of Science in Nutrition and Human Performance 2019-2020 Academic Degree Plan

Student Name: _____ Date: _____

Core Courses (24 credit hours)	Credit	Term & Year
NUTR 05202 Lifecycle Nutrition	3	
NUTR 06201 Nutritional Science	3	
NUTR 06104 Clinical Nutrition in Human Systems I (Pre-req NUTR06201)	3	
NUTR 06202 Clinical Nutrition in Human Systems II (Pre-req NUTR06104)	3	
NUTR 06102 Natural Therapies: Herbology and Detox	3	
RMET 05301 Nutrigenetics and Nutrigenomics	3	
RMET05101 Research Methods in Healthcare	3	
NUTR 06204 Nutrition Epidemiology & Health Promotion (Pre-req NUTR06104)	3	
	Total Credits	

Choose one of the Following Listed Tracks:

Dietetics (for those declared upon admission) (15 credit hours)	Credit	Term & Year
NUTR 06301 Geriatric Nutrition	3	
NUTR 05104 Gut Microbiome, Nutrition, & Behavior	3	
HLTS 05101 Introduction to Health Informatics	3	
NUTR 08105 Graduate Supervised Experiential Learning I	3	
NUTR 08106 Graduate Supervised Experiential Learning II	3	
	Total Credits	

Integrative Nutrition & Practice (13 credit hours) (DC)	Credit	Term & Year
IDIS20501 Internal Disorders I	4	
PSYH30701 Clinical Psychology	3	
NUTR 05104 Gut Microbiome, Nutrition, & Behavior	3	
CAPS 08105 Professional Track (must be taken DC Tri 10 or after its successful completion)	3	

Integrative Nutrition & Practice (12 credit hours) (Other Professional Degree)	Credit	Term & Year
Course Transfer #1	3	
Course Transfer #2	3	
Course Transfer #3	3	
NUTR 05104 Gut Microbiome, Nutrition, & Behavior	3	
CAPS 08105 Professional Track	3	
	Total Credits	

Masters of Science in Nutrition and Human Performance 2019-2020 Academic Degree Plan

Health Education & Promotion (12-15 credit hours)	Credit	Term & Year
HLTS 06103 Program Planning & Assessment	3	
HLTS 06101 Health Education Concepts & Theories	3	
HLTS 06102 Media, Technology, & Public Health	3	
NUTR 08103 Thesis (3) & MATH 06101 Statistics (3) <u>or</u>	6	
NUTR 08101 Internship <u>or</u>	6	
CAPS 08105 Professional Track	3	
	Total Credits	

Nutritional Wellness – <u>CHOOSE 3 courses plus the applicable Capstone (12-15 credit hours)</u>	Credit	Term & Year
NUTR 05103 Nutrition & Physical Performance	3	
NUTR 05201 Survey of Sustainable Food Systems	3	
HLTS 06103 Program Planning & Assessment	3	
NUTR 06203 Nutrition in Pain and Inflammation	3	
NUTR 06301 Geriatric Nutrition	3	
NUTR 05104 Gut Microbiome, Nutrition, & Behavior	3	
NUTR 08103 Thesis (3) & MATH 06101 Statistics (3) <u>or</u>	6	
NUTR 08101 Internship <u>or</u>	6	
CAPS 08105 Professional Track	3	
	Total Credits	

Sports & Fitness Nutrition - <u>CHOOSE 3 courses plus the applicable Capstone (12-15 credit hours)</u>	Credit	Term & Year
NUTR 05103 Nutrition & Physical Performance	3	
PSYH 06202 Psychology of the Athlete	3	
NUTR 06101 Nutritional Assessment of Athletes	3	
NUTR 06203 Nutrition in Pain and Inflammation	3	
NUTR 05104 Gut Microbiome, Nutrition, & Behavior	3	
NUTR 08103 Thesis (3) & MATH 06101 Statistics (3) <u>or</u>	6	
NUTR 08101 Internship <u>or</u>	6	
CAPS 08105 Professional Track	3	
	Total Credits	

CAPS 08105, NUTR08103 and NUTR08101 require students to be in good academic standing and in their last semester of the program to register. TR = transfer credit. For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

Dev. 9.25.14, Rev. 7.15.15, 6.9.17, 6.18.18, 8.14.19

MASTER OF SCIENCE IN SPORTS SCIENCE AND REHABILITATION (ONLINE W/HANDS-ON INTERNSHIP)

PROGRAM OUTCOMES

1. Evaluate neuro-muscular skeletal anatomy that influence human performance
2. Apply exercise physiology principles to enhance human performance
3. Apply scientific knowledge to enhance skills in sport science and rehabilitation
4. Develop safe exercise and rehabilitation programs for diverse populations
5. Demonstrate positive communication skills and techniques

GRADUATION REQUIREMENTS

1. Maintain a 3.0 Cumulative Grade Point Average.
2. Maintain Satisfactory Academic Progress.
3. Complete all exit interviews/paperwork.
4. Have all outstanding balances due to the University cleared.

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development.

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

OPTIONAL CERTIFICATIONS

The National Strength and Conditioning Association officially recognizes Logan University's Program in Graduate Studies.

Certification Opportunities for MS Sports Science Graduates

- Certified Strength & Conditioning Specialists (CSCS) NSCA-Certified
- Personal Trainer (NSCA-CPT)
- Tactical Strength & Conditioning-Facilitators (TSAC-F)
- Certified Special Population Specialist (CSPS)
- ACSM Certified Exercise Physiologist

DC, MS Sports Science and Rehabilitation dual degree credentialed may consider the following credentials

- Certified Chiropractic Sports Physician (CCSP)
- Diplomate in American Chiropractic Board of Sports Physicians (DACBSP)
- International Certified Chiropractic Sports Physician Exam (ICCSP)

ACADEMIC DEGREE PLAN

Masters of Science in Sports Science & Rehabilitation 2019-2020 Academic Degree Plan

Student Name: _____ Date: _____

Program Total Credit Hour Requirements = 37-39

Core Courses (23 credit hours)	Credit	Term & Year
ANAT 06201 Anatomy of Human Motion Lecture	3	
ANAT 062L1 Anatomy of Human Prosection	1	
BMEC 05103 Biomechanics	3	
PSYH 06202 Psychology of the Athlete	3	
NUTR 05103 Nutrition & Physical Performance	3	
ECAD 06301 Exercise/Cardiorespiratory Physiology	3	
RMET 05101 Research Methods in Healthcare	3	
PSTH 05101 Principles of Physical Therapy	3	
	Total Credits	22

Electives (9 credit hours required)	Credit	Term & Year
PRAC 07301 Sports & Exercise Science Practicum	3	
PRAC 07302 Sports & Emergency Care Practicum	3	
PRAC 070L302 Sports & Emergency Care Practicum LAB <i>(required for those DC students pursuing the CCSP certification)</i>	1	
PRAC 07303 Exercise Testing & Prescription Practicum	3	
PRAC 07304 Active & Passive Upper Extremity Rehabilitation	3	
PRAC 07305 Active & Passive Lower Extremity Rehabilitation	3	
EXER 07304 Exercise Prescription for Special Populations <i>(Offered as an elective in Spring 2019)</i>	3	
	Total Credits	9

Internship (6 credit hours)	Credit	Term & Year
SPSR 08101 Clinical Internship Students must be in good academic standing and in their last semester of course work to register for this course.	6	
	Total Credits	6

TR = transfer credit. For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

Dev. 10.10.14, Rev. 7.16.15, 9.18.17, 7.9.18, 8.14.19

Masters of Science in Sports Science & Rehabilitation Spring and Summer 2020 Academic Degree Plan

Student Name: _____ Date: _____

Program Total Credit Hour Requirements = 37-39

Core Courses (23 credit hours)		Credit	Term & Year
ANAT 06201 Anatomy of Human Motion Lecture		3	
ANAT 062L1 Anatomy of Human Prosection		1	
BMEC 05103 Biomechanics		3	
PSYH 06202 Psychology of the Athlete		3	
NUTR 05103 Nutrition & Physical Performance		3	
ECAD 06301 Exercise/Cardiorespiratory Physiology		3	
RMET 05101 Research Methods in Healthcare		3	
PSTH 05101 Principles of Physical Therapy		3	
Total Credits		22	

Electives (9 credit hours required)		Credit	Term & Year
SPSR 07301 Clinical Exercise Physiology		3	
SPSR 07302 Sports & Emergency Care		3	
SPSR 0L302 Sports & Emergency Care LAB <i>(required for those DC students pursuing the CCSP certification)</i>		1	
SPSR 07303 Exercise Testing & Prescription		3	
SPSR 07304 Active & Passive Upper Extremity Rehabilitation		3	
SPSR 07305 Active & Passive Lower Extremity Rehabilitation		3	
EXER 07304 Exercise Prescription for Special Populations		3	
Total Credits		9	

Internship (6 credit hours)		Credit	Term & Year
SPSR 08101 Clinical Internship		6	
Total Credits		6	

SPSR08101 requires students to be in good academic standing and in their last semester of course work. TR = transfer credit. For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

Dev. 10.10.14, Rev. 7.16.15, 9.18.17, 7.9.18, 8.14.19, 9.17.19

BACHELOR OF SCIENCE DEGREES

PROGRAM LEARNING OUTCOMES HUMAN BIOLOGY (ONLINE OR HYBRID)

1. Communicate biological concepts to diverse audiences
2. Apply scientific principles to solve problems relevant to human biology
3. Utilize scientific information to make evidence-based decision
4. Assess social and behavioral factors that impact human health
5. Examine the major concepts in human biology

PROGRAM LEARNING OUTCOMES LIFE SCIENCE (ONLINE OR HYBRID) ONCAMPUS FALL 2020

1. Communicate scientific concepts to diverse audiences
2. Apply scientific principles to the interrogation of life phenomena
3. Utilize scientific information to make evidence-based decisions
4. Demonstrate understanding of factors impacting human health
5. Apply anatomical knowledge to predict physiological response

The Bachelor of Science in Life Science program is a 3+1+2 program with the Doctor of Chiropractic program. Students complete three years of undergraduate course work, which includes the admissions requirements for the Doctor of Chiropractic program. They then enter the Doctor of Chiropractic program and at the successful completion of their first year of the chiropractic program, earn their Bachelor of Science in life science through dual credit being earned in the doctoral level basic science courses as outlined in the Academic Degree Plan.

In this way, students save both time and tuition by reducing the time to complete their undergraduate degree by at least one year. Highly qualified students may reduce their time more by beginning courses through our high school college credit program, for more information about our high school college credit options please see our dual enrollment and early college credit section.

After an additional two calendar years students will earn their Doctor of Chiropractic (DC) degree through the accelerated format. For more information about the accelerated format of the Doctor of Chiropractic program please see the DC program section.

GENERAL EDUCATION OUTCOMES

1. Communicate meaningfully with different audiences through written and oral modes.
2. Integrate questioning, analysis and reasoning to develop solutions to complex problems.
3. Use information from a multitude of sources to make informed decisions for self and others.
4. Make informed, service-oriented and ethical decisions based on the complexities of human cultures.
5. Apply behavioral and social sciences theories, methods and practices to the needs of a global society.
6. Relate the impact of social, cultural, linguistic and historical circumstances of humanity to issues and concerns of society.
7. Apply numerical information and reasoning (i.e., quantitative literacy) to examine real-world problems or issues.
8. Apply scientific information, inquiry and reasoning to diverse problems.

GRADUATION REQUIREMENTS

HUMAN BIOLOGY

1. Complete all coursework as required with a D or higher.
2. Maintain a 2.0 Cumulative Grade Point Average.
3. Maintain Satisfactory Academic Progress.
4. Complete all exit interviews/paperwork.
5. Have all outstanding balances due to the University cleared.
6. Earn approval of the Professional Standards & Promotion Board.

LIFE SCIENCE

1. Complete all undergraduate coursework as required with a D or higher and all Doctor of Chiropractic course work with a C or higher.
2. Maintain a 2.25 Cumulative Grade Point Average (CGPA). *
3. Maintain Satisfactory Academic Progress.
4. Complete all exit interviews/paperwork.
5. Have all outstanding balances due to the University cleared.

While grades are important, the decision for promotion and graduation is based on the composite picture of both academic performance and professional growth and development.

The Application to Graduate paperwork should be completed no later than eight weeks prior to the end of the trimester in which the student plans to graduate.

ACADEMIC DEGREE PLANS

Student Name: _____ Date: _____

General Education Courses Transfer (47 credit hours)		Credit hours	Transfer Courses /Completed Courses	Credit hours
Mathematics <i>*pre-requisites for some core courses, check the course catalog</i>		6 hours total		
*MATH01102 College Algebra or higher		3		
*Mathematics (Statistics or equiv.)		3		
English/Communications		9 hours total		
ENGL01201 College Comp I or equivalent		3		
ENGL01202 College Comp II or equivalent		3		
100 level or higher (must be different discipline)		3		
Social and Behavioral Sciences		9 hours total		
100 level or higher		3		
100 level or higher		3		
100 level or higher (must be different discipline than other two courses)		3		
Humanities and Fine Arts		9 hours total		
100 level or higher		3		
100 level or higher		3		
100 level or higher (must be different discipline than other two courses)		3		
Life and Physical Sciences <i>*pre-requisites for some core courses, check the course catalog</i>		8 hours total		
*CHEM01101 General Chemistry I		3		
*CHEM0L101 General Chemistry I lab		1		
*BIOL01111 General Biology I		3		
*BIOL0L111 General Biology I lab		1		
Electives		6 hours total		
Elective #1		3		
Elective #2		3		
	Total Credits	47		

Bachelors of Science in Human Biology

2019-2020 Academic Degree Plan

Integrated Health Courses (9 credit hours)	Credit hours	Transfer Course	Credit hours
HLTS02101 Future Trends in Healthcare	3		
HLTS02102 Cultural Awareness in Healthcare	3		
MEDT01101 Medical Terminology	3		
Total Credits	9		

Upper Division Courses

Human Biology Core Courses (66 credit hours) ** must take pre-requisite course first	Credit	Term & Year
**BIOL01112 General Biology II	3	
**BIOL0L112 General Biology II Lab	1	
**CHEM01102 General Chemistry II	3	
**CHEM0L0102 General Chemistry II lab	1	
**CHEM02201 Organic Chemistry I	3	
**CHEM0L201 Organic Chemistry I lab	1	
**CHEM02202 Organic Chemistry II	3	
**CHEM0L202 Organic Chemistry II lab	1	
**PHYS01101 Physics I	3	
**PHYS0L101 Physics I Lab	1	
**PHYS01102 Physics II	3	
**PHYS0L102 Physics II Lab	1	
**ANAT03101 Anatomy & Physiology I	3	
**ANAT0L101 Anatomy & Physiology I Lab	1	
**BIOL03102 Cell Biology	3	
PUBH01101 Introduction to Public Health	3	
**ANAT03201 Anatomy & Physiology II	3	
**ANAT0L201 Anatomy & Physiology II Lab	1	
**MICR03101 Microbiology I	3	
**MICR0L101 Microbiology I Lab	1	
**BCHM03101 Biochemistry I	3	
**BCHM0L101 Biochemistry I Lab	1	
**MICR04201 Microbiology II	3	
**MICR0L201 Microbiology II Lab	1	
**BCHM04201 Biochemistry II	3	
**BCHM0L201 Biochemistry II Lab	1	
**MATH03101 Biostatistics	3	
**BIOL04101 Genetics	3	
**BIOL04102 Immunology	3	
Capstone:		
CAPS04101 Health Science Capstone	3	
Total Credits	66	

Dev. 10.10.14, Rev. 9.28.16, 3.28.17, 6.25.18, 7.11.19, 9.5.19

Bachelors of Science in Human Biology 2019-2020 Academic Degree Plan

Program Credit Hours		Credit hours		
General Education Courses		47		
Integrated Health Courses		9		
	Lower Division Totals	56		
	Upper Division Courses	66		
	Program Total	122		

CAPS04101 requires the student to be in good academic standing and be in their last semester of course work to register. TR = transfer credit. For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

Bachelors of Science in Life Science 2019-2020 Academic Degree Plan

Student Name: _____ Date: _____

Program Total Credit Hour Requirements = 122

General Education Courses Transfer (47 credit hours)	Credit hours	Transfer Course	Credit hours
Mathematics <i>*pre-requisites for some core courses, check the course catalog</i>	6 hours total		
*College Algebra or higher	3		
*Mathematics (Statistics or equiv.)	3		
English/Communications	9 hours total		
College Comp I or equivalent	3		
College Comp II or equivalent	3		
100 level or higher (must be different discipline)	3		
Social and Behavioral Sciences	9 hours total		
100 level or higher	3		
100 level or higher	3		
100 level or higher (must be different discipline than other two courses)	3		
Humanities and Fine Arts	9 hours total		
100 level or higher	3		
100 level or higher	3		
100 level or higher (must be different discipline than other two courses)	3		
Life and Physical Sciences <i>*pre-requisites for some core courses, check the course catalog</i>	8 hours total		
*General Chemistry I	3		
*General Chemistry I lab	1		
*General Biology	3		
*General Biology I lab	1		
Electives	6 hours total		
Elective #1	3		
Elective #2	3		
Total Credits	47		

Bachelors of Science in Life Science 2019-2020 Academic Degree Plan

Integrated Health Courses (9 credit hours)		Credit hours	Transfer Course	Credit hours
HLTS02101 Future Trends in Healthcare		3		
HLTS02102 Cultural Awareness in Healthcare		3		
MEDT01101 Medical Terminology		3		
Total Credits		9		

Upper Division Courses

Life Science Core Courses (66 credit hours) ** must take pre-requisite course first	Credit	Term & Year
**BIOL01112 General Biology II	3	
**BIOL0L112 General Biology II Lab	1	
**CHEM01102 General Chemistry II	3	
**CHEM0LO102 General Chemistry II lab	1	
**CHEM02201 Organic Chemistry I	3	
**CHEM0L201 Organic Chemistry I lab	1	
**CHEM02202 Organic Chemistry II	3	
**CHEM0L202 Organic Chemistry II lab	1	
**PHYS01101 Physics I	3	
**PHYS0L101 Physics I Lab	1	
**PHYS01102 Physics II	3	
**PHYS0L102 Physics II Lab	1	
ANAT10101 Anatomy I Lecture (embryo included)	3	
ANAT1L101 Anatomy I Lab	2	
PYSO10101 Cell Biology	2	
ANAT10102 Histology	2	
ANAT10202 Anatomy II Lecture	3	
ANAT1L202 Anatomy II Lab	1.5	
PYSO10202 Physiology I	4	
MICR10201 Microbiology I	3	
BCHM10201 Biochemistry I	3	
ANAT10303 Anatomy III Lecture	3	
ANAT1L303 Anatomy III Lab	1.5	
PYSO10303 Physiology II	6	
BCHM10302 Biochemistry II	4	
MICR10302 Microbiology II	4	
Total Credits	66	

Bachelors of Science in Life Science 2019-2020 Academic Degree Plan

Program Credit Hours		Credit hours		
General Education Courses		47		
Integrated Health Courses		9		
	Lower Division Totals	56		
	Upper Division Courses	66		
	Program Total	122		

TR = transfer credit. For questions about pre-requisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

*Director Signature: _____ Date: _____

*Director signature only required for approval of courses not on the standard ADP

COURSE DESCRIPTIONS

Course descriptions for courses in each of the Academic Degree Plan(s) are listed below. You may choose the link to your program of choice or scroll down to find the descriptions. Bachelor of Science Life Science students have both undergraduate course work and Doctor of Chiropractic coursework.

[Doctor of Chiropractic \(DC\)](#)

[Doctor of Health Professions Education \(DHED\)](#)

[Master of Science Health Informatics \(MS\)](#)

[Master of Science Nutrition and Human Performance \(MS\)](#)

[Master of Science Sports Science and Rehabilitation \(MS\)](#) FALL 2019

[Master of Science Sports Science and Rehabilitation \(MS\)](#) Spring & Summer 2020 [Undergraduate Course Work, Bachelor of Science \(BS\)](#) – all majors and deliver types (BS)

Doctor of Chiropractic

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITE</u>	<u>CO-REQUISITE</u>
TECH2A401	Activator 1	2	Anatomy III Anatomy III Lab Physio II	N/A
<i>COURSE DESCRIPTION</i>	In this course students will be introduced to Activator Methods Chiropractic Technique in both a lab and lecture setting. Activator Technique is a system of body mechanics focusing on the methodology of an instrument-assisted technique as it relates to identifying and reducing neuro-articular dysfunction in the human body. The Basic Scan Protocol of Activator Methods will be demonstrated and practiced.			
TECH2A502	Activator II	0.5	Activator I	N/A
<i>COURSE DESCRIPTION</i>	This is a laboratory course, which builds upon the Principles of Activator I. Emphasis is placed on the assessment and adjustment of the spine and pelvis. Students will determine the appropriateness of incorporating advanced tests into the Activator Methods Basic Scan and demonstrate their application.			
BMEC30801	Advanced Biomechanics	3	Physical Rehab 2	N/A
<i>COURSE DESCRIPTION</i>	The concepts of joint mechanics and joint stability, both spine and extremities, are applied to patient assessment and management. Ergonomics, gait analysis, path kinesiology of joints, and functional anatomy are reviewed in the context of patient assessment and management.			
ANAT10101	Anatomy 1	3	N/A	Anatomy I Lab
<i>COURSE DESCRIPTION</i>	This course will present the anatomy of the back, upper and lower limbs, and the thoracic and abdominal walls through cadaveric dissection. Laboratory activities will be supplemented by lectures, clinical correlation, presentations audio-visual aides, and online activities. Basic anatomic terminology, osteology, anthology, angiology and neurology will be emphasized, along with basic biomechanical and kinesiology principles.			
ANAT1L101	Anatomy 1 Lab	2	N/A	Anatomy I
<i>COURSE DESCRIPTION</i>	This course will present the anatomy of the back, posterior neck, upper and lower limbs, and the thoracic and abdominal walls through cadaveric dissection. Basic anatomic terminology, osteology, anthology and neurology will be emphasized, along with basic biomechanical and kinesiology principles			
ANAT10202	Anatomy 2	3	ANAT10101 Anatomy 1 ANAT1L101 Anatomy 1 Lab	ANAT1L202 Anatomy 2 Lab
<i>COURSE DESCRIPTION</i>	This course is a detailed study of the human regional gross anatomy related to the head and neck. Students will learn the anatomical structure via classroom presentation and discussion. The clinical relevance of each region will be included, and developmental anatomy will be covered periodically throughout the course. This course is a detailed study of human head and neck gross anatomy. Students will learn the structures and relationships of the musculoskeletal, nervous, cardiovascular, and visceral components of the head and neck via lectures, in-class discussions, and supplementary videos. Histology, development, and clinical relevance are reinforced			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
ANAT1L202 <i>COURSE DESCRIPTION</i>	Anatomy 2 Lab This course is a detailed study of human gross anatomy related to the head and neck regions. In a laboratory format, students will explore the anatomical structures via hands-on dissection and peer demonstrations. This course is a detailed study of human head and neck gross anatomy. In a laboratory setting, students will learn the structures and relationships of the musculoskeletal, nervous, cardiovascular, and visceral components of the head and neck via hands-on dissections and peer demonstrations. Histology, development, and clinical relevance are reinforced.	1.5	ANAT10101 Anatomy 1 ANAT1L101 Anatomy 1 Lab	ANAT10202 Anatomy 2
ANAT10303 <i>COURSE DESCRIPTION</i>	Anatomy 3 This course will present the anatomy of the thoracic and abdominopelvic cavities and viscera. Cardiorespiratory, gastrointestinal, urogenital and reproductive systems will be emphasized, along with additional terminology, osteology, arthrology, angiology and neurology.	3	Anatomy 2, Anatomy 2 Lab Physiology I	Anatomy 3 Lab
ANAT1L303 <i>COURSE DESCRIPTION</i>	Anatomy 3 Lab This course will present the anatomy of the thoracic and abdominopelvic cavities and viscera. Cardiorespiratory, gastrointestinal, urogenital and reproductive systems will be emphasized, along with additional terminology, osteology, arthrology, angiology and neurology	1.5	Anatomy 2 Anatomy 2 Lab Physiology I	ANAT10303 Anatomy 3
BUSI20603 <i>COURSE DESCRIPTION</i>	Billing & Documentation This course will cover the guidelines and regulations that govern the documentation, coding and healthcare compliance laws for healthcare providers and includes specific information associated with the chiropractic profession. The course is designed to provide the student the ability to learn from lecture and class interaction as well as through investigative/integrative work via the internet and professional documents provided. Upon completion of the course, students will have a comprehensive list of resource materials needed to function as a healthcare provider who is compliant with the federal regulations as they pertain to chiropractic.	3	N/A	N/A
BCHM10302 <i>COURSE DESCRIPTION</i>	Biochemistry 1 The chemistry and function of carbohydrates, lipids, and proteins are discussed. Enzyme function is explained both quantitatively and qualitatively, and the details of the electron transport system are covered with an emphasis on intracellular energy conversions. Laboratory experiments focus on enzyme kinetics and chemical reactions of proteins, carbohydrates, and lipid	3	PYSO10101 Cell Biology CHEM101 General Chemistry or higher recommended	N/A
BCHM10303 <i>COURSE DESCRIPTION</i>	Biochemistry II Catabolic and anabolic pathways for carbohydrates, fatty acids, and amino acids are explained with an introduction to the function of B-complex vitamins in these processes. The role of selected hormones in the metabolism of various biomolecules is described, and the well-fed state is contrasted with starvation condition in human organisms. Portions of the course are devoted lipid transport and pathways of specialized metabolites	4	BCHM10302 Biochemistry 1	N/A
PYSO10101 <i>COURSE DESCRIPTION</i>	Cell Biology Cell Biology introduces the student to the basic structure, function and interrelations in a eukaryotic cell. A special emphasis is placed on molecular and genetic functions.	2	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>	
CLIN30701	Clinic I	5	Diagnostic Imaging IV Jurisprudence Correlative Technique 2 Logan Basic III Modalities Physical Rehab Principles of Chiro Physical Diagnosis II Nutrition II Internal Disorders Diagnostic Imagining IV Clinical Methods VI Diversified IV Activator II Lab Diagnosis FFNT	Myofascial II NMS Disorders Info Lit 2 Clinical Reasoning III Anatomy III Anatomy III Lab Cell Bio Histology Physiology III BioChem II Functional Anatomy II Micro Pathology II	Billing & Doc Rad-Positioning OBGYN Diagnostic Imaging V Pediatrics Geriatrics Clinical Nutrition III Clinical Psy

COURSE DESCRIPTION This is the first course in the clinical practicum series. This course begins the learner's journey to demonstrating the ability to be entrusted to practice as an autonomous chiropractic physician. The primary objective of this practicum will be an establishment of the learner's baseline clinical competencies and to assess the progression of the learner's clinical skills to demonstrate that the learner is fit to advance to the next level of clinical practicum. The practicum will consist of patient care rotations through the Logan University Student Health Center as well as weekly case-based discussions and clinical in-services

CLIN30802	Clinic 2	5	Clinic 1 Billing & Doc Rad-Positioning OBGYN Diagnostic Imaging V	Dermatology Emergent-Urgent Endocrine Practice Procedures
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COURSE DESCRIPTION This is the second course in the clinical practicum series continuing the learner's journey to demonstrating the ability to be entrusted to practice as an autonomous chiropractic physician. Students render chiropractic services under the mentorship of their assigned clinician. The primary objective of this practicum will to develop and assess the progression of clinical skills to demonstrate that the learner is fit to advance to the next level of clinical practicum. The practicum will consist of patient care rotations through the Logan University Health Centers as well as regular one on one sessions between students and their attending clinicians dedicated to assessment feedback, student's self-reflection and development of improvement plans. This is the second course in the clinical practicum series continuing the learner's journey to demonstrating the ability to be entrusted to practice as an autonomous chiropractic physician. Students render chiropractic services under the mentorship of their assigned clinician. The primary objective of this practicum will to develop and assess the progression of clinical skills to demonstrate that the learner is fit to advance to the next level of clinical practicum. The practicum will consist of patient care rotations through the Logan University Health Centers as well as regular one on one sessions between students and their attending clinicians dedicated to assessment feedback, student's self-reflection and development of improvement plans.

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
CLIN30903	Clinic 3	8	Clinic 2 Dermatology Emergent-Urgent Endocrine Practice Procedures	Clinic Grand Rounds
<i>COURSE DESCRIPTION</i>	This is the third course in the clinical practicum series continuing the learner's journey to demonstrating the ability to be entrusted to practice as an autonomous chiropractic physician. Students render chiropractic services under the mentorship of their assigned clinician. The primary objective of this practicum will to develop and assess the progression of clinical skills to demonstrate that the learner is fit to advance to the next level of clinical practicum. The practicum will consist of patient care rotations through the Logan University Health Centers, the Integrated Health Centers and the Human Performance Center, as well as regular one on one sessions with their clinicians dedicated to assessment feedback, student's self-reflection and development of improvement plans. The rotations are an integral part of the students' clinical education where they learn to function in different clinical environments and see a wide variety of patient presentations.			
CLIN310C4	Clinic 4	8	Clinic 3	N/A
<i>COURSE DESCRIPTION</i>	This is the final course in the clinical practicum series continuing the learner's journey to demonstrating the ability to be entrusted to practice as an autonomous chiropractic physician. Students render chiropractic services under the mentorship of their assigned clinician or through preceptor opportunities. The primary objective of this practicum is to refine and assess the progression of clinical skills to demonstrate that the learner is fit to advance to independent practice. The practicum will consist of patient care rotations through the Logan University Health Centers, the Integrated Health Centers and the Human Performance Center, or through preceptor opportunities for those students who qualify.			
CLIN31004	Clinic Capstone	3	Clinic 3	Clinic 4 or Preceptor
<i>COURSE DESCRIPTION</i>	This course is designed to supplement Trimester 10 students' clinical experience and development in terms of designing a case presentation and poster based on a patient the student has managed in one of Logan's clinics or during his/her preceptorship. In this course students will design an educational poster including HPI, ROS, Physical Examination, Medical History, Family History, Social History, Occupational History, Pertinent labs/imaging, Differential Diagnosis, Diagnosis, Treatment and Management and Conclusion/Take home points. Students will also be expected present their poster orally, in a 3-5-minute case presentation.			
CLIN309R3	Clinic Grand Rounds	1	Clinic 2	Clinic 3
<i>COURSE DESCRIPTION</i>	Case Management with correlation and review of adjusting and supportive procedures.			
CLIN310R3	Clinic Grand Rounds	1	Clinic 3	Clinic 4
<i>COURSE DESCRIPTION</i>	Case Management with correlation and review of adjusting and supportive procedures			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
CMTD10101	Clinical Methods 1	6	N/A	Anatomy I Anatomy I Lab Clinical Reasoning I
<i>COURSE DESCRIPTION</i>	Clinical Methods 1 is the first in a series of courses that applies anatomical and physiological principles to clinical skills and assessment procedures to inform differential diagnosis and treatment			
CMTD10202	Clinical Methods II	3	Clinical Methods I Clinical Reasoning I	Anatomy II Anatomy II Lab Clinical Reasoning II
<i>COURSE DESCRIPTION</i>	Clinical Methods 2 will focus on foundational procedures that will emphasize the neurological system. This course will apply the anatomical and physiological principles to the foundational clinical skills and assessment procedures that inform diagnosis and treatment.			
CMTD10303	Clinical Methods III	1.5	Clinical Methods II Clinical Reasoning II	Clinical Reasoning III
<i>COURSE DESCRIPTION</i>	This course is a continuation of the Clinical Methods I and II course and designed to provide the student with a logical and systematic approach to system specific examination procedures, discussing differential diagnosis and a consideration of appropriate necessary diagnostic testing methods to develop a working diagnosis. There is also a focus on recognizing common clinical conditions. The systems addressed in Clinical Methods III include the respiratory, cardiovascular, peripheral-vascular, gastrointestinal system regional exams. This lab portion of the course emphasizes the hands-on examination components.			
CMTD20404	Clinical Methods IV	2.5	Clinical Methods III Clinical Reasoning III Anatomy 3 Anatomy 3 Lab	NMS Disorders
<i>COURSE DESCRIPTION</i>	Clinical Methods IV will focus on students demonstrating competence at the I (Interpreter) level of the RIME evaluation system during small group and clinical instruction with standardized patients in the Assessment Center and didactic instruction in the classroom. Students will continue to perform at the R (Reporter) level in order to interpret what may be going on with the patient (differential diagnosis) demonstrated through simulated clinical encounters and written cases. Students will also be expected to communicate with an instructor using SNAPPs to facilitate clinical reasoning (Summarize history and findings; Narrow the differential; Analyze the differential; Probe for uncertainties; and begin to discuss and Plan management and Select case-related issues for self-study). Students are expected to begin functioning at an Interpreter level (according to the RIME assessment) on low complexity cases and demonstrate a greater knowledge base, increased confidence and skill in selecting and communicating clinical facts to a patient. In addition, students will demonstrate the ability to pose clinical questions as well as organize, prioritize and interpret problems. Students will be expected to perform physical examination skills (orthopedic tests, regional examinations, review of systems) necessary to formulate a diagnosis. This is the fourth in a series of six Clinical Method courses designed to develop the students' clinical skills. In this course, students will work toward refining NMS examination skills previously learned. Through the use of patient cases, students will work on improving history gathering skills, determination and performance of appropriate regional examinations. From there interpretation of the history and exam findings will lead toward developing differential diagnoses of common musculoskeletal conditions. It is expected that students' draw on the clinical reasoning processes to determine and defend their clinical diagnostic impressions. Treatment options for specific NMS conditions will also be discussed. Lastly, students will be introduced to the process of clinical case presentations through the SNAPPs model. This course will also explore common pitfalls in clinical reasoning within the musculoskeletal system and use of metacognition strategies to avoid these errors			

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CMTD20505	Clinical Methods V	2	Clinical Methods IV Clinical Reasoning III	Internal Disorders I Physical Diagnosis-ID 1
<i>COURSE DESCRIPTION</i>	<p>Clinical Methods V will focus on students demonstrating competence at the I (Interpreter) level of the RIME evaluation system during small group and clinic instruction with peer and standardized patients in the Assessment Center or lab and didactic instruction in the classroom. Students will continue to perform at the R (Reporter) level in order to interpret what may be going on with the patient (differential diagnosis) demonstrated through simulated clinical encounters and written cases. Students will also be expected to communicate with an instructor using SNAPPs to facilitate clinical reasoning (Summarize history and findings; Narrow the differential; Analyze the differential; Probe for uncertainties; and begin to discuss and Plan management and Select case-related issues for self-study). Students are expected to continue functioning at an Interpreter level (according to the RIME assessment) on low/moderate complexity cases in the chest and first part of the abdomen (to the duodenum) and demonstrate a greater knowledge base, increased confidence and skill in selecting and communicating clinical facts to a patient. In addition, students will demonstrate the ability to pose clinical questions as well as organize, prioritize and interpret problems. Students will be expected to perform physical examination skills (orthopedic tests, regional examinations of the heart, lungs, and peripheral vascular system, and review of systems) necessary to formulate a diagnosis.</p>			
CMTD20606	Clinical Methods VI	2	Clinical Methods V Clinical Reasoning III Neuromusculoskeletal Disorders Neuromusculoskeletal Diagnosis Physical Diagnosis-ID 1	Internal Disorders II Physical Diagnosis-ID 2
<i>COURSE DESCRIPTION</i>	<p>Clinical Methods VI will focus on students demonstrating competence at the I (Interpreter) level of the RIME evaluation system during small group and clinic instruction with peer and standardized patients in the Assessment Center or lab and didactic instruction in the classroom. Students will continue to perform at the R (Reporter) level in order to interpret what may be going on with the patient (differential diagnosis) demonstrated through simulated clinical encounters and written cases. Students will also be expected to communicate with an instructor using SNAPPs to facilitate clinical reasoning (Summarize history and findings; Narrow the differential; Analyze the differential; Probe for uncertainties; and begin to discuss and Plan management and Select case-related issues for self-study). Students are expected to continue functioning at an Interpreter level (according to the RIME assessment) on low/moderate complexity cases in the abdomen and demonstrate a greater knowledge base, increased confidence and skill in selecting and communicating clinical facts to a patient. In addition, students will demonstrate the ability to pose clinical questions as well as organize, prioritize and interpret problems. Students will be expected to perform physical examination skills (orthopedic tests, regional examinations of the abdomen and review of systems) necessary to formulate a diagnosis. This is the final course in the series of six Clinical Method courses designed to develop the students' ability to perform clinical examination skills. In this course students will continue to advance their skills in interpretation of clinical exam procedures to elicit differential diagnoses of both visceral and NMS systems. It is the expectation that students' will draw on clinical reasoning processes to determine and defend their clinical diagnostic impressions. Students will work to refine and advance their skill of clinical case presentations through the SNAPPS model. Students will also continue to advance their skill in identifying common pitfalls in clinical reasoning within the neurovascular system and use of metacognition strategies to avoid these errors.</p>			

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NUTR30703 <i>COURSE DESCRIPTION</i>	Clinical Nutrition III	2	Nutrition 2	N/A
	This course presents a detailed study of the principles of nutrition concentrating on the biochemical, physiological, and pathological relationship in the management of acute and chronic conditions affecting humans. Topics taken into consideration include diet and nutritional supplementation. The signs, symptoms, and diagnostic testing will be discussed for each condition, with special emphasis on neuromusculoskeletal and other conditions encountered in clinical practice			
PSYH30701 <i>COURSE DESCRIPTION</i>	Clinical Psychology	3	N/A	N/A
	Clinical Psychology is designed to explore the interface between psychiatry, psychology and chiropractic at a professional level. This means that we will study a combination of content areas selected from the discipline of psychology based on their relevance to chiropractic practice. In an applied sense, each topic can stand as an independent unit of study. In the larger perspective, continuity across topics will be provided by integrating theory and practice as they combine to create a context for generating effective helping strategies and interventions			
CREA10101 <i>COURSE DESCRIPTION</i>	Clinical Reasoning 1	3	Admission to DCP	Clinical Methods 1
	This is an entry-level course designed to provide the student with a logical and systematic approach to critical thinking. The process of clinical reasoning involves multiple steps between hypotheses generation to diagnostic verification. In this course we will begin with steps of clinical reasoning, continue with history gathering, patient interview, differential diagnosis, and development of patient records. The lecture portion will focus on the components and clinical implications of these procedures. The lab portion of the course emphasizes the hands-on experience of these skills. As we progress forward, the students learning experience will include patient general inspection, common or concerning symptoms and the musculoskeletal exam including problem solving through low complexity patient cases.			
CREA10202 <i>COURSE DESCRIPTION</i>	Clinical Reasoning II	3	Clinical Methods I Clinical Reasoning I	Anatomy II Anatomy II Lab Clinical Reasoning II
	This is a progression of the Clinical Reasoning 1 course. It is designed to provide the student with a logical and systematic approach to critical thinking. The process of clinical reasoning involves multiple steps beginning with history gathering, examination procedures, hypotheses generation and diagnostic verification. This course begins with the Head and Neck Exam with an emphasis on Headaches, we continue with the Ears, Nose/Paranasal sinus, Oral Cavity and Eye regional examinations. The last system covered will be the Nervous System culminating into the combined Neuromusculoskeletal spinal examination. In each system, the course focus is on obtaining and building on the primary history components; normal and common abnormal exam findings; differential diagnosis and patient records. The lecture portion will focus on the components and clinical implications of history and exam findings. The lab portion of the course emphasizes the hands-on experience of these skills, with an emphasis on focus history gathering and documentation. As we progress forward, the students' learning experience will include generating a diagnosis through problem solving of low complexity patient cases			

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CREA10303	Clinical Reasoning III	3	Clinical Methods II Clinical Reasoning II	Clinical Methods III
<i>COURSE DESCRIPTION</i>	This is a progression of the Clinical Reasoning 1 and 2 courses. It is designed to provide the student with a logical and systematic approach to critical thinking. The process of clinical reasoning involves multiple steps between history gatherings, physical examination, hypotheses generation to eventual diagnostic verification. This course covers the Peripheral Vascular System, Cardiac Exam, Respiratory System Exam and the Abdominal Exam. In each system, the course focus is on obtaining and building on the primary history components; normal and common abnormal exam findings; differential diagnosis and patient records. The lecture portion will focus on the components and clinical implications of history and exam findings. The lab portion of the course emphasizes the hands-on experience of these skills, with an emphasis on focused history gathering and documentation. As we progress forward, the students' learning experience will include generating a diagnosis through problem solving of low complexity patient cases. We will work in conjunction with the sequence in Anatomy 3 and Clinical Methods 3			
PHWE30801	Community Health & Wellness	1	Information Literacy II Microbiology II Statistics for Healthcare Professionals	N/A
<i>COURSE DESCRIPTION</i>	This course informs students of major health concerns in the areas of community, occupational, and environmental health and prepares the student to address health promotion and comprehensive wellness within the chiropractic clinical model.			
TECH2C501	Correlative Technique 1	1.5	Diversified III Activator I Logan Basic I	N/A
<i>COURSE DESCRIPTION</i>	This course is an in-depth overview of chiropractic adjustive techniques not confined to a single technique system. This course will compare and contrast general chiropractic adjustive principles to the four specific technique systems taught at Logan. The goal of this course is to broaden the students' knowledge of chiropractic adjustive techniques and to utilize this knowledge in refining their core techniques.			
TECH2C602	Correlative Technique II	1.5	Correlative Technique I	N/A
<i>COURSE DESCRIPTION</i>	Somato-visceral and viscera-somatic effects in clinical diagnosis and treatment. A holistic approach to patients using chiropractic adjusting, nutrition, lifestyle management and manual soft tissue techniques from chiropractic, applied kinesiology, Sacro-Occipital Technique™ and osteopathy			
DERM30801	Dermatology	2	Internal Disorders 2	NA
<i>COURSE DESCRIPTION</i>	The course emphasizes clinical diagnosis and management of common and serious dermatologic diseases. The curriculum includes lectures, clinical case presentations, reading assignments, and goal-oriented study guides for each major topic			

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DIMG20401	Foundations of Diagnostic Imaging	2	NA	NA
<i>COURSE DESCRIPTION</i>	This course introduces the principles of x-ray production, radiographic image characteristics, effect of technical factors on image quality, analog and digital image production, radiobiology and quality control procedures.			
DIMG20402	Diagnostic Imaging II	2	Anatomy III Anatomy III Lab Physio II	Foundations of Diagnostic Imaging
<i>COURSE DESCRIPTION</i>	This course emphasizes the role of diagnostic imaging in the detection and characterization of pathological process of the musculoskeletal and cardiorespiratory systems. Normal radiographic anatomy, imaging tools, mensuration, normal skeletal variants, and disorders of the chest will be addressed.			
DIMG20503	Diagnostic Imaging III	4	Anatomy III Anatomy III Lab Diagnostic Imaging II Pathology II Cell Biology Physiology III	Internal Disorders I Physical Diagnosis - ID 1 Laboratory Diagnosis I
<i>COURSE DESCRIPTION</i>	This course emphasizes the role of diagnostic imaging in the detection and characterization of pathological process of the musculoskeletal and cardiorespiratory systems. Normal radiographic anatomy, imaging tools, mensuration, normal skeletal variants, and disorders of the chest will be addressed			
DIMG20604	Diagnostic Imaging IV	3	Anatomy 3 Anatomy 3 Lab Diagnostic Imaging III Pathology II Functional Anatomy	N/A
<i>COURSE DESCRIPTION</i>	This course integrates conventional radiography with advanced diagnostic imaging techniques in the evaluation of ambulatory care disorders. Emphasis is placed on the appropriate indications for the use of advanced imaging. Small group teaching is included. This course emphasizes additional topics in diagnostic imaging including arthritis, infectious, nutritional, metabolic, endocrine, neoplastic, and tumor-like diseases of bone.			
DIMG30705	Diagnostic Imaging V	3	Dx Imagining IV	N/A
<i>COURSE DESCRIPTION</i>	This course presents the role of diagnostic imaging in the investigation of common and life threatening pain syndromes encountered in primary care. Dysplasias, skeletal trauma, along with disorders of the neuromusculoskeletal system will be presented. Small group teaching is included			

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TECH1D201 <i>COURSE DESCRIPTION</i>	Diversified I Diversified Technique I is the first in a series of four courses designed to develop skills necessary to understand chiropractic treatment. The lecture section focuses on the understanding of palpation of osseous and soft tissue anatomy, manual contacts, stances, thrusts, table/patient positioning, and pelvic adjusting techniques as utilized in Diversified technique. The Force Sensing Table will be used in the lab to assist students in developing the appropriate psychomotor skills necessary to adjust patients. Special emphasis will be on Reinert Specific Diversified techniques, as well as comparisons to similar associated methods.	2.5	Anatomy I Anatomy I Lab	Anatomy II Anatomy II Lab
TECH1D302 <i>COURSE DESCRIPTION</i>	Diversified II Diversified Technique II is a laboratory based course which is a continuation of Technique I emphasizing chiropractic assessment and treatment skills as it relates to the lumbar and thoracic spine. During this course students will learn and gain knowledge of the specific biomechanics of the lumbar and thoracic spine subluxations and identify the proper chiropractic adjustment/technique for the patient. The use of static and motion palpation, X-ray, postural and gait analysis and soft tissue palpation will be demonstrated. Special emphasis will be on Reinert Specific Diversified Techniques, as well as comparisons to similar associated methods.	2.5	Anatomy II Anatomy II Lab Diversified I	Anatomy III Anatomy III Lab
TECH2D403 <i>COURSE DESCRIPTION</i>	Diversified III Diversified Technique III is the third in a series of hands-on diversified technique courses. Static palpation, motion palpation and X-ray assessment and analysis of the cervical spine are emphasized. The student will acquire the knowledge to determine the appropriateness of chiropractic diversified adjustments and develop entry level psychomotor skills necessary to safely perform them. Special emphasis will be on Reinert Specific Diversified Techniques, as well as comparison to similar associated methods.	2	Diversified II	N/A
TECH2D504 <i>COURSE DESCRIPTION</i>	Diversified IV Diversified Technique IV is a lecture and laboratory course that includes clinical background, assessment, biomechanics and adjusting technique of the upper and lower extremities. This course also includes additional extra spinal articulations. Emphasis is place on the overall manipulative treatment approach in regard to common MSK diagnoses. This includes discussion of indicated diagnostic imaging, contraindications to manipulation, and integrated care approaches with other health professionals.	2.5	Diversified III	N/A
TECH3R701 <i>COURSE DESCRIPTION</i>	Elective: Active Release Technique (ART) An intensive hands-on application of the principles and techniques of Active Release Technique ® as it relates to the spine.	2	Correlative Technique I	N/A

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TECH3D801	Elective: Advanced Diversified	2	Correlative Technique I Diversified IV	N/A
<i>COURSE DESCRIPTION</i>	An integrative practice management course. Current literature is reviewed and evidence based integrated treatment plans are discussed with emphasis in manipulation. Orthopedists, physiatrists, ATC'S, and PCP-sports medicine specialists are brought in to discuss integrated treatment approaches to common MSK conditions and injuries			
TECH3B801.2	Elective: Advanced Logan Basic	2	Correlative Technique I Logan Basic III	N/A
<i>COURSE DESCRIPTION</i>	This course is designed to further refine the students' understanding and skills in the application of Logan Basic Technique and Logan Basic Methods as an adjusting technique with special attention given to the diagnosis and management of scoliosis. This course includes diagnostic procedures unique to the detection of scoliosis and procedures to monitor progress of conservative corrective care. This course includes an overview of other adjusting techniques, corrective exercises, bracing and other adjunct procedures that can have an impact on the condition known as scoliosis.			
TECH3K701.1	Elective: Applied Kinesiology (AK)	2	Correlative Technique I or permission of the instructor	N/A
<i>COURSE DESCRIPTION</i>	Applied Kinesiology - manual muscle testing and application of applied kinesiology methods to analysis and treatment of muscular imbalance, pelvic and spinal problems. Introduction to cranial techniques and meridian therapy. Part of the International College of Applied Kinesiology basic certification course."			
TECH3x701	Elective Cox	2	Correlative Technique I	N/A
<i>COURSE DESCRIPTION</i>	An introductory course in Flexion Distraction (Cox) Adjusting technique. Particular attention will be applied to the diagnosis and treatment of low back pain (LBP).			
TECH2I601	Elective Instrument Assisted Soft Tissue (IASTM)	0.5	Correlative Technique I	N/A
<i>COURSE DESCRIPTION</i>	A study of manual, nonarticular manipulation and adjusting which will follow traditional chiropractic rationale to improve clinically identifiable aberrant neurological reflex or pain patterns in the soft tissue			
TECH3Z702	Elective McKenzie Part A	1	Correlative Technique I	N/A
<i>COURSE DESCRIPTION</i>	McKenzie Method® of Mechanical Diagnosis and Therapy® (MDT) is a unique, dynamic and comprehensive system of assessment, classification, treatment and prevention of musculoskeletal disorders. Its framework allows one to screen, categorize and apply tailored treatment and a preventative program for each patient. The Part A course focuses on the application of the MDT for the Lumbar Spine. The goals of this course are to gain knowledge and skills that form the basis from which one begins to develop their abilities in applying these principles.			
TECH 2Z601	Elective McKenzie Part B	1	McKenzie Part A	N/A
<i>COURSE DESCRIPTION</i>	McKenzie Method® of Mechanical Diagnosis and Therapy® (MDT) is a unique, dynamic and comprehensive system of assessment, classification, treatment and prevention of musculoskeletal disorders. Its framework allows one to screen, categorize and apply tailored treatment and a preventative program for each patient. The Part A course focuses on the application of the MDT for the Lumbar Spine. The goals of this course are to gain knowledge and skills that form the basis from which one begins to develop their abilities in applying these principles.			

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TECH3Y081 <i>COURSE DESCRIPTION</i>	Elective Minor Surgery This elective course teaches the concepts and applications of minor surgery that is within the scope of chiropractic practice in some states. This course meets the requirements for licensure in Oregon	1.5	Clinic 1	Clinic 2
HC10907.01 <i>COURSE DESCRIPTION</i>	Elective Preceptorship All course and clinic graduation requirements have been met with the exception of the required clinical hours for completion of the program. The student is in good academic and behavioral standing with the institution. Clinic 4 student doctors complete Health Center requirements and participate in a variety of activities designed to enhance exposure to different clinical settings. Outside preceptorships provide an opportunity to spend time in the practice of an off-campus or out-of-state Doctor of Chiropractic. Field rotations in local practicing chiropractor's offices provide the opportunity for student doctors to continue to treat their patients in the clinics while spending time observing care delivery in a private practice. Limited opportunities exist for month long rotations through Des Peres Hospital. Rotation assignments through the clinic at the Veterans Administration Medical Center are available for student doctors that are selected to participate in that program. These opportunities, combined with in-house preceptorships, help conclude a well-rounded clinical experience.	0	Approval of the Dean or Designee	Clinic 4
TECH3P804 <i>COURSE DESCRIPTION</i>	Elective Pregnancy and Pediatric Management This course emphasizes the chiropractic management of conditions relevant to pregnancy and pediatrics. The approach includes chiropractic management with emphasis on various chiropractic techniques, soft tissue management and nutritional approaches to common musculoskeletal, and viscerosomatic conditions in pregnancy and pediatrics. Chiropractic methods include an integration of chiropractic adjustments/manipulation of spine, basic cranial maneuvers, soft tissue/fascial approaches and viscerosomatic methods. Alternative and complementary approaches will be discussed.	2	Correlative Technique I	N/A
TECH2E601 <i>COURSE DESCRIPTION</i>	Elective SFMA The Selective Functional Movement Assessment (SFMA) is a comprehensive assessment used to classify movement patterns and direct manual therapy and therapeutic exercise interventions. The SFMA, in part, is based on the concept of regional interdependence in that we must assess and treat dysfunction away from the patient's primary location of pain. The SFMA will guide the clinician to the most dysfunctional region that is adversely affecting the movement pattern. The SFMA uses movement as its form of diagnosis.	1.5	Correlative Technique I	N/A
TECH2S601 <i>COURSE DESCRIPTION</i>	Elective SOT Basic This course is designed to show competency in the philosophy, diagnosis, body mechanics, adjusting techniques and management protocols utilized in Sacro Occipital Technic (SOT® Methods) , which includes categorization, adjusting protocols, pelvic blocking and basic cranial maneuvers.	2	Correlative Technique I	N/A
TECH3S702 <i>COURSE DESCRIPTION</i>	Elective SOT Intermediate This course is a continuation of the previous specialized technique Sacro Occipital Technic (SOT® Methods), which includes theory, protocols and application with an emphasis on patient management and adjusting methods: spinal, extra spinal and cranial.	2	Correlative Technique I SOT Basic	N/A

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TECH3T701 <i>COURSE DESCRIPTION</i>	Elective Thompson This course is designed to teach the theory, diagnosis, body mechanics, adjusting skills, and patient management using the Drop Table Assisted/Thompson Technique and Deri field Leg Check Analysis.	2	Correlative Technique I	N/A
TECH2U601 <i>COURSE DESCRIPTION</i>	Elective Upper Cervical The course is designed to teach the theory and application of principles used in the practice of Upper Cervical Specific technique.	2	Correlative Technique I Elective Introduction to Gonstead	N/A
<i>COURSE DESCRIPTION</i>	Introduction to Gonstead This course is designed to demonstrate correlation in the use of Gonstead Technique interpretation with x-ray and spinal analysis.	2	Correlative Technique I	N/A
	Elective Gonstead Cervical/Thoracic A continuation of the previous specialized technique in Gonstead theory and application with a more advanced adjusting technique	1.5	Introduction to Gonstead or permission of the instructor	N/A
<i>COURSE DESCRIPTION</i>	Elective Gonstead Lumbar/Pelvic This course is designed to show competency in theory, diagnosis, body mechanics, adjusting skills and correlation of the Gonstead Technique into chiropractic management of indicated health problems.	1.5	Correlative Technique I Cervical/Thoracic	N/A
<i>COURSE DESCRIPTION</i>	Elective Comprehensive Gonstead A continuation of the previous specialized technique in Gonstead theory and application with a more advanced adjusting technique.	1.5	Correlative Technique I Introduction to Gonstead	N/A
TECH 3K903 <i>COURSE DESCRIPTION</i>	Elective Advanced AK Measurement and correction of global biomechanics, hidden muscle dysfunction. Detailed muscle testing. Advanced cranial and meridian therapy. Advanced applied kinesiology procedures. Final part of the International College of Applied Kinesiology basic certification course including certification examination.	2	Intermediate AK or Permission of the Instructor and Co-requisite	Intermediate AK
TECH3K802 <i>COURSE DESCRIPTION</i>	Elective Intermediate AK A continuation of Applied Kinesiology methodology emphasizing review of previous study and application that is more advanced. Part of the International College of Applied Kinesiology basic certification course. Includes additional muscle conditions beyond weak/strong, extremity conditions, nutritional analysis, intermediate level cranial, and TMJ and acupuncture treatments.	2	Applied AK or Permission of Instructor	N/A

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Elective	Elective Upper Cervical Technique	2	Correlative Technique I or Permission of Instructor	N/A
<i>COURSE DESCRIPTION</i>	The biomechanics of the upper cervical spine is presented, as well as a reinforcement of static and motion palpation skills critical in an upper cervical practice. Upper cervical x-ray line analysis and adjusting procedures are presented. The use of chiropractic thermography and leg checks are presented as they pertain to an upper cervical practice			
EMUR30801	Emergent Urgent Care	1	Internal Disorders 2	N/A
<i>COURSE DESCRIPTION</i>	In this course, students will gain knowledge, skills and experiences with a variety of information regarding conditions, which can be deemed either urgent or emergent when seeking care. The content of this course will guide the student in preparing to encounter conditions of this nature. This is an online one credits fifteen-week course			
ENDO30801	Endocrine	1	Biochemistry II Pathology II Physiology III	N/A
<i>COURSE DESCRIPTION</i>	This course presents the diagnostic criteria for the study of normal and pathological conditions affecting the endocrine system.			
EENT20501	Eyes, Ears, Nose and Throat Diagnosis (EENT)	2	Anatomy II Anatomy II Lab Histology Clinical Reasoning III	Microbiology II Pathology II Physiology III N/A
<i>COURSE DESCRIPTION</i>	This course emphasizes clinical diagnosis and management of common and serious conditions of the eyes, ears, nose, and throat in the portal-of entry health care setting. The curriculum includes lectures, clinical case presentations, reading assignments, and goal oriented study guides for each major topic.			
DIMG20401	Foundations of Diagnostic Imaging	2	Anatomy II Anatomy II Lab	Anatomy III Anatomy III Lab
<i>COURSE DESCRIPTION</i>	This course introduces the spectrum of diagnostic imaging technologies. Clinical indications and contraindications, physics of various imaging technologies, radiobiology, and quality assurance are addressed. The fundamentals of advanced imaging technologies are also included.			
FANT10101	Functional Anatomy	3	N/A	Anatomy I
<i>COURSE DESCRIPTION</i>	This course is a detailed study of the anatomy and function of the neuromusculoskeletal system of the human body. The approach will be regional in nature, with units pertaining to the back and spine, central and peripheral nervous systems, gluteal regions, superficial chest and abdominal wall, and the upper and lower extremities. Clinical context and clinical application of the anatomical knowledge will be emphasized, along with biomechanical and kinesiological principles. A discussion on clinically relevant embryological and developmental anatomy will take place.			

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FNDC10101 <i>COURSE DESCRIPTION</i>	Fundamentals of Chiropractic The purpose of this course is to acquaint the student with the historical background and development of the Chiropractic Profession and Logan College, and to provide an overview of contemporary and the future role that the chiropractic physician will fill.	1	N/A	N/A
NUTR20401 <i>COURSE DESCRIPTION</i>	Fundamentals of Nutrition I This course examines the fundamentals of nutrient chemistry and metabolism. Emphasis will be placed on the structure, function, and health concerns of the energy yielding nutrients, vitamins, minerals, and water.	3	Biochemistry II	N/A
GERI30701 <i>COURSE DESCRIPTION</i>	Geriatrics This is an interactive course, which will offer the student an in-depth understanding of the process of aging. Problem oriented presentation of the subject includes general and chiropractic specific topics as well as case studies in geriatrics.	1	Internal Disorders 2	N/A
BUS130702 <i>COURSE DESCRIPTION</i>	Healthcare Accounting The objective of this course is to introduce the student to the basic concepts of accounting. Accounting is the language of business. Accounting provides the basic foundation for constructing and understanding financial statements. Managers and business owners use financial statements to provide them vital information to run their business operations. The topics included in this course for Health Care Accounting have extensive applications in both financial and managerial accounting.	3	N/A	N/A
BUSI30804 <i>COURSE DESCRIPTION</i>	Healthcare Economics The course module will focus on developing the tools of economic reasoning needed to make sound managerial decisions. Towards that goal, economic analysis as they pertain to markets, firms, and competition among firms will be developed. The course will focus on developing the foundations of economic analysis and their application to gain insight into strategic decisions made by managers of firms to secure and maintain competitive advantage. Synergies between statistical analysis and economic analysis will be explored and applied.	3	N/A	N/A
BUSI30805 <i>COURSE DESCRIPTION</i>	Healthcare Logistics A capstone business course designed for students in Doctor of Chiropractic degree program in which concepts related to business, marketing and ethics would be presented and discussed. This course will assist students in identifying the health care supply; logistics, organizational framework, and ethical business planning that are pertinent in the health care industry. Students will be able to identify potential markets, streamline practice growth, and have a basic understanding of the business culture related to health care. Students will be able to apply these basic principles to chiropractic practice. We will also use strategy and business planning concepts that will allow the future practitioner to become entrepreneurs and implement these strategies throughout the business environment. As the health care market evolves, it is necessary for the health care professional to understand the principles and applications of business with an ever-changing environment. This will be a graduate level business planning and marketing class with a health care logistics concentration. The course is 45hours (3 credits) held for 3 hours per week in an online format.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
ANAT10102 <i>COURSE DESCRIPTION</i>	Histology This histology course presents the normal microscopic architecture of human tissues and organs with an emphasis on correlating structure with function.	2	N/A	N/A
ILIT10101 <i>COURSE DESCRIPTION</i>	Information Literacy I This is the first in a series of courses series on Evidence-Informed Practice (EIP). This course introduces information literacy emphasizing search strategies for health care databases and search engines. Students will develop the search skills necessary to efficiently access the professional health care literature and related information resources relevant to chiropractic education and clinical practice. The course material will be delivered in a blended learning format and incorporate interactive lectures, in class-activities, Self-Service leaning modules, and search-related homework assignments. With permission of the Dean of Research and College of Chiropractic Dean, an approved faculty supervised research project may be substituted for this course provided the depth and breadth of the project covers the course learning outcomes and minimum workload.	1	N/A	N/A
ILIT20402 <i>COURSE DESCRIPTION</i>	Information Literacy II This is the second in a series of courses on Information Literacy, a critical skill in performing in an evidenced based practice setting. This course will introduce the student to the core skills necessary to search, acquire and appraise evidence in support of the clinical practices of chiropractic. This course is delivered in a 15-week format with 2 lecture hours per week, which will include class lectures and reading assignments. With permission of the Dean of Research and College of Chiropractic Dean, an approved faculty supervised research project may be substituted for this course provided the depth and breadth of the project covers the course learning outcomes and minimum workload.	2	Info Lit I	N/A
IDIS20501 <i>COURSE DESCRIPTION</i>	Internal Disorders I This course presents the diagnostic criteria for the study of normal and pathological conditions affecting the cardiorespiratory system	4	Clinical Methods III Clinical Reasoning III Pathology II Physiology III	Clinical Methods V Physical Diagnosis-ID 1
IDIS20602 <i>COURSE DESCRIPTION</i>	Internal Disorders II Internal Disorders II is an evidenced based course; and 1 of this trimester's 4 co-requisite courses focusing on interpreter level knowledge of internal conditions/diseases. This course will apply the anatomical, physiological and pathological knowledge gained from previous courses to better understand the pathophysiology and clinical presentation associated with disorders of the gastrointestinal, renal-urinary tract, and reproductive systems. Exam findings, diagnostic studies and standard treatment approaches will be discussed to re-enforce the information presented in Physical Diagnosis 2 and Clinical Methods 6; and provide a better understanding of conservative care options presented in Correlative Technique 2. Internal Disorders II is an evidenced based course; and one of this trimester' four co-requisite courses focusing on interpreter level knowledge of internal conditions/diseases. This course applies knowledge gained from previous anatomy, physiology, and pathology courses to better understand the pathophysiology and clinical presentation associated with disorders of the gastrointestinal, renal-urinary tract, and reproductive systems. Exam findings, diagnostic studies and standards of care will be discussed. This should help to coordinate and re-enforce the information presented in Physical Diagnosis 2, Clinical Methods 6, and Diagnostic Imaging IV.	4	Physical Diagnosis-ID 1 Anatomy 3 Anatomy 3 Lab Pathology 2 Physiology 3	Clinical Methods 5 Clinical Reasoning 3 Internal Disorders 1 Clinical Methods VI Physical Diagnosis-ID 2 DIMG20604

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
JURI20601 <i>COURSE DESCRIPTION</i>	Jurisprudence This course covers the legal aspects to case history records and clinical procedures. The chiropractic physician's legal and ethical duties to the patient are examined and discussed. The statutory definition of chiropractic in various states is examined, particularly as these statutes place duties and limitations on the practicing chiropractic physician. The goal is to protect students from future lawsuits	1	N/A	N/A
LADX20501 <i>COURSE DESCRIPTION</i>	Laboratory Diagnosis This course presents concepts relevant to the utilization of clinical laboratory assessment as part of the clinical decision-making process for the primary health care provider. Selected areas of laboratory evaluation including venipuncture and standard clinical microscopy of blood and urine samples will be incorporated into the course. Introduction to the utilization of clinical laboratory assessment as part of the clinical decision-making process for the primary health care provider	2	Biochemistry II Cell Biology	Physiology III Pathology II Internal Disorders I Physical Diagnosis-ID 1
TECH2B401 <i>COURSE DESCRIPTION</i>	Logan Basic I This is the first course of Logan Basic Technique with special emphasis on understanding spinal and pelvic biomechanics. Spinal Distortional Analysis will be discussed in detail. This introductory course has emphasis on definitions, x-ray interpretations, and explanation of spinal and body mechanics, as related to the development of spinal distortions.	2	Anatomy III Anatomy III Lab	N/A
TECH2B502 <i>COURSE DESCRIPTION</i>	Logan Basic II This is the second course in the series of a one-year study of Logan Basic Technique. This is a lecture & laboratory course designed to develop the understanding of the biomechanics of Logan Basic Methods and the skills of Logan Basic Technique. This course includes hands-on training of adjusting using Logan Basic Technique and the Full Spine X-ray measuring (marking) and analysis. These skills will be combined and used in a laboratory setting to enhance the learning experience.	2	Logan Basic I Anatomy 3 Anatomy Lab 3	N/A
TECH2B603 <i>COURSE DESCRIPTION</i>	Logan Basic III This is the third in the series of the Logan Basic Technique courses. This course continues from the last two with a review of the previous two courses. New Logan Basic Technique adjusting procedures will be introduced and workshopped. Consideration of a variety of everyday patients and of special needs of pregnancy, infant care, spinal emergency and conditions of geriatric patients will be discussed from a LBT perspective. This includes a complete work-up including any necessary imaging, from selecting the form of the imaging to its analysis. Incorporation of case management from initial assessment to case outcomes are discussed in detail. The course concludes with an introduction to Advanced Logan Basic Methods and the conservative management of scoliosis	1.5	Logan Basic II	N/A
MICR10201 <i>COURSE DESCRIPTION</i>	Microbiology I An introduction into human immunology and infection control. Consideration of vaccines, hypersensitivities, autoimmune diseases and immunodeficiency's. Histology, production, and function of white blood cells is studied. Public health and epidemiology is studied.	3	N/A	N/A
MICR10302 <i>COURSE DESCRIPTION</i>	Microbiology II This course focuses on major clinical aspects of microbiology based on the fundamentals as taught in Microbiology I. Infectious diseases, along with treatments and prevention methods are highlighted. The role of Chiropractic in boosting the immunity status of individuals is a major component of this course. Laboratory exercises in this course stress the diagnosis of disease and the identification of the causative agents.	4	Microbiology I	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PRHE20603	Modalities	1.5	Anatomy III Anatomy III Lab Physiology III	N/A
<i>COURSE DESCRIPTION</i>	This course provides students with the necessary strategies to assess and provide rehabilitation strategies for spinal issues to help patients achieve functional restoration of the spine and extremities through multiple modalities rehabilitation strategies. This course presents an introduction to and history of therapeutic physical modalities including indications, contraindications, applications, actions, physical, and physiological effects			
TECH1M101	Myofascial Technique	1	N/A	Anatomy I
<i>COURSE DESCRIPTION</i>	Myofascial technique is included as a core technique at Logan in light of the emerging evidence of the effect of soft tissue therapies on overall health and wellness. Concepts of how various soft tissue therapies affect the myofascial system are covered in detail in the core curriculum. Specific soft tissue techniques are offered through numerous elective courses			
TECH2M402	Myofascial Technique II	1.5	Myofascial I Anatomy III	Anatomy III Lab Physio II N/A
<i>COURSE DESCRIPTION</i>	This is the second of a series of courses on Myofascial Techniques, one of the core techniques within the Logan DCP. This course will further the work and topics covered in Myofascial Technique I, focusing specifically on the various treatment aspects utilized in the treatment of myofascial disorders including trigger points, dysfunctional movement patterns and soft tissue rehabilitative techniques. The course will be presented in a 1-hour lecture format and 1-hour practical lab per week. All lecture material will be available for viewing and preparing prior to that week's class meeting time. Students are expected to view the lecture material prior to attending class.			
NEUR10202	Neuroanatomy I	3.5	Anatomy I Anatomy I Lab	N/A
<i>COURSE DESCRIPTION</i>	This course provides an in-depth presentation of the morphological organization of the central and peripheral nervous systems. Lecture sessions include descriptions of neurological disorders and lesions and their significance. Laboratory sessions correlate with course content and include demonstrations and hands-on experience with human neurological specimens.			
NEUR10302	Neuroanatomy II	3	Neuroanatomy I Anatomy III	Anatomy III Lab Physio II N/A
<i>COURSE DESCRIPTION</i>	This course provides an in-depth presentation of the morphological organization of the central and peripheral nervous systems. Lecture sessions include descriptions of neurological disorders and lesions and their significance. Laboratory sessions correlate with course content and include demonstrations and hands-on experience with human neurological specimens.			
NEUR20403	Neuromusculoskeletal Disorders	3	Functional Anatomy Neuroanatomy I Anatomy III	Anatomy III Lab Physio II Neuroanatomy II
<i>COURSE DESCRIPTION</i>	This course introduces the student to neurological and orthopedic testing. It includes evaluation of the patient through performance of cranial nerve, reflex, sensory, and motor examination. Standard orthopedic testing of the spine and extremities is demonstrated. Common pathologies of each area are discussed.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
NUTR20602 <i>COURSE DESCRIPTION</i>	Nutrition II	3	Nutrition I	N/A
	This course presents a detailed study of human biochemistry of micronutrients, their relationship with macronutrients, and how nutrition influences metabolism, cells, and body function. Vitamins and minerals will be discussed in relation to metabolism and digestion. The clinical signs and symptoms of nutritionally related disorders and biochemical and laboratory assessment will be introduced.			
OBGY30701 <i>COURSE DESCRIPTION</i>	Obstetrics/Gynecology: Topics in Women's Health	2	Anatomy II Biochemistry II Histology Cell Biology Neuroanatomy	Physiology II Microbiology II Pathology II Embryology Spinal Anatomy
	This course emphasizes the practical management of conditions relevant to women. The multi-disciplinary approach taken includes gender differences in health care, health maintenance and disease prevention, risk factors, and the manifestations, natural course, and treatment of disease. The discussions of each system will emphasize characteristics of each life phase – adolescence, reproductive age, menopause, and the postmenopausal years. Chiropractic care and complementary approaches to women's health issues will be emphasized.			
BUSI30806 <i>COURSE DESCRIPTION</i>	Office Management	3	N/A	N/A
	The emphasis on the doctor/patient relationship where the student develops a professional approach to patient management, education, referral practices and the management of health insurance cases			
PATH10301 <i>COURSE DESCRIPTION</i>	Pathology I	4	Anatomy II Anatomy II Lab Physio I	N/A
	This lecture-based course introduces basic concepts and principles of pathology, especially etiology, pathogenesis, and clinical manifestations of the human body's general response to disease. Additional topics covered include specific organ system pathology of the cardiovascular and pulmonary systems. The role of both appropriate and faulty immune system dynamics in various disease states is stressed.			
PATH20402 <i>COURSE DESCRIPTION</i>	Pathology II	3	Pathology I Anatomy III	Anatomy III Lab Physio II
	This lecture-based course continues building on concepts learned in Pathology I, with an overview of disease in organ-based systems. There is particular emphasis on anatomic pathology, clinical manifestations, disease screening, and current allopathic treatment options in order for students to recognize disease patterns encountered in their patients. The immunologic underpinnings of many diseases as well as the body's response is a recurrent theme in this course			
PEDS30701 <i>COURSE DESCRIPTION</i>	Pediatrics	1	Internal Disorders 2	N/A
	This course emphasizes clinical diagnosis and management of common pediatric conditions. The course also presents normal and abnormal childhood development and maintenance of a healthy child. It includes lectures, clinical case presentations, reading assignments and goal oriented study guides for each major topic			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PHAR30701	Pharmacology/Toxicology	2	Histology Anatomy III Biochemistry II Microbiology II	Pathology II Cell Biology Physiology III N/A
<i>COURSE DESCRIPTION</i>	This course presents basic concepts of pharmacology and toxicology. The curriculum includes lectures, reading assignments, and a written assignment.			
PHDX20502	Physical Diagnosis - ID I	2	Anatomy III Anatomy III Lab Histology Clinical Methods III Clinical Reasoning III	Microbiology II Pathology II Physiology III Cell Biology N/A
<i>COURSE DESCRIPTION</i>	This course explores the clinical method of physical diagnosis of the most common and serious internal disorders of the respiratory, cardiovascular, and peripheral vascular systems, as well as differential diagnostic considerations including the upper GI tract. The course is designed to provide the student with a logical and systematic approach to system-specific history gathering, examination procedures, differential diagnosis, and appropriate diagnostic testing methods with the goal to attain a working diagnosis			
PHDX20603	Physical Diagnosis - ID II	2	Anatomy III Anatomy III Lab Histology Clinical Methods V Clinical Reasoning III Internal Disorders I	Laboratory Diagnosis Microbiology II Pathology II Physiology III Cell Biology Physical Diagnosis-ID 1 Clinical Methods VI Internal Disorders II Correlative Technique II
<i>COURSE DESCRIPTION</i>	This course is designed to provide a systematic approach to physical diagnosis. Current diagnostic methods will be presented related to the gastrointestinal, genitourinary, male reproductive, female reproductive and breast systems. Each system will be approached to provide specific history gathering, examination procedures, differential diagnosis and diagnostic testing procedures with the intent of arriving at a working diagnosis. This course is a lecture format designed to provide a systematic approach to regional physical examination procedures, significance of exam findings and common correlated conditions. The expectations are that students will continue to advance their clinical examination and interpretation skills. Systems covered will include the respiratory, cardiac, PVS, gastrointestinal, genitourinary, male and female reproductive systems. Students will demonstrate the ability to approach these systems with and appropriate understanding and synthesis of clinical information such as patient history, symptoms, risk factors and examination findings. From there students' will demonstrate their ability to arrive at a differential diagnosis and eventual working diagnosis for common clinical presentations			
	Physical Rehabilitation 1	1.5	Anatomy III Anatomy III Lab Physiology III	N/A
<i>COURSE DESCRIPTION</i>	This course presents an introduction to and history of therapeutic physical modalities including indications, contraindications, and applications, physical and physiological effects. This course provides students with the necessary strategies to assess and provide rehabilitation for spinal issues in order to help patients achieve functional restoration of the spine and extremities through multiple rehabilitation strategies.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
	Physical Rehabilitation II	1	Physical Rehab 1	N/A
<i>COURSE DESCRIPTION</i>	This course is a continuation of Rehab 1. It will reinforce the principles as instructed in that class and expand into more advanced exercise techniques			
PYSO10202	Physiology I	4	Anatomy I Anatomy I Lab	Anatomy II Anatomy II Lab
<i>COURSE DESCRIPTION</i>	This course, the first of a sequence of 3 Physiology courses, introduces the core principles of physiology. The concepts of homeostasis, membrane transport and electrophysiology are introduced. The course's focus is Neurophysiology. It covers electrical potentials, the general organization of the nervous system, the special senses, the general senses, and the corresponding pathways. The course also discusses spinal reflexes, the ANS (autonomic nervous system), and links brain regions to corresponding functions.			
PYSO10303	Physiology II	6	Anatomy II Anatomy II Lab Physiology I	N/A
<i>COURSE DESCRIPTION</i>	This course is the second of a 3-semester sequence of courses in Physiology. Physiology II covers the following organ systems: skeletal muscle, cardiovascular, respiratory, and the gastrointestinal systems.			
PYSO20404	Physiology III	4	Anatomy III Anatomy III Lab Physiology II	N/A
<i>COURSE DESCRIPTION</i>	Physiology III is the last of a three-semester study of human physiology. It covers the endocrine, renal, and reproductive organ systems. The course ends with a comprehensive review of all organ systems.			
PPRO30801	Practice Procedures	2	Diversified III Activator II Logan Basic III	N/A
<i>COURSE DESCRIPTION</i>	Case Management with correlation and review of adjusting and supportive procedures			
PHIL10101	Principles of Chiropractic I	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	Introduction to the art, science and philosophy of chiropractic including discussions and lectures on the history and evolution of the chiropractic profession with emphasis on the chiropractic construct and the related theories and hypotheses supporting the vertebral subluxation complex.			
PHIL20502	Principles of Chiropractic II	2	Principles of Chiropractic I	N/A
<i>COURSE DESCRIPTION</i>	Introduction to the art, science and philosophy of chiropractic including discussions and lectures on the history and evolution of the chiropractic profession with emphasis on the chiropractic construct and the related theories and hypotheses supporting the vertebral subluxation complex.			
PHIL20603	Principles of Chiropractic III	2	Principles of Chiropractic II	N/A
<i>COURSE DESCRIPTION</i>	PHIL30703 Principles of Chiropractic III is a continuation of PHIL20502 Principles of Chiropractic II. Principles of Chiropractic III will further explore the subluxation complex and its major hypotheses. During the first four weeks, evidence of the spinal articular lesion itself will be emphasized and then attention will be turned to the broader implications of the subluxation complex during the remainder of the course.			
RADP20601	Radiographic Positioning	1.5	Anatomy III Anatomy III Lab Physiology III	N/A
<i>COURSE DESCRIPTION</i>	A comprehensive presentation of radiographic positioning for the appendicular and axial skeleton is presented. A small group session is included and allows hands-on learning.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
BUSI20601 <i>COURSE DESCRIPTION</i>	Statistics for Health Professionals This course challenges students to think about business problems in a systematic fashion by reviewing statistical concepts and developing statistical thinking skills. Statistical thinking can lead to both a better understanding of the problems and can result in higher quality solution options. The course provides coverage of the widely used statistical methods to aid in problem formulation, data analysis and managerial decision-making. At the end of this course, students will have more sophisticated and realistic understandings of the analytics that underlie statistical concepts, issues involving data interpretation, and decision-making under conditions of uncertainty	3	N/A	N/A

Doctor of Health Professions Education

HLTE06101 <i>COURSE DESCRIPTION</i>	Issues in Health Professions Education Students will reflect on and integrate the core competences related to health professions education: patient centered care, interdisciplinary teams, evidence based practice, quality improvement and informatics. Students will develop skills to implement these core competencies into their educational practices to produce highly competent health professionals.	3	N/A	N/A
PSYH06101 <i>COURSE DESCRIPTION</i>	Learning Principles Students will examine fundamental learning theories with a focus on those most relevant to adult learners. A variety of instructional methods, teaching strategies, and ways to assess student learning will be explored as a means of creating effective learning environments. Students will assess their own educational practices using tools and techniques designed for continuous quality improvement.	3	N/A	N/A
PSYH06102 <i>COURSE DESCRIPTION</i>	Behavioral Theories in Education Principles of behavioral theories are explored and integrated into educational practices. Students will further develop this understanding of beliefs and motivators related to behavioral theories and how they affect student learning and instructor delivery in the health care environment.	3	N/A	N/A
PSYH06103 <i>COURSE DESCRIPTION</i>	Cognitive Psychology and Instruction Students will examine the role of research in the field of cognitive psychology and apply cognitive learning paradigms/theories to instruction to support the transfer of learning. Additional topics covered in the course include key principles of motivation and self-regulation of learning and learning outcomes, the role of various forms of attention in learning/encoding information, and instructional strategies for enhancing information retention.	3	N/A	N/A
HLTE06102 <i>COURSE DESCRIPTION</i>	Principles of Classroom Assessment & Evaluation for Health Professionals This course helps learners to develop the skills necessary to become effective assessors. It covers the fundamentals of a multiple classroom assessments concepts, including standardized, formative/summative, traditional, and performance classroom assessments. Learners are exposed to a variety of assessment tools and build on this knowledge to construct objective performance assessments. Additionally, the purposes of the methods, and the reporting of evaluations are explored.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
HLTE06201	Clinical Outcome Development and Performance Assessment	4	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course will provide students with the experience of the design of evaluation and assessment tools to measure clinical performance in a health professional setting. The course will review the literature on current clinical performance assessment tools such as standardized patient care, objective structured clinical examinations, and faculty observation to effectively demonstrate the uses, applicability, strengths, and weaknesses of each tool.			
HLTE06202	Education Technology in the Classroom	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course will explore technology and its appropriate uses to enhance instruction within and across content areas. Theoretical and practical aspects of technology integration will be researched and evaluated in the context of health professions education.			
HLTE07101	Curriculum Development and Evaluation for Health Professionals	4	HLTE06102 Principles of Classroom Assessment and Evaluation for Health Professionals	N/A
<i>COURSE DESCRIPTION</i>	This course examines the theoretical assumptions underlying curriculum development and evaluation within the health professions. Students will learn and reflect upon varied conceptions of the curriculum, and develop strategies for planning, designing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research on curriculum and the role that evaluation plays in the process of curriculum design and delivery.			
HLTE07102	Instructional Design	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	Students further refine their instructional development process as it pertains to the designed production of instructional materials using appropriate modern technologies. Goal analysis, objectives, evaluation, instructional strategy development, production of an educational product, and revision of the instructional materials are undertaken. Using a systematic approach, students will design, develop, evaluate, and revise instruction to meet defined goals and objectives.			
HLTS07101	Fundamentals of Program Development	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	Students will identify and apply the concepts, principles, processes and models of strategic planning and program development. Using examples from public and non-governmental organizations as a guide, students will translate key principles and approaches to the development of programs in health care and/or higher education settings. Students are guided through best practices in program design, implementation, evaluation, and sustainability. The course allows students to select topics relevant to their own practice to explore.			
HLTE07201	Diversity in Education	2	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course will offer the opportunity for students to research, reflect and adopt a philosophical position, design and further implement effective teaching strategies that reflect ethnic and cultural diversity. Students will investigate notions of equity that will provide the information needed to create learning environments that are free of bias and provide a high quality education to all students.			
HLTS07201	Leadership	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course requires students to examine the historical development of leadership roles in various settings, including higher education and healthcare. Students explore the evidence-based literature for key traits and skills possessed by effective leaders. Topics include communication, leadership styles, team building, coaching/mentoring, interpersonal relations, and conflict management. Opportunities to describe the contributions and limitations of leadership theories, and apply ethics, integrity and social justice principles in the context of leadership is central to the course.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
HLTM07101 <i>COURSE DESCRIPTION</i>	Organizational Change and Development Students will research and understand organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed and demonstrated. Further, students will also practice and self-reflect on the strategies, models, and methods for adapting to and affecting change in interpersonal and group situations.	3	N/A	N/A
HLTE07202 <i>COURSE DESCRIPTION</i>	Introduction to Proposal Writing The course will focus on the creation, evaluation and modification of proposal writing with a focus on scientific research in healthcare education. Students will obtain advanced knowledge in creating and evaluating a research proposal, learn how to locate research funding, understand the factors that funding decisions are made on, understand the concept of institutional overhead, list the necessary institutional steps necessary to obtain project approval, and learn strategies necessary to manage their research project.	3	N/A	N/A
RMET07101 <i>COURSE DESCRIPTION</i>	Qualitative and Quantitative Research An intensive course in the assessment of field-based qualitative, quantitative and mixed methods research in the study of education, with an emphasis on health professions education. Students will examine ethical issues when designing, conducting, and evaluating research including principles of human subjects protection and the role of institutional review boards.	3	N/A	N/A
MATH06101 <i>COURSE DESCRIPTION</i>	Statistics This course will introduce the use and application of statistics. Students will learn to calculate descriptive statistics by hand and with SPSS and interpret these in relation to data. Students will also conduct analyses to compare means, determine relationships, and make predictions using hand calculations and SPSS. The difference between parametric and nonparametric tests will be covered, along with the use of statistics to test hypotheses and answer questions.	3	N/A	N/A
HLTE07301 <i>COURSE DESCRIPTION</i>	Research Publication Seminar This seminar will focus on providing students with the skills necessary for manuscript preparation. Students will learn how to format manuscripts for publication in scholarly journals. Students will understand the mechanics of selecting and submitting appropriate scholarly works to journals for publication. Converting the manuscript for presentation will also be explored.	1	HLTE08101 Applied Research Project A	N/A
HLTE08101 <i>COURSE DESCRIPTION</i>	Applied Research Project A This course provides an experience in conducting and applying research for the advancement of the education profession. Students participate in the research process by moving their approved proposals through the implementation, early data entry, and analysis phases.	3	HLTE07202 Introduction to Proposal Writing	HLTE07301 Research Publication Seminar
HLTE08102 <i>COURSE DESCRIPTION</i>	Applied Research Project B This course provides an experience in conducting and applying research for the advancement of the education profession. Students develop an authentic means of applying the findings from their research to the development of a manuscript approved for submission for publishing. Students also work on the development of a presentation of their research findings that they will deliver to a professional audience.	3	HLTE08101 Applied Research Project A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
HLTE08201	Education Preceptorship/Practicum I (online)	3	Successful completion of ≥ 20 credit hours of the DHPE curriculum, including the successful completion of HLTE07102 Instructional Design. Students must not be on academic probation at the start of this course.	N/A
<i>COURSE DESCRIPTION</i>	This course serves as part I of a two-part culminating experience in the Doctor of Health Professions Education (DHPE) program. The course will prepare students to design quality learning experiences in their discipline for adult learners in higher education or healthcare settings. Students will apply education theory and best practice approaches to an actual online learning environment.			
HLTE08202	Education Preceptorship/Practicum II (Online or Residential)	2	HLTE08201 Education Preceptorship/Practicum I (online). Students must not be on academic probation at the start of this course.	N/A
<i>COURSE DESCRIPTION</i>	This course serves as part 2 of a two-part culminating experience in the Doctor of Health Professions Education (DHPE) program. The course will prepare students to assess quality learning experiences and student learning outcomes in their discipline for adult learners in higher education or healthcare settings. Students will apply education theory and best practice approaches to an actual online or residential learning environment.			

Master of Science Health Informatics

CAPS 08106	Professional Track	3	All didactic coursework up to last trimester, may be taken with one elective	N/A
<i>COURSE DESCRIPTION</i>	This capstone course provides students with an integrative learning experience and a synthesis of knowledge combining theory and applications of health informatics and healthcare delivery. This course builds upon previous coursework and includes applications of theories to practical issues in the field of health informatics			
HLTI 05101	Information Systems Management	3	HLTS 05101 Intro to HI	N/A
<i>COURSE DESCRIPTION</i>	This course covers the fundamental concepts of managing an organization's information systems portfolio. Topics include the entire lifecycle of information technologies in a typical healthcare environment. This includes the need for technology, requesting, selecting, acquiring, implementing, and supporting information technology solutions. Complementary topics such as information security, IT governance, and enterprise architecture are included.			
HLTI 05102	Systems Analysis and Design	3	HLTS 05101 Intro to HI	N/A
<i>COURSE DESCRIPTION</i>	This course explores the development of healthcare information systems through the use of a systems development lifecycle. It will assist the learner in examining the techniques and core skills used to develop an information system. This course will examine the four phases all information system design projects move through: Planning, analysis, design and implementation. Additional areas that must be considered when developing an information system, such as change management and team building, will also be covered.			
HLTI 05103	Consumer Health Informatics	3	HLTS 05101 Intro to HI	N/A
<i>COURSE DESCRIPTION</i>	This course focuses on the information and technologies used by consumers to manage their health. Topics include such things as health literacy, quality of consumer health information, and Internet- based information delivery			

Master of Science Health Informatics

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITE</u>	<u>CO-REQUISITE</u>
HLTI 05201 <i>COURSE DESCRIPTION</i>	Data Management in Healthcare This course acquaints the student with data principles and their application to healthcare information system selection and usage. It introduces the Data-Information-Knowledge-Wisdom framework as the essence of data management, driving data capture and use in the standardization of evidenced-based practices and patient- centered care. Topics include big data, knowledge management, quality analysis, surveillance, and interoperability, as well as data warehousing and data mining.	3	HLTS 05101 Intro to HI	N/A
HLTI 05202 <i>COURSE DESCRIPTION</i>	Legal and Ethical Issues in Health Informatics This course introduces students to the ethical, legal, and regulatory issues relevant to the use of information technology in healthcare. Topics include such things as protection of patient information, intellectual property, computer and software law, professional ethics and responsibilities, and regulatory issues that impact the management of electronic health information.	3	HLTS 05101 Intro to HI	N/A
HLTI 05300 <i>COURSE DESCRIPTION</i>	End User Information Systems This course emphasizes methods used to plan for and implement information technologies in the workplace. Advances in information systems hardware and software, emphasizing applications designed for technology end users are discussed. Emphasis is on understanding end-user needs and how to select or design systems to address those needs. Workflow and systems analysis methodology, work (re)design, organizational change, systems implementation, and management issues are covered.	3	N/A	N/A
HLTI 06102 <i>COURSE DESCRIPTION</i>	Leadership Skills for Health Informatics Professionals The purpose of this course is to prepare students to become successful leaders in a healthcare setting. Those already in leadership roles will further their leadership skills. Students will apply leadership theories, concepts, and skills in case studies and analyses of known leaders, and also in assessment of their own leadership potential.	3	HLTS 05101 Intro to HI	N/A
HLTI 06200 <i>COURSE DESCRIPTION</i>	Programming for Data Analytics This course introduces students to concepts in computer programming using the Python programming language. In this course, students will learn to conceptualize steps required to perform a task, manipulate files, create loops, and functions. By the end of this course, students will have a basic understanding of computer programming, a working knowledge of the Python programming language, and they will be able to share their scripts to collaborate with other team members.	3	N/A	N/A
HLTI 06201 <i>COURSE DESCRIPTION</i>	Mining, Modeling, and Machine Learning This course provides a practical survey of several mining, modeling, and modern machine learning techniques that can be applied to make informed business decisions. In this class, students will examine how each of these methods learns from past data to find underlying patterns useful for prediction, classification, and exploratory data analysis.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
HLTI 06202 <i>COURSE DESCRIPTION</i>	Information Design and Visual Analytics The course introduces the systematic use of visualization techniques for supporting the discovery of new information as well as the effective presentation of known facts. Based on principles from art, graphic design, perceptual psychology, and rhetoric, offers students an opportunity to learn how to successfully choose appropriate visual languages for representing various kinds of data to support insights relevant to the user's goals. Covers visual data mining techniques and algorithms for supporting the knowledge-discovery process; principles of visual perception and color theory for revealing patterns in data, semiotics, and the epistemology of visual representation; narrative strategies for communicating and presenting information and evidence; and the critical evaluation and critique of data visualizations.	3	N/A	N/A
HLTM 05202 <i>COURSE DESCRIPTION</i>	Project Management This course provides a comprehensive foundation of the theory and concepts of project management. Included is a focus on the initiation, planning, executing, monitoring and controlling, and closure phases of a typical healthcare information technology project. Emphasis is given to practical tools and techniques that will allow the HIT professional to repeatedly conduct successful healthcare projects	3	HLTS 05101 Intro to HI	N/A
HLTM 05203 <i>COURSE DESCRIPTION</i>	Business and Financial Skills for Health Informatics Professionals This course will focus on the critical business and financial skills/processes needed in the acquisition and management of health information systems and other technologies. It extends traditional project management skills to include specialized skills including the development of vendor relationships, the request for proposal process, contractual considerations, and the budgetary processes behind IT operational and strategic decision making. This course also reviews the business and financial considerations of forming and operating health information technology ventures.	3	HLTS05101 Intro to HI HLTM05202 Project Mgmt. HLTI05101 Information Systems Mgmt.	N/A
HLTM 05204 <i>COURSE DESCRIPTION</i>	Operations in Healthcare Organizations The course examines operational issues in health care management. Topics include systems analysis, continuous quality improvement and re-engineering; demand forecasting, facility location and design models, decision analysis techniques, linear programming, queuing and waiting models, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with regard to decision-making and problem solving in health care organizations.	3	N/A	N/A
HLTM 06100 <i>COURSE DESCRIPTION</i>	Informatics, Quality, and Strategy in Healthcare This course examines the process for reviewing, monitoring, improving and evaluating health care services. Health services accreditation standards will be explored. The role of information technology in providing data for the documentation and evaluation of client outcomes will be emphasized. This course will also examine the historical development, current concepts, techniques, and future trends related to the monitoring and evaluation of the quality of health care services. Cases will be used to present current issues surrounding attempts to integrate quality management and increased accountability in health care organization.	3	N/A	N/A
HLTM 07101 <i>COURSE DESCRIPTION</i>	Organizational Change and Development In this course, students will research and understand organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed and demonstrated.	3	N/A	N/A

Master of Science Nutrition and Human Performance

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITE</u>	<u>CO-REQUISITE</u>
HLTS 06101 <i>COURSE DESCRIPTION</i>	Health Education Concepts and Theories This course explores complex health problems and issues in contemporary society; various concepts, models, theories, and determinants of health. This course presents a multi-disciplinary approach for application to individual and professional situations	3	N/A	N/A
HLTS 06102 <i>COURSE DESCRIPTION</i>	Media, Technology and Public Health This course provides students with an understanding of the role of media advocacy in advancing public health policies to promote health. The course illustrates basic concepts and skills related to media advocacy. Topics covered include gaining access to the news, framing issues from a public health perspective, and the use of paid advertising to advance healthy public policy.	3	N/A	N/A
HLTS 06103 <i>COURSE DESCRIPTION</i>	Program Planning and Assessment This course reviews clinical nutrition assessment tools, current methodologies, and client-centered techniques used to optimize assessment of diet and lifestyle, condition assessment, and dietary planning for therapeutic interventions and disease prevention. How nutrients affect gene expression, (nutrigenetics) as well as genetically determined utilization of nutrients (nutrigenomics) and disease susceptibility are explored.	3	N/A	N/A
HLTS 06106 <i>COURSE DESCRIPTION</i>	Health Policy This course introduces financial and organizational influences that shape health policy. It provides students with both the historical and current political context of health care in the U.S. and provides strategies for analysis of health policy issues. The course examines select problems in the current health care environment and encourages students to think critically in ways to solve these problems through involvement with public and private policymakers and through effective communication in the policy environment.	3	N/A	N/A
MATH 06101 <i>COURSE DESCRIPTION</i>	Statistics This course will introduce the use and application of statistics. Students will learn how to calculate descriptive statistics by hand and with SPSS and interpret these in relation to data. Students will also learn how to conduct and interpret analyses to compare means, determine relationships, and make predictions using hand calculations and SPSS. The difference between parametric and nonparametric tests will be covered, along with the use of statistics to test hypotheses and answer questions.	3	RMET 05101	N/A
NUTR 06201 <i>COURSE DESCRIPTION</i>	Nutrition Science This course presents a detailed study of human biochemistry of micronutrients, their relationship with macronutrients and how nutrition influences metabolism, cells and body function. Vitamins and minerals will be discussed in relation to metabolism and digestion. The clinical signs and symptoms of nutrition related disorders and biochemical and laboratory assessment will be introduced.	3	N/A	N/A
NUTR 05103 <i>COURSE DESCRIPTION</i>	Nutrition and Physical Performance This course focuses on exercise metabolism and optimal nutrient absorption for peak athletic performance. It covers chemical structure and biochemical metabolic functions of essential and nonessential nutrients, integration, coordination, and regulation of macro and micronutrient metabolism, regulation of nutrient metabolism and needs by hormones and growth factors, the physiological and biochemical basis for nutrient requirements, and dietary reference intakes and supplements for competitive athletes.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
NUTR 05104 <i>COURSE DESCRIPTION</i>	Gut Microbiome, Nutrition, & Behavior This course provides a study of basic and emerging literature in respect to the effect of gut microbiome changes on behavior, as well as the effects of nutrition upon the microbiome and gut-brain axis.	3	N/A	N/A
NUTR 05201 <i>COURSE DESCRIPTION</i>	Survey of Sustainable Food Systems This course presents a detailed study of food systems as they relate to human nutrition incorporating food preservatives and additives, genetically modified foods and safety. Sustainable food systems look at local food systems, organic food, industry and sustainable farming, biodiversity, conservation of renewable resources, environmental health, and the legislation and the agencies and programs that regulate human nutrition.	3	N/A	N/A
NUTR 05202 <i>COURSE DESCRIPTION</i>	Lifecycle Nutrition Develop an in-depth knowledge base of nutrition needs through each stage of life. Nutrition requirements, physical growth, and psychosocial development from preconception through older adulthood are examined. Additionally, select eating problems, nutrition-related conditions, and the consequences of under and over nutrition are explored.	3	N/A	N/A
NUTR 05301 <i>COURSE DESCRIPTION</i>	Nutrigenetics and Nutrigenomics This course focuses on nutrigenetics, how genetic differences affect nutrient uptake and metabolism, and nutrigenomics, the effect of diet and food components on gene expression. Students will develop an appreciation of genetic mutation and explain how mutations can influence biochemical pathways and alter an individual's metabolic processes. Possible nutrigenomic and nutrigenomic effects on health and disease will be explored. Genomic testing principles, interpretation and practical application will be provided.	3	N/A	N/A
NUTR 06101 <i>COURSE DESCRIPTION</i>	Nutritional Assessment of Athletes This course involves the detailed study of improving and supporting athletic performance through nutrition. Students will gain practical experience in supporting body composition/physique changes for specific sports/positions as well performance optimization in endurance, power and speed applications. Nutrition principles and aspects such as meal timing, ergogenic supplements and the relationship of nutrition to circadian rhythms and sleep to support recovery will be discussed in detail. Lecture, review of current literature and class presentations as well as personalized written plans and projects will be utilized.	3	N/A	N/A
NUTR 06102 <i>COURSE DESCRIPTION</i>	Natural Therapies: Herbology & Detoxification This course is a detailed investigation of detoxification, herbology, and homeopathic therapies as they relate to human systems. Examination of the issues and trends will be explored through the use of current literature and evidence-based research. Students will obtain evidence-based knowledge of herbal medicine, clinical guides of herbal medicine, functions of herbs, and safety issues. Specific applications and controversies relating to use of herbs and functional foods and high-dose nutrient supplementation in the management of chronic disorders will be explored. Students will develop skills of identifying strengths and limitations of preventive as well as therapeutic utilization of herbs and supplements.	3	N/A	N/A
NUTR 06104 <i>COURSE DESCRIPTION</i>	Clinical Nutrition in Human Systems This course presents a detailed study of the principles of nutrition concentrating on their biochemical, physiological, and pathological relationship to the management of acute and chronic conditions affecting humans. Topics taken into consideration include diet, exercise, lifestyle changes, and supplementation. The signs, symptoms, and diagnostic testing will be discussed for each condition, with special emphasis on homeostasis of the human body and other conditions encountered in clinical practice.	3	NUTR 06201 Nutrition Science	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
NUTR 06104 <i>COURSE DESCRIPTION</i>	Clinical Nutrition in Human Systems I This course presents a detailed study of the principles of nutrition concentrating on their biochemical, physiological, and pathological relationship to the management of acute and chronic conditions affecting humans. Topics taken into consideration include diet, exercise, lifestyle changes, and supplementation. The signs, symptoms, and diagnostic testing will be discussed for each condition, with special emphasis on homeostasis of the human body and other conditions encountered in clinical practice.	3	NUTR 06201 Nutrition Science	N/A
NUTR 06202 <i>COURSE DESCRIPTION</i>	Clinical Nutrition in Human Systems II This course is a detailed study of the nutritional assessment and nutritional needs for the prevention and intervention of major human diseases. Pathophysiological changes in obesity, metabolic syndrome, diabetes mellitus and cardiovascular disease as well as behavior modification are explored applying evidence-based nutrition interventions. Students will use the nutrition care process and apply core elements of medical nutrition therapy.	3	NUTR 06104 Clinical Nutrition in Human Systems I	N/A
NUTR 06203 <i>COURSE DESCRIPTION</i>	Nutrition in Pain and Inflammation This course provides a study of basic and emerging scientific literature in respect to the inflammatory response and dysfunction found in common disorders such as low back pain, shoulder pain, carpal tunnel syndrome, headaches/migraine, rheumatoid arthritis, fibromyalgia, and gastrointestinal disorders with a brief review of the basic science and focused on the potential clinical nutrition application	3	N/A	N/A
NUTR 06204 <i>COURSE DESCRIPTION</i>	Nutrition Epidemiology & Health Promotion This course introduces students to epidemiological principles and methodologies relevant to clinical nutrition, research, and educational strategies for wellness and health promotion initiatives. Upon course completion, students will be able to identify study designs, analytical epidemiology/ methodology, and health behavior theories/ models appropriate for prevention and health promotion programs.	3	N/A	N/A
NUTR 06301 <i>COURSE DESCRIPTION</i>	Geriatric Nutrition Advanced study of nutrition in the aging individual in health and disease. Special emphasis on interactions of physiological stages, age, lifestyle, health, disease, and nutrition. Examination of research findings focusing on the relationship of nutrition to the structural and functional changes associated with the aging process	3	NUTR 05202 Lifecycle Nutrition and NUTR06201 Nutritional Science	N/A
PSYH 06202 <i>COURSE DESCRIPTION</i>	Psychology of the Athlete This course is a detailed study of the psychological and emotional aspects of competition and its social stress, with focus on approaches to knowledge, goal setting, stress management, psychological skills training, and review of current research.	3	N/A	N/A
RMET 05101 <i>COURSE DESCRIPTION</i>	Research Methods in Healthcare In this course, students will learn to evaluate the scientific/clinical literature for reliability and validity as well as the potential clinical significance of research results. Students will learn how to: identify limitations of research findings and recognize the multiple sources of research design error and researcher bias, how to evaluate reliable research study designs and experiments, how to create the various types of study designs and understand when each design is appropriate, how to write and test hypotheses, and how to find, correctly cite, and analyze peer-reviewed literature.	3	Students in the MS Health Informatics program must complete 6 courses prior to taking this course Students in the MS Nutrition program must complete 4 courses prior to taking this course	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
NUTR 08101 <i>COURSE DESCRIPTION</i>	Nutrition Internship The Nutrition and Human Performance Internship is designed to increase student learning opportunities and functional understandings of nutrition, human performance, sports nutrition, health promotion and wellness, exercise metabolism, disease prevention, or approved field research. The internship is a 6 credit hour course requiring 180 clock hours under the supervision of an approved professional who holds an advanced graduate degree, certifications, and can provide a meaningful learning experience to enhance the student's employment opportunities. Students interested in the internship option are encouraged to request a copy of the Internship Manual from the Nutrition and Human Performance Director early in their program of study to begin working on possible internship sites	6	All required didactic coursework	N/A
NUTR 08102 <i>COURSE DESCRIPTION</i>	Thesis The thesis involves completion of a research project conducted under the supervision of your thesis research committee consisting of Logan professors and approved expert researchers in your chosen area of research related to nutrition and human performance. Students interested in the Thesis option are encouraged to review the Thesis Manual and to begin working on research topic proposals early in their program of study. It is also helpful for students to submit a project completion timeline and to set clear expectations for progress.	3	All required didactic coursework	N/A
CAPS 08105 <i>COURSE DESCRIPTION</i>	Professional Track This Capstone course provides students with an integrative learning experience, which requires the application of nutritional science knowledge, health theories and professional practice strategies to complete assignments. This course builds upon previous coursework and includes applications of theories to practical issues in the field of nutrition.	3	All required didactic coursework may be taken with last course(s)	N/A
NUTR08201 <i>COURSE DESCRIPTION</i>	Graduate Supervised Experiential Learning I Students will provide medical nutrition therapy using the nutrition care process. Neurology patients, pediatric patients and WIC patients will be assessed. In addition, students will consider the needs of patients with behavioral health issues, dental health issues and weight management issues. In addition, preventive health management, wellness, and health promotion will be practiced. Nutrition focused physical exam skills will be employed. See each module for that rotation's description.	3	All required didactic coursework	N/A
NUTR08202 <i>COURSE DESCRIPTION</i>	Supervised Experiential Learning II Students will provide medical nutrition therapy using the nutrition care process. Patients with multiple chronic diseases will be assessed as well as patients with cognitive and physical disabilities. In addition, students will consider the needs of patients with mental health issues and substance abuse issues. Students will gain skills in food service management and nutrition for sports and fitness. Nutrition focused physical exam skills will be employed. See each module for that rotation's description.	3	All required didactic coursework SEL I	N/A

Master of Science Sports Science and Rehabilitation

Fall 2019

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITE</u>	<u>CO-REQUISITE</u>
ANAT 06201 <i>COURSE DESCRIPTION</i>	Anatomy of Human Motion This course is a detailed study of the functional anatomy of structures needed for motion, including the major joints, muscles, ligaments, tendons, blood supply, and nerves. Major components of the course include descriptive lectures and video demonstrations.	3	N/A	ANAT 062L1 Anatomy of Human Motion Prosection
ANAT 062L1 <i>COURSE DESCRIPTION</i>	Anatomy of Human Motion Prosection This course is a detailed study of human movement in relation to resistance exercise and various sport specific movements encompassing major joints, muscles, ligaments, tendons, blood supply, and nerves taught in the related lecture course	1	N/A	ANAT 06201 Anatomy of Human Motion
BMEC 05103 <i>COURSE DESCRIPTION</i>	Biomechanics This course presents a detailed study of biomechanics on the entire human body. Emphasizing ergonomics, gait, levers and kinesiology of joints. Major components of this course include descriptive lectures, demonstrations, and review of the current literature.	3	N/A	N/A
ECAD 06301 <i>COURSE DESCRIPTION</i>	Exercise/Cardiorespiratory Physiology This course is a detailed study of the human physiological responses to acute and chronic exercise, concentrating on general physiological principles that take place in all components of the neuro-musculoskeletal and cardiorespiratory systems as the result of activity and exercise. Demonstrations and a review of the current literature are featured.	3	NUTR 05103: Nutrition & Physical Performance	N/A
EXER 07304 <i>COURSE DESCRIPTION</i>	Exercise Prescription for Special Populations This course will explore exercise prescription for individuals in special populations. Special populations includes patients with disorders of the neuromuscular, musculoskeletal, cardiopulmonary and respiratory systems. Diabetes, obesity, pregnancy, youth and elderly patients will also be discussed.	3	PRAC 07303 Exercise Testing & Prescription or PRAC 07305 Active & Passive Lower Extremity Evaluation	N/A
NUTR 05103 <i>COURSE DESCRIPTION</i>	Nutrition & Physical Performance This course focuses on exercise metabolism and optimal nutrient absorption for peak athletic performance. It covers chemical structure and biochemical metabolic functions of essential and nonessential nutrients, integration, coordination, and regulation of macro and micronutrient metabolism, regulation of nutrient metabolism and needs by hormones and growth factors, the physiological and biochemical basis for nutrient requirements, and dietary reference intakes and supplements for competitive athletes.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PRAC 07301	Sports and Exercise Science Practicum	3	ECAD 06301 Exercise/Cardiorespiratory Physiology	N/A
<i>COURSE DESCRIPTION</i>	This course is a study of general topics in sports science including youth, adolescent, and adult participation assessments, assessment of upper and lower extremities in relationship to injury, return to play criteria, and common injuries involving non-musculoskeletal systems. Radiographic findings in common sports injuries are reviewed. Demonstration and a review of current literature are featured.			
PRAC 07302	Sports Emergency Care Practicum	3	ECAD 06301 Exercise/Cardiorespiratory Physiology	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of on-field assessment procedures for emergency care, including head and spinal injuries, obtaining vital signs, stabilizing the injured area, and mode of transportation from the field based on the severity of injury. Specific injuries associated with female, pediatric, and older athletes are discussed. Demonstrations and review of the current literature are featured.			
PRAC 0L302	Sports and Emergency Care Practicum Lab	1	PRAC 07302 Sports Emergency Care Students may not take the Lab prior to the course	PRAC 07302 Sports Emergency Care Students may not take the Lab prior to the course
<i>COURSE DESCRIPTION</i>	This weekend class is a hands-on laboratory experience, which includes practical training for emergency in an athletic environment, sideline care, and taping and wrapping. Spine boarding and concussion symptom recognition and testing are featured.			
PRAC 07303	Exercise Testing and Prescription Practicum	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of exercise testing and prescription for all age groups at every athletic level, including special needs and at-risk athletes. Exercise prescription, testing for optimal performance and wellness, demonstrations and review of the current literature are featured.			
PRAC 07304	Active and Passive Upper Extremity Rehabilitation Practicum	3	BMEC 05103 Biomechanics	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of current active and passive rehabilitative and strengthening protocols used in the prevention and treatment of sport and musculoskeletal injuries. Students will learn bracing/taping techniques in the stabilization and treatment of upper extremities, cervical, and thoracic spinal joint injuries. Specific joint injuries associated with a specific activity of the upper extremities such as shoulder and elbow injuries in pitchers will be discussed. Demonstrations and review of the current literature are featured.			
PRAC 07305	Active and Passive Lower Extremity Rehabilitation Practicum	3	BMEC 05103 Biomechanics	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of current active and passive rehabilitative and strengthening protocols used in the prevention and treatment of sport and musculoskeletal injuries. Students will learn bracing/taping techniques in the stabilization and treatment of lower extremities, and lumbar spinal joint injuries. Specific joint injuries associated with a specific activity of the lower extremities will be discussed. Demonstrations and review of the current literature are featured.			
PSTH 05101	Principles of Physical Therapy	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a study of clinical rehabilitation, employing therapeutic exercise concepts and principles to interpret and analyze normal and abnormal human anatomy and physiology to better understand and manage neuro-musculoskeletal conditions. Applications, indications and contraindications of modalities will be reviewed.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PSYH 06202 <i>COURSE DESCRIPTION</i>	Psychology of the Athlete This course is a detailed study of the psychological and emotional aspects of competition and its social stress, with focus on approaches to knowledge, goal setting, stress management, psychological skills training, and review of current research.	3	N/A	N/A
RMET 05101 <i>COURSE DESCRIPTION</i>	Research Methodology In this course, students learn to evaluate the scientific/clinical literature for validity of scientific findings as well as for clinical significance. Students will also learn how to identify a research problem, search and review the literature, design an experiment, collect and analyze data.	3	N/A	N/A
SPSR 08101 <i>COURSE DESCRIPTION</i>	Clinical Internship This internship is a 180-hour experience designed to provide advanced training under the direct supervision of a licensed health care professional or other appropriate professionals. The student will be working in a setting approved by the University as qualified to offer specific instruction in areas of sports science and rehabilitation. Such internships may emphasize exercise programming, risk factors, health appraisal, fitness testing, injury prevention, emergency care, nutrition, weight management, electrocardiography, or other pertinent experience. Students may establish an internship at sites distant from the campus, but all selections are subject to final approval by Logan University.	6	All didactic coursework	N/A

Master of Science Sports Science and Rehabilitation Spring and Summer 2020

ANAT 06201 <i>COURSE DESCRIPTION</i>	Anatomy of Human Motion This course is a detailed study of the functional anatomy of structures needed for motion, including the major joints, muscles, ligaments, tendons, blood supply, and nerves. Major components of the course include descriptive lectures and video demonstrations.	3	N/A	ANAT 062L1 Anatomy of Human Motion Prosecution
ANAT 062L1 <i>COURSE DESCRIPTION</i>	Anatomy of Human Motion Prosecution This course is a detailed study of human movement in relation to resistance exercise and various sport specific movements encompassing major joints, muscles, ligaments, tendons, blood supply, and nerves taught in the related lecture course	1	N/A	ANAT 06201 Anatomy of Human Motion
BMEC 05103 <i>COURSE DESCRIPTION</i>	Biomechanics This course presents a detailed study of biomechanics on the entire human body. Emphasizing ergonomics, gait, levers and kinesiology of joints. Major components of this course include descriptive lectures, demonstrations, and review of the current literature.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
ECAD 06301 <i>COURSE DESCRIPTION</i>	Exercise/Cardiorespiratory Physiology This course is a detailed study of the human physiological responses to acute and chronic exercise, concentrating on general physiological principles that take place in all components of the neuro-musculoskeletal and cardiorespiratory systems as the result of activity and exercise. Demonstrations and a review of the current literature are featured.	3	NUTR 05103: Nutrition & Physical Performance	N/A
EXER 07304 <i>COURSE DESCRIPTION</i>	Exercise Prescription for Special Populations This course will explore exercise prescription for individuals in special populations. Special populations includes patients with disorders of the neuromuscular, musculoskeletal, cardiopulmonary and respiratory systems. Diabetes, obesity, pregnancy, youth and elderly patients will also be discussed.	3	PRAC 07303 Exercise Testing & Prescription or PRAC 07305 Active & Passive Lower Extremity Evaluation	N/A
NUTR 05103 <i>COURSE DESCRIPTION</i>	Nutrition & Physical Performance This course focuses on exercise metabolism and optimal nutrient absorption for peak athletic performance. It covers chemical structure and biochemical metabolic functions of essential and nonessential nutrients, integration, coordination, and regulation of macro and micronutrient metabolism, regulation of nutrient metabolism and needs by hormones and growth factors, the physiological and biochemical basis for nutrient requirements, and dietary reference intakes and supplements for competitive athletes.	3	N/A	N/A
SPSR 07301 <i>COURSE DESCRIPTION</i>	Clinical Exercise Physiology This course thoroughly examines the effects of exercise on chronic disease. The scope, pathophysiology, and medications for chronic disease affecting the endocrine, cardiovascular, respiratory, immune, and neuromuscular systems are covered.	3	ECAD 06301 Exercise/Cardiorespiratory Physiology	N/A
SPSR 07302 <i>COURSE DESCRIPTION</i>	Sports Emergency Care This course is a detailed study of on-field assessment procedures for emergency care, including head and spinal injuries, obtaining vital signs, stabilizing the injured area, and mode of transportation from the field based on the severity of injury. Specific injuries associated with female, pediatric, and older athletes are discussed. Demonstrations and review of the current literature are featured.	3	ECAD 06301 Exercise/Cardiorespiratory Physiology	N/A
SPSR 0L302 <i>COURSE DESCRIPTION</i>	Sports and Emergency Care Lab This weekend class is a hands-on laboratory experience which includes practical training for emergency situation in an athletic environment, sideline care, and taping and wrapping. Spine boarding and concussion symptom recognition and testing are featured	1	PRAC 07302 Sports Emergency Care Students may not take the Lab prior to the course	N/A
SPSR 07303 <i>COURSE DESCRIPTION</i>	Exercise Testing and Prescription This course is a detailed study of exercise testing and prescription for all age groups at every athletic level, including special needs and at-risk athletes. Exercise prescription, testing for optimal performance and wellness, demonstrations and review of the current literature are featured.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
SPSR 07304	Active and Passive Upper Extremity Rehabilitation	3	BMEC 05103 Biomechanics	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of current active and passive rehabilitative and strengthening protocols used in the prevention and treatment of sport and musculoskeletal injuries. Students will learn bracing/taping techniques in the stabilization and treatment of upper extremities, cervical, and thoracic spinal joint injuries. Specific joint injuries associated with a specific activity of the upper extremities such as shoulder and elbow injuries in pitchers will be discussed. Demonstrations and review of the current literature are featured.			
SPSR 07305	Active and Passive Lower Extremity Rehabilitation	3	BMEC 05103 Biomechanics	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of current active and passive rehabilitative and strengthening protocols used in the prevention and treatment of sport and musculoskeletal injuries. Students will learn bracing/taping techniques in the stabilization and treatment of lower extremities, and lumbar spinal joint injuries. Specific joint injuries associated with a specific activity of the lower extremities will be discussed. Demonstrations and review of the current literature are featured.			
PSTH 05101	Principles of Physical Therapy	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a study of clinical rehabilitation, employing therapeutic exercise concepts and principles to interpret and analyze normal and abnormal human anatomy and physiology so as to better understand and manage neuro-musculoskeletal conditions. Applications, indications and contraindications of modalities will be reviewed.			
PSYH 06202	Psychology of the Athlete	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a detailed study of the psychological and emotional aspects of competition and its social stress, with focus on approaches to knowledge, goal setting, stress management, psychological skills training, and review of current research.			
RMET 05101	Research Methodology	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	In this course, students learn to evaluate the scientific/clinical literature for validity of scientific findings as well as for clinical significance. Students will also learn how to identify a research problem, search and review the literature, design an experiment, collect and analyze data.			
SPSR 08101	Clinical Internship	6	All didactic coursework	N/A
<i>COURSE DESCRIPTION</i>	This internship is a 180 hour experience designed to provide advanced training under the direct supervision of a licensed health care professional or other appropriate professionals. The student will be working in a setting approved by the University as qualified to offer specific instruction in areas of sports science and rehabilitation. Such internships may emphasize exercise programming, risk factors, health appraisal, fitness testing, injury prevention, emergency care, nutrition, weight management, electrocardiography, or other pertinent experience. Students may establish an internship at sites distant from the campus, but all selections are subject to final approval by Logan University.			

Bachelor of Science Course Descriptions

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITE</u>	<u>CO-REQUISITE</u>
ANAT03101	Anatomy and Physiology I	3	Chemistry II (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	Anatomy and Physiology I focuses on the structure and function of the human body. Homeostasis is the underlying theme. Students will examine form following function. Related facts and principles and concepts for chemistry and biochemistry are integrated for increased understanding. This part of the course will include study of the cell and tissues, and the following systems; integumentary, skeletal, muscular, nervous, endocrine and special senses.			
ANAT01101	Anatomy and Physiology I Lab	3	Chemistry II Lab (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations			
ANAT03201	Anatomy and Physiology II	1	Anatomy and Physiology I (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance.			
ANAT01201	Anatomy and Physiology II Lab	1	Anatomy and Physiology I Lab (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.			
APAS03101	Introduction to Adapted Activity and Sports	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This online course is a basic introduction to adapted activity and sport. The course will focus on the basic rules, guidelines and techniques of various adapted games and sport. The course will also provide a brief introduction to current trends in adapted activity and sport as well as community resources for individuals interested in participated in adapted activity and sport.			
APAS03102	Adapted Physical Activity Programming	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	The course will cover current principles of inclusive physical activity, program planning, program implementation, and application of common inclusive practices. The course will also incorporate current exercise testing, and prescription practices in an inclusive setting.			
BCHM03101	Biochemistry I	3	Organic Chemistry II (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	This course provides a comprehensive study of the structure and function of biological molecules, especially proteins, lipids and carbohydrates. Important concepts include bioenergetics, biological catalysis, and metabolic pathways as interacting regulated systems.			
BCHM01101	Biochemistry I Lab	1	Organic Chemistry II Lab (or equivalent)	N/A
<i>COURSE DESCRIPTION</i>	The laboratory introduces biochemical and molecular biological methods including reagent handling, instrumentation, biochemical analysis, molecular biology techniques, and the use of computers to search the scientific literature and genomic databases.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
BCHM04201 <i>COURSE DESCRIPTION</i>	Biochemistry II This course provides an integrated presentation of the biochemistry and molecular biology of cellular interactions. There is an emphasis on accounting for complex cellular processes in terms of protein structure and regulation of gene expression. Topics include gene structures and techniques for studying them; replication; control of gene expression; post-translational processing; membrane associated energetics; behavior of transport systems; mechanisms of signal transduction; and interactions of cells with extracellular matrix and with other cells.	3	Biochemistry I (or equivalent)	N/A
BCHM01201 <i>COURSE DESCRIPTION</i>	Biochemistry II Lab The laboratory introduces experiments related to the Biochemistry II lecture course, as well as biochemical and molecular biological methods including reagent handling, instrumentation, biochemical analysis, molecular biology techniques, and the use of computers to search the scientific literature and genomic databases	1	Biochemistry I Lab (or equivalent)	N/A
BIOL01111 <i>COURSE DESCRIPTION</i>	General Biology I This course introduces the principles and concepts of biology. Emphasis is on scientific inquiry, basic biological chemistry, cell structure and function, metabolism and energy transformation, cell division, genetics, molecular genetics and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.	3	N/A	N/A
BIOL01111 <i>COURSE DESCRIPTION</i>	General Biology I Lab The laboratory reinforces and provides supplemental information related to the lecture topics related to the principles and concepts of biology.	1	N/A	N/A
BIOL01112 <i>COURSE DESCRIPTION</i>	General Biology II This course reinforces concepts introduced in General Biology I. Emphasis is placed on evolution, classification of organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.	3	General Biology I (or equivalent)	N/A
BIOL01112 <i>COURSE DESCRIPTION</i>	General Biology II Lab The laboratory reinforces and provides supplemental information related to the lecture topics related to the principles and concepts of biology.	1	General Biology I Lab (or equivalent)	N/A
BIOL01112 <i>COURSE DESCRIPTION</i>	General Biology II This course reinforces concepts introduced in General Biology I. Emphasis is placed on evolution, classification of organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.	3	General Biology I (or equivalent)	N/A
BIOL01112 <i>COURSE DESCRIPTION</i>	General Biology II Lab The laboratory reinforces and provides supplemental information related to the lecture topics related to the principles and concepts of biology.	1	General Biology I Lab (or equivalent)	N/A
BIOL03101 <i>COURSE DESCRIPTION</i>	Environmental Biology This course introduces environmental processes and the influence of human activities upon them. Topics include environmental sustainability, ecology and evolution, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
BIOL03102 <i>COURSE DESCRIPTION</i>	Cell Biology Cell Biology will provide the student with a fundamental understanding of life at the cellular level. The first portion of this class will focus primarily on cell structure and biochemical processes, while the second portion will focus on reproduction at the cellular level. The material in the course will serve as a foundation for subsequent biology courses, as well as help the student develop critical thinking skills and proficiency in scientific reading	3	General Biology I (or equivalent)	N/A
BIOL03103 <i>COURSE DESCRIPTION</i>	Histology This course provides an in-depth look at the microscopic structure of the vertebrate body. Study of cells, tissues and organs will provide an understanding of the complex nature of the relationship between form and function in vertebrates.	3	General Biology I (or equivalent)	N/A
BIOL04101 <i>COURSE DESCRIPTION</i>	Genetics This course discusses the principles of genetics with application to the study of biological function at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, population genetics, use of genetic methods to analyze protein function, gene regulation and inherited disease.	3	Cell Biology (or equivalent)	N/A
BIOL04102 <i>COURSE DESCRIPTION</i>	Immunology This course provides a study of the immune response and its relationship to the diagnosis, prevention and treatment of disease. Topics include immune systems, immunopathology and antibodies.	3	Chemistry II (or equivalent)	N/A
BMEC02102 <i>COURSE DESCRIPTION</i>	Biomechanics of the Human Body This course provides extensive information and application of physical laws and human movement analysis. Topics discussed will include Newton's Law, ground and fluid forces, power, energy, torque, levers and gravity. Projects of analyzing sport skills will be performed.	3	N/A	N/A
CAPS04101 <i>COURSE DESCRIPTION</i>	Health Science Capstone This course provides students with the opportunity to integrate their course work, knowledge, and experiences into a project that results in a written report and presentation regarding an issue within the field of human biology, health or healthcare, a culminating experience in the bachelor degree program.	3	All didactic coursework; Exception - may be taken in conjunction with other courses in last trimester	N/A
CAPS04102 <i>COURSE DESCRIPTION</i>	Pre-Med Capstone This course provides students with the opportunity to integrate their course work, knowledge, and experiences into a project that results in a written report and presentation regarding an issue within the field of human biology, health or healthcare, a culminating experience in the bachelor degree program.	3	All didactic coursework; Exception - may be taken in conjunction with other courses in last trimester	N/A
CAPS04103 <i>COURSE DESCRIPTION</i>	Pre-Dentistry Capstone This course provides students with the opportunity to integrate their course work, knowledge, and experiences into a project that results in a written report and presentation regarding an issue within the field of human biology, health or healthcare, a culminating experience in the bachelor degree program.	3	All didactic coursework; Exception - may be taken in conjunction with other courses in last trimester	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
CAPS04104 <i>COURSE DESCRIPTION</i>	Pre-Allied Health Science Capstone This course provides students with the opportunity to integrate their course work, knowledge, and experiences into a project that results in a written report and presentation regarding an issue within the field of human biology, health or healthcare, a culminating experience in the bachelor degree program.	3	All didactic coursework; Exception - may be taken in conjunction with other courses in last trimester	N/A
CHEM01101 <i>COURSE DESCRIPTION</i>	General Chemistry I General Chemistry I course provides knowledge of fundamental concepts in inorganic and physical chemistry. Topics include chemical matter and measurement, stoichiometry, aqueous reactions, thermochemistry, electronic structure, chemical bonding, and molecular geometry. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	N/A	N/A
CHEM01101 <i>COURSE DESCRIPTION</i>	General Chemistry I Lab This laboratory course accompanies the General Chemistry I course and includes exercises demonstrating lecture topics. Topics include laboratory safety, observation of physical properties, identification of unknown ionic compounds, reaction stoichiometry, determination of an empirical formula, proper execution of sequential reactions, and use of titration to determine the molarity of a solution. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	N/A	N/A
CHEM01102 <i>COURSE DESCRIPTION</i>	General Chemistry II General Chemistry II course provides knowledge of fundamental concepts in inorganic and physical chemistry. Topics include gases, intermolecular forces, reaction kinetics, equilibrium, acid/base chemistry, and buffers. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	General Chemistry I or equivalent	N/A
CHEM01102 <i>COURSE DESCRIPTION</i>	General Chemistry II Lab This laboratory course accompanies the General Chemistry II lecture course and includes exercises demonstrating lecture topics. Topics include laboratory safety, determination of the gas constant, molar mass of a volatile compound, reaction rate, chemical equilibrium, measurement of pH, and preparation of buffers. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	General Chemistry I Lab or equivalent	N/A
CHEM01111 <i>COURSE DESCRIPTION</i>	College Chemistry I College Chemistry I course provides knowledge of fundamental concepts in inorganic and physical chemistry. Topics include chemical matter and measurement, stoichiometry, aqueous reactions, thermochemistry, electronic structure, chemical bonding, and molecular geometry. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	3	N/A	N/A
CHEM01111 <i>COURSE DESCRIPTION</i>	College Chemistry I Lab This laboratory course accompanies the College Chemistry I course and includes exercises demonstrating lecture topics. Topics include laboratory safety, observation of physical properties, identification of unknown ionic compounds, reaction stoichiometry, determination of an empirical formula, proper execution of sequential reactions, and use of titration to determine the molarity of a solution. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	1	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
CHEM0112 <i>COURSE DESCRIPTION</i>	College Chemistry II College Chemistry II course provides knowledge of fundamental concepts in inorganic and physical chemistry. Topics include gases, intermolecular forces, reaction kinetics, equilibrium, acid/base chemistry, and buffers. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	3	College Chemistry I	N/A
CHEM0112 <i>COURSE DESCRIPTION</i>	College Chemistry II Lab This laboratory course accompanies the College Chemistry II course and includes exercises demonstrating lecture topics. Topics include laboratory safety, determination of the gas constant, molar mass of a volatile compound, reaction rate, chemical equilibrium, measurement of pH, and preparation of buffers. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	1	College Chemistry I Lab	N/A
CHEM02201 <i>COURSE DESCRIPTION</i>	Organic Chemistry I In this course, which is offered the first half of a term, students will learn and understand molecular structure and bonding, nomenclature of alkanes, alkenes, alkynes, and alcohols, stereochemistry, reactivity of acids and bases, and nucleophilic substitution and elimination of alkyl halides. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	General Chemistry II or equivalent	N/A
CHEM01201 <i>COURSE DESCRIPTION</i>	Organic Chemistry I Lab This laboratory course accompanies the Organic Chemistry I lecture and includes exercises demonstrating lecture topics. Topics include laboratory safety, melting point determination, chromatography, extraction, distillation and halogenation of alkenes. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	General Chemistry II Laboratory or equivalent	N/A
CHEM02202 <i>COURSE DESCRIPTION</i>	Organic Chemistry II In this course, which is offered the second half of a term, students will learn and understand the chemistry and preparation of alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, and amino acids. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	Organic Chemistry I or equivalent	N/A
CHEM01202 <i>COURSE DESCRIPTION</i>	Organic Chemistry II Lab This laboratory course accompanies the Organic Chemistry II lecture and includes exercises demonstrating lecture topics. Topics include dehydration reactions, nitration of an aromatic compound, isolation of organic compounds, preparation of esters, soap, and synthesis of aspirin. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	Organic Chemistry I Laboratory or equivalent	N/A
CHRO01101 <i>COURSE DESCRIPTION</i>	History of Chiropractic This course traces the evolution of chiropractic from its beginning to its current worldwide presence. Emphasis is given to the intellectual and institutional growth, as well as the individuals responsible for the initial development and later acceptance of chiropractic. In the second half of the course, the history of Logan College of chiropractic is discussed.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
COMM01101	Introduction to Public Speaking	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a basic introduction to speech communication, emphasizing the practical skill of public speaking and critical listening. Civility and ethical speech-making are the foundations of this course. Students will practice techniques in researching, organizing, and delivering speeches in various contexts. Cultural conventions of speech, perceptions of others, verbal and nonverbal messages, and techniques of oral presentation and persuasion will be evaluated and practiced to enhance student success in typical public speaking situations			
ENGL01101	Business Writing for a Social Media World	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is a basic writing course that focuses on communication and business writing in a social media world. Students will learn how the world sees them “online” and how to improve their ability to create strong, pertinent communication.			
ENGL01201	College Composition I	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	In this course, students will learn each phase of the writing process through a variety of writing topics, activities, and written assignments. Students will also review composition basics by completing exercises in the textbook. A comprehensive research paper project, in APA documentation format, will also be completed.			
ENGL01202	College Composition II	3	College Composition I or equivalent	N/A
<i>COURSE DESCRIPTION</i>	This course allows students to write about more complex underlying themes, including a narrative essay, a descriptive essay, a comparison/contrast essay and a persuasive argumentative essay. Students will also learn the rules associated with APA style. In addition, students will learn how to study and analyze various readings. The textbook required for this course will assist students in the grammar and writing requirements.			
ENGL02101	Introduction to Literature	3	College Composition II or equivalent	N/A
<i>COURSE DESCRIPTION</i>	Students will examine written works in three major genres (fiction, poetry, and drama), specifically how a written work qualifies as a specific genre and focusing on the work for its technical aspects. Students will assess literary works searching for a continuity of ideas amongst writers. When studied together, the three major genres serve as an avenue for understanding the self, comparing and contrasting human values,			
HLTS02101	Future Trends in Healthcare	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	This course is designed to address contemporary forces shaping healthcare design and delivery in the United States. Students will explore a wide range of topics, examine current best practices and investigate forecasted future trends in healthcare.			
HLTS02102	Cultural Awareness in Healthcare	3	N/A	N/A
<i>COURSE DESCRIPTION</i>	Extraordinary demographic trends in the United States are creating a demand for culturally competent healthcare providers as a means to reduce health disparities. This course is designed to increase students’ level of awareness and acceptance of the role of culture on health perceptions, access, and utilization of health services. Students explore issues facing healthcare providers and methods of integrating cultural factors into patient care as a means to practice effectively in a diverse society.			

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
HIST01101 <i>COURSE DESCRIPTION</i>	U.S. History I This course will cover the political, economic, social, and cultural themes from the colonial period to the end of Reconstruction. Topics discussed will include initial contact with Native Americans, colonialism, the Revolution, creation of the U.S. Constitution, western expansion, the Civil War, and Reconstruction. The course will also include a discussion on the creation and content of the Missouri Constitution	3	N/A	N/A
HUMS01101 <i>COURSE DESCRIPTION</i>	Styles of Jazz The style of music called jazz is one of the gifts from the United States to the world. This music is the basis for much of the 20 th century's popular music, film scores, Broadway show scores, and to some ears formal (classical) music. The origins and development of the styles of jazz will be explored.	3	N/A	N/A
KINE02101 <i>COURSE DESCRIPTION</i>	Kinesiology This course will cover concepts and the study of muscles as they are involved in the science of human movement. As kinesiology is the study of movement, performance, and function, both skeletal and muscular structures will be covered. Information will also be presented on how to strengthen and stretch most of the muscles.	3	N/A	N/A
MATH01102 <i>COURSE DESCRIPTION</i>	College Algebra This course presents algebraic concepts, techniques, and applications including polynomial and rational expressions, linear and quadratic equations, inequalities, absolute value, functions and graphs, exponential and logarithmic functions, and systems of equations and inequalities	3	N/A	N/A
MATH2103 <i>COURSE DESCRIPTION</i>	Statistics This course presents a survey of basic statistical methods, including descriptive statistics, introductory probability theory, correlation and regression analysis, and introductory inferential statistical methods of estimation and hypothesis testing.	3	College Algebra (or equivalent)	N/A
MATH03101 <i>COURSE DESCRIPTION</i>	Biostatistics This course provides an introduction to the methods used to analyze biological data. The course will cover topics such as describing and displaying data, probability, hypothesis testing, how to design experiments, and many others.	3	Statistics (or equivalent)	N/A
MEDT01101 <i>COURSE DESCRIPTION</i>	Medical Terminology This is a programmed approach to the learning of scientific/medical terminology. It is designed to acquaint students with scientific vocabulary encountered in the various division courses and to enable the learner to interpret and understand complex medical terms.	3	N/A	N/A
MICR03101 <i>COURSE DESCRIPTION</i>	Microbiology I This course introduces concepts related to the study of bacteria, viruses, protozoa and fungi. These microorganisms maintain both beneficial and pathogenic relationships with humans, and concepts related to both types of relationships will be examined.	3	Cell Biology (or equivalent)	N/A
MICR0L101 <i>COURSE DESCRIPTION</i>	Microbiology I Lab This course emphasizes basic laboratory techniques such as microscopy, staining, and aseptic technique.	1	Cell Biology (or equivalent)	N/A
MICR04201 <i>COURSE DESCRIPTION</i>	Microbiology II This course explores microbial evolution, ecology and diversity. Students will explore infectious diseases and epidemiology to learn the applied uses of microorganisms in industry, agriculture and medicine.		Microbiology I (or equivalent)	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
MICR0L201 <i>COURSE DESCRIPTION</i>	Microbiology II Lab This course covers laboratory exercises demonstrating the natural occurrences and processes of microbes in the environment and gene transfer in bacteria along with techniques for the isolation and identification of pathogens, and the use of microbes in industry.	1	Microbiology I Lab (or equivalent)	N/A
NUTR04101 <i>COURSE DESCRIPTION</i>	Human Nutrition This course is an advanced view of nutrition in human systems that include nutrients and nourishment, the influence of diet on health as well as disease outcomes, and the roles of food in lifestyle. Basic knowledge of clinical human nutrition fundamentals are covered.	3	N/A	N/A
NUTR04201 <i>COURSE DESCRIPTION</i>	Sport and Exercise Nutrition Students will understand the scientific basis for the role of nutrition in physical performance. Students will be able to describe and contrast how macronutrients contribute to body composition, energy, and performance. They will also be able to explain the role of micronutrients in metabolism during physical activity and recovery. Supplements, ergogenic aids and nutritional strategies for improving sport performance will be compared.	3	N/A	N/A
PATH04101 <i>COURSE DESCRIPTION</i>	Pathology I This course represents the study of basic pathology processes that underlie all disease such as cellular pathology, inflammation and repair, fluid and hemodynamic derangements, neoplasia, and the study of genetic immunologic, metabolic and deficiency, infections, environmental, pediatric and geriatric diseases.	3	Anatomy & Physiology II (or equivalent)	N/A
PATH04201 <i>COURSE DESCRIPTION</i>	Pathology II This course represents the study of diseases affecting specific organs and their systems such as cardiovascular; respiratory; ear, nose, throat; ophthalmic; alimentary tract including oral cavity; lymphoid and hemopoietic tissues; liver; pancreas and biliary tract; endocrine; urinary; male and female genital; nervous system; musculoskeletal; and integument.	3	Pathology I (or equivalent)	N/A
PHIL01101 <i>COURSE DESCRIPTION</i>	Medical Ethics This course addresses moral problems confronting health care practitioners, patients, and the public concern with medical treatment, research, and public health policy. Topics include abortion, living wills, euthanasia, genetic engineering, patient rights, human experimentation, and allocation of medical resources.	3	N/A	N/A
PHYS01101 <i>COURSE DESCRIPTION</i>	Physics I This course is offered the first half of a term and presents an introduction to physics concepts, kinetics, mechanics, dynamics, circular motion, work, energy, linear momentum, rotational motion, static equilibrium, vibration, waves, and sound. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	College Algebra	N/A
PHYS0L101 <i>COURSE DESCRIPTION</i>	Physics I Lab This laboratory course accompanies the Physics I course and includes exercises demonstrating lecture topics. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	College Algebra	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PHYS01102 <i>COURSE DESCRIPTION</i>	Physics II This course is offered the second half of a term and presents an introduction to fluids, electric charge and potential, electric fields, electric currents, magnetism, electromagnetic induction and waves, light, nuclear physics and radioactivity. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	3	Physics I or equivalent	N/A
PHYS0L102 <i>COURSE DESCRIPTION</i>	Physics II Lab This laboratory course accompanies the Physics II course and includes exercises demonstrating lecture topics. This course is offered in an accelerated 7 week format as part of Logan's Flexible Accelerated Science Track (FAST) program or in the traditional 15 week format.	1	Physics I Lab or equivalent	N/A
PHYS01111 <i>COURSE DESCRIPTION</i>	College Physics I This course is offered the first half of a term and presents an introduction to physics concepts, kinetics, mechanics, dynamics, circular motion, work, energy, linear momentum, rotational motion, static equilibrium, vibration, waves, and sound. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	3	College Algebra	N/A
PHYS0L111 <i>COURSE DESCRIPTION</i>	College Physics I Lab This laboratory course accompanies the Physics I course and includes exercises demonstrating lecture topics. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	1	College Algebra	N/A
PHYS01112 <i>COURSE DESCRIPTION</i>	College Physics II This course is offered the second half of a term and presents an introduction to fluids, electric charge and potential, electric fields, electric currents, magnetism, electromagnetic induction and waves, light, nuclear physics and radioactivity. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	3	Physics I or equivalent	N/A
PHYS0L112 <i>COURSE DESCRIPTION</i>	College Physics II Lab This laboratory course accompanies the Physics II course and includes exercises demonstrating lecture topics. This course is offered in the traditional 15 week format on the Logan University main campus and as part of the University's Dual Enrollment Advanced College Credit (ACC) program.	1	Physics I Lab or equivalent	N/A
PSYH01101 <i>COURSE DESCRIPTION</i>	General Psychology Introduction to the field of psychology and the major sub areas including the biological basis of behavior, sensation, perception, consciousness, learning, memory, language, motivation, emotion, personality, stress, development, abnormal psychology, therapeutic treatment, and social psychology.	3	N/A	N/A
PSYH04104 <i>COURSE DESCRIPTION</i>	Psychology of Aging The psychological, sociological, and biological contexts of aging will be explored including social myths and fears, ageism health versus sickness, and social roles. Students will examine how aging is frequently portrayed in popular U.S. culture and how our societal perceptions can shift to create a more positive view of what it means to age successfully.	3	N/A	N/A

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>	<u>PRE-REQUISITES</u>	<u>CO-REQUISITES</u>
PUBH01101 <i>COURSE DESCRIPTION</i>	Introduction to Public Health This course provides a history of public health. It demonstrates the methodology for understanding populations and population health through multiple disciplines. It provides an overview of five core disciplines: epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management.	3	N/A	N/A
SOCI01101 <i>COURSE DESCRIPTION</i>	Introduction to Sociology Students explore sociological methods, theories, and concepts using the Social World Model (SWM) in order to foster a broad and global perspective. The SWM demonstrates the relationships among individuals (micro level), organizations, institutions, and subcultures (meso level), and societies and global structures (macro levels of analysis). Some of the course topics include socialization, social groups and interactions, culture, race, gender, sexuality, crime and deviance, war, and social justice as a conduit for social change.	3	N/A	N/A

STUDENT RESEARCH

While some programs required research projects, not all do. Regardless of program requirements, all Logan University students are invited and encouraged to enhance their educational experience through participation in original research through the identification of a faculty mentor through the Research Advisory Committee (RAC) who can help facilitate the research process as a valuable learning experience. Students participating in research, whether a required or voluntary component of their program, may be invited to participate in Logan's Research Day on campus either in person or virtually. Logan's Research Day is a great way to share research and engage with researchers about up-and-coming changes and/or evidence that supports today's practices forming tomorrow's best practices. All research projects must have prior approval of the Research Advisory Committee (RAC) and the Institutional Review Board (IRB) or be stamped exempted prior to being started. Students participating in research projects may also be eligible for an annual research award at graduation.

**Contact the Research Advisory Committee at:
RAC@Logan.edu**

**Contact the Institutional Review Board at:
IRB@Logan.edu**

*Students in the Doctor of Chiropractic program may request a waiver from the Information Literacy Courses from the Dean of the College of Chiropractic if they have an approved, faculty-supervised research project. The project must be approved by the RAC, IRB and Dean of the College of Chiropractic. The project must be successfully completed prior to graduation. Completion of research includes a presentation at Logan University Research Day.

RESEARCH DAY

Logan University Research Day is an annual day set aside for students and faculty to share with their research with the Logan community. This day may include the sharing of posters, speakers and interactive sessions.

Refreshments will be served throughout the event and any community member is welcome to attend, browse and ask questions. The event is free of charge and is meant to highlight the wonderful work our faculty and students do to advance their professions.

A small award is given for the best student and best faculty presentation as decided upon by a panel of judges. For more information contact the Research Incubation Center.

LOGAN UNIVERSITY ADMISSION POLICY AND GUIDELINES

Admission to Logan University does not guarantee licensure upon graduation. Students are responsible for understanding the licensure requirements for programs in which licensure is a requirement for practice. In addition, each state has their own unique licensure statutes as such, students are responsible for understanding the requirements for licensure in the state(s) in which they are interested or may be interested in practicing so they may ensure they are creating and performing at the level in which meets the requirements for licensure where they desire.

In addition, while every opportunity is made to provide students with their preferred experience, due to demand and selection criteria, admission is not a guarantee a student will be selected for their first-choice clinical rotation, internship or course electives. For more information, students should speak with their admission advisor or Academic Success Coach (ASC).

ADMISSIONS REQUIREMENTS: DOCTORATE & FIRST PROFESSIONAL PROGRAMS

DOCTOR OF CHIROPRACTIC

The Doctor of Chiropractic degree program has multiple admissions paths, as listed below.

Logan University **encourages** students to complete their bachelor's degree prior to enrolling in the DCP or entering through a 3+1 degree program and **recommends** students complete the following courses as part of their life and physical science requirements to best prepare them for the rigor of the degree program:

1. 6 semester hours of biological sciences (with related lab)
2. 12 semester hours of chemistry
 - a. General/inorganic and organic/biochemistry (with related lab)
3. 6 semester hours of physics
 - a. 3 semester hours with labs
4. 3 additional hours in additional physics, biomechanics, kinesiology, statistics or exercise physiology

Some states require students to have an earned bachelor's degree for licensure. Students are responsible for knowing the licensure requirements for the state in which they intend to practice or may practice in the future. Logan University strongly recommends all students who have not yet earned a bachelor's degree, do so during their time at Logan to help prepare them to be practice ready in all 50 states.

Acceptance into the Doctor of Chiropractic program does not imply acceptance into a Bachelor of Science program at the university. Students who wish to earn both a bachelor's degree and the Doctor of Chiropractic must apply and be admitted into both programs.

OPTION ONE: GENERAL ADMISSION

1. Earned at least 90 credit hours with preference given to those earning a baccalaureate degree.
 - a. Credits and degrees earned must be accredited by an organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
 - b. International applicants see section in handbook titled "International Applicants".
2. Requested that an official transcript be sent directly to Logan from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. A Technical Standards acknowledgement form on file.
4. Earned a minimum of a 3.0 on a 4.0 for the best of 90 credits earned with preference given to those earning a cumulative grade point average of a 3.0 on a 4.0 scale in their qualifying bachelor's degree.
 - a. An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
5. Completed the prerequisite course work listed below from an accredited institution:
 - a. 24 hours of life and/or physical science
 - b. Half of these hours must have labs

Students are encouraged to complete their bachelor's degree prior to entering the Doctor of Chiropractic program, those entering under Option One are strongly encouraged to complete their bachelor degree through a 3+1, 3+3 or like program (as your admissions advisor if your current university is one of our many partner colleges) as many states require a bachelor degree for licensure. Students admitted through the general admission pathway typically select the standard 10 trimester Academic Degree Plan (ADP).

OPTION TWO: DUAL DEGREE PROGRAM

Logan University's Bachelor of Science in Life Science degree allows a student to enter as a first-time freshman or transfer student (some highly qualified candidates may begin courses as a high school student seeking dual credit). It is understood that students admitted into this program have the intention of enrolling into the Doctor of Chiropractic degree program for their final year of their bachelor's degree.

Students complete their first three years of their bachelor's degree coursework taking undergraduate courses and finish their undergraduate degree program through designated courses within the first year of their Doctor of Chiropractic degree program. This reduces the time students need to complete their degrees and saves tuition on the final year of their undergraduate program, thus reducing their overall cost of education.

Students enrolled in the Bachelor of Life Science degree program must have a 3.0 cumulative grade point average before beginning courses in the Doctor of Chiropractic (DC) program.

Students who have a cumulative grade point average higher than 2.75 but less than 3.0 at the time their Doctor of Chiropractic courses are scheduled to commence may be admitted through the Alternate Admission Track Program (AATP).

Students with a cumulative grade point average below a 2.75 do not meet the admission requirements of the DC program may consider changing their major to Human Biology (see the requirements for Bachelor of Science – Human Biology). Students with a cumulative grade point average below a 2.0 may be academically dismissed from Logan University.

OPTION THREE: PARTNER COLLEGES

Logan University has partnership agreements with many universities across the United States. These agreements allow students to begin their university career at the partner school and enter Logan's Doctor of Chiropractic program once the required minimum credits and courses are completed.

Required credits and courses from partner universities include:

1. Earned at least 90 college credits with at least 24 hours of life and/or physical science (unless otherwise outlined in the partner agreement)
 - a. at least half of those science courses must have lab components
 - b. International applicants see section in handbook titled "International Applicants".
2. Requested that an official transcript be sent directly to Logan from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. A Technical Standards acknowledgement form on file.
4. An earned cumulative grade point average of 3.0 or above

Students then transfer the remaining 30 or more credits from their first year of the chiropractic program at Logan University back to their original university in order to complete their bachelor's degree at the partner school.

This reduces the time students need to complete their degrees and saves tuition on the final year of their undergraduate program, thus reducing their overall cost of education.

Students are responsible for reviewing the partner agreement with both their "home" school and Logan University admissions as some partner agreements have more prescriptive requirements than others as to what classes the home school requires the student to take at their institution and what grades the home school requires the student to earn at Logan University.

Current Partner Schools

If your school is not listed as a partner school and you are interested in a 3+1 or 3+3 arrangement with Logan, please contact the Vice President of Admissions at 636-230-1718 for more information.

OPTION FOUR: ALTERNATIVE ACADEMIC TRACK PROGRAM (AATP)

The AATP program is for those candidates who meet the admission requirements outlined under general admissions with the exception of one or more of the following:

1. Earned a minimum of a 3.0 on a 4.0 for the best of 90 credits earned with preference given to those earning a cumulative grade point average of a 3.0 on a 4.0 scale in their qualifying bachelor's degree.
 - a. An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
2. Completed the prerequisite course work listed below from an accredited institution:
 - a. 24 hours of life and/or physical science
 - b. Half of these hours must have labs

Students may be admitted through the AATP program if their best of 90 grade point average is a 2.75 or above and they agree to a specialized acceptance plan designed to optimize their success.

These plans may include additional preparatory coursework, admissions through Logan's 3+1 Bachelor of Science in Life Science degree program, regular meetings with academic success coaches, scheduled meetings with tutors and/or other reasonable requests designed to increase a student's chances for success. These requirements will be outlined in the student's acceptance letter.

OTHER

Students who do not fit any of the four admissions pathways may choose to take courses as a non-degree-seeking student to work toward one of the above options. Taking courses as a non-degree student does not guarantee admission. Students may not take classes in the Doctor of Chiropractic program as non-degree students without the approval of the Dean of the College of Chiropractic.

TECHNICAL STANDARDS: ALL ADMISSIONS PATHWAYS

The goal of the Doctor of Chiropractic is to prepare every student to think critically and practice chiropractic competently and compassionately in rapidly changing health care environments. All efforts are designed to build chiropractic knowledge, enhance chiropractic practice and patient safety, foster professional integrity and ultimately improve the health outcomes of patients, families and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective chiropractic care during clinical training activities. Therefore, certain technical standards are requisite for admission, progression and completion of the Doctor of Chiropractic program.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the chiropractic program must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities, specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

General Abilities: The student is expected to possess functional use of the senses of vision, touch and hearing, so that data received by the senses may be integrated, analyzed and synthesized in a consistent and accurate manner. The student must also possess the ability to perceive pain, pressure, temperature, position, vibration and movement, which are important for gathering the necessary information to effectively evaluate patients. The student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must effectively communicate both verbally and non-verbally to elicit information and to translate that information to others. The student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination to perform complete physical examinations, utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. The student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, management and operation of diagnostic and therapeutic health care equipment, and such maneuvers to assist with patient-care activities such as lifting and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the

physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical and classroom settings, including performing CPR and manual manipulation therapy. The student must possess the ability of manual dexterity to perform fine motor movements such as light palpation.

Intellectual, Conceptual and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a Doctor of Chiropractic. Problem-solving involves the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data and to make decisions, often in a time-sensitive environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. The student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the chiropractic and other reputable health care literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching and setting short- and long-term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the chiropractic program. Personal comfort and acceptance of the role of a chiropractor functioning under supervision of a clinical instructor or preceptor is essential for a chiropractic student. The student must possess the skills required for full utilization of the student's intellectual abilities: the exercise of good judgment; the prompt completion of all responsibilities in classroom and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the health care team.

The student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a chiropractor.

The student must be able to: adapt to changing environments; display flexibility; accept and integrate constructive criticism given in classroom and clinical settings; effectively interact in the clinical setting with other members of the health care team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively in stressful situations in both classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the chiropractic program. These stressors may be (but are not limited to) personal, patient care, family, faculty/peer and/or program related.

In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Office of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

DOCTOR OF HEALTH PROFESSIONS EDUCATION

The Doctor of Health Professions Education program admission pathway is as follows:

1. Earned a master's degree or higher from an accredited college or university recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
 - a. International applicants see section in handbook titled "International Applicants".
2. Requested that an official transcript be sent directly to Logan University from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. Earned a minimum cumulative grade point average of a 3.0 on a 4.0 scale in their qualifying degree.
 - a. An applicant with qualifying postgraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
 - b. Applicants with a GPA between 2.5 and 2.99 may appeal to the Admissions Review Board for a probationary acceptance to Logan.
4. Completed the admissions application with non-refundable application fee and current resume or CV
5. Applicants wishing to complete their practicum and/or research projects related to their clinical practice skills must provide a copy of a valid license and must remain in good standing with their licensing board.

TECHNICAL STANDARDS

The Doctor of Health Professions Education delivers courses online and requires experiential learning in a classroom setting. All courses utilize technology and online delivery tools. All applicants accepted into the program must meet the program's technical standards with or without reasonable accommodations. Technical standards are tied to the essential duties a student must demonstrate for the safe and reasonable practice of their discipline and the ability to meet the minimum graduation requirements of their program. The technical standards for the Doctor of Health Professions Education were developed by assessing the fundamental components essential to demonstrate the capabilities, knowledge and skills necessary to achieve the core learning objectives while also preserving the academic integrity of the learning, assessment and accreditation process.

Within the professional context of the program purpose, Doctor of Health Professions Education students must have:

Communication/Interpersonal Skills: Students effectively communicate concepts, assignments, evaluations and expectations with members of the learning community including but not limited to University faculty, internship supervisors, students, administrators and other staff.

1. Students write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments as specified by faculty.
2. Students communicate effectively with other students, faculty, staff and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
3. Students demonstrate sufficient skills in English to understand content presented in the program, to adequately complete all verbal assignments and to meet the objectives of internship/preceptor experiences as specified by faculty.
4. Students appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual and/or cultural values on others.
5. Students demonstrate positive social skills in professional and social interactions with faculty, administration and colleagues.
6. Students demonstrate the ability to express their viewpoints and negotiate difficulties appropriately without behaving unprofessionally with instructors, administration, other professionals or peers.

Emotional and Physical Abilities: Students work under time constraints, concentrate in distracting situations, make subjective judgments and ensure safety in all situations.

1. Students possess the sensory ability to effectively assess behavior within the context of their professional setting.
2. Students possess the sensory, cognitive and physical abilities to make and execute appropriate decisions in a stressful environment.
3. Students demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations and to cope with extreme variations in workload and stress levels.
4. Students have the capacity to maintain composure and continue to function well in a myriad of situations.
5. Students have the physical stamina to work a typical day within their desired profession.
6. Students exhibit motor and sensory abilities to attend and participate in class and practicum placements.
7. Students are able to tolerate physically demanding workloads and function effectively under stress.

Cognitive Dispositions: Students organize time and materials, prioritize tasks, perform several tasks at once and adapt to changing situations.

1. Students have the mental capacity for complex thought as demonstrated in prerequisite college level coursework and in standardized testing.
2. Students have sufficient cognitive capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions and individual teaching, counseling or administrative settings, as well as in classroom and school settings.
3. Students analyze, synthesize, integrate concepts and problem-solve to formulate assessments and educational judgments.
4. Students demonstrate the ability to think analytically about educational issues. They are thoughtfully reflective about their practice.
5. Students demonstrate the ability to multitask and to adapt to and display flexibility in changing situations.
6. Students perceive events realistically, think clearly and rationally and function appropriately in routine and stressful situations.

Personal and Professional Requirements: Students arrive on time for professional commitments, including classes and field experiences.

1. Students meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness and failure to meet deadlines in courses or fieldwork is not acceptable.
2. Students seek assistance and follow supervision in a timely manner, and they accept and respond appropriately to constructive review of their work from supervisors.
3. Students show that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
4. Students are flexible, open to new ideas and willing and able to modify their beliefs and practices related to their work.
5. Students demonstrate attitudes of integrity, responsibility and tolerance.
6. Students demonstrate honesty and integrity by being truthful about background, experiences and qualifications. Students complete their own work, give credit for the ideas of others and provide proper citation of source materials.
7. Students interact courteously, fairly and professionally with people from diverse racial, cultural and social backgrounds and of different genders or sexual preferences.
8. Students understand the perspectives of others in the context of their profession and are able to separate personal and professional issues.
9. Students protect the confidentiality of information as appropriate to their profession unless disclosure serves professional purposes or is required by law.
10. Students show respect for self and others.
11. Students exhibit respect for all Logan University personnel, as well as peers and members of their professional communities.
12. Students are expected to be free of the influence of illegal drugs and alcoholic beverages in classes and field placements.

13. Students demonstrate the ability to deal with life stressors through the use of appropriate coping mechanisms. They handle stress effectively through appropriate self-care and by developing supportive relationships with colleagues, peers and others.
14. Students use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
15. Students project an image of professionalism.
16. Students demonstrate appropriate personal hygiene habits.
17. Students dress appropriately for their professional contexts.
18. Students possess maturity, self-discipline and good judgment.
19. Students demonstrate good attendance, integrity, honesty, teamwork and are conscientiousness in their work.

In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Office of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

ADMISSION REQUIREMENTS: MASTER'S DEGREE PROGRAMS

MASTER OF SCIENCE IN HEALTH INFORMATICS

The Master of Science in Health Informatics program admission pathway is as follows:

1. Earned baccalaureate degree or higher from an accredited college or university recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). International
 - a. If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
 - b. International applicants see section in handbook titled "International Applicants".
2. Requested that an official transcript be sent directly to Logan University from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. Earned a minimum cumulative grade point average of a 2.5 on a 4.0 scale in his or her qualifying bachelor's degree.
 - c. An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
4. Completed the prerequisite coursework listed below from an accredited institution with grades of C or higher in each course.

5. Completed six semester credit hours of coursework in business, accounting, management, math, statistics, health care or computer science.
 - d. Students not meeting the course prerequisites may be conditionally admitted with a status of probation.
 - i. Probational students acknowledge that the prerequisite courses prepare stronger candidates for success but still wish to pursue the degree with their current academic record.
 - ii. Logan University reserves the right to outline special conditions of acceptance for probation students they believe will optimize a student's chances for success such as reduced course loads, required tutoring, required meetings with academic success coaches, etc.

MASTER OF SCIENCE IN NUTRITION AND HUMAN PERFORMANCE

The Master of Science in Nutrition and Human Performance program admission pathway for all concentrations than the Registered Dietician concentration are as follows:

1. Earned a baccalaureate degree or higher from an accredited college or university recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
 - a. International applicants see section in handbook titled "International Applicants".
2. Requested that an official transcript be sent directly to Logan University from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. Earned a minimum cumulative grade point average of a 2.5 on a 4.0 scale in his or her qualifying bachelor's degree.
 - a. An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
4. Completed the prerequisite coursework listed below from an accredited institution with grades of C or higher in each course.
5. Completed six semester credit hours of either physics, kinesiology, exercise science, biomechanics or statistics and six semester credit hours of biological science
 - a. Logan University reserves the right to outline special conditions of acceptance for probation students they believe will optimize a student's chances for success such as reduced course loads, required tutoring, required meetings with academic success coaches, etc.

REGISTERED DIETICIAN CONCENTRATION

Applicants for the other tracks within the MS Nutrition and Human Performance program can apply on a rolling admission and may begin the program in the Fall, Spring, or Summer.

The maximum class size for the RD track is 15. Student's may apply to begin in either the Fall or Spring trimester. All applicants who submit the requisite application materials and meet the

admission criteria will be reviewed by the Selection Committee. The candidates chosen by the Selection Committee with the highest scores on a point-based entrance rubric will be required to participate in a virtual interview via a video conferencing platform as part of the official acceptance process.

REGISTERED DIETITIAN CONCENTRATION REQUIREMENTS

1. Earned a baccalaureate degree or higher from an accredited college or university recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
2. Completed the prerequisite coursework listed below from an accredited institution with grades of C or higher in each course.
 - a. Prerequisites must be completed by the end of the prior spring semester for a fall entrance, and by the end of the summer prior for a spring entrance
 - b. Prerequisite course work includes:
 - i. Anatomy and Physiology I (3 credit hours)
 - ii. Anatomy and Physiology II (3 credit hours)
 - iii. General Chemistry (3 credit hours)
 - iv. Organic Chemistry (3 credit hours)
 - v. Biochemistry (3 credit hours)
 - vi. Microbiology (3 credit hours)
 - vii. Human Nutrition or equivalent (3 credit hours)
3. Requested that an official transcript be sent directly to Logan University from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
4. Earned a minimum cumulative grade point average of a 3.0 on a 4.0 scale in his or her qualifying bachelor's degree.
5. Completion of a personal statement (up to 750 words) to include:
 - a. Why Logan?
 - b. Any experience in the nutrition field?
 - c. Why do you want to become an RD?
 - d. Short term and long-term goals
6. Two letters of recommendation
 - a. One letter of recommendation must be from a current or former employer
7. Resume or CV

MASTER OF SCIENCE IN SPORTS SCIENCE AND REHABILITATION

The Master of Science in Sports Science and Rehabilitation program admission pathway is as follows:

1. Earned a baccalaureate degree or higher that is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
 - a. International applicants see section in handbook titled "International Applicants".

2. Requested that an official transcript be sent directly to Logan University from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.
3. Earned a minimum cumulative grade point average of a 2.5 on a 4.0 scale in his or her qualifying bachelor's degree.
 - a. An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
4. Completed the prerequisite course work listed below from an accredited institution with grades of C or higher in each course.
5. Earned six semester credit hours of either physics, kinesiology, exercise science, biomechanics or statistics and six semester credit hours of biological science.
 - a. Logan University reserves the right to outline special conditions of acceptance for probation students they believe will optimize a student's chances for success such as reduced course loads, required tutoring, required meetings with academic success coaches, etc.

TECHNICAL STANDARDS MASTER OF SCIENCE HEALTH INFORMATICS; NUTRITION AND HUMAN PERFORMANC; SPORTS SCIENCE AND REHABILITATION

Logan University delivers courses online and face to face. Some master level programs require experiential learning in a clinical, practice, or classroom setting. All courses utilize technology and online delivery tools. All applicants accepted into the program must meet the program's technical standards with or without reasonable accommodations. Technical standards are tied to the essential duties a student must demonstrate for the safe and reasonable practice of their discipline and the ability to meet the minimum graduation requirements of their program. The technical standards for master's level degree programs were developed by assessing the fundamental components essential to demonstrate the capabilities, knowledge and skills necessary to achieve the core learning objectives while also preserving the academic integrity of the learning, assessment and accreditation process. Within the professional context of the program purpose, master level students must have:

Communication/Interpersonal Skills: Students effectively communicate concepts, assignments, evaluations and expectations with members of the learning community including but not limited to University faculty, internship supervisors, students, administrators and other staff.

1. Students write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments as specified by faculty.
2. Students communicate effectively with other students, faculty, staff and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
3. Students demonstrate sufficient skills in English to understand content presented in the program, to adequately complete all verbal assignments and to meet the objectives of internship/preceptor experiences as specified by faculty.

4. Students appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual and/or cultural values on others.
5. Students demonstrate positive social skills in professional and social interactions with faculty, administration and colleagues.
6. Students demonstrate the ability to express their viewpoints and negotiate difficulties appropriately without behaving unprofessionally with instructors, administration, other professionals or peers.

Emotional and Physical Abilities: Students work under time constraints, concentrate in distracting situations, make subjective judgments and ensure safety in all situations.

1. Students possess the sensory ability to effectively assess behavior within the context of their professional setting.
2. Students possess the sensory, cognitive and physical abilities to make and execute appropriate decisions in a stressful environment.
3. Students demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations and to cope with extreme variations in workload and stress levels.
4. Students have the capacity to maintain composure and continue to function well in a myriad of situations.
5. Students have the physical stamina to work a typical day within their desired profession.
6. Students exhibit motor and sensory abilities to attend and participate in class and practicum placements.
7. Students are able to tolerate physically demanding workloads and function effectively under stress.

Cognitive Dispositions: Students organize time and materials, prioritize tasks, perform several tasks at once and adapt to changing situations.

1. Students have the mental capacity for complex thought as demonstrated in prerequisite college level coursework and in standardized testing.
2. Students have sufficient cognitive capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions and individual teaching, counseling or administrative settings, as well as in classroom and school settings.
3. Students analyze, synthesize, integrate concepts and problem-solve to formulate assessments and educational judgments.
4. Students demonstrate the ability to think analytically about educational issues. They are thoughtfully reflective about their practice.
5. Students demonstrate the ability to multitask and to adapt to and display flexibility in changing situations.
6. Students perceive events realistically, think clearly and rationally and function appropriately in routine and stressful situations.

Personal and Professional Requirements: Students arrive on time for professional commitments, including classes and field experiences.

1. Students meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness and failure to meet deadlines in courses or fieldwork is not acceptable.
2. Students seek assistance and follow supervision in a timely manner, and they accept and respond appropriately to constructive review of their work from supervisors.
3. Students show that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
4. Students are flexible, open to new ideas and willing and able to modify their beliefs and practices related to their work.
5. Students demonstrate attitudes of integrity, responsibility and tolerance.
6. Students demonstrate honesty and integrity by being truthful about background, experiences and qualifications. Students complete their own work, give credit for the ideas of others and provide proper citation of source materials.
7. Students interact courteously, fairly and professionally with people from diverse racial, cultural and social backgrounds and of different genders or sexual preferences.
8. Students understand the perspectives of others in the context of their profession and are able to separate personal and professional issues.
9. Students protect the confidentiality of information as appropriate to their profession unless disclosure serves professional purposes or is required by law.
10. Students show respect for self and others.
11. Students exhibit respect for all Logan University personnel, as well as peers and members of their professional communities.
12. Students are expected to be free of the influence of illegal drugs and alcoholic beverages in classes and field placements.
13. Students demonstrate the ability to deal with life stressors through the use of appropriate coping mechanisms. They handle stress effectively through appropriate self-care and by developing supportive relationships with colleagues, peers and others.
14. Students use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
15. Students project an image of professionalism.
16. Students demonstrate appropriate personal hygiene habits.
17. Students dress appropriately for their professional contexts.
18. Students possess maturity, self-discipline and good judgment.
19. Students demonstrate good attendance, integrity, honesty, teamwork and are conscientiousness in their work.

In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Office of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

ADMISSION REQUIREMENTS: BACHELOR'S DEGREE PROGRAMS

BACHELOR OF SCIENCE: HUMAN BIOLOGY AND LIFE SCIENCE (3+1+2):

The Bachelor of Science degree programs have the following admission requirements:

1. Complete the online application.
2. Successfully complete the new student orientation.
3. Submit official transcripts from an accredited high school.
 - a. 2.0 high school CGPA or higher (2.0 college CGPA accepted after completion of 24 or more semester hours)
 - b. Students who do not have a 2.0 or higher CGPA may appeal for probational acceptance to the Admissions Committee.
 - c. International applicants see section in handbook titled "International Applicants".
4. Submit ACT or SAT scores (valid for five years)
 - a. Logan University does not offer pre-college/remedial level course work. SAT/ACT scores are used to help determine preparedness for college level English and math course work at the minimum of the 100 level. Applicants who have successfully completed college algebra or higher and ENG 101 (English composition) or higher, with at least a C, may be eligible to waive the SAT/ACT requirement with permission of the college Dean.
 - b. ACT Score minimums:
 - i. 21 in English
 - ii. 20 in reading
 - iii. 23 in math
 - c. SAT Score minimums:
 - iv. 650 in English/Literature
 - v. 650 in math

Acceptance into the Life Science program does not guarantee a student will begin classes in the Doctor of Chiropractic (DC) program. Students must maintain the standards of Satisfactory Academic Progress (SAP) of Life Science as outlined in the SAP policy to begin DC course work. Likewise, students in the DC program are not automatically enrolled into the Life Science program.

Students are responsible for reviewing the licensure requirements in the state(s) in which they wish to practice and understand how the admission track they choose may impact their ability to practice within those states. Acceptance into a program that requires a license to practice is not a guarantee of licensure.

TECHNICAL STANDARDS UNDERGRADUATE DEGREE PROGRAMS

Bachelor's degree courses are offered online and on campus. Regardless of delivery method, all undergraduate courses utilize technology and online delivery tools. All applicants accepted into the undergraduate programs must meet the program's technical standards with or without reasonable accommodations. Technical standards are tied to the essential duties a student must demonstrate for the safe and reasonable practice of their discipline and the ability to meet the minimum

graduation requirements of their program. The technical standards for the undergraduate programs were developed by assessing the fundamental components essential to demonstrate the capabilities, knowledge and skills necessary to achieve the core learning objectives while also preserving the academic integrity of the learning, assessment and accreditation process. Within the professional context to which each undergraduate degree is designed to support, all students must have:

Communication/Interpersonal Skills: Students effectively communicate concepts, assignments, evaluations and expectations with members of the learning community including but not limited to University faculty, internship supervisors, students, administrators and other staff.

1. Students write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments as specified by faculty.
2. Students communicate effectively with other students, faculty, staff and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
3. Students demonstrate sufficient skills in English to understand content presented in the program, to adequately complete all verbal assignments and to meet the objectives of internship/preceptor experiences as specified by faculty.
4. Students appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual and/or cultural values on others.
5. Students demonstrate positive social skills in professional and social interactions with faculty, administration and colleagues.
6. Students demonstrate the ability to express their viewpoints and negotiate difficulties appropriately without behaving unprofessionally with instructors, administration, other professionals or peers.

Emotional and Physical Abilities: Students work under time constraints, concentrate in distracting situations, make subjective judgments and ensure safety in all situations.

1. Students possess the sensory ability to effectively assess behavior within the context of their professional setting.
2. Students possess the sensory, cognitive and physical abilities to make and execute appropriate decisions in a stressful environment.
3. Students demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations and to cope with extreme variations in workload and stress levels.
4. Students have the capacity to maintain composure and continue to function well in a myriad of situations.
5. Students have the physical stamina to work a typical day within their desired profession.
6. Students exhibit motor and sensory abilities to attend and participate in class and practicum placements.
7. Students are able to tolerate physically demanding workloads and function effectively under stress.

Cognitive Dispositions: Students organize time and materials, prioritize tasks, perform several tasks at once and adapt to changing situations.

1. Students have the mental capacity for complex thought as demonstrated in prerequisite college level coursework and in standardized testing.
2. Students have sufficient cognitive capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions and individual teaching, counseling or administrative settings, as well as in classroom and school settings.
3. Students analyze, synthesize, integrate concepts and problem-solve to formulate assessments and educational judgments.
4. Students demonstrate the ability to think analytically about educational issues. They are thoughtfully reflective about their practice.
5. Students demonstrate the ability to multitask and to adapt to and display flexibility in changing situations.
6. Students perceive events realistically, think clearly and rationally and function appropriately in routine and stressful situations.

Personal and Professional Requirements: Students arrive on time for professional commitments, including classes and field experiences.

1. Students meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness and failure to meet deadlines in courses or fieldwork is not acceptable.
2. Students seek assistance and follow supervision in a timely manner, and they accept and respond appropriately to constructive review of their work from supervisors.
3. Students show that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
4. Students are flexible, open to new ideas and willing and able to modify their beliefs and practices related to their work.
5. Students demonstrate attitudes of integrity, responsibility and tolerance.
6. Students demonstrate honesty and integrity by being truthful about background, experiences and qualifications. Students complete their own work, give credit for the ideas of others and provide proper citation of source materials.
7. Students interact courteously, fairly and professionally with people from diverse racial, cultural and social backgrounds and of different genders or sexual preferences.
8. Students understand the perspectives of others in the context of their profession and are able to separate personal and professional issues.
9. Students protect the confidentiality of information as appropriate to their profession unless disclosure serves professional purposes or is required by law.
10. Students show respect for self and others.

11. Students exhibit respect for all Logan University personnel, as well as peers and members of their professional communities.
12. Students are expected to be free of the influence of illegal drugs and alcoholic beverages in classes and field placements.
13. Students demonstrate the ability to deal with life stressors through the use of appropriate coping mechanisms. They handle stress effectively through appropriate self-care and by developing supportive relationships with colleagues, peers and others.
14. Students use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
15. Students project an image of professionalism.
16. Students demonstrate appropriate personal hygiene habits.
17. Students dress appropriately for their professional contexts.
18. Students possess maturity, self-discipline and good judgment.
19. Students demonstrate good attendance, integrity, honesty, teamwork and are conscientiousness in their work.

Students in the Bachelor of Science in Life Science program must meet the technical standards for both the bachelor's degree programs and the doctor or chiropractic program.

In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Office of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

DUAL DEGREE STUDENT POLICY

With the exception of the official 3+1 and 3+3 degree programs, students who wish to enroll in more than one degree program at the same time must complete a dual degree application and gain permission from the dean of their primary degree program prior to applying to the secondary degree program. Not all degrees are offered as dual degrees.

The written permission must accompany the application to the second-degree program. This policy is to ensure students are fully counseled on the time commitment necessary to complete multiple degrees and the possible impact adding a second degree could have on the primary degree, as well as to ensure that current academic performance supports the theory that there is a reasonable expectation the student will be successful. Students applying for dual degree status must be in good academic standing in their current degree program in order to apply to a second Logan University degree or certificate program.

COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS

EARLY START COLLEGE CREDIT PROGRAM

The Early College Credit (ECC) program allows qualified high school juniors and seniors to earn college credit on the Logan University campus or online while still in high school, thus getting an “early start” on their college education. Qualified students may enroll in 100- or 200-level courses. Students will be advised by their Academic Success Coach on which courses to enroll in based on background and interests. While considering early college credit, students should check with the institutions they plan to attend upon graduation to ensure they are taking classes best suited for their educational goals. Course transferability cannot be guaranteed.

ADMISSIONS REQUIREMENTS

1. High school students entering their junior or senior year
2. 3.0 CGPA or higher
3. Official high school transcript
4. Letter of recommendation from high school counselor (or parent if homeschooled)
5. Early Start College application

DUAL ENROLLMENT (HIGH SCHOOL AND COLLEGE) PROGRAM

Dual enrollment courses are college-level courses taught at the student’s high school by university-qualified faculty, using the same curriculum and textbooks as the equivalent course on Logan University’s campus. When high school students successfully complete a dual enrollment course, they earn both high school and college credit. The student will have an official student record with a grade and grade point average at Logan just as if they had taken the course on campus. While considering dual enrollment courses, students should check with the institutions they plan to attend upon graduation to ensure they are taking classes best suited for their educational goals. High school counselors are a good source of information for assistance when making the decision to take a dual enrollment course or not. Course transferability cannot be guaranteed.

ADMISSIONS REQUIREMENTS

1. High school junior or senior (or written recommendation from high school counselor, written parent/legal guardian approval and ACT or SAT in the 90th percentile or above)
2. 3.0 CGPA or higher (juniors and seniors with 2.5-2.99 may be enrolled with a signed letter of recommendation from their principal or guidance counselor and written permission from a parent or legal guardian.)
3. Official high school transcript
4. Dual enrollment application

TECHNICAL STANDARDS – COLLEGE FOR HIGHSCHOOL PROGRAMS

High school students earning college credit in undergraduate courses must meet the same technical standards as all other students in the undergraduate programs.

In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Office of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

LANGUAGE SKILLS POLICY

Logan University students, regardless of program, must have the ability to read, write and speak English at a level sufficient to successfully complete the course of study for their respective program. Students understand the following expectations as part of the admissions process:

- Dictionary use is not permitted during exams.
- English language competency alone is not a reason for formal academic accommodations.
- In the absence of a documented disability, extra time tests, including outcomes assessment examinations, will not be allowed except in those occasions in which it would be granted for all students.
- At the discretion of each instructor, requests for explanations may be granted as needed.

INTERNATIONAL STUDENT APPLICATIONS

An international student seeking admission to Logan University must provide the following documentation in addition to all other admissions requirements:

1. Documentation of English proficiency is required of all international applicants unless the applicant has earned a degree from an accredited University in any country whose sole national language is English.
 - a. Accepted forms of documentation include:
 - i. Successful completion of a prior degree at the baccalaureate level or higher delivered and assessed in English (either in the United States or as determined by U.S. equivalencies); or
 - ii. Test of English as a Foreign Language (TOEFL) score; or
 1. TOEFL score of 500 or higher on paper-based exams
 2. TOEFL score of 79 on the iBT Test (sub-scores: Writing 18, Listening 21, Reading 21, and Speaking 19)
 - iii. International English Language Testing System.
 1. Score of 6.5 or higher
2. Transcript Evaluation for admissions
 - a. When applying for a degree program, applicants with degrees earned outside the U.S. must complete all of the admission standards outlined for the degree program in which the student is applying; additionally transcripts from the degree(s) earned must be evaluated for U.S. equivalence by one of the evaluation services listed below

and an official copy of the evaluation must be sent from the service directly to Logan University's Registrar.

- i. [World Education Services](#)
 - ii. [Josef Silny and Associates, Inc.](#)
 - iii. [Educational Credential Evaluators, Inc.](#)
 - iv. [International Education Research Foundation, Inc.](#)
 - v. [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\)](#)
- b. In the event the program the student is applying has specific course pre-requisites, the evaluation must include a course by course evaluation.
- i. Only those science courses that are specifically identified as laboratory courses in some way in the course by course evaluation may be counted toward science laboratory pre-requisite requirements.
 - ii. Applications will not be complete and cannot be verified until the official documents are received by the evaluating organization.

For questions about Logan's international applicant policy, contact the Vice President of Admissions.

CRIMINAL BACKGROUND CHECKS AND IMMUNIZATION POLICY

The university is responsible for complying with all current federal, state, and local laws and regulations relative to operating a university and health center. These laws and regulations have been put into place to proactively address emerging health threats and overall health, safety and welfare of the students, patients, faculty, and staff associated with universities and health centers.

Additionally, to remain competitive with universities across the country and internationally and in direct response to feedback from our students, we continue to partner with a variety of healthcare partners to provide the most robust, real word clinical education experiences possible for our students, representing healthcare today and tomorrow. As such, many of our partners have their own standards they must follow that provide an additional level of compliance measures students must provide evidence for if they wish to participate.

Some programs have specific requirements and those are noted by program; otherwise, all students with clinical and internship components to their program, must provide proof (subject to change based on the most current compliance regulations) of the applicable background check and immunizations for their clinical or internship rotation site as noted below.

CRIMINAL BACKGROUND CHECKS

Clinical practice is an integral part of clinical education at Logan University. Hands-on clinical experience brings to life clinical education for each student in our clinically oriented programs. It is a privilege for Logan to partner with community health care facilities to provide a robust and diverse clinical experience for our students in applicable programs. To ensure the safety and well-being of all patients, background checks are becoming a standard requirement for employment in the health care profession. It is therefore important that students within programs with clinical experiences and/or

internships have current background checks prior to beginning the clinical practice or internship portion of their education. Some programs and some clinical/internship site locations may require background checks more frequently based on the policies of each individual site. Results of background checks will be made available to students and to the necessary Logan University faculty and administration.

Individuals considering applying to programs requiring clinical experiences (ex: Doctor of Chiropractic, Master of Nutrition and Human Performance (Registered Dietician track) should be aware that, based on certain criminal convictions, some clinical/internship affiliates may not accept a student or may rescind a previous acceptance. In such an event, and depending on the circumstance, the student may be unable to complete a required clinical experience and consequently their graduation requirements. Students who are unable to complete the graduation requirements are subject to dismissal from Logan.

In addition, certain criminal convictions may result in the denial of the credentials needed to practice. Prospective students who are concerned about a criminal conviction are urged to contact the relevant state and/or federal agencies to inquire whether their criminal record may adversely affect the issuance of the credentials needed to practice. Admission to a program at Logan University is not a guarantee of licensure to practice.

Students with any criminal conviction or guilty pleas for the following shall not participate in patient care activities, including accessing patient health information, providing any type of direct patient care or assisting another health care worker with patient care and therefore, may not be admitted to a program related to the aforementioned activities and may be dismissed from the program if convicted after admissions of the following:

- | | |
|---|--|
| 1. Rape | 6. Conviction of any crime which requires registration with any state or national sexual offender registry |
| 2. Criminal deviate conduct | 7. Aggravated murder |
| 3. Exploitation of an endangered adult or a child | 8. Murder |
| 4. Failure to report battery, neglect or exploitation of an endangered adult or a child | 9. Voluntary manslaughter |
| 5. Theft, if the person's conviction for theft occurred less than 10 years before the date of submission by the person of an application for the criminal background check for the purposes of entering or completing an educational program at Logan | 10. Felonious assault |
| | 11. Kidnapping |
| | 12. Sexual battery |
| | 13. Aggravated arson |
| | 14. Aggravated robbery |
| | 15. Aggravated burglary |

If a student fails to disclose a conviction on their admissions application and they are later found to have been convicted, the student may be dismissed from Logan University for falsifying their application.

IMMUNIZATION POLICY

While Logan University does not have university housing and therefore is not mandated to require students be immunized for measles and rubella prior to registering for classes, it does share with its student body that many campuses with commuter student populations encourage their student body to be immunized for these communicable diseases. The general student body is not currently required by law to have these and as such, the university defers each general population student to research the most current evidence with their healthcare provider and make the most evidence informed decision based on their individual healthcare needs. This policy does not supersede clinical program requirements.

All on campus students are required by Missouri Senate Bill 197 to be screened for Tuberculosis (TB). The screening must follow the Center for Disease Control protocols that screen individuals based upon their time outside the United States, and their possible exposure to TB, or those who are likely to have come in contact with someone who has TB. The legislation requires colleges and universities to place a hold on a student's registration if they do not complete the Tuberculosis screening within their first semester at a Missouri college or University. An on-campus student is any student who takes classes on the physical campus regardless of whether they also take classes online.

***Certain immunizations are required for admission to selected health care programs. ***

While Logan University encourages students to take advantage of the most diverse and robust clinical and internship experiences possible, the university understands some students prefer not to participate in those clinical and internship opportunities that require certain immunizations and do not honor medical, religious, and/or personal waivers. To accommodate these students, Logan University's Montgomery Health Center and several private practice settings honor medical, religious, and personal waivers where applicable by law; however, students understand opportunities at larger named organizations may be limited, not by Logan University, but by each individual and each organization exercising their personal right to make informed healthcare choices and policies, as the student opting for the waiver has also done. Informed personal choice is central to the profession Logan is founded upon and we support those exercising their right to do so. Logan University has done the same by choosing to honor medical, religious, and personal waivers.

Items not received in the timeframe noted or after a reasonable period of time as requested in writing (official communication will be through the students Logan University e-mail account) may result in a registration hold being placed on the student's account or in the forfeiture of a previously

accepted clinical rotation or internship placement site. Such holds and forfeitures may impact a student's graduation date.

IMMUNIZATION REQUIREMENTS AND PREFERRED SITE REQUIREMENT CHECKLIST

Logan University uses a clinical rotation and internship management system. Each clinical rotation and internship managed through Logan University has a description with selection criteria, including immunization and any additional criminal background check criteria beyond the standard admission criteria. Student's should review the list when making their selections and prioritizing their selections for the lottery selection process. It is recommended that when one site has more requirements than another site, students submit the documentation for the most restrictive location to be prepared for all options.

In the event of a waitlist for a given clinical rotation or internship experience, preference will be given to those waitlisted students who have already submitted the proper documentation; therefore, when the next person on the waitlist has not supplied proper documentation for a given site, they automatically forfeit their spot on the waitlist and the next fully prepared student is selected to begin their rotation/internship at the site.

- ***TUBERCULOSIS: Missouri Senate Bill 197 requires** all new on-campus students attending any college or university in the State of Missouri be screened for Tuberculosis (TB). The screening must follow the Center for Disease Control protocols that screen individuals based upon their time outside the United States, and their possible exposure to TB, or those who are likely to have come in contact with someone who has TB. The legislation requires colleges and universities to place a hold on a student's registration if they do not complete the Tuberculosis screening within their first semester at a Missouri college or University.
 - Any student answering yes to one of the screening questions on the TB Screening Questionnaire, completed at the same time a new student places their tuition deposit for registration, is required by Missouri law to be physically tested for Tuberculosis.
 - Acceptable tests include either a Tuberculin Skin Test (TST) or PPD, or Interferon Gamma Release Assays (IGRAs).
 - IGRAS are blood tests that must be used to test for TB on anyone who has lived outside the US for more than 1 month.
 - IGRA tests include T-Spot and Quantiferon TB Gold.
 - TSTs may not be reliable if any International student ever received BCG vaccine in the past.
 - BCG vaccine is commonly used in many countries outside the US to prevent TB.
 - All new, incoming International students at Logan University must be screened with a blood test (Quantiferon TB Gold).
 - Students may be tested at the Montgomery Health Center at Logan University for a reduced fee or provide proof of recent and appropriate testing from their preferred provider. Students choosing to be tested by an outside provider should upload their proof of testing to the immunization and background check portal.

- A student answering **no** to all these questions is considered to have been effectively screened and no further action is needed.
- ☐ **DIPHTHERIA AND TETANUS:** Documentation of primary series of diphtheria and tetanus toxoid, and a booster within the past 10 years. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ **MEASLES:** Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, or documentation of physician-diagnosed disease or laboratory evidence of immunity. Individuals who received killed measles vaccine, a combination of killed and live measles vaccine or a measles vaccine of an unknown type in the period 1963-1967 are considered unvaccinated and should receive two doses of live vaccine at least one month apart. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ **MUMPS:** Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, or documentation of physician-diagnosed mumps or laboratory evidence of immunity. Persons who received the killed mumps vaccine that was available between 1950 - 1978 might benefit from revaccination. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ **RUBELLA:** Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, or documentation of laboratory evidence of immunity. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ **VARICELLA:** Documentation of two doses of live varicella vaccine separated by at least one month, or documentation of physician-diagnosed disease or laboratory evidence of immunity, or birth in U.S. before 1980. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ **HEPATITIS:** Immunization against Hepatitis B is required for health professions students prior to their clinical assignments. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.
- ☐ Some clinical sites require **FLU VACCINATIONS** during flu season. In these cases, students in those clinical sites will be required to comply, unless the site policy states otherwise. If applicable for the selected clinical rotation/internship site, for verification purposes, documentation is due at least one trimester prior to the student's clinical rotation or internship application being submitted.

TRANSFER CREDIT

The Office of the Registrar maintains a database of courses approved for transfer by the Dean of each College. The Registrar may grant transfer of credit based on the information in the database if the approval was within the last three years; otherwise, transfer of credit applications are reviewed as outlined below.

Credit may be awarded for coursework completed at institutions accredited by an organization recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

Transfer credit requests must be submitted during the admissions or re-entry process. Student's currently enrolled at Logan University who wish to take courses elsewhere and transfer the course back to their Logan University program should seek approval of the Registrar and college Dean prior to registering for outside coursework.

Upon approval of transfer credit, a student should receive an updated Academic Degree Plan designating the courses that have been granted transfer credit and any stipulations of the same noted. The student then returns a signed copy of the ADP acknowledging receipt of and acceptance of the transfer decision.

DOCTORATE AND FIRST PROFESSIONAL PROGRAMS

DOCTOR OF CHIROPRACTIC

Credit may be awarded for coursework completed at institutions accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) as well as institutions accredited by the Council on Chiropractic Education (CCE).

Students who wish to submit academic coursework completed outside of the United States please see the section of the handbook titled "International Applicants."

Courses must be similar in nature, level and content to a course in our chiropractic curriculum and applicable to our Doctor of Chiropractic curriculum.

Continuing education courses, undergraduate or master level courses (with the exception of some MBA courses) and courses that are remedial, technical, vocational or doctrinal in nature are not transferable.

When a student has completed basic science courses at another CCE-accredited college of chiropractic and passed all six sections of Part I NBCE, but the basic science courses do not perfectly align with the basic science courses at Logan University, the student will be given transfer credit for the appropriate basic science credits and will not be required to repeat basic science coursework.

When a student has completed the requisite chiropractic coursework for Part II NBCE and it does not perfectly align with the chiropractic coursework required at Logan, the student may be given transfer

credit for the appropriate chiropractic coursework and may not be required to repeat chiropractic coursework. This is evaluated by the Dean of the College of Chiropractic.

To receive credit for taking and passing the NBCE Board tests, an official transcript from NBCE must be received by the Admissions Office at Logan University as part of the official application for admission.

Students may not transfer clinical practicum hours into the Doctor of Chiropractic degree program. Students must complete all of Logan's clinical practicum requirements at Logan.

TRANSFER CREDIT APPEAL PROCESS

Requests that fall outside the authority of the Registrar's Office to approve will be reviewed by the Dean of the college. Decisions of the Dean may be appealed to the Provost. The decision of the Provost is final. A student who wishes to appeal a transfer of credit decision should contact the Registrar for assistance with the process.

MAXIMUM TRANSFERABLE CREDIT HOURS

A student must complete at least 25% of the required credit hours to graduate and the last four trimesters of the Doctor of Chiropractic program at Logan University.

CREDIT CONVERSION

If a student has taken courses at an institution that uses quarter credits or units other than semester credits, Logan will convert quarter credits/units to the equivalent semester credit hours.

For example, 40 quarter credits ($40 \times .666 = 26.64$) results in 27 semester credits.

Credits completed at an international institution will be converted to Logan credits using the average number of credits taken by a Logan student (15 credits per semester). Total degree credits granted may not equal total course credits due to rounding in the conversion of fractional credits to semester hours.

GRADES

A minimum grade of C is required for a course to transfer (with the exception of MBA courses, which must have a minimum grade of B or higher). The grades you received at your previous institution(s) will not be calculated into your Logan grade point average.

EQUIVALENT VS. ELECTIVE CREDIT

Transfer courses with descriptions that closely match the descriptions of courses taught at Logan will generally transfer as direct course equivalent credits. For example, a doctorate level functional anatomy course at your previous institution will transfer as Logan's FANT 10101 Functional Anatomy.

Transfer courses that do not have direct course equivalents at Logan will transfer as elective credits within the appropriate academic department. For example, a technique course not offered at Logan might satisfy a technique elective credit, but not a required technique core course.

CREDIT BY EXAM

Beyond the NBCE exam for transfer students, credit by exam such as Advanced Placement, CLEP, Military, Life Experience, etc. are not accepted forms of credit in the Doctor of Chiropractic program.

MILITARY CREDIT

The Doctor of Chiropractic program does not currently accept military experience for transfer credit; however, if you believe your experience matches one of the programs course outcomes at the same level or higher, please contact the Office of the Registrar for more information on how to have your experience evaluated. Evaluations are time sensitive and must be completed prior to enrollment as part of the admissions application.

DOCTOR OF HEALTH PROFESSIONS EDUCATION

TRANSFER CREDIT APPEAL PROCESS

Requests that fall outside the authority of the Registrar's Office to approve will be reviewed by the Program Director. Decisions of the Program Director may be appealed to the Dean. Decisions of the Dean may be appealed to the Provost. The decision of the Provost is final. A student who wishes to appeal a transfer of credit decision should contact the Registrar for assistance with the process.

MAXIMUM TRANSFERABLE CREDIT HOURS

Students must complete the last 30% of the required program credit hours with Logan University, elective credit does not count toward the 30%.

CREDIT CONVERSION

If a student has taken courses at an institution that uses quarter credits or units other than semester credits, Logan will convert quarter credits/units to the equivalent semester credit hours.

For example, 10 quarter credits ($10 \times .666 = 6.66$) results in 6.66 semester credits.

Credits completed at an international institution will be converted to Logan credits using the average number of credits taken by a Logan student (15 credits per semester). Total degree credits granted may not equal total course credits due to rounding in the conversion of fractional credits to semester hours.

GRADE

A minimum grade of C is required for a course to transfer (with the exception of MBA courses, which must have a minimum grade of B or higher). The grades you received at your previous institution(s) will not be calculated into your Logan grade point average.

EQUIVALENT VS. ELECTIVE CREDIT

Transfer courses with descriptions that closely match the descriptions of courses taught at Logan will generally transfer as direct course equivalent credits. For example, a doctorate level functional anatomy course at your previous institution will transfer as Logan's FANT 10101 Functional Anatomy. Transfer courses that do not have direct course equivalents at Logan will transfer as elective credits within the appropriate academic department. For example, a technique course not offered at Logan might satisfy a technique elective credit, but not a required technique core course.

Credit may be awarded for coursework completed at institutions accredited by an organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

Students who wish to submit academic coursework completed outside of the United States please see the section of the handbook titled "International Applicants."

The Program Director will evaluate courses submitted for transfer credit. Courses must have been taken within the last 10 years, be similar in nature, level and have an 80% content match to courses in the program to which it is being transferred. Continuing education courses, undergraduate and master level courses and courses that are remedial, technical, vocational or doctrinal in nature are not transferable.

CREDIT BY EXAM

Credit by exam such as Advanced Placement, CLEP, Military, Life Experience, etc. are not accepted forms of credit in the Doctor of Health Professions program.

MILITARY CREDIT

The Doctor of Health Professions Education program does not currently accept military experience for transfer credit; however, if you believe your experience matches one of the programs course outcomes at the same level or higher, please contact the Office of the Registrar for more information on how to have your experience evaluated. Evaluations are time sensitive and must be completed prior to enrollment as part of the admissions application.

MASTER'S DEGREE PROGRAMS

MASTER OF SCIENCE HEALTH INFORMATICS, NUTRITION AND HUMAN PERFORMANCE, SPORTS SCIENCE AND REHABILITATION

TRANSFER CREDIT APPEAL PROCESS

Requests that fall outside the authority of the Registrar's Office to approve will be reviewed by the Program Director. Decisions of the Program Director may be appealed to the Dean. Decisions of the Dean may be appealed to the Provost. The decision of the Provost is final. A student who wishes to appeal a transfer of credit decision should contact the Registrar for assistance with the process.

MAXIMUM CREDIT HOURS

Students must complete the last 30% of their program with Logan University, not including elective credit.

CREDIT CONVERSION

If you have taken courses at an institution that uses quarter credits or units other than semester credits, we will convert your quarter credits/units to semester credits. You will not lose credits in the conversion.

For example, 10 quarter credits ($10 \times .666 = 6.66$) results in 6.66 semester credits.

Credits completed at an international institution will be converted to Logan credits using the average number of credits taken by a Logan student (nine credits per semester). Total degree credits granted may not equal total course credits due to rounding in the conversion of fractional credits to semester hours.

GRADES

A minimum grade of B is required for a course to transfer. The grades you received at your previous institution(s) will not be calculated into your Logan grade point average.

EQUIVALENT VS. ELECTIVE CREDIT

Transfer courses with descriptions that closely match the descriptions of courses taught at Logan will generally transfer as direct course equivalent credits. For example, Legal and Ethics in Health Informatics courses at your previous institution will transfer as our HLT106102 Legal and Ethical Issues in Health Informatics course. Transfer courses without direct course equivalents at Logan will transfer as elective credits within the appropriate academic department. For example, a course on the geography of Italy would transfer as geography elective credits because Logan does not offer a course with that particular content. Elective credits count toward a degree in the same way that a direct course equivalent does.

Students who wish to submit academic coursework completed outside of the United States please see the section of the handbook titled "International Applicants."

The Program Director will evaluate courses submitted for transfer credit. Courses must have been taken within the last 10 years, be similar in nature, level and have an 80% content match to courses in the program to which it is being transferred.

Continuing education courses, undergraduate and courses that are remedial, technical, vocational or doctrinal in nature are not transferable.

CREDIT BY EXAM

Credit by exam such as Advanced Placement, CLEP, Military, Life Experience, etc. are not accepted forms of credit in the Doctor of Health Professions program.

MILITARY CREDIT

The Doctor of Health Professions Education program does not currently accept military experience for transfer credit; however, if you believe your experience matches one of the programs course outcomes at the same level or higher, please contact the Office of the Registrar for more information on how to have your experience evaluated. Evaluations are time sensitive and must be completed prior to enrollment as part of the admissions application.

BACHELOR'S DEGREE PROGRAMS

BACHELOR OF SCIENCE HUMAN BIOLOGY & LIFE SCIENCE

TRANSFER COURSE CREDIT

Credit may be awarded for coursework completed at institutions accredited by an organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

Students who wish to submit academic coursework completed outside of the United States please see the section of the handbook titled "International Applicants."

Courses must be similar in nature, level and content to a course in our undergraduate curriculum and applicable to one of our academic programs.

Continuing education courses, graduate-level courses and courses that are remedial, technical, vocational or doctrinal in nature are not transferable as undergraduate course work.

CREDIT HOURS

The last 25% of the program must be completed at Logan University. Students may transfer no more than 75% of non-elective course work.

Logan University participates in Missouri's Department of Education 42 credit hour block, making general education transfer credit more achievable.

CREDIT CONVERSION

If you have taken courses at an institution that uses quarter credits or units other than semester credits, Logan will convert your quarter credits/units to semester credits. You will not lose credits in the conversion.

For example, if you have 40 quarter credits ($40 \times .666 = 26.64$), you will receive 27 semester credits.

Credits completed at an international institution will be converted to Logan credits using the average number of credits taken by a Logan student (15 credits per semester). Total degree credits granted may not equal total course credits due to rounding in the conversion of fractional credits to semester hours.

GRADES

A minimum grade of C is required for a course to transfer. The grades received at your previous institution(s) will not be calculated into your Logan grade point average.

EQUIVALENT VS. ELECTIVE CREDIT

Transfer courses with descriptions that closely match the descriptions of courses taught at Logan will generally transfer as direct course equivalent credits. For example, an introductory macroeconomics course at your previous institution will transfer as our Econ 102 Principles of Macroeconomics.

Transfer courses that don't have direct course equivalents at Logan will transfer as elective credits within the appropriate academic department. For example, a course on the geography of Italy would transfer as geography elective credits because Logan does not offer a course with that particular content. Elective credits count toward a degree in the same way that a direct course equivalent does.

INTERNATIONAL LANGUAGE CREDIT

International students will not be awarded credit for any English coursework or native-language coursework completed at a non-U.S. institution, since these courses are not taught at the university level in the U.S.

ADVANCED PLACEMENT CREDIT

Please consult with the Registrar's office on transferring credit from the following credit by exams: College-Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB).

Logan University does not award credit based solely on life experience.

MILITARY CREDIT

We award up to six credits in military science for students who have completed basic training. In addition, we evaluate military transcripts for possible transfer credit. In general, learning experiences at military schools are occupational in nature and therefore are not eligible for transfer credit. Courses must be similar in nature to a course in our undergraduate curriculum and applicable to one of our academic programs to receive transfer credit.

BASIC TRAINING

Enrolling students who have completed basic training may receive up to six transfer credits in military science as elective credit per Registrar's approval.

COMMUNITY COLLEGE OF THE AIR FORCE (CCAF)

Physical education courses may be accepted for transfer credit, but all other CCAF courses are occupational in nature and are not accepted.

DANTES STANDARDIZED SUBJECT TESTS (DSST)

Please consult with the Registrar's office on transferring credit from the DSST exam.

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)

We accept up to 16 credits for sequential courses in a foreign language (we do not award transfer credit for language courses of an applied or functional nature).

MILITARY OCCUPATIONAL SPECIALTIES (MOS)

MOS courses (on AARTS or SMART transcripts) are occupational in nature and therefore not accepted for transfer credit.

NEW STUDENT ORIENTATION

ON-CAMPUS NEW STUDENT ORIENTATION

At the beginning of each trimester, new Doctor of Chiropractic students participate in a two-day on-campus new student orientation and new on-campus bachelor's degree students participate in a one-day on-campus new student orientation. Orientation is a requirement of the program.

Through participation in the orientation program, students:

1. Learn about the mission, vision, and values of the university and the program of study for which they have enrolled;
2. Become acquainted with the Logan University physical campus;
3. Interact with other students;
4. Connect to the technology needed to complete their academic program;
5. Gain an understanding of their academic program and the expectations of the same;
6. Interact with an instructor who teaches in their degree program;
7. Connect with their Academic Success Coach and other important campus resources designed to optimize their success.

DOCTOR BAGS: DOCTOR OF CHIROPRACTIC STUDENTS

As part of our new student orientation, Doctor of Chiropractic students receive the necessary equipment to actively participate in clinical skills and chiropractic technique courses in the first trimester. These supplies include a doctor's bag that contains equipment needed during the clinical methods and diagnosis courses. This allows students to train with the set of tools that they will use in establishing a patient diagnosis during their time at Logan and during their career as a Doctor of Chiropractic. Students will also receive equipment that will assist them in their development of chiropractic technique skills, such as a speeder board for the second trimester Diversified Course. The equipment and supplies are standard tools of the trade in the chiropractic profession, and the goal is to give incoming students early exposure and use of this equipment so that they can continue to develop and refine their diagnostic and management skills as they progress toward their clinical experience. Cost allowances have been included in the tuition for financial aid purposes.

ONLINE NEW STUDENT ORIENTATION

Online students complete an Online Student Orientation via Canvas, Logan University's learning management system, prior to starting classes at Logan. Students are required to join and complete the interactive course. This orientation provides in-depth information about Logan and services available, allowing students to gain valuable access to and information about Canvas.

Through participation in the orientation program, students:

1. Learn about the mission, vision, and values of the university and the program of study for which they have enrolled;
2. Learning about Logan University's physical campus;
3. Interact with other students;
4. Connect to the technology needed to complete their academic program;
5. Gain an understanding of their academic program and the expectations of the same;
6. Interact with an instructor who teaches in their degree program;
7. Learning about important campus resources designed to optimize their success.

STUDENT IDENTIFICATION BADGES

All students, faculty and staff using campus facilities are issued identification cards for entering campus buildings and events, as well as to access certain Logan University services. Identification cards must be carried at all times when on campus.

All Logan faculty, staff and students may be required to produce a proper Logan ID upon request from security or a Logan official when on any Logan-owned or rented property. There is a \$15 charge for ID card replacement. Any student wishing to utilize on-campus facilities and resources (online or on campus) must first obtain their student ID badge and request a parking permit from the Physical Plant, Room G36 or from the security staff located in the main lobby.

The ID card is the property of Logan and must be returned to the Office of the Registrar upon dismissal, withdrawal or interruption from Logan.

ON-CAMPUS STUDENT IDENTIFICATION BADGES

On campus students first complete this process as part of the new student orientation.

ONLINE STUDENT IDENTIFICATION BADGES

Any online student may request a student identification card in person by visiting the Academic Technology office or by emailing

MediaProduction@logan.edu and providing the following:

1. Digital passport-style photo taken in full-face viewing, directly facing the camera, with plain background, blue or white preferred.
2. Scanned copy of current driver's license

OTHER ID PHOTOS

Photographs for student ID cards and for state board examinations may be obtained in Academic Technology Services. Photos, once taken, will be delivered as a digital file via Logan email address. Students are responsible to check with the individual state board for the appropriate format (photo size) required by individual states.

REGISTRATION AND ENROLLMENT POLICIES

OFFICE OF THE REGISTRAR

The Bureau of Labor Management states “Registrars are the custodians of students’ records.” This means the Registrar team is responsible for documenting official grades, student transcripts, providing the official registration of classes and important dates to the financial offices for tuition billing and refund processing as well as evaluating academic records and assisting with the preparation of catalogs, class schedules, and enrollment statistics. The Registrar, in consultation with the Provost manages the policies related to student records.

CREDIT HOUR POLICY

Logan University holds the responsibility for determining and upholding standards related to the awarding of credit hour for student work consistent with the best practices in higher education and all applicable regulatory bodies.

The Integrated Postsecondary Education Data Systems requirements of the National Center for Education Statistics defines a credit hour as: “A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.”

Credit hour definitions are established to quantify academic activity for the purpose of awarding academic credentials and determining federal funding, including institutional eligibility, program eligibility, and student enrollment status and eligibility.

Logan’s policy adheres to the Federal and State of Missouri guidelines for definition of a credit hour per semester. The credit hour as defined by Logan University is:

- No less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for one semester of credit, or the equivalent amount of work over a different amount of time, or;
- At least an equivalent amount of work as required in the above bullet for other academic activities as established by the institution including laboratory work, internships, practicums, studio work and other academic work leading to the award of credit hours. or;

- One unit of academic credit in online and accelerated course work is awarded based on the time commitment of 150 minutes of work per week for an average student, or the demonstration of competency/proficiency of outcomes for a similar equivalent face to face course through the fulfillment of learning outcomes.

1 credit hour “lecture” Minimum of 750 minutes of classroom experience, such as lecture, discussion or similar instructional approach with **coordinating out-of-class activities.**

(15 weeks x 50 minutes x 1)

1 credit hour “lab” Minimum of 1,500 minutes of **experiential learning**, such as laboratory, studio or equivalent experiences.

(15 weeks x 50 minutes x 2)

1 credit hour field experience Minimum of 2,250 minutes of **field experience**, such as practicums, internships, clinical rotations, and preceptorships.

(15 weeks x 50 minutes x 3)

ACADEMIC CALENDAR

The Registrar maintains the [Academic Calendar](#) for the University. The official calendar is posted the January of the year prior. The institution posts a three to five-year tentative academic calendar to assist students, faculty and staff with future planning. The calendars are subject to change, the institution does its best to maintain a consistent calendar, released with ample time to optimize overall success. Please direct questions about the calendar to the Office of the Registrar.

TRANSCRIPTS AND OFFICIAL STUDENT RECORDS

Official transcripts and official student records are maintained by the Office of the Registrar. Students needing an official transcript may request them from the Registrar’s office. Unofficial transcripts are available using the self-service portal.

TRANSCRIPTS

All transactions related to transcripts are completed in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Transcripts may be denied to a student who has not yet met his/her financial obligations to the institution, including certain student loan default circumstances, unless the debts have been discharged under the Bankruptcy Reform Act of 1978.

OFFICIAL TRANSCRIPTS

An official transcript is issued by the Registrar’s Office and mailed directly to an authorized agency including state boards, professional organizations and other educational institutions. Release of official transcripts requires student permission. Students can request an official transcript through the self-service portal.

UNOFFICIAL TRANSCRIPTS

An unofficial transcript is issued directly to the student through the self-service portal or by request.

ACADEMIC RECORDS RETENTION

For questions about Logan University's official records retention policy related to student records, please contact the Registrar's Office.

TYPES, LOCATION AND CUSTODIANS OF STUDENT RECORDS

All students have records in one or more of the following offices, maintained by the custodian listed:

<u>Type</u>	<u>Location</u>	<u>Custodian</u>
Admissions records	Admissions Office	VP of Admissions
Advising records	Academic Advisor/ASC Office	Academic Advisor/ASC
Credential files	Registrar's Office	Registrar
Academic records	Registrar's Office	Registrar
Disability records	Student Affairs	Assoc. Dean of Student Success
Disciplinary records	Student Affairs	Dean of Students
Accounting records	Business Office	Chief Financial Officer
Financial aid records	Financial Aid Office	Financial Aid Director
Supplemental Seminar & Training Certification	Postgraduate Office	VP of Chiropractic Affairs

REGISTRATION STATUS AND HOLDS

A registration and/or record hold may be placed on a student's account for the following reasons:

REGISTRATION HOLD

1. Administrative withdraw
2. Dismissal/Expulsion
3. Financial aid suspension
4. Account balances
5. Invalid address
6. Missing documents
7. Scheduling issue

RECORDS HOLD

1. Account balances
2. International check
3. Invalid address
4. Missing documents

ENROLLMENT DEFINITION/STATUS

DOCTOR OF CHIROPRACTIC PROGRAM

Full-time load = 12 or more credit hours

Part-time load = Less than 12 credit hours

*Typical load is between 20 – 30 credit hours per trimester (See ADP). The College of Chiropractic Dean must approve registration for more than the total number of credit hours per trimester outlined on the ADP.

DOCTORATE AND MASTER OF SCIENCE PROGRAMS**

Full-time load = 9 or more credit hours

Part-time load = Less than 9 credit hours

*More than 9 hours must be approved in advance by the Program Director

**The Doctor of Chiropractic Program uses an alternative definition, please see the Doctor of Chiropractic definition under this section.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Full-time load = 12 or more credit hours

Part-time load = Less than 12 credit hours

*More than 18 hours must be approved in advance by the Program Director

COURSE REGISTRATION

Registration occurs each trimester following midterm examinations. The academic calendar available on the Logan University website denotes the midterm schedule and registration period.

NEW STUDENTS

Upon payment of the applicable program tuition deposit* and initial advising appointment with their Academic Success Coach (ASC), new students may register for their first trimester of courses at Logan University using the [Self-Service portal](#). New students may schedule their advising appointment and register between one month and one week prior to the first day of class.

Doctor of Chiropractic students are the exception, Doctor of Chiropractic students are automatically registered for their first trimester using the Academic Degree Plan signed during the admissions process.

*Waivers may be granted for Doctor of Chiropractic students approved as dual degree seeking students beginning a Master of Science or Doctor of Health Professions Education program.

CONTINUING STUDENTS ALL PROGRAMS

Students receiving financial aid are expected to complete all paperwork and documentation in a timely manner so that sufficient funds are available to cover educational and living expenses by the start of the first day of the trimester in which they are being registered. Students not receiving financial aid, or those students with a balance due after their financial aid has been processed, are expected to pay their tuition balance in full or have an approved payment plan on file prior to the start of the first day of the trimester in which they are being registered.

DOCTOR OF CHIROPRACTIC STUDENTS

Doctor of Chiropractic continuing students in good academic standing are automatically registered into their next trimester of courses by the Office of the Registrar, with the exception of elective courses.

Student's automatically registered for courses are subject to all Logan policies including tuition due dates, academic, administrative and those of professional conduct.

Students participating in a preceptorship program or external rotation must ensure they are registered for trimester ten and must complete a preceptorship checkout with the Office of the Registrar prior to leaving for their external clinical experience. This checkout does not replace the final trimester checkout that occurs two days before graduation.

The Office of Finance and/or the Office of Financial Aid may extend the period of time, but the grace period must not exceed a total of 30 days past the first day of the trimester.

Students who are not following the traditional ten trimester academic degree plan (ADP) and are taking classes with multiple "cohorts" of students (otherwise known as a "mixed trimester" student) either to fit the students preferred speed of study or due to course repeats; and those currently on academic probation, must meet with their Academic Success Coach (ASC) to prepare and/or confirm their tentative ADP for the upcoming trimester prior to registration. Unless otherwise scheduled by the students ASC, required students shall schedule their registration advising meeting at least two weeks prior to the end of trimester preceding the trimester in which they wish to register. The ASC will update the students schedule in the student information system for the Registrar's approval. Student's wishing to register for elective courses will continue to follow the elective registration process noted under "Elective Registration."

RE-ENTRY STUDENTS

RE-ENTRY STUDENT IN GOOD STANDING

A re-entry student in good standing is defined as a student who has not been un-enrolled/inactive in their degree program for more than two consecutive trimesters and the student's academic record meets the current standards for Satisfactory Academic Progress (SAP).

Re-Entry students in good standing, must contact their ASC as early as midterm week but no later than two weeks prior to the trimester in which they wish to enroll to complete and sign an approved Academic Degree Plan (ADP).

RE-ENTRY STUDENT – PROBATION

A re-entry student – probation student is defined as a student who has not been un-enrolled/inactive in their degree program for more than two consecutive trimesters and the student's academic record does not meet the current standards for SAP. Re-Entry student – probation, must contact their ASC as early as midterm week but no later than two weeks prior to the trimester in which they wish to enroll for information on their eligibility for registration and the process by which their registration may occur.

Regardless of a student's decision to withdraw, a student's probation status will still be processed in the student information system. If a student chooses to re-enter the program, the probation process will commence at the point the process left off; however, by exiting the program, the student may re-enter under a new academic catalog and therefore be held to a different SAP standard than that of their original matriculation. A re-entry student – probation's registration may not be completed until the probation process has been completed. See the probation policy for more information.

RE-ENTRY STUDENT ONE-YEAR OUT OF CLASS PLUS

A re-entry student who has not attended class at Logan University for one year plus is defined as a student who has been un-enrolled/inactive in Doctor of Chiropractic course work for more than two consecutive trimesters, regardless of their academic performance.

Re-Entry Student One Year Plus students must re-apply through the Office of Admissions. Students in this category should contact the office via phone or e-mail as the process is abbreviated for the student's convenience. Additionally, the admissions application fee is waived.

Students with an academic record not reflective of the current SAP policy must submit a letter outlining their success plan should they be re-admitted into the program and provide insight into why being re-admitted is important to them and why the time is right for their optimum success in the program. A re-entry admissions committee will review the students request for re-admission and if re-admitted, the student will be provided an updated ADP and will be automatically registered for classes.

ELECTIVE COURSE REGISTRATION: DOCTOR OF CHIROPRACTIC ONLY

Elective registration for Doctor of Chiropractic students opens on the first Monday of the registration period. While students in the Doctor of Chiropractic program do not self-register for their core course work, students must self-register for their chosen electives.

Doctor of Chiropractic students must have a class standing of Tri 5 or higher in addition to all of the listed pre-requisites to register for elective courses. Pre-requisites are listed alongside the course descriptions in the catalog and online on the university website.

Students in the Doctor of Chiropractic Program are required to successfully complete six credit hours of elective course work with at least two of the six credit hours of electives credits being completed in chiropractic technique as part of the required credit hours for graduation

Students may choose to take more than six credit hours of elective course work provided they are meeting SAP.

Please note, while general tuition for electives is billed consistent with the core Doctor of Chiropractic course work, **some electives have special lab fees and/or required certification fees in addition to tuition costs.** These special lab fees and certification fees are non-refundable if a student chooses to withdraw after the trimester has begun. Students should review the elective options carefully when planning and choose the best option for their educational goals and personal budgets.

COURSE CANCELLATION POLICY

Logan University reserves the right to cancel registration for any course, required or elective, in which the course does not meet the minimum enrollment requirement for the individual course.

Two weeks after the beginning of the given registration period, courses not meeting the minimum enrollment requirement may be canceled. If a student is registered for a canceled course, the student will be notified via their Logan e-mail that their registration has been canceled and given the opportunity to register for an available course option.

During the first traditional drop/add period of each trimester, in rare circumstances, a course that drops below the minimum enrollment requirement may be canceled. In the event this occurs, any student who remains registered for the canceled course will be notified via their Logan e-mail and in the event of on-campus courses, during the next class period after the decision has been made, that their registration has been canceled. Student's will be given the opportunity to register for an available alternative course option.

AUDITING A COURSE

Auditors are under no obligation of regular attendance, preparation, recitation or examination and receive no course credit, unless otherwise noted in their agreement with the university.

Participation in classroom discussions and laboratory exercises by auditors is at the discretion of the instructor. A student who has previously audited a course is ineligible for credit by examination.

Courses audited appear on the student's academic record as 'AU' and do not calculate into SAP and do not count for academic credit in any way.

1. With approval of the College Dean, the following may audit courses without tuition (other fees may apply):
 - a. Fellows/Residents
 - b. Full-time undergraduate and full-time graduate students
 - c. Faculty and full-time staff

- d. Chesterfield residents older than 65 (proof of residency required)
2. Other persons who wish to audit courses may do so; however, applicable tuition rates may apply.
3. Students may not sign up to audit a course until the first day of class so that priority may be given to students taking courses for credit.
4. The deadline to register to audit a course is the same as the drop/add period deadlines. Please refer to the [Academic Calendar](#).

Contact the Registrar's Office if you wish to audit a course.

DOCTOR OF CHIROPRACTIC ILLINOIS LICENSURE REMEDIATION

Doctor of Chiropractic graduates from the state of Illinois seeking to remediate their NBCE licensing exam hours due to Illinois maximum attempts law should contact the College of Chiropractic Dean prior to auditing courses or registering for courses specific to the state of Illinois for NBCE post-Graduation.

ADDING A COURSE

1. Late Registration is not recommended, students who are approved to register past the registration deadline are subject to a late registration fee, responsible for all course information and assignments from the first day of the course and must pay their tuition bill the day their late registration is approved. For questions about late registration, students should contact the Office of the Registrar.
2. A student may add a course through the last day of the second week of a 15-week course and through the last day of the first week for a seven-week course.
3. Students must meet with their ASC for advising, approval and signing of a new ADP prior to adding a course.
4. The ASC must receive a new and signed ADP no later than the aforementioned deadlines.
5. Students paying per credit hour must pay tuition and applicable fees at the time the course is added. Students paying flat fee tuition must pay tuition and applicable fees if the added course exceeds the maximum courses outlined in their flat fee tuition plan.

DROPPING A COURSE

1. To process a course drop, students should contact their ASC for advising, sign a new ADP, and receive access to the course drop link to submit online.
2. Students must meet with their ASC for advising, approval and signing of a new ADP.
3. The student must submit the online link to the Registrar no later than the following deadlines to avoid having the course on their official transcript with a W, WF, or grade earned depending on the date the link is received:
 - a. The last day of the second week of a 15-week course and;
 - b. The last day of the first week for a course of eight or fewer weeks long without a W appearing on their transcript.

WITHDRAWING FROM A COURSE

There are many reasons a student may choose to withdraw from a course and receive a W on their official transcript in lieu of remaining in the course and receiving the grade earned. Students should discuss the impact a W may have on their short and long term SAP prior to withdrawing from the course.

Simply ceasing to attend a class does not constitute a course drop or withdrawal and will result in a course grade of W/F on the student's academic transcript. A W/F calculates as an F when calculating SAP.

To withdraw from a course with the grade of W:

1. A student must obtain the online course withdraw link from their ASC and submit it from:
 - a. The first day of the third week through the last day of the tenth week of a 15-week course or;
 - b. The first day of the second week through the last day of the fifth week of a course that is eight weeks or fewer in length.
 - c. Course withdrawal is not allowed after the aforementioned dates; the student must remain enrolled in the course for the duration of the term and will be awarded the grade earned.
2. A course grade of W will appear on the student's official academic transcript.
3. A course grade of W will be used in calculating the student's SAP.
 - a. Meaning, if a student drops or withdraws from a course, his/her future financial aid eligibility, anticipated graduation date and/or ability to complete the degree program within the maximum time period allowed may be compromised.

UNIVERSITY WITHDRAWAL & LEAVE OF ABSENCE POLICY

****Students in the Doctor of Chiropractic program enrolled in their clinical practicum may not interrupt their clinical practicum by withdrawing from the program. Withdrawing from the University or interrupting the clinical practicum without express permission of the College Dean may require the student to forfeit all clinical hours and clinical credit earned. Students attempting to re-enter may have to repeat all clinic requirements currently in place at the time of re-entry and may have to pass a competency exam in order to re-enter. Students are strongly advised to seek academic advising from the College Dean and get express permission in writing and all re-entry plans in writing prior to withdrawing if the student has reason to believe the Dean has verbally consented to their plan to withdraw and re-enter.****

WITHDRAWAL FROM THE UNIVERSITY DEFINITION

A student who does not wish to enroll in any course work and/or wishes to drop all classes in a current trimester is considered withdrawn from their program of study. Unless the student is

enrolled in a dual degree program, they are also considered withdrawn from the university. A withdrawn student does not have a written plan to return to course work at the university and/or does not have a plan to return within less than one year of their withdrawal date.

LEAVE OF ABSENCE DEFINITION

A student who does not wish to enroll in classes for the next consecutive trimester of their program and/or wishes to drop all classes in a current trimester but has an approved plan to re-enter the institution not more than one academic year from the official leave.

Students requesting to withdraw from the University are encouraged to meet with their College Dean to discuss their individual circumstances and are responsible for meeting with their financial aid advisor to discuss what if any impact their decision to withdrawal will have on their financial obligations to the university and/or the federal government.

INTENT TO WITHDRAWAL DEFINITION

Intent to withdrawal is determined based on a student's last date of attendance. Attendance is determined within the first two weeks of a trimester as outlined in the attendance policy. Once attendance in a given trimester has been established, the **last date of attendance** is determined by the date the withdrawal form is submitted. **Official notification** of intent to withdrawal is determined based on the students last date of attendance unless otherwise clearly documented.

Tuition charges for the semester will be a percentage of the tuition cost based on the number of weeks in session.

Students receiving financial aid should be aware that if they withdraw from the University, federal aid funds may need to be returned to the federal government (as determined by the current federal policies) and therefore, may leave a student with an out-of-pocket balance due to the University.

The financial aid of a student who does not complete the semester for any reason will be reduced in accordance with the mandatory federal guidelines. All questions concerning refund amounts should be addressed to the Student Accounts Representative.

A student in good academic and behavioral standing may be granted a Leave of Absence (LOA) for up to one academic year. The student must have definite plans to return to Logan University within the agreed-upon time frame that may not exceed one academic year. A leave may be granted for medical or military reasons (see medical and military definitions under the withdrawal policy).

During a LOA, the student will continue to have access to email, the Logan Health Centers and other campus amenities. The Dean of Students gives final approval for each leave. Although students may have an approved LOA, student loan grace periods are determined by the loan guarantor and a LOA is not considered registered/enrolled for their purposes. This means a student may be responsible for student loan repayment during their LOA. An approved LOA will outline the return date and status of the student. Students are typically approved to return at the point in which their LOA was approved. Conditions of the LOA will be outlined on the approval form.

If the student decides not to return to Logan, the student must notify the Registrar's Office. If a student fails to notify the Registrar and does not return, the student may be responsible for fees associated with registration for the term in which the student was supposed to return. In addition, the student may be responsible for other charges associated with failure to complete their LOA as agreed upon.

WITHDRAWAL PROCESS

1. To withdraw from the institution under the "General Withdrawal" designation, a student must obtain the online withdrawal link from their ASC and submit the online form.
 - a. A student who does not complete the form and simply does not register for the following trimester without proper notice through the Leave of Absence policy may be moved to administratively withdrawn status.
 - b. A student must attend class during the official drop/add period to be considered officially enrolled in the course. Students who fails to establish attendance during the drop/add period with at least one verified class attendance will be withdrawn from their course(s). This may result in a student being withdrawn from the university if a student fails to verify their attendance in all of their courses and may have an impact on their financial aid status and federal loan status.
 - c. Simply ceasing to attend a class does not constitute a withdrawal and will result in the course grade earned being placed on the transcript with 0's given for any missing graded work.
2. A course grade of W will appear on the student's academic transcript if they withdrawal during an active trimester.
3. A course grade of W or W/F will appear on the student's academic transcript if the student stops attending a course and does not formally withdraw.

This written policy and process is considered notification that the impact a withdrawal may have on a student's financial obligation to the institution, future financial aid eligibility, anticipated graduation date and/or ability to complete the degree program within the maximum time period allowed is the students responsibility to determine prior to making the decision to withdraw.

MEDICAL LEAVE OF ABSENCE

A medical leave of absence request may be made in extraordinary cases in which serious illness or injury (medical) prevents a student from continuing his or her classes, and incompletes or other arrangements with the student's instructors are not possible. A student may request and be considered for a medical leave of absence when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing classes. The medical leave of absence policy covers both physical health and mental health difficulties.

Because a medical leave of absence can affect many aspects of academic progress, students are encouraged to first consider other options that might enable the student to stay in school e.g., talking to the program Academic Success Coach to explore academic adjustments (such as a reduced course load, seeking academic accommodations for a documented disability or taking incompletes) to prevent having to withdraw from school. Financial aid and/or immigration status may be affected by taking a leave of absence from courses, so students must talk with the appropriate school officials to determine the impact of the leave of absence.

The Office of Student Affairs determines the appropriateness of the medical leave of absence request and based on the documentation provided either approves or denies the request. If approved, the effective date based on the documentation provided by the student or healthcare provider is also determined. The Approved Effective Date is used to calculate the percentage of tuition and fees that should be refunded, if any. In addition, if the medical request is approved, the Dean of Students must also determine if a medical administrative hold is appropriate. If a medical administrative hold is placed on the student's records, the student will be blocked from future registration at Logan University until the hold is removed through the Office of Student Affairs. The removal of the medical administrative hold is usually only processed after the student or health care provider supplies documentation explaining that the student is well enough to return to the University.

Appropriate documentation for a medical leave of absence consists of a letter from the appropriate health care provider on the health care provider's letterhead stationery that specifies the following:

1. The date(s) of onset of illness
2. The date(s) you were under professional care
3. The general nature of your medical condition and why/how it prevented you from completing your coursework
4. The date of your anticipated return to school
5. The last date you were able to attend class
6. A student who exhibits behavior suggesting inability to meet Logan's academic or conduct standards due to psychological/psychiatric symptoms may be referred by H&H Health Associates or the Student Care Manager, or Dean of Students, to an independent psychiatrist/psychologist for evaluation.

The Dean of Students will determine if withdrawal or leave of absence is in the best interest of the student and/or the institution based on this evaluation and consultation with administrators and H&H Health Associates and/or the Student Care Manager.

If a student refuses to submit to a diagnostic evaluation or to withdraw when determined by the Dean of Students to be the appropriate step, he or she will receive a written notice of involuntary withdrawal or leave of absence from the Dean of Students. In such cases, an involuntary withdrawal/leave of absence shall normally incur no academic penalty for the term in which the student is enrolled, and tuition refund, if any, shall be based on the schedule established for voluntary withdrawal.

Application for readmission will require re-evaluation from a university-approved psychiatrist/psychologist indicating suitability to return to academic studies at Logan. Persons seeking readmission, upon approval of the Dean of Students, must apply through the Admissions Committee and may choose to submit a written report from the psychiatrist or psychologist for the committee's consideration.

COMPASSION WITHDRAWAL

A student may request and be considered for a compassionate withdrawal when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student's immediate family), prevent the student from continuing in classes.

Because a compassion withdrawal can affect many aspects of academic progress, students are encouraged to first consider other options that might enable the student to stay in school, e.g., talking to the program Academic Success Coach to explore academic adjustments such as a reduced course load or taking incompletes. Financial aid and/or immigration status may be affected by withdrawing from courses, so students must talk with the appropriate school officials to determine the impact of the withdrawal.

The Office of Student Affairs determines the appropriateness of the compassion withdrawal request and based on the documentation provided either approves or denies the request. If approved, the effective date based on the documentation provided by the student or healthcare provider is also determined. The Approved Effective Date is used to calculate the percentage of tuition and fees that should be refunded, if any.

MILITARY WITHDRAWAL

Military withdrawal is available to students who:

1. Are actively serving members (Active Duty and Reserve Duty Components) of the U.S. armed services (not a contractor or civilian working for the military), and

2. Are ordered to relocate and, as a result, are unable to meet class attendance and other participation requirements, including web-based activities.

Students should present to Student Affairs a copy of the military orders with formal correspondence on unit letterhead signed by the commander requesting military withdrawal due to orders. The formal correspondence must include the following:

1. Unit commander contact information, and
2. Verification of duration and location of pending assignment.

Students called to active duty during a trimester or session should initiate a military withdrawal. Students who process a military withdrawal:

1. Will not be charged tuition for the trimester of withdrawal.
2. Will have a notation placed in the Special Actions and Notes section of the student's transcript indicating a military withdrawal.

ADMINISTRATIVE WITHDRAWAL, DISMISSAL, EXPULSION

A student may be administratively withdrawn by the Dean of Students or Provost. This means the student has been involuntarily withdrawn due to non-enrollment or other administrative action not related to behavior or academic issues. A student who has been administratively withdrawn may re-apply/enroll based on processes and procedures outlined elsewhere in this handbook and the admissions process.

A student may be dismissed or expelled due to behavior or academic policy violations. A dismissed student may re-apply/re-enroll as outlined in their dismissal letter. An expelled student may not re-apply or enroll.

WITHDRAWAL WHEN ENROLLED IN MULTIPLE PROGRAMS

Students requesting to withdraw from Logan University who are enrolled in more than one-degree program must complete the withdrawal process for each program they are enrolled in individually; otherwise it is assumed that they only intend to withdraw from the program stated on the paperwork submitted.

DESIGNATIONS ON OFFICIAL RECORD UPON SEPERATION

The following withdrawal designations are noted on the student's official Logan University records.

- | | |
|--------------------------|-------------------------------|
| 1. Medical withdrawal | 5. Administrative withdrawal |
| 2. Compassion withdrawal | 6. Administratively Dismissed |
| 3. Military withdrawal | 7. Administratively Expelled |
| 4. General withdrawal | |

READMISSION/RE-ENTRY AFTER WITHDRAWAL/DISMISSAL

GENERAL READMISSION POLICY AND PROCEDURE

Students who have withdrawn from Logan University in good standing (records must reflect compliance with SAP) and have been un-enrolled for less than one academic year may re-enroll with a new academic degree plan signed by the student and approved by their Academic Success Coach. Students should contact their Academic Success Coach to create their updated ADP.

Students who voluntarily withdrew from their program and/or the university and have been un-enrolled for less than one academic year who do NOT have an academic record reflective of “good standing” as defined by the current SAP policy, must submit a letter of consideration for registration to the Student Advancement Committee following the probation policy process.

Students who have withdrawn from the University and have been un-enrolled for more than one academic year, in most cases, must re-apply to the University.

Students enrolled in their clinical practicum may not interrupt their clinical practicum by withdrawing from the program. Withdrawing from the University or interrupting the clinical practicum without express permission of the college Dean may require the student to forfeit all clinical hours and clinical credit earned. Students attempting to re-enter may have to repeat all clinic requirements currently in place at the time of re-entry and may have to pass a program learning outcome and clinical competency exam prior to re-entry. Students should speak to their college Dean prior to exiting during the clinical portion of their program and any agreement with the Dean to withdraw contrary to this policy must be in writing with an agreed upon return date.

Where applicable as outlined in this policy, students who must apply for re-entry should submit a letter to admissions at least one month in advance of the time they wish to re-enroll. The letter must include:

1. List the reasons for withdrawal from school; and
2. provide the current status/activities involved in since withdrawal that support re-admissions as appropriate; and
3. provide any additional reasons to be considered as part of the readmission decision process.
4. The letter may also include any supporting documentation the student feels may assist in the decision-making process.

The Admission’s or Student Advancement Committee (as outlined above) will review the application and make a recommendation to the Dean.

READMISSION AFTER ACADEMIC DISMISSAL

A student may apply for readmission after an academic dismissal to the Admission’s Re-Entry committee after one academic year unless otherwise outlined in their dismissal or appeal letter.

The application must include a written statement:

1. Outlining the reasons for the dismissal and what has changed since that time;
2. outline a success plan to ensure improved academic success; and
3. provide any additional reasons to be considered as part of the readmission decision process.
4. The letter may also include any supporting documentation the student feels may assist in the decision-making process.

The Admission's committee will review the application and make a recommendation to the Dean.

READMISSION AFTER CONDUCT DISMISSAL

A student may apply for readmission after a conduct dismissal to the Admission's Re-Entry committee after one academic year unless otherwise outlined in their dismissal or appeal letter.

The application must include a written statement:

1. Outlining the reasons for the dismissal and what has changed since that time;
2. outline a success plan to ensure improved academic success; and
3. provide any additional reasons to be considered as part of the readmission decision process.
4. The letter may also include any supporting documentation the student feels may assist in the decision-making process.

The Admission's committee will review the application and make a recommendation to the Dean.

READMISSION AFTER EXPULSION

A student who has been expelled; rather than dismissed, **may not** be re-admitted to Logan University.

GRADE POLICIES

Each student's performance will be graded as described in the course syllabus provided by each faculty member at the start of a course. A final course grade may be based on a variety of assessments such as written, oral or practical exams, assignments, demonstrations and class participation.

Midterm scores are provided at the mid-point of each course and provided to the student through Canvas to help students monitor their progress. Students are responsible for checking their grades regularly and setting up conferences with faculty in a timely fashion when they have questions about their grades or progress.

INCOMPLETE POLICY

The grade of I may be issued in cases where a student has satisfactorily completed a substantial portion of the course successfully and due to circumstances beyond the student's control, the course cannot be completed successfully by the last day of the trimester. Students must request an incomplete in writing to their instructor.

The instructor determines whether or not to grant the request. Faculty submit an incomplete form to their supervisor for approval:

College of Chiropractic = Associate Dean

College of Health Science = Program Director

The form includes what work needs to be completed, how the student will complete the work and the deadlines for completion. Upon completion of the agreed-upon work, the instructor will submit a grade change form to change the grade of I to the grade earned. In the event the student does not complete the terms of the incomplete agreement, his/her grade will be changed to an F. Incompletes may not exceed two consecutive trimesters. A student may not enroll in the same course a second time while an incomplete is outstanding. In cases where the incomplete course is a prerequisite for another course, students must complete the incomplete course prior to moving on to the next course.

In the event a faculty member denies an incomplete request, the student may appeal the decision to the Program Director (College of Health Science and Basic Science) or Associate Dean (College of Chiropractic). The Program Director/Associate Dean's decision may be appealed to the Dean. The Dean's decision is final.

COURSE REMEDIATION: DOCTOR OF CHIROPRACTIC ONLY

If approved by the College of Chiropractic Dean, College of Chiropractic students meeting specific criteria may repeat a course through the remediation track instead of retaking the regularly scheduled course. Remediation is not an appealable issue. A student either meets the criteria or does not meet the criteria.

CRITERIA FOR REMEDIATION ELIGIBILITY:

1. A student may fail no more than one course in the trimester in which he/she is applying for remediation.
2. The student must have earned a course grade of 65% to be considered for remediation.
3. The student must be making satisfactory academic progress (SAP) and may not be on probation. In addition, the student's cumulative grade point average must be at least a 2.5 prior to the term being considered for remediation.
 - a. For a T1 student, their cumulative GPA and SAP will be calculated using their T1 term GPA without the failed course included.
4. The student may not have any outstanding I grades.
5. An individual course may only be remediated once.
6. Students may not remediate more than three courses over the course of the chiropractic degree program.

REMEDIATION APPROVAL PROCESS:

1. Students must apply for remediation no later than Wednesday following final exam week.
2. The Academic Success Coach (ASC) will notify the dean what students have applied for remediation and confirm what applicants have met the remediation criteria.
3. The ASC then informs students if their application for remediation has been accepted. The student then has one business day to select remediation or course retake.
4. Within two business days of the student's decision to remediate:
 - a. Students are provided a remediation packet outlining their specific areas of deficiency and are registered into the next trimester.

- b. Students are encouraged to schedule a meeting with their faculty member to discuss their areas of deficiency.
- 5. The ASC will inform the Registrar to issue an RF grade in place of the F grade for students who have opted for remediation.
 - a. Students who successfully complete the remediation track will have their final grade changed to an RC
- 6. Students choosing to retake the course:
 - a. The ASC will create a modified schedule with the repeated course included for the student.
 - b. Students with a modified schedule will then register directly with the Office of the Registrar.

In the event the failed course is a prerequisite for another course, the student may not take the next course in the sequence (i.e.: You must pass Clinical Methods I before you take Clinical Methods II). If the course is a pre-requisite for clinic, the student will not be able to begin clinic until the course outcomes are met.

Students who do not select the remediation track will have no change to their grade until completion of the repeated course.

REMEDIATION PROCESS:

1. The student takes a remediation exam over the areas of deficiency on the first Friday of the new semester. All remediation exams will be administered at the same time and the faculty member or a proctor assigned at the faculty member's discretion must be present at the exam.
2. Students may sit in on their tentative schedule or the schedule that reflects the repeated coursework during the first week of class while they await the results of their remediation exam, whichever they feel would be most beneficial. However, students should note that they are responsible for week one work in the course noted on their final schedule regardless of the remediation outcome.
3. The remediation exam result must be released to the Dean's office no later than noon on the first Monday following the exam.
 - a. If the student passes the remediation exam, the RF grade is changed to an RC to designate the grade was remediated to the minimum passing grade for the course. The RC calculates as a C in the student's GPA.
 - b. If the student does not pass the remediation exam, the R grade will convert to an F and the student will be required to repeat the course.
 - i. Students who do not pass the remediation exam:
 1. If the student does not pass the remediation exam, the ASC will create a modified schedule with the repeated course included for the student and forward this to the Registrar so that their current schedule can be changed.
 2. In the event the failed course is a pre-requisite for another course and the student does not pass the remediation exam, the student may not take the next course in the sequence (i.e.: You must pass

Clinical Methods I before you take Clinical Methods II). If the course is a prerequisite for clinic, the student will not be able to begin clinic until the course outcomes are met.

GRADE APPEALS

The purpose of the grade appeal policy is to provide a safeguard against arbitrary, capricious and prejudiced grading while respecting the academic responsibility of the faculty.

Thus, the policy recognizes the following:

1. Every student has the right to receive a grade assigned upon a fair and unprejudiced assessment of their knowledge and ability that is neither arbitrary nor capricious; and,
2. Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students and applied equally. Faculty have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Course and project grading methods should be explained to students prior to the assessment of the assignment. Logan University presumes that the judgment of the faculty of record is authoritative and the final grade assigned is correct.

A grade appeal is confined to charges of arbitrary and capricious grading toward an individual student and may not involve a challenge of a faculty member's grading standard. While a student has a right to expect thoughtful and clearly defined approaches to course and project grading, it must be recognized that varied standards and individual approaches to grading are valid.

The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not grade or re-grade an individual assignment or project.

The student must substantiate the claim that their grade represents unfair treatment compared to the standard applied to other students. In the absence of compelling reasons, such as clerical errors, prejudice, arbitrary or capriciousness, the grade assigned by the faculty of record is considered final. In a grade appeal, only arbitrariness, prejudice and/or error will be considered as legitimate grounds for an appeal.

Arbitrariness: The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate the instructor did not actually exercise professional judgment.

Prejudice: The grade awarded was motivated by ill will and is not indicative of the student's academic performance.

Error: The instructor made a mistake in fact. This grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade on his or her own initiative.

This procedure does not cover instances where students have been assigned grades based on academic dishonesty or academic misconduct, which are included in the Academic Honesty Policy.

Also excluded from this procedure are grade appeals alleging discrimination, harassment or retaliation in violation of the Sexual Harassment Policy.

The Grade Appeal Procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in an expeditious and collegial manner. The intent is to provide a mechanism for the informal discussion of differences of opinion and for the formal adjudication by faculty only when necessary.

A student wishing to appeal a grade in any aspect other than an apparent grading error must adhere to the following policy:

1. Discuss the appeal with the lead instructor/supervising clinician within one week of the grade being issued.
2. If after this discussion the student believes the grade assigned has been done so in an arbitrary and capricious manner, the following steps must be completed no later than two weeks following the assignment of the grade. In the event the grade was issued less than a week prior to the start of a trimester break, the time count begins upon return from break and is the same as above.
3. The written appeal shall go to the faculty member's supervisor and shall include the following:
 - a. Copy of the course syllabus with the grading criteria.
 - b. Basis for the appeal, which must include evidence that the grade was not fairly assigned consistent with the established grading criteria and/or was assigned in an arbitrary or capricious manner.
4. The supervisor will have one week to investigate the matter by reading the material and talking with the instructor and student.
 - a. The supervisor will render a decision to either change the grade or uphold the grade. In the event the student wishes to appeal the decision of the supervisor, he/she must do so in writing within three days of the supervisor's decision to the Dean or in the event the Dean heard the initial appeal, the Provost. The Dean/Provost has one week to render a decision to change the grade, uphold the grade or form an ad hoc committee to make a recommendation. The decision of the Dean/Provost is final.
5. If an ad hoc committee is formed, it shall consist of two faculty members from within the same department/division and one faculty member from a different department/division.

LAST DATE OF ATTENDANCE

The last date of attendance is determined by one of two things:

- The last day of your last trimester of enrollment; or
- the date your intent to withdrawal form is submitted to the institution.

- An alternate date may be used if the student provides appropriate documented evidence a different attendance date is appropriate. Simply asking questions about the process to withdrawal is not considered intent or evidence.

INSTITUTIONAL ABANDONMENT

Institutional abandonment occurs when a student who originally established attendance within a given trimester, fails to submit a substantial amount of course assessments, and fails all of their registered courses within the trimester given trimester. In these cases, a student will earn a WF on their transcript.

Where Institutional Abandonment is determined, the institution reserves the right to re-verify attendance via any method available (faculty record keeping, LMS log in data, etc.) and determine if the student forfeited their federal aid eligibility by abandoning the institution. Please see refund policy for financial consequences of this action.

TRANSCRIPT DEFINITIONS

AU	Represents a course that has been audited and does not count toward the official academic record or progress of a student in any way.
I	Represents an incomplete in the course and is only awarded with approval in accordance to the incomplete policy.
IP	In Progress. A final course grade will be awarded at the completion of the sequence. A grade of IP is not calculated into grade point averages.
PR	Proficiency Examination Credit. The student is awarded transfer credit for the course based upon successful completion of a proficiency examination on the subject matter. No point value is earned, and a grade of PR is not calculated into grade point averages.
TR	Transfer Credit. The student is awarded transfer credit for the course. No point value is earned, and a grade of TR is not calculated into grade point averages.
W	Represents a student officially withdrawing from a course in accordance to the Drop/Add Policy. No point value is earned, and the course must be repeated if it is not an elective.
W/F	Represents a student who abandoned their institution enrollment but did not officially withdraw from classes.
P	Represents the completion of the course requirements at or above minimum competency. No point value is earned, and the course is not calculated into grade point averages.
A	Represents outstanding distinction and excellence in achieving the course outcomes
B*	Represents above average grasp of the course outcomes in undergraduate coursework and typically is the minimum grade required to pass graduate level coursework.
C*	Represents the average achievement of the course outcomes in an undergraduate course. Masters programs and doctorate programs typically require a B or higher.
D*	Represents a below average achievement of the course outcomes.
F	Represents a failure to meet the course outcomes.
R	Represents a course that has been remediated and is followed by the lowest passing grade for the given program (ex: RC).
SP	Represents a student satisfactorily making progress toward the course competencies when a course runs longer than one trimester and does not earn a final letter grade of A – F until the final trimester.
UP*	Represents a student making unsatisfactory progress toward the course competencies when a
*	course runs longer than one trimester and does not earn a final letter grade of A – F until the final trimester.

*Doctorate and master's programs do not use a D in their grading schema. All graduate degree programs, except the Doctor of Chiropractic, require a B average (3.0) for graduation. Students in these programs may be required to repeat courses where a C was earned if their CGPA falls below 3.0.

While Doctor of Chiropractic students are not required to have a B average, statistically, students with a 3.0 or higher are the most successful on national boards (see NBCE requirements). Graduation requirements for the Doctor of Chiropractic is above a C average at 2.25.

**Some programs limit the number of UP attempts a student can have before being placed on probation or being dismissed from the program. Students should review the standards of Satisfactory Academic Progress for their degree program for more information.

GRADING SCALES

End-of-course grades are rounded to the nearest whole number.

Examples:

69.51% = 70%

69.44% = 69%

Logan University uses a 4.0 grading scale to calculate grade point averages.

Grade point averages are not rounded.

GRADUATE DEGREE PROGRAMS

A	90 – 100	4.0
B	80 – 89	3.0
C	70 – 79	2.0
F	< 70	0

UNDERGRADUATE DEGREE PROGRAMS

A	90 – 100	4.0
B	80 – 89	3.0
C	70 – 79	2.0
D	60 – 69	1.0
F	<60	0

NOTIFICATION OF GRADES

Graded assessments not only provide evidence of progress toward course outcomes, but they are also teaching tools. With that in mind, faculty will provide opportunities for summative feedback on all graded assignments to help students in the learning process. This may be through written or verbal feedback and may be automatic or by appointment.

GRADES

- Graded classroom assessments will be returned within one week of the due date.
- Final exam grades will be posted within one week of the exam date. Unofficial course grades may be viewed in Canvas as soon as they are posted by the faculty member.
- Students may view their official final course grades through Self Service on the Monday following final exams.

GRADE RECORDS/GRADE POSTING

In accordance with the recommendations under FERPA, student grades are not posted in a public forum either by name, social security number or student identification number. FERPA permits the posting of grades only if the student is assigned a unique identifier only known by the student and individual faculty member.

ACADEMIC PROBATION

Satisfactory Academic Progress (SAP) is the baseline standard a student should be performing at academically in any given program. The university recognizes that at times a student may experience academic difficulty due to personal, financial, health, or issues with classroom content that may be temporary in nature. Students failing to meet the terms of SAP for their program may be placed on academic probation to provide them a defined period to re-establish SAP.

Students receiving financial aid should review the financial aid probation policy to understand the impact their academic performance may have on their financial aid eligibility.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP) is calculated beginning at the end of a student's first trimester. Failure to maintain SAP may result in ineligibility for federal financial aid. Students should review financial aid policies and procedures for more information.

Students who fail to maintain SAP are at risk for academic dismissal. Please review the Academic Probation policy for more information.

Students enrolled in undergraduate coursework will have SAP calculated based on all undergraduate courses regardless of whether the student changes majors or degree programs. Completed programs are not calculated into SAP, except in the cases of transfer credit.

Students enrolled in master-level coursework will have SAP calculated based on all master level courses regardless of whether the student changes majors or degree programs. Completed programs are not calculated into SAP except in the cases of transfer credit.

Students enrolled in doctorate-level coursework will have SAP calculated based on all doctorate-level courses regardless of whether the student changes majors or degree programs. Completed programs are not calculated into SAP, except in the cases of transfer credit.

CHANGING DEGREE PROGRAMS AND SAP CALCULATION

When a student changes level of degree, the credit and grades that do not count toward the new degree will not be included in the satisfactory academic progress determination for the new program.

Should a student change their program of study and remain at the same level of degree, the current SAP status will remain in effect, regardless of whether the courses, credits, and grades count toward the new program of study or not.

QUALITATIVE: CUMULATIVE GRADE POINT AVERAGE (CGPA)

DOCTOR OF CHIROPRACTIC

Doctor of Chiropractic Students who matriculated before Spring 2018 and maintained consecutive enrollment must achieve a CGPA of 2.0 or higher at the end of each trimester of enrollment.

Doctor of Chiropractic students who matriculated during or after Spring 2018 must achieve a CGPA of 2.25 or higher at the end of each trimester of enrollment.

DOCTOR OF HEALTH PROFESSIONS EDUCATION & MASTER OF SCIENCE PROGRAMS

Doctor of Health Professions Education (DHPE) and Master of Science students must achieve a CGPA of 3.0 or higher at the end of each trimester of enrollment.

UNDERGRADUATE DEGREE PROGRAMS

Undergraduate students must achieve a CGPA of 2.0 or higher at the end of each trimester of enrollment (Exception Bachelor of Science Life Science – see below).

BACHELOR OF SCIENCE LIFE SCIENCE PROGRAM

Students enrolled in the Bachelor of Life Science degree program must have a 3.0 cumulative grade point average before beginning courses in the Doctor of Chiropractic (DC) program. Therefore, for the at the end of each trimester of enrollment Bachelor of Science in Life Science students must achieve a CGPA of 3.0 or higher, including accepted transfer credit, at the end of each trimester of enrollment.

QUANTITATIVE: MAXIMUM TIME FRAME OR PACE

The maximum length of time to receive financial aid for an academic program is 150 percent of the published length of the educational program. A student must complete (receive a passing grade) a minimum of 66.66 percent of the attempted cumulative credits each term to maintain PACE.

The following will be considered in a student's PACE calculation:

1. Any grade counted as attempted hours on the transcript.
 - a. Hours attempted, including withdrawn courses, incomplete courses and repeated courses.
2. If a course is dropped within the designated add/drop period, it is not counted toward attempted hours.
3. Transfer credits are considered to be credits attempted and completed toward the completion of the student's program
4. Periods of enrollment for which the student does not receive financial aid are included in SAP evaluations.

QUANTITATIVE: PACE: FIRST TRIMESTER STUDENTS ONLY

DOCTOR OF CHIROPRACTIC

A student must complete (receive a passing grade) a minimum of 50 percent of the total attempted credits in their first trimester of the Doctor of Chiropractic program. Total credits attempted is equal to those credit hours the individual student enrolled in during their first trimester as a Doctor of Chiropractic student at Logan University. This policy is for first time trimester one students only and excludes transfer students.

ALL OTHER PROGRAMS

For the purpose of monitoring a student's academic progress, specific to PACE during a student's first trimester at Logan University, first trimester students (excludes transfer students), with the exception of Doctor of Chiropractic students will have their PACE calculated as follows:

- One course
 - PACE will not be calculated until second trimester. Second trimester students will be measured on the standard PACE calculation as outlined in the SAP policy.
- Two or more courses (up to 11 credit hours)
 - A student must complete (receive a passing grade) in 50% of the total attempted courses.
- Students enrolled in 12 or more credit hours must complete 66.6% of the total hours attempted as outlined in the standard SAP policy.

This first trimester policy for "all other programs" outlined above is for academic probation only and does not impact the financial aid policy.

QUANTITATIVE: LENGTH OF PROGRAM

DOCTOR OF CHIROPRACTIC

The maximum number of credit hours to receive financial aid as a Doctor of Chiropractic Degree student is 365 attempted credit hours.

DOCTOR OF HEALTH PROFESSIONS EDUCATION

The maximum number of credit hours to receive financial aid as a Doctor of Health Professions Education Degree student is 90 attempted credit hours. DHPE students must finish coursework within seven calendar years from the date of initial enrollment.

MASTER OF SCIENCE NUTRITION, SPORTS, AND HEALTH INFORMATICS

The maximum number of credit hours to receive financial aid in these programs is 59 attempted credit hours. Master of Science students must finish coursework within five calendar years from the date of initial enrollment.

BACHELOR OF SCIENCE HUMAN BIOLOGY, LIFE SCIENCE

The maximum number of credit hours to receive financial aid as a Bachelor of Science Degree student is 183 attempted credit hours.

GRADUATE PROGRAM PREREQUISITE COURSE WORK

Students with a bachelor's degree who need to enroll in prerequisite or preparatory coursework for admission into the Master of Science or Doctor of Chiropractic degree programs may have financial aid eligibility for one consecutive 12-month period (three trimesters) beginning on the first day of the enrollment period.

ACADEMIC PROBATION LEVEL 1

COLLEGE OF CHIROPRACTIC

In the event one of the following circumstances is present, a student will be placed on Academic Probation Level I:

1. A student fails to meet any of the criteria outlined in the satisfactory academic progress (SAP) policy; or
2. A student fails three or more courses in a single trimester; or
3. A student has repeated the same course two more times and has not yet earned credit for the course; or
4. A student has earned an "UP" grade in a progression sequenced course that is longer than one trimester.

Students will receive a letter from the Office of the Registrar notifying them of their probation status. The letter will outline the terms of their probation. The plan may include weekly or biweekly meetings with their ASC, as well as referrals to other programs and resources to assist them in returning to good academic standing. Following the terms of the student's probation letter are a requirement of probation, failure to do so may be cause for academic dismissal.

To return to good academic standing, the student must complete all terms of their probation as outlined, including, but not limited to, earning the required satisfactory course grades in their registered courses to successfully return all measures of SAP to, at or above, the minimum requirements.

The SAC reviews Probation Level I student performance at the midterm and end of the outlined length of probation and makes one of the following recommendations:

MIDTERM PROBATION PERIOD REVIEW

1. Continue probation as outlined; or
2. Update the terms of probation to optimize the student's chances of success based on their first trimester of probation's performance; or
3. Recommend to the Dean of the College, the student be academically dismissed based on the student failing one or more courses.

END OF PROBATION LEVEL I REVIEW

1. Congratulate the student for their academic perseverance and regaining satisfactory academic progress, placing them back in good standing; or
2. Notify students they have failed to meet the terms of their probation and will be academically dismissed from Logan University. The notification shall include information about the appeals process.

COLLEGE OF HEALTH SCIENCE

In the event one of the following circumstances is present, a student will be placed on Academic Probation Level I:

- A student fails to meet any of the criteria outlined in the satisfactory academic progress (SAP) policy; or
- A student has repeated the same course two more times and has not yet earned credit for the course; or

Students will receive a letter from the Office of the Registrar notifying them of their probation status. The letter will outline the required terms of their probation. All students placed on probation are required to schedule a meeting with their ASC to devise an individualized success plan and shall follow the plan as outlined. The plan may include weekly or biweekly meetings with their ASC, as well as referrals to other programs and resources to assist them in returning to good academic standing. Following the terms of the student's probation letter are a requirement of probation, failure to do so may be cause for academic dismissal.

To return to good academic standing, the student must complete all terms of their probation as outlined, including, but not limited to, earning the required satisfactory course grades in their registered courses to successfully return all measures of SAP to, at or above, the minimum requirements.

The SAC reviews Probation Level I student performance at the midterm and end of the outlined length of probation and makes one of the following decisions/recommendations:

MIDTERM PROBATION PERIOD REVIEW

1. Continue probation as outlined; or
2. Update the terms of probation to optimize the student's chances of success based on their first trimester of probation's performance; or
3. Recommend to the Dean of the College, the student be academically dismissed based on the student failing one or more courses.

END OF PROBATION LEVEL I REVIEW

1. Congratulate the student for their academic perseverance and regaining satisfactory academic progress, placing them back in good standing; or
2. Notify students they have failed to meet the terms of their probation and will be academically dismissed from Logan University. The notification shall include information about the appeals process.

**APPEAL OF ACADEMIC PROBATION LEVEL I
ALL PROGRAMS**

Any student failing to return to good academic standing, as outlined under the Academic Probation Level I policy, may petition, in writing, for consideration of an additional term of probation on Academic Probation Level II.

BACHELOR OF SCIENCE LIFE SCIENCE

In recognition of Doctor of Chiropractic general admission students having the opportunity to be accepted into the chiropractic program through the Alternative Admission Track Program (AATP) Students who have a cumulative grade point average higher than 2.75 but less than 3.0 and are appealing for an additional term of probation may use the AATP program as partial support for their petition. It should however, be noted that the program is designed for those who may have deficiencies in their applications but have since overcome those deficiencies and must explain how in their application and should be prepared to not only petition for an additional term of probation, but explain how they would be successful in the chiropractic program should they be permitted the chance to remain in the life science program.

APPEALS PROCESS

1. The student shall submit a letter to the Student Advancement Committee (SAC) at SAC@Logan.edu by the end of Wednesday week one of break; and,
 - a. the letter shall outline what led the student to fall below SAP, their plan to return to good academic standing, and any additional mitigating factors the student believes are important for the SAC to know when making their decision. Additionally, the letter should acknowledge whether the student wishes to have their request heard on appeal by the Provost if denied by the college Dean.
2. The SAC will review the appeals letter and the student record and make a recommendation to the college Dean whether to dismiss the student or place the student on Academic Probation Level II.
3. The Dean will notify the student, the SAC chair, and the Registrar within 48 business hours of the recommendation by the SAC.
 - a. In the event the Dean denies the students request for Academic Probation Level II and the student requested the Provost hear the request on appeal in in their original letter of appeal, the Dean will additionally include the Provost in the notification.
 - b. The Provost will notify the student, the SAC chair, Dean, and the Registrar within 72 business hours of the final outcome of the appeal process.

ACADEMIC PROBATION LEVEL II

ALL PROGRAMS

Students who fail to return to good academic standing during Probation Level I and are granted an additional opportunity to take classes probationally through appealing the SAC decision related to their Probation Level I status will be placed on Probation Level II.

Any terms in addition to those outlined in Academic Probation I will be outlined in the notification of Academic Probation II. Academic Probation Level II may not exceed one trimester. In the event a student fails return to good academic standing at the end of Academic Probation Level II, the student will be academically dismissed from Logan University. Because Probation Level II is the result of an appeal decision, a dismissal at the end of Probation Level II is final and cannot be appealed.

ACADEMIC DISMISSAL

Academic dismissal occurs when a student is unsuccessful in returning to satisfactory academic progress within a prescribed time frame. A student who has been academically dismissed may not re-apply to the university for one academic year or as otherwise defined in their dismissal and/or appeals letter.

STUDENT ADVANCEMENT COMMITTEE (SAC)

The purpose of the SAC is to consider student appeals related to additional time to regain satisfactory academic progress (SAP) as outlined in the SAP policy and Academic Probation policy above. The chair of the SAC can be reached at SAC@Logan.edu

The SAC reviews the written appeal by the student, the student academic record, and the course work remaining in the program to make a determination about whether to grant the students appeal. The chair of the committee may choose to interview the student and reserves the right to verify information presented in the students appeal letter if the information is available through Logan University documentation.

In the event a student withdraws from the university prior to be placed on probation and seeks to return to the institution, the SAC may be called upon to participate in the re-entry process as outlined in the re-entry policy depending on how long the student has been separated from the institution.

The committee will review the material in a fair, equitable and consistent fashion and make a recommendation to the Dean about the student's appeal. If a student's appeal is granted, it should include a plan to get the student back in good standing within a realistic, reasonable, and responsible period of time. The plan should consider future SAP calculations and the likelihood the student can reasonably complete the program given the information before the committee.

All members are considered voting members; the committee only needs 51% of the members present to vote. Vacant committee seats are not considered when calculating the 51%. For a vote to be passed a majority of voters must agree and their vote presides and represents the views of the entire committee.

The committee chair presents the committee's recommendation to the Dean who makes the final decision. The Dean's decision is submitted to the student via a letter sent to the student using the student's official Logan University e-mail

The letter is cc'd to the Registrar with a copy to be included in the student's official record and the general information tracked on the appeals tracker.

If the appeal is denied, the letter shall include recommendations, if any, on what the student needs to do to strengthen their application should they choose to re-apply in the future. Additionally, the letter should include information on the next steps in the appeals process.

TUITION, FEES, AND FINANCIAL AID

Tuition rates are in effect for the fall, spring and summer trimesters. New tuition rates are established each year beginning with the Fall Trimester and are subject to change annually. Official tuition and fee amounts are provided by the Finance Office. The amounts listed below are estimates. Refer to each program for tuition, course, lab and other costs associated with that program.

DOCTOR OF CHIROPRACTIC

Application Fee (non-refundable) payable with application	\$50
Tuition Deposit (non-refundable, applied to tuition)	\$300
Trimester Flat Rate Tuition (12- or more trimesters) *	\$11,715
Underload (per credit hour)	\$975
Examination Fee for Advance Standing Credit	\$100
Activity Fee (each trimester)	\$50
Technology Fee (each trimester)	\$25
Payment Plan Fee	\$25
Late Registration Fee	\$100
Late Payment Fee	\$100
Transcripts	\$5
I.D. Replacement	\$15
Doctor's Bag including Diagnostic Kit and White Coat (Tri 1 students only)	\$1,330

In the Doctor of Chiropractic Degree Program, a full-time student is defined as a student registered in 12 or more credit hours. A part-time student is defined as a student who is registered in less than 12 credit hours.

DOCTOR OF HEALTH PROFESSIONS EDUCATION

Application Fee (non-refundable) payable with application	\$50
Tuition Deposit (non-refundable, applied to tuition)	\$100
Tuition Per Credit Hour	\$650
Examination Fee for Advance Standing Credit	\$100
Technology Fee (each trimester)	\$25
Payment Plan Fee	\$25
Late Registration Fee	\$100
Late Payment Fee	\$100
Transcripts	\$5
I.D. Replacement	\$15

A full-time student is defined as a student registered in 9 or more credit hours. A part-time student is defined as a student who is registered in less than 9 credit hours. Cost is charged per registered credit hour.

MASTER OF SCIENCE: NUTRITION, SPORTS SCIENCE, HEALTH INFORMATICS

Application Fee (non-refundable) payable with application	\$50
Tuition Deposit (non-refundable, applied to tuition)	\$100
Tuition per credit hour	\$450
Examination Fee for Advance Standing Credit	\$100
Technology Fee (each trimester)	\$25
Payment Plan Fee	\$25
Late Registration Fee	\$100
Late Payment Fee	\$100
Transcripts	\$5
I.D. Replacement	\$15

A full-time student is defined as a student registered in 9 or more credit hours. A part-time student is defined as a student who is registered in less than 9 credit hours. Cost is charged per registered credit hour.

BACHELOR OF SCIENCE: HUMAN BIOLOGY, LIFE SCIENCE

Application Fee (non-refundable) payable with application	\$25
Tuition Deposit (non-refundable, applied to tuition)	\$25
Tuition per credit hour (Merit scholarships may reduce tuition)	\$275
Examination Fee for Advance Standing Credit	\$100
Activity Fee (each trimester) On-Campus only	\$50
Technology Fee (each trimester)	\$25
Payment Plan Fee	\$25
Late Registration Fee	\$100
Late Payment Fee	\$100
Transcripts	\$5
I.D. Replacement	\$15

A full-time student is defined as a student registered in 12 or more credit hours. A part-time student is defined as a student who is registered in less than 12 credit hours. Cost is charged per registered credit hour.

Students in the life science program are charged the undergraduate fees as defined above when taking undergraduate courses. However, once they begin their chiropractic coursework, they are charged the Doctor of Chiropractic tuition rates.

NON-DEGREE

Non-degree students are charged the same tuition rates and fees as degree-seeking students.

TUITION DUE DATES

Tuition and fees are due prior to the first day of class. Tuition and fees for registrations during the drop/add period are due immediately upon registration.

Enrollment is validated when all tuition and fees have been paid and no outstanding indebtedness to Logan University exists. Students are not admitted to classes without a validated registration, an approved academic degree plan, and evidence of either an approved loan in process, approved payment plan or payment in full.

FEES DEFINITION AND POLICY

ACTIVITY FEE AND TECHNOLOGY FEE

These fees are automatically charged at the beginning of each trimester and due in full prior to the first day of classes. Activity fees are only charged for students taking on-campus classes. Technology fees are charged to all students.

LATE REGISTRATION FEE

Registration deadlines will be published in the Academic Calendar for each trimester. Students who do not complete their registration by the deadline will be charged a late registration fee. Students should contact the Office of Student Accounts to make payment arrangements immediately after their late registration in order to avoid a late payment fee.

LATE PAYMENT FEE

Students who fail to pay the balance due, make arrangements for an approved payment plan, or those students eligible for and planning to take advantage of financial aid complete all required documentation for the financial aid process to be completed so funds can be released, will be charged a late payment fee.

SERVICE CHARGE

A service charge of \$10 will be charged for any check submitted to the university that is not honored by the bank. In such cases, all subsequent payments to the university must be cash, credit card, or in the form of a certified check or money order. In addition, the student will be required to pay the late payment fee.

PAYMENT POLICY & OPTIONS

Trimester tuition and fees are due in advance of the beginning of the trimester. Enrollment is validated when all tuition and fees have been paid and no outstanding indebtedness to Logan University exists. Students are not admitted to classes without a validated registration, an approved schedule and evidence of an approved loan in process or payment in full.

Students wishing to set up a monthly payment plan must speak with the Student Accounts Representative prior to the start of the trimester. Students who enroll and identify as non-financial aid students must have a payment agreement on file prior to matriculation. Financial aid students are responsible for payment of any balance due after financial aid has been applied. Students who have a balance due after financial aid has been applied must have a signed payment agreement on file prior to matriculation or must be paid in full.

The privileges of attending Logan are available to currently enrolled students who have met all the above guidelines.

Successful registration and course approvals are tentative and contingent on compliance with the following Student Account policies and processes:

1. Students who have an outstanding balance after anticipated aid has been applied to their account must have the outstanding balance paid prior to the first day of the trimester or must have a signed and approved payment plan on file with the Student Accounts office.
2. Students who are unable to pay their outstanding balance or have a signed and approved payment plan in place, will be dropped from their courses for financial reasons at the close of business, 4:30 p.m., at the end of the drop/add period. Students who are dropped from classes are responsible for any assessed pro-rated tuition and fees.
3. Undergraduate students registered in either Session 1 and/or 4 must have any outstanding balance paid by the first day of class. Students enrolled only in Session 2 must have their outstanding balance paid before the first class of Session 2. Students who have not made payment will be dropped at the close of business on day 5 and are responsible for any assessed pro-rated tuition and fees (A signed and approved payment plan in good standing is an acceptable alternative to paid in full).
4. The Student Accounts Office notifies the Registrar of those students out of compliance with the Accounts Payable / Tuition policy and requests students be withdrawn for failure to pay tuition. The Student Account Office notifies the Registrar's Office of failure to comply with the tuition payment policy after attempts to notify and remind the student tuition is due and the consequences for failure to comply.
5. Faculty will receive notification of students who were dropped from their class.
6. The Student Accounts Representative and/or the Office of Financial Aid may extend the period of time, but the grace period must not exceed a total of 30 days past the first day of the trimester.
7. It is the student's responsibility to provide Logan with a current address and phone number, and to immediately report any changes to the Office of the Registrar. Committee decisions often necessitate that students appear at committee hearings. If the College cannot contact

a student by mail or phone, then the student will have no recourse but to accept the decision of the committee.

8. All late registrants will be assessed a late registration fee.

PAYMENT OPTIONS

Logan University offers students many ways to pay for tuition. Students may access their balance online via the Self-Serve portal.

FINANCIAL AID PAYMENTS

To learn more about options available through financial aid, students should contact the Office of Financial Aid.

CREDIT CARDS PAYMENTS

Students may make credit card payments online via the Self-Serve portal or in person in the Student Accounts office. A valid ID matching the name on the credit card is required to pay in person.

CASH, CHECK, MONEY ORDER PAYMENTS

Students may pay in person via cash, check, certified check, or money order in the Student Accounts office. Payments may also be mailed to:

**Logan University
Attention: Student Accounts
1851 Schoettler Rd
Chesterfield, MO 63017**

REFUNDS

When a student is entitled to a refund, the funds will be given to the student unless the institution has been required to return an unearned portion of Federal Title IV funds to the Federal Government. If the refund is more than that which is to be returned, then the student will be given the remaining portion. If the refund is less than that which is to be returned to the Federal Government, then the student will be billed for the difference.

Not attending classes for which you have registered and established attendance (see attendance policy) does not entitle you to a refund of the charges you have incurred. You must drop the classes before the withdrawal period begins or withdraw from classes during the withdrawal period for each semester in order to receive a refund. Refunds are calculated based on the last date of attendance (LDA) (see the LDA policy for definition).

If a student fails to establish attendance within the first two weeks of class, they will be treated as withdrawn from each course they fail to establish attendance and financial aid eligibility will be re-

calculated based on the revised enrollment status. In the case of a student who fails to establish attendance in all of their classes, the student will be withdrawn from the institution.

In cases where a student receiving federal aid benefits fails all of the courses within a given trimester in which he/she originally established attendance and did not withdraw, the institution reserves the right to re-verify attendance via any method available (faculty record keeping, LMS log in data, etc.) and determine if the student forfeited their aid eligibility by abandoning the institution. In situations where a student is found to have abandoned institutional enrollment, the institution may be required to return federal aid funds per applicable federal policy. When aid is returned, students are responsible for any balance due to the institution.

REFUND POLICY FOR TUITION CHARGED AS A FLAT RATE

The Doctor of Chiropractic program charges tuition as a flat rate in most cases. Flat rate tuition students who withdraw completely from Logan University, a program, or as a result of dismissal, will receive a refund of tuition according to the following schedule. If a Doctor of Chiropractic student reduces his/her course load, the reduction represents a change in enrollment status, not a withdrawal.

- Reductions in course load that reduce credits to nine or less through Friday of the second week of the trimester will receive a 100 percent refund of the tuition based on the credits dropped below the 12-credit minimum for flat rate tuition.
- After the last day of the second week, no refunds will be given.

REFUND POLICY FOR TUITION CHARGED PER CREDIT HOUR

All programs, with the exception of students enrolled in 12 or more credit hours in the Doctor of Chiropractic program, charge tuition on a per credit hour rate.

Per credit hour tuition students who withdraw from a course(s) but do not withdraw completely from all courses will receive a refund based on the following schedule.

15 WEEK TRIMESTER COURSES:

- 100% if dropped through Friday of the second week of the trimester.
- 75% if withdrawal through Friday of the third week of the trimester.
- 50% if withdrawal through Friday of the fourth week of the trimester.
- 25% if withdrawal through Friday of the fifth week of the trimester.
- No refund of tuition from the sixth week through the end of the trimester.

8 WEEK SESSIONS OR LESS COURSES:

- 100% if dropped through Friday of the first week of the session.
- 75% if withdrawal through Friday of the second week of the session.
- 50% if withdrawal through Friday of the third week of the session.
- 25% if withdrawal through the Friday of the fourth week of the session.
- No refund of tuition from the fifth week through the end of the session.

WEEKEND ELECTIVES:

- 100% if dropped prior to the first-class meeting date
- No refund of tuition after the first-class meeting date

SOURCES OF FINANCIAL AID AND SCHOLARSHIPS**SCHOLARSHIPS****LOGAN SCHOLARSHIPS**

Numerous endowed scholarships are offered to current students. The application period for the majority of these scholarships is typically during the Spring Trimester.

DOCTOR OF CHIROPRACTIC MERIT SCHOLARSHIPS

Students admitted with advanced standing status may be eligible for a merit scholarship award. If awarded, the scholarship is renewable if the student meets specified criteria outlined in their award letter.

UNDERGRADUATE MERIT SCHOLARSHIPS: Undergraduate students may qualify for automatic merit scholarships based on their incoming cumulative grade point average. Merit scholarships may be renewable if the student meets specified criteria outlined in their award letter.

EXTERNAL SCHOLARSHIPS: The Logan University Office of Financial Aid maintains a listing of external scholarship opportunities. Additionally, students may receive emails or notifications through the Logan News of available scholarships.

To view detailed scholarship information please visit the admission page on the [Logan website](#).

FEDERAL GRANTS

Federal grants may be available to undergraduate students working toward their first bachelor's degree only. Pell Grants, Iraq and Afghanistan Grants and Supplemental Educational Opportunity Grants (SEOG) are based on need and do not need to be repaid.

STATE GRANTS

State grants may be available for undergraduate and professional students. These often have deadlines. Check with your state for additional information.

To be eligible for most Missouri student financial aid, initial and renewal students should have a **Free Application for Federal Student Aid (FAFSA)** on file by Feb. 1, but no later than April 1. Eligible students who apply between Feb. 1 and April 1 will be awarded state financial aid based on funding availability.

Doctor of Chiropractic students from Arkansas, Oklahoma and Mississippi have received state grants.

FEDERAL WORK STUDY

Federal work study may be available for undergraduate and graduate/professional students and based on need. Federal work study is a part-time job on campus in which the student receives a biweekly paycheck for the hours worked. For information on eligibility contact the Office of Financial Aid.

FEDERAL DIRECT LOANS

Federal direct loans may be available for undergraduate and graduate/professional students. Under these programs, the U.S. Department of Education is the lender. These loans have a six-month grace period after the student is no longer enrolled at least half-time in a degree program and before the first payment is due.

DIRECT SUBSIDIZED: Available to undergraduate students with financial need. The U.S. Department of Education pays the interest on these loans while the student is enrolled at least half-time and during the six-month grace period.

DIRECT UNSUBSIDIZED: Available to undergraduate and graduate/professional students regardless of financial need. The student is responsible for the interest, which may be paid while in school or accrued and then added to the principle balance.

DIRECT PLUS LOANS: Available to graduate/professional students and parents of dependent undergraduate students to help pay for expenses not covered by other financial aid.

FEDERAL DIRECT LOAN LIMITS

DOCTOR OF CHIROPRACTIC PROGRAM: Chiropractic is an approved discipline eligible for increased Unsubsidized Direct Loan amounts. The additional amount, up to \$12,500 per academic year, can be awarded only to students enrolled in the DC program. This means a DC student may receive up to \$33,000 total per academic year (or every two trimesters.) The limits may not exceed the cost of attendance budget. The aggregate limit for eligible students is \$224,000. These limits include all loans made to the student for all attendance, including loans received as an undergraduate and/or graduate student.

DOCTOR OF HEALTH PROFESSIONS EDUCATION AND MASTER'S DEGREE PROGRAMS: The maximum amount of student education loans is limited federally to \$20,500 per academic year and cannot exceed a maximum borrowing amount of \$138,500. The aggregate limit includes undergraduate loan debt and applies to students enrolled solely in these programs.

UNDERGRADUATE PROGRAMS: The annual loan limit is determined by the borrower's year in school and their dependency status. The aggregate limits for an undergraduate student are outlined below.

	Subsidized	Total
		Subsidized & Unsubsidized
DEPENDENT	\$23,000	\$31,000
INDEPENDENT	\$23,000	\$57,500

ALTERNATIVE/PRIVATE LOANS

Alternative/Private loans are credit-based, nonfederal loans available to undergraduate and graduate/professional students. Under this program, a bank is the lender. The Office of Financial Aid has researched and created a preferred lender list based on the high quality of service to students and the best terms and conditions available to Logan students. If you would like additional information regarding the preferred lenders, please speak with a Financial Aid Advisor. You may choose any lender for this type of loan; they do not have to be included on the preferred listing.

Please note, a borrower may qualify for federal grants and loans, and the terms and conditions of federal loans may be more favorable than the terms and conditions of alternative/private education loans.

For additional details regarding federal student grants and loans, please visit studentaid.ed.gov.

VETERANS BENEFITS

Logan University certifies enrollment each trimester to the Veterans Administration through the expected completion date of the VA-approved program. All veterans must provide a copy of their DD214 and complete form 22-1995 (or 22-1990 if they attended college previously) to Logan's certifying official located in the Office of the Registrar.

Logan has partnered with the VA and participates in the Yellow Ribbon Program. For students who receive benefits at the 100 percent rate under the Post 9/11 GI Bill (Chapter 33), full tuition and fees will be covered.

FINANCIAL AID POLICY AND PROCEDURES

RETURN OF TITLE IV (FEDERAL AID) POLICY

If a federal financial aid recipient withdraws from all classes prior to reaching the 60 percent point in the trimester, some (or possibly all) of the federal grant and/or loan assistance disbursed to the student's account must be returned to the U.S. Department of Education. Logan University is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance.

According to the exact number of calendar days that elapse from the first day of classes until you withdraw (or your last day of attendance, whichever is earlier), you are considered to have earned a portion of the total federal grant and/or loan aid that was disbursed to your student account for the trimester. The unearned portion of this aid is the amount that must be returned.

The Office of Financial Aid will send you an exit packet through the mail. Included will be notification of the amount returned. This may result in a balance due to the University. You will be expected to determine a payment arrangement with the Student Accounts Representative.

Please note that the calculation of the unearned portion of your federal financial aid is a completely separate process from any refund of tuition.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

The Higher Education Act (HEA) requires that a student maintain satisfactory academic progress (SAP) in the student's program of study to be eligible to receive Title IV funds. Logan University students who wish to be considered for financial aid must maintain SAP as set forth in this policy. All trimesters of enrollment, including those in which a student does not receive financial aid, are included in SAP calculations. Please note SAP consequences may differ between financial aid eligibility and academic eligibility and is reviewed separately by each of those departments.

Federal regulation mandates that a student's SAP be measured at least annually. A student can lose their eligibility for aid if they are not doing well in classes, if they frequently withdraw from classes and/or if it is taking them a very long time to finish their degree. It is Logan's policy to review a student's academic performance at the end of each trimester if they are receiving financial aid.

Based upon federal regulation, SAP is measured in two ways, qualitative and quantitative (pace). Qualitative is a measure of a student's grade point average (GPA). Quantitative, or pace, measures a student's progress through the program to make certain the student is on track to complete the degree program within the maximum time allowed to receive financial aid. These measures apply to students matriculating in all Logan degree and/or preparatory programs.

All students are classified as meeting SAP requirements when they first enroll at Logan. Students who meet the below criteria for GPA, PACE and length of program will continue to meet SAP requirements and will continue to be eligible for financial aid.

QUALITATIVE: CUMULATIVE GRADE POINT AVERAGE (CGPA)

DOCTOR OF CHIROPRACTIC: Doctor of Chiropractic Students who **matriculated before Spring 2018 and maintained consecutive enrollment** must achieve a CGPA of 2.0 or higher at the end of each trimester of enrollment.

Doctor of Chiropractic students who **matriculated during or after Spring 2018** must achieve a CGPA of 2.25 or higher at the end of each trimester of enrollment.

DOCTOR OF HEALTH PROFESSIONS EDUCATION & MASTER OF SCIENCE PROGRAM: Doctor of Health Professions Education (DHPE) and Master of Science students must achieve a CGPA of 3.0 or higher at the end of each trimester of enrollment.

UNDERGRADUATE DEGREE PROGRAMS: Undergraduate students must achieve a CGPA of 2.0 or higher at the end of each trimester of enrollment.

QUANTITATIVE: MAXIMUM TIME FRAME OR PACE

The maximum length of time to receive financial aid for an academic program is 150 percent of the published length of the educational program. A student must complete (receive a passing grade) a minimum of 66.66 percent of the attempted cumulative credits each term to maintain PACE.

The following will be considered in a student's PACE calculation:

1. Any grade counted as attempted hours on the transcript.
2. Hours attempted, including withdrawn courses, incomplete courses and repeated courses.
 - a. If a course is dropped within the designated add/drop period, it is not counted toward attempted hours.
3. Transfer credits are considered to be credits attempted and completed toward the completion of the student's program
4. Periods of enrollment for which the student does not receive financial aid are included in SAP evaluations.

QUANTITATIVE: PACE DOCTOR OF CHIROPRACTIC FIRST TRIMESTER ONLY

A student must complete (receive a passing grade) a minimum of 50 percent of the total attempted credits in their first trimester of the Doctor of Chiropractic program. Total credits attempted is equal to those credit hours the individual student enrolled in during their first trimester as a Doctor of Chiropractic student at Logan University. This policy is for first time trimester one students only and excludes transfer students.

QUANTITATIVE: LENGTH OF PROGRAM

DOCTOR OF CHIROPRACTIC: The maximum number of credit hours to receive financial aid as a Doctor of Chiropractic Degree student is 365 attempted credit hours.

DOCTOR OF HEALTH PROFESSIONS EDUCATION: The maximum number of credit hours to receive financial aid as a Doctor of Health Professions Education Degree student is 90 attempted credit hours. DHPE students must finish coursework within seven calendar years from the date of initial enrollment.

MASTER OF SCIENCE NUTRITION, SPORTS, AND HEALTH INFORMATICS: The maximum number of credit hours to receive financial aid in these programs is 59 attempted credit hours. Master of Science students must finish coursework within five calendar years from the date of initial enrollment.

BACHELOR OF SCIENCE HUMAN BIOLOGY, LIFE SCIENCE: The maximum number of credit hours to receive financial aid as a Bachelor of Science Degree student is 183 attempted credit hours.

GRADUATE PROGRAM PREREQUISITE COURSE WORK: Students with a bachelor's degree who need to enroll in prerequisite or preparatory coursework for admission into the Master of Science or Doctor of Chiropractic degree programs may have financial aid eligibility for one consecutive 12-month period (three trimesters) beginning on the first day of the enrollment period.

CHANGING DEGREE PROGRAMS AND SAP CALCULATION

When a student changes level of degree, the credit and grades that do not count toward the new degree will not be included in the satisfactory academic progress determination for the new program. Should a student change their program of study and remain at the same level of degree, the current SAP status will remain in effect, regardless of whether the courses, credits, and grades count toward the new program of study or not.

FINANCIAL AID WARNING

A student placed in financial aid warning status has failed to meet the minimum requirements of satisfactory academic progress and must meet the minimum standards by the end of the warning trimester of enrollment in order to continue to be eligible for federal financial aid. A student enrolled at a minimum half-time status during the warning trimester may continue to receive financial aid for that trimester.

When a student is placed in a warning status, they will receive an email notification to their University email account from the Associate Director of Financial Aid. The student will be encouraged

to meet with their respective Academic Success Coach during the warning trimester to assess academic progress and receive assistance in developing effective learning strategies.

FINANCIAL AID SUSPENSION

A student's financial aid is suspended if he/she has not met the standards of academic progress within one trimester immediately following a term of financial aid warning status or is unsuccessful in their financial aid probation appeal attempt.

APPEALING A FINANCIAL AID SUSPENSION

A student whose financial aid was suspended and feels there were mitigating circumstances beyond their control that resulted in failure to achieve the SAP requirements may appeal.

Mitigating circumstances as defined by the U.S. Department of Education (34.668.34):

1. Death of a relative
2. Serious illness or injury to the student
3. Other special circumstance

Supporting documentation of the above must be included with the letter of appeal. In addition to the above, the appeal must include:

1. An explanation as to why the student failed to maintain SAP;
2. An explanation regarding what has changed in the student's situation that will allow the student to demonstrate SAP at either the end of the warning trimester or during, or, at the end of a specified academic plan; and
3. A statement regarding their plan to achieve SAP.

Additional appeals are regarded differently than the first appeal. The approval of a first appeal outlines the plan by which a student may regain SAP during the term(s) for which the aid is requested. If the student fails to meet the terms of that plan, careful consideration will be given to subsequent appeals to determine if circumstances have indeed changed to allow the student to be successful.

Students should be prepared to seek other options if the appeal is not approved or if they do not wish to appeal their financial aid suspension. It is important to point out that unless a student is academically dismissed, a student denied financial aid generally might continue attending by funding their educational costs themselves or applying for a private educational loan.

FINANCIAL AID PROBATION

A student whose financial aid has been suspended may appeal to be placed in a financial aid probation status. Approval of the probation status allows the student to continue to receive financial aid for one trimester or as outlined in the probation letter criteria.

Appeals are considered by Logan University within guidelines set by the U.S. Department of Education (DOE). DOE guidelines stipulate the student must explain the special circumstance that caused him/her to fail to meet the minimum standards of academic progress; the student must also explain what has changed that would enable him/her to regain good academic standing. [See instructions for appealing a financial aid suspension below.

Appeals should be submitted to the Associate Director of Financial Aid. The appeal will be reviewed by a committee. Once the committee has decided, the student will be notified by email to their University email account and by letter. **Committee decisions regarding the appeal are final.**

TYPES OF AID AFFECTED

Students in Financial Aid Suspension may not receive financial aid from most financial aid programs. This includes, but is not limited to, the following:

- Federal Aid (Pell Grant, SEOG, Federal Work-Study, Direct Loan, Perkins Loan, Parent PLUS Loan, Grad PLUS Loan)
- Any Logan scholarship or grant with a GPA or SAP requirement, if the student fails to meet the requirement
- State aid (Access Missouri Award, Bright Flight and other state aid programs)
- Any outside resource with a GPA or SAP requirement, if the student fails to meet the requirement

ACADEMIC SUCCESS AND STUDENT RESOURCES

ACADEMIC SUCCESS COACH (ASC)

Upon completion of the enrollment process, students are transferred from an Admissions Counselor to an Academic Success Coach (ASC). The ASC acts as an academic advisor and a liaison to resources across the institution. Through the coaching process, the ASC monitors student performance and helps students optimize their success from matriculation to graduation. Through the monitoring and advising process, the ASC helps students identify and overcome obstacles that may impede the achievement of their academic goals. A student may schedule an appointment with their ASC at any time; an ASC may also contact students to schedule appointments as needed. The ASC acts as a liaison to other important and helpful resources available to students and makes referrals and/or helps students connect with referrals made by other university faculty or staff.

Whether on campus or online, ASC's are available to meet with you face to face via on campus and through video chat technology, Logan University knows that strong connections build strong students

and optimizes students' chances of overcoming obstacles when life gets in the way of your educational dreams. Students, regardless of course delivery, are provided equivalent student support. On-campus students can access services by calling, emailing or visiting the desired office on campus. Online students can access the desired support by phone, email or via video conferencing.

ADVISING AND CLASS SCHEDULES

Students are provided an Academic Degree Plan (ADP) upon matriculation. The ADP outlines the student's degree plan. For registration and planning purposes, On-campus class schedules with times are posted on the website at least six weeks prior to the start of each trimester. On-line course schedules are posted showing available courses for registration.

Students should schedule an advising appointment with their ASC prior to deviating from their original academic degree plan.

TIME MANAGEMENT

Enrollment in any of Logan University's programs is an implicit commitment to make the education process and responsibilities thereto a sincere commitment. Different students have different abilities and different programs have different time commitments. Students are expected to review the academic time commitment necessary to be successful in their program of study and create and follow a time management plan that is best suited to success.

Students in the Doctor of Chiropractic program are strongly discouraged from working an outside job, as the time commitment for this program is strenuous. While extracurricular activities are valuable, students should consider the commitment required to participate in extracurricular activities while enrolled in a high-demand program and the need to meet all of their other outside obligations.

Likewise, students in other programs may need to adjust their course load to best meet their goals but need to remain cognizant of the time to completion policies. Students seeking guidance on time management plans and assistance for calculating their estimated workload should contact their Academic Success Coach.

EARLY STUDENT INTERVENTION: DOCTOR OF CHIROPRACTIC

In an effort to support student success and provide academic coaching in areas that may be challenging students, Academic Success Coaches will reach out to students experiencing academic difficulty who are not on academic probation. The student will receive a warning notice by the start of the trimester and will be strongly encouraged to meet regularly with his/her Academic Success Coach.

A student may receive a warning if any of the following occur:

- Failure of 2 courses in a trimester
- Failure of any course a second time
- If Time to Completion is 13 or more trimesters

- If completion % < 73%
- Term GPA < 2.25 for students starting the DC program in Fall 2017 and prior or Term GPA < 2.5 for students starting the DC program in Spring 2018 and after

STUDENTS WITH DISABILITIES

Logan University recognizes its responsibility to provide equal access opportunities for persons with disabilities, under section 504 of the Rehabilitation act of 1973 and Title II of the Americans with Disabilities act of 1990 as amended (2008). The staff and faculty work together to ensure students with disabilities have equal access to educational experiences.

Logan makes reasonable academic adjustments for qualified individuals with disabilities, as required by law. Any qualified applicant or student with a disability may request a reasonable academic adjustment in order to perform the academic and technical standards requisite to admissions and/or participation in the educational program and activities. Such requests may be made to the Associate Dean of Student Success in Student Affairs. Questions concerning accommodations made be addressed by email to Student.Affairs@logan.edu

Students may make an appointment with the Associate Dean of Student Success to discuss documentation requirements as well as the disability services offered by the University.

Accommodations are granted on a case-by-case basis. The disability services coordinator determines the appropriate accommodations based on the documentation results and a personal interview with the student. In some cases, consultation with the Student Care Manager is also required.

REQUESTING ACCOMODATIONS

The initial step in requesting accommodations is to complete the Accommodation Request Form. This form is available in the Office of Student Affairs as well as on the Logan website at <http://www.logan.edu/mm/files/StudentServices/DisabilityForm6 17 14.pdf>. It is the responsibility of individuals with disabilities to inform the institution of their needs and to provide documentation of the disability.

Relevant and current documentation is needed to verify the existence of a disability and to determine appropriate accommodations based on the functional impact of the disability related to academic courses, testing methods, program requirements, etc. Document Guidelines are as follows:

1. Must be provided by a qualified examiner
2. Must be current
3. Must be comprehensive
4. Any accommodations that are recommended must be justifiable and a rationale provided for each accommodation

In the case of a temporary or short-term impairment due to injury or other event, the Office of Student Affairs will work with the student for referrals on campus resources and services. Although not considered a disability, temporary accommodations and services will be determined on a case-by-case basis.

TESTING CENTER

For students receiving testing accommodations, there is a testing center located in the Student Center especially equipped to provide accommodations. Students are required to complete a Request for Proctored Examination Form that is signed by the faculty member to make an appointment in order to take any test, quiz or exam within the Testing Center. Appointments for testing are made with the Testing Center Coordinator.

TUTORING

The University offers several different types of tutoring for students regardless of class delivery type.

FACULTY OFFICE HOURS

Faculty hold office hours for one hour each week during the trimester. Office hours are outlined in the course syllabus. Office hours serve to establish reasonable expectation of availability to allow students the opportunity to communicate with faculty about course-related questions and concerns. In addition, faculty and students are provided University email accounts and phone numbers. Students can reasonably expect a response to email and phone communication within 24 hours on weekdays when classes are in session. Over breaks and weekends, it is reasonable to expect a response within 24 hours of return to regular class schedules.

TUTORING SERVICES

The institution offers a free peer-tutoring program through the Department of Student Affairs. Peer tutors must have a cumulative GPA of 3.0 or higher, an earned grade of A or B in the course they wish to tutor, have an interview with the Associate Dean of Student Success, fill out an application with faculty recommendation, and be able to provide individual or group tutoring in areas such as the Academic Success Center or other areas decided upon by the tutor and the tutee.

Peer tutoring is arranged through the Department of Student Affairs and is available for course requests by students that are in demand.

- Tutors may be teaching assistants, adjunct faculty or full-time faculty with the appropriate expertise to help students reach their academic goals.
- Tutoring schedules are posted on the Logan University website, in the classrooms, on the announcement monitors, with the Academic Success Coaches, and with the Associate Dean of Student Success

- Online students may access comparable and applicable services through video technology. They should contact their Academic Success Coach or the Office of Student Affairs to make arrangements.

TEACHING ASSISTANTS

Some courses have teaching assistants available to help faculty with classroom delivery and management. In these courses, teaching assistants also hold additional review sessions and office hours.

OPEN LAB

The institution offers an Open Technique Lab to allow students the opportunity to practice chiropractic techniques under the supervision of a licensed doctor. Students must be enrolled in or have earned credit in the technique they are practicing and the faculty member staffing the Open Lab must approve the practicing of the technique. The faculty member may deny a student practice time if the student does not meet the aforementioned criteria, the faculty member is not trained on the desired technique or the faculty member has safety concerns.

STUDY SKILLS AND TIME MANAGEMENT

ASCs are available to assist with study skills and time management seminars.

CLASSROOM POLICIES

CLASSROOM USE

Classroom space is intended for scheduled classes and meetings. While students are welcome to study in vacant classrooms, scheduled classes, meetings and faculty use take precedent over informal student gatherings. Personal belongings should not be stored in classrooms as classes and meetings are scheduled in rooms throughout the day, evening and weekend hours. Class schedules outline what classroom each class is held in. Students may rotate classes throughout the day; this rotation will be indicated on each schedule.

COURSE SYLLABUS

Each course has a class syllabus. The syllabus outlines the classroom policies and expectations for each course. It is the student's responsibility to review and understand the syllabus before the first day of class. Syllabi are released to students via Canvas no later than the Friday before the first day of class. It is therefore reasonable for faculty to begin course instruction over the readings in week one during the first-class period; however, faculty may not issue a graded test or quiz on the first day of class. Questions about the syllabus, class or classroom policies/expectations should be directed to the instructor of that course.

ATTENDANCE

Regular attendance and active participation in class/clinic are essential parts of the learning process regardless of course delivery methodology. Students are expected to attend all class sessions/assigned clinic hours.

Students who fail to establish attendance during the first two weeks of class/clinic may be administratively withdrawn from the course and/or the University.

The institution does not dictate specific classroom attendance policies for faculty; however, some faculty do provide specific classroom policies related to attendance, late work, and more. Students are responsible for reviewing their faculty members syllabi and following all classroom policies relative to being in class. Regardless of a faculty member's formal attendance policy, student achievement of learning outcomes is tied to attendance through participation, engagement, and collaboration.

The university "excused absence" and bereavement policies are managed by the Department of Student Affairs relative to verified military service, jury duty, NBCE, medical issues and/or bereavement.

Course related attendance questions outside of this policy are the responsibility of faculty to govern in a fair and equitable fashion in accordance with their classroom policies. Questions related to matters not covered by the university attendance, excused absence, and bereavement policies should be directed to each individual faculty member.

Please note that some states have specific attendance requirements to be eligible for licensure. It is the student's responsibility to determine and meet these requirements for the state(s) in which they plan to practice. Career Development and the Registrar can provide students with this information upon request and help the student identify a plan to track attendance, if requested.

Students should make every effort to pre-arrange any absence and make appropriate and agreed upon arrangements with each individual faculty member to make up missed work prior to missing class.

Not attending class does not constitute an official withdrawal from the course; however, institutional abandonment may forfeit a student's federal aid eligibility.

EXCUSED ABSENCE APPROVAL PROCESS

EXCUSED ABSENCE

Logan University recognizes that in any given semester, a student may need to miss class due to illness and/or emergencies. To that end, Logan has established specific guidelines for how these absences are excused.

Specifically, students are granted an excused absence, with proper documentation and notice, for the following reasons:

1. Bereavement of a family member
5. Off-Site sanctioned events

- | | |
|------------------------------------|--|
| 2. Jury duty/court appearance | 6. Religious observance |
| 3. Military service | 7. Serious illness |
| 4. National Licensure Examinations | 8. Verified medical emergency of a dependent (as defined by the IRS standards) |

It should be noted that faculty may excuse an absence for any other reason if they believe it is a reasonable cause for non-attendance and their rationale is applied equitably in a given trimester.

A student shall not be penalized for an excused absence. Make-up exams in alternative formats are not considered punitive, provided the exam is measuring the same outcomes with the same performance measures.

A common example of an alternative format exam is an essay or short answer exam in place of a multiple-choice exam. “If the instructor had told me my make-up exam would not be multiple choice like everyone else’s, I may have made alternative plans instead of taking the excused absence” will not be considered grounds for appeal. Unless the alternative format exam does not measure the same course outcomes or the exam is graded in an arbitrary and capricious fashion, alternative formats covering the same outcomes are acceptable testing methods.

Students missing any graded work due to an excused absence are responsible for notifying the course instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required) and making up the missed work within the timeframe noted below.

The course instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the trimester in which the absence occurred. A student has the same amount of time to make up missed work as the length of their excused absence unless otherwise extended in writing by the instructor or Dean of Students.

In the event of an excused absence and where attendance is outlined in the course syllabus as a graded criterion for the course and/or required to complete a class activity related to meeting course outcomes, a student should be allowed an alternative time or method to make up the missed attendance and/or in class activity.

In the event of an excused absence, if the institution is not able to provide a reasonable alternative attendance method, the student will be granted one of two options:

1. The student may withdrawal from the course and re-take the course the following trimester and will be credited the cost of tuition for that course toward the cost to re-take it the following trimester; or
2. The student will be granted an incomplete and will audit the course the following trimester and make up the remaining course work/attendance which will be applied to the final grade of the incomplete course. This option is given when a significant portion of the course has

been successfully completed and graded and the student does not wish to re-do all of the successful work in a new term.

Additional things of import about excused absences:

1. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.
2. Questions about the excused absence policy and procedures should be directed to the Office of Student Affairs prior to the absence.
3. Student doctor absences in the Health Centers are governed by the Health Center Handbook/course syllabus.

PREGNANT AND BREASTFEEDING MOTHERS

Logan University is committed to supporting pregnant and parenting students and does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and the student will be given the opportunity to make up missed work. Logan will work with each student on an individualized plan for making up missed work.

As part of the individualized plan, Logan will not require the student to complete missed work during her medically necessary leave period unless the student so chooses. As part of this plan, Logan may offer students an alternative to making up missed work, such as the ability to retake a course at no additional expense to the student. For breastfeeding mothers, Logan provides a room on campus for use to breastfeed or pump. Students needing assistance can seek reasonable accommodations from the Office of Student Affairs and Logan's Title IX Coordinator, the Diversity Compliance Officer.

Title IX Coordinator/Diversity Officer
636-230-1932

Counseling services H&H Health Associates
314-845-8302

Student Care Manager
636-230-1970

Public Safety 24 hours 7 days a week
636-230-1986

PRIVATE LACTATION ROOMS

Logan University supports students who are breastfeeding upon returning to school. Additionally, the University prohibits discrimination and harassment of breastfeeding students who exercise their rights under this policy.

Upon returning to school after the birth of a child and for up to one year thereafter, breastfeeding students shall be allowed reasonable excused time to express milk during school hours.

The student shall request and arrange through the Office of Student Affairs appropriate and reasonable break times for expressing milk.

The Office of Student Affairs shall provide a private space with a lock on the door for expressing milk. A bathroom stall shall not serve as a lactation space. The Office of Student Affairs will assist in providing a positive atmosphere to support breastfeeding students.

NON-DISCRIMINATION OF STUDENTS ON THE BASIS OF PREGNANCY, CHILDBIRTH AND RELATED CONDITIONS

Logan University does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and student will be given the opportunity to make up missed work. Logan will work with each student on an individualized plan for making up missed work. As part of the individualized plan, Logan will not require the student to complete missed work during her medically necessary leave period unless the student so chooses. As part of this plan, Logan may offer students an alternative to making up missed work, such as the ability to retake a course at no additional expense to the student. Students needing assistance can seek reasonable accommodations from the Office of Student Affairs, Logan's Title IX Coordinator or the Dean of Students.

**Dean of Students
1851 Schoettler Road
Chesterfield, MO 63017
636-227-2100 or 1-800-782-3344**

**Logan's Title IX Coordinator
1851 Schoettler Road,
Chesterfield, MO 63017
636-227-2100 or 1-800-782-3344**

STUDENT BEREAVEMENT POLICY

In the unfortunate event that a student experiences the loss of a close relative during a trimester, students are eligible for up to three (3) days of excused absence to attend the funeral service(s). A bereavement absence applies to the death of a spouse, parent, child, grandparent, grandchild, sibling or a corresponding in-law or step relative. For the absence to be excused, students are responsible for providing documentation of the death and funeral service to the Office of Student Affairs.

Documentation may include, but is not limited to, a memorial service program or a newspaper/website obituary notice. The Office of Student Affairs will work with each student to determine appropriate documentation. Students remain responsible for material covered in class during the absence.

Aunts/uncles and cousins may be excused with proper documentation and prior consent of the Dean of Students. If you need to be absent for bereavement:

1. Contact the Office of Student Affairs to notify the office of the reason for your absence.
2. Contact your instructors to notify them of your upcoming absence and reschedule any class activities you will miss.
3. Upon your return, provide the necessary documentation for your absence to the Office of Student Affairs to ensure that the absence is properly excused.
4. Questions about bereavement absences should be directed to the Office of Student Affairs.

JURY DUTY/COURT APPEARANCE

Students must present a copy of court papers clearly stating the date of the court appearance and the requirement that they be in attendance (supporting a family member/friend in court is not considered a mandatory appearance). Incarceration is not considered an excused absence.

MILITARY SERVICE

Students must present an original copy of their orders notifying them they have been called to active duty prior to leaving. Students must also sign a Military Withdrawal Contract stating that it is their responsibility to contact each of their instructor(s) prior to leaving for active duty, so that they can discuss which assignments/projects/examinations will need to be completed once they return and sign an Incomplete Request Form if one will be needed.

NATIONAL LICENSING EXAM

Students may be required to provide proof of exam enrollment and/or completion may be required. Excused absences for licensing exams are given for those licensing exams specific to the program in which the student is enrolled. Dual degree students taking a licensing exam for one degree, may not be excused by policy in their secondary degree; however, their instructor is welcome to work with them and most do.

OFF-SITE SANCTIONED EVENTS

Off-site sanctioned events include trips for members of student organizations sponsored by Logan University, trips for University classes and trips for participation in club sports registered with the University. The student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence.

Instructors of Record may request formal notification from appropriate University personnel to document the student's participation in such trips. Students on academic probation may be denied the opportunity to participate in such events, unless said event is related to a graded activity in a course.

RELIGIOUS OBSERVANCE

Any student who, due to religious beliefs, is unable to attend classes on a particular day will be excused from attendance requirements and from any examination or other assignment on that day,

as outlined in the Excused Absence Policy. The student must work with the course instructor to schedule a make-up examination or other assignment prior to the religious observance. Any such makeup examination or assignment shall not create an unreasonable burden upon the University. No adverse or prejudicial effects will occur as a result of a student's inability to participate in the program during such observances.

Students are responsible for notifying the Office of Student Affairs **in writing** of anticipated absences due to their observance of such holidays within the first three weeks of a given trimester or at least two weeks prior to the holiday, whichever comes first. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. The Office of Student Affairs will exercise judgment as to whether the observance in question is important enough to warrant an excused absence, although the presumption should be in favor of a student's request.

SERIOUS ILLNESS & MEDICAL EMERGENCIES OF A DEPENDENT

Serious illness of the student requires medical documentation from a licensed physician outlining the dates the student was too ill to attend class. The student may be required to show permission of their physician to return to class.

Verified medical emergency of a dependent (as defined by the IRS standards) requires medical documentation from a licensed physician outlining the dates the medical emergency occurred and the type of medical emergency. Regular doctor's visits and routine illnesses such as sore throats, ear infections, colds, etc., do not constitute medical emergencies. Students need to plan accordingly for regular life events that come with managing being a caregiver and the workload required in their given program. A care manager is on staff to help students who need assistance creating such plans.

FINAL EXAMS & CULMINATING PROJECTS

Each course has a final examination or culminating assessment used as evidence the student has met the course outcomes as outlined in the course syllabus.

Final exam and final project due dates are typically the final week of class, and at times are posted no later than four weeks prior to the class end date, if not already outlined in the course syllabus.

The final exam schedule can be located on [Logan University's website](#). The University reserves the right to schedule final exams to include evening hours.

The Friday of final exam week is dedicated to final exam makeup exams. Weekend-only students will take final exams during their regularly scheduled weekend courses.

FACULTY GRADE CHANGE PROCEDURE

If an instructor finds that he or she has made an error in submitting a final grade and/or an instructor needs to change an incomplete to a letter grade, the instructor may request a grade change, using a completed grade change form and submit it to the Registrar at any time prior to a student's graduation. The grade change form must include an approved reason for the change in grade and must be approved by the college dean.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMATING

The university recognizes the American Psychology Association (APA) formatting guidelines to provide students with a framework which to provide appropriate citations to give original authors credit for their work, unless otherwise stated in a faculty member's syllabus (ex: some courses and programs may use the American Medical Association – AMA guidelines) . Students may purchase an APA manual in the bookstore. Other APA resources are available in the Learning Management System course shell, and the Logan Writing Center is available to help with any citation questions.

STUDENT HEALTH & WELLNESS

Logan University is committed to the physical, social and emotional wellbeing of students. As such, a variety of health care options are available to students through the University Clinic System and Student Assistance Program (SAP) counseling services. In addition, the campus sponsors wellness activities such as stress reduction activities, finals week wellness initiatives and more.

LOGAN HEALTH CENTERS

Services available in the Logan University Health Center System include general physical examination, chiropractic assessment and treatment, imaging, acupuncture, physiotherapy modalities, nutrition counseling and sports rehabilitation and high-performance services. Services in the student health center are offered free of charge to students and their families.

For appointments and information about hours, please contact:

Montgomery Health Center

636-230-1990

Counseling services are available to students, faculty and staff, as well as spouses, family and significant others at no charge. The counseling program is staffed with qualified professionals who are skilled at providing services relevant to a wide range of concerns.

Logan University has partnered with H&H Health Associates to offer off-site counseling services, available throughout the country to students regardless of course delivery method. More information is available for the EAP and SAP programs through Human Resources and Student Affairs. H&H can be contacted directly at:

H&H Health Associates

(314) 845-8302 or (800) 832-8302 (toll free)

COMMUNITY RESOURCES

An important member of the Office of Student Affairs team is a Student Care Manager. The Student Care Manager is available to assist students with internal and external resources to help promote improved social, emotional and physical wellbeing to improve overall educational and professional success. For more information, contact the Office of Student Affairs.

WELLNESS CENTER

The William M. Harris, DC Sports Wellness Complex was completed in 2000 and was named in honor of Dr. William M. Harris of Alpharetta, GA. The late Dr. Harris was president of the Foundation for the Advancement of Chiropractic Education, which has given more than \$5 million to chiropractic educational causes. A fundraising challenge issued by Dr. Harris helped Logan University succeed in its campaign to raise funds for construction of the Sports Wellness Center.

The facility includes a fitness center with cardiovascular and weight equipment along with the office of the director of sports and activities. Outdoor facilities include a basketball court, tennis court, two sand volleyball courts, pavilion, softball and soccer fields and an asphalt track.

Athletic programs, headed by the director of sports and activities, include on-campus intramural competition along with club and community-level league participation. Programs offered vary according to student interest. Equipment may be checked out at the front desk by showing a Logan University ID. A fine may be imposed if equipment is lost, damaged or returned late.

This facility is open free of charge to our students, faculty and staff. As an institution dedicated to whole person health care, we are committed to finding ways to help our community make wellness a lifestyle. Free and convenient access is just one way we do that.

For hours and more information, visit: <http://www.logan.edu/life-at-logan/campus-resources/wellness-center>

All group requests to use the Sports/Wellness Complex facilities must be submitted to the director of sports and activities or the Office of Student Affairs for approval and calendar scheduling.

Unscheduled events are not permitted, and violators of this policy may be subject to removal from the building or fields.

LEARNING RESOURCE CENTER

The mission of the Learning Resources Center is to provide resources and services that support the institution's needs including student learning and effective teaching, in addition to research and patient care according to the mission, vision and values of Logan University.

The LRC houses the Library, the Computer Lab and the Idea Room, and is centrally located on the first floor of the Administration Center. To view a calendar of the LRC's operating hours, please [click here](#).

LOCATION AND HOURS

The LRC is centrally located on the 1st floor of [the Administration Center, adjacent to the lobby](#). The [LRC closes for campus-recognized holidays](#). Hours vary during academic breaks. The hours are available on the website.

LIBRARY CATALOG, DATABASES, AND JOURNAL HOLDINGS

Group and individual study facilities are available, including separate rooms furnished with computers and media equipment. Two rooms are designed to accommodate gross-anatomy students and others who wish to utilize the various anatomical models and charts. Also featured is a spacious reading area allowing individuals a location to peruse the current journal issues and read in a more relaxed environment.

Library staff members are available for assistance. Research and general assistance are available in person, by phone, email, text or chat.

LIBRARY COLLECTION

The LRC provides a collection of approximately 12,600 volumes of books and more than 120,000 eBooks. The LRC also includes print and/or electronic access to over 80 individual journal subscriptions, nearly 30 online citation databases providing access to 27,900 electronic journals, many of them full-text, and almost 1,500 items in the media collection. In addition, an outstanding collection of more than 700 natural and synthetic bones, models and laminated charts are available. Publications from state and other chiropractic organizations and associations are also included in the [collection](#). To help library patrons use these resources, the LRC provides access to more than 60 web-based research guides that provide research assistance by subject.

ELECTRONIC RESOURCES

Logan University's electronic resources including databases, journal subscriptions, eBooks and online catalogs as well as research guides are all accessible from the library's website. To access electronic resources from off campus, a valid Logan email login is required. Visit our [Off-Campus Guide to Library Resources](#) for more details.

COMPUTER AND PRINTING SERVICES

The Student Computer Lab, with more than 80 computer workstations located on both floors of the LRC, offers both wired and wireless Internet access and a variety of software programs.

Papercut, a print management software application, allows library users to print from the seven printers or two photocopy machines in the LRC. To print, a user must log in via the Papercut client. Priority use of the Student Computer Lab computers is given to students working on class

projects, reports and research. To ensure that the computers are working properly and available for student educational needs, all Logan users are required to acknowledge the Acceptable Use Policy. Computer Lab attendants are stationed in the Computer Lab to assist with computer and printer/copier questions and problems.

CIRCULATION

The LRC services the needs of Logan students, faculty, staff, administration, alumni, practicing doctors and other members of the community in need of library services. Students, faculty, staff, and administration have full access to the Logan catalog, databases and services offered by the LRC. A valid Logan ID, government-issued ID or student ID number is required for all circulation transactions.

FINES, FEES, AND REPLACEMENT COSTS

All users are sent a courtesy reminder by email prior to the due date but are ultimately responsible for renewing items prior to the due date. All users are responsible for fines, fees and replacement costs for overdue, lost or damaged materials.

Books, journals and media are renewable online or in person, unless the item is on hold for another patron.

DINING SERVICES

Logan University offers two options for meals on campus.

Logan Café is available for traditional cafeteria-style dining, offering hot breakfast and lunch options Monday through Friday. In addition to everyday items like scrambled eggs, bacon, sausage, muffins and bagels for breakfast, and salad, a deli bar, burgers and chicken, Logan Café also provides daily specials.

Charlie's Grab N' Go offers a variety of quick items for both breakfast and lunch. Breakfast items include breakfast sandwiches, fresh fruit and pastries. Paninis, salads and sandwiches are available daily for lunch. Grab a specialty drink while you are there, including coffee, espressos, lattes, mochas, Frappuccino's and more!

There are several other options for food or a quick snack:

- [Bookstore snacks](#)
- [Refrigerators near cafeteria](#)
- [Microwaves are found in the Student Center](#)
- [Vending can be found near the cafeteria and in the Student Center](#)

Discounted meal cards are available for purchase if you'd like to ensure you have money for meals daily. You may add to your balance at any time and use your card for all food and beverage purchases in the cafeteria.

Student groups and classrooms ordering food from outside Logan Food Services in large amounts (larger than five students) should be courteous and notify Logan Food Services in advance to help decrease unnecessary food waste on campus.

For more information and hours, please visit: <http://www.logan.edu/life-at-logan/campus-resources/campus-dining>.

TEXTBOOKS & UNIVERSITY BOOKSTORE

Required and recommended textbook lists are posted on the University's website at least four weeks prior to the start of each trimester. In addition, textbooks are listed in each course syllabus. The University has an on-campus and online bookstore for the convenience of students. While students are not required to purchase their textbooks through the University bookstore, students are encouraged to do so. The University is not liable for any textbook ordering errors when books are purchased from an outside source.

It is against copyright laws to copy and distribute textbooks. In addition to being a copyright violation, it is also a violation of the Code of Conduct policies. Students found in violation may be referred to the Conduct Committee.

The bookstore is on the main floor near the Montgomery Health Center and is open Monday through Friday, from 7 a.m. to 4 p.m. and Saturday from noon to 4 p.m. and available online.

School supplies, textbooks, anatomical charts, spines, clinic jackets, lab coats, gym bags, shorts, shirts and snacks are for sale as well as other miscellaneous items.

Online book, apparel and supply orders can also be made by accessing the bookstore's website at loganonlinebookstore.com.

Outside agents are not permitted to solicit on campus. "Solicitation" is interpreted to refer to any door-to-door residential solicitation of employees or students at their places of work, in study areas or other areas on Campus, including the placing of flyers on vehicle windshields, posting flyers on or in any buildings or the use of donation receptacles. In connection with this policy, practice management firms shall be prohibited from soliciting students, distributing materials to students or conducting meetings, discussions or other activities with students on campus. Violations will be enforced accordingly. The only exception to on-campus soliciting is sales activities permitted by a contractual agreement approved by the President, Provost, Vice President of Chiropractic and Alumni Relations, Chief Financial Officer or Dean of Students.

HOUSING

Logan University does not offer on-campus housing; however, the Office of Admissions provides housing information and resources to help students locate appropriate housing. The office is also available to assist with coordinating roommates for those interested through a roommate referral program. For more information, contact the Office of Admissions.

STUDENT LOCKERS

All students interested in using a locker may request a locker assignment through the Office of Student Affairs. Use of lockers must be consistent with all other University policies. Students will supply their own locks. The University is not responsible for the theft or loss of any materials.

Students must ensure their belongings, whether in a locker or elsewhere on campus, are secure.

Locks will be removed from all unregistered lockers after a notice has been issued allowing sufficient time for registration. Locks must be maintained on all lockers or they will be reassigned.

LOST & FOUND

All lost and found items are to be turned in to security at the main lobby of the administrative building next to the reception desk. Students are requested to use their assigned lockers for proper storage of books and personal items. Items left in lost and found will be placed on public tables 1x each year during the summer trimester and/or when the box becomes too full. Any items left unclaimed will be donated. **Students are advised to remove all personal items from the classroom at the end of the school day, and/or when the room is not in use.**

CAREER DEVELOPMENT

The Office of Career Development at Logan University offers a wide range of services for all students and graduates. Information on professional opportunities is available. In addition, resume and curriculum vita review is available. It is the goal of the Office of Career Development to assist all Logan students in their career pursuits.

For the College of Chiropractic worldwide associate positions, independent contractor positions and practices and/or equipment for sale are formulated into "The Classifieds" newsletter. Established Doctors of Chiropractic utilize this service as a vehicle for finding associates and partners and to sell practices and/or equipment. Demographic information and licensure requirements for each state are made available upon request.

STUDENT ORGANIZATIONS & EXTRA CURRICULAR ACTIVITIES

Student organizations fall under the supervision of the Office of Student Affairs. New organizations requesting recognition by the school must meet certain criteria as outlined by the Logan University Student Government and the Office of Student Affairs. All clubs must have a current charter on file with the Office of Student Affairs and the Logan Student Government to be recognized as an official organization of Logan. Each organization must seek approval through the Office of Student Affairs

and be represented by a faculty sponsor. All new organizations must complete the proper forms available in the Office of Student Affairs and meet all applicable deadlines and criteria.

All clubs must have a faculty sponsor willing to accept responsibility for the activities of the organization. The sponsor is expected to be knowledgeable of the charter, all club activities and Logan's policies and procedures.

While it is the responsibility of the institution to provide students the opportunity to learn, practice and develop chiropractic skills, technique clubs pose a unique challenge of liability for Logan students. No adjusting, manipulative, evaluative, diagnostic or other procedure defined as the practice of chiropractic by the Missouri state law shall be performed except under the present and direct supervision of a Logan University Doctor of Chiropractic faculty member currently licensed in the state of Missouri and with full knowledge and approval of the full-time faculty sponsor. The unauthorized practice of chiropractic, as defined by Missouri state law, performed either on or off campus shall subject the charged individual to a hearing before the Conduct Committee and possible dismissal from Logan.

Technique clubs will be limited to those general technique categories taught in the core or elective curriculum at Logan to include HVLA, low force, non-osseous, instrument assisted and directional preference. While any enrolled student may join a technique club, only students who have completed (or are currently taking) the technique class at Logan may actively participate as the student doctor in technique practice and application as approved by the faculty sponsor. Any information disseminated or promoted by technique clubs must be consistent with the principles taught in the technique classes at Logan. No demonstrations may occur without the full knowledge and approval of the faculty sponsor and the present and direct supervision of a Logan University Doctor of Chiropractic faculty member currently licensed in the state of Missouri.

ELIGIBILITY

All students in good academic and professional standing are encouraged to participate in extracurricular activities; however, students not in compliance with our Satisfactory Academic Progress policy or on professional or academic probation may not run for or hold a position of leadership in any activity or committee, be excused or receive University funding for a Logan-sponsored travel or officially represent the University at any outside function. While extracurricular activities play an important role in student retention and satisfaction, so too does good time management.

Students need to measure the time commitment necessary to be good stewards of their commitment to their desired extracurricular against the time needed to reach their academic goals and meet any other outside responsibilities.

STUDENT ORGANIZATIONS

There are a variety of clubs and organizations to get involved with during your educational experience at Logan University. Student organizations/clubs are recognized by the Logan Student Government (LSG) and include social, athletic, techniques, health-related, chiropractic and professional chiropractic fraternal groups. If Logan does not offer a club or activity of interest to the student, students are welcome to request permission to form new clubs and activities provided they have a full-time faculty member sponsor and the club/activity is aligned with the mission, vision and/or values of the institution. The Advertising Events on Campus policy is applicable to all student's including student organizations.

HAZING

Logan University clubs provide for student engagement through activities and programs that contribute to the educational and social development of the students involved. Therefore, a student club or organization that engages in hazing is contrary and detrimental to the purpose of the institution, the education and personal development of its students and as such, hazing at Logan is prohibited.

Missouri law makes it illegal to participate in or cause acts of hazing. Hazing is a Class A misdemeanor punishable by fines up to \$1,000, imprisonment of up to one year or both. However, if the hazing "creates a substantial risk to the life of the student or perspective member," the act is a Class C felony punishable by fines up to \$5,000, imprisonment of up to seven years or both. Under Missouri law, consent is not a defense for hazing.

Any activity organized by a student organization or members of a student organization at Logan University which involves a member in practices that are injurious or potentially injurious to an individual's physical, emotional or psychological well-being (as determined at the sole discretion of the University) shall be immediate cause for disciplinary action.

It shall not matter whether such practices were mandatory or voluntarily entered into by any of the student organization members in question, including new and initiated members.

INTRAMURAL ATHLETIC PROGRAM

Intramural (IM) sports are organized with structured leagues, tournaments and contests designed to meet the recreational needs of the Logan University community. Students, employees, alumni and spouses are offered the opportunity to participate in IM sports activities as regularly as their interest and time will permit.

Through participation in IM sports, individuals are encouraged to enjoy sports, reduce stress, keep physically fit, meet people and have fun. IM sports emphasize and acknowledge values such as sportsmanship, leadership and teamwork. Oversight of IM sports is the responsibility of the IM sports

coordinator and the staff assigned to each contest. Activities offered include exercise programs, softball, basketball, volleyball, flag football and other activities depending on student interest.

STUDENT INVOLVEMENT IN GOVERNANCE

Students are an important part of the governance structure at Logan University. Students participate in governance through the Logan Student Government (LSG). The LSG provides opportunities for students to voice concerns, provide input and participate in University council, committees and task forces.

CLASS OFFICER ROLES AND RESPONSIBILITIES

Class officers are an important leadership role in Logan University's Doctor of Chiropractic program. They are the liaisons of the class to the Logan Student Government and Logan administration. The roles and responsibilities are as follows:

PRESIDENT: The president is the representative voice to the administration and Logan Student Government. The president is required to attend LSG meetings as scheduled and report announcements and issues of pertinence to the class, including motions presented at said meetings. Class presidents are also responsible for coordinating the functions and duties of all class officers.

VICE PRESIDENT: The vice president is the representative voice to the administration and Logan Student Government when the class president is unavailable. The vice president is primarily responsible for coordinating social activities of the class.

SECRETARY: The secretary is essential for a smooth flow of information to the class. The secretary should keep and update a class list, create and update the class phone tree and a calendar of events for each trimester, as well as check mail in the Student Affairs office regularly.

TREASURER: The treasurer is responsible for the class funds and duties associated with all class funds such as creation and maintenance of a class ledger (income and expenses), collection of class funds for any purpose and organization of class fundraisers as outlined by the Logan Student Government and Logan University policy.

EDUCATIONAL COORDINATOR (E.C.): DOCTOR OF CHIROPRACTIC PROGRAM ONLY: The E.C. is responsible for working with faculty for class scheduling. It is recommended that there be at least two E.C.s per class to help divide the workload. The class E.C.s represent the class as an intermediary with the faculty. When requested, they might arrange lab groups, work with faculty to schedule exams or work to schedule study sessions. E.C.s are responsible for ensuring that AV equipment is working and reporting the issue when it is not. This position organizes, collects and returns class evaluations at the end of each trimester.

ATHLETIC DIRECTOR: The athletic director is responsible for organizing team sports within the class. Specific duties include working with the Logan University Director of Sports and Activities, organizing teams for intramural sports and promoting athletic events to the class.

CONDUCT POLICIES

CONDUCT POLICY VIOLATIONS/GRIEVANCES

Upon matriculation into Logan University, a student has crossed the threshold of their professional career. Conduct, both academic and behavior, expectations and outcomes help shape professionalism. As professionals, we accept that we are all held to that professional standard that exists in all that we are and do. Conduct policy grievances are those which violate the Code of Academic Conduct or the Code of Behavioral Conduct policies. If found in violation of one of these policies the penalty could be, but is not limited to, dismissal from Logan University.

The Conduct Committee hears these cases when determined by policy a potential violation should be reviewed by committee.

All official communication related to conduct policy matters will be sent to the individual's official university e-mail address. Both the grievant and the aggrieved should communicate only with the Dean of Students unless otherwise directed by the Dean of Students.

As a general rule, neither the sanctions resulting from a disciplinary decision nor any change in the status of a student will be enforced until a decision by the committee has been reached and in the case of a pending appeal, the appeal has been decided. However, each matter will be considered on a case-by-case basis, considering, among other things, the health and safety of individual community members and/or the community as a whole.

In the cases where the Dean believes it to be in the best interest of the institution to temporarily suspend a student, he or she retains the right to do so. Logan reserves the right to take immediate action on a complaint in extreme situations, bypassing the committee system.

CONDUCT COMMITTEE

Logan University holds the expectation that community members will conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others and that community members will preserve the integrity of the social and academic environment and support the mission, vision, and values of the university and their college.

Conduct violation allegations may be made against students and/or faculty. Staff issues should be referred to the Human Resource Department. The purpose of the conduct committee is to help reduce violations through education and to ensure both the accused and the accuser feel due process has been satisfied.

The Committee makes recommendations on how to communicate and educate students and faculty about positive conduct in support of the mission and values of Logan and health care professionals. In addition, the committee acts as a judicial council on violations of the conduct policy.

The Conduct Committee and the Honor Council are different entities. The Conduct Committee does not hear matters related to sexual assault, domestic violence, dating violence, stalking or other matters related to Title IX violations. The Honor Council, as outlined in the related policies, hears those matters.

COMMITTEE MAKEUP

1. When the matter is classified as an academic integrity issue by policy, the committee makeup will be the: core committee, faculty members, Learning Resource Center members and at least one student member. Decisions are appealed to the Provost.
2. When the matter is classified as a clinical practice integrity issue by policy, the committee makeup will be the core committee, at least one student member, at least one faculty member, and the Logan Health Centers representative. Decisions appealed to the Provost.
3. When the matter is classified as a student behavior issue by policy, the committee makeup will be the core committee, at least one Student Affairs member, at least one staff council member, at least one faculty member and student members. Decisions appealed to the Provost.
4. When the matter is classified as a faculty behavior issue, by policy, the committee makeup may be the core committee, at least one student, at least one Staff Council member and faculty members. Decisions appealed to the Provost. *Faculty and staff issues may be referred to the Human Resources Department in lieu of the committee.

POTENTIAL DISCIPLINARY ACTION

Except where otherwise stated, the following are potential disciplinary actions of the Conduct Committee. It should be noted that this list is not inclusive of all possible sanctions and are provided here as examples of possible outcomes.

REPRIMAND

A reprimand is a written letter to a student for misconduct that is found to be a minor offense. Any faculty member through his or her department head or administrator of the institution may issue a reprimand. For recordkeeping purposes, reprimands are reported to the Dean of the College/Clinic, Student Affairs and the Registrar.

DISCIPLINARY PROBATION

Disciplinary probation is a written warning that a student's behavior has been judged inappropriate and, if any further problems occur, more serious disciplinary action will be taken. A student may be placed on disciplinary probation for no longer than one calendar year. However, the University reserves the right to extend the probation if warranted. Disciplinary probation status may be given to a student by a dean without the recommendation of a committee hearing. Conditions of probation may include a requirement that the student obtain medical (including psychological) consultation and treatment or other requirements that will remedy the misconduct and prevent its recurrence. Students are not allowed to continue classes while on probation.

Appeals are made to the Provost. Decisions of the Provost are final.

SUSPENSION: Suspension is defined as a temporary and immediate separation from the institution. The duration of the suspension is determined by the Dean upon recommendation of the appropriate committee.

DISMISSAL: Dismissal is a permanent separation from the institution. A Dean typically, but not necessarily, dismisses a student with a committee recommendation. Dismissals may be imposed with or without the right to apply for readmission to the institution at a later date.

CONSULTATION: Qualifying conditions may be placed upon a student's discipline by requiring satisfactory evaluation by a physician or psychiatrist appointed or approved by the University.

Appeals are made to the Provost. Decisions of the Provost are final.

CONDUCT COMPLAINT PROCESS

Any member of the campus community may file charges against a student for violations of the Code of Conduct and Discrimination policies.

Faculty who file charges against students in violation of the Academic Code of Conduct related to a specific graded assignment should issue a zero for the assignment while the matter is being investigated.

Students may file formal complaints against any Logan employee or student under the Code of Conduct and Discrimination Policies. Formal complaints involving a student as the grievant and/or aggrieved are investigated by the Dean of Students or appropriate designee. In the event an individual involved in the hearing/investigation process is the grievant, aggrieved or a witness, a replacement will be named by the Provost or President as appropriate.

Employees wishing to file a complaint against another employee should refer to the Employee Handbook or contact the Human Resource Office.

Unless otherwise stated below, a written complaint should be received by the Dean of Students as soon as possible after the date of the alleged violation, preferably within one (1) trimester.

Following the receipt of the formal written complaint, the Dean will, within 10 business days (unless otherwise stated below), begin an investigation of the complaint and:

1. Notify the aggrieved of the complaint within ten business days of the receipt of the complaint and provide a copy of the complaint. The aggrieved should provide a written response to the Dean (if not already completed). Failure to provide a written response within three business days of notification will be considered a waiver to respond and considered agreement that the event as described in the original written complaint is accurate. Grievant will receive a copy of the response once available.
2. If appropriate, the Dean will attempt to mediate the situation to resolution.
3. If mediation is appropriate and successful, the complaint is considered resolved. If not,

4. The Dean will convene the Conduct Committee to hear the case.

Following the completion of steps 1-4 above, the following steps will occur within five days:

1. All documentation received by the Dean during the complaint and investigation process is submitted to the committee chair.
2. The core committee will consider the case.
 - a. The core committee determines if the written documentation is sufficient to hear the case or if they wish to speak with or interview individuals. This is at the sole discretion of the core committee. If the core committee chooses to speak with or interview individuals, the committee chair will coordinate those efforts through the Dean of Students.
3. This is an internal University process, not a legal proceeding, as such, attorneys are not permitted in any committee activity.

*If more than one meeting is required to hear and deliberate the case fully, the committee shall make a reasonable effort to conclude deliberations within a reasonable time frame. It is understood that the hearing and deliberation process may take longer if the committee decides to speak with or interview individuals due to the varied schedules and time it takes to coordinate such interviews.

Following the hearing and deliberation of the case, the committee chair must submit the committee's written decision to the Dean of Students within five days. The Dean of Students will immediately forward the findings to both parties and the Provost and President (as appropriate).

COMMITTEE RESOLUTION

There are three outcomes to committee findings:

1. The committee finds for the aggrieved. The complaint is resolved.
2. The committee finds for the grievant. The aggrieved may appeal.
3. The committee finds the complaint is frivolous and/or malicious.

CONDUCT COMMITTEE DECISION APPEALS PROCESS

The grievant may appeal outcome 2 and 3, written appeals must be filed with the Dean of Students within five business days. If no appeal is received, the complaint is resolved.

The grounds for appeal may only be based upon the following:

1. Conduct policy and/or procedures were not followed in a way that would significantly impact the outcome of the case or may have resulted in a different finding;
2. New or relevant information, not available at the time of the investigation or hearing, has arisen that would significantly impact the outcome of the case.

The individual seeking the appeal must indicate, in writing, the specific rationale or reasons for his or her appeal. The appeal statement should include the following: Student's name, local address, phone number, reason for appeal (as indicated above) and appropriate information regarding why the appeal should be granted. The letter should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal.

Appeals will be forwarded to the Appeals Officer, who has 10 business days to make a final ruling.

The Appeals Officer is the Provost.

INTERIM SUSPENSION

The Dean of Students, Provost, a Logan Vice President or the senior clinic administrator may impose an interim suspension if necessary, pursuant to the standard and procedures set forth under either the Conduct Policies or the Sexual Assault, Domestic Violence, Dating Violence policy.

For purposes of these procedures, the suspending authority must take the appropriate steps to initiate the investigation provided for in these procedures within five business days of the date of the interim suspension.

The suspension shall end when rescinded by the suspending authority, or upon failure of the suspending authority to initiate an investigation within the noted timeframe or, if not rescinded and if the investigation is initiated, when the decision by the hearing group and any decision on appeal, if applicable, is final.

CODE OF ACADEMIC CONDUCT

Students are expected to conduct themselves in a manner befitting the learned and honorable profession which they are entering. This code includes the expectation of academic honesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity. It is not possible to provide examples of all behavior that would be considered violations of academic integrity, academic dishonesty and/or plagiarism. The following points include, but do not limit, examples of behavior that would constitute a violation of the Code of Academic Conduct:

In general, violations of the Code of Academic Conduct shall initially be investigated and handled by the Dean of Students. The Dean has 10 days from notification of possible violation to investigate and decide whether to escalate the matter to the Conduct Committee for possible disciplinary action through the Code of Conduct policies.

The institution's Code of Academic Conduct includes, but is not limited to:

1. [Failure to appear before the University when called to offer testimony related to academic matters, and failure to testify fully and truthfully during such appearances.](#)

2. Misrepresenting facts for the purpose of gaining admission, enrollment or academic advancement, or aiding another person in such misrepresentation.
3. Misuse of University technology and networking resources.
4. Misusing confidential materials. It is an offense to knowingly or recklessly procure, distribute or receive any confidential materials such as pending examinations, tests/quizzes or assignments from any source without the proper, written consent of the course instructor.
5. Violations of academic integrity, dishonesty and/or plagiarism.
6. Violations of the Anatomy Lab Policy.
7. Practicing without a license.
8. Violations of the Information Technology Acceptable Use Policy.
9. Violations of the Copyright Infringement Policy.
10. Failure to report any of the above violations to the appropriate instructor or administrator.

All members of the academic community are expected to demonstrate academic integrity in all phases of their work. All cases of academic dishonesty will be handled through the Code of Conduct policies and may result in sanctions or permanent dismissal from the University.

ACADEMIC DISHONESTY & PLAGIARISM

Academic dishonesty is the attempt to secure an unfair advantage for oneself or another in any academic exercise. The following is an extensive, though not exhaustive, list of actions, which are considered to be academically dishonest.

Students should check with their instructor(s) if they have any question as to what is or is not permitted in a specific course. Since students are expected to be familiar with the Academic Integrity policy and the commonly accepted standards of academic honesty, ignorance of such standards by itself is not sufficient evidence of lack of intent.

CHEATING is the use or attempted use of trickery, artifice, deception, fraud and/or misrepresentation of one's academic work. This includes:

1. Copying answers from another student.
2. Using books, notes, conversations with others, calculators, cell phones and other electronic devices or any other type of external assistance during an examination or other academic exercise without the permission of the instructor.
3. Collaborating with others on homework, lab reports, computer programs or other academic assignments without the permission of the instructor.
4. Obtaining the answers to or a copy of an examination prior to its administration.
5. Attempting to have oneself represented by another person in classroom activities (including but not limited to, papers, exams, labs, discussion forums and work groups).
6. Beginning an examination prior to the announced commencement of the examination period.
7. Continuing to work on an examination after the announced conclusion of the examination period.

8. Talking, tapping fingers or making other distracting noises and/or gestures that may be interpreted as signaling.

PLAGIARISM is the representation of the words or ideas of another as one's own work. Instructor's grade assignments on the quality of the assignment and the mastery of the content. The quality of the assignment may include the quality of a student's writing and the proper use source citation. Feedback is given to the student during the grading process to help them improve their mastery of both the content and delivery.

1. In the event an instructor believes a student has intentionally or unintentionally plagiarized, the instructor will consult with the Writing Center Director to review the student's submission to make a determination on whether the work has indeed been plagiarized this typically includes:
2. Failing to properly identify direct quotations by quotation marks or appropriate indentation and formal citation
3. Failing to acknowledge and properly cite paraphrased or summarized material from another source
4. Failing to acknowledge and properly cite information obtained from other sources, including the Internet or other electronic media
5. Failing to acknowledge and properly cite tables, charts, and images produced by another
6. Submitting assignments written by another, including, but not limited to, those obtained from commercial term paper companies or the internet
7. Submitting all or substantial portions of the same work to fulfill the requirements for more than one course without the prior permission of the instructor(s), including self-plagiarism

FABRICATION is the falsification or invention of any information or citation in any academic exercise. This includes:

1. Using "invented" information in any laboratory experiment or other academic exercise of research without permission of the instructor.
2. Falsifying or creating records to complete an academic exercise, including clinical requirements (falsification of histories, physicals, laboratory tests, rotation records, etc.), internships, assignments, etc.
3. Altering and resubmitting returned academic work without permission of the instructor.
4. Misrepresenting the actual source from which information is cited (such as citing a quote from a book review as though it came from the original work).

FACILITATING DISHONESTY is knowingly helping or attempting to help another commit any act of academic dishonesty. This includes but is not limited to:

1. Substituting for another person in a course or exam
2. Allowing another to copy one's work in an examination or other academic exercise

3. Composing some or all of another student's assignment

OTHER PROHIBITED ACTIONS

1. Forging or otherwise altering grades, transcripts, course withdrawal forms, or other academic documents
2. Illegally accessing a computer hard drive, server, or site
3. Stealing or destroying the academic work of another, such as a thumb drive, term paper, or notebook

In the event a faculty member believes a violation of policy has occurred, the faculty member should first discuss the matter with their immediate supervisor (Program Director – College of Health Science Programs; Associate Dean – College of Chiropractic) the faculty member will place a 0 as the grade for the assignment and note in the feedback section that a grade of 0 has temporarily been assigned to the assignment and request that the student schedule a time to meet either in person for on-campus programs or via video conference for online programs to discuss the assignment within the next two weeks. The same message should be sent via e-mail to the student.

The faculty member should have a constructive and non-accusatory conversation about what they noted in the student's assignment and collect information based on the student's perspective and then make a determination on whether the matter should be escalated to the Dean of Students as a violation of policy or if the matter is a content mastery and delivery issue. If the initial investigation finds that a violation has likely occurred, the matter shall be escalated to the Dean of Students, along with the documentation, for further action.

Faculty who are unsure about whether a violation has occurred, should work with their supervisor to jointly investigate/speak with the student and make a determination. Ultimately, the goal of the process is to help students improve and uphold the integrity of the academic experience and quality of Logan University consistent with our mission, vision, and values.

PLAGIARISM SANCTIONS

Logan University recognizes that plagiarism may occur intentionally, when a student attempts to use outside material to deceive an instructor, or unintentionally, as a result of poor research and citation practices. Logan University believes acts of verified plagiarism should be handled in a progressive disciplinary process. Occurrences are not limited to an individual class; rather, the occurrences are cumulative across all classes and programs.

The progression is as follows:

First occurrence (Misuse of Sources):

A first instance of misuse of sources is generally believed to result from a lack of familiarity and inexperience using APA guidelines and is perceived as a misuse of sources.

The sanctions for a first offense generally are, but not limited to:

1. Required completion of a mentoring session, either online or in person, with the Logan University Writing Center Director within one week of notification
2. Resubmission of the assignment for a reduced grade (10 percentage points lower than the grade earned) one calendar week after completion of the mentoring session
3. Students who choose not to participate in or fail to complete the mentoring session will receive a grade of zero on the assignment

Second occurrence (Misuse of Sources):

A second occurrence of plagiarism is a more serious academic offense and is not attributed to naiveté, ignorance of guidelines, or a misunderstanding of what constitutes acceptable scholarship at Logan University. Because remediation has already occurred, it can be assumed the student either intentionally plagiarized or has not attended to learning proper use of sources.

The sanction for a second plagiarism offense at Logan University may be, but is not limited, to receiving a grade of F in the course in which the second offence occurred

Third occurrence (Misuse of Sources):

A third occurrence of plagiarism is seen as a student's chronic inability or refusal to adhere to Logan University policies. The sanction for a third plagiarism offense at Logan University may be, but is not limited, to expulsion from the university

Intentional Plagiarism: In some cases, it may be clear the student has intentionally submitted work prepared, in whole or in part, by another writer. A first instance of intentional plagiarism is recognized to be an attempt to deceive the instructor.

The sanctions for verified intentional plagiarism (e.g., a submission created by another student or acquired online) are, but not limited to:

1. A grade of zero on the assignment
2. Required meeting, either online or in person, with the Dean of Students
3. Possible Conduct Committee investigation and hearing.

If determination of responsibility and sanctions (if appropriate) are determined by the Dean of Students in the case of Intentional Plagiarism, the student may appeal to the Conduct Committee of the University within five days of the notification of the outcome. The appeal letter can be delivered to the Dean of Students' office via e-mail for coordination with the Conduct Committee.

CODE OF BEHAVIORAL STANDARDS

Students enrolled at Logan University are expected to adhere to a standard of behavior consistent with the standards of the institution. Compliance with institutional rules and regulations and city, state and federal laws is expected.

Students are subject to the same civil laws as other citizens. University policies and regulations are designed to encourage intellectual and personal development of students. Students who violate the law may incur penalties prescribed by civil authorities. Students who violate University regulations in off-campus activities are subject to penalties just as if the violation occurred on campus.

Inappropriate conduct outside the provisions cited in the Code of Academic Conduct is included in the Code of Behavioral Standards. In general, violations of the Code of Behavioral Standards shall initially be investigated and handled by the Dean of Students. The Dean is encouraged to consult with the Dean of the College.

It is not possible to provide examples of all behavior that would be considered inappropriate, unprofessional or not in keeping with the standards expected of a student.

The following points include, but do not limit, examples of behavior that would constitute a violation of the Code of Behavioral Standards:

1. Behavior unbecoming of one's profession
2. Failure to appear before the University when called to offer testimony related to non-academic matters, and failure to testify fully and truthfully during such appearances.
3. Harm, abuse, damage or theft to or of any person or property on campus grounds or property owned by any hospital/clinic, affiliated institution/organization or individual to which the student may be assigned.
4. Entering or using Logan or clinic facilities without authorization, or disrupting teaching, research, administrative or student functions of the school.
5. Conviction of a criminal offense other than a misdemeanor or traffic offense.
6. Participating in academic or clinical endeavors of Logan or its affiliates while under the influence of alcohol, a controlled substance or illicit drug.
7. Improper relationships or activities involving a person entrusted to a student as part of his/her education requirements.
8. Unlawful use, possession or distribution of illegal drugs and alcohol at any time.
9. Incarceration, drunkenness, protective custody and similar inappropriate behaviors.
10. Possession use or storage of weapons, fireworks or explosives on University property or at University-sponsored events is prohibited. To avoid creating undue concerns, the use or possession of non-operational or model weapons having the appearance of actual weapons or firearms is also prohibited.
11. Placing a person in needless jeopardy or unethical disclosure of privileged information.
12. Behavior or grooming which provokes a lack of respect and confidence on the behalf of the public, faculty or colleagues.

13. Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, community agencies, businesses, law enforcement, students, patients or visitors of the institution.
14. Violating or disobeying the rules or guidelines of off-campus businesses, institutions, agencies, etc.
15. Violations of the discrimination policy.
16. The filing of complaints found to be frivolous and/or malicious in nature and otherwise without substance.
17. Failure to abide by a written or oral directive from faculty, staff, security or administration.
18. Computer hacking into any website or communication system.

PROFESSIONAL INFRACTIONS

1. Improper use of online learning tools, including but not limited to, Internet, email, discussion forums, learning management systems, list serves, as well as showing disrespect for an individual's privacy, equipment, software and work product.
2. Sharing of student pins and passwords.
3. Leaving items in study areas or breakout rooms for extended periods of time when absent.
4. Leaving trash in classrooms or areas used for study or leisure.
5. Having food or functions with food in non-designated areas.
6. Posting unapproved materials or posting approved materials in inappropriate areas.
7. Repeatedly parking in patient or reserved spots.
8. Inappropriate use of email including abusive or confrontational language and conversations.
9. Using the University word mark or a College name on a poster, stationary, clothing, etc., without written permission.
10. Selling items on campus in direct competition with the Logan University bookstore or food services without first obtaining proper approvals.
11. Accessing pornographic material at any time while on institution premises or using institution equipment.
12. Vandalism to private or public property.
13. Showing disregard or disrespect to any on- or off-campus police officer or security personnel; any University administrator, faculty, student or other staff member, or any coworker in the health professions as they are conducting their professional duties.
14. Violation of any other established rules and regulations of Logan and its affiliates and/or the mission and values of the institution.

Institutional premises and property shall include the premises and property of any affiliated institution or organization where Logan students pursue activities for academic credit.

SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE AND STALKING

Logan University prohibits sexual assault, domestic violence, dating violence and stalking. Logan will respond promptly and effectively to reports of sexual assault, domestic violence, dating violence and

stalking, and will take appropriate action to prevent, to correct and to discipline behavior that violates this policy.

DUTIES OF THE TITLE IX COORDINATOR

Logan's Title IX coordinator is charged with coordinating the University's obligations under Title IX, which includes **addressing inquiries regarding the non-discrimination policy related to sex- or gender-based discrimination, such as** sexual assault, domestic violence, dating violence and stalking.

The duties of the position involve:

- Completion of annual training on the requirements of Title IX, as applied to pregnant and parenting students as well as all other aspects of Title IX.
- Ensure coordination of the Pregnancy and Childbirth Policy with the appropriate student services offices on campus.
- Provide information to individuals regarding their Title IX rights and Logan's grievance process.
- Conduct a semiannual review of all Title IX complaints (either brought to the Title IX Coordinator or independently investigated), to identify and address any patterns or systemic problems.
- Periodically assess the efficacy of Logan's overall Title IX compliance efforts, including soliciting feedback from students.
- Promptly investigate any reported incidents and taking appropriate actions to defer any additional incidents.

DEFINITIONS

Logan uses state definitions of crimes relating to violence, assault, stalking, and related issues.

"Abuse" includes, but is not limited to, the occurrence of any of the following acts, attempts or issues, threats against a person who may be protected pursuant to this chapter. Abuse shall not include abuse inflicted on a child by accidental means by an adult household member or discipline of a child, including spanking, in a reasonable manner.

"Assault" - purposely or knowingly placing or attempting to place another in fear of physical harm.

"Battery" - purposely or knowingly causing physical harm to another with or without a deadly weapon.

“Coercion” - compelling another by force or threat of force to engage in conduct from which the latter has a right to abstain, or to abstain from conduct in which the person has a right to engage.

“Harassment” - engaging in a purposeful or knowing course of conduct involving more than one incident that alarms or causes distress to an adult or child and serves no legitimate purpose. The course of conduct must be such as would cause a reasonable adult or child to suffer substantial emotional distress and must actually cause substantial emotional distress to the petitioner or child. Such conduct might include, but is not limited to:

- Following another about in a public place or places;
- Peering in the window or lingering outside the residence of another; but does not include constitutionally protected activity.

“Sexual assault” - causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force or duress.

“Unlawful imprisonment” - holding, confining, detaining or abducting another person against that person’s will.

“Adult” - any person 17 years of age or older or otherwise emancipated.

“Child” - any person under 17 years of age unless otherwise emancipated.

“Court” - the circuit or associate circuit judge or a family court commissioner.

“Dating violence” - abuse or stalking committed by a person who has been in a romantic or intimate relationship with the victim. Whether a relationship exists will depend on the length, type and frequency of the interaction.

“Domestic violence” - abuse or stalking committed by a family or household member, as such terms are defined in this section.

“Ex parte order of protection” - an order of protection issued by the court before the respondent has received notice of the petition or an opportunity to be heard on it.

“Family” or “household member” - spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time.

“Full order of protection” - an order of protection issued after a hearing on the record where the respondent has received notice of the proceedings and has had an opportunity to be heard.

“Order of protection” - either an ex parte order of protection or a full order of protection.

“Pending” - exists or for which a hearing date has been set.

“Petitioner” - a family or household member who has been a victim of domestic violence, any person who has been the victim of stalking or a person filing on behalf of a child pursuant to section 455.503 who has filed a verified petition pursuant to the provisions of section 455.020 or section 455.505.

“Respondent” - the family or household member alleged to have committed an act of domestic violence, a person alleged to have committed an act of stalking, against whom a verified petition has been filed, or a person served on behalf of a child pursuant to section 455.503.

“Stalking” - when any person purposely and repeatedly engages in an unwanted course of conduct that causes alarm to another person when it is reasonable in that person’s situation to have been alarmed by the conduct. As used in this subdivision:

“Alarm” means to cause fear of danger of physical harm.

“Course of conduct” means a pattern of conduct composed of repeated acts over a period of time, however short, that serves no legitimate purpose. Such conduct may include, but is not limited to, following the other person, unwanted communication or unwanted contact.

“Repeated” means two or more incidents evidencing a continuity of purpose.

“Sexual Consent” is defined as positive, unambiguous and voluntary agreement to engage in specific sexual activity throughout a sexual encounter. Consent cannot be inferred from the absence of a “no;” a clear “yes,” verbal or otherwise, is necessary.

Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Consent cannot be obtained by threat, coercion or force. Agreement under such circumstances does not constitute consent.

Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs or some other condition. A person is mentally or physically incapacitated when that person lacks the ability to make or act on considered decisions to engage in sexual activity. Engaging in sexual activity with a person whom you know, or reasonably should know, to be incapacitated constitutes sexual misconduct.

RETAILIATION IS PROHIBITED

1. Retaliation against or interference with individuals who report or file complaints of violations of this policy, those who cooperate in investigations of such reports or complaints, or those who serve on the University Honor Council to hear and decide complaints brought before the Panel is a violation of Logan policy, will not be tolerated and, if perpetrated by a student, will itself be treated as an offense under the University’s Honor Code.
2. Any individual from the University who engages in such retaliation or interference should be referred to the University’s Title IX Coordinator, as appropriate, for further investigation and disciplinary action as warranted.
3. Retaliation will be handled promptly and equitably.

RECORD RETENTION

Records of the University Honor Council directly related to an investigation shall be destroyed after a period of 10 years from the date of final disposition of a complaint unless the outcome of the complaint results in suspension or expulsion, in which case the records will be maintained

V.1.

indefinitely. If the Respondent withdraws from the University prior to final adjudication, the records shall not be destroyed.

CONFIDENTIALITY

Logan will strive to protect, to the greatest extent possible, the confidentiality of persons reporting violations and of those accused. Because Logan has an obligation to address sexual harassment, Logan cannot guarantee complete confidentiality where it would conflict with Logan's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of Logan's information or sources is necessary, it will be limited to the extent possible. Logan will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations.

EDUCATION AND PREVENTION PROGRAMS

Logan provides education and prevention programs to all faculty, staff and students as part of new employee and new student orientation.

These orientation programs include:

1. Statements that Logan prohibits sexual misconduct, as defined by this policy, and the crimes of dating violence, domestic violence, sexual assault and stalking as defined by Missouri law.
2. The definitions surrounding sexual misconduct and domestic violence under Missouri law.
3. The definition of "consent," as defined for purposes of sexual activity.
4. Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking against a person other than the individual.
5. Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks.
6. Information about the procedures that recipients should follow, and that Logan will follow, after an incident of dating violence, domestic violence, sexual assault or stalking has occurred and been reported.

Logan's education and prevention programs reflect comprehensive, intentional and integrated programming, initiatives, strategies and campaigns intended to end dating violence, domestic violence, sexual assault and stalking. These programs are designed to consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community and societal levels.

Logan's education and prevention programs include:

1. Annual Awareness Programs
 - a. Awareness programs consist of community-wide or audience-specific programming, initiatives and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety and reduce perpetration.
2. Bystander Intervention Programs
 - a. Bystander intervention consists of safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of

dating violence, domestic violence, sexual assault or stalking. It also includes recognizing situations of potential harm, understanding institutional structure and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options and taking action to intervene.

3. Ongoing Prevention and Awareness Campaigns
 - a. Ongoing prevention and awareness campaigns consist of programming, initiatives and strategies that are sustained over time and focus on increasing understanding of topics relevant to, and skills for addressing dating violence, domestic violence, sexual assault and stalking, using a range of strategies with audiences throughout Logan.
4. Primary Prevention Programs
 - a. Primary prevention programs consist of programming, initiatives and strategies intended to stop dating violence, domestic violence, sexual assault and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention and seek to change behavior and social norms in healthy and safe directions.
5. Risk Reduction
 - a. Risk reduction consists of options designed to decrease perpetration and bystander inaction and to increase empowerment for victims to promote safety and to help individuals and communities address conditions that facilitate violence.

ADDRESSING A COMPLAINT OF SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE OR STALKING

The following are the procedures for addressing a complaint of sexual assault, domestic violence, dating violence or stalking against a Logan University student. These procedures are different than those followed in addressing other complaints of violations of the Student Honor Code.

SAFETY IS THE FIRST PRIORITY

After an incident of sexual assault, domestic/dating violence, or stalking consider seeking medical attention as soon as possible for assistance addressing and protecting your health and wellness.

Evidence may become lost or unavailable as time passes; making possible prosecution, disciplinary proceedings, or obtainment of an order of protection related to the incident more difficult.

If you are not the victim, but are a witness of sexual assault, domestic/dating violence, or stalking you may provide assistance to the victim by helping the victim find someone who can help and support them such as:

1. a friend or relative;
2. the police (911),
3. campus security (636-230-1986) or
4. H&H Health Associates (Toll Free: 800-832-8302).

For more information on how to secure an order of protection, you may contact the Logan University Security Department or the local police.

If you observe or otherwise become aware of any of these behaviors, safely intervene to prevent the occurrence from taking place. If this is not possible, please immediately contact: the police (911) or campus security (636-230-1986) to report what you've observed.

EVIDENCE PRESERVATION

To assist with the evidence preservation process, a victim of sexual assault should be aware that a bath/shower, douche, smoking, change clothing or clean the bed/linen/area where assaulted and submitting it to the authorities within 96 hours of the may be helpful to non-campus authorities investigating the case.

In the case of assault, even if the victim does not opt for forensic evidence collection, victims are still encouraged to seek proper health care as soon as possible to treat injuries and take steps to address concerns of pregnancy and sexually transmitted disease.

Victims of sexual assault, domestic violence, stalking, and dating violence are also encouraged to preserve text messages, instant messages, social networking pages, other communications, pictures, and available logs that may provide evidence and support during campus and non-campus complaint processes.

CONTACTING LAW ENFORCEMENT

For victims over the age of 18, it is the individual's choice whether or not to file a complaint with law enforcement. Individuals who become aware of assault on those under 18 may be bound to report abuse to law enforcement based on the mandatory reporting laws in the state.

Logan University encourages victims to report violations of this policy to law enforcement, the University will assist with notifying the police if desired.

The College does not publish the name of crime victims. Victims may request that directory information on file be removed from public sources by request from the Registrar's Office.

EX-PARTE ORDERS OF PROTECTION

The College complies with Missouri law in recognizing an Ex-Parte Order of Protection or Full Order of Protection. Any person who obtains an order of protection against a member of the campus community should provide a copy to campus security and the Title IX Coordinator. The individual may then meet with the Dean of Students and Title IX Coordinator to devise a Safety Plan, which is a plan to reduce risk of harm while on campus or coming and going from campus. This plan may include when appropriate and reasonable, but is not limited to escorts, special parking arrangements, changing classroom or work locations, and allowing a student to complete assignments from home.

The University cannot apply for a legal order of protection, no contact order, or restraining order on behalf of an individual. The individual is required to apply directly for these services.

According to Missouri State Statute 455.015:

- The petition shall be filed in the county where the petitioner resides, where the alleged incident of domestic violence occurred, or where the respondent may be served.
- Protection from abuse orders should be applied for at the courthouse with jurisdiction for the reporting party's home address.

The University may issue an institutional no contact order if deemed appropriate. To the extent of the individual's cooperation and consent, Logan University will work cooperatively to ensure that the reporting party's health, physical safety, work, and academic status are protected, pending the outcome of the investigation/disciplinary procedures.

For example, if reasonably available, a reporting party may be offered changes to academic schedule or campus working situations in addition to information regarding counseling, health services, visa and immigration assistance, and law enforcement.

FILING A COMPLAINT

1. A complainant should contact the University's Title IX Coordinator at 636-230-1932. A formal complaint is not required to initiate an investigation. Any Title IX violation that becomes known by a mandated reporter or responsible employee will be investigated promptly and equitably.
2. A mandated reporter / responsible employee is defined as any employee who has the authority to take action to redress harassment or has the duty to report harassment to appropriate official(s), or someone a student could reasonably believe has this authority.
3. A complainant is also encouraged to file a report with the Logan security office or the appropriate law enforcement agency by dialing 911. Logan provides round-the-clock security on campus 365 days a year, 7 days a week, 24 hours a day, and may be reached by dialing 636- 230-1986.
4. A complainant may simultaneously pursue criminal and Logan disciplinary processes.
5. A complainant may allege other violations of the Code of Behavioral Standards in addition to sexual assault, domestic violence, dating violence or stalking.
6. The University Honor Council may investigate and exercise jurisdiction over such complaints in their entirety as long as the additional charges arise out of the same set of facts and circumstances or are related to the alleged incident of sexual assault, domestic violence, dating violence or stalking.

INVESTIGATING A COMPLAINT

1. Upon receipt of a complaint against a student member (the "Respondent") of Logan, the Title IX Coordinator or their respective designee, may conduct an investigation or, at his/her discretion, request that Logan security or an independent investigative agent conduct such

an investigation. Hereafter, references to “Investigator” will be taken to mean the Title IX Coordinator, Logan security or the independent investigative agent, as the case may be. The Investigator will commence an adequate, reliable, and impartial investigation within seven business days of notification.

2. Following the investigation, the Investigator will provide a written report to the chairperson of the University Honor Council within seven business days of concluding the investigation. The report shall be reviewed by the full Honor Council. The report will describe the relevant facts and circumstances learned during the course of the investigation into the complaint, and it will contain reports of all interviews conducted by the Investigator, but it will not set forth any conclusions as to whether those facts and circumstances constitute a violation of the Logan Honor Code.
3. After reviewing the report, the University Honor Council through its chairperson may request clarifications and additional investigation. When the report is complete, the parties will be given the opportunity to review the report and provide a written response, which will be provided to the Investigator, the University Honor Council and the other party.
4. The Investigator’s final report will be provided to the University Honor Council, along with any written statements provided to the Investigator by parties or witnesses.

ADJUDICATING A COMPLAINT

1. The University Honor Council decides how Logan will resolve complaints referred to it by the University’s Title IX Coordinator and/or the Chief Student Conduct Officer, and may impose sanctions, including those identified in the University Honor Code, up to and including suspension and expulsion.
2. The University Honor Council will separately interview both parties as soon as practicable. Absent special circumstances, the Council’s interviews of the parties will normally take place within 10 business days following submission of the final report to the Council.
3. Any individual complainant, respondent or witness may be accompanied by an individual “advisor” to provide support at any time during the investigation process. This “advisor” may consult and interact privately with the individual during student conduct proceedings but may not perform any function in the process other than advising the individual. The advisor may not make a presentation or represent the party during the process or proceeding. Notwithstanding, the advisor may not be a fact witness to the conduct at issue, will not be allowed to address the Council and will not be allowed to interact or contact the Investigator or anyone on the Council while the complaint is pending.
4. At its sole discretion, the Council may rely upon the Investigator’s report and its interviews of the parties for its understanding of the relevant facts, or it may interview additional witnesses, whether or not such witnesses have previously been interviewed by the Investigator. The Council may also interview the Investigator.
5. Based upon the information provided in the final report, any written statements provided to the Council and its own interviews of the parties and others, the Council will determine whether it is more likely than not, based on a preponderance of the evidence, that the Respondent violated the University Honor Code.
6. If the majority of the Council determines that the Respondent more likely than not violated the University Honor Code, based on a preponderance of the evidence, the Council will impose sanctions, up to and including suspension or expulsion from Logan.

7. Absent special circumstances, the University's investigation and interviews will be concluded, and the Council will issue a written decision notifying the parties of its determination as to whether there has been a violation within 60 days of the initial submission of the Complaint. The Respondent will be notified in writing of any sanctions imposed, and the Complainant will also be notified in writing of any sanctions, to the extent permitted by law. Both parties will be notified simultaneously in writing. The University will act in accordance with guidance from its general counsel in making such determinations.

REVIEWING A DECISION

1. The parties may seek a review of the Council's decision by the Provost by submitting that request in writing within 14 calendar days of the Council's issuance of its decision. The scope of such review shall be limited to determining:
 - a. whether the procedures set forth herein were fairly implemented, or
 - b. whether any sanctions imposed are insufficient or excessive.
2. The Provost may direct that the matter be remanded to the University Honor Council with specific instructions to address determinations as to procedural fairness. The Provost may also reduce, modify, or increase the sanctions assessed by the Council. The decision of the Provost is final.
 - a. In the event of the absence or disqualification of the Provost, the review will be conducted by the President of the Faculty Senate, or his or her designee.
3. Sanctions will be stayed pending the disposition of any review, except that a temporary suspension will remain in effect. If a hold has been placed on a student's records, it will remain until final disposition of the complaint.

FURTHER ACTION BY THE TITLE IX COORDINATOR

At any point before, during or after the investigation, and regardless of the Council's or Provost's final decision, the Title IX Coordinator may determine that interim or remedial measures, directed at the parties, witnesses or a broader University population, are necessary and appropriate to prevent and/or respond to sexual harassment or sexual violence. Depending on the specific nature of the allegation, such measures may include, but are not limited to implementation of a no-contact order, temporary course/classroom assignment changes, counseling, academic support services and accommodations, etc.

INTERIM SUSPENSION

The Dean of Students, Provost, a Logan Vice President or the senior clinic administrator may impose an interim suspension if necessary, pursuant to the standard and procedures set forth under either the Conduct Policies or the Sexual Assault, Domestic Violence, Dating Violence policy.

For purposes of these procedures, the suspending authority must take the appropriate steps to initiate the investigation provided for in these procedures within five business days of the date of the interim suspension.

The suspension shall end when rescinded by the suspending authority, or upon failure of the suspending authority to initiate an investigation within the noted timeframe or, if not rescinded and if

the investigation is initiated, when the decision by the hearing group and any decision on appeal, if applicable, is final.

SEXUAL ASSULT SUPPORT RESOURCES

Experiencing sexual or relationship violence can be an overwhelming and isolating experience. Sexual assault and relationship violence are traumatic experiences that can interrupt your life at home, work and school. It can sometimes affect your relationships with friends and family. Many victims try to cope and manage their feelings on their own, which is a common response to dealing with such a painful and frightening experience.

Although we are not a crisis center, we can provide referrals by phone or in person. If you are in crisis and we are not open, please contact a hotline or talk to someone. Resources and contact information are below. If you are in danger, please call 911. We are glad you are finding help.

LOCAL SEXUAL ASSULT SUPPORT RESOURCES

1. Chesterfield Police Department
690 Chesterfield Parkway West
Chesterfield, MO 63017
(636) 537-4000
2. Counseling through Logan-affiliated
H&H Health Associates
(314) 845-8302 or (800) 832-8302 (toll free)
3660 South Geyer Road Suite 100; Laumeier III
St. Louis, MO 63127
info@hhhealthassociates.com
3. St. Luke's Hospital ER
232 South Woods Mill Road
Chesterfield, MO 63017
4. Women's Resource Center: Sexual Assault
Response Team
(314) 531-7273 (24-hour access)
5. Crime Victims Advocacy Center
(314) 652-3623 (24-hour access)
6. Legal Advocates for Abused Women
(314) 664-6699
7. LGBT Center of St. Louis
1-888-350-4477
<http://www.lgbtcenterstl.org/>
8. Life Crisis
(314) 647-4357
- Alternatives to Living in Violent
Environments
(314) 993-2777 (24-hour access)
9. Safe Connections
(314) 646-7500, TTY: 314-646-0505,
Hotline: (314) 531-2003
<http://www.safeconnections.org>
10. Bridgeway Sexual Assault Center
Hotline: (877) 946-6854
<http://bridgewaybh.com>
11. Provident Life Crisis Hotline
(314) 647-HELP (4357) or 1-800-273-TALK (8255)

GENERAL CAMPUS POLICIES

ADVERTISING EVENTS ON CAMPUS

When an event is held on campus, it should not be considered an endorsement of a product, business or speaker by Logan. Not every event held on campus is sponsored by Logan. University sponsorship is typically noted on the advertisement if it is a sponsored event.

All postings including but not limited to fliers, posters, handbills, sheet signs and banners must have the approval stamp of the Office of Student Affairs prior to posting or distribution on campus.

The following information should be included on marketing/advertising materials:

- Full name of the student organization (not acronyms or abbreviations)
- Time, date and location of event
- Contact information (e.g. website, phone number, email address)

Any student organization/club that desires to promote activities through the digital screens throughout campus should submit language for the advertisement or a PowerPoint slide containing information to the Student Involvement Coordinator for approval and request to post.

ANATOMY LAB POLICY

Faculty outline classroom policy in their individual course syllabus. This anatomy lab policy is in addition to and/or supersedes like policies related to the improper or unprofessional handling of cadaveric material when a classroom policy is less restrictive.

Logan University is fortunate to have a body donation program that supports hands on, real life, learning of Anatomy to help prepare future healthcare practitioners for successful careers.

Logan University is the only local body donation program to offer family and loved ones the option to have the cremains of our generous body donors returned upon the completion of their tour of service. Donors and family members who opt not to have the cremains returned are interred in a special cemetery plot reserved for our very important anatomical education partners.

Through their generous donation, donors are not only assisting students with learning the necessary anatomy, physiology, and pathology necessary to be successful healthcare providers, they are assisting the university with helping teach compassion, empathy, and respect. It is vital that students remember each cadaver was a person who made the conscious decision to assist them with their education by donating their body. They were and are someone's grandparent, parent, sibling, son or daughter and should be treated with the respect and reverence they so richly deserve.

In order to participate in Logan's anatomy laboratory courses, the following rules and regulations must be obeyed at all times. Failure to do so may result in disciplinary action up to, but not limited to, dismissal from the University and in some cases, criminal prosecution:

1. Each donor will be treated with care, respect, and compassion;
2. Only anatomy students, faculty, staff and approved guests are allowed access to the lab.
3. The cadaver lab is restricted to the students currently enrolled in a course that is scheduled to meet in the lab. Student's may not share the classroom key code with anyone. Individual's be they students, staff, or faculty who do not have the proper key or key code should request assistance from the anatomy faculty member and/or Basic Science Program Director to maintain a safe and confidential environment for our generous donors and provide an extra layer of support and comfort to the donor's family members that special care is being taken of their loved one.
 - a. Guests must be granted written permission of the lead faculty member, Dean or higher or be accompanied by the lead faculty member, Dean or higher.
 - b. Children under the age of 16 are not allowed in the lab without permission of the Provost;
4. Cadaver information is confidential, and should be treated similar to patient confidentiality, and should not be shared;
5. Students are assigned to a cadaver for educational use over several trimesters. As such, extra care must be taken to preserve the cadaver through proper storage protocols, usage, proper tool use and tool cleaning, and careful listening to the instructor about lesson instructions prior to moving ahead with the laboratory activities;
6. All electronic devices (e.g., cell phones, cameras, iPads, etc.) are strictly prohibited from the lab unless otherwise approved and supervised by the lead faculty member in writing.
 - a. Practical exams may be supported by the use of iPads when noted by the faculty member.
 - b. The capturing of images (e.g., digital photographs, videos, etc.) of human remains is strictly prohibited;
7. Only students assigned to a cadaver to support Logan University anatomical learning outcomes may participate in dissection;
8. The removal of identifying tags from cadavers is expressly forbidden and may result in disciplinary action under the code of conduct policy;
9. The unauthorized removal of cadavers, body parts or cadaveric tissue from the laboratory, amphitheater or embalming room is expressly forbidden and may result in disciplinary action under the code of conduct policy and may be punishable by law;
10. Intentionally damaging a cadaver or engaging in activities outside of academic purposes may constitute abuse of a corpse and is expressly forbidden and may result in disciplinary action under the code of conduct policy and may be punishable by law; and
11. Disrespectful behavior will not be tolerated. This includes, but is not limited to, posting degrading comments on social media, posing cadavers in inappropriate positions and making inappropriate remarks about the cadavers.

Laws pertaining to both the procurement and usage of cadavers are governed by Chapter 194 of the Missouri Revised Statutes. Violations of these statutes include class D felonies.

CHILDREN ON CAMPUS

For the safety of the child and for the integrity of the learning environment, children under the age of 16 are not permitted in any laboratory or clinic unless it is for educational purposes and approved by

the Provost. Children in an active classroom, not otherwise covered by this policy, must have verifiable permission of the lead faculty member of said class.

Children on campus under the age of 16 must be accompanied by a parent or legal guardian or have written permission and prior approval as stated above. Community events are covered under the University community event policy. Students found in violation of this policy will be referred to the Dean of Students for appropriate action.

PARKING ON CAMPUS: STUDENT AND VISITOR

Any car, motorcycle, scooter, etc. parked on campus must have a current parking permit correctly displayed. Parking permits, as well as handicapped parking permits can be obtained from the Office of Physical Plant, Room G36 or from the security staff located in the main lobby of the Administration Building. Any vehicle left on campus overnight must be cleared with security.

Students, faculty and staff are required to renew parking permits in the event of the following:

- A new vehicle is purchased
- A new license plate is issued

Any student, faculty member or staff member driving a borrowed car or temporary car must obtain a temporary permit from the Physical Plant, Room G46 or from security in the main lobby of the Administration Building.

In the event of a temporary medical need to park closer to the building, permission may be granted by the Office of Student Affairs, Room 147, to park in a reserved area for a specified length of time. Any unregistered vehicles parked on campus will be subject to vehicle immobilization until the owner is identified and appropriate fines imposed.

All persons are entitled to park in any lined space within the designated parking lots. It is the responsibility of all students to learn the location of student lots. Prohibited parking areas include:

- Any spot marked “handicapped” without proper permit
- In the Health Center parking (Lot 1)
- In fire lanes

For students, the Faculty/Staff parking in Lot 9 (without proper permit) is prohibited before 3 p.m. Please be advised that restricted areas, fire lanes, handicapped and reserved areas are in effect 24 hours a day.

Motorcycle parking is available in the southeast corner and southwest corner of Lot 9 (area marked) . Parking on the grass or areas designated for traffic flow is prohibited.

Any automobile illegally parked will be issued a ticket per occurrence. Fines are charged on a graduated basis to discourage repetitive violations.

Students who have three parking violations will receive a letter of reprimand and a warning that further violations may result in student conduct charges.

Security has the right to affix a boot device on any vehicle to identify the owner and impose the appropriate fine.

PETS ON CAMPUS

Domestic animals and pets such as dogs, cats, etc., are not permitted in any Logan University buildings at any time. Exceptions to this policy will be made for personal assistance animals or guide dogs in accordance to ADA policy. All animals on campus must be leashed and accompanied at all times. Animals found unaccompanied or tied to trees, benches, etc. will be considered abandoned and turned over to St. Louis County Animal Control Officers, in accordance with Chesterfield City Code: Ordinance Nos. 373 and 148.

RESERVING SPACE ON CAMPUS

Students or employees wishing to reserve a classroom, conference room or use of the activity fields may complete a room request online through <https://calendar.logan.edu>. Completing a request early allows for the best options for availability.

Only clubs/student organizations recognized by the Logan Student Government and the Office of Student Affairs may reserve Logan facilities/resources for use. All other individuals and/or groups please see Renting Space on Campus policy.

RESERVATION TIMELINES

1. Room requests and, if necessary, the Addendum to the Activity for Alcohol Events must be submitted at least 15 business days before the event is to take place. Refer to the Policy Regarding the Use of Alcohol at Logan Events available in the Office of Student Affairs, Room 147.
2. Room requests for an activity requiring physical set-up must be submitted at least five business days before the event is to take place.
3. Room requests for an activity not requiring physical set-up must be submitted at least two business days before the event is to take place.

Please note the following:

- Submitting a room request online does not guarantee a reservation confirmation. Your room reservation is not confirmed until an online request is complete and is received and the requestor has been notified of approval.
- Do not send out invitations, make fliers or programs, place rental orders or confirm catering until you have received confirmation that your event is approved.

- Logan reserves the right to cancel the reservation if it conflicts in any way with the general policy of the University regarding special events. We also reserve the right to change reservations to other spaces with the understanding that, if possible, comparable facilities will be provided when the change is necessary.
- Requestor agrees to be responsible for any damages to University facilities and/or property or injury to other persons caused by persons using University facilities.
- Student food-related fundraisers are limited to two per month, unless approved by the Dean of Students. A Catering Form is required to inform Food Services of any food-related fundraising. Refer all questions to the Office of Student Affairs, Room 147.
- A room request and the Catering Form must be approved by all designated parties at least five business days before the fundraising event is to take place.

Logan facilities, with the exception of laboratories, are available to students for independent use on a fee basis. Requests are made to the Office of Student Affairs. Requests may be referred to the President's Cabinet for consideration. Space in the Learning Resources Center (LRC) is reserved by LRC staff.

RENTING SPACE ON CAMPUS

WILLIAM D. PURSER, DC CENTER (INCLUDING AMPITHEATER)

The Purser Center is a state-of-the-art on-campus facility that presents events for the profession and the community and brings thousands of visitors to Logan University's campus each year. It is an integral part of campus life.

In order for students to utilize The Purser Center for a Logan University sanctioned event, they must:

- Confirm availability with The Purser Center
- Fill out an Activity Form through Student Services
- Work with The Purser Center event staff to plan the event
- Be onsite during the event

A minimum notice of four weeks to host an event is suggested. Approval is based upon both the ability to staff the event and availability to host the event. Approved weekend events that are not actively being planned within six months of the event date will be released. Use of The Purser Center as well as its existing set-up and audiovisual inventory is complimentary. Some events require additional equipment than what is currently in The Purser Center inventory.

Should it be necessary to rent or purchase additional items to execute an event, cost is the responsibility of the sponsoring organization. Food and beverage and rental arrangements must be made through The Purser Center and costs are the responsibility of the sponsoring organization.

An account number with department approval is required before food and beverage or outside rental items are ordered.

SPEAKERS & PRODUCT PROMOTIONS ON-CAMPUS

Any class, club or organization that wishes to have a guest speaker on campus must seek approval through the Office of Student Affairs. The Guest Speaker request process is facilitated through Logan Connect (logan.edu/connect). At least 30 days in advance of the requested speaker date(s) the requesting individual or club shall complete and submit the Guest Speaker Request Form and required attachments:

- [Resume of the guest speaker](#)
- [Presentation outline form](#)
- [Signed acknowledgement form](#)
- [Other items as requested](#)

The Dean of Students and the appropriate College Dean will review the request and determine if the request will be approved. Certain events may require additional approval by the Provost and/or the President.

The faculty advisor for the host club/organization or faculty member teaching the course must attend the duration of the approved presentation and is responsible for monitoring the presentation.

All guest speakers must agree not to use any portion of their presentation time for the purpose of selling or promoting techniques, products, equipment, additional classes, nutritional supplements, etc., for their own personal gain.

Violations of this policy may result in disciplinary action, including employment actions and/or referral to the Conduct Committee. Students with questions may contact the Office of Student Affairs.

SOLICITATION

In the interest of patient care and maintaining a productive and non-coercive educational environment, Logan University maintains a policy pertaining to the selling of goods and services on campus.

The current policy provides as follows:

1. It is the policy of Logan that no meetings between vendors and students take place on campus. This policy also states that no outside speakers or members of the Logan community can engage in direct marketing to students. All vendors, including students, faculty and staff must conduct all business with the bookstore. The Administration must authorize exceptions to this policy.
2. Logan-sponsored activities, such as institutional fundraising, Distributor's Day or other efforts to support the academic and educational mission and goals of Logan are appropriate and allowable activities under this policy. It is permissible for students to offer certain services approved through a department on campus such as teach fitness classes through

Sports and Activities. In addition, solicitations for approved charitable organizations are also permissible.

3. Sale of commercial or personal products and services, outside of the above parameters, is strictly prohibited. The phrase “sale” of commercial or personal products and “services” includes, but is not limited to, on-campus sales of personal health care items and services, supplements and/or vitamins, cosmetics or jewelry sales, raffles, tickets for goods or services, food products (other than those licensed by Logan) and service activities.
 - a. In the case of selling supplements and/or vitamins, all business must be conducted with the Logan Chiropractic Health Centers. Logan will maintain an adequate inventory of supplements and/or vitamins for sale to students, faculty, staff and Chiropractic Health Center patients.

Violations of this policy may result in disciplinary action, including employment actions and/or referral to the Conduct Committee. Students with questions may contact the Office of Student Affairs.

STUDENT GRIEVANCE PROCEDURES

STUDENT GRIEVANCE PROCEDURE

Logan University is committed to fostering a climate of professionalism and educational success for all. As such, the University has established a set of procedures for students to pursue grievances with the University community. This section clarifies how to initiate and pursue a grievance.

To ensure that students understand how to appropriately pursue a grievance, students are encouraged to seek clarification and advice regarding procedures before initiating a grievance. Although students may seek such advice from any faculty or staff member, the Dean of Students is trained to help students who have grievances. Students are encouraged to seek assistance from the Office of Student Affairs and the Dean of Students specifically.

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the University and shall be based on the fact pattern of each specific case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appellate body remands for further review.

The person filing the grievance must be the alleged victim of the discriminatory treatment or unfair action. Stated differently, a grievance cannot be filed on behalf of another person. Grievances should be addressed as soon as possible after the date of the grievance occurring, preferably within one (1) trimester.

Informal resolution

When a member of the Logan University community encounters a problem or believes that unfair treatment occurred, the person is encouraged to attempt a resolution to the complaint through an informal process. Students may seek guidance with regard to the best route to go about informal

resolution with the help of the Student Affairs office. The Dean of Students, in particular, can provide guidance by listening to concerns, helping identify options to navigate through difficult matters, providing information on university policies and procedures, making appropriate referrals, and working to facilitate a fair resolution of issues. The Dean of Students office is a safe environment for students to share their concerns.

Additional information on the appropriate contact and process can be found [here](#). Most concerns can be resolved by making an appointment with the person involved and appropriately communicating the concern(s).

Formal resolution

If the issue is not resolved satisfactorily through informal discussion, then you may submit a written complaint to Appeals and Complaints@logan.edu. Once submitted, the information will be reviewed through Student Affairs and addressed in a timely manner.

In order to facilitate an effective review, complaints should include:

- Your full name and contact information, including physical address and phone number
- An explanation of the complaint or concern
- Any attempt(s) you have made to resolve the matter informally
- The desired outcome regarding the complaint

Several areas within the university have defined processes to respond to student concerns or complaints directly related to their area, including, but not limited to:

- **ACADEMIC GRIEVANCES (Records maintained by the Registrar)**
 - [GRADE APPEALS](#)
 - [ACADEMIC PROBATION](#)
 - [ACADEMIC DISMISSAL](#)
- **CODE OF CONDUCT** (Records maintained by the Dean of Students)
- **FINANCIAL AID SUSPENSION** (Records maintained by the Director of Financial Aid)
- **HARASSMENT** (Records maintained by the Dean of Students)
- **INVESTIGATION AND RESOLUTION OF COMPLAINTS AGAINST LOGAN STUDENTS FOR SEXUAL HARRASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING AND RELATED RETALIATION** (Records maintained by the Title IX Coordinator)
- **OTHER COMPLAINTS/GRIEVANCES**

Grievances not otherwise covered by policies stated above should be submitted in writing to the Dean of Students as soon as possible after the date of the grievance occurring, preferably

within one (1) trimester. The Dean of Students will direct the grievance to the appropriate Logan University official for resolution.

The identified official will investigate the grievance and notify the student in writing of a decision regarding the resolution of the grievance within a reasonable period of time. The student may appeal the decision to the Provost in writing within 2 business days of this decision being communicated.

The Provost will review the existing documentation with respect to the grievance and may (but shall not be required to) confer with the student, the initial reviewer, and any other involved parties or witnesses. The Provost may uphold the decision of the original reviewer, may remand the matter in whole or in part back to the initial reviewer, or a new reviewer or may modify the original decision as appropriate.

CONFIDENTIALITY

To the extent reasonably practical, information concerning formal grievances will be kept confidential. Staff and faculty investigating a formal grievance will discuss it only with those who have a need to know and/or who are needed to supply necessary information

RECORD KEEPING

A copy of the grievance, any decision of the initial reviewer and any decision of the appeals body, will be retained in the Registrar's Office for seven years, unless otherwise noted, following the year in which the grievance is resolved.

EXTERNAL CONTACTS FOR COMPLAINTS

In the event a student has completed the given internal processes and still feels a matter has not been resolved or was resolved arbitrarily and capriciously or believes the university has refused to attempt to resolve the issue without merit, the following contacts may be helpful:

1. Issues related to mission; ethics and responsible conduct; quality, resources and support of teaching and learning; evaluation and improvement of teaching and learning; resources, planning, and institutional effectiveness can be directed to the institutional accrediting agency: <https://www.hlcommission.org/Student-Resources/complaints.html>
2. For discrimination matters, complainants should contact the [U.S. Department of Education Office for Civil Rights](#).
3. For matters related to federal student loans or loan servicers, complainants should contact the [Federal Student Aid Ombudsman Group](#).

4. Online students and students in clinical rotations outside the state of Missouri may wish to contact the state in which they reside, contact information by state is available at:
<https://www.logan.edu/about-logan/accreditation-authorization>
5. The Missouri Department of Education is available at:

Missouri Department of Higher Education
205 Jefferson St.
PO Box 1469
Jefferson City, MO 65102-1469

INFORMATION TECHNOLOGY

REQUIRED TECHNOLOGY FOR ADMISSIONS

Technology is a regular part of the Logan University experience. Classrooms are outfitted with modern audiovisual equipment, the buildings are blanketed in high-density Wi-Fi, the computer lab offers state-of-the-art printing and computing services, and the assessment center provides a high-tech environment to develop doctor/patient skills.

Although it will vary from class to class, students should expect some level of technology use in all their coursework. Logan students regularly bring mobile devices and laptops to campus to assist in their studies and should always check each course syllabus for any specific technology requirements. The ability to use classroom technology is an expectation of each Logan program.

ONLINE AND HYBRID COURSES

Logan University's online and hybrid courses use the Canvas learning management system to deliver course content, facilitate communication and conduct classroom activities. While students can access Canvas via a mobile app, students should note that not all content and all functionality is supported through the mobile app and students will need to access the full Canvas course through a web browser on a Windows or Mac supported operating system.

Canvas requires supported hardware, a supported operating system, and a supported and up to date web browser. Chrome is the preferred browser for Canvas. Safari and Firefox are supported. Internet Explorer is not recommended for use with Canvas. An up to date Flash Player and Java Plugin (free download) are required to view some of the content in Canvas. JavaScript must be enabled to run Canvas.

Operating Systems

- [Windows 7 and newer](#)
- [Mac OSX 10.6 and newer](#)

Mobile Operating System Native App Support (see note above about limitation of mobile access)

- [iOS 7 and newer \(versions vary by device\)](#)

- Android 4.2 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Recommended computer hardware

- 2+ GHz processor
- 1GB+ RAM
- 80GB+ hard drive
- Cable/DSL broadband connection or better
- 1024×768 or greater resolution
- Video card
- Speakers or headset with microphone
- Web camera

Student's in online courses must have the ability to download and run 3rd party programs/software on their system.

DOCTOR OF CHIROPRACTIC IPAD

All students entering the Doctor of Chiropractic program are required to bring an iPad for classroom use. Along with general productivity and note taking, students will use their iPads to take their tests through the ExamSoft system. The iPad should be a 9.7-inch diagonal display device and must meet the following technical requirements:

- iPad Air+, iPad Pro
- Able to run iOS 10, 11, and 12 (only genuine versions of iOS are supported)
- Wi-Fi capable (cellular data is not required)
- Have a 30 percent charge or greater to commence an exam
- Have at least 500 MB of free space to commence an exam
- Have not been 'jail broken'

While older model iPads are currently supported by ExamSoft, this may change at the vendor's discretion. Students are encouraged to bring a current model iPad for best performance, and to retain the device's usefulness for testing as long as possible. iPad Mini's are not recommended because the smaller screen size may place students at a disadvantage when testing or viewing educational material. Detailed system requirements for iPads are available from ExamSoft's support site.

*Students should always check each course syllabus for course specific technology requirements.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

This Acceptable Use of Technology Resources Policy explains the acceptable and unacceptable uses of Logan University's technology resources. It applies to all users of Logan's technology resources.

TECHNOLOGY RESOURCES ARE FOR EDUCATIONAL AND UNIVERSITY BUSINESS USE

Logan purchases and provides access to technology resources (equipment, software and services) for use by the staff, faculty and students. The primary purpose of these technology resources is to support Logan's educational mission and enable day-to-day University operations.

These technology resources include, but are not limited to:

- Computers
- Software
- Internet access
- Online services
- Databases
- Telecommunications equipment
- Networking equipment
- Monitors/Projection

USE MUST BE LEGAL AND ETHICAL

Technology resources must only be used for lawful purposes. Users of Logan's technology resources must follow all federal, Missouri and other applicable laws. Examples of applicable laws include, but are not limited to, the laws of defamation, privacy, copyright, trademark, obscenity and child pornography. Users must follow the University policies for student, faculty and staff conduct, and any contractual or license requirements.

Technology resources may not be used for any purpose that is illegal, immoral, unethical, dishonest, damaging to the reputation of the University, inconsistent with the mission and values of the University or likely to subject the University to harm. Users should avoid nuisance emails such as chain letters, and never use University technology resources to post, view, print, store or send obscene, pornographic, sexually explicit, harassing or offensive material.

USE MUST BE AUTHORIZED AND SECURE

All Logan community members are responsible for their own use of the University's information technology resources, both on and off campus. Users must maintain good habits of personal safety and privacy while accessing the Internet and are responsible for ensuring that their activities do not endanger, impede access to, or threaten the privacy or security of others' information or systems.

Users must only access the technology resources they are authorized to use, and only use them in the manner and to the extent authorized. All users must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected. Users may only use the

accounts, passwords and access they have been assigned. Credentials may not be shared, transferred or used by other persons.

USERS MUST RECOGNIZE USE THAT RESOURCES ARE SHARED

Because Logan's technology resources have a limited capacity and are shared by all users, staff, faculty and students must restrict their use of the resources to what is needed for authorized activities. Users must not consume such an unreasonable amount of technology resources that they degrade the resources for other users. If necessary, Logan may require users of technology resources to limit or refrain from specific uses.

USERS MUST RECOGNIZE THAT RESOURCES ARE NOT PRIVATE

Logan's technology resources are not private. The University reserves the right to inspect the activities, communication and accounts of individual users of Logan's technology resources as needed and without notice, except as prohibited by law. In its discretion, the University may use or disclose the results of any inspection, including the contents and records of individual communications, to University personnel, third parties or law enforcement agencies.

The University may inspect its technology resources when it determines it is necessary, including, but not limited to, the following:

- To protect the integrity, security or functionality of the University or other technology resources, or to protect the University from harm.
- If there is reasonable cause to believe that a user has violated, or is violating, any Logan policy or applicable civil or criminal law.
- If an information technology resource is experiencing unusually excessive activity.

USE MUST BE COMPATIBLE WITH LOGAN'S MISSION

Logan's technology resources may not be used for commercial purposes or for personal financial or other gain. Examples of prohibited behavior include, but are not limited to, engaging in sales activities, running a business or advertising. Political activities are not permitted. Examples include organizing or participating in a political meeting, rally or demonstration; soliciting contributions or votes; distributing material and surveying or polling for information connected to a political campaign.

The University permits occasional personal use of technology resources on a limited basis. Such use must not consume a significant amount of Logan's technology resources, interfere with job performance or with other University responsibilities, interfere with the efficient operation of the University or its technology resources, and must be otherwise in compliance with Logan policy.

USE MUST RESPECT COPYRIGHT

Users of Logan's technology resources must honor the rights of copyright owners and not participate in the unauthorized use, distribution or reproduction of copyrighted materials, including but not limited to, music or video files. The University investigates any claims of possible copyright infringement taking place through its computer networks. Users who violate copyright law, including the use of peer-to-peer networks, may be subject to civil or criminal liabilities.

LOGAN WILL ENFORCE THIS POLICY

Access to Logan's technology resources is a privilege. Abuse of the privilege may result in disciplinary procedures and/or legal action as described in Logan's policies and handbooks. In some situations, Logan may be required to immediately disable technology resources and suspend access privileges where unacceptable use is severely impacting system performance or security.

COPYRIGHT INFRINGEMENT POLICY AND SANCTIONS

Courses, regardless of delivery, include the use of oral, written and visual presentations that are the intellectual property of the faculty and institution. These presentations may not be recorded or copied without prior permission of the faculty member. These presentations are for use by currently enrolled students at Logan University only and are not for distribution.

The use of copyrighted materials for instructional purposes must be done in compliance with the U.S. copyright law. For information on the correct use of copyrighted materials, please see the Logan University Copyright Policy.

Unauthorized distribution of copyrighted materials, unauthorized peer-to-peer file sharing and illegal downloading or unauthorized distribution of copyrighted materials using the University's information technology system are considered violations of the institution's Code of Academic Conduct. Students found guilty of such behavior are subject to sanctions including but not limited to reprimand, probation, suspension, dismissal, disciplinary consultation, as well as other sanctions deemed appropriate by the University.

Unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities, which are summarized below.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at no less than \$750 and no more than \$30,000 per work infringed for "willful"

infringement. A court can, in its discretion, also assess costs and attorney's fees. For details, see Title 17 United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov

INFORMATION TECHNOLOGY SUPPORT & SERVICES

Logan University provides access to a wide variety of technologies to enhance productivity and enrich students' time at Logan. From the campus Wi-Fi, to the computing and printing resources in the Learning Resources Center, the Information Technology Services department provides support for those services through its Helpdesk, which can be contacted in a number of ways.

HELPDESK

The IT Helpdesk is available in person, by phone, or e-mail and is staffed from 7 a.m. to 5 p.m. Monday through Friday.

ROOM 258 ADMINISTRATION BLDG

Phone: 636-207-2475

Email: Help@logan.edu

While the department does not offer repair services for personal devices, the IT Helpdesk is available to assist with the setup, configuration and troubleshooting of the technology services Logan provides. Additional IT information and resources are available online at: www.logan.edu/it.

LOGAN UNIVERSITY EMAIL

All students are provided with a Logan University email account through Office 365 (<https://outlook.com/logan.edu>). Once a student has been admitted by the University, their email account is created and instructions for access are sent to the student's personal email address. Students are advised to check their Logan email regularly, since official institutional communication from faculty, Student Affairs, Financial Aid, the Registrar's Office and other departments are conducted through Logan email accounts. For ease of access, students can set up their Logan e-mail on mobile devices. Directions to set up your e-mail on multiple device types can be found at: www.logan.edu/it.

OFFICE 365 BENEFITS

In addition to its email and calendar service, the Office 365 environment provides additional student benefits such as licensing for Microsoft Office and access to OneDrive (a large online storage area). All Logan University students are eligible for free licenses of Microsoft Office for as long as they continue to be an active student. Each student has five licenses that may be used for Office for iOS (iPhone or iPad), and Office for the Mac or Office for Windows. Office 365 also provides 1 TB of online storage for files, photos, videos, notes, presentations, etc.

COMPUTERS

Logan University maintains a large number of computers for use by students on campus and in the satellite clinics. The main student computer lab is housed in the Learning Resources Center on the first floor of the Administration Building. The lab includes 80 networked computers with access to high-speed Internet, specialized academic software applications, educational materials, library resources and general productivity software.

PRINTERS

Multi-function print/copy/scan devices are available in the Learning Resources Center computer lab and are strategically located around campus and in the Health Centers to allow students convenient access. Students can also print wirelessly from mobile devices and laptops when connected to Logan University's wireless network.

WIRELESS ACCESS

Logan University's wireless network is available for students who have laptops or mobile devices with wireless capabilities. The network uses high-density equipment to provide the entire campus community with high-speed Internet service in all classrooms, throughout the main campus and at the St. Peters clinic location. To access the wireless network, students must login with their Logan e-mail account and password.

SELF-SERVICE PORTAL

Logan University's [Self-Service Portal](#) is the online gateway to academic and administrative services and information. By logging in to Self-Service, students can access their academic records including unofficial transcripts, current and past final grades, schedules, billing, contact information, attendance and more.

ACADEMIC TECHNOLOGY

In addition to its general information technology services, Logan University provides specialized resources to support the University's teaching and learning activities. The Academic Technology

department provides direct support for these systems for on-campus and online students from 7 a.m. to 5 p.m. Monday through Friday. On-campus students are welcome to drop by room G37 in the basement of the Administration Building for support, and all students are welcome to call or email for support:

Phone: 636-230-1779

Email: AcademicTechnology@logan.edu.

LEARNING MANAGEMENT SYSTEM (CANVAS)

Canvas is Logan University's Learning Management System. It is used to deliver course material and services for on-campus and online classes. All Canvas courses are password-protected, limiting access to the instructor and registered students. Canvas offers a variety of features to support teaching and learning, including announcements, document distribution, gradebook, discussion forums, messaging, videos, assignments, quizzes, testing and links to other resources. In addition to the department's regular support services, Logan offers extended support for Canvas through phone and chat services that are accessible 24/7 from within the application click on the help icon in Canvas.

Canvas is available at: logan.instructure.com.

EXAMSOFT: DOCTOR OF CHIROPRACTIC

Logan University uses the ExamSoft system as a secure digital testing environment to administer exams and quizzes for students in the Doctor of Chiropractic program. Students must have an iPad with the Exemplify app installed to access the testing environment and download and submit completed tests. Students in the Doctor of Chiropractic program receive assistance installing and configuring Exemplify during orientation.

EXAMPLIFY iPad REQUIREMENTS

- iPad Air+, iPad Pro
- Able to run iOS 10, 11, and 12 (only genuine versions of iOS are supported)
- Wi-Fi capable (cellular data is not required)
- Have a 30 percent charge or greater to commence an exam
- Have at least 500 MB of free space to commence an exam
- Have not been 'jail broken'
- Internet connection needed for the Exemplify app Download, Registration, and Exam Download/Upload
- In order to take an exam using Exemplify for iPad, your institution must first enable this product and create exams that are compatible with your iPad.

INFORMATION TECHNOLOGY FREQUENTLY ASKED QUESTIONS

Additional Information Technology resources, tip sheets and answers to frequently asked questions are available online at: www.logan.edu/it. For more information about Academic Technology Services, see its web page at: www.logan.edu/ats.

ALUMNI & FRIENDS

The Alumni & Friends House consists of the Postgraduate Department, the Office of Alumni Relations, The Office of Career Development, the Purser Center and the Annual Spring Symposium. The Alumni & Friends House supports Logan University and its students, alumni and friends by providing networking opportunities, career opportunities, postgraduate education and tools and resources for the continued success of our students, graduates and constituents.

OFFICE OF ALUMNI RELATIONS

The Office of Alumni Relations provides assistance for seminars, practice building, targeted House events and doctor/student interaction by building long-term relationships that encourage referrals, charitable giving and creates positive, enthusiastic ambassadors for Logan University.

POSTGRADUATE DEPARTMENT

The postgraduate department provides the highest quality continuing education, certificate and certification programs designed to meet the continuing education requirements of the various boards and regulatory agencies throughout the United States and Canada, and to enhance skills in all areas of practice including clinical skills, compliance and business.

SPRING SYMPOSIUM

The annual Spring Symposium is a four-day event of continuing education seminars for health care professionals. Symposium attendees take part in social events as they attend continuing education programs taught by highly respected faculty and nationally known speakers on a variety of timely and important topics.

CAMPUS SAFETY

LOGAN'S EMERGENCY NOTIFICATION SYSTEM

The emergency notification system facilitates communication with all members of the Logan University community in the event of an emergency. The system will only be used to send information about emergency conditions or weather-related closings or delays in the University's operations. The Logan email accounts of incoming students are automatically enrolled in the [e2Campus emergency notification system](#). Students are encouraged to log in to the Preferences page and update their contact information and messaging preferences to also receive text messages or voice calls.

CAMPUS CLOSURE

Decisions to close or delay the opening of Logan University are made by the University's administration. In the event that Logan must alter the normal operating schedule due to inclement weather conditions or a campus emergency, efforts will be made to alert faculty, staff and students in a timely manner.

CAMPUS CLOSURE DEFINITIONS

UNIVERSITY DELAYS OR SNOW SCHEDULE

Work hours will begin at 9 a.m. and classes will begin at 9:30 a.m. (3rd hour).

CLASS CANCELLATIONS

Logan University will cancel classes for the day, though the University will remain open to allow student access to most University services.

UNIVERSITY CLOSURE

Logan will close its operations for the day.

CLOSURE NOTIFICATION

Logan University's emergency notification system (e2Campus) is used to keep faculty, staff and students informed of University closings, class cancellations, delayed openings, campus emergencies or other weather-related changes to Logan's normal operating schedule. To receive messages, please register at: <https://logan.omnilert.net/subscriber.php?sso=1> Messages may be delivered to the registrant's cell phone, voicemail and email.

The password to your emergency notification account is the same as your login e-mail password and can be reset at: <https://pmu.logan.edu> Notifications are also announced via social media:

[Logan's website](#)

[Facebook](#)

Twitter: @LoganChiroUniv

CAMPUS SECURITY

Logan University is committed to providing students with a safe learning environment. The University has established a number of policies and safety measures to keep students, faculty, staff and campus visitors safe and well informed about campus safety. These protocols include the campus alert system, campus security and counseling support.

Members of the Logan community are expected to report suspicious activities, criminal actions and emergencies occurring on campus. Prompt reporting enhances campus safety for all concerned. Logan has security on site 24 hours a day, seven days a week.

The security desk is in the lobby of the Administration Building or can be reached by calling (636) 230-1986. You may also contact security via email at Security@logan.edu.

The campus security department is available to provide walking escorts to all Logan students, faculty and staff 24 hours a day, every day, to any location at the Chesterfield campus, upon request.

The University prepares and posts online an annual security report in compliance with the Crime Awareness and Campus Security Act of the Higher Education Act (Clery Report).

Campus Telephone Service

Logan provides telephones throughout the campus for safety and convenience. Students and staff are encouraged to learn the locations of the campus telephones and to use them for all security-related and emergency communications. Campus telephones can be accessed at the following locations:

- S228, SB9, SB1, S118, S114
- G46, G48, G49, G102, G105, G107, 142A, 142B, 156A, 156B
- Entrance to the Cafeteria LRC Circulation Desk
- Montgomery Outpatient Clinic on the Logan Campus, Student Health Center Reception Desks
- Main Lobby Receptionist Desk

CAMPUS SECURITY ESCORT

The campus security department is available to provide walking escorts to all Logan University students, faculty and staff, 24 hours a day, every day, to any location at the Chesterfield campus, upon request.

CAMPUS WARNING AND NOTIFICATION SYSTEM

The emergency notification system has been designed to enhance and improve communication for all members of the Logan University community in the event of a campus emergency. Incoming students are automatically enrolled in the e2Campus emergency notification system. The system will only send information about emergency conditions, weather cancellations and delays. No advertising will be sent, and your contact information will not be shared with or sold to third parties.

Users can manage their contact information and messaging preferences with e2Campus. Alerts are delivered via any combination of text message, telephone and email.

EMERGENCY SAFETY PROCEDURES

GENERAL INFORMATION

1. Emergency, disasters, accidents, injuries and crimes can occur at any time without warning. Being prepared to handle these unexpected emergencies is an individual as well as an organizational responsibility.
2. To prepare before an emergency arises, do the following:
 - a. Become familiar with the quickest exit routes from your classroom.
 - b. Locate the nearest fire extinguisher and fire pull station.
 - c. Be sure your CPR and first aid training are up to date.
 - d. Note on your classroom wall the location of the Evacuation/Emergency Response Plan.
 - e. In the event of an evacuation, be sure you know where your classroom staging area is located.
3. In the following situations, notify security at (636) 230-1986:
 - a. Personal threat, assault or civil disturbance
 - b. Criminal activity
 - c. Major accidents
 - d. Hazardous materials incident, suspicious package or object
 - e. Shooter incident
4. In the following situations, notify the Physical Plant at (636) 230-1980:
 - a. Minor power outage
 - b. Utility failures
 - c. Plumbing issues
5. Complete information concerning Logan University's emergency plan is available in the Emergency Preparedness Manual, located [online](#).

CAMPUS LOCKDOWN PROCEDURES

1. Some emergencies may require students, faculty, staff and campus visitors to take shelter inside buildings.
2. Incidents such as a hostile intruder, an active shooter on campus or a hazardous material release are examples of times the campus community might be asked to stay in specific areas.
3. Specifically, when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas, a lockdown will be enforced. Security or the Plant Superintendent initiates a campus lockdown; however, as circumstances dictate, the institutional hierarchy may be employed for this purpose.
4. A campus lockdown will be initiated through the emergency notification system and/or the PA system. The notification and/or announcement should be calm and convey reassuring comments that the situation is under control with clear directions given.

WHAT TO DO DURING A CAMPUS LOCKDOWN

1. Remain calm and encourage others to remain calm.
2. Be as quiet as possible; do not make any noise; put cell phone on silent.

3. **DO NOT** respond to anyone at the door until “all clear” is announced via the emergency notification system and/or PA system, or if you are certain it is safe, (i.e. campus security or police are at the door).
4. Stop all activity immediately (i.e. teaching, group work, meetings, etc.).
5. Do not sound the fire alarm to evacuate the building. People may be placed in harm’s way when they are attempting to evacuate the building. If a fire alarm does activate during a lockdown, do not evacuate unless you smell smoke.
6. Be aware of alternate exits if it becomes necessary to exit. Persons should lock themselves in classrooms and offices as a means of protection.
7. Stay low to the ground and away from windows, barricade door(s) if possible and use furniture or desks as cover.
8. **IF SAFE TO DO SO**, cover any windows or openings that have a direct line of sight into the hallway, turn off all lights, computers, projectors or any other devices that may indicate an occupied room. Try to give the impression the room is empty.
9. Sit on the floor or crouch under or behind desks, where possible, to appear invisible.
10. If you are outside of a building when a lockdown is announced, if it is safe to do so, run into the nearest building and follow the above lockdown instructions.
11. Students and staff should not attempt to leave the building until termination of the lockdown via notification or announcement by the president, campus security or law enforcement. The exception to this is when a person believes that they are in more danger staying in the building than in attempting to escape from a potential threat.

REPORTING ACCIDENTS & INCIDENTS

This policy covers the reporting of on-campus accidents/incidents involving Logan University employees, students, vendors, contractors and visitors that result (or might have resulted) in injury or property damage. For this policy, “Accidents” are events that cause injury or illness to an individual. “Incidents” are near-miss events that have the potential of causing personal injury. Any event causing damage to property is also considered an incident.

Students must report all accidents resulting in injury to Logan University security; this includes any cuts, sprains and other injuries that may be considered minor injuries. Students must also report to security any incidents that result in damage to property, including personal property, Logan property or the property of others.

REPORTING PROCEDURE

1. 911 should be called first for emergencies and accidents requiring immediate medical attention, followed by a call to Campus Security.
2. 911 should be called first for incidents involving emergencies such as explosions and fires, followed by a call to Campus Security.
3. Campus Security should be called first for accidents and incidents of a non-emergency nature (sprains, cuts, fender benders). Campus Security may notify emergency responders as necessary.

WHERE DO I GO FOR HELP?

Ideally students will not have issues at Logan University, but we know in the real world, there will be times everyone has questions or concerns. We want to make it easy for students to get answers to their questions. This chart shows where to go first, second, third and, if necessary, fourth when attempting to solve problems or get help.

Faculty/Course Issue

Professor → Program Director (CoHS)
Associate Dean (CoC) → Dean → Provost

Culture Issue

Speak with the person directly → Supervisor (Employee)
Dean of Students (Student) → Provost → President

What Course should I take?

Academic Success Coach → Program Director (CoHS) → College Dean → Provost

Who is my Professor's supervisor?

Basic Science & Undergraduate:
Dr. Atanas Ignatov

Chiropractic:
Dr. Robin Bozark

Health Informatics:
Dr. DeShae Redden

Health Prof. Education:
Dr. Cheryl Houston

Nutrition:
Dr. Theresa DeLorenzo

Sports Science:
Dr. Stephen Nickell

Montgomery Clinic:
Dr. Amiee Jokerst

Other Clinics:
Dr. Jason Goodman

Where do I go for tutoring & extra class help?

Professor's Office Hours

Open Labs

Office of Student Success for course by course tutoring information

Who is my Dean?

College of Chiropractic (CoC):
Dr. Vince DeBono

College of Health Science (CoHS):
Dr. Sherri Cole

Dean of Students:
Dr. Shelley Sawalich

HANDBOOK RESPONSIBILITIES

STUDENT RESPONSIBILITY CATALOG/HANDBOOK INFORMATION

This catalog/handbook is effective beginning September 1, 2019, for the 2019-20 academic year. Each student is responsible for compliance with the information appearing in the catalog. Failure to read the regulations and policies will not be considered an excuse for noncompliance.

ADDITIONS, DELETIONS AND CHANGES

This catalog/handbook is the responsibility of the Office of the Registrar in collaboration with the Provost. The handbook will be updated each fall and posted online. Exceptions to this update policy may include, but are not limited to, accreditation, federal, state or local compliance. The online document is considered the most current version of the handbook.

HANDBOOK DISCLAIMER

The Student Handbook represents information and requirements which may be altered from time to time by Logan University at its sole discretion. The provisions of the handbook do not constitute a contract. The University reserves the right to change any provision or requirement at any time. All inquiries regarding the Student Handbook should be directed to the Dean of Students.

Students follow the graduation requirements and admissions requirements governed by the handbook from the year in which they matriculated*, unless they voluntarily or involuntarily withdraw from the University or change programs/majors. At the point of withdrawal or program/major change, students understand they must follow the most current graduation/admissions requirements of the handbook in effect during their re-entry to Logan or date of their newly established program/major.

All other policies and procedures outlined in this handbook apply to all students regardless of matriculation date unless otherwise stated in the policy.

The Student Catalog/Handbook represents information and requirements which may be altered by Logan University at its sole discretion. The provisions of the handbook do not constitute a contract. The University reserves the right to change any provision or requirement at any time.

Students follow the graduation requirements and admissions requirements governed by the handbook from the year in which they matriculated*, unless they voluntarily or involuntarily withdraw from the University, program, or change programs/majors.

At the point of withdrawal or program/major change, students understand they must follow the most current graduation/admissions requirements of the handbook in effect during their re-entry to Logan or date of their newly established program/major.

All other policies and procedures outlined in this handbook apply to all students regardless of matriculation date unless otherwise stated in the policy.

*Unless a change is required for compliance with an accrediting body or by state or federal law and must be applied to all students to remain in compliance.

This handbook is a compilation of best practices across several universities combined and edited to meet the needs of Logan.

APPENDIX

WHITE COAT OATH

With this oath, I commit myself to the responsibilities of a chiropractic physician in training and to the obligations of the chiropractic profession.

I will approach my chiropractic education with integrity and modesty, respecting the patients and educators from whom I shall learn. In the pursuit of excellence, I dedicate myself to a lifetime of learning, teaching and advancing the art and science of chiropractic.

I will faithfully serve the wellbeing of my patients and strive to be worthy of their trust through honest, compassionate and thoughtful communication. I will treat my patients with dignity, respect their individuality, safeguard their confidence and serve as their advocate.

I pledge to care for my health so that I may most effectively care for my patients. I will act within my abilities and recognize my limits.

With this oath, I commit myself to the responsibilities of a chiropractic physician in training and to the obligations of the chiropractic profession.

I will approach my chiropractic education with integrity and modesty, respecting the patients and educators from whom I shall learn. In the pursuit of excellence, I dedicate myself to a lifetime of learning, teaching and advancing the art and science of chiropractic.

I will faithfully serve the wellbeing of my patients and strive to be worthy of their trust through honest, compassionate and thoughtful communication. I will treat my patients with dignity, respect their individuality, safeguard their confidence and serve as their advocate.

I pledge to care for my health so that I may most effectively care for my patients. I will act within my abilities and recognize my limits.

I will hold fast to the enthusiasm and idealism with which I take this pledge. This oath I make freely and upon my honor as a Logan University student.

CLINIC INDUCTION OATH

With this oath, I recommit myself to the obligations and responsibilities of a chiropractic physician in training and a future member of the chiropractic profession.

I will continue my formal chiropractic education with dedication and integrity, appreciative of the learning opportunities I will receive from clinicians and patients.

With humbleness and enthusiasm, I commit myself to the service of patients and to their whole health and wellbeing. I will treat all patients with dignity and without distinction, respect their wishes, safeguard their confidence and to the best of my ability, render to them quality health care and counsel under the guidance and direction of my clinical mentors.

I will act within my abilities and recognize that I remain a chiropractic physician in training. I will strive in every way to become a well-rounded health care provider.

I take this oath freely and upon my honor as a Logan University student.

With this oath, I recommit myself to the obligations and responsibilities of a chiropractic physician in training and a future member of the chiropractic profession.

I will continue my formal chiropractic education with dedication and integrity, appreciative of the learning opportunities I will receive from clinicians and patients.

With humbleness and enthusiasm, I commit myself to the service of patients and to their whole health and wellbeing. I will treat all patients with dignity and without distinction, respect their wishes, safeguard their confidence and to the best of my ability, render to them quality health care and counsel under the guidance and direction of my clinical mentors.

I will act within my abilities and recognize that I remain a chiropractic physician in training. I will strive in every way to become a well-rounded health care provider.

I take this oath freely and upon my honor as a Logan University student.

CHIROPRACTIC PHYSICIAN OATH

In accordance with the law of nature, that law which God has prescribed to all men; and in consequence of my dedication to getting the sick well by the application of that law, I promise and swear to keep, to the best of my ability and judgment, the following oath:

I will observe and practice every acknowledged rule of professional conduct in relation with my profession, my patient, my colleague and myself.

I will keep an open mind regarding the progress of my profession, provided that these progressions shall be confined within the boundaries of the chiropractic science, philosophy and art.

I will serve my patient to the best of my ability, violating neither his confidences nor his dignity, and in my association with patients I shall not violate that which is moral and right.

I shall regard and refer to my fellow chiropractor with honor, giving credit where it is due.

I shall improve my knowledge and skill, firm in my resolution to justify the responsibility which the degree of Doctor of Chiropractor symbolizes and imposes.

To all this, I pledge myself, knowing these ideals are prescribed by the dictates of reason alone.

I will observe and practice every acknowledged rule of professional conduct in relation with my profession, my patient, my colleague and myself.

I will keep an open mind regarding the progress of my profession, provided that these progressions shall be confined within the boundaries of the chiropractic science, philosophy and art.

I will serve my patient to the best of my ability, violating neither his confidences nor his dignity, and in my association with patients I shall not violate that which is moral and right.

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To all this, I pledge myself, knowing these ideals are prescribed by the dictates of reason alone.